

2005

UTB/TSC Graduate Catalog 2005-2007

University of Texas at Brownsville

Texas Southmost College

Follow this and additional works at: <https://scholarworks.utrgv.edu/brownsvillelegacycatalogs>

Recommended Citation

University of Texas at Brownsville and Texas Southmost College, "UTB/TSC Graduate Catalog 2005-2007" (2005). *University Course Catalogs (Brownsville)*. 33.

<https://scholarworks.utrgv.edu/brownsvillelegacycatalogs/33>

This Book is brought to you for free and open access by the University Course Catalogs at ScholarWorks @ UTRGV. It has been accepted for inclusion in University Course Catalogs (Brownsville) by an authorized administrator of ScholarWorks @ UTRGV. For more information, please contact justin.white@utrgv.edu, william.flores01@utrgv.edu.



GRADUATE CATALOG
2005-2007

PREFACE

Accreditation and Memberships

UTB/TSC holds membership in and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and master's level degrees. In addition, the university holds membership in the following organizations:

Council of Graduate Schools

American Association of Colleges for Teacher Education

American Association of Collegiate Schools of Business

American Council on Education

Association of American Colleges

American Association of State Colleges and Universities

Association of Collegiate Business Schools and Programs

Texas Alternative Certification Association

Association of Texas Colleges and Universities

The School of Education is also approved to offer post baccalaureate certification programs by the Texas Education Agency.

This catalog is a general information publication only. It is not intended to nor does it contain all regulations that relate to students.

The provisions of this catalog do not constitute a contract, express or implied, between any applicant, student or faculty member, Texas Southmost College and the University of Texas at Brownsville or the University of Texas System.

The University of Texas at Brownsville and Texas Southmost College reserves the right to withdraw courses at any time, to change fees or tuition, calendar, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled.

Statement of Equal Opportunity

To the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program or activity sponsored or conducted by Texas Southmost College and the University of Texas System or any of its component institutions on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

Goals of the Graduate Program

The university is committed to providing graduate programs which will reflect the knowledge, skills, and attitudes its graduates need to become successful leaders in their chosen areas of study. The primary goal of the graduate program is to provide opportunities for graduate study. UTB/TSC graduate programs will provide:

- opportunities for students to acquire professional knowledge beyond that offered at the undergraduate level,
- programs of intellectual and personal growth,
- opportunities that will allow students to gain needed experience in selected areas of study, and
- programs which build upon the bilingual and bicultural attributes of the location and population.

Purpose and Limitation of the Graduate Catalog

The purpose of the Graduate Catalog is to inform students of the policies that govern graduate programs. A limitation of the printed word is that it is fixed in time while conditions and programs change. Dates, fees, regulations, faculty, course offerings and programs are subject to change when conditions warrant or state regulations mandate. The web-based version of the catalog is available at <http://pubs.utb.edu>.

This catalog is a general information publication only. It is not intended to nor does it contain all regulations that relate to students. The provisions of this catalog do not constitute a contract, express or implied, between any applicant, student or faculty member and The University of Texas at Brownsville or The University of Texas System. The University of Texas at Brownsville reserves the right to withdraw courses at any time, to change fees or tuition, calendar, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled.

Program Organization & Administration

The policies governing the graduate program are established by the Graduate Faculty and the Graduate Committee. The Graduate Committee sets standards for admission to graduate work, establishes policy, and recommends changes in programs and courses. The graduate program is administered by the Dean of Graduate Studies.

Faculty members are recommended for appointment to the graduate faculty by their departmental graduate committees and approved by the Graduate Committee. Recommendations for faculty status are based on rank, degree in the field (or training and experience) and the institutional need for the faculty member to hold graduate faculty status.

The Graduate Committee

The Graduate Committee reviews and makes recommendations on university graduate academic policies related to curriculum, admissions, graduate academic standards, fellowships and assistantships, and other matters of importance to graduate education at the university.

Graduate Admissions Information

The university is an open-door institution and to the extent provided by applicable law, no person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program or activity sponsored or conducted by The University of Texas at Brownsville on the basis of race, color, age, national origin, sex, religion, disability, or veteran status. Any

complaints should be directed to Office of Student Affairs or the Corporate Compliance Officer of the University.

Admission to the university does not imply admission to all programs of the university. The university does limit graduate admissions to those students who have shown a history of academic competency that suggests the ability to perform graduate work and indicates that graduate study will contribute significantly to the intellectual and professional development of the student.

Students who register for graduate courses inadvertently through administrative error, or who have not received official notification of admission to the graduate program, will be administratively withdrawn from graduate courses and have their tuition refunded.

Admission Procedures

All applicants for graduate programs must complete an official graduate admission application which consists of the following:

1. A completed graduate program application form and a copy of the receipt for payment of the \$30 application fee.
2. Proof of a baccalaureate degree from a four-year institution which has regional accreditation. Official transcripts of all undergraduate and graduate study must be submitted. Applicants should request that the registrars of colleges previously attended send transcripts directly to the Registrar's Office. Questions of bachelor degree equivalency for students with degrees from foreign institutions will be handled on an individual basis.
3. Official copy of the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) score report. Applicants should request that the Educational Testing Service send score reports directly to the Testing Office. GRE and GMAT scores more than five years old will be accepted only by permission of the Dean of Graduate Studies.

4. Proof of Residency.

A copy of **one** of the following must be included with the application:

- Permanent Texas Driver's License/ID Card
- Lease Agreement
- Texas Voter Registration Card
- Utility Bill
- Texas High School or College Transcript
- Employer's Statement (indicating date of employment)
- Property Tax Statement or Receipt
- Canceled Check/Bank Statement

Note: All resident documents must include the student's name and address and must be dated at least 12 months prior to registration. This policy, also, applies to former students who have been out of UTB/TSC for more than a year.

5. Transcript of Test of English as a Foreign Language (TOEFL) scores for international students. TOEFL scores more than two years old will not be accepted.

Admission Requirements

University graduate admission status does not automatically ensure admission to a college/school graduate degree program. Each college/school may have additional admission requirements for its graduate students. Once the individual's admission application file is complete and reviewed by the student's major department, the applicant will be notified in writing of his/her admission status.

To apply for Graduate Admission, you will need to show evidence of academic achievement and potential to pursue advanced study and research as evidenced by:

1. **Bachelor's Degree:** Proof of a baccalaureate degree from a 4-year college or university which

has regional accreditation. Official transcripts of all undergraduate and graduate study must be submitted.

2. **GPA of 3.0.** An overall undergraduate grade-point average (GPA) of *3.0 or better* and a 3.0 GPA in any graduate work already completed.
3. **Official GRE or GMAT Score:** *Satisfactory scores* on the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) for Business majors. Examination score requirements vary by graduate degree program; see the specific admission requirements for the degree program for which you are applying. Scores more than five years old at the time of application will not be considered. If the GRE or GMAT is not taken prior to admission, it must be taken in the first semester of graduate study and you will not be permitted to register for the subsequent semester until *satisfactory* scores are received.
4. **Application Essay:** A satisfactory application essay stating your educational objectives and identifying positive indicators for admission (no more than 500 words).
5. **Departmental Admission Requirements:** There may be specific admission requirements established by the academic department for the master's degree program which need to be fulfilled. These may include letters of recommendation, interviews, personal background information, examination score, grade-point average, and undergraduate coursework in the discipline. Note that admission to the University does not mean that one is admitted to any master's degree program. Approval of the graduate advisors for the degree program is required for admission to a master's degree program.

Admission with Conditions: An applicant who does not meet the grade point average, GRE/GMAT score, and other criteria stipulated for regular admission may be admitted with conditions. Students receiving conditional admission may have one or more conditions specified by the academic department. The graduate advisor may require you to remedy deficiencies in undergraduate preparation by taking specified additional courses. Students must maintain a 3.0 GPA or better while on conditional status and, normally, must satisfy conditions within the first 12 hours of graduate study.

In addition to the criteria stipulated, the University of Texas at Brownsville takes into consideration for admission counterbalancing factors such as the applicant's demonstrated commitment to his or her chosen field of study, socioeconomic background, multilingual proficiency, geographic region of residence, first generation of family to graduate from an undergraduate program, and involvement and level of responsibility in other matters including extracurricular activities, employment, community service, or family responsibility of raising children.

Non-Degree Admission: Non-degree or transient status may be granted to applicants who want to take a maximum of 12 semester credit hours of graduate courses. A non-degree student who later decides to become a candidate for a degree must meet all graduate admissions criteria. Only relevant courses with grades of 'B' or better will be considered for application to the program of study for any graduate degree.

Readmission of Former Students

Former graduate students of UTB/TSC are required to reapply for graduate admission if they were not enrolled during the previous academic year.

Former students must submit transcripts from all colleges attended since their last enrollment at this institution. Students who have earned less than a 3.0 average (3.0=B on a 4.0 scale) over all work completed since attending UTB/TSC or who left their last institution on probation may be readmitted on probation.

International Students

Students from other countries are valued members of our university community. They bring knowledge and experience from other cultures which greatly enrich graduate studies at UTB/TSC. In many cases, moving to another country to attend graduate school is very expensive and requires great personal and family commitment. It is important that international students enter graduate studies at UTB/TSC with a clear understanding of their obligations and responsibilities and of the university's commitment to them.

In addition to the admissions procedures outlined above, International Students applying for admission to the graduate program must comply with the following:

1. Foreign transcripts may be officially translated when necessary. Information on these services is available at the Office of Graduate Studies, 1 Champion Hall. International students from Mexico who have applied for the Título will be allowed to enroll for a 12 month period until the document is completely processed. Proof that the paperwork has been submitted for the Título must be provided to the Office of Graduate Studies.
2. All international applicants must submit an official score for the Test of English as a Foreign Language (TOEFL) to be eligible for admission. The test score will not be accepted if it is more than two years old, less than 550 on the written version of the exam, or less than 213 on the computerized version. A waiver of the TOEFL requirement may be granted at the discretion of the Dean of Graduate Studies if the applicant is from a country in which English is the primary language, or is a U.S. Citizen or permanent resident, or holds an undergraduate, masters, or doctoral degree from a U.S. college or university. All International students for whom English is not the mother tongue must take the Test of English as a Foreign Language (TOEFL).
3. Students (except those from Mexico) who enter the country under the provisions of an I-20 must qualify for unconditional admission status to the University. Individuals who are required to obtain the legal status of international student must request the form I-20 A-B from the Admissions Office (only after being admitted unconditionally). To obtain the I-20 form, you must submit the following:
 - a. a tentative Program of Study from the academic department
 - b. an affidavit of financial support
 - c. proof of economic solvency (i.e. bank statement or bank letter)
4. Obtain F-1 visa at the nearest U.S. Embassy or Consulate with an I-20 form and valid passport.
5. Present immigration documents to the Admissions Office, Tandy Hall #115, prior to registration.

Health Insurance for International Students

All international students holding nonimmigrant visas will be automatically charged for comprehensive health insurance every semester at the time of registration. The cost of the insurance is in the amount of the premium approved for the U.T. System Student Health Insurance Plan. This charge may not be paid in installments. Mexican nationals are exempt from this requirement excluding those on J-1 visas.

A waiver from this fee may be obtained by providing proof of an acceptable alternate insurance to the Student Health Services Director. Proof of insurance with coverage of at least \$100,000 in medical benefits must include an identification card with insurer's name, policy coverage, and effective and expiration dates. It must be in English. If the required medical evacuation and repatriation coverage are not included, these may be purchased separately at the Business Office, Tandy Hall #109 for \$35 (annual fee). For information contact the International Student Counselor, Tandy Hall #205.

U.S. residents who wish to purchase health insurance may contact Student Health Services at Cortez Hall.

Residency Classifications under state statutes and under rules and regulations of the Texas Higher Education Coordinating Board, prospective graduate students are classified as residents of Texas, nonresidents, or foreign students.

Resident students are defined as students under 18 whose families have lived in Texas for 12 months prior to registration, or students 18 or over who have lived in Texas for 12 months prior to registration.

- **Residents** are individuals who are either U.S. citizens, national or permanent resident aliens or aliens who have been permitted by Congress to adopt the United States as their domicile while in the country and who have otherwise met the state requirements for establishing residency for tuition purposes.
- **Nonresidents** are citizens, national or permanent residents of the U.S. or aliens who have been permitted by Congress to adopt the United States as their domicile while in the country and who have not met the state's requirements for establishing residency for tuition purposes. While these state requirements for establishing residency are complex and should be referred to in each particular circumstance, they generally require a minimum of 12 months residence in Texas prior to enrollment.
- **Foreign students** are aliens who are not permanent residents of the U.S. or have not been permitted by Congress to adopt the U.S. as their domicile. An individual classified as a nonresident or foreign student may qualify, under certain exceptions specified in these rules, for resident tuition rates and other charges while continuing to be classified as a nonresident or a foreign student. Information on residency, reclassification, tuition exceptions and waivers is available at the Office of Graduate Studies and/or Office of Student Financial Assistance.

Tuition and Fees Information

Financial Responsibility

State universities and community colleges cannot extend financial credit. Students are expected to meet financial obligations within the designated time allowed. Registration fees are payable at the time of registration, and students are not entitled to enter class or laboratory until all their fees have been paid. (Exceptions: see "Payment by Installment" section.)

Prior to registering for a semester, returning students are required to pay or clear any outstanding financial balances with UTB/TSC by contacting the Business Office. These are some examples of outstanding financial balances that will prevent a student from registering for a semester.

- Balance on Installment Plan
- Balance on Emergency Loan
- Balance on Student Account
- Balance on Financial Aid Repayment
- Parking Citation
- Library Fine

All charges are due within 10 days after a bill is rendered, or according to the special payment instructions that may be printed on the bill. Failure to pay any amount owed within the allotted time can result in the withholding of registration privileges, official transcripts, grades, degrees, and other penalties and actions allowed by law.

Students are expected to pay for tuition and fees within the specified payment period. Students are not entitled to enter classrooms or laboratories until payment for tuition and fees has been made or a payment option selected by the student. All tuition and fees must be paid at the Business Office

before the payment deadline date.

Types of payments accepted at the Business Office:

- Cash, Personal Checks made payable to: The University of Texas at Brownsville or UTB (include ID#), Money Order (include ID#), Credit Card Checks (include ID#)
- VISA Master Card, or Sting Card

For your convenience, a check payment drop box is located next to the Business Office, Tandy Hall #107. All payments must be received before the deadline and payment must be for the full amount of tuition and fees. The Student identification number should be included on checks. Check payments may be mailed and must be postmarked on or before payment deadline. Mail checks to:

The University of Texas at Brownsville and Texas Southmost College

Business Office

P.O. Box 3640

Brownsville, TX 78520-3640

When a check is returned by the bank for whatever reason, a \$25.00 nonrefundable returned checks service charge is assessed. The student is given ten days from the date of notice to make full payment by cash, money order, or cashier's check. Once the student has had a returned check, UTB/TSC reserves the right not to accept personal checks from the student. Returned checks not paid will be submitted for collections. Students will be liable for any court costs and attorney fees. For your convenience, VISA and Master Card payment information may be faxed to the Business Office at (956) 882-7981 and must be received before the payment deadline. It is the student's or cardholder's responsibility to verify that sufficient balance is available in the account to process payment. The following information is required to process payment. Forms are available at the Business Office for this information.

- Student's name, Student's ID#, Type of Credit Card, Credit Card #, Expiration Date; Printed name of credit card holder, and signature of credit card holder.

Payment by Installment §54.007 of the Texas Education Code provides for payment by installment of tuition and mandatory fees in the Fall and Spring semesters.

Mandatory fees are those fees required of all students enrolled (i.e., Tuition, Student Service Fee, General Use Fee, Instruction Fee and Laboratory Fee).

Eligibility: Students who do not receive any form of financial aid, including scholarships, and are registered for a minimum of six semester credit hours, are eligible to pay by installment.

Options: Eligible students may elect one of two payment options during Fall and Spring registration.

- Full payment of all tuition and mandatory fees in advance of the beginning of the semester (at registration); or
- One-half payment of tuition and mandatory fees at registration and one quarter payment prior to the start of the sixth class week and the final quarter payment prior to the eleventh class week.

Once selected, an option may not be changed. However, advance payments will be accepted.

Students dropping below the six mandatory hours must pay the balance in full.

Installment Payment Fee: A nonrefundable incidental charge of \$7.50 per installment will be collected at registration in a lump sum. Payment of the entire unpaid balance will preclude any further incidental charges.

Collection after Registration: §54.007 of the Texas Education Code require collection of the second and any subsequent installment before the class weeks indicated above.

Late Payment: Late installments will be accepted during the first three class days of the class week indicated above, but a nonrefundable late payment charge of \$5.00 will be assessed in addition to

the installment amount.

Reinstatement: Late installments will be accepted after the first three class days of the class week intended above, but a nonrefundable reinstatement charge of \$25.00 will be assessed in addition to the installment amount.

Failure to Pay Installment Tuition: Students who fail to fully pay tuition and fees, including late fees assessed, when the payments are due, are subject to one or more of the following actions at the university's option:

- Bar against readmission at the institution;
- Withholding of grades, degrees and official transcripts; and
- All penalties and actions authorized by law.

Note: Payment by Installment Policy is subject to change without notice or obligation in keeping with the policies and actions of the Board of Regents and in conforming to the laws of the State of Texas.

Tuition and Required Fees

Required Graduate registration fees for residents of Texas for each semester include the following:

- Tuition: \$113.00 per semester credit hour
- Student Service Fee: \$ 10.00 per semester credit hour up to a maximum of \$150.00 per regular semester
- Records Fee: \$5.00 per student per semester
- Computer Access/Use Fee: \$10.00 per semester credit hour
- Automated Services Fee: \$30.00 per semester
- Student Union Fee \$41.56 per semester
- Advising Fee: \$25.00 per student per semester
- Library Fee: \$2.00 per semester credit hour
- International Education Fee: \$2.00 per semester
- Medical Services Fee: \$20.00 per semester
- Student Recreation Fee: \$79.00 per semester

For example, a Graduate student who is a resident of Texas and who enrolls for nine semester credit hours in a Fall or Spring semester would pay \$1,422.56 of required registration tuition and fees. The table does not include required laboratory fees or individual instruction fees which are listed with the individual course descriptions. Tuition and fees are subject to change without notice or obligation in keeping with the policies and actions of the Board of Regents and in conforming to the Laws of the State of Texas.

UT Telecampus Courses

Distance Education courses offered via the University of Texas Telecampus will be billed to the student in accordance with the course tuition published by the UT Telecampus. Tuition for Telecampus courses is uniform across all University of Texas System components and is typically higher than tuition for on-campus courses at UTB/TSC.

Other Fees and Deposits

Add/Drop Fee.....	\$ 5.00
Auditing Fee.....	\$ 50.00
<i>If class auditing is permitted, this nonrefundable fee will be charged per class audited.</i>	
Comprehensive Examination Fee	\$50.00
Copy/Print Card Fee	\$ 10.00
<i>Fee for a copy/print card for \$10 for 250 copies/prints from any computer designated for student use;</i>	

additional copies/prints at .05 cents

Deficiency Plan Fee-School of Education\$ 40.00

Assessed to students in the School of Education

Distance Learning Fee Web-based Fee: \$10.00 per semester credit hour
Interactive Video: \$25.00 per semester credit hour

UT Telecampus web-based fee up to \$80.00 per semester credit hour.
This nonrefundable fee is charged to defray costs associated with distance learning infrastructure (hardware, software, network, and human services) costs of course content maintenance and courseware development.

Emergency Loan Late Payment Fee\$ 15.00

This fee is charged each month payment is late to defray collection costs.

Foreign Insurance Fee per semester.....\$ 339.00
(Fee subject to change without notice.)

General Property Deposit.....\$ 10.00

All Upper Division, UTB Undergraduate and Graduate students must make a General Property Deposit to help offset the cost of property loss or damage. Applications for refunds will be processed at the Business Office. Money will remain on account until such time as the student graduates or officially withdraws from UTB/TSC. The General Property Deposit may not be paid in installments. Any deposit which remains unclaimed for four years from the date of last attendance will be forfeited.

Graduate Students Application Fee.....\$ 30.00

This fee is assessed to defray costs incurred in processing the Graduate application.

Graduation Fee.....\$ 25.00

This nonrefundable fee is charged for certificates and degrees to defray costs for processing applications for commencement, music, graduation speaker, postage, diplomas, and other expenses associated with graduation. All students participating in the commencement ceremony are required to purchase the proper graduation regalia from the UTB/TSC Bookstore. Students are not permitted to participate without proper regalia. Students wishing to transfer their application for graduation to another period will be required to pay an additional \$5.00 fee.

Identification Card Replacement Fee..... \$ 10.00 Per Card

Installment Payment Fee.....\$ 22.50

Available ONLY during Fall and Spring semesters for Undergraduate and Graduate Students

Laboratory Fee (Courses listed below).....\$20.00

5170 Laboratory Topics in Biology

6303 Evolutionary Ecology

6306 Field Botany

Late Payment Charges 5.00

See Payment by Installment for more information

Late Registration Fee 30.00

Library Fees

Overdue items - Fees vary according to time the item is overdue.

Lost items - Fees vary according to original or replacement costs of item plus a \$25.00 service fee.

Damaged items - Fees vary according to the extent of the damaged and cost of repair or replacement.

Reinstatement Charge 25.00

See Payment by Installment for more information

Returned Check Charge\$ 25.00

This nonrefundable charge will be assessed to students for each returned check. UTB/TSC may refuse to accept checks from students who have previously had a check returned for insufficient funds or other reasons. NSF checks not paid will be submitted for collection. Student will be liable for any court cost and attorney fees.

School of Education-Foreign Field Experience 550.00

Fee for students that take EDEC 6310.65 and BILC 6322.65

Student Liability Insurance Fee per Academic year\$ 18.13

(Fee subject to change without notice)

Testing Fees (are subject to change without notice)

GRE\$ 115.00

GMAT\$ 200.00

TOEFL.....\$ 115.00

Thesis Binding Fee\$ 48.00 per copy

Three copies of a Master's Thesis must be bound and presented to UTB/TSC. The exact cost depends on the length of the thesis.

Transcript Fee (official)\$ 5.00

Vehicle Registration and Operation Permit.....\$20.00 (Fall or Spring)
and \$10.00 (per Summer Term)

Students, whether full-time or part-time, who will operate a motor vehicle in the campus area must register the vehicle with the Campus Police Office. This fee is nonrefundable after the first class day. A permit to be placed on the vehicle indicating the permit number will be provided. Fees will be assessed as follows:

Parking Classifications:

Faculty, Staff, Students (annual fee).....\$60.00

Disabled No charge

Afternoon Students 1:00-4:30\$6.00

Replacement Permits:

Replacement Fee.....\$1.00

Enforcement Fees:

General Parking Violations.....\$10.00

No Permit\$25.00

Fire lane, Disabled, Grass Area, etc.....\$35.00

Immobilizer Charge\$10.00

Late Payment Charge (60 days).....\$25.00

**No parking permit fees are charged for permanently disabled people or disabled veterans as defined by Articles 6675a-5e and 6675a-5e.1 of Vernon's Texas Civil Statutes.*

Refund Policy

Withdrawal from the University: Students who are enrolled and who officially withdraw or are dis-enrolled shall have their tuition and specified mandatory fees refunded according to the following schedule:

Long Semester

Prior to the first class day of the semester	100%
During the (first) five class days of the semester	80%
During the (second) five class days of the semester	70%
During the (third) five class days of the semester	50%
During the (fourth) five class days of the semester	25%
After the fourth five class days	None

May Session

Prior to the first class day of the semester	100%
During the first, second or third class day of the semester	80%
During the fourth, fifth or sixth class day of the semester	50%
After the sixth class day of the semester	None

Summer Session

Prior to the first class day of the semester	100%
During the first, second or third class day of the semester	80%
During the fourth, fifth or sixth class day of the semester	50%
After the sixth class day of the semester	None

Dropping a Course/s: Students who reduce their semester credit hour loads by officially dropping a course or courses and remain enrolled at the institution will have tuition and specified mandatory fees refunded according to the following schedule:

Long Semester

During the first 12 class days of the semester	100%
After the 12th class day of the semester	None

May Session

During the first 2 days of the semester	100%
After the second class day of the semester	None

Summer Session

During the first four class days of the semester	100%
After the fourth class day of the semester	None

Mini-Courses

Students who are enrolled for mini-courses and officially withdraw will have their tuition and specified mandatory fees refunded according to the length of the mini-course. Due to the variety of lengths of mini-courses offered at UTB/TSC, the Business Office must be consulted for the refund schedule.

Student Services and Financial Aid

Academic Advising

Graduate school advising is provided by graduate and/or other Faculty Advisors throughout the various university/college departments. These graduate advisors are available to assist students with graduate Program of Study requirements. See “Degrees and Majors” for a listing of program advisors.

Counseling Center

Tandy Hall #205 • 882-8292

The Counseling Center provides a variety of Counseling services to all students pursuing academic or vocational/technical programs of study. The Center offers both group and individualized programs to help students deal with academic and personal concerns.

Dean of Students' Office

Student Union 1.20 • 882-5115

The goal of the Dean of Students' Office is to serve the needs and concerns of students and to be an advocate. Students are encouraged to have the most enriching college experience possible and to accomplish this number of services and programs are offered. These services and programs include Student Activities, Student Publications, Student Health Services, Career Services and Placement, Conflict Resolution Center, and Student Discipline. Student input is an important element and is strongly encouraged.

Career Services and Placement

Tandy Hall #205 • 882-8866

The Career Services and Placement Office provides students assistance in choosing a major, planning a career, and meeting their college expenses and/or gaining work experience in their chosen fields. Students are assisted with career decision-making and planning, career resource utilization and exploration, as well as evaluation of interests and preferences in occupations. For more information, call 882-8866.

Special Services

*Disability Services * Tandy Hall #205 • 882-8292/v or 882-8839/TTY*

Students with disabilities may request assistance through Disability Services, and office of the Counseling Center. To request services, students must register with the Counselor/Coordinator of Disability Services. Proof of disability is required. (Documentation requirements vary depending on the disability.) Students bear the responsibility of making their abilities and limitations known to Disability Services. The Counselor, in consultation with the student, will decide on the appropriate accommodations and the student will be provided a form for notifying each professor. Student must request services each semester, as needed.

Disabled parking permits may be obtained at the Campus Police Department. Proof of disability is required.

TDD users who wish to contact the University by phone may call through Relay Texas at 1-800-735-2989. This catalog is available in alternate formats upon request. For information, contact Disability Services.

Student Financial Assistance

Student Financial Assistance • Tandy Hall #206 • 882-8277

The Student Financial Aid programs provide financial assistance to eligible students who, without such aid, would be unable to attend college. Financial assistance for eligible students is available in the form of grants, loans, college work-study, veterans' benefits, tuition waivers, emergency loans, and scholarships. For complete information or applications, contact the Office of Student Financial Assistance. A student subject to selective service registration will be required to file a statement that he has registered or is exempt from selective service registration in order to be eligible to receive financial assistance.

Treatment of Title IV Student Financial Aid Funds When a Student Withdraws: When federal Title

IV grant or loan assistance is disbursed, but the recipient does not complete the enrollment period, the law requires that UTB/TSC calculate the amount that must be returned by the school and/or student to Title IV program accounts.

The date the student initiates the withdrawal is used for calculating the percentage used in the formula for Return of Title IV funds. The number of days from the 1st class day to the withdrawal date divided by the number of days in the payment period (semester) equals the percentage of Title IV funds earned. If the withdrawal date is after the 60% point of the semester, the student has earned 100% of the Title IV funds.

Procedures for Return of Title IV Funds: If the total amount of Title IV grant and/or loan assistance that the student earned is less than the amount disbursed to or on behalf of the student, the difference between these amounts must be returned to the Title IV programs in the following order of priority (not to exceed the amount originally disbursed):

1. Unsubsidized FFEL Stafford Loans
2. Subsidized FFEL Stafford Loans
3. PLUS FFEL Loans
4. Other Title IV assistance (excluding FWS)

The school and the student share the responsibility for returning Title IV aid. The school returns “unearned” Title IV funds that have been paid to the school to cover the student’s institutional charges received from Title IV grants and/or loan programs.

The school must return Title IV funds due to the federal programs no later than 30 days after the date the school determines the student withdrew.

If the student owes funds back to the Title IV programs, the institution will advise the student within 30 days of determining that the student withdrew. The student has 45 days from the date of notification from the institution to take action on the overpayment. If the student’s portion of unearned Title IV funds included a federal grant, the student has to pay no more than 50% of the initial amount that the student is responsible for returning. Immediate repayment of the unearned loan amount is not required because the student repays the loan to the lender according to the terms or conditions in the promissory note. The institution will advise the lender of the student’s withdrawal within 30 days of determining the student withdrew.

No additional disbursements may be made to the student for the enrollment period. If the student does not repay the amount owed to the Title IV programs or does not make satisfactory payment arrangements with the U.S. Department of Education, UTB/TSC will report to the National Student Loan Data System (NSLDS) that the student received an overpayment. The student loses eligibility for further Title IV aid until resolved.

NOTE: Students completely withdrawing after the official census date should also refer to the Federal Financial Aid Satisfactory Academic Progress Standards. See sample calculation in the next page:

Mexican Citizens with Financial Need - Border County Waiver: State law allows students who are citizens of Mexico and who can document financial need to pay the same tuition as residents of the State of Texas when enrolling. To be eligible for this waiver, such students must complete all university matriculation requirements, document financial need, with the Financial Aid Office, Tandy #206, and be accepted for admission into the graduate program. Such students continue to be classified as nonresident or foreign students. Contact the Office of Student Financial Assistance at Tandy Hall # 206 for applications process and deadlines. Restrictions apply.

Tuition Exemptions: The Texas Legislature has provided a tuition and fee exemption, excluding general property deposit and student services fees, provided under §54.201 - §54.219 of the Texas Education Code.

To obtain the exemption, an approved application must be on file with the Office of Student

Financial Assistance six weeks prior to registration. Tuition and fee exemptions are granted for the following categories of students:

- Children of Texas veterans
- Children of disabled Texas firefighters and peace officers
- Blind and deaf students
- Firefighters enrolled in fire science courses
- Foster children
- Children of prisoners of war or persons missing in action
- ROTC students
- AFDC students
- Texas ex-servicemen
- Economic hardship
- Educational aides
- Early High School graduates
- Section 45.219, *Texas Education Code*, provides “Prisoners at War” are also entitled to be exempt from tuition and required fees.

The following tuition and fee exemptions require approval of the U.T. System Board of Regents:

- Accredited School Scholarship (permissive)
- Fully Funded Courses (permissive)
- Good Neighbor Scholarship (permissive)
- Senior citizen (permissive)
- Disabled Peace Officers (permissive)

This information is provided in summary form. For more information, contact the Office of Student Financial Assistance at Tandy Hall #206 and/or refer to the Texas Education Code, §54.201, et seq.

How Your Enrollment Status Affects Your Student Financial Aid

The Financial Aid Office recalculates financial aid eligibility for *students changing enrollment status on or before the official census date* (12th class day for Fall/Spring semesters, 4th class day for Summer terms). Recalculations are processed for schedule changes initiated by the student (in the form of adds/drops) or by the university (in the form of cancelled courses and/or other administrative changes).

Some awards, including Pell grant, are adjusted based on the number of hours enrolled at the end of the official census period. Other awards, including Federal student loans, may no longer be disbursed after a student drops below half-time status within the loan period. Students should also be aware that changes to enrollment status for a specific semester may also impact program participation and/or eligibility for future semesters.

If the financial aid eligibility is increased and a credit remains after the revised tuition and fees are determined, the available balance will be promptly mailed to the student by the Business Office. If the financial aid package is reduced and an account balance remains after the Business Office recalculates tuition and fees, the student is responsible for promptly paying this amount in full. (Review the refund policy and the tuition and fees information published in the UTB/TSC Course Schedule.)

In general, students dropping below half-time status, on or before the official census date, are ineligible for most forms of financial aid, and similar to students completely withdrawing from UTB/TSC, may be required to repay awards and/or tuition balances, as per the Title IV Returns policy.

NOTE: Students reducing enrollment status after the official census date should refer to the Federal Financial Aid Satisfactory Academic Progress Standards and students completely withdrawing from

the institution, before or after the official census date, should also refer to the Procedures for Return of Title IV Funds.

Federal Financial Aid Satisfactory Academic Progress Standards (Graduates)

Scholastic Standards to be Considered for Federal Financial Aid

The following requirements apply to the student's entire academic history, whether financial aid was received or not:

- Students are required to pass 100% of attempted credit hours.
- Students must maintain a cumulative grade point average of 3.0 (on a 4.0 scale).
- Students with cumulative earned hours exceeding 54 credits shall no longer receive any form of financial aid for graduate studies.

Suspension from Financial Aid Consideration

Students failing to earn the minimum required percentage of hours attempted and/or failing to maintain the GPA standards shall be placed on financial aid suspension and shall not receive financial aid for the suspended period. Students exceeding the maximum allowable hours standard(s) shall be permanently suspended from participating in financial aid programs for graduate studies.

Removal from Financial Aid Suspension Status

No financial aid funds shall be awarded until the suspended student successfully completes a minimum of five credit hours (in one semester or one summer session), earning a "B" grade, or better, for all attempted hours within one semester. For example, if a student enrolls for twelve (12) hours in one semester, the student must complete all 12 hours with a "B" or better. If the student drops or withdraws from any of the 12 hours, he/she will not be eligible for reinstatement of financial aid. Students are responsible for payment of all tuition and fees (and shall not be reimbursed for costs incurred) during suspension periods.

Appeal of Financial Aid Suspension Status

In some cases, appeals to financial aid suspension may be considered for extenuating circumstances by the Financial Aid Advisory Committee. Students appealing financial aid suspension must submit a typed or hand-printed appeal detailing the unusual situation (i.e. medical emergency, death in immediate family, loss of employment, etc.) with supporting documentation (i.e. doctor's excuse, death certificate, termination notice, etc.) and a copy of an unofficial transcript to the Financial Assistance Office.

Decisions on financial aid suspension appeals are typically rendered by the subcommittee of the University Scholarship and Financial Aid Advisory Committee within ten working days, and may further be appealed to the Financial Assistance Director.

Graduate Tuition Scholarship: Graduate tuition incentive scholarships are awarded competitively each semester based upon available funding and earned grade point average. Applicants must fulfill the following criteria: Must be seeking first master's degree; Unconditional Admission Status; Academic Standing 3.0 or higher graduate GPA for continuing students, undergraduate GPA for new students; Continuing students must have an official Program of Study on file at the Graduate Office; Texas Residents; May not be receiving any other form of financial aid (loans not included). For application and deadlines you may contact the Graduate Office at (956) 882-6552.

Official Policy Statements

AIDS, HIV and Hepatitis B Infection: UTB and TSC recognize Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) as serious public health threats and are committed to encouraging an informed and educated response to issues and questions concerning AIDS, HIV and HBV. In furtherance to its commitment, UTB and TSC have adopted a policy and procedural steps to protect both the rights and well-being of those students, employees and patients who may be infected with HIV or HBV as well as to prevent the spread of infection. No individual with HIV or HBV infection will be discriminated against in employment, admission to academic programs, health benefits, or access to facilities. Students with HIV or HBV infection may attend all classes without restriction, as long as they are physically and mentally able to participate and perform assigned work and pose no health risks to others. All information regarding the medical status of UTB and TSC faculty, staff, and students is confidential.

A complete copy of the "AIDS, HIV and Hepatitis B Infection" policy can be found in the institutional *Handbook of Operating Procedures* available in the Dean's office of each school, college and division, the library and most UTB/TSC departments. The policy is also available at the website: <http://ntmain.utb.edu/iperez/S3-2.pdf>. This policy is applicable to all students of UTB and TSC as they pursue their academic and clinical endeavors. Several brochures are available to all students on request by calling Student Health Services at 544-8951.

Bacterial Meningitis: This information is being provided to all new college students in the state of Texas. Bacterial Meningitis is a serious, potentially deadly disease that can progress extremely fast-so take utmost caution. It is an inflammation of the membranes that surround the brain and spinal cord. The bacteria that cause meningitis can also infect the blood. This disease strikes about 3,000 Americans each year, including 100-125 on college campuses, leading to 5-15 deaths among college students each year. There is a treatment, but those who survive may develop severe health problems or disabilities. Symptoms include high fever, rash or purple patches on skin, light sensitivity, confusion and sleepiness, lethargy, severe headache, vomiting, stiff neck, nausea and seizures. There may be a rash of tiny, red-purple spots caused by bleeding under the skin. These can occur anywhere on the body. The more symptoms, the higher the risk, so when these symptoms appear seek immediate medical attention.

How can I find more information?

Contact your own health care provider.

Contact your Student Health Center at (956) 882-8951 or (956) 882-3896

Contact your local or regional Texas Department of Health office at 1-800-837-6768

Contact web site: www.cdc.gov/ncidod/dbmd/diseaseinfo; www.acha.org

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and the Texas Public Information Act, Texas Government Code §552.001 et. seq., are respectively a federal and state law that provide for the review and disclosure of student educational records. In accordance with these laws the University has adopted the following policy. Individuals are informed of their rights under these laws through this policy which is included in the University Handbook of Operating Procedures and Catalog. The catalog will be made available for inspection through the Vice President of Student Affairs office and HOOPs are available in the Library and most administrative offices. The HOOP is also available on the web at <http://unix.utb.edu/~TIF/hoop/frame2a.html>.

UTB/TSC will not permit access to or the release of personally identifiable information contained in student education records without the written consent of the student to any party, except as follows:

1. To appropriate UTB/TSC officials who require access to educational records in order to perform their legitimate educational duties;
2. To officials of other schools in which the student seeks or intends to enroll, upon request of these officials;
3. To federal, state, or local officials or agencies authorized by law;
4. In connection with a student's application for, or receipt of, financial aid;
5. To the parents of a dependent student as defined in §152 of the *Internal Revenue Code* of 1954, provided a reasonable effort is made to notify the student in advance;
6. In compliance with a judicial order or subpoena;
7. In an emergency situation if the information is necessary to protect the health or safety of the students of other persons; or
8. To an alleged victim of any crime of violence, the results of the alleged perpetrator's disciplinary proceeding may be released.
9. The final results of any disciplinary proceeding against a student who is an alleged perpetrator of any crime of violence or non-forcible sex offense if the student is found responsible on or after October 7, 1998, for violating the university's rules or policies with respect to such crime or offense.
10. To a parent or legal guardian of a student, information regarding any violation of any law or university policy, governing the use or possession of alcohol or a controlled substance, if the student is under the age of 21 at the time of disclosure to the parent, and the university determines that the student is responsible for a disciplinary violation with respect to such use or possession.

The University will release information in student education records to appropriate University officials as indicated in (1) above when such records are needed by administrators, faculty or staff in furtherance of the educational or business purposes of the student or University.

A record of requests for disclosure and such disclosure of personally identifiable information from student education records shall be maintained by the Enrollment Office for each student and will also be made available for inspection pursuant to this policy. If the institution discovers that a third party who has received student records from the institution has released or failed to destroy such records in violation of this policy, it will prohibit access to educational records for five years. Respective records no longer neither subject to audit nor presently under request for access may be purged according to regular schedules. Certain requests will not be recorded, such as releases to the student himself or herself; pursuant to the written consent of the student; to university officials with legitimate education interests; pursuant to a law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed or the order is concerning an authorized investigation or prosecution of domestic or international terrorism; or of directory information.

Directory Information: At its discretion, UTB/TSC may release directory information which shall include:

1. name, address, telephone number
2. date and place of birth
3. major field of study
4. participation in officially recognized activities and sports
5. dates of attendance
6. most recent previous educational institutions attended
7. classification
8. degrees and awards received

9. date of graduation
10. physical factors (height and weight) of athletes
11. e-mail addresses

Students may withhold directory information by notifying the Office of Enrollment in writing each semester during the first 12 days of class of a fall or spring semester, the first four class days of a summer semester, or the first three days of any quarter. Request for nondisclosure will be honored by the institution for only the current enrollment period; therefore, a request to withhold directory information must be filed each semester or term in the Office of Enrollment.

Access to Files: Upon written request, UTB/TSC shall provide a student with access to his/her educational records. The Vice President for Business Affairs at Tandy Hall has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions files, academic files, and financial files. Students wishing to review their education records must make written requests to the Vice President for Business Affairs listing the item or items of interest. Education records covered by the Act will be made available within 45 days of the request.

A list of education records and those officials responsible for the records shall be maintained at the Enrollment Office. They include:

Academic Records

- Enrollment Office (Admissions/Registrar): Director of Enrollment
- Department and Faculty Offices

Student Service Records

- Counseling Office: Director of Counseling
- Student Activities Office: Director of Student Activities
- Student Affairs: Vice President for Student Affairs
- Testing: Director of Testing

Financial Records

- Business Office: Vice President of Business Affairs
- Office of Student Financial Assistance: Director of Financial Aid

A student may authorize the release of educational records to a third-party with a written consent that is signed and dated, and specifies the records to be disclosed, the party to whom the records are to be disclosed, and the purpose of the disclosure. Educational records do not include:

1. financial records of the student's parent or guardian;
2. confidential letters of recommendation which were placed in the educational records of a student prior to January 1, 1975;
3. records of instructional, administrative and educational personnel who are kept in the sole possession of the maker and are not accessible or revealed to any other individual except a temporary substitute for maker;
4. records of law enforcement units, including the university campus police;
5. employment records related exclusively to an individual's employment capacity;
6. medical and psychological records;
7. thesis or research papers; or
8. records that only contain information about an individual after the individual is no longer a student at the institution.

Challenge to Record

Students may challenge the accuracy of their educational records. Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights may discuss their problems informally with the V.P. for Student

Affairs. If agreement is reached with respect to the student's request, the appropriate record will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and they will be informed by the V.P. for Student Affairs of their right to a formal hearing.

Student requests for a formal hearing must be made in writing to the Vice President for Student Affairs who, within a reasonable period of time after receiving such requests, will inform students of the date, place and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the student's expense. The hearing officer that will adjudicate such challenges will be appointed by the V.P. for Student Affairs in nonacademic matters and by the V.P. for Academic Affairs in academic matters. The substantive judgment of a faculty member about a student's work, expressed in grades and/or evaluations, is not within the purview of this right to seek amendment of educational records. Decisions of the hearing officer will be final, will be based solely on the evidence presented at the hearing, will consist of the written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decision of the hearing officer, if the decision is in favor of the student. If the decision is unsatisfactory to the student, the student may place with the education records statements commenting to the information in the records or statements setting forth any reasons for disagreeing with the decision of the hearing officer, or both.

The statements will be placed in the education records, maintained as part of the student's records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the act may request in writing, assistance from the President of the institution.

Change of Address and Change of Name

Students are responsible for providing accurate and current mailing address information and legal name changes to the Graduate Office and the Enrollment Office.

Complaints: Complaints regarding alleged failures to comply with the provisions of the FERPA may be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Copies

Students may have copies of their educational records and this policy. These copies will be made at the student's expense at rates authorized in the Texas Open Records Act except that official transcripts will be \$1.00. Official copies of academic records or transcripts will not be released for students who have a delinquent financial obligation or financial "hold" at UTB/TSC.

Hazing Policy

Hazing in state educational institutions is prohibited by both state law (§51.936 and 37.151 et seq, Texas Education Code) and by the Regent's Rules and Regulations (Part One, Chapter VI, Section 3.28). Individuals or organizations engaging in hazing could be subject to fines and charged with criminal offenses. Additionally, the law does not affect or in any way restrict the right of the University to enforce its own rules against hazing.

Individuals: A person commits an offense if the person:

1. engages in hazing;
2. solicits, encourages, directs, aids or attempts to aid another engaging in hazing;
3. recklessly permits hazing to occur; or

4. has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution, or has firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report that knowledge in writing to the Vice President for Student Affairs or other appropriate official of the institution.

Organizations

An organization commits an offense if the organization condones or encourages hazing or if an officer of any combination of members, pledges, or alumni of the organization commits or assists in the commission of hazing.

Definition

The term “hazing” is broadly defined by statute to mean any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student, that endangers the mental or physical health of safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization. Hazing includes, but is not limited to:

- a. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
- b. any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
- c. any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance which subjects the student to an unreasonable risk of harm or which adversely affects the mental or physical health or safety of the student;
- d. any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subdivision; and
- e. Any activity that induces, causes, or requires the student to perform a duty or task which involves a violation of the Penal Code. The fact that a person consented to or acquiesced in a hazing activity is not a defense to prosecution.

Immunity

In an effort to encourage reporting of hazing incidents, the law grants immunity from civil or criminal liability to any person who reports a specific hazing event in good faith and without malice to the Vice President for Student Affairs or other appropriate official of the institution and immunizes that person for participation in any judicial proceeding resulting from that report. Additionally, a doctor or other medical practitioner who treats a student who may have been subjected to hazing may make a good faith report of the suspected hazing activities to police or other law enforcement officials and is immune from civil or other liability that might otherwise be imposed or incurred as a result of the report. The penalty for failure to report is a fine of up to \$1,000, up to 180 days in jail, or both. Penalties for other hazing offenses vary according to the severity of the injury which results and include fines from \$500 to \$10,000 and/or confinement for up to two years.

Immunization Requirements

The following immunizations are required for all students enrolled in health related courses which will involve direct patient contact or who come in contact with human biological fluids or tissue. Students for whom these immunizations are not required by the institution are strongly urged to

obtain these immunizations for their own protection.

- Measles: proof of two doses of measles vaccine administered on or after the first birthday and at least 30 days apart or proof of immunity.
- Mumps: proof of one dose of mumps vaccine administered on or after the first birthday or proof of immunity.
- Rubella: proof of one dose administered on or after the first birthday or proof of immunity.
- Tetanus/diphtheria: proof of one “booster” dose of tetanus/diphtheria (within 10 years).
- Hepatitis B virus (HBV): proof of serologic immunity to HBV or certification of immunization with a complete series of Hepatitis B vaccine.

Certain exemptions are allowed from immunization requirement; students should contact the Office of the Vice President for Student Affairs for information. Inquiries concerning supplemental immunization requirements should be directed to Student Health Services.

Illicit Drug Use and Alcohol Abuse Program and Policy

In compliance with the Drug Free Schools and Communities Act Amendment of 1989, Part One, Chapter VI, §3.21 of the Regents’ Rules and Regulations provides for disciplinary action against any student who engages in conduct that is prohibited by state, federal, or local law. This includes those laws prohibiting the use, possession, or distribution of drugs and alcohol.

UTB and TSC will impose at least a minimum disciplinary penalty of suspension for a specified period of time or suspension of rights and privileges, or both, for conduct related to the use, possession, or distribution of drugs that are prohibited by state, federal, or local law. Other penalties that may be imposed for conduct related to the unlawful use, possession, or distribution of drugs or alcohol include disciplinary probation, payment for damage to or misappropriation of property, suspension of rights and privileges, suspension for a specified period of time, expulsion, or such other penalty as may be deemed appropriate under the circumstances.

Information is distributed to each student annually concerning standards of conduct prohibiting unlawful possession, use, or distribution of illicit drugs and alcohol, health risks associated with their use and abuse, institutional penalties, state and federal criminal penalties, and counseling and rehabilitation programs available in the area. Additional information is also available in the Student Health Services Office.

Sexual Harassment Policy

UTB/TSC is committed to provide a professional working and learning environment free from sexual harassment. Sexual harassment has been declared a form of sex discrimination under Title VII of the Civil Rights Act of 1964, and Title IX of the Civil Rights Act of 1972 and the Texas Commission on Human Rights Act, Article 5221k, Vernon’s Texas Civil Statutes, and it is illegal, and actionable under civil and criminal law. In addition to violation of Title VII of the Civil Rights Act of 1964, 42 U.S.C. Sec. 2000e, and Title IX of the Educational Amendments of 1972, 20 U.S.C. Sec. 1681, the act of committing sexual harassment by a public servant is considered to be a criminal offense under Texas Penal Code Sec. 39.02, and it may constitute assault, sexual assault, public lewdness, or indecent exposure under Chapter 21 and 22 of the Texas Penal Code.

Definition:

The unwelcome sexual advances, requests for sexual favors, verbal and written comments, or physical conduct of a sexual nature may constitute sexual harassment when such conduct:

- is made, either explicitly or implicitly, a term or condition of instruction, employment, participation in a university activity; or
- is used to be a basis for academic or employment decisions or evaluations; or

- has the purpose or effect of unreasonably interfering with an individual's academic or work performance; or of creating an intimidating, hostile, or offensive university environment.

In addition to the above definition, behaviors that may constitute sexual harassment may include, but are not limited to the following:

- Intentional touching;
- Explicit or implicit propositions to engage in sexual activity;
- Gratuitous comments of sexual nature such as explicit statements, questions, jokes or anecdotes;
- Remarks of a sexual nature about a person's clothing or body;
- Remarks about sexual activities or speculation about sexual experiences;
- Exposure to gratuitous sexually suggestive visual displays such as photographs, graffiti, posters, calendars or other materials;
- Deliberate physical interference with or restriction of an individual's movements;
- Persistent unwanted sexual/romantic attention;
- Subtle or overt pressure for sexual favors; or
- Deliberate, repeated humiliation or intimidation based upon the sex of an individual

Sexual Misconduct

In addition to prohibiting sexual harassment as defined by law, the University also prohibits conduct of sexual nature that, although not so serious or pervasive that it rises to the level of sexual harassment, is unprofessional and/or inappropriate for worksites and teaching locations.

Behaviors that may constitute sexual misconduct include but are not limited to:

- Failure to observe the appropriate boundaries of the supervisor/subordinate or faculty/student relationship
- Repeatedly engaging in sexually oriented conversations, comments or horseplay, including the use of language or the telling of jokes or anecdotes of a sexual nature in the workplace, office or classroom, even if such conduct is not objected by those present; and
- Gratuitous use of sexually oriented materials not directly related to the subject matter of a class, course or meeting, even if not objected to by those present.

Sexual harassment is not limited by gender of either party, or by superior-subordinate relationships.

This policy is applicable to all employees, faculty and students of UTB/TSC.

It is considered a violation of university and college sexual harassment policy if there is failure to investigate allegations of sexual harassment or failure to take timely corrective action. General procedures for reporting and complaint resolution are found in HOOP 3.3 pages 3 to 9.

Review

This policy shall be reviewed annually by the Vice President for Business Affairs/EEO/AA.

Religious Holy Days The institution will allow a student who is absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day after the first day of the semester, the student notifies the instructor of each class the student has scheduled on that date that the student will be absent for a religious holy day. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under § 11.20, Tax Code.

The student's notification must be in writing and must be delivered by the student personally to the instructor of each class, with receipt of the notification acknowledged and dated by the instructor or by certified mail, return receipt requested, addressed to the instructor of each class.

Solicitation Policy

Campus facilities are not open for general public use. Part One, Chapter VI, §6.6 of the Regents' Rules and Regulations states that no solicitation shall be conducted on the grounds, sidewalks, or streets of the UTB/TSC campus, except by the agents, servants, or employees of this institution acting in the course and scope of their employment, or by the Student Government Association, or by a registered student, faculty, or staff organization of UTB/TSC. Such solicitation must adhere to the following rules:

- Academic or institutional programs being carried on in the buildings shall not be disturbed or interfered with.
- The free and unimpeded flow of pedestrian or vehicular traffic on sidewalks and streets and at places of ingress and egress to and from campus buildings shall not be interrupted.
- The person(s) being solicited shall not be harassed, embarrassed or intimidated.

Non-University groups, individuals or associations are not permitted to solicit, distribute, or circulate any petition, handbill, or other literature in University buildings or on the grounds. Newspaper vending is permitted only in the areas designated in advance by the President or his delegate. Any request for other newspapers or additional distribution areas should be directed in writing to the Vice President for Business Affairs.

Prior authorization to conduct solicitations or distribution of materials on campus by registered student organizations or by registered faculty or staff organizations must be obtained through the Office of the Vice President for Student Affairs (student organizations) or through the Office of the Vice President for Business Affairs (faculty or staff organizations). Persons desiring to conduct solicitations or to distribute materials strictly for personal reasons or for personal profit or gain will under no circumstances be granted permission to do so.

Any violation of the above policy should be reported to the Office of the Vice President for Business Affairs.

Student Right-to-Know Act and Campus Security Act

In compliance with the Student Right-to-Know and Campus Security Act (the Act) 20 U.S Sections 1092 (a), (e) and (f), as amended, the university collects specified information on campus crime statistics, campus security policies, and institutional completion or graduation rates. Pursuant to the federal law, alleged victims of violent crime are entitled to know results of campus student disciplinary proceedings concerning the alleged perpetrators.

The university will make timely reports to the campus community on crimes considered to be a threat to students and employees and those reported to campus police or local police agencies. Every September, UTB/TSC will publish and distribute an annual report of campus security policies and crime statistics to all current students and employees; provide copies of the report to applicants for enrollment or employment upon request; and submit a copy of the report to the Secretary of Education upon request. This report will reference crimes which occur on property owned or controlled by the university and may be supplemented by listing crimes which occur off of campus in buildings or on property owned or controlled by student organizations that are registered by the institution when such statistics are available from local police departments.

The university will annually calculate and disclose institutional completion or graduation rates for undergraduate students to all prospective and current students.

UTB/TSC will also publish the annual security report which includes its policy regarding sex-related offenses, sexual assault prevention programs, education programs to promote awareness of

sex offenses, administrative disciplinary procedures and sanctions for offenders, and counseling and student affairs for victims.

Prior to the offer of athletically-related student aid to a potential student athlete, the university will provide certain information on graduation rates specified by the Act to the prospective student and to the student's parents, guidance counselor, and coach.

**GRADUATE SCHOOL
ACADEMIC REGULATIONS
AND INFORMATION**

Graduate School Academic Regulations and Information

Graduate and prospective graduate students are expected to make themselves thoroughly familiar with the university graduate program regulations, their departmental requirements and the requirements for degrees. The ultimate responsibility for successful completion of an advanced degree or other program falls upon the student. The graduate student is solely responsible for knowing the academic requirements for graduate studies and should immediately seek answers to any questions regarding policy and procedures. The Office of Graduate Studies, moreover, disclaims responsibility for problems stemming from the student's failure to follow its regulations. No waiver or exception to policy will be extended to a student who pleads ignorance of catalog statements. All students are responsible for providing accurate and current name, mailing address and phone information.

Academic Probation and Suspension

In order for a degree-seeking graduate student to remain in good academic standing, the student must maintain a cumulative grade point average of 3.0 (3.0=B on a 4.0 scale). A student whose overall GPA falls below a 3.0 in a given semester or who receives a grade of F during any one semester or summer session is automatically placed on academic probation the following semester. Academic probation constitutes a warning of insufficient level of progress. Within the following nine semester credit hours, the overall GPA must return to 3.0 or above or the student will be suspended for a minimum of one semester. Students may be readmitted only after presenting a written petition to the Office of Graduate Studies and to the chair of the major department. Written approval to register for graduate coursework must come from both the appropriate Department Chair and the Office of Graduate Studies.

Admission to Degree Candidacy

Admission to a graduate program does not designate a student as a candidate for the graduate degree. Candidacy may be achieved only when students have completed a planned Program of Study, have met academic standards of the graduate program and the major department and have satisfied financial obligations to the university. Degrees are not awarded automatically upon completion of scholastic requirements. To be considered as a candidate for a degree, a student must file the appropriate application with the Registrar's Office. (See "Graduation Requirements" for further information.)

Auditing Policy

With the written permission of the department chair, instructor and the dean of the school or college in which the course is taught, an individual who has been admitted as a regular degree seeking student or as a Non-Degree student may sit in a class as an auditor without receiving college credit. The auditor's name will not be entered on the class roll, and the instructor will not accept any papers, tests or examinations or require oral recitations from the auditor. Auditors pay a fee, which is published in the Course Schedule. A person 65 years of age or older may enroll as an auditor without credit and without payment of an audit fee. Audit fees are nonrefundable.

Audit enrollment is on a space available basis for courses that have been designated as suitable for audit by the Dean of the college or school. Not all courses are available for audit. Audit students do not receive credit. An audit intention cannot be changed to credit nor can credit courses be changed to audit. Audit work can not be used toward diploma or degree requirements.

Auditors who wish to have library privileges may receive them by filling out a University Scholars

Library application at the circulation desk at the UTB/TSC Library and paying a nonrefundable fee. There are limits on the services offered to University Scholars Library cardholders; further details are available from the circulation desk. Auditors who want parking privileges should go to the Campus Police Office with their validated Request to Audit form. Audit enrollment does not entitle the student to instruction in applied music, the use of laboratory equipment and supplies, admission to the university-sponsored fine arts and athletic events, or health and health center benefits.

Catalog Applicability and Time Limits

A student will be governed by the Graduate Catalog in effect at the time of official notification of admission to graduate studies or may choose to graduate following the requirements of the most current catalog. Should a graduate student fail to enroll for a full calendar year, the catalog requirements in effect at the time of readmission will apply. State of Texas regulations with regards to certification programs taken as part of a graduate program do not supersede university graduate degree program requirements.

Students must complete all graduate work for a degree within seven years of the time of their first graduate course registration. Graduate courses more than seven years old will not be accepted for credit toward a degree program. Students who have compelling reasons for interruption of their graduate programs may petition the Dean of Graduate Studies for an extension of the time limit.

Comprehensive Examinations

Some programs require a comprehensive examination. The purpose of the comprehensive exam is to evaluate the student's mastery of the field(s) of study. The method and procedure for examination must be specified on the student's program of study. The comprehensive exam may not be scheduled prior to the student's final semester of coursework. The application for the comprehensive exam must be submitted by the student through the Registrar's Office by the published due date.

The academic department prepares and grades the comprehensive exam. The Office of Graduate Studies notifies students, administers the exam, forwards the completed exams to the academic department for evaluation and grading, and informs exam takers of the results.

The result of the comprehensive examination will be one of the following:

- PASS with a recommendation that the candidate be cleared to receive the degree.
- FAIL stipulating the conditions that must be met before the candidate is eligible to take the exam the second time. The comprehensive exam may not be taken more than two times. A review period of not less than ninety days nor more than one year after the student is notified of the results of the first examination is required before a second exam may be completed. Conditions for a second exam may be imposed by the Faculty Advisor or Department Chair.
- FAIL with a recommendation that the candidate be dismissed from the program.

Classification of Students

Graduate students have received their bachelor's degrees and are working on their master's degrees. Students enrolling in graduate courses will follow the Graduate Tuition and Fees scale. Graduate courses have a "5", "6", or "7" as the first digit of the course number (Example: ENGL 6301).

Course Load

The demands of graduate study require that the maximum allowed semester-credit-hour load be lower than that of the undergraduate. Students employed full-time or with other ongoing demands upon their time should consult with their faculty advisors or the Office of Graduate Studies realistically to assess the feasibility of their proposed course load.

Nine semester hours constitute full-time graduate enrollment during each regular (Fall and Spring) semester, and five semester hours constitute half-time enrollment. Five semester hours constitute full-time and seven semester hours is the maximum credit load allowed for each Summer session. Three semester hours constitute half-time enrollment during a Summer session. The maximum graduate student load for both Summer sessions is 12 semester hours including any mini-term enrollment. Registration will not be allowed for students attempting to register for hours in excess of these limits. Mini-term courses offered in May are counted as part of the first Summer session load. Any request for exception to the credit load policy must be approved by the Dean of Graduate Studies. A written request including a rationale for the exception must be received by the Office of Graduate Studies two weeks prior to late registration day.

Course Numbers

Courses are numbered to show both the collegiate level at which they are offered and the semester hour value of the course. The first digit shows the level and the second digit gives the credit hours. The last two digits are departmental designations. Courses at the 5000 level and above are graduate courses and are limited to graduate students. Courses at the 7000 level are for thesis and professional areas.

Fresh Start

A graduate applicant who has earned a Baccalaureate degree under the “academic fresh start” statute, Texas Education Code, §51.931, will be evaluated on only the grade point average of the course of work completed for that baccalaureate degree and the other criteria stated herein.

Grade Changes

If an error in computation, evaluation or recording warrants a grade change, the instructor of record (IOR) may initiate a grade change form through the Department Chair, School or College Dean, and Dean of Graduate Studies. In the event that the IOR is no longer employed by the university, the academic dean will make a good faith effort to contact him or her before deciding whether to change the grade or not.

Grades

Final grades may be obtained by calling (956) 882-5800 or 1-888-882-4026.

Grading System

A student receives a grade for each registered course. Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of “C” or better is earned.

Grade	Definition	Grade Points
A	Excellent	4.00
B	Good	3.00
C	Average	2.00
D	Below Average	1.00

(Course must be repeated. Course will not count towards degree program.)

F Failure 0.00

I Incomplete - work must be finished the next semester; otherwise, the grade automatically becomes an F unless an extension of time is requested in writing to the Office of Graduate Studies by the instructor.

AU Audit - no academic credit awarded, and no transcript notation.

W Withdrawal - not used in calculation of GPA.

P Pass - carries credit but no grade points. Not used in computing GPA.*

U Unsatisfactory - appears on transcript, no grade points. Not used in GPA.*

*Only used with courses specified as Pass/Unsatisfactory in course description.

The student's grade point average (GPA) is determined by dividing the total number of grade points earned by the total letter-graded graduate hours attempted (not the number of graduate hours passed) at UTB/TSC.

Graduate Credit for Seniors

A student who has not yet completed all requirements for the Bachelor's degree may be eligible for graduate study as a senior. Such students must complete their undergraduate work and be eligible to obtain the Bachelor's degree during the first semester of graduate work. The student must have an overall GPA of at least 3.0 and must be within nine semester hours of completing the total number of hours required for the bachelor's degree. The combined load of the graduate and the undergraduate courses for a full-time student must not exceed 12 semester hours. To take graduate courses under this provision, students must complete the graduate application process and secure the written permission of the chair of the department in which credit is sought, as well as the Graduate Dean. Seniors at other universities who have nine or fewer credits to complete for the Bachelor's degree may also qualify. They must supply transcripts, complete the application process and provide letters from their home institutions indicating they are within nine hours of graduation.

Graduation Requirements

A student must complete all university and program requirements to receive a graduate degree. Grades in courses offered for the Master's degree must average B (3.00) overall. Prospective graduates must have the required 3.0 cumulative GPA (3.0=B on a 4.0 scale) and all grades of "I" must be reported. Students must complete an Application for Graduation before the application deadline. Students are required to speak with their Graduate Advisors before submitting the required applications. Once the appropriate paperwork has been submitted to the Office of Graduate Studies, students will be notified in writing regarding their eligibility. Applications are available at the Office of Graduate Studies located in Champion Hall, 1st floor.

Grievances - Grade Appeals

Course grade grievances must be initiated by contacting the instructor or individual with whom the grievance arose within 30 days of the grade report. An effort to resolve the matter informally should be made. If the student is not satisfied with the decision, the student may appeal in writing within 21 days to the chair of the department from which the grade was issued. Disputes not satisfactorily resolved within 21 days may be appealed in writing to the school or college dean, who will render the final decision.

Grievances - Other than Grade Appeals

In attempting to resolve any student grievance, it is the obligation of the student first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Grievances involving matters other than grades are appealed to the Department Chair or office director, the Dean if appropriate, then to the Vice President for Student Affairs, Vice President for Business Affairs, or Vice President for Academic Affairs. If the matter remains unresolved at this level, the student may make a final appeal to the President. Appeals must be submitted in writing.

On-line and Distance Education Degree Programs

Specific graduate degrees may also be awarded under On-line or Distance Education degree plans offered by UTB/TSC in cooperation with other University of Texas System components. Courses taken On-line or by Distance Education and degrees awarded under On-line or Distance Education degree programs shall be so designated on the student's official transcript and diploma. Courses taken on-line from other UT System Components that are required for a degree completion by the consortium, shall be transcribed with a letter grade. For confirmation on how a course will be transcribed, consult with your faculty advisor.

Program of Study

Graduate degrees are awarded on the basis of scholarship, reasoning and investigative abilities, and evidence of proficiency in the student's area of emphasis. Upon admission to the graduate program, the appropriate Departmental Chair will assign a Faculty Advisor to assist in developing the formal, typed Program of Study designed to meet proficiency levels, certification, and professional needs of the student.

A Program of Study must be approved by the Faculty Advisor, Graduate Coordinator or Program Director, the Chairperson of the major department, and the Dean of Graduate Studies. After signatures are secured, copies will be distributed by the Office of Graduate Studies to the student, the Faculty Advisor, and the Chairperson of the major department. The Office of Graduate Studies will retain the original Program of Study in the student's file.

The Program of Study should be developed in consultation with the Faculty Advisor during the first semester of graduate work and must contain the following elements:

1. A brief narrative statement giving the overall objectives of the program and special certification desired.
2. Methods for achieving these objectives, i.e., courses listed in the degree plan, experiences, thesis and tentative research problems.
3. The proposed method and anticipated date of the final evaluation.

The design of each individual program is very important. Those individuals holding a graduate degree are seen by society as having an advanced state of general knowledge, as well as specific knowledge in their fields of study. Thus, it is incumbent upon the institution, the graduate faculty, and the students to ensure that those upon whom the degree is conferred are knowledgeable in their fields.

Although the minimum number of hours required for degrees is determined in accordance with the program as listed in the catalog, this should not be construed to indicate a maximum number of hours for any particular student. Each individual Program of Study may vary as to the total number of hours necessary to receive the degree. The official Program of Study may be revised upon written request of the Faculty Advisor to the Dean of Graduate Studies.

Repetition of Courses

A graduate student may repeat any course. All grades earned (including those for repeated courses) will be used to compute the grade-point average. All attempts become a part of the permanent academic record.

Residence Requirement

A residence of one academic year or the equivalent in summer sessions is required. In graduate programs that require a thesis, at least 18 semester hours of course credit plus six semester hours of thesis credit shall be earned in residence at UTB/TSC. For programs that require 36 semester hours of credit but do not require a thesis, at least 24 semester hours must be earned in residence at

UTB/TSC. In all cases the last 12 hours earned for the degree must be earned as resident UTB/TSC credit. Students seeking certification with the Master of Education degree should consult the School of Education section of the catalog.

In the case of Distance Education or On-line Degree programs offered by UTB/TSC, courses offered by other accredited component institutions of the University of Texas System as part of system-wide consortia degree programs may be counted towards the residence requirement. This provision shall apply only to Distance Education or On-line courses from other institutions.

Second Master's Degree

A maximum of nine semester hours taken for one master's degree may be counted toward a second master's degree with the approval of the department in which the second master's degree is sought. Courses more than seven years old will not be accepted for credit toward a degree program.

Semester Credit Hour

University credit is measured in semester hours. Ordinarily, a class that meets one 50-minute period per week for a semester will carry a credit of one semester hour. Since the majority of classes normally meet for the equivalent of three periods, each week, these classes carry three semester hours of credit. Two or three laboratory clock hours per week are usually required for one semester hour of laboratory credit.

Student Discipline

UTB/TSC considers cultivation of self-discipline of its students to be of great importance in the development of responsible citizens. Therefore, UTB/TSC expects its students to maintain standards of personal discipline that are in harmony with the educational goals and purpose of UTB/TSC.

Although UTB/TSC is committed to the full support of the constitutional rights of its students, including due process, it also has an equal obligation to protect its educational purpose and the interest of the students' body. UTB/TSC must therefore be concerned with the actions of individuals or groups that are in conflict with the welfare and integrity of the institutions or in disregard of the rights of other students or faculty.

Attendance in a tax-supported educational institution of higher learning is optional and voluntary. By such voluntary entrance into the academic community of UTB/TSC, students voluntarily assume the obligations of performance and behavior imposed by the University relevant to its lawful missions, procedures, and functions.

When students enter UTB/TSC, it is assumed that they have a serious purpose and sincere interest in their own social and intellectual development. They are expected to learn to cope with problems with intelligence, reasonableness, and consideration for the rights of others; to obey laws and ordinances of the nation, state and community of which they, as well as UTB/TSC, are a part. As students prize rights and freedoms for themselves, they are expected to respect the rights and freedoms of others.

Any academic or administrative official, faculty member, or student may file a complaint against any student for misconduct. A student may be penalized herein even though he/she is also punished by state and federal authorities for the same act.

Students are subject to federal, state, and local laws as well as UTB/TSC rules and regulations. Students are subject to reasonable disciplinary action, including suspension and expulsion in appropriate cases, for breach of federal, state or local laws or UTB/TSC rules and regulations. This principle extends to conduct off-campus

Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the

course and dismissal from UTB/TSC. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of UTB/TSC, policies on scholastic dishonesty will be strictly enforced.

When students violate the prescribed codes of behaviors, disciplinary action may be initiated through the Office of the Dean of Students. The Student Handbook can be found on-line at http://pubs.utb.edu/student_handbook/index.htm.

Student Travel Policy

Pursuant to Texas Education Code, Section 51.809, the University has adopted a student travel policy. UTB/TSC’s student travel policy and forms is located at the Student Affairs Website.

Student Work and Class Attendance

Graduate students are expected to attend classes regularly and meet all requirements of their courses in order to receive grades. The typical out-of-class work requirement for the master’s level is three hours of out-of-class work per week for each semester hour of credit. The responsibility for meeting the requirements for a course, degree and/or certification rests with the student. Final examinations are scheduled during the examination period at the end of the semester and are not given in advance.

Papers submitted to meet graduate course requirements are expected to be the student’s own work. Information and opinions drawn from whatever source are to be cited specifically as to their respective sources, and students should use the approved form of citation. A student who engages in scholastic dishonesty will be subject to disciplinary action. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributed in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Examples of scholastic dishonesty include: using the services of a term paper company, submitting work that is not the student’s work, and failing to provide clear citation to original sources. A student may not submit the same paper in substance in two or more graduate classes without prior written permission of the instructors involved.

Thesis

Some UTB/TSC master’s degree programs allow for a thesis as part of the program of study. In consultation with the Faculty Advisor, students should carefully consider their career goals in deciding between a thesis and a Non-Thesis degree. Some academic institutions regard a Non-Thesis master’s degree as a terminal degree program. Students who intend to pursue the doctoral degree should seriously consider undertaking a thesis.

Students in programs that require a thesis must complete the six required hours of thesis credit. Thesis courses may be repeated and are counted in determining course load limits for a semester or Summer session, although credit for these courses is given only once. Students who register for the thesis course must continue to register each succeeding semester or summer session until the thesis is completed.

The student shall choose in consultation with their faculty advisor a thesis committee consisting of three graduate faculty members including the student’s faculty advisor (who chairs the committee). The committee will be approved by the student’s advisor, the Graduate Coordinator or Program Director, the Department Chair, and the Graduate Dean. The thesis topic and written prospectus must

be approved in writing by the Faculty Advisor, the thesis committee and the Dean of Graduate Studies prior to the student's undertaking the research problem. All research involving human subjects must also be approved by the Human Subjects Research Review Committee (HSRRC) prior to collection of any data. Similarly, all research involving live vertebrate animals must also be approved by the Institutional Animal Care and Use Committee (IACUC) prior to collection of any data. Instructions for the preparation of the thesis and information on the HSRRC and the IACUC can be obtained from the academic department or Office of Graduate Studies.

The thesis committee will judge the research competence of the student during the thesis defense meeting. A graduate faculty member from outside of the School/College appointed by the Dean of Graduate Studies shall represent the Office of Graduate Studies on the thesis committee during the defense meeting. The Graduate Program representative will be provided a copy of the thesis one week prior to the defense. Thesis defense meetings are announced in advance and open to the university community.

Students are responsible for adhering to all due dates regarding the thesis defense, submission of copies of the thesis to the Office of Graduate Studies, and binding (see university class schedule for dates, fees and deposits). The student must complete all course work for the degree within seven years of the time of the first graduate course registration. Courses older than seven years will not apply towards the degree. Students who have compelling reasons for interruption of their graduate degree may petition the Office of Graduate Studies for an extension of time.

Transfer of Credit Policy

Subject to the approval of the major department, a maximum of 12 graduate semester hours taken at an accredited university may be transferred for degree credit. Transferred credit will not be counted in computing the grade point average on courses completed in the graduate program. Credit may not be transferred for:

- Courses which would not receive graduate credit at UTB/TSC.
- Courses with a grade lower than a "B".
- Correspondence and extension courses.
- Credit for life experience or prior learning.
- Courses which are more than seven years old. Courses less than seven years old may not be accepted if in the professional judgment of departmental faculty the content is outdated or obsolete.

Transfer credit used to fulfill program requirements will be approved by the Faculty Advisor, Chairperson of the Department and the Office of Graduate Studies when the official Program of Study is approved for the student. The Faculty Advisor has the initial responsibility to insure that the proposed transfer work is relevant and appropriate to the degree sought. The Office of Graduate Studies will validate the student's transcript when necessary. Additionally for the School of Education, transfer credit for certification purposes must also be approved by the Graduate Advisor, Coordinator of Teacher Education and the School of Education Dean (see "School of Education" for further information). For confirmation on how a course will be transcribed, consult with your faculty advisor.

Withdrawing From Classes

After the official census date, students may withdraw from classes and receive a "W" on their permanent records. The last date to withdraw is specified in the Course Schedule published three times a year.

Note: Refer to "Treatment of Title IV Student Financial Aid Funds When a Student Withdraws" section for specific information on complete withdrawals for Title IV Financial Aid recipients.

**COLLEGE & SCHOOL
PROGRAMS**

College of Liberal Arts

Dr. Charles Dameron, Dean • South Hall #246 • 882-8253 • charles.dameron@utb.edu

Department of Behavioral Sciences

Dr. Virginia V. Wood, Chair • South Hall #226 • 882-8225 • virginia.v.wood@utb.edu

Department of Criminal Justice

Dr. Susan E. Ritter, Chair • South Hall #318 • 882-8993 • susan.ritter@utb.edu

Department of English and Communication

William Harris, Chair • South 202 • 882-8843 • william.harris@utb.edu

Department of Fine Arts

Dr. Sue Zanne Urbis, Chair • E-108 • 882-8247 • sue.z.urbis@utb.edu

Department of Modern Languages

Cipriano Cárdenas, Chair • South Hall #238 • 882-8246 • cipriano.cardenas@utb.edu

Department of History

Dr. William L. Adams, Chair • South Hall #314 • 882-8260 • william.adams@utb.edu

Department of Government

Dr. Charles Chapman, Chair • South Hall # 304 • 882-3876 • charles.chapman@utb.edu

The College of Liberal Arts serves multiple purposes, including the provision of quality instruction in general education that is the academic foundation for all disciplines. The College is therefore dedicated to the development of many of the basic skills associated with success in the university environment.

The College consists of very traditional academic disciplines, such as English, the Social and Behavioral Sciences, the Fine Arts, and the Modern Languages, as well as Criminal Justice. As such, the college prepares students for careers in academic disciplines in a wide range of work environments.

The College provides a wide range of opportunities for students seeking advanced degrees to support work-related and career advancements and to pursue master's degrees in the traditional disciplines.

The College proposes to accomplish its stated purpose by providing a faculty, curriculum and degree programs that reflect the body of knowledge in the fields and that provide for the essential higher education needs of the student population.

Master of Arts in Interdisciplinary Studies (M.A.I.S.)

English Advisor: Dr. Alan Church • MRCS 223 882-8852 alan.church@utb.edu

Fine Arts Advisor: Dr Michael O. Quantz • Eidman 202 • 882-7527 michael.quantz@utb.edu

Government Advisor: Dr. Charles Chapman • MRCS 304 882-3876 charles.chapman@utb.edu

History Advisor: Dr. Helmut Langerbein • MRCS 325 882-8836 helmut.langerbein@utb.edu

Sociology Advisor: Dr. Sherry McCullough • MRCS 228 882-8222 sherry.mccullough@utb.edu

Spanish Advisor: Dania Lopez Garcia • MRCS 242 882-8216 dania.lopezgarcia@utb.edu

36-Hour Thesis/Non-Thesis Program

The M.A.I.S. degree requires a total of 36 semester hours of graduate credit. An area of concentration must have at least 12 and no more than 18 semester hours in the subject area. At least six hours in the area of concentration must be in upper-level (6000) graduate work. In addition, 18-24 hours must be taken in two or more supporting fields outside the area of concentration.

Areas of Concentration

Credit Hours

English, Government, History, Music, Sociology or Spanish	12-18
Two or more supporting fields	18 -24
Total graduate hours for degree	36

Each student in the M.A.I.S. degree program will be assigned a Faculty Advisor and two additional faculty committee members who teach in Interdisciplinary Studies. Together the student and the committee will choose courses in the concentration area and will select two or more supporting fields. Efforts are made to relate the material studied in one discipline to that studied in another and to encourage students to select courses in mutually supporting fields. A formal Program of Study as described elsewhere in this catalog will be prepared and submitted for approval.

Supporting Fields

Biology, Business Administration*, Criminal Justice, Education*, Fine Arts, Geography, Interpreting, Psychology

All areas of concentration may also be supporting fields for each other.

* No more than 12 semester hours may be taken from the professional schools. Each candidate for the M.A.I.S. degree must pass a comprehensive examination over the area of concentration and supporting fields.

Comprehensive Written Examination

Each candidate for the non-thesis Master of Arts in Interdisciplinary Studies degree must pass a comprehensive written examination prepared by the graduate faculty and administered by the Graduate Office.

Thesis

As part of their graduate program, students may choose the option of writing a thesis, for which they will receive six hours of graduate credit. Those who take this option must select a thesis committee, composed of a committee chairperson and two other members of the graduate faculty, to approve the topic and to assist in the preparation of the thesis. (See thesis-Non-Thesis option under “Academic Information”.) Students must pass an oral defense of the completed thesis. Students selecting this option will register for INDS 7300 and 7301 after they have completed their coursework.

Master of Arts (M.A.) - English

Advisor: Dr. Alan Church • MRCS 223 882-8852 alan.church@utb.edu

36-Hour Thesis/Non-Thesis Program

The Master of Arts degree in English, offered by the College of Liberal Arts through the Department of English and Speech, guides students in the study of language, composition, and literature. Educational objectives include refining research, bibliographic, and composition skills; studying the nature and uses of language; acquiring theoretical perspectives on the writing process; studying selected authors in depth; and examining literary periods, styles, or movements in detail. A master’s degree in English prepares students for more advanced study in English, for teaching English at the secondary or college level, and for many professions that require proficiency in written communication. This degree gives students the option of a thesis or Non-Thesis program.

Degree Requirements

The Master of Arts degree without a thesis consists of 36 hours and may include a minor of nine hours in a related field. The Master of Arts degree with thesis consists of 30 hours of coursework with six additional hours awarded for the thesis. With proper planning and with the approval of

their graduate committees, students may take six of the 30 required hours in a field that is outside of English but that is directly relevant to the students' Program of Study. The courses in English for both plans must satisfy the following distribution requirements:

- at least two courses must be in English literature, one of which must be in a pre-18th century writer or period, and
- at least two courses must be in American literature, one of which must be in a pre-20th century writer or period.

English 6300, Introduction to Graduate Studies, is also required and must be completed during the first year of graduate studies. In accordance with university policy, graduate credit from another university will be accepted from transfer students.

Comprehensive Written Examination

Each candidate for the Non-Thesis Master of Arts degree in English must pass a comprehensive written examination prepared by the English graduate faculty and administered by the Graduate Office.

Thesis

As part of their graduate program in English, students may choose the option of writing a thesis, for which they will receive six hours of graduate credit. Those who take this option must select a thesis committee, composed of a committee chairperson and two other members of the graduate English faculty, to approve the topic and to assist in the preparation of the thesis. (See thesis-Non-Thesis option under "Academic Information".) Students must pass an oral defense of the completed thesis.

Master of Arts (M.A.) - Spanish

Advisor: Dania Lopez Garcia MRCS 242 882-8216 danialopezgarcia@utb.edu

36-Hour Thesis/Non-Thesis Program

The Master of Arts Degree in Spanish is offered by the College of Liberal Arts and gives students the option of a thesis or Non-Thesis program. The educational objectives of the program are to refine writing skills, develop research and bibliographic skills, study the nature and uses of language, study selected Spanish literature in depth and examine literary periods, styles, or movements in detail.

Degree Requirements

The Master of Arts degree with thesis option consists of 30 hours of coursework, all with a SPAN prefix or its equivalent, with six additional hours awarded for the thesis for a total of 36 semester hours. The Master of Arts degree in Spanish without a thesis option consists of 36 hours of coursework and may include a minor of 6-12 hours in a related field. At least 24 hours must be in courses with a SPAN prefix or its equivalent. The courses for both plans must satisfy the following distribution requirements:

- Three courses in Spanish Literature: SPAN 6370, 6371, 6341
- Three courses in Latin American Literature, including two of the following: SPAN 6373, 6374, 6375.
- One course in Spanish Literature, culture and linguistics: either SPAN 6313 or 6380 (with a linguistic topic)

Spanish 6300: Theory of Literary Analysis, Bibliographic Search Techniques, and Literary Writing Methods is also required and must be completed during the first year of graduate studies.

Comprehensive Written Examination

Each candidate for the Master of Arts degree is required to pass a comprehensive written examination prepared by the Spanish graduate faculty and administered by the Graduate Office.

Thesis

A student who chooses the thesis option will write a thesis for six hours of graduate credit. He/She will choose a thesis committee composed of a committee chairperson and two other members of the Spanish graduate faculty, who will approve the thesis topic and assist in preparing the thesis. A written thesis prospectus must be formally approved by the thesis committee before the writing of the thesis begins. Thesis track students must pass a separate oral defense of the completed thesis.

Master of Public Policy and Management (M.P.P.M.)

Advisor: Dr. Adrian S. Petrescu MRCBS 328 882-8990 adrian.petrescu@utb.edu

45-Hour Program

The Master of Public Policy and Management (MPPM) is designed to provide accessible, affordable, high-quality graduate education to prepare students for, or advance them in, careers in leadership and management in public service. The MPPM has a dual-purpose mission: to conduct research into pressing policy issues and then to share the findings with leaders and citizens in an effort to find viable solutions. Graduates will be skilled public managers with specific expertise in one of several policy areas. Current specializations include Community and Economic Development, Health Care Policy and Management, Environmental Policy and Management, Criminal Justice Policy and Management and International Policy and Developmental Policy and Management.

The Master of Public Policy and Management is composed of 36 core and elective courses. In addition, students must complete a thesis (6 hours) and participate in an internship (3 hours). Graduation from this program is contingent on the completion of required courses, concentration courses and thesis.

Required Courses: 24 hours

PPAM	6301	Principles of Public Administration
PPAM	6302	Public Policy and Economics
PPAM	6303	Public Budgeting, Finance & Program Evaluation
PPAM	6304	Professional Ethics
PPAM	6305	Leadership
PPAM	6306	Public Human Resource Management
PPAM	6307	Research Methods and Information Technology
PPAM	6308	International & Comparative Policy & Management

Minimum 9 credits: Thesis and Internship

PPAM 7301 & 7302 Thesis (6 hours)

PPAM 7311 & 7312 Internship (3 hours)

Concentration courses prescribed: Minimum of 12 credits within a specialization. Courses with a plus symbol (+) are required for that specialization.

Community and Economic Development

PPAM	6310	Seminar in Community & Economic Development (+)
PPAM	6311	Urban Policy, Planning and Management (+)
PPAM	6312	Intergovernmental Relations
ECON	6301	Business Economics

ECON	6351	Economics Seminar
GOVT	6367	Public Law
GOVT	6310	Seminar and Problems in Political Science

Criminal Justice Policy and Management

CRIJ	6301	Criminal Justice System (+)
CRIJ	6302	Crime, Criminal Behavior, and Criminology (+)
CRIJ	6303	Criminal Justice Policy Analysis (+)
CRIJ	6304	Law, Courts and Criminal Procedure
CRIJ	6308	Juvenile Justice System
CRIJ	6309	Issues in Corrections
CRIJ	6310	Issues in Policing
CRIJ	6311	Special Topics in Criminal Justice

Environmental Policy and Management

PPAM	6320	Environmental Policy and Management (+)
PPAM	6312	Intergovernmental Relations
GOVT	6367	Public Law
GOVT	6310	Seminar and Problems in Political Science
BIOL	5370	Topics in Biology
BIOL	6303	Evolutionary Biology
PH	4410B	Overview of Environmental Health

Health Care Policy and Management

GOVT	6367	Public Law
GOVT	6310	Seminar and Problems in Political Science
SOCI	6324	Problems of U.S. Health Care System
SOCI	6373	Problems of Aging in U.S. and World Societies
PH	1110B	Social & Psychological Aspects of Community Health
PH	4410B	Health Program Planning Implementation and Evaluation

International and Development Policy and Management

PPAM	6340	Seminar in International and Development Policy and Management (+)
GOVT	6367	Public Law
GOVT	6310	Seminar and Problems in Political Science
BLAW	6305	Comparative Business Law
BUSI	6380	International Business
GOVT	6310	Seminar and Problems in Political Science
HIST	6314	Seminar and Studies in Mexico and the Borderlands
HIST	6330	Seminar and Studies in European History
SOCI	6373	Problems of Aging in U.S. and world Societies

Diplomate in Hispanic Language and Culture

Ms. Dania Lopez-Garcia, Advisor • MRCS242 • 882-8216 • dania.lopezgarcia@utb.edu

The Diplomate in Hispanic Language and Culture is designed to enhance the development of analytical skills, cultural and literary knowledge, and written language competencies required of middle and high school instructors who teach Advanced Placement Spanish courses or who teach dual credit, college-level Spanish courses in high school. Students successfully completing the program may decide to pursue either the Master of Arts degree in Spanish or the Master of Arts in Interdisciplinary Studies (MAIS) with a concentration in Spanish.

Required Courses: 15 hours

The Diplomate in Hispanic Language and Culture required the completion of 15 graduate hours in Spanish. Students enroll three times in Spanish 6380, as the topic varies, for a total of nine hours. They also take Spanish 6339 twice for a total of six hours. Students may substitute Spanish 6363 for one of the two 6339 topics.

SPAN 6380 Special Topics in Hispanic Language and Culture (9 hours)

SPAN 6339 Special Studies in Spanish American Literature (3-6 hours)

SPAN 6363 Literatura Infantil (3 hours)

Prerequisites: Students applying for the Diplomate in Hispanic Language and Culture Program must have a Bachelor's degree, which includes a minimum of 12 advanced hours in Spanish (3000/4000).

Graduate Courses in Liberal Arts

ARTS (ARTS)

ARTS 6300 Graduate Studio Problems in Drawing Arts 6300

This course is the study of technical, formal and conceptual aspects of drawing on a graduate level. This course may be repeated for credit up to 12 hours when content varies. Prerequisites: Students must hold a Bachelor's degree that included 6 hours of advanced undergraduate Drawing. Candidates must submit a portfolio of their artwork and be interviewed by the graduate art faculty or graduate advisor before registering for this course. Lec. 2, Lab 4, Cr 3.

ARTS 6310 Graduate Studio Problems in Painting

This course is the study of technical, formal and conceptual aspects of painting on a graduate level. This course may be repeated for credit up to 12 hours when content varies. The content of this course is subject to instructor approval. Prerequisites: Students must hold a Bachelor's degree that included 6 hours of advanced undergraduate drawing and painting. Candidates must submit a portfolio of their artwork and be interviewed by the graduate art faculty or graduate advisor before registering for this course. Lec. 2, Lab 4, Cr 3.

ARTS 6311 Graduate Studio Problems in Ceramics

This course is the study of a variety of pottery and sculpture techniques, and of the development of individual expression through the use of volume, form, space and mass at the graduate level. This course may be repeated for credit up to 12 hours when the content varies. The content of this course is subject to instructor approval. Prerequisites: Students must hold a Bachelor's degree that included 6 hours of advanced undergraduate ceramics. Candidates must submit a portfolio of their artwork and be interviewed by the graduate art faculty before registering for this course. Lec. 2, Lab 4, Cr 3.

ARTS 6330 Advanced Studies in Art History and Criticism

This course is an analysis at the graduate level of selected areas of art history and criticism from established periods and styles of art. This course may be repeated for up to 12 hours when the subject content varies. Admission to this course is subject to instructor approval. Prerequisites: Students must hold a Bachelor's degree that included 6 hours of advanced undergraduate art history. Candidates must submit a portfolio of their artwork and be interviewed by the graduate art faculty before registering for this course. Lec 3, Cr 3.

CRIMINAL JUSTICE (CRIJ)

CRIJ 6301 Criminal Justice System

This course is designed to give students a current, thorough, and comprehensive overview of all facets of the criminal justice system in the United States, its functions, current controversial issues and future trends. The philosophy, history, and development of criminal justice agencies will be

examined. Lec 3, Cr 3.

CRIJ 6302 Crime, Criminal Behavior, and Criminology

Major theoretical approaches to the study of crime and criminology, including biological, economic, political, psychological, and sociological views on crime and criminal behavior will be examined. Lec 3, Cr 3.

CRIJ 6303 Criminal Justice Policy Analysis

An analysis of the development, implementation, and evaluation of criminal justice policy. Several policies will be studied and analyzed regarding their development and implementation. Lec 3, Cr 3.

CRIJ 6304 Law, Courts, and Criminal Procedure

Advanced study of the legal system of the United States. Discussion of the sociology of law as related to the application and operation of the judicial system and police procedure. Analysis of current research and literature related to the United States legal system. Lec 3, Cr 3.

CRIJ 6305 Criminal Justice Organizational Theory and Behavior

Advanced examination and evaluation of management, organization, and administration of criminal justice agencies. Lec 3, Cr 3.

CRIJ 6306 Statistical Methods in Criminal Justice

Advanced statistical methods used in criminal justice research, including multivariate analysis and application of computerized statistical programs in analyzing criminal justice data will be examined. Lec 3, Cr 3.

CRIJ 6307 Criminal Justice Research Methods

Examination of theory, techniques, methods, and applications of quantitative analysis in criminal justice, with emphasis upon experimental design and collection, tabulation, and analysis of in-field data. Prerequisite: CRIJ 6306 or consent of instructor. Lec 3, Cr 3.

CRIJ 6308 Juvenile Justice System

An overview of the juvenile justice system in the United States. The administration of juvenile institutions and agencies, the juvenile court system, theories of juvenile delinquency and innovative strategies for treatment. Current research and trends in juvenile justice will be examined. Lec 3, Cr 3.

CRIJ 6309 Issues in Corrections

Examination of correctional philosophy, contemporary correctional issues, administration and management of correctional institutions. The role of probation and parole and analysis of community-based corrections and related topics in corrections. Lec 3, Cr 3.

CRIJ 6310 Issues in Policing

Examination and discussion of current trends and issues related to policing in the United States. Evaluation of current strategies of policing and their application in police agencies. Lec 3, Cr 3.

CRIJ 6311 Special Topics in Criminal Justice

This course gives graduate students an opportunity to study contemporary issues in crime and criminal justice. This course will also focus attention on international criminal justice issues and topics. May be repeated once as the topics vary. Lec 3, Cr 3.

CRIJ 6312 Independent Research and Study

Independent study designed to provide an opportunity for students to pursue research and/or participate with graduate faculty in research for publication or professional presentation. Students may also opt under this course to study in-depth theoretical/empirical readings in a substantive area not normally covered in standard courses. Prerequisite: prior approval of Graduate Program Director and consent of instructor. Can be taken twice for credit. Lec 3, Cr 3.

CRIJ 7301-7302 Thesis

The student is required to complete an individual research project under the direction and supervision

of a graduate thesis committee. The thesis will be defended publicly and approved by a majority of the thesis committee. Prerequisite: Approval of Graduate Program Director. Lec 3, Cr 3.

CRIJ 7303-7304 Applied Research Project

The student is required to complete a problem-oriented applied research project under the supervision of a graduate project committee. The project must be approved by a majority of the project committee. Prerequisite: Approval of Graduate Program Director. Lec 3, Cr 3.

ENGLISH (ENGL)

ENGL 6199 Special Topics in The Composing Process

This course will link research theory and practice in teaching components of the writing process. It may be repeated for credit as topics vary. (May be repeated up to 3x). 1, Cr 1

ENGL 6300 Introduction to Graduate Studies

Principles and procedures in scholarly research. Introduction to the problems, techniques, and tools of graduate-level study and research in English. Lec 3, Cr 3.

ENGL 6301 Shakespeare

A study of the comedies, histories, tragedies, and romances of Shakespeare, emphasizing wide reading of the playwright. Lec 3, Cr 3.

ENGL 6303 The Bible as Literature

A study of the Bible as literature, emphasizing the genres and literary techniques employed by the writers. The course treats the Bible as a major source for English and American literature. Lec 3, Cr 3.

ENGL 6305 The Romantic Period

A study of early 19th-century English romantic writers with emphasis on the poets Wordsworth, Coleridge, Shelley, Keats, and Byron. Lec 3, Cr 3.

ENGL 6308 History of the English Language

A history of the English language from the Anglo-Saxon period to the present. Lec 3, Cr 3.

ENGL 6310 20th-Century English and American Poetry

A study of major English and American poets of the 20th century. Lec 3, Cr 3.

ENGL 6312 Milton

A study of the major poems and selected prose of John Milton. Lec 3, Cr 3.

ENGL 6321 Composition Theory

Theories of regulative grammar and rhetoric as applied to the writing process. Lec 3, Cr 3.

ENGL 6341 Literary Criticism

Selected works in literary criticism. Important modern and traditional critical positions and their application to literature. Lec 3, Cr 3.

ENGL 6354 Linguistics and Reading

A study of current models of reading with an introduction to linguistics and examination of linguistic contributions to the understanding of the reading process. Includes issues of literacy and acquisition of reading. Lec 3, Cr 3.

ENGL 6355 Second Language Acquisition

Examination of studies and models of the acquisition of a second language. Includes linguistic, sociolinguistic, and cultural aspects. Lec 3, Cr 3.

ENGL 6362 The Victorian Period

A study of the late 19th-century literature in England. Lec 3, Cr 3.

ENGL 6363 20th-Century English Novel

A study of the major novelists of England in the 20th century. Lec 3, Cr 3.

ENGL 6364 Restoration and 18th-Century Drama

Selected English dramatists and their works, themes, and literary developments of the 17th and 18th centuries. Lec 3, Cr 3.

ENGL 6371 20th-Century American Novel

A study of the major novelists in the United States in the 20th century. Lec 3, Cr 3.

ENGL 6372 Hawthorne and Melville

A study of the major novels and short stories of Nathaniel Hawthorne and Herman Melville. Lec 3, Cr 3.

ENGL 6373 Topics in Nineteenth Century American Literature

This course explores different approaches to and topics in nineteenth-century American literature, exclusive of Hawthorne and Melville. Subject matter varies depending on instructor and semester but may include such topics as American Revolution, Transcendentalism, Realism, Frontier Humor, Regionalism and Naturalism, as they are expressed in the work of major and minor authors of the time, including women and minority writers. May be repeated for credit with permission as topics vary. 3, Cr 3.

ENGL 6391 The Short Story

A study of the origin, development, theory, and craft of the short story. Lec 3, Cr 3.

ENGL 6398 Special Topics in Literature

This course will cover topics in literature, including such possibilities as single authors or works, or a critical application. The course may be repeated once as topics vary. Lec 3, Cr 3.

ENGL 6399 Special Topics in the Composing Process

This course will cover topics in the composing process, including such possibilities as heuristic methods, analysis of style, or the works of a central figure in the discipline. The course may be repeated once as topics vary. Lec 3, Cr 3.

ENGL 7300 Thesis

Pass/Fail Grade. Prerequisite: Approval of graduate advisor

ENGL 7301 Thesis

Pass/Fail Grade. Prerequisite: Approval of graduate advisor

GOVERNMENT (GOVT)**GOVT 6310 Seminar and Problems in Political Science**

A survey and critique of the bibliography and problems in various fields of political science. Course may be repeated for credit as topics vary. (May be repeated up to 3X) 3, Cr 3.

GOVT 6360 American Executive Process and Policy Outputs

Advanced study of the development of the power and influence of the president and other American executives; procedures and policies of the executive process; executive policy outputs; the relation of the executive to the other elements of the political system. Lec 3, Cr 3.

GOVT 6367 American Judicial Process

Advanced study of the structure, functions and procedures of the national, state and local judicial systems, the interrelationship between the American judiciary and other components of the political system; the impact of judicial decision-making on public policy. Lec 3, Cr 3.

GOVT 6368 Public Law

Advanced study of American Public Law, which will include an examination of the structures, functions, and procedures of the national and state legal systems, based on constitutional government, as well as the impact of public law on policy development and implementation and the management of American public organizations, institutions, and agencies. Special emphasis will be placed on the role of employment discrimination law in the public organization milieu. 3, Cr 3 Prerequisites:

PPAM 6301, PPAM 6302, or advisor permission.

GOVT 6376 United States-Mexico, Central America & Caribbean Relations

Study of the formulation, conduct and consequences of U.S. foreign policy in Mexico, Central America and the Caribbean. The roles of the President, Congress, interest groups, the military and intelligence agencies, and public opinion will be examined. Specific cases of major foreign policy decisions will be examined. Lec 3, Cr 3.

GOVT 6386 Politics of South America

A survey of governmental structures and politics in South America. Examines the political processes and their relationship to existing social and economic structures of South America. Lec 3, Cr 3.

GOVT 6388 Major Political Ideologies

Advanced study of critical political philosophers who have influenced the political experience. Lec 3, Cr 3.

HISTORY (HIST)

HIST 6301 Seminar and Problems Study in Eras in American History to 1860

A survey and critique of the bibliography and problems of various eras in American history before the Civil War. May be repeated for credit when topic varies. Lec 3, Cr 3.

HIST 6303 Seminar and Problems Study in Eras in American History since 1860

A survey and critique of the bibliography and problems of various eras in American history since 1860. May be repeated for credit when topic varies. Lec 3, Cr 3.

HIST 6314 Seminar and Studies in Mexico and the Borderlands

Investigation of significant issues and themes in the history of Mexico and/or the Borderlands, including the U.S.-Mexico border. May be repeated for credit as topic varies. Lec 3, Cr 3.

HIST 6316 Studies in Mexican and American Heritages

An intensive investigation of selected historical problems in the Mexican-American and Anglo-American cultural heritages and the fusion and clash of these cultures. May be repeated for credit when topic varies. Lec 3, Cr 3.

HIST 6330 Seminar and Studies in European/World History

An investigation of significant issues and themes in European or World History. May be repeated for credit when topic varies. Lec 3, Cr 3.

INTERDISCIPLINARY STUDIES (INDS)

INDS 7300 Thesis Cr 3.

INDS 7301 Thesis Cr 3.

INTERPRETING (INTG)

INTG 6376 Consecutive Interpreting

Intensive practice in consecutive interpreting with close reference to actual usages among professional interpreters in the United States. Prerequisites: INTG 4366 and INTG 4367 3, Cr 3.

INTG 6377 Simultaneous Interpreting

Intensive practice in simultaneous interpreting with close reference to actual usages among professional interpreters in the United States. Prerequisites: INTG 4366 and INTG 4367 3, Cr 3.

INTG 6378 Court Interpreting

Intensive study and practice of sight translation, consecutive and simultaneous interpreting with reference to judiciary application. Prerequisites: INTG 4366 and INTG 4367 3, Cr 3.

INTG 6379 Interpreting Practicum

Intensive study and practice of sight translation, consecutive and simultaneous interpreting with close reference to terminology, documentation, ethics, and other professional issues. May be taken

together with INTG 6378. Prerequisites: INTG 4366 and INTG 4367 3, Cr 3.

MUSIC (MUSI)

MUSI 6304 Advanced Studies in Music Methodology

Intensive study of the principles and methods of music pedagogy. May be repeated for credit when the topic varies. Topics include: Orff Levels I, II, III; Kodaly Methodology; Advanced Single Reeds and Flute Technique; Advanced Double Reeds Techniques; Advanced Brass Techniques; Advanced Percussion Techniques; Advanced Strings Techniques; Advanced Vocal Techniques; Computer Applications in Music. Prerequisite: Graduate Standing. Lec 3, Cr 3.

MUSI 6308 Advanced Studies in Music Literature

Analytical and historical studies of a particular repertoire. May be repeated for credit when the topic varies. Topics include: Symphonic Literature, Wind Ensemble Literature, Choral Literature, Operatic Literature. Prerequisite: Graduate Standing. Lec 3, Cr 3.

MUSI 6309 Advanced Studies in the History of Music

Historical studies of a particular period, school or musical tradition. May be repeated for credit when the topic varies. Topics include: Survey of Music History from the Common Practice Period, History of Hispanic Art Music, History of Musical Instruments. Prerequisite: Graduate Standing. Lec 3, Cr 3.

MUSI 6311 Advanced Studies in Music Theory

Analytical studies of various styles of music. May be repeated for credit when the topics vary. Topics include: Theory and Form of Music from the Common Practice Period, Analytical Techniques of Music from the Common Practice Period, Twentieth Century Analytical Techniques, Jazz Theory and Improvisation. Prerequisite: Graduate Standing. Lec 3, Cr 3.

MUSI 6389 Advanced Studies in Performance Practice

Practical studies of ensemble and applied performance. May be repeated when the topic varies. Topics include: Advanced Instrumental Conducting, Advanced Choral Conducting, Applied Music Primary, Applied Music Secondary. Prerequisite: Graduate Standing. Lec 3, Cr 3.

PUBLIC POLICY AND MANAGEMENT (PPAM)

PPAM 6301 Principles of Public Administration

This course is an introduction to Public Administration and an overview of the field. It examines the historical background and contemporary issues in the subject area. Emphasis is placed on organizational theory and behavior. Lec 3, Cr 3.

PPAM 6302 Public Policy and Economics

This course examines public policy and program formulation implementation and evaluation including the politics and history of fiscal and monetary policy. Some emphasis is placed on the theories and approaches used in public policy analysis. Lec 3, Cr 3.

PPAM 6303 Public Budgeting, Finance and Program Evaluation

This course provides an introduction to the use of financial information in organizational decision making. A review of the budgetary process is included as well as an introduction to accounting practices in the public sector. Lec 3, Cr 3.

PPAM 6304 Professional Ethics

This course examines both the legal and the philosophical foundations of ethics. Special emphasis is placed on the application and enforcement of ethical standards for public service. Lec 3, Cr 3.

PPAM 6305 Leadership and Communication

This course examines the theoretical behavioral, political and administrative perspective of leadership and its impact on decision making, communication, and problem solving. It is designed to develop the students' skills to function as a leader. Lec 3, Cr 3.

PPAM 6306 Public Human resource Management

This course is an examination of the history, theory, and practice of human resource management in public organizations. Some attention is given to cultural, ethnic, and gender differences in the workplace. Lec 3, Cr 3.

PPAM 6307 Research Methods and Information Technology

This course covers the quantitative aspects of analysis and decision making and the role and application of technology and information systems in data management. research design, the use of statistics and computer applications will be covered. Lec 3, Cr 3.

PPAM 6308 International and Comparative Policy and Management

This course studies the similarities and differences in the organization, management and public policy making among countries. It examines paradigms, theories and models along with practical application techniques to provide information for real management and policy problems. Lec 3, Cr 3.

PPAM 6310 Seminar in Community and Economic Development

This course is an overview of and introduction to the study of community economic development. It encompasses zoning, transportation, comprehensive planning, and the relationship of education and infrastructure to economic development. Lec 3, Cr 3.

PPAM 6311 Urban Policy, Planning and Management

This course covers the administrative and political effects of the division of authority among the various units of urban government involved in policy, planning and management. The development of urban planning techniques is covered. Lec 3, Cr 3.

PPAM 6312 Intergovernmental Relations

This course covers the administrative and political effects of the division of authority among the coordinate units of government. Federal-state, state-local, local-federal, state-state, local-local, and governmental relations are examined. Lec 3, Cr 3.

PPAM 6320 Environmental Policy and Management

This course is an introduction and overview of environmental policy and management at the local, state, national and international level. It is designed to help students develop a working knowledge of the basic concepts of environmental policy and management. This includes its history, theories, methods, institutions, and issues and the guidelines and rules that establish goals and standards regarding the use and preservation of the physical environment, including soil, water, air, wildlife and vegetation. Lec 3, Cr 3. Prerequisite: PPAM 6301, PPAM 6302 or advisor permission

PPAM 6340 Seminar in International and Development Policy and Management

Focuses on the changing roles and functions of different public and private international organizations and the services they provide. Provides an understanding of the way intergovernmental organizations work and specific responsibilities of the various bodies and organizations such as the U.N., Security Council, General Assembly, ECOSOC, and regional economic commissions. 3, Cr 3. Prerequisite: PPAM 6301, PPAM 6302, PPAM 6308 or advisor permission

PPAM 6341 Cases in Public Policy and Management

Based on the theoretical foundations built in the concentration graduate seminars, this course focuses on applying that knowledge on cases addressing public policies and management in a selected field of concentration in public policy and management. This course can be repeated for up to 9 credit hours as long as the set of cases varies. Sets of cases are selected from international development, environmental, nonprofit, economic development, health care policy and management cases. Lec 3, Cr 3. Prerequisite: PPAM 6301, PPAM 6302, PPAM 6308, seminar depending on concentration from among PPAM 6320 or 6340 or PPAM 6360 or 6370 or advisor permission.

PPAM 6360 Nonprofit Policy and Management

This course is an overview of nonprofit policy and management sector on a national and international scope. It covers the historical, descriptive, theoretical, and ethical issues relevant to the sector. It also covers the application of managerial concepts and techniques to the management, problems and concerns of nonprofit institutions and enterprises. 3, Cr 3. Prerequisite: PPAM 6301; PPAM 6303; PPAM 6306 or advisor permission

PPAM 6371 Nonprofit Governance

This course provides an overview of the characteristics and leadership of boards in nonprofit organizations. The course will cover the structure, functions, and composition of boards; the relation of boards to management; the board's role in strategic planning; and improving boards performance and accountability. Prerequisite: PPAM 6360 or Advisor permission. Lec 3, Cr 3.

PPAM 6370 Seminar in Health Care Policy and Management

This course provides a comprehensive overview of healthcare and policies in the United States. Students will make use of case studies to understand the major stakeholders involved in healthcare and introduce them to current public health issues, healthcare delivery systems, and factors that determine health policy, and managerial practice. Prerequisite: PPAM 6301, PPAM 6302 or advisor permission. Lec 3, Cr 3.

PPAM 6380 Current Problems in Public Policy and Management

This course focuses on current issues in public policy and management. This course can be repeated for up to 9 credit hours as long as the topic varies. Current problems are selected from international development, environmental, nonprofit, economic development, health care, criminal justice policy and management issues. Prerequisite: PPAM 6301, PPAM 6302, or advisor permission. Cr 3, Cr 3.

PPAM 7301 Thesis

This course required a student to work on/complete a thesis under the direction of a thesis committee. The thesis will be defended publicly and approved by a majority of the committee. Prerequisite: Approval of graduate advisor. Lec 3, Cr 3.

PPAM 7302 Thesis

This course required a student to work on/complete a thesis under the direction of a thesis committee. The thesis will be defended publicly and approved by a majority of the committee. Prerequisite: Approval of graduate advisor. Lec 3, Cr 3.

PPAM 7311 Internship

This course is a practical public management experience through an arranged internship in a governmental, non-profit or private agency serving the public interest. Periodic seminars, supervision and a final administrative report are required. Prerequisite: Approval of graduate advisor/department chair. Pass/Fail Grade. Lec 3, Cr 3.

PPAM 7312 Internship

This course is a practical public management experience through an arranged internship in a governmental, non-profit or private agency serving the public interest. Periodic seminars, supervision and a final administrative report are required. Prerequisite: Approval of graduate advisor/department chair. Pass/Fail Grade. Lec 3, Cr 3.

PSYCHOLOGY (PSYC)

PSYC 5306 Methods of Conflict Resolution

An analysis of the nature of conflict and the methods to resolve conflict with an emphasis on collaborative problem solving and meditation. A research project and supporting specialized reading will be required. Lec 3, Cr 3.

PSYC 5321 Contemporary Topics in Psychology

A survey and review of recent developments in psychological research and practice. Topics may vary.

May be taken twice for credit. Lec 3, Cr 3.

PSYC 5333 Theories of Personality

A study of the development, structure, and assessment of personality with a consideration of the major theoretical attempts to account for the psychological nature and the behavior of man. A research project and supporting specialized readings will be emphasized. Students may not receive credit for both PSYC 4333 and PSYC 5333. Lec 3, Cr 3.

PSYC 6313 Abnormal Psychology

Analysis, etiology, and incidence of neurosis and psychosis, mental hygiene problems, and adjustive behavior. A research project and supporting specialized readings will be emphasized. Students may not receive credit for both PSYC 4313 and PSYC 5313. Lec 3, Cr 3.

PSYC 6318 Learning, Memory and Cognition

This course approaches learning from a modern cognitive perspective. Emphasis is placed on higher-order cognitive processes such as knowledge representation, conceptual structure, concept learning, memory processes, and memory distortion. Lec 3, Cr 3.

SOCIOLOGY (SOCI)

SOCI 6313 American Minorities

A study of the principal minority groups in American society and their sociological significance; problems of intergroup relations, social movements, and related social changes occurring on the contemporary American scene. A research project and supporting specialized readings will be emphasized. Lec 3, Cr 3.

SOCI 6323 The Mexican-American Presence

Mexican-American and Anglo contacts and relations in the United States from Colonial times to the present, with special emphasis on the Southwestern U.S. Social, economic and cultural differences are emphasized. Special attention is given to changes occurring among Mexican-Americans in the last few years and how this change is affecting Mexican-American-Anglo relationships. Students will have to do a research project using primary resources as part of the course requirements. Lec 3, Cr 3.

SOCI 6324 Problems of U.S. Health Care Systems

A seminar course that allows student investigation into the nature and functioning of the health care institutions of modern industrial societies, with special emphasis on current problems in providing health care to the complex social populations of the U.S., especially to the poor and to racial and ethnic minorities. Lec 3, Cr 3.

SOCI 6325 Contemporary Issues in Sociology

A survey and review of recent developments in sociological research and theory. Topics may vary and it may be taken twice for credit. Lec 3, Cr 3.

SOCI 6333 Pro-Seminar on Sociological Theory

An intensive analysis of the current state of sociological theory with consideration of the historical influences on contemporary thought. Major theoretical issues in the discipline and within the social/behavioral sciences are considered. The relationships between theory and research are emphasized. (Required of MAIS students with concentration in sociology.) Lec 3, Cr 3.

SOCI 6353 Sociology of Deviance

An examination of the nature, types, causes, and social control of deviant behavior with focus on the macro and micro levels of analysis. Emphasis is placed on discriminate fluency of diverse deviance imageries and subsequent research protocols. Lec 3, Cr 3.

SOCI 6373 Problems of Aging in U.S. and World Societies

A seminar analysis of the demographic, economic, social, political, and health care problems created by the "aging" of the population of industrial societies. Special attention is paid to the problems of

the elderly poverty and minority populations of the Rio Grande Valley. Lec 3, Cr 3.

SPANISH/HISPANIC STUDIES (SPAN)

SPAN 6300 Theory of Literary Analysis, Bibliographic Search Techniques, & Literary Writing Methods

Basic orientation in the theory and practice of literary analysis with reference to Hispanic tradition. Research and bibliographic methods, as well as the organization, drafting, and editing of critical literary articles. Taught in Spanish. All readings, papers, and examinations in Spanish. Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3.

SPAN 6313 History of the Spanish Language

A detailed study of the growth of the Spanish language from beginning to present. Taught in Spanish. All readings, papers, and examinations in Spanish. Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3.

SPAN 6339 Special Studies in Spanish American Literature

Special topics from the field of Spanish American Literature. Course may be taken three times as the topic varies. Taught in Spanish. All readings, papers, and examinations in Spanish. Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3.

SPAN 6341 Special Studies in Spanish Literature

Special topics from the field of Spanish literature. This course may be taken three times as the topic varies. Taught in Spanish. All readings, papers, and examinations in Spanish. Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3.

SPAN 6363 Literatura Infantil

The focus of this course is to develop an appreciation of poems, short stories, theatre and novels for children, written originally in Spanish by authors from diverse regions of the Spanish speaking world. Students will be required to analyze and interpret texts from a literary perspective. Students will examine various strategies to incorporate children's literature into the curriculum as well as assess the ethical and aesthetic value of texts. All lectures, reading, papers, presentations and examination are in Spanish. Prerequisite: BILC 6362 and concurrent enrollment in BILC 6364. Lec 3, Cr 3.

SPAN 6370 The Literature of Medieval Spain

Critical study of the major works of Spanish literature from its origins down to the end of the 15th century. Taught in Spanish. All readings, papers, and examinations in Spanish. Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3.

SPAN 6371 The Literature of the Golden Age of Spain

Critical study of major works of the Spanish Renaissance and Baroque Periods. Taught in Spanish. All readings, papers, and examinations in Spanish. Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3.

SPAN 6373 The Latin American Novel

Critical study of Latin American narrative from its birth in Neoclassicism to the contemporary novel of the "boom." Taught in Spanish. All readings, papers, and exams in Spanish. Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3.

SPAN 6374 Latin American Poetry

Critical study of major poetic works from the colonial period to the present day. Taught in Spanish. All readings, papers, and examinations in Spanish. Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3.

SPAN 6375 The Latin American Essay

Critical study of the Latin American essay from the colonial chronicle to contemporary intellectual prose. Taught in Spanish. All readings, papers, and examinations in Spanish. Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3.

SPAN 6380 Special Topics in Hispanic Language and Culture

Special topics in Hispanic language and culture, including but not limited to Translation, Interpreting, Grammar, Creative Writing, Chicano Literature, Folklore, and Journalism. This course may be taken three times as the topic varies. Taught in Spanish. All readings, papers, and examination in Spanish. Lec 3, Cr 3.

SPAN 7300 Thesis

Pass/Fail Grade. Prerequisite: Approval of graduate advisor.

SPAN 7301 Thesis

Pass/Fail Grade. Prerequisite: Approval of graduate advisor.

College of Science, Mathematics and Technology

Dr. Emir José Macari, Dean • Science, Engineering & Technology Building #2.342 • 882-6701 • emir.macari@utb.edu

Department of Biological Sciences

Dr. Luis V. Colom, Chair • LHSB #2.816 • 882-5048 • luis.colom@utb.edu

Department of Mathematics

Dr. Deloria Nanze-Davis, Chair • SETB #2.454 • 882-6636 • deloria.nanzedavis@utb.edu

Department of Physics and Astronomy

Dr. Natalia Guevara, Chair • SETB #1.214A • 882-6752 • natalia.guevara@utb.edu

The College of Science, Mathematics and Technology offers the Master of Science in Interdisciplinary Studies (M.S.I.S.) degree with a concentration in Biology. The M.S.I.S. degree provides students the opportunity to earn a master's degree with a concentration in biological science in combination with two supporting fields. This program, responding to community needs, is designed for students who wish to continue learning in diverse areas beyond the bachelor's degree rather than specialization in a particular discipline.

The College's principal role is to provide students with the opportunity to develop scientific knowledge, job skills, and work ethics that will prepare them for entry into the real world. Our academic programs in the sciences, math, and technology provide both theory and practical training. Emphasis is placed on individual initiative, self-discipline, and the pursuit of excellence. Additionally, our academic programs stimulate analytical thinking and establish a foundation for further education and learning. In order to help students grow with a rapidly evolving world, our academic programs are consistently updated to reflect current technology and industry needs. Finally, the College of Science, Mathematics, and Technology prides itself on offering academic programs that accommodate our unique geographical location by meeting the needs and opportunities of both the southern Texas and northern Mexico regions.

Master of Science in Interdisciplinary Studies (M.S.I.S.)

Dr. Michael W. Lehker • Advisor, LHSB2.814 • 882-5046 • michael.lehker@utb.edu

36-Hour Thesis/Non-Thesis Program

The M.S.I.S. degree requires a total of 36 semester hours of graduate credit. An area of concentration must have at least 12 and no more than 18 semester hours in the subject area. At least six hours in the area of concentration must be in upper level (6000) graduate work. In addition, 18-

24 hours must be taken in two or more supporting fields outside the area of concentration.

Area of Concentration

Biology

(Must include BIOL 6101 and for Non-Thesis students; BIOL 6365, BIOL 6101 must be taken for a total of three credits)

Two or more supporting fields-which must include ISCI 7300 and ISCI 7301 for thesis students

Total graduate hours for degree 18-24
36

Each student in the M.S.I.S. degree program will be assigned by the department chairperson, a Faculty Advisor and two additional faculty committee members who teach in Interdisciplinary Studies. The choice of courses in the concentration area and the selection of supporting fields will be determined through consultation between the student, the Faculty Advisor and the committee members. A formal Program of Study as described elsewhere in this catalog will be prepared and submitted for approval. Each candidate for the M.S.I.S. must pass a comprehensive examination over the area of concentration and supporting fields.

Supporting Fields

Arts, Business Administration*, Computer Science, Criminal Justice, Education*, English, Government, History, Interdisciplinary Science, Interpreting, Mathematics, Physics, Psychology, Sociology, and Spanish

* No more than 12 semester hours total may be taken from the professional schools.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Biology are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 500
- GRE Quantitative score of 500
- Two letters of reference from faculty members or supervisors attesting to the applicant's potential to successfully complete graduate work
- A personal statement from the applicant explaining why he/she wishes to pursue graduate study in biology including professional and personal goals, this letter should include the area of interest, and a short list of preferred faculty research supervisors
- Undergraduate studies in biology including completion of a set of core biology and support courses essentially the same as those required by UTB/TSC for the Bachelor Science in Biology. Promising applicants must be accepted if lacking some of this preparation but will be required to complete it in the first academic year following acceptance in order to continue in the MS program.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

Thesis

As part of their graduate program, students may choose the option of writing a thesis, for which they will receive six hours of graduate credit. Those who take this option must select a thesis committee, composed of a committee chairperson and two other members of the graduate faculty,

to approve the topic and to assist in the preparation of the thesis. (See thesis-Non-Thesis option under “Academic Information.”) Students must pass an oral defense of the completed thesis. Students selecting this option will register for ISCI 7300 and 7301 after they have completed their coursework.

Master of Science in Biology (M.S.) - Biology

36-Hour Thesis/Non Thesis Program

Dr. Luis Colom, Advisor • LHSB 2.812 • 882-5048 • luis.colom@utb.edu;

Dr. David Hicks, Advisor • LHSB 2.814 • 882-5040 • david.hicks@utb.edu

Dr. Michael Lehker, Advisor • LHSB 2.814 • 882-5040 • michael.lehker@utb.edu

Dr. Gerson Peltz, Advisor • LHSB 1.828 • 882-5063 • gerson.peltz@utb.edu

Dr. Daniel Provenzano, Advisor • LHSB 2.828 • 882-5045 • daniel.provenzano@utb.edu

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master’s degree seeking students in Biology are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 500
- GRE Quantitative score of 500
- Two letters of reference from faculty members or supervisors attesting to the applicant’s potential to successfully complete graduate work
- A personal statement from the applicant explaining why he/she wishes to pursue graduate study in biology including professional and personal goals, this letter
- should include the area of interest, and a short list of preferred faculty research supervisors
- Undergraduate studies in biology including completion of a set of core biology and support courses essentially the same as those required by UTB/TSC for the Bachelor Science in Biology. Promising applicants must be accepted if lacking some of this preparation but will be required to complete it within the first academic year following acceptance in order to continue in the MS program.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

Master of Science without Thesis: The Masters degree program for non-thesis students will require a total of 36 semester credit hours (SCH). Foundation Courses: Non-thesis graduate students may be required to take up to 30 SCH of undergraduate coursework in biology or support areas, not applied to the degree program, to make up deficiencies in undergraduate preparation. Courses required of all non-thesis MS students: Ten credit hours of core courses will be taken by all non-thesis MS students in the program. The following core courses are required:

BIOL	6101	Graduate Seminar	1 (repeated for 2)
BIOL	6102	Final Research Seminar	1
BIOL	5455	Biostatistics	4
BIOL	6365	Graduate Biological Research Problems	3

Elective courses prescribed for non-thesis MS: Non-thesis MS students must choose three (9) of the following advanced biology courses:

BIOL	5370	Topics in Biology	3
BIOL	6303	Evolutionary Ecology	3
BIOL	6312	Advanced Cell & Molecular Biology	3
BIOL	6400	Neuroscience	3

Courses freely elected by non-thesis MS students: The following courses are considered as free electives for non-thesis students and will be chosen by the GAC with input from the graduate student (minimum of 17).

BIOL	5301	Evolution	3
BIOL	5402	Marine Zoology	4
BIOL	5414	Plant Taxonomy	4
BIOL	6301	Molecular Tech and Lab Instrumentation	3
BIOL	6330	Molecular and Cellular Evolution	3
BIOL	6385	Special Graduate Research	3
BIOL	6390	Biology Internship	3
BIOL	6405	Insect Ecology	4

Master of Science with Thesis: The thesis MS program track will require a total of 36 semester credit hours (SCH). Students may be required to take up to 30 credits of undergraduate coursework in biology or support areas, not applied to the degree program, to make up deficiencies in undergraduate preparation. Fourteen credit hours of core courses will be taken by all students in the program. The remaining 22 hours will be considered electives and will be chosen by the GAC with input from the student. The following courses are required by all thesis students:

BIOL	6101	Graduate Seminar	1 (repeated for 2)
BIOL	6102	Final Research Seminar	1
BIOL	5170	Laboratory Topics in Biology	1
BIOL	5455	Biostatistics	4
BIOL	7300	Thesis	3
BIOL	7301	Thesis	3

Elective courses prescribed for all MS with Thesis students: There are no prescribed elective courses.

Courses freely elected by MS with Thesis students: Students may choose to specialize in (1) cellular- molecular biology including biotechnology; (2) organismal biology including zoology, marine biology or botany; (3) environmental biology including ecology, evolution, (4) Microbiology and Infectious Disease, (5) Neuroscience and Neurochemistry, or (6) Clinical Medicine including oncology and nutrition by appropriate course selection (below) as guided by the GAC (minimum of 22).

BIOL	5301	Evolution	3
BIOL	5370	Topics in Biology	3
BIOL	5402	Marine Zoology	4
BIOL	5414	Plant Taxonomy	4
BIOL	6301	Molecular Tech and Lab Instrumentation	3
BIOL	6303	Evolutionary Ecology	3
BIOL	6312	Advanced Cell & Molecular Biology	3
BIOL	6330	Molecular and Cellular Evolution	3
BIOL	6385	Special Graduate Research	3
BIOL	6390	Biology Internship	3
BIOL	6400	Neuroscience	3
BIOL	6405	Insect Ecology	4

Thesis

A research project as described under BIOL 7300 and 7301. The thesis topic and accompanying thesis research prospective must be approved in writing by the Faculty Advisor and GAC, Department Chair, and the Dean of Graduate Studies prior to the onset of thesis research projects. All research involving vertebrate subjects must also be approved by the Institutional Animal Care and Use Committee prior to commencing experiments. All research using human subjects must be approved by the Human Subjects Research Review Committee prior to collection of any data. Seminar Presentation: open to all students, faculty and the population at large. Oral Defense: An oral examination over the thesis research as well as broad aspects of biology administered by the three members of the Student's GAC.

MS without Thesis

Professional paper: Non-thesis students are required to write a professional paper based on work done in BIOL 6365-Graduate Biological Research Problems. The paper will be on a topic approved by the student's graduate committee and will demonstrate the student's ability in organization, data collecting and scientific writing.

Comprehensive Exam: Non-thesis students must take a comprehensive written examination covering the student's understanding of advanced biological concepts. The comprehensive exam will be administered by the student's GAC and its content will be contingent on prescribed coursework. The comprehensive exam will not be scheduled prior to the student's final semester of coursework.

Master of Science in Physics (M.S.)

Dr. Mario Diaz, Advisor • SETB 2.210 • 882-6690 • mario@phys.utb.edu

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Physics are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 650
- GRE Quantitative score of 650
- Applicants must also score a 650 in the Physics specific GRE test
- Applicants that do not meet the above criteria can be admitted conditionally by the graduate committee of the department. The graduate committee will determine a set of conditions that the student will need to satisfy by the end of the second semester in order to acquire regular standing in the program. These conditions will be determined upon careful examination of the circumstances that would justify conditional admission.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

30-Hour Thesis/36-Hour Non Thesis Program

Two routes are available for the Master of Science in Physics. Plan 1 requires 30 semester hours of credit: 24 hours of course work plus a 6-hour thesis (PHYS 6398 and PHYS 6399). Plan 2 requires the favorable recommendation of the Physics Department Graduate Studies Committee and 36

hours of course work including the successful completion of a research problem (PHYS 6386) with a written report submitted to the department. For both plans at least a total GPA = 3.0 must be achieved and no more than two courses with a 'C'. A minimum of a 'B' on the core courses is required.

Course Requirements

Core Courses (12 credit hours)

PHYS	5321	Classical Mechanics	3
PHYS	5361	Quantum Mechanics	3
PHYS	5425	Mathematical Physics	3
PHYS	5441	Electrodynamics	3

Other Required Courses (12 credit hours)

PHYS	6386	Research Problems in Physics (required for the non-thesis track)	3
PHYS	6396	Graduate Research in Physics I	3
PHYS	6397	Graduate Research in Physics II	3
PHYS	6398	Thesis I (required for the thesis track)	3
PHYS	6399	Thesis II (required for the thesis track)	3

Elective Courses (6 credit hours)

PHYS	5365	Advanced Statistical Mechanics	3
PHYS	5371	Solid State Physics	3
PHYS	5387	Special Topics in Physics	3
PHYS	5391	Quantum Mechanics in Chemistry	3
PHYS	5393	Introduction to General Relativity and Gravitation	3
PHYS	5394	Statistical Theory of Signal Detection	3
PHYS	5475	Gravitational Wave Astronomy	4
PHYS	6381	Introduction to Astrophysics	3
PHYS	6386	Research Problems in Physics	3

Thesis

A student who chooses to follow Plan 1 (thesis option) will require writing a thesis, for which they will receive six hours of graduate credit. The student will select a thesis committee composed of a committee chairperson (normally the Thesis advisor) and two other members of the Physics and Astronomy graduate faculty, who will approve the thesis topic and assist in preparing the thesis.

A written thesis prospectus must be formally approved by the thesis committee before the writing of the thesis begins. Thesis track students must pass an oral defense of the completed thesis. These students will register for PHYS 6398 and 6399 after they have completed their coursework.

Master of Science in Mathematics (M.S.)

Dr. Jorge Navarro Advisor • SETB 2.326 • 882-6629 • jorge.navarro@utb.edu

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for master's degree seeking students in Math are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 400
- GRE Quantitative score of 600
- Two letters of recommendation from college or university professors indicating the applicant's

potential in Mathematics

- A letter from the applicant indicating reasons for wanting to pursue graduate studies in Mathematics including professional and personal goals; in this letter, the applicant should indicate his/her field of interest in Mathematics as well as his/her preference for an advisor
- The applicant must take the GRE in Mathematics before being admitted to the program. The student's score as well as the undergraduate transcripts will help the departmental graduate committee determine if the student has the appropriate background to be enrolled in the program
- Undergraduate transcript including completion of a set of Mathematics courses determined by the departmental graduate committee (an applicant lacking some of these courses may be accepted to the program but will be required to complete them • during the first academic year in order to continue in the program. An undergraduate course may be taken concurrently with graduate course work.)

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

Degree Requirements

The M.S. program requires 36 semester credit hours (SCH). Graduate students may be required to take undergraduate courses in Mathematics to make up for deficiencies in preparation as determined by their temporary Admission and/or Advising Committee. These courses will not be applied to the degree program.

Courses required for the M.S. in Pure Mathematics:

MATH	5321	Higher Algebra	3
MATH	5323	Group Theory	3
MATH	5331	Higher Geometry	3
MATH	5339	Topology	3
MATH	5341	Higher Analysis	3
MATH	5367	Numerical Analysis	3
Three courses out of the collection MATH 5304, MATH 5327, MATH 5329, MATH 5342, MATH 5346, MATH 5348, MATH 5362, MATH 5375.			9

M.S. in Pure Mathematics with Thesis

MATH	5397	Thesis	6
------	------	--------	---

M.S. in Pure Mathematics without Thesis

MATH	5395	Research Seminar. The two seminars must be in two different areas in Mathematics.	6
		Elective course	3

M.S. in Industrial Mathematics:

MATH	5321	Higher Algebra	3
MATH	5323	Group Theory	3
MATH	5331	Higher Geometry	3
MATH	5341	Higher Analysis	3
MATH	5367	Numerical Analysis	3
MATH	5379	Stochastic Analysis	3

Also, the student is required to take three courses out of the collection
 MATH 5309, MATH 5337, MATH 5348, MATH 5361, MATH 5362,
 MATH 5363, MATH 5365, MATH 5368, MATH 5381, MATH 5385. 9

M.S. in Industrial Mathematics with Thesis

MATH 5397 Thesis 6

M.S. in Industrial Mathematics without Thesis

MATH 5395 Research Seminar. 6
 The two seminars must be in two different areas in Mathematics
 Elective course 3

Special Requirements

- Satisfactory completion of a comprehensive examination is required. The examination will be scheduled during the last semester of course work upon recommendation of the Graduate Advisor. The form of the examination will be specified in the student’s program of study and may include one of the following:
- An examination prepared by the Departmental Graduate Committee and scheduled by the Graduate Office. The examination will be evaluated by two Graduate Faculty members and the student’s advisor.
- Thesis defense and evaluation by the student’s Advising Committee.

M.S. in Mathematics with Emphasis in Distance Learning

This M.S. program requires 36 semester credit hours including 24 in Mathematics and 12 in Educational Technology. Students also need to take and pass the comprehensive exam.

Required Mathematics Courses

MATH 5321 Higher Algebra
 MATH 5323 Group Theory
 MATH 5331 Higher Geometry
 MATH 5339 Topology
 MATH 5341 Higher Analysis
 MATH 5381 Mathematical Statistics
 Mathematics Elective Course

One course selected from the Graduate Mathematics Inventory

Mathematics Technology Course

MATH 5309 Integrating Technology into Mathematics

Required Educational Technology Course

EDTC 6355 Designing Instruction for the Online Course

EDTC 6356 Media Enhancement for the Online Course

EDTC 6357 Using Open Source Courseware for Online Course Development

EDTC 6332 Practicum

M.S. in Mathematics with Emphasis in Teaching Mathematics

This M.S. program requires 36 semester credit hours including 24 in Mathematics and 12 in Education/Mathematics Education

Required Mathematics courses

MATH 5321 Higher Algebra
 MATH 5323 Group Theory
 MATH 5331 Higher Geometry
 MATH 5339 Topology

MATH	5341	Higher Analysis
MATH	5381	Mathematical Statistics
Mathematics		Elective Course

Two courses selected from the Graduate Mathematics Inventory. It may also include graduate level Mathematics courses designed for teachers (6 SCH)

Required Education/Mathematics Education courses

Four courses in Education/Mathematics Education from the list below, approved by the student's graduate advisor in consultation with the School of Education

EDCI	6341	Teaching Algebraic Concepts
EDCI	6343	Teaching Geometric Concepts
EDCI	6349	Current Issues and Research in Mathematics Education
EDCI	6302	Field-research Methodology

Graduate Courses in Biology

BIOLOGY (BIOL)

BIOL 5127 Texas Coastal Ecology Laboratory

This course is a series of laboratory and field investigations emphasizing identification, biology and ecology of local marine organisms. Lec 3, Cr 3. Prerequisite: Graduate standing or consent of the instructor and concurrent enrollment in BIOL 5327.

BIOL 5170 Laboratory Topics in Biology

Specialized laboratory content and/or field experiences not available in other courses. May be repeated for credit as laboratory content and/or field experiences change. Prerequisite: Graduate standing or consent of instructor. Lec 0, Lab 3, Cr 1

BIOL 5300 Graduate Biology for Educators

This course covers integrated biological principals from molecules through the biosphere, with a focus on specific contributions that knowledge of those principles has made to the physical, intellectual, and esthetic welfare of humanity. The course will include lectures, readings of scholarly and popular literature, discussion, and a scholarly and popular literature, discussion and a scholarly paper based on individual investigation of literature. Does not count toward a graduate degree in Biology. Prerequisite: Graduate Standing, eight semester credit hours in undergraduate BIOL, enrollment for a graduate degree outside of BIOL. Lec 3, Cr 3.

BIOL 5301 Evolution

This course involves the study of organic evolution with an emphasis on mechanics, especially genetics and modern theories. This course will provide a common foundation of understanding of the fundamental principles that underpin and explain all of biology for all students. Prerequisite: Graduate standing. BIOL 3403 or equivalent, BIOL 3409 or equivalent. Lec 3, Cr 3.

BIOL 5315 Biological Basis of Emerging Diseases

Students will learn the principles that underlie epidemics and emergence of new disease ranging from SARS and HIV to obesity and diabetes with particular emphasis on health threats that affect the US/Mexico border. Factors ranging from human microbial genetics, molecular epidemiology, economics, culture, climate and major social disruptions, such as warfare and migration, will all be explored. Lec 3, Cr 3.

BIOL 5327 Texas Coastal Ecology

This course examines the major near shore habitats and communities of the western Gulf of Mexico including: beaches, sand dunes, estuaries, salt marshes, mud flats, sea grass meadows, and rocky shores. Emphasis is placed on directed, field-oriented, individual research projects. Prerequisite: Graduate standing and one course in general ecology (BIOL 3309) or zoology (BIOL 3314 or BIOL

4302) or consent of the instructor. Lec 3, Cr 3.

BIOL 5350 Bioenergetics

The use of quantitative analysis of energy resource partitioning to study the evolution of adaptation strategy at the biochemical, cellular, individual, population and ecosystem levels, including quantitative analysis of physiological processes and the life history adaptations in terms of energetic efficiency. Lec.3, Cr 3. Prerequisite: Graduate standing and one course in general physiology (BIOL 3301 or equivalent) or consent of the instructor.

BIOL 5370 Topics in Biology

Specialized lecture content topics not available in other courses. May be repeated for credit as content changes. Prerequisite: Graduate standing or consent of instructor. Lec 3, Lab 0, Cr 3.

BIOL 5402 Marine Zoology

A study of the common marine animals, especially invertebrates in coastal water. Cannot be taken for credit by students with credit for BIOL 4402. Graduate students must complete an independent project. Prerequisite: Graduate standing. Lec. 3, Lab 3, Cr. 4

BIOL 5404 Ichthyology

Classification, evolution, ecology, and biology of fishes. The lab emphasizes field surveys, taxonomy, and the identification of marine fishes. Graduate students are required to complete an independent project. Credit will not be given for both BIOL 4404 and BIOL 5404. Prerequisite: Graduate standing. Lec. 3, Lab 3, Cr. 4

BIOL 5414 Plant Taxonomy

Principles of classification, identification of vascular plants with emphasis on native flowering plants. Credit will not be given for both BIOL 4414 and BIOL 5414. Prerequisite: Graduate standing. Lec. 3, Lab 3, Cr. 4

BIOL 5422 Conservation Biology

Focus on the controlled use and systematic protection of natural resources such as forests, soils, and water systems. Conservation integrates concepts of geography, climatology, geology, geomorphology, chemistry, and biology into one applied science. Prerequisite: Graduate standing. Lec. 3, Lab 3, Cr. 4

BIOL 5425 Plant Physiology

An analysis of cell biology, biochemistry, metabolism, ecophysiology and development of plants. Topics include water relations, respiration, photosynthesis, nitrogen fixation, mineral nutrition, plant hormones, plant molecular biology, genetic engineering and the role of environment signals in plant development. Prerequisite: Graduate standing. Lec. 3, Lab 3, Cr. 4

BIOL 5430 Animal Behavior

This course examines the biological basis of animal behavior from an evolutionary perspective. Topics include instincts and learning, behavioral genetics, development of behavior, neural and endocrine mechanisms, adaptive significance of behavior, and social behavior. Prerequisite: Graduate standing, four semester hours of upper-division biology. Lec. 3, Lab 3, Cr. 4

BIOL 5444 Plant Genetics

This course studies plant heredity and variation and the connectedness among the four levels at which life is studied: molecules, cells, individuals and populations. Topics include: selection leading to evolution and adaptation among plants, mating systems and population genetic structure, transgenic plant technology and DNA-based markers. Prerequisite: Graduate standing. Lec. 3, Lab 3, Cr. 4

BIOL 5455 Biostatistics

This course introduces methods for the collection and statistical analysis of biological data. Topics include descriptive statistics, probability, sampling, confidence intervals, hypothesis testing, analysis of variance, correlation, regression and non para-metric methods. Students will practice data analysis

using statistical software and sample data from various fields such as ecology, systematics, and biomedical sciences. Prerequisite: Graduate standing, completion of four upper-level semester hours in biology and completion of college algebra (MATH 1314) or any mathematics course for which college algebra is a prerequisite. Lec. 3, Lab 3, Cr. 4

BIOL 6101 Biology Graduate Seminar

Independent scholarly review of topics of current research interest, reporting and discussing with faculty and other students. May be repeated for credit. Prerequisite: Graduate standing or consent of instructor. Lec 1, Lab 0, Cr 1

BIOL 6102 Final Research Seminar

Presentation of the student's Thesis or Graduate Biological Research Problem to the assembled Graduate Faculty, students and guests. Prerequisite: Graduate standing, final semester of enrollment, approval of Student's Committee. Lec. 1, Cr. 1

BIOL 6301 Molecular Techniques and Laboratory Instrumentation

This course studies the theory and application of laboratory techniques, with an emphasis on molecular techniques. The course may be team taught by various members of the Graduate Faculty as expertise dictates. Prerequisite: Graduate Standing. Lec. 2, Lab 3, Cr 3.

BIOL 6303 Evolutionary Ecology

The role of genetics and evolution at the individual, population, and community levels. Prerequisite: Graduate standing, Lec 3, Lab 3, Cr 3.

BIOL 6312 Advanced Cellular and Molecular Biology

An in-depth study of the physical and molecular activity at the cellular level. Topics to be emphasized include: nucleic acid structure and organization, gene expression and its regulation, protein structure and recombinant DNA techniques. Prerequisite: Graduate standing, BIOL 3412 or equivalent, CHEM 3303 or equivalent. Lec 3, Cr 3.

BIOL 6330 Molecular and Cellular Evolution

This course involves the study of the appearance of life on earth and its subsequent evolution at the molecular and cellular levels. Prerequisite: Graduate standing. Lec 3, Cr 3.

BIOL 6365 Graduate Biological Research Problems

Supervised research involving identification and definition of a problem, preparation of a proposal, collection and analysis of data, writing and submission for faculty approval of a report in standard scientific form. Prerequisite: Consent of instructor and advisor. Lec 0, Lab 8, Cr 3.

BIOL 6385 Special Graduate Research

Research problems supervised by a faculty member. Offered for students who desire research experience prior to beginning BIOL 6365 or Thesis. May include library and laboratory work, or library work only. The final research product may vary, but will always include a written report of the results. Prerequisite: Graduate standing, and instructor's permission. Lec. 0, Lab 6, Cr 3.

BIOL 6400 Neuroscience

This course studies the integrative functions of the animal nervous system from molecules to behavior. Prerequisite: Graduate standing. Lec. 3, Lab. 3, Cr. 4

BIOL 6404 Fish Ecology

Interactions of fishes especially teleosts, with their physical and biotic environment. The lab emphasizes fieldwork and included an individual student project. Prerequisite: Graduate standing. Lec 3, Lab 3, Cr. 4

BIOL 6405 Insect Ecology

A course dealing with the general concepts of ecology as related to insects. Emphasis is on studying insects in nature and concepts of ecology that can be used to understand them. Evolution, interactions between plants and insects, and population dynamics are important parts of this course. The laboratory

emphasizes fieldwork and individual investigations. Prerequisite: Graduate Standing, Lec. 3, Lab 3, Cr. 4

BIOL 6406 Field Botany

A set of field investigative projects, which will focus on the quantitative analysis of local vegetation. Students will be required to collect, analyze and interpret data. Oral presentations and written reports will also be required. Prerequisite: Graduate standing. Lec. 3, Lab 3, Cr. 4

BIOL 7300 Thesis

Supervised research. Will include design of an original research problem with a written proposal, collection and analysis of original data, and writing of a scientific report in acceptable publication format. Prerequisite: Instructor's permission. Cr 3.

BIOL 7301 Thesis

Continuation of BIOL 7300 Prerequisite: Instructor's permission, Cr 3.

CHEMISTRY (CHEM)

CHEM 5303 Advanced Biochemistry

This course is a study of contemporary biochemical topics which include: protein structure and function, enzyme mechanism and kinetics, membrane molecular architecture, nucleic acid biochemistry, gene structure and expression, control of gene expression, cell signaling and motility, molecular immunology and tools of biochemistry. It is recommended that the student complete CHEM 3304 prior to enrolling in this course. Prerequisite: CHEM 3301, 3314 or instructor's permission. Lec 3, Cr 3.

CHEM 5306 Environmental Chemistry

This course covers environmental issues and the chemistry associated with these issues. Key areas include energy use and production, the atmosphere, the hydrosphere. Specific topics to be discussed include fossil fuels, nuclear and solar energy, the "Greenhouse effect," ozone chemistry, air and water pollution, water resources, nitrogen and food production, and agrochemicals. Prerequisite: CHEM 1311, 1312, 2323; BIOL 1306 (or 1308), 1307 (or 1309); PHYS 1301. Lec 3, Cr 3.

COMPUTER SCIENCE (COSC)

COSC 5313 Computer Networks

Computer networks are presented via seven distinct layers: physical, data link, network, transport, session, presentation, and application layer. Hardware and protocols used at different layers and in different networks are studied in detail. Different existing networks are studied as examples in every layer. Prerequisite: COSC 3330 or departmental consent. Lec 3 Cr 3.

COSC 5315 Advanced Computer Networks

The design of networks and their performance will be covered in this course. Modern Networks such as ATM and Gigabit Ethernet network will also be studied. Other topics that will be studied are cryptography, network programming, and secure channels. Prerequisite: COSC 3330, COSCU 2317. Lec 3, Cr 3.

COSC 5333 Digital Imaging Processing

This course covers the basic techniques used in acquiring, processing, and displaying of digital images and video. Topics include image acquisition, spatial and frequency domain representation, image filtering, image compression, image analysis, morphological image processing and image understanding. Efficient implementation of image processing algorithms in a structured computer language is emphasized. Lec 3, Cr 3. Prerequisite: MATH 2314 and COSC 2336 or departmental consent.

COSC 5335 Computer Vision

This course covers the fundamental and advanced ideas of developing computerized procedures

to extract numeric and symbolic information from images. Key ideas include image formation, acquisition, calibration, object recognition, video understanding, stereo imaging, optical flow and classification methods. System implementation and applications in communications, medicine, robotics and manufacturing are introduced. Prerequisite: COSC 4333; MATH 2313. Lec 3, Cr 3.

COSC 5342 Database Management Systems

Data abstraction and models, entity-relationship model, relational model, formal and commercial query languages, network and hierarchical data models, relational database design, file and system structure; indexing and hashing, query processing, and concurrency control are studied. Lec. 3 Cr 3. Prerequisite: At least a C in both COSC 3345 and COSC 3330.

COSC 5343 Data mining

This course gives the fundamentals of applying artificial intelligence techniques for analysis, learning and prediction of information using data extracted from databases. Topics include data mining system architecture, data preprocessing, pattern recognition, attribute relevance analysis, class discrimination, rule association, correlation analysis, classification, prediction, cluster analysis and query languages. Prerequisite: At least a C in the following courses COSC 3330, MATH 2342 and MATH 3373. Lec 3, Cr 3.

COSC 5349 Computer Architecture

Classical and modern computer architectures will be studied in this course. Techniques such as microprogramming and counter-decoder methods will be included. Other topics that will be studied include parallel computing architectures, their performance and programming. Prerequisite: COSC 3325. Lec 3, Cr 3.

COSC 5350 Artificial Intelligence

This course discussed the theoretical and practical foundations of artificial intelligence. Principles in reasoning, perception, deduction, planning, learning, knowledge representation and problem resolution are some of the areas covered. Lec 3, Cr 3. Prerequisite: At least a C in COSC 3345.

COSC 5355 Expert Systems

This course covers the theoretical and practical principles of modern expert systems construction. Topics include logic and reasoning, knowledge representation, rule-based reasoning, inexact reasoning, ontologies, and knowledge acquisition. Lec 3, Cr 3. Prerequisite: At least a C in COSC 5350

ENGINEERING TECHNOLOGY (ELET)

ELET 5302 Circuits and Systems

A review of linear circuit and network theory, supported by introduction of circuit simulation programs with some emphasis on high frequency circuit operation. Then transmission line theory and operation will be explored. The course will culminate with a study of system response to stimulation using high speed system stimulation programs. Lec 3, Cr 3. Prerequisite: PHYS 1302 or PHYS 1402 or PHYS 2326, MATH 2414 or departmental consent

ELET 5310 Analog and Digital Communication I

Introductory course based upon the principle to provide a thorough treatment of the principles of communications at the physical layer suitable for graduate studies. This is accomplished by providing fundamentals in telecommunications including analysis of modulation, transmission media, noise in modulation systems, modulation and demodulation techniques, binary data transmission, modern communications models and standards and information theory and coding. Lec 3, Cr 3. Prerequisite: ENGT 3303 or departmental consent.

ELET 5312 Electromagnetic Propagation I

Electromagnetic wave propagation in different material, transmission, terrain evaluation, and antenna characteristics will be covered. Lec 3, Cr 3. Prerequisite: PHYS 1302, PHYS 1402 or PHYS 2326.

ENGT 3303 or departmental consent

ELET 5361 Electromagnetic Applications

It will introduce the aspect related to high frequency technology. It will prove useful to technical personnel working in the field of microwaves. In order to provide a comprehensive course at the technology level, emphasis is given to application rather than theory. Sufficient theoretical background is included where this appears to be helpful. The course also covers the principles of operation and constructional features of a wide range of microwave hardware. This course will provide student with advanced capabilities and skills in engineering problem solving related to microwave technology. Lec 3, Cr 3. Prerequisite: ELET 5310

ELET 5370 Technological Changes in Business

Technological changes in a variety of industries will be covered. Impact of such technological changes on cost and competitiveness will be reviewed. Lec 3, Cr 3.

GEOGRAPHY (GEOG)

GEOG 5320 Cultural Geography for Educators

The study of the interaction between humans and the natural environment. Major emphasis in the course is given to human cultural diversity. Topics discussed include population distribution and demography, agriculture practices and regions, patterns and processes of religions and their spatial distributions, ethnicity and nations, urban geography and the development of cities, and natural resources and their management. Prerequisite: Graduate Standing. Lec 3, Cr 3.

GEOG 5333 Geography of Latin America

A regional study of the geography of Mexico, the Caribbean, Central and South America. This course will include an investigation of the physical, cultural and economic factors of various regions and how these affect present day conditions. Prerequisite: Graduate Standing. Lec 3, Cr 3.

GEOG 5334 Conservation of Natural Resources

A survey of the distribution of world resources, with special emphasis on new and novel solutions to problems of resource scarcity. Topics include food, scenic and recreational resources, and other selected components of the biosphere and lithosphere. Cultural, economic, demographic, and political behaviors of human societies are considered as they affect the world's physical resources. Prerequisite: Graduate Standing. Lec 3, Cr 3.

GEOG 5440 Geographic Information Systems

This course covers the basics of Geographic Information Systems (GIS) concepts and software such as ArcView and ArcGIS. Special attention will be given to data acquisition, processing, data management and the generation of base maps. Lec 3, Lab 3, Cr. 4

GEOG 5441 Principles of Remote Sensing

This course will emphasize the application of remote sensing and image analysis in the earth sciences; qualitative and quantitative satellite image and air photo interpretation. Additional emphasis will be placed on the use of computer processing packages. Lec 3, Lab 2, Cr. 4

GEOLOGY (GEOL)

GEOL 5310 Earth Science for Educators I

This is the first part of a graduate level, hands-on Earth Science course designed for education majors enrolled in the EC-8 program. The course will provide the students with basic theoretical background in Earth Science with hands-on workshops to enable the student to understand the Earth Science processes at present on the Earth's surface. Prerequisite: GEOL 1403 and 1404. Lec 3, Cr 3.

GEOL 5320 Earth Science for Educators II

This is the second part of a graduate level, hands-on Earth Science course designed for education majors enrolled in the EC-8 program. This course will provide the students with a basic theoretical

background in Earth Science with hands-on workshops to enable the student to understand the Earth Science processes at present on the Earth's surface. Prerequisite: GEOL 5310. Lec 3, Cr 3.

GEOL 5440 Geographic Information Systems

This course covers the basics of Geographic Information Systems (GIS) concepts and software such as ArcView and ArcGIS. Special attention will be given to data acquisition, processing, data management and the generation of base maps. Lec 3, Lab 3, Cr. 4

GEOL 5441 Principles of Remote Sensing

This course will emphasize the application of remote sensing and image analysis in the earth sciences; qualitative and quantitative satellite image and air photo interpretation. Additional emphasis will be placed on the use of computer processing packages. Lec 3, Lab 2, Cr. 4

INTERDISCIPLINARY SCIENCE (ISCI)

ISCI 6390 Science Internship

This course is an applied experience in an industrial, educational, private agency, or government facility supported by an acceptable scholarly written report and a seminar. Prerequisite: Graduate standing, permission of the instructor and the department chair. Lec. 0, Lab 8, Cr 3.

ISCI 7300 Thesis

Thesis. Prerequisite: Approval of graduate advisor or faculty advisor. Cr 3.

ISCI 7301 Thesis

Thesis. Prerequisite: Approval of graduate advisor or faculty advisor. Cr 3.

MATHEMATICS (MATH)

MATH 5304 Foundations of Mathematics

This course studies elements of mathematical logic, set theory, number theory and selected topics from discrete mathematics like combinatorial analysis and graph theory. Mathematical proofs are emphasized. Prerequisite: 6 semester hours of 4000-level math. Lec 3, Cr 3.

MATH 5309 Integrating Technology to Mathematics

This is an introductory course related to the latest technological computer programs, especially in mathematics. It covers some of the following educational computer software: graphing calculator, dynamic geometry, computer algebra systems, publishing software and some multimedia and internet related software. Prerequisite: 6 semester hours of 4000-level math. Lec 3, Cr 3.

MATH 5323 Group Theory

This course is an introduction to group theory, one of the central areas in modern algebra. Topics will include the theorems of Jordan-Hoelder, Sylow, and Schur-Zassenhaus, the treatment of the generalized Fitting subgroup, a first approach to solvable as well as simple groups (including the theorems of Ph. Hall and Burnside). Prerequisite: MATH 5321 or consent of the instructor. Lec 3, Cr 3.

MATH 5327 Lie Algebras

This course is an introduction to the theory of Lie Algebras. Topics include root systems, the Weyl group, nilpotent and solvable Lie Algebras, the theorems of Lie and Engel, Cartan subalgebras, Cartan's criterion for semi-simplicity, Chevalley groups and groups of Lie type. Prerequisite: MATH 5321 or consent of the instructor Lec 3, Cr 3.

MATH 5329 Number Theory

This course is an introduction to number theory, one of the major branches of modern mathematics. Topics include arithmetic functions (Moebius, Euler, Dirichlet), Dirichlet series (convergence, uniqueness, multiplicative property) distribution of primes (Dirichlet, Techebycheff, Hadamard resp. de la Vallee Poussin), Riemann's zeta function. Prerequisite: MATH 5321 or consent of the instructor Lec 3, Cr 3.

MATH 5337 Dynamical Systems

This is an introductory course in dynamical systems. Topics covered include: Linear control systems with linear algebra and nonlinear control systems with differential geometry and Lie algebras. Prerequisite: MATH 5331 and at least three other 5000 level courses or consent of the instructor. Lec 3, Cr 3.

MATH 5339 Topology

This course treats both the general and algebraic aspects of topology. It covers topological spaces, continuous mappings, connectedness and compactness, the fundamental group covering spaces, the Jordan Curve Theorem and a classification of surfaces. Prerequisite: MATH 5431. Lec 3, Cr 3.

MATH 5342 Measure and Integral Theory

The course presents Lebesgue Theory, abstract Integration, positive Borel measures, Lebesgue spaces, integration of differential forms. Prerequisite: MATH 5341. Lec 3, Cr 3.

MATH 5346 Functional Analysis

This course is an introduction to topological vector spaces. It presents the theory of Hilbert spaces, Banach space techniques and their applications, and basic facts on operator theory and spectral theory. Prerequisite: Math 5342. Lec. Lec 3, Cr 3.

MATH 5348 Differential Equations

This course covers first order and higher order ordinary differential equations, systems of solutions of linear differential equations, the Laplace transform, and several basic concepts of partial differential equations. Prerequisites: 6 semester credit hours of 4000-level Math or 3 semester hours of 5000-level Math Lec 3, Cr 3.

MATH 5362 Graph Theory

This course provides the student with the basic ideas of Graph Theory. It contains Ramsey Theory, spanning trees, decision trees, matching theory, graph coloring, traveling salesman problems, networks, min-max theorems, flow, Ford-Fulkerson. Prerequisite: 6 semester credit hours of 4000-level Math Lec 3, Cr 3.

MATH 5363 Operations Research

This course emphasizes fundamental concepts and principles as well as algorithms in Operations Research. Topics include linear, integral, non-linear, and dynamic programming, networks, queuing, Inventory, decision, and game theories. Students will be required to participate in projects. Prerequisite: 6 semester credit hours of 4000-level Math Lec 3, Cr 3.

MATH 5365 Discrete Mathematics

This course is on the borderline between mathematics and computer science. It contains basic graph theory (flows, min-max, Ford Fulkerson), generating functions, (Convolutions, Dirichlet's generating function, Riemann's zeta function), design theory, basic facts on coding theory (Reed-Solomon Codes), combinatorial optimization, elements of asymptotics (O-notation), and complexity of algorithms. Prerequisite: 6 semester credit hours of 4000-level Math Lec 3, Cr 3.

MATH 5367 Numerical Analysis

This course deals with solutions of equations, Interpolation and approximation, numerical differentiation and Integration, numerical aspects of linear algebra, and solutions of ordinary differential equations. Prerequisite: MATH 5341. Lec 3, Cr 3.

MATH 5368 Codes, Cyphers, and Security in Communications

This course addresses two related problems in communication theory. The first deals with errors that occur in the transmission of information: how they can be detected and how they can be corrected. The second is concerned with security of the transmitted Information. Prerequisite: MATH 5321 or consent of Instructor Lec 3, Cr 3.

MATH 5375 Measure and Probability

This course is an introduction to measure-theoretic probability. Topics covered include: monotone sequences, algebras, sigma algebras, probability spaces, Borel sets, and Lebesgue measure; measurable functions and random variables, Borel-Cantelli lemma, and Kolmogorov's zero-one law; Lebesgue Integral, different types of convergence, laws of large numbers, and the central limit theorem. Prerequisite: MATH 5341. Lec 3, Cr 3.

MATH 5379 Stochastic Analysis

The main objective of this course is to study discrete stochastic processes and their applications. Topics include Markov process and Markov chains convergence theorems, stopping times, martingales, and applications in trading and marketing. Prerequisite: MATH 5341. Lec 3, Cr 3.

MATH 5381 Mathematical Statistics

This is a course in inferential statistics. Topics covered include random sampling, distribution of means and the central limit theorem, estimation problems, tests of hypotheses, linear regression, correlation, and analysis of variance. Prerequisite: MATH 4374 or consent of instructor Lec 3, Cr 3.

MATH 5385 Time Series and Engineering Systems

The contents of this course include the treatment of normal sequences and white noise stationary time series, characteristic analysis of time series, the analysis of stationary time series in the time domain, linear modeling of dynamic data, linear prediction of time series, multivariate dynamic data models. Prerequisite: Math 4374 or consent of instructor Lec 3, Cr 3.

MATH 5395 Research Seminar

This is a course to study the current thought and practice within several subject areas in mathematics. Topics include identifying valid research activities, review of literature and written or oral communication of a research paper. This course may be repeated as topics vary. Prerequisite: consent of the instructor. Lec 3, Cr 3.

MATH 5397 Thesis

Participants will define and research some supervisory problems in their specific areas of interest. Participants will be directed in their study by a graduate faculty member. A formal research paper dealing with a specific supervisory problem will be required. This course may be repeated by the approval of the graduate advisor. Prerequisite: Approval of graduate advisor required for enrollment Lec3, Cr 3.

MATH 5321 Higher Algebra

The purpose of this course is to provide the necessary algebraic background for all branches of modern mathematics that use algebraic language and methods. Topics include basic ring theory (polynomial rings over fields (perhaps Nullstellensatz), unique factorization domains, Dedekind rings), field extensions, and basic Galois theory with the usual applications to classical problems in geometry. Prerequisite: 6 semester hours of 4000-level math. Lec 3, Cr 3.

MATH 5331 Higher Geometry

This course is on projective, Euclidean or convex geometry. Projective geometry includes basic incidence geometry, group actions on geometries, ternary rings and coordinates in projective and affine geometries, and the fundamental theorem of projective geometry. Prerequisite: 6 semester hours of 4000-level math. Lec 3, Cr 3.

MATH 5341 Higher Analysis

This course presents the system of the real numbers and the system of the complex numbers, sequences and series of real numbers, continuity and differentiability of real functions, the Riemann-Stieltjes integral, convergence of sequences and series of functions, and aspects of functions in several variables and topology. Prerequisite: 6 semester hours of 4000-level math. Lec 3, Cr 3.

MATH 5361 Mathematical Modeling

The contents of this course are widely open. It may include modeling with difference and differential equations, and stochastic processes. The course may be project-oriented. Prerequisite: 6 semester hours of 4000-level math. Lec 3, Cr 3.

MATH 5391 Special Topics in Mathematics

The contents of this graduate course come from different areas of pure and applied mathematics not available in other courses. This course may be repeated for credit provided that the topics are different. Prerequisite: 6 SCH in 4000 level Mathematics courses and at least 3 SCH in 5000 level Mathematics courses or consent of instructor. Lec 3, Cr 3.

MANUFACTURING (MFET)

MFET 5301 Design for Manufacture

This course deals with the factors influencing product design and manufacturability. Topics include component design and analysis, design for manufacturability, design for manual and automated assembly and concurrent engineering. Students learn how to reduce material and part costs, assembly time, and number of parts in a product. Prerequisite: Bachelor of Engineering Technology or Engineering or departmental approval. Lec 3, Cr 3.

PHYSICAL SCIENCES (PSCI)

PSCI 5310 Physical Science for Teachers

This graduate level course is designed for in-service elementary and middle school teachers who will be implementing hands-on science learning in their classrooms. Students in the Master of Education in Curriculum and Instruction with emphasis in Science Education can use the credit for this course to fulfill the requirements for science content. The course will provide the teachers with necessary theoretical background in classical physics, will develop skills in physical experimentation using FOSS modules and other available lab equipment and will enable the students to apply the basic laws of physics. Prerequisite: Graduate standing or departmental approval. Lec 3, Cr 3.

PSCI 5320 Physical Science for Teachers II

This is the second semester course of Physical Science for Teachers. This course will provide teachers with necessary theoretical background in classical physics, will develop skills in physical experimentation, and will enable students to apply the basic laws and principles of physics to experimental observations. Lec 3, Cr 3.

PSCI 5330 Physical Science for High School Teachers I

This course provides high school teachers a deeper understanding of classical physics. Laws of motion, applications of Newton's Laws, and work-energy relations are the major parts of this graduate level physical science course. This course will provide teachers with an abundant theoretical background in physics and current research practice with practical experience in related physics labs. Lec 3, Cr 3. Prerequisite: Graduate standing with a BS or BA degree in a science discipline or department approval.

PSCI 5340 Physical Science for High School Teachers II

This course is the continuation of Physical Science for High School Teachers I. Thermodynamics, electrostatics, electricity and magnetism, waves, light and optics, and quantum physics are the major parts of this graduate level physical science course. This course will provide teachers with an abundant theoretical background in physics and current research practice with practical experience in related labs. Prerequisite: PSCI 5330 with a grade of B or better. Lec 3, Cr 3.

PHYSICS (PHYS)

PHYS 5195 Graduate Seminar

This is a seminar course in which student presents research based on current literature. It may be repeated three times for credit. Lec. 1, Cr. 1

PHYS 5321 Classical Mechanics

This graduate course will introduce the student to Lagrange's equations, non-holonomic constraints, Hamilton's principle, two-body central force, rigid body dynamics, Lagrangian relativistic mechanics, Hamilton and Hamilton-Jacobi equations, and canonical transformations. Lec 3, Cr 3.

PHYS 5325 Mathematical Physics

This graduate course will introduce the student to linear systems, special functions, complex variables, tensor problems in Physics, partial differential equations, boundary value problems, and special functions. Lec 3, Cr 3.

PHYS 5365 Advanced Statistical Mechanics

This graduate course will introduce the student to classical and quantum statistics of systems in equilibrium, treatment of fluctuations, transport phenomena, and too many-body problems. (Note: this class is required to graduate under the non-thesis option. Lec 3, Cr 3.

PHYS 5371 Solid State Physics

This graduate course will introduce the student of electromagnetic, elastic, and particle waves in periodic lattices as applied to the electrical, magnetic, and thermal properties of solids. Prerequisite: PHYS 5361 Quantum Mechanics. Lec 3, Cr 3.

PHYS 5387 Special Topics in Physics

This graduate course will introduce students to different topics. This topics will be announced. May be repeated for credit. Prerequisite: Instructor approval. Lec 3, Cr 3.

PHYS 5391 Quantum Mechanics in Chemistry

This graduate course will introduce the student to the use of quantum mechanics in chemistry. Topics to be covered include the basic models of quantum theory, perturbation theory, ab initio and density functional methods, group theory, and computational applications. Prerequisite: PHYS 5361. Lec 3, Cr 3.

PHYS 5393 Introduction to General Relativity and Gravitation

This graduate course introduces Einstein's theory of relativity and other topics in the field of gravitation. Topics covered are the Principle of Equivalence, Introduction to Differential geometry and tensor analysis. Also studied are physics on curved manifolds, Einstein's equations of General Relativity, exact solutions of Einstein's equations, the Schwarzschild and Kerr solutions, black Hole Physics and Cosmology, gravitational radiation and its detection. Prerequisite: PHYS 3310, PHYS 3390, PHYS 3400, PHYS 4330 Lec 3, Cr 3.

PHYS 5394 Statistical Theory of Signal Detection

This graduate course will introduce the student to the classical theory of signal detection. It will present the theoretical background needed to understand the data analysis techniques and algorithms used to search for signals in noisy data. Explicate examples will be taken from the field of gravitational wave data analysis - a sub-field of gravitational physics opened by construction and operation of a number of large scale interferometric gravitational wave detectors. MATH 2342 recommended prior to taking this course. Prerequisite: PHYS 3310, PHYS 3390, PHYS 4330 Lec 3, Cr 3.

PHYS 5425 Mathematical Physics

This graduate course will include vector analysis and calculus, general curvilinear coordinates, tensor analysis, linear and matrix algebra, group theory, infinite series, functions of a complex variable, contour integration and the residue theorem. Lec 4, Cr. 4

PHYS 5441 Electrodynamics

This graduate course will cover electrostatic boundary value problems, multipole potentials, dielectric and magnetic materials, magnetostatics, time-varying field and Maxwell's equations, energy and momentum of the field, Lienard-Wiechert potentials, electromagnetic radiation, polarization, refraction and reflection at plane interfaces. Lec 4, Cr. 4

PHYS 5475 Gravitational Wave Astronomy

This course provides a basic and broad description of the astrophysical related to sources of gravitational radiation, gravitational wave detectors, numerical relativity, and data analysis. Lec. 4, Cr. 4. Prerequisite: Major in Physics or related field or consent of instructor.

PHYS 6381 Introduction of Astrophysics

This graduate course will introduce students to a range of observational Astronomy: Stars, stellar evolution, neutron, stars, black holes, galactic dynamics, galaxies, large scale structure in the Universe & Cosmology. Prerequisite: PHYS 5341 & PHYS 5321. Lec 3, Cr 3.

PHYS 6386 Research Problems in Physics

This graduate course is required for the 36-hour non-thesis option. To pass the course students have to present a typewritten report. May be repeated for credit; maximum credit allowed is six hours. May not be counted as thesis research but may be taken one time as preparatory investigation course prior to the beginning of thesis research. Prerequisite: Submission of the Petition of Candidacy and department approval. Lec 3, Cr 3.

PHYS 6396 Graduate Research in Physics

This graduate course is a research in physics course in preparation for thesis work (Research I). Prerequisite: Graduate Advisor approval. Lec 3, Cr 3.

PHYS 6397 Graduate Research in Physics II

This course is a second semester of research for preparing thesis work (Research II). Prerequisite: Advisor approval & PHYS 6396 Lec 3, Cr.3

School of Business

Dr. Rafael Otero, Interim Co-Dean • EDBC 2.504D • 882-5800 • rafael.otero@utb.edu

Mrs. Mary Sullivan, Interim Co-Dean • EDBC 2.504D • 882-8918 • mary.sullivan@utb.edu

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

Department of Accounting

Carol Collinsworth, Chair • EDBC 2.542A • 882-8863 • carol.collinsworth@utb.edu

Department of Business Administration

Dr. Rafael Otero, Chair • EDBC 2.542D • 882-7304 • rafael.otero@utb.edu

Department of Business Technology

Mrs. Mary Sullivan, Chair • EDBC 1.534 • 882-8918 • mary.sullivan@utb.edu

The graduate programs of the School of Business offer learning opportunities to enhance the development of competent, responsible professionals in business and not-for-profit administration.

On-Campus M.B.A. Degree Program

The on-campus M.B.A. Degree is designed primarily for working professionals who wish to pursue advanced studies in business to expand their business management knowledge and enhance their employment opportunities. An M.B.A. degree candidate is expected to be able to understand and apply a variety of organizational, managerial, and analytical skills. Additionally, candidates are expected to be knowledgeable in current business literature and trends. Depending on a student's prior academic background, the program will take 30-51 semester credit hours to complete. On-campus M.B.A. classes typically meet in the evenings or on weekends to accommodate the needs of working professionals.

M.B.A. On-Line Degree Program

The M.B.A. On-Line Degree Program is offered in cooperation with seven other schools of the

University of Texas System. Students in the M.B.A. On-Line Program complete all coursework via the Internet. Course discussion or forums and student work is delivered entirely by electronic means. Taught by leading faculty at the participating institutions, this innovative program is designed to meet the needs of students whose work, geographic location, or other commitments prevent them from participating fully in conventional on-campus courses.

Curriculum for the M.B.A. On-Line Degree program consists of 16 courses, for a total of 48 credit hours. Eighteen credit hours are taken in six “core” courses, which provide the student with the foundation of general business knowledge. Thirty credit hours are taken in ten courses of a General Management M.B.A. curriculum. This Program of Study is not the same as the On-Campus M.B.A. Program. Students should consult the M.B.A. Program Director or the UT Telecampus web site (<http://www.telecampus.utsystem.edu/>) for further information.

Executive Management Certificate/Diplomado de Administración de Empresas

UTB/TSC also offers a post-baccalaureate certificate program to meet specific needs of students for advanced business education that does not lead to a graduate degree. The Executive Management Certificate/Diplomado de Administración de Empresas offers managers and entrepreneurs a bilingual, five-course sequence of foundation-level M.B.A. courses. The program is designed primarily for managers and business owners who wish to update their business skills rather than attain an academic degree. Fluency in Spanish is required for admission to Diplomado courses. Lectures are primarily in Spanish and textbooks are in English.

For additional information contact the M.B.A. Program Director. Students should note that completion of a post-baccalaureate certificate does not guarantee admission to the M.B.A. program.

Admission

A student must meet the University’s general requirements for admission to graduate status.

Students planning to pursue an MBA will apply as Pre-MBA Status. These students may take the 7 foundation courses without meeting further admissions requirements. Students must then meet the requirements listed below for admission to the MBA program

Unconditional Admission. Unconditional admission status will usually be granted to students who have minimum overall GPA of 3.0 in the Foundation courses and 3.0 undergraduate GPA and a minimum GMAT of 400. Unconditional Admission Status is required for students wishing to enroll in the M.B.A On-Line Degree Program.

Conditional Admission. Conditional admission status may be granted to students who do not meet regular admission requirements, but show promise for successful graduate study. Conditions may be placed on students receiving conditional admission (e.g., achieving a grade of 3.0 in each course attempted, or taking additional undergraduate or graduate semester hours, etc.), and subsequent registration will be prohibited if such conditions are not met. Normally a student must satisfy conditions within the first 12 hours of graduate study. Failure to satisfy conditions within 12 hours will result in a student’s inability to register for further coursework. A student in Conditional Admission may not hold an assistantship.

Non-Degree Students. Students who already have a master’s degree, or have completed a four-year undergraduate degree, and are interested in taking graduate courses for professional improvement or are pursuing the Executive Management Certificate/Diplomado (but not in pursuing the M.B.A. degree) may enroll in graduate-level business courses as a non-degree-seeking student. (See “Categories of Admission”). Prospective students should consult with the M.B.A. Program Director for suggested enrollment status and course prerequisites.

International Students. International students must meet all requirements for admission in addition

they must meet International Student requirements. (Refer to “International Students” section for additional information.)

Degree and Graduation Requirements

Students with Unconditional Admission status in the M.B.A. program should develop a formal Program of Study in consultation with the M.B.A. advisor during the first 12 hours of graduate work. The Program of Study should contain the following elements:

1. Specific information regarding where and how prerequisite competencies in computer literacy, college-level algebra, and statistics have been obtained. These competencies should be obtained prior to enrollment in the program. Students lacking a competency may be allowed to enroll in the M.B.A. with concurrent enrollment in coursework covering that competency area.
2. M.B.A. Foundation courses (21 semester hours) are designed to provide students with basic knowledge and tools in the major areas of business administration in preparation for advanced study. Students who have completed an undergraduate degree with a business administration major or minor may waive certain Foundation courses through successful completion of recent substantially similar coursework no more than seven (7) years prior to their admission to the M.B.A. program.
3. M.B.A. Core courses (30 semester hours) offer students advanced and integrated knowledge and tools for successful business analysis and implementation. Specific areas of study include business research methods, strategic utilization of information technology, production and operations management, advanced management and marketing and administrative policy, together with other required elective courses. All students must complete the Core courses. If a substantially similar graduate-level course has been successfully completed at an accredited institution recognized by the University of Texas System prior to enrollment in the M.B.A. program, the student may be allowed to substitute that course in place of a required business elective.

The M.B.A. Director will make initial determination on course waivers and substitutions. Course waivers will not be granted on the basis of experiential or life-experience learning.

Specific information concerning admission, course registration, tuition and fees, and courses for the M.B.A. On-Line Degree program can be obtained from the School of Business, the M.B.A. Program Director, or the UT TeleCampus web site: <http://www.telecampus.utsystem.edu/>.

M.B.A. Prerequisite Competencies

The following prerequisite competencies are required of students applying to the M.B.A. program:

Computer Literacy Equivalent to COSC 1305, or three (3) credit hours of BMIS courses

College Algebra Equivalent to MATH 1314 or MATH 1324

Statistics equivalent to BUSI 3341 or BUSIU 2441 (BUSIU 2441 includes a required one-hour computer lab)

Knowledge in these areas can be demonstrated by the specified UTB/TSC courses, equivalent coursework at an accredited university, or CLEP exam. In the case of computer literacy, the M.B.A. Director may consider substantial work experience in making the determination of a course waiver. The M.B.A. Program Director will make all waiver determination under the authority of the Dean of the School of Business and in accordance with the academic policies established by the Graduate Faculty of the School of Business. Students who are determined to not have the prerequisite competencies will be required to take foundation courses to develop or meet these competencies.

M.B.A. Foundation Courses

M.B.A. Foundation knowledge includes up to 21 hours of coursework. Any or all of these courses and credit hours may be waived if equivalent knowledge has been mastered in substantially similar,

coursework within the seven-year limit on transfer credits at an accredited institution, with a grade of “B” or better.

	Course	Title	Credit Hours
ACCT	6301	Accounting for Managers	3
BLAW	6301	Legal Environment of Business	3
BMIS	6301	Quantitative Analysis for Business Decisions	3
ECON	6301	Business Economics	3
FINA	6301	Financial Management	3
MANA	6301	Management Theory	3
MARK	6301	Marketing	3
			21

Questions of applicability of coursework and waivers from other institutions will be evaluated by the M.B.A. Program Director under the direction of the Dean of the School of Business.

M.B.A. Core Courses

M.B.A. core courses (30 semester hours) offer students advanced and integrated knowledge and tools for successful business analysis and implementation. Specific areas of study include business research methods, strategic utilization of information technology, and administrative policy, along with other required and elective courses. All students must complete the Core courses.

Course waivers are not usually granted for Core courses. However, if a substantially similar course has been successfully completed (e.g., with a grade of “A” or “B”) from an accredited institution recognized by the University of Texas at Brownsville within seven years of the planned graduation date, a course substitution or transfer credit may be considered.

Questions of applicability of coursework and course substitutions or transfer credits will be evaluated by the M.B.A Program Director under the direction of the Dean of the School of Business.

M.B.A. Core Courses

Course	Title	Credit Hours	
ACCT	6315	Accounting & Financial Analysis	3
BUSI	6310	Business Research	3
BUSI	6380	International Business	3
MANA	6320	Advanced Management	3
MANA	6350	Information Technology for Managers	3
MANA	6360	Production & Operations Management	3
MARK	6330	Marketing Management	3
BUSI	6390	Administrative Policy and Strategy (Capstone Course - taken after substantially all other required courses have been completed)	3
Elective	M.B.A. Elective		3
Elective	M.B.A. Elective		3
	Total Core Required		30

M.B.A. Elective Courses

Two M.B.A. business elective courses are required for completion of this MBA Program. They cover a variety of topics and give students an opportunity to gain more in-depth knowledge of certain business topics.

	Course	Title	Credit Hours
ACCT	5323	Contemporary Accounting Theory	3

ACCT	5325	Tax Treatment of Capital Assets	3
ACCT	5329	Corporate and Partnership Tax	3
ACCT	5331	Estate and Gift Taxation	3
ACCT	5351	Fraud Examination	3
ACCT	6321	Strategic Cost Management	3
ACCT	6323	Accounting Seminar (specific topics may change)	3
ACCT	6330	Seminar in Auditing	3
BLAW	6303	Business Law II	3
BLAW	6305	Comparative Business Law	3
ECON	6351	Economics Seminar (specific topics may change)	3
FINA	6341	Finance Seminar (specific topics may change)	3
BUSI	6399	Management Practicum	3
MANA	6331	Human Resources Administration & Industrial Relations	3
MANA	6332	Management Seminar (specific topics may change)	3
MARK	6371	Marketing Seminar (specific topics may change)	3
MARK	6372	Marketing Strategy	3

Graduate Courses in Business

ACCOUNTING (ACCT)

ACCT 5323 Contemporary Accounting Theory

Contemporary advanced accounting and auditing theory, including controversial issues, with emphasis on income determination and asset valuation; special attention will be given to researching standard setting pronouncements from FASB, GASB, and other standard-setting bodies. There will also be a major research paper on an approved topic required as part of this course. Prerequisite: ACCT 3322 (Intermediate II) with a grade of “C” or better. Lec 3, Cr 3.

ACCT 5325 Tax Treatment of Capital Assets

This course will address tax treatment of active and passive business losses, determination of basis, recognition of gains and losses, treatment of capital and Section 1231 assets, recapture of depreciation, alternative minimum tax and tax credits. Prerequisite: ACCT 3323 (Income Tax Procedure) with a grade of “B” or better.

ACCT 5329 Corporate and Partnership Tax

This course addresses federal taxation of C corporations, S corporations, partnerships and limited liability companies. Consideration is given to formation, income, expenses, dividends, alternative minimum tax, mergers, partial liquidation & complete liquidation, allocation of income and basis. Prerequisite: ACCT 5325 (Tax Treatment of Capital Assets) with a grade of “B” or better. Lec 3, Cr 3.

ACCT 5331 Estate and Gift Taxation

This course examines the computation of estate taxes, credits against tax, the gross estate valuation of the estate, deductions from the estate, generation skipping tax, use of trusts, insurance, and partnerships to minimize estate tax, computation of decedent’s final income tax, the gift tax, present and future interest, charitable and giving to minimize estate tax. Prerequisite: ACCT 3323 (Income Tax Procedure) with a grade of “B” or better. Lec 3, Cr 3.

ACCT 5351 Fraud Examination

An examination of various aspects of fraud prevention and detection including: elements of fraud, types of fraud involving accounting information, costs of fraud, use of controls to prevent fraud, and fraud examination and detection methods. Emphasis on case analysis and expert witness presentations. Prerequisite: ACCT 4324. Lec 3, Cr 3.

ACCT 6301 Accounting for Managers

An intensive examination of financial and managerial accounting theory and procedures and their application in the generation of data for integrated financial and managerial accounting information systems. Includes an overview of the accounting cycle, analysis of financial statements, income determination and inventory valuation, cost allocation, and interpretations of financial information for managerial decision making. Lec 3, Cr 3.

ACCT 6315 Accounting & Financial Analysis

This is an in-depth study of topics including analysis of financial statements, strategic investment and financing decisions, working capital management, financial instruments and multinational financial management. Prerequisite: ACCT 6301 (Accounting for Managers) or equivalent, with a grade of "B" or better. Lec 3, Cr 3.

ACCT 6321 Strategic Cost Management

This course will focus on planning aspects of the corporate finance function and developing critical thinking skills. Specific topics include allocations, financial modeling and decision-making, budgeting, customer profitability analysis, and performance measurement. Prerequisite: Completion of ACCT 2402 with a grade of "B or better, or ACCT 6301 with a grade of "B" or better, or consent of instructor. Lec 3, Cr 3.

ACCT 6323 Accounting Seminar

A study of current and special topics concerning accounting. Emphasis on literature from professional public accounting societies and governmental agencies. May be repeated for credit as topics vary. Prerequisite: ACCT 6301 or consent of instructor. Lec 3, Cr 3.

ACCT 6330 Seminar in Auditing

Examination of auditing philosophy and contemporary issues. Study of auditing research including the behavioral aspects of auditing. Prerequisite: ACCT 4324, ACCT 6301, or consent of instructor. Lec 3, Cr 3.

BUSINESS LAW (BLAW)

BLAW 6301 Legal Environment of Business

This course is an intensive study of the legal environment of business. The course begins with an overview of the court system, constitutional law and torts. It progresses into areas of law directly applicable to the business environment. Business topics will include contracts, sales, agency, partnerships, corporations, property, bankruptcy, and international law. Lec 3, Cr 3.

BLAW 6302 Business Law for Educators

Business and education law, to include discussion of contracts, administrative law, agency, Americans with Disabilities Act, EEOC, environmental law, Open Meeting Act, Open Records Act, vouchers, and other current topics. Lec 3, Cr 3.

BLAW 6303 Business Law II

This course is a study of the rules of business law including corporation, partnership and limited liability corporation law, employment law, antitrust discrimination law, bankruptcy, consumer law, secured transactions, financial instruments, Uniform Commercial Code, contracts for purchase and sale of goods and regulation of business. Prerequisite: MBA Foundation courses completed. Lec 3, Cr 3.

BLAW 6305 Comparative Business Law

Various areas of business law in the U.S. and Mexico will be compared. Issues include: contracting for international sale of goods, forms of business organizations, maquiladora laws, foreign trade zones, and NAFTA. MBA Foundation courses completed. Lec 3, Cr 3.

BUSINESS MANAGEMENT INFORMATION SYSTEMS (BMIS)

BMIS 6301 Quantitative Analysis for Business Decisions

This course will review statistical techniques and multivariate statistics. It will also be an introduction to managerial decision analysis using quantitative tools. Topics to include a general framework for decision analysis, decision tables and trees, simulation, linear programming, classical optimization, forecasting and other probabilistic and statistical techniques. Prerequisite: BUSI 3341 (Statistics) or BUSIU 2241 (Statistics) with a grade of "B" or better.

BMIS 6350 Information Technology for Managers

Alternative approaches to managing the resources (computers, networks, software, data, people) that organizations utilize in applying information technology. The role of the user/manager in identifying opportunities, obtaining computer applications, and creatively using information technology to improve personal and organizational performance. Prerequisite: 9 hours of M.B.A. Foundations requirements or permission of instructor. Lec 3, Cr 3.

BUSINESS (BUSI)

BUSI 6101 Environments of Business

A broad exposure to the many environments and factors in the field of business administration. Introduction to a variety of managerial issues such as: shareholder equity, globalization, information explosion, quality systems, the case method, business media, ethics, and business research sources. Designed to be taken during or before the M.B.A. student's first semester. Lec 1, Cr 1

BUSI 6105 Current Issues in Business

Current issues in business, topics varied. Exploration of specific topics related to the business disciplines. Examples include: Leadership, Ethics, Effective Communication, Quality Systems, Negotiation/Arbitration, etc. Course may be repeated up to two times for credit, as topics vary. Lec 1, Cr 1

BUSI 6310 Business Research

Business research techniques & methodologies. Topics include identifying valid research activities, review of literature, data sources & collection, research design & methodology, computer statistical analysis, and written/oral communication of the research paper. Prerequisites: FINA 6301, MANA 6301, MARK 6301, or consent of instructor. Lec 3, Cr 3.

BUSI 6380 International Business

Readings and cases in international business. Emphasizes the impact of comparative differences in the domestic and international business environments and operations, including the impact of historical, economic, cultural, and political foundations on operations. Special international business topics of unique contemporary importance are also studied. Prerequisite: Completion of M.B.A. Foundations requirements, or consent of instructor. Lec 3, Cr 3.

BUSI 6390 Administrative Policy and Strategy

A study of management problems under dynamic conditions. Comprehensive, integrative cases will be studied and analyzed. This course should be taken during the last or next-to-last semester of the students program. Prerequisite: Completion of M.B.A. Foundations requirements plus at least 15 hours of M.B.A. Breadth requirements, or consent of instructor or M.B.A. Director. Lec 3, Cr 3.

BUSI 6399 Management Practicum

A directed, applied consulting project for small business or not-for-profit organizations. Instruction includes consultation methods, presentation and written skills, contact with clients, etc. Students may work alone or in small teams to define and solve problems of these organizations. Prerequisite: Completion of M.B.A. Foundations requirements and permission of instructor and M.B.A. Director. Lec 3, Cr 3.

ECONOMICS (ECON)

ECON 6301 Business Economics

The relationship among basic economic concepts and methods. The competitive market system, problems in resource allocation and economic efficiency, government regulations and the public sector, money and banking, unemployment and inflation in economic policy making. Lec 3, Cr 3.

ECON 6351 Economics Seminar

Readings and discussion of selected topics in economics. May be repeated for credit as topics vary. Prerequisites: M.B.A. Foundations requirements or permission of instructor. Lec 3, Cr 3.

FINANCE (FINA)

FINA 6301 Financial Management

The financial function of the firm and the specific responsibilities of the firm's financial manager. Emphasis is on financial decisions using managerial information systems as an integrating force to deliver planned results. This includes, but is not limited to, decisions affecting the internal management of the firm and the acquisition of new assets. Prerequisites: ACCT 6301 and ECON 6301. Lec 3, Cr 3.

FINA 6341 Finance Seminar

Readings, reports and discussion of selected topics in finance. May be repeated for credit as topics vary. Prerequisite: M.B.A. Foundations requirements or permission of instructor. Lec 3, Cr 3.

MANAGEMENT (MANA)

MANA 6301 Management Theory

Analysis of formal organizational theory in organizations. Study is made of the organization as a system of authority, status, leadership, direction, communication and influence. Lec 3, Cr 3.

MANA 6320 Advanced Management

This course seeks to understand advanced management theory and practice and includes an examination of how people behave in organizations. This course addresses multiple issues including motivation, leadership, communication at various levels throughout the organization, decision-making, organizational culture and structure, politics and organizational effectiveness. Prerequisite: MBA foundation courses completed. Lec 3, Cr 3.

MANA 6331 Human Resources Administration and Industrial Relations

An analysis of the functions of human resources administration and the relationship between the personnel-industrial relations system and the total organization system. Contemporary industrial relations, philosophies and practices. Prerequisite: MBA foundation courses completed. Lec 3, Cr 3.

MANA 6332 Management Seminar

The development of management thought and practice with emphasis on current trends and problems in management. May be repeated for credit as topics vary. Prerequisite: MBA foundation courses completed. Lec 3, Cr 3.

MANA 6360 Production & Operations Management

Focus on the role of the production function in the business system and study of production system operations. Emphasis is placed on production system design, integration of system inputs, outputs, and transformations, and computer applications to decision processes utilized in managing operations and achieving optimal production. Prerequisite: MBA foundation courses completed. Lec 3, Cr 3.

MARKETING (MARK)

MARK 6301 Marketing

Managing the creation, pricing, promotion, and distribution of goods and services, including special attention to the consumer's needs while maintaining profitability. Theory and case-style application. Issues include: target markets, product positioning, environmental effects on the firm's marketing

decision making. Lec 3, Cr 3.

MARK 6330 Marketing Management

This course is an advanced study of marketing management and marketing strategy. It investigates how marketing affects overall corporate and business decisions and gives students an opportunity to look at high-level strategic marketing decisions in product planning, promotion pricing and distribution. Prerequisites: MBA foundation courses completed. Lec 3, Cr 3.

MARK 6371 Marketing Seminar

A study of current thought and practice within a specific subject area in the discipline of marketing. May be repeated as topics vary. Prerequisite: M.B.A. Foundations requirements or permission of instructor. Lec 3, Cr 3.

MARK 6372 Marketing Strategy

A study of the formulation of marketing strategy, its relationship to corporate and business strategy, and the strategic aspects of marketing decisions in product planning, promotion, pricing, and distribution. Prerequisite: M.B.A. Foundations requirements or permission of instructor. Lec 3, Cr 3.

School of Education

Dr. Carl Stockton, Dean • EDBC 2.306 • 882-7219 • carl.stockton@utb.edu

Department of Curriculum and Instruction

Dr. Reynaldo Ramirez, Chair • EDBC 1.308B • 882-8979 • reynaldo.ramirez@utb.edu

Department of Kinesiology

Dr. Zelma Mata, Chair • GYM 201 • 882-8291 • zelma.mata@utb.edu

Department of School Specialties

Dr. Olivia Rivas, Chair • EDBC 2.208A • 882-7660 • olivia.rivas@utb.edu

The graduate programs in the School of Education have as their purpose to promote continuing professional development of students who have made a commitment to teaching, counseling or administration. Graduate offerings also include courses that help students meet state requirements for certification as school principals, counselors, bilingual/bicultural education teachers, educational diagnosticians, special education and ESL teachers, and reading specialists, and master reading teachers. The School of Education also has a program for the Superintendent Certificate and Licensed Texas Professional Counselor.

While the programs in education are intended primarily for personnel in public schools, the knowledge and skills inherent in the courses are applicable to other agencies (social, community, nursing, city, state, federal, etc.). Students not seeking certification do not have to follow the curriculum requirements of those seeking educational certification but will plan a program with their advisor, within the parameters of the approved degree programs, which will be beneficial to them in their specific fields of interest. Students who plan to use their degree coursework towards meeting certification requirements may complete an M.Ed. degree at UTB/TSC without meeting all the specific state certification requirements in the degree area.

Master of Education (M.Ed.)

The Master of Education degree provides for majors in Community Counseling, Counseling and Guidance, Curriculum and Instruction, Early Childhood, Educational Technology, Elementary Education, Elementary Education with a Bilingual/Bicultural Education concentration, English as a Second Language, Reading Specialist, Special Education, Educational Administration and Educational Diagnostician.

Admission

In addition to the general graduate admission requirements, applicants for admission who seek professional certification may be required to have a provisional teaching certificate. Students not seeking certification do not need to meet this requirement. International students must meet all admission requirements described in the general information section of this catalog.

Transfer Credit

Credit not exceeding 12 semester hours obtained in an accredited institution may be transferred and applied towards the Master of Education degree, provided the work was at the graduate level and meets program and other transfer requirements. Transfer credit for certification purposes must be approved by the graduate advisor, the Department Chair, and the Assistant Dean of the School of Education.

Residence Requirements

A residence of one academic year or the equivalent in summer sessions is required. In graduate programs that require a thesis, at least 24 semester hours of credit required for the master's degree shall be earned in residence. For programs that require 36 semester hours of credit but do not require a thesis, at least 27 semester hours must be earned in residence. Students pursuing certification programs should consult with their faculty advisors (see "Graduate Programs").

Program of Study

Students must complete their Program of Study (POS) prior to completing 12 semester hours of graduate work. Registration may be denied to students without an approved POS after completing 12 hours. It is the student's responsibility to meet with their advisor and secure their approval and signatures.

Degree Requirements

In addition to general graduate program degree requirements and policies, the following requirements apply to education degrees:

1. Satisfactory completion of an oral interview conducted by the advisor and one additional faculty member required in the Counseling and Guidance and Educational Administration programs.
2. A minimum of 36 semester hours of graduate work.
3. Satisfactory completion of a written comprehensive examination and/or successful defense of the thesis for those students choosing the thesis option.

Students must keep in mind that master's degree requirements may not always lead to Texas certification, endorsement, or licensure in a major area. Certification, endorsement, or licensure in an area may require additional coursework, professionally approved experience, passing score on ExCET/TEXES or state licensing exams, or other requirements. Students seeking a certificate or endorsement should see the Assistant Dean in the School of Education.

Comprehensive Examination

During the final semester of coursework, and upon the recommendation of the faculty advisor, the student may request his/her final comprehensive examination. The purpose of the comprehensive examination is to evaluate: (1) the knowledge of the salient theories and literature that are a part of the major program of study; (2) ability to synthesize knowledge and to apply it in analyzing and solving related problems; and (3) the ability to communicate effectively in writing at a professional level. The form of the examination will have been specified in the Program of Study and may include one or both of the following:

1. An examination prepared by the graduate faculty under the guidance of the Faculty Advisor and scheduled by the Graduate Office. The examination will be evaluated by the Faculty Advisor and two graduate faculty members.
2. Thesis defense and appraisal of research competence by the student's graduate research committee, chaired by the Faculty Advisor. See thesis/Non-Thesis section.

Application for the comprehensive exam is submitted at the same time as the application for graduation.

Requirements for Certification

Professional Certificate

A. Requirements for the Professional Certificate

1. Completion of a master's degree in the certification or specialization area
2. A valid provisional certificate, if applicable
3. Years of public school teaching experience required by the state for the certificate desired
 - a. School counselor - 2 years
 - b. Educational Diagnostician - 3 years
 - c. Reading Specialist - 3 years
 - d. Principal Administrator - 2 years
4. Acceptable scores on all required ExCET/TEXES examinations

B. How to Obtain a Professional Certificate

Submit the following to the Certification Officer:

1. Completed online application form prescribed by the State Board for Educator Certification (www.sbec.state.tx.us/sbec online).
2. A service record showing the candidate's years of teaching experience. This has to be completed by the School District Personnel Officer.
3. Required fee payable to the State Board for Educator Certification (SBEC).
4. Transcript which indicates the degree has been granted and all work required for the certificate has been completed.
5. Acceptable scores on ExCET/TEXES exams required for certificate.

Students must apply for certification upon completion of certification requirements.

Master of Education

Students seeking the Master of Education degree may major in Counseling and Guidance, Curriculum and Instruction, Early Childhood Education, Educational Administration, Educational Technology, Elementary Education English as a Second Language, Reading Specialist, Special Education and Educational Diagnostician. Each student must prepare with his/her Faculty Advisor an individual thesis or non/thesis degree Program of Study based upon the student's individual characteristics, background experience and projected future career needs. Students should review the program of study section of the graduate catalog for additional information.

M.Ed. – Bilingual Education

Emphasis in Dual Language Education

39-Hour Thesis/Non-Thesis Program

Master of Education in Bilingual Education with an emphasis in Dual Language Education prepares qualified Bilingual Teachers who are:

- prepared in the practice of advocating the implementation of education policies and effective biliterate/bicultural instructional practices.

- skillful in bilingual schooling issues such as language development, second language learning, and alternative assessment.
- agents of change in implementing best practices and policies for a student-centered educational system.
- scholars in the field of bilingual education
- current in research and professional development in educational settings

The following are areas in which students may choose to minor:

- Early Childhood, Special Education, Reading, Gifted and Talented Education, Counseling and Guidance, Educational Administration, Educational Technology, Math and Science Education.
- Project Culminating Experience consists of a Seminar in Bilingual Education.
- Each candidate for the nonthesis Master of Education in Bilingual Education must pass a comprehensive written examination prepared by the Education graduate faculty and administered by the Graduate Office.
- Students who choose the option of writing a thesis must select a thesis committee, composed of a committee chairperson and two other members of the graduate education faculty, to approve the topic and assist in the preparation of the thesis. Students must pass an oral defense of the completed thesis.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Bilingual Education are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 4.0

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the Office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

Degree Requirements

Required Courses: 15 hours

EDCI	6300	Introduction to Research
EDCI	6388	Socio-Cultural Foundations of Education
EDCI	6301	Instructional Technology in Teaching or equivalent
EDEC	6303	First and Second Language Acquisition
BILC	6361	Issues in Dual Language Education

Specialization: 18 hours

BILC	6362	Principles of Curriculum Development In Dual Language Programs
BILC	6364	Foundations of Literacy Instruction In Spanish
BILC	6363	Literatura Infantil (cross-listed with SPAN 6339)
EDCI	6327	ESL Techniques In the Content Areas
EDAD	7393	Administration of Programs for Special Populations
BILC	6365	Action Research In Dual Language Education

Electives: 6 hours, 3 of which must be outside of department

In Department

EDEC 6301 Major Theories in Early Childhood Education

EDEC 6310 Problems in Early Childhood Education

READ 6301 Foundations of Literacy Instruction

Outside of Department

SOCI 6313 American Minorities

SPED 6303 The Bilingual Child with Special Education Needs

SPAN 6380 Special Topics in Spanish Linguistics

EDGE 6301 Educating the Gifted and Talented

EDAD 6381 Problems in Organization and Administration of Public Schools

EDAD 6384 Introduction to Education Administration

Students who desire to complete the thesis will substitute EDCI 7300 and EDCI 7301 in lieu of six semester hours of electives.

M.Ed. – Elementary Education

36-Hour Non-Thesis Program

Elementary Education and Standard Bilingual Certification (EC-4 Bilingual Generalist)

The role of the Elementary Bilingual/Bicultural Education Specialist is that of a leader and master teacher in the field. Knowledge, skills, and attitudes which are characterized by language, culture and instructional dimensions are required. This Elementary Education M.Ed. degree provides an opportunity to develop these skills and characteristics. A comprehensive examination is required. Students who have an Elementary Certificate may earn Bilingual Education certification upon completion of this program and the required ExCet/TEXEs tests.

Degree Requirement:

EDCI 6300 Introduction to Research

EDCI 6312 Educational Measurement

Professional Development: 12 hours

READ 6309 Topics in Reading

EDCI 6319 Practicum in Bilingual Education

EDCI 6322 The Bilingual Child

EDCI 6324 Second Language Teaching: Theory & Methodology

Specialization Area: 12 hours

Language Component: 6 hours

SPAN 6341 Special Studies in Spanish Literature is required and

ENGL 6354 Linguistics and Reading or

ENGL 6355 Second Language Acquisition

Socio-Historical Component: 6 hours

SOCI 6313 American Minorities or

SOCI 6323 The Mexican-American People

HIST 6314 Brownsville and Matamoros History or

HIST 6316 Studies in Mexican and American Heritages

Resource Area: 6 hours

EPSY	6302	Advanced Educational Psychology
EDCI	6388	Socio-Cultural Foundations of Education or
EDCI	6327	ESL Techniques in the Content Area

M.Ed. – Elementary Education***36-Hour Thesis/Non-Thesis Program*****Non-Certification Option**

The Master of Education degree with a major in Elementary Education is designed for those individuals who wish to develop:

- the ability to integrate knowledge of human development with subject content;
- creative skills in new and modern pedagogy to provide an environment conducive to learning and positive self-concept in children; and
- an appreciation for the role of research and scholarly activities in professional growth. A comprehensive examination is required.

Degree Requirement:

EDCI	6300	Introduction to Research
EDCI	6312	Educational Measurement

Professional Development: 9 hours

EPSY	6302	Advanced Educational Psychology
EPSY	6311	Advanced Child Psychology
EDCI	6322	The Bilingual Child
EDCI	6330	The Curriculum in the Elementary School
EPSY	6360	Introduction to Guidance and Counseling
EDCI	6367	Statistical Methods
EDAD	6370	Instructional Leadership Development

Content Courses: 12 hours

EDLI	6301	Foundations of Language and Literacy
EDLI	6350	Language Arts
EDLI	6310	Beginning and Developing Literacy
EDLI	6320	Adolescent Literacy Instruction
EDLI	6330	Literacy Issues and Instruction for Special Programs
EDCI	6330	The Curriculum in the Elementary School

Resource Area: 9 hours

Nine hours from any of the graduate level courses outside the major or minor fields may be taken as resource area courses. Students who desire to complete the thesis will substitute EDCI 7300 and EDCI 7301 for six semester hours in the Resource Area for the non-certification option or six semester hours from Professional Development in the certification option.

M.Ed. – Elementary Education***36-Hour Thesis Option***

Students who are teacher certified and wish to increase their professional and pedagogy knowledge and skills may choose to complete their M.Ed. degree in Elementary Education by completing the following program:

Degree Requirement:

EDCI 6300 Introduction to Research
EDCI 6312 Educational Measurement

Minor Courses: 12 hours

Twelve semester hours of graduate level coursework in one of the following content areas or a combination of two content area fields divided 9-3 or 6-6: Biology, English, Government, History, or Spanish.

Professional Development: 6-12 hours

Six to 12 semester hours selected from the two courses below and the Professional Development courses for the M.Ed. in Elementary Education given above:

READ 6301 Foundations of Literacy Instruction
EDAD 6397 Analysis of Teaching Behavior

Resource Area: 6-9 hours

Six hours from any of the graduate level courses outside the major or minor fields may be taken as resource area courses. The following courses are recommended:

READ 6309 Topics in Reading
READ 6323 Problems in the Teaching of Reading
READ 6329 Reading Assessment and Intervention

Students who desire to complete the thesis will substitute EDCI 7300 and EDCI 7301 for six semester hours in the Resource Area for the non-certification option or six semester hours from Professional Development in the certification option. A comprehensive examination is required.

M.Ed. – Counseling & Guidance***39-Hour Thesis/Non-Thesis Program*****Professional Counselor Certification - All-Level**

The Counseling and Guidance Program prepares qualified counselors who can work with diverse populations in a variety of settings. The program promotes the development and application of counseling and research skills applicable to the role of the school/professional counselor. The program also focuses on personal growth, the development of ethical behavior and professionalism, and a commitment to provide the best possible education in counseling services to graduate students.

The curriculum of the program is for the preparation of school counselors and meets criteria of the Texas State Board for Educator Certification for endorsement as a school counselor.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Counseling and Guidance are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 400
- GRE Quantitative score of 400
- GRE Analytical score of 3.5

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

Oral Interview

Students are required to participate in an Oral Interview, after completion of or during the semester they are completing EDCI 6300, EPSY 6360, EPSY 6362, and EPSY 6363. The oral must be taken prior to completing 15 semester hours of coursework. The Oral Interview is an evaluative and diagnostic activity conducted by program faculty to assess student work and progress in the program. Interviews are held each Fall and Spring semester at times and locations announced in classes and posted on bulletin boards in the School of Education Annex Building. Students may not be allowed to enroll the following semester if they do not successfully complete the Oral Interview.

Degree Requirement: 6 hours

EPSY 6301 Introduction to Research Methods in Counseling
EPSY 6304 Human Growth and Development

The Guidance Program: 3 hours

EPSY 6360 Introduction to Counseling and Guidance

The Pupil Served: 6 hours

EPSY 6364 Multicultural Counseling
EPSY 6345 Educational and Occupational Information

Resource Area: 24 hours, the following 18 hours are required

EPSY 6314 Psycho-Educational Assessment I
EPSY 6344 Counseling and Guidance Services and Programs in the Schools
EPSY 6362 Theories and Techniques in Counseling
EPSY 6363 Personal Growth
EPSY 6365 Counseling Practicum I
EPSY 6368 Group Counseling
EPSY Electives Nine hours to be selected in consultation with the Faculty Advisor. Students who choose to complete the thesis will take EDCI 7300 and 7301.

A comprehensive examination is required. The TExES in Counseling is required for students pursuing Professional School Counselor Certification.

M.Ed. – Counseling & Guidance

Community Counseling Option

48-Hour Thesis/Non-Thesis Program

The Community Counseling option in the Master of Education degree in Counseling and Guidance is designed to prepare individuals for direct entry into or advancement in counseling and related positions in a variety of public or private counseling agencies. Typical community programs or agencies include mental health centers, substance abuse programs, marriage and family counseling services. Graduates would also be eligible to apply for state licensure and could enter private practice.

The curriculum for the Community Counseling option contains a 48 semester hour program of didactic courses, skill development activities, and intensive supervised practical and internship experiences, once the student completes all required coursework and certification.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Counseling and Guidance are:

- Undergraduate GPA of 3.0

- GRE Verbal score of 400
- GRE Quantitative score of 400
- GRE Analytical score of 3.5

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

Degree Requirement: 39 hours

Human Development

EPSY 6304 Human Growth and Development

Social/Cultural Foundations

EPSY 6364 Multicultural Counseling

Helping Relationships

EPSY 6362 Theories and Techniques in Counseling

PSYC 5313 Abnormal Psychology

Group Work

EPSY 6368 Group Counseling

Career & Life Style Development

EPSY 6345 Educational and Occupational Information

Appraisal

EPSY 6314 Psycho-Educational Assessment I

Research and Program Evaluation

EPSY 6301 Introduction to Research Methods in Counseling

Professional Orientation

EPSY 6360 Introduction to Counseling and Guidance

EPSY 6363 Personal Growth

Clinical Experiences

EPSY 6365 Counseling Practicum I

EPSY 6369 Counseling Internship I

EPSY 6370 Counseling Internship II

Electives: 9 hours

EDCI 7300 & 7301 Thesis (Students who choose to complete the thesis will take EDCI 7300 and 7301.)

EPSY 6361 Introduction to Marriage & Family Therapy

EPSY 6347 Substance Abuse Counseling

EPSY 6305 Interpersonal & Group Dynamics

EPSY 6100-6105 Seminar in Counseling & Guidance

Other courses may be approved by the advisor.

M.Ed. – Curriculum & Instruction

36-Hour Thesis/Non-Thesis Program

The major in Curriculum and Instruction is designed to prepare master teachers and graduates with instructional leadership skills. It has three major objectives:

- to provide knowledge, skills, attitudes, and applicable research skills in curriculum and

pedagogy;

- to develop master teachers to serve as teacher educators, mentors, clinical teaching faculty, and peer coaches;
- to provide experience in educational research related to effective educational practice in field-settings.

The major in Curriculum and Instruction is designed to serve the many educators who desire a program with an emphasis on instructional leadership and effective teaching. This major is responsive to the needs of the South Texas educational community and to state and national priorities for restructuring and delivering teacher education programs. A comprehensive examination is required. Students choosing the thesis option will take EDCI 7300 and 7301 in lieu of six hours of electives.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Curriculum and Instruction are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 3.5

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available at the Office of Graduate Studies.

Required Courses: 15 hours

EDCI	6300	Introduction to Research
EDCI	6334	Curriculum Development
EDTC	6320	Instructional Technology

Elementary Level

EDCI	6330	Curriculum in the Elementary School
EDCI	6322	The Bilingual Child

Secondary Level

EDCI	6331	Curriculum in the Secondary School
EDCI	6353	Teaching the Culturally Different Secondary Learner

Electives: 12 hours

EDCI	6302	Field Research Methodology
EDCI	6303	Peer Coaching
EDCI	6304	Learning and Cognition
EDCI	6312	Educational Measurement
EDCI	6336	Problems in Education
EDCI	6341	Teaching and Learning Algebraic Concepts
EDCI	6342	Topics in Science Education
EDCI	6343	Teaching Geometric Concepts
EDCI	6344	Current Issues and Research in Science Education
EDCI	6346	Environmental Education Methods

EDCI 6348 Science Education Project
EDCI 6349 Current Issues and Research in Mathematics Education

Specialization: 9 hours

Courses to be selected from another area in education or an academic discipline with approval of the Graduate Advisor. With careful selection of specialization courses, students can meet course requirements for a temporary certificate in administration or a permit in supervision.

M.Ed. – Curriculum and Instruction

36-Hour Non-Thesis Program

Emphasis in Mathematics Education

The options are designed for mathematics teachers who desire to improve their knowledge of pedagogy and content. The program is designed to emphasize instructional leadership and effective teaching in mathematics and has been approved by some area school districts for additional stipends.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Curriculum and Instruction are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 3.5

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available at the Office of Graduate Studies.

Elementary Option

Curriculum and Instruction Core: 15 hours

EDCI 6300 Introduction to Research
EDCI 6330 Curriculum in the Elementary School
EDCI 6334 Curriculum Development
EDCI 6304 Learning and Cognition
EDCI 6302 Field Research Methodology

Mathematics Education Core: 12 hours

EDCI 6341 Teaching Algebraic Concepts
EDCI 6343 Teaching Geometric Concepts
EDCI 6349 Current Issues and Research in Mathematics Education

Mathematics Content: 9 hours

MATH 5305 Modern Geometry
MATH 5364 Mathematical Modeling
MATH 5373 Foundations of Mathematics
MATH 6351 Modern Algebra
MATH 6357 Advanced Calculus

Curriculum and Instruction Core: 15 hours

EDCI	6300	Introduction to Research
EDCI	6331	Curriculum in the Secondary School
EDCI	6334	Curriculum Development
EDCI	6304	Learning and Cognition

Mathematics Education Core: 9 hours

EDCI	6341	Teaching Algebraic Concepts
EDCI	6343	Teaching Geometric Concepts
EDCI	6349	Current Issues and Research in Mathematics Education

Specialization: 15 hours**Required Graduate Mathematics Courses: 9 hours**

MATH	5321	Higher Algebra
MATH	5331	Higher Geometry
MATH	6341	Higher Analysis

Graduate Mathematics Electives: 6 hours

MATH	5304	Foundations of Mathematics
MATH	5329	Number Theory
MATH	5309	Integrating Technology into Mathematics
MATH	5381	Mathematical Statistics
MATH	5361	Mathematical Modeling

M.Ed. – Curriculum and Instruction***36-Hour Non-Thesis Program******Emphasis in Science Education***

The options are designed for science teachers who desire to improve their knowledge of pedagogy and content. The program is designed to emphasize instructional leadership and effective teaching in science and has been approved by some area school districts for additional stipends.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Curriculum and Instruction are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 3.5

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply. Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available at the Office of Graduate Studies.

Elementary Option**Curriculum and Instruction Core: 15 hours**

EDCI	6300	Introduction to Research
EDCI	6330	Curriculum in the Elementary School

EDCI	6334	Curriculum Development
EDCI	6304	Learning and Cognition
EDCI	6302	Field Research Methodology

Science Education Core: 12 hours

EDCI	6342	Topics in Science Education
EDCI	6344	Current Issues and Research in Science Education
EDCI	6346	Environmental Education Methods
EDCI	6348	Science Education Project

Science Content: 9 hours

May be chosen from approved graduate science courses. See Graduate Course Offerings in the College of Science, Mathematics and Technology.

Secondary Option

Curriculum and Instruction Core: 15 hours

EDCI	6300	Introduction to Research
EDCI	6331	Curriculum in the Secondary School
EDCI	6334	Curriculum Development
EDCI	6304	Learning and Cognition
EDCI	6302	Field Research Methodology

Science Education Core: 9 hours

EDCI	6342	Topics in Science Education
EDCI	6344	Current Issues and Research in Science Education
EDCI	6346	Environmental Education Methods
EDCI	6348	Science Education Project

Science Content: 12 hours

May be chosen from approved graduate science courses. See Graduate Course Offerings in the School of Science, Mathematics and Technology.

M.Ed. – Curriculum and Instruction

36-Hour Thesis/Non-Thesis Program

Emphasis in Elementary Mathematics and Science Education

The options are designed for elementary teachers who desire to improve their teaching and understanding of mathematics and science. The program blends the mathematics education and the science education courses into the mathematics/science education emphasis for elementary teachers.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master’s degree seeking students in Curriculum and Instruction are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 3.5

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available at the Office of Graduate Studies.

Curriculum and Instruction Component: 6 hours

EDCI 6300 Introduction to Research

EDCI 6330 Curriculum in the Elementary School

Emphasis Component

Math Education Core: 9 hours

EDCI 6341 Teaching Algebraic Concepts

EDCI 6343 Teaching Geometric Concepts

EDCI 6349 Current Issues & Research in Mathematics Education

Science Education Core: 6 hours

EDCI 6344 Current Issues and Research in Science Education

EDCI 6346 Environmental Education Methods

Mathematics and Science Content: 9 hours

MATH 5373 Foundations of Mathematics (can be substituted with another graduate mathematics course with the approval of advisor)

BIOL 5370 Topics in Biology

PSCI 5310 Physical Science for Teachers I

Electives: 6 hours

EDCI 6301 Instructional Technology in Teaching

EDCI 6302 Field Research Methodology

EDCI 6304 Learning and Cognition

EDCI 6312 Educational Measurement

EDCI 6334 Curriculum Development

EDCI 6336 Special Topics

EDCI 6342 Topics in Science Education

EDCI 6367 Statistical Methods

EPSY 6304 Human Growth and Development

READ 5323 Teaching Reading to Elementary Students

For students in the thesis option, EDCI 7300 and 7301 will be taken in lieu of six hours of electives.

M.Ed. – Curriculum & Instruction

36-Hour Thesis/Non-Thesis Program

Emphasis in English Language Arts

The options are designed for to meet the new Texas state requirements for middle school and high school teachers. The state now requires teachers to be certified in both English and Reading to teach either topic at the secondary level. The TExES tests teachers in both these areas. For course descriptions and other information related to graduate studies visit our website at <http://blue.utb.edu/graduate>.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Curriculum and Instruction are:

- Undergraduate GPA of 3.0

- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 3.5

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available at the Office of Graduate Studies.

Required Courses: 36 hours

Required: (15 hours)

EDCI	6300	Introduction to Research
EDCI	6301	Instructional Technology
EDCI	6331	Curr. In Secondary School
EDCI	6334	Curriculum Development
EDCI	6353	Teaching the Culturally Different Sec. Learner

Electives: (15 hours)

ENGL	6321	Composition Theory
ENGL	6354	Linguistics & Reading

9 hours of master's level English classes in Literature (at least 1 American & 1 British)

Resource: (6 hours, select two of the following)

EDLI	6320	Adolescent Literacy Instruction
EDLI	6340	Child/Adolescent Lit.
EDLI	6350	Language Arts

For students in the thesis option, EDCI 7300 and 7301 will be taken in lieu of six hours of electives.

M.Ed. – Curriculum & Instruction

36-Hour Thesis/Non-Thesis Program

Emphasis in Reading

The options are designed for to meet the new Texas state requirements for middle school and high school teachers. The state now requires teachers to be certified in both English and Reading to teach either topic at the secondary level. The TExES tests teachers in both these areas. For course descriptions and other information related to graduate studies visit our website at <http://blue.utb.edu/graduate>.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Curriculum and Instruction are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 3.5

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available at the Office of Graduate Studies.

Required Courses: 36 hours

Required: (15 hours)

EDCI	6300	Introduction to Research
EDCI	6301	Instructional Technology in Teaching
EDCI	6334	Curriculum Development

Elementary:

EDCI	6322	The Bilingual Child
EDCI	6330	Curriculum in the Elementary School

Or Secondary:

EDCI	6331	Curr. In Secondary School
EDCI	6353	Teaching the Culturally Different Sec. Learner

Electives: (select 12 hours)

EDLI	6301	Foundations of Lang/Literature Instruction
EDLI	6310	Beginning & Developing Literacy
EDLI	6320	Adolescent Literacy Instruction
EDLI	6330	Literacy Issues & Instruction for Spec. Pop.
EDLI	6340	Child/Adolescent Lit.
EDLI	6350	Language Arts
EDLI	6360	Assess. Issues/Practices in Literacy

Resource: (select 9 hours)

ENGL	6321	Composition Theory
ENGL	6354	Linguistics & Reading
EDCI	6303	Peer Coaching
EDCI	6304	Learning and Cognition
EDCI	6324	Second Language Teaching
EDCI	7303	Models of Teaching

M.Ed. – Curriculum & Instruction

36-Hour Non-Thesis Program

Emphasis in Reading/ESL

There are several trends and needs in education today. A national trend is to use interdisciplinary teaching. The most important needs are: one, to teach the English language to speakers of other languages and two, to teach reading in order to fulfill the requirement of No Child Left Behind.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Curriculum and Instruction are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 3.5

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available at

the Office of Graduate Studies.

Required Courses: 36 hours

Required: (15 hours)

EDCI 6300 Introduction to Research
EDCI 6301 Instructional Technology in Teaching
EDCI 6388 Socio-Cultural Foundations

Choose 6 hours from the following:

EDCI 6303 Peer Coaching
EDCI 6304 Learning & Cognition
EDCI 6334 Curriculum Development
EDCI 7303 Models of Teaching

Required: 12 hours

EDLI 6301 Foundations of Lang/Liter. Instruction
EDLI 6360 Assess. Issues/Practices in Literacy
EDCI 6324 Second Language Teaching
EDCI 6327 ESL Techniques in the Content Area

Choose 6 hours from the following:

EDLI 6320 Adolescent Literacy Instruction
EDLI 6330 Literacy Issues & Instruction for Special Populations
EDLI 6340 Language Arts
EDLI 6350 Child/Adolescent Literature
ENGL 6321 Composition Theory
EDLI 6310 Beginning & Developing Literacy

Choose 3 hours from the following:

EDCI 6325 ESL for Intl.; 34/Intercultural Settings
EDCI 6326 Current Practices in Adult ESL Settings
EDCI 6328 Problems in Teaching ESL

M.Ed. – Early Childhood Education

36 Hour Thesis/Non-Thesis Program

The major in Early Childhood Education is aimed at accomplishing two major primary goals:

- to develop knowledge and skills in curriculum (what to teach) and instruction (how to teach) in early childhood education; and
- to provide experience in educational research related to the education of the young child.

A comprehensive written examination is required.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Early Childhood Education are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 4.0
- Must have a valid EC-4 teacher certificate or its equivalent in a related area.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based

on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

Required Courses: 30 hours

EDCI	6300	Introduction to Research
EPSY	6304	Human Growth and Development
EDEC	6301	Major Theories in Early Childhood Education
EDEC	6302	Instructional Planning & Curriculum Development for the Early Childhood Classroom
EDEC	6303	First & Second Language Acquisition
EDEC	6304	Children's Literature
EDEC	6307	Emergent Literacy in Early Childhood Education
EDEC	6308	Graduate Internship in Early Childhood Education
EDEC	6310	Problems in Early Childhood Education
EDCI	6388	Socio-Cultural Foundations of Education

Electives: 6 hours

Six hours of courses in bilingual education or six hours of thesis. An elementary certified teacher can add an early childhood endorsement by completing 15 hours of specific courses within this program and one year of teaching in an early childhood classroom. Contact Graduate Advisor for information. EDEC 6310 may be taken twice if the topic is different.

M.Ed. – Educational Technology

36-Hour Thesis/Non-Thesis Program

The major in Educational Technology is designed to prepare teachers and other educators to:

- use instructional technology (computers, telecommunications and related technology) as resources for and deliverers of instruction,
- serve as facilitators or directors of instructional technology in educational settings, and/or
- be developers of instructional programs and materials for the new technologies.

The program will focus on the theory, research and applications related to the field of educational technology. A comprehensive examination is required. Revisions to the current degree requirements are being considered. Please check the program web site for the most current requirements. The web site is available at <http://edtech.utb.edu> and periodically updated with any changes in courses and degree requirements.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Educational Technology are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 4.0

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available at the Office of Graduate Studies.

Required Courses: 24 hours

EDCI	6300	Introduction to Research
EDCI	6304	Learning and Cognition
EDTC	6320	Instructional Technology
EDTC	6321	Instructional Design
EDTC	6323	Multimedia/Hypermedia
EDTC	6325	Educational Telecommunications
EDTC	6329	Selected Topics in Educational Technology
EDTC	6332	Practicum in Educational Technology

Electives: 12 hours

Students will select 12 hours of electives based upon their professional needs and academic interests. These electives should come from either education courses, specific content area courses (such as mathematics, reading, etc), or technology-related courses.

Students selecting the thesis option will take EDCI 7300 and EDCI 7301 in lieu of six hours of coursework (electives) and substitute EDCI 6390 for EDTC 6332 with approval of the graduate advisor.

M.Ed. – English as a Second Language***36-Hour Thesis/Non-Thesis Program***

The major in English as a Second Language (ESL) will prepare students in the advanced study of theory and research in the teaching of ESL and in the application of that theory and research to improve policy and practice in the ESL field. A comprehensive examination is required.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in English as a Second Language are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 4.0

Applicants with an undergraduate GPA of at least 2.5 and/ or GRE scores lower than those specified but with other strengths are also encouraged to apply. Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available at the Office of Graduate Studies.

Required Courses: 27 hours

EDCI	6300	Introduction to Research
EDCI	6324	Second Language Teaching: Theory and Methodology
ENGL	6355	Second Language Acquisition
EDCI	6388	Socio-Cultural Foundations of Education
EDCI	6327	ESL Techniques in the Content Area
EDCI	6325	ESL for International and Intercultural Settings
EDCI	6326	Current Practices in Adult ESL Settings
EDCI	6328	Problems in Teaching English as a Second Language
EDCI	6320	Practicum in Teaching English as a Second Language

Electives: 9 hours

Nine hours of coursework in education, business, or the liberal arts. A certified teacher can add an ESL or bilingual endorsement by completing 12 hours of specific courses, and taking certification appropriate tests. Contact the Graduate Advisor for information. For students in the thesis option, EDCI 7300 and 7301 will be taken in lieu of six hours of electives.

M.Ed. – Reading Specialist

36-Hour Program

All-Level Professional Reading Specialist Certification

This program is intended to prepare individuals for a leadership role by mentoring other teachers in research-based literacy instruction for all learners in grades Kindergarten through 12. Also, reading specialists will learn to advise administrators in issues concerning the school literacy program.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Reading Specialist are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 450
- GRE Quantitative score of 450
- GRE Analytical score of 4.0
- Must have a valid teaching certificate.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department.

Information related to application procedures and deadlines is available through the Office of Graduate Studies.

Block I

EDCI	6300	Introduction to Research
EDLI	6301	Foundations of Language and Literacy
ENGL	6354	Linguistics and Reading
EDCI	6301	Instructional Technology

Block II

EDCI	6324	Second Language Teaching: Theory and Methodology
EDLI	6310	Beginning and Developing Literacy
EDLI	6320	Adolescent Literacy Instruction
EDLI	6330	Literacy Issues and Instruction for Special Populations

Block III

EDLI	6340	Child and Adolescent Literature
EDLI	6350	Language Arts
EDLI	6360	Assessment Issues and Practices in Literacy
EDCI	6312	Educational Measurement

Master Reading Teacher Certification Program

Candidates must hold a valid teaching certificate and be a certified reading specialist or have a minimum of 3 years teaching experience to be accepted into the program. The purpose of the program is to provide schools with teachers who can provide leadership in the area of literacy

development. Students take 15 hours of graduate teaching courses followed by a TExES exam to become a Master Reading Teacher.

Requirements

EDLI	6310	Beginning and Developing Literacy
EDLI	6320	Adolescent Literacy Instruction
EDLI	6330	Literacy Issues and instruction for Special Populations
EDLI	6350	Language Arts
EDLI	6360	Assessment Issues and Practices in Literacy
TExES for the Master Reading Teacher Program		

M.Ed. – Special Education

36 to 39 Hour Thesis/Non-Thesis Program

The major in special education offers two options for graduate students: Option I offers a balanced curriculum in the advanced study of the special education field with a focus on the bilingual child. Candidates will develop knowledge and skills in the theory, research and practice of special education so as to become master special education teachers or to serve as consultants, trainers, and/or curriculum directors for other teachers, support personnel or parents. Option II offers advanced study of non-discriminatory assessment and methods of remediation of special needs children, with a focus on the bilingual child. Candidates will develop knowledge and skills in administering standardized and non-standardized assessment instruments as well as the interpretation of test data. Candidates will become skilled in diagnostic procedures, and knowledgeable on relevant laws. Candidates will learn about remediation needs of school age children, and conducting mandatory meetings with parents and other school personnel.

Students in both options will gain knowledge and develop skills in the following program elements:

- normal and abnormal child development
- major issues and trends within special education
- historical and philosophical foundations of special education
- legal aspects of special education
- perspectives of leaders in the field
- nonbiased testing and evaluation techniques
- language acquisition issues relevant to border population
- remediation and intervention strategies
- curriculum, instruction and classroom management in special education, and
- the application of assistive technology in the assessment and instructional process.

Courses in both options are sequenced with prerequisites and must be taken in the order listed (Foundations Courses, Core Courses and finally Advanced Courses). Students are required to meet with their advisor each semester before registering. It is necessary that students take two courses each semester in order to finish within a 2-year period. Students who choose to take one course at a time or students who must dropout of a course in sequence will need 3 or 4 years to complete the program. Since courses are offered only once a year, it is not possible to complete this program in less than two years.

A comprehensive written examination is required of all students in both options. An ExCET is required by the state for candidates seeking new certification . It is recommended that students take both exams during their practicum semester.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Special Education are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 400
- GRE Quantitative score of 400
- GRE Analytical score of 3.5
- Students must possess a teaching certificate to demonstrate knowledge of the field of education.
- Students must also demonstrate knowledge of special education, either through state certification in special education, or through 3 hours of undergraduate coursework (i.e. SPED 3390, SPED 4386, or an equivalent course) with a grade of "B" or better.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

Required Course Sequence (36): Option I-Generic Special Education

Foundation Courses:

EDCI	6300	Introduction to Research
SPED	6301	Psychology of the Exceptional Child
SPED	6303	The Bilingual Child with Exceptional Needs

*A foundation elective from minor

Core Courses:

SPED	6305	Measurement and Test Interpretation
SPED	6302	Educating Children with Learning and Behavior Problems
SPED	6307	Educating Children with Mental Retardation

*A core elective from minor

Advanced Courses:

SPED	6306	Selected Topics in Special Education (May be taken twice)
SPED	6309	Diagnosing Academic Problems

*Two advanced courses from minor (or 6 hours of thesis, which must be successfully defended to his/her Thesis Committee)

*Electives may be chosen in one of these related fields: Educational Administration, Counseling, or Elementary Curriculum and Instruction. These courses could apply toward a temporary certificate in the minor. Students must speak with an advisor from the chosen minor and follow the preferred sequence of courses.

Required Course Sequence (39): Option II-Educational Diagnostician

Foundation Courses:

EDCI	6300	Introduction to Research
SPED	6301	Psychology of the Exceptional Child
EPSY	6304	Human Growth and Development
SPED	6303	The Bilingual Child with Exceptional Needs

Core Courses:

SPED	6305	Measurement and Test Interpretation
SPED	6302	Educating Children with Learning and Behavior Problems
SPED	6307	Educating Children with Mental Retardation

SPED 6306 Selected Topics in Special Education

Advanced Courses:

EDLI 6330 Literacy Issues and Instruction for Special Programs

SPED 6309 Diagnosing Academic Problems

EPSY 6315 Psycho-Educational Assessment for Special Populations**

Practicum:

SPED 6600 Practicum in Diagnostic and Intervention Procedures***

There are no electives in this option. Both the Comprehensive Examinations and ExCETs should be scheduled during the practicum semester.

**EPSY 6315 is intended as the last course before the practicum. Students must speak with their advisor each semester in order to maintain the appropriate sequence of courses.

*** Students enrolling in SPED 6600 must have completed all other courses in the program.

M.Ed. – Educational Administration

36-Hour Program

The educational administrator's program is designed to produce change-oriented administrators who can provide administrative leadership and are competent in site-based school management, organization, school law, finance, and contemporary personnel practices. Upon completion of the degree and the additional 15 semester hours, the student may earn the Principal Certificate. An oral interview and written comprehensive examination are required.

Admission Requirements

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for Master's degree seeking students in Educational Administration are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 400
- GRE Quantitative score of 400
- GRE Analytical score of 3.5
- Students must possess a teaching certificate to demonstrate knowledge of the field of education.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified but with other strengths are also encouraged to apply.

Notification of decisions on graduate admission is made by the office of Graduate Studies based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available through the Office of Graduate Studies.

Degree Requirement: 6 hours

EDCI 6300 Introduction to Research

EDCI 6367 Statistical Methods or

EDCI 6312 Educational Measurement

Specialized Preparation: 15 hours

EDAD 6337 Administration of Special Instructional Programs

EDAD 6338 The Principalship

EDAD 6397 Analysis of Teaching Behavior

EDAD 6386 Administration of Pupil Personnel Services

EDAD 6393 Administration of School Staff Personnel

***Common Core: 12 hours**

EDCI	6330	The Curriculum in the Elementary School, or
EDCI	6331	The Curriculum in the Secondary School
EDAD	6384	Introduction to Educational Administration
EDAD	6370	Instructional Leadership Development
EDAD	6385	Public School Law

Resource Area: 3 hours

EDCI	6388	Socio-Cultural Foundations of Education, or
SOCI	6313	American Minorities

Professional Principal (formerly Middle Management) Certification Program

After obtaining the M.Ed. degree in Educational Administration, the student wishing to obtain a Professional Principal Certificate must complete:

Requirements

EDAD	6389	Administration of School Business Services (School Finance)
EDCI	6334	Curriculum Development
EDAD	6398	Internship for Principals I
EDAD	6399	Internship for Principals II

Three hours of electives selected from the following courses. Other selections may be made with approval of advisor.

EDAD	6381	Problems in Organization & Administration of Public Schools
EDCI	6336	Problems in Education
EDAD	6336	Topics in Educational Administration (May be counted twice if the problems are different.)

EDAD 6398 and EDAD 6399 are now both required. Students must complete two semesters of internship.

Additional requirements for a school principal certificate are a provisional teacher certificate and two years minimum creditable classroom teaching experience.

Temporary Principal's Certificate

Current Texas regulations permit issuance of a temporary certificate to persons being employed as administrators prior to their completing the requirements for full certification. This temporary certificate will be valid for five years and cannot be renewed. UTB/TSC will recommend applicants for the Temporary Principal's Certificate if the following criteria are met:

1. Assistant Principal

- a. a bachelor's degree
- b. a Provisional Teacher's Certificate
- c. two years of creditable classroom teaching experience
- d. admission into the Graduate Program
- e. 12 graduate hours of the core required for the Temporary Certificate
- f. approval by the Department for the Administrator's Program
- g. a completed application for the Temporary Assistant Principal's Certificate submitted online to the State Board For Educator Certification (www.sbec.state.tx.us)

2. Principal - all requirements for Assistant Principal Temporary Certificate and a master's degree. Additional information is available at the Certification Office in the School of Education.

Professional Superintendent Certificate Program

The Professional Superintendent Program is designed to prepare individuals with needed skills and abilities to focus effectively on creating schools for a rapidly changing modern multicultural society. The program has been planned for individuals who have demonstrated administrative skills, who exhibit leadership potential, and who desire to work in central office administrative positions.

Admission Requirements

Admission to the Professional Superintendent Program will be determined by the Department Admissions Committee for the Superintendent Certificate based on the following:

- Submission of application form
- Master's degree
- Professional Mid-Management Certificate
- Minimum GPA of 3.6 based on all graduate courses
- Submission of recent GRE scores.
- Portfolio of professional experience (to be developed in consultation with Faculty Advisor)
- Three letters of reference from persons who have supervised applicant or have recent knowledge of applicant's professional performance
- Letter of recommendation from Superintendent, Deputy Superintendent or equivalent of applicant's employing, or last employing, school district
- Approval by the Department Admissions Committee for the Superintendent Certificate following the oral interview.

Temporary Superintendent Certificate

Current Texas certification regulations permit issuance of a Temporary Superintendent Certificate, valid for five years, nonrenewable. To be recommended for the Temporary Superintendent Certificate, a student must meet the following criteria:

- Hold a Professional Mid-Management Certificate
- Have admission to the Superintendent Certificate Program
- Complete six semester hours at UTB/TSC from the list of courses offered for the superintendency

Professional Superintendent Certificate

In addition to the above requirements for the temporary certificate, to be eligible for recommendation for the Professional Superintendent Certificate a student must complete the courses (15 hours) as outlined below, pass the TExES for the Superintendent Certificate TExES Test 64), submit the application for the certification online (www.sbec.state.tx.us).

Required courses: 6 hours

EDAD	7338	The Superintendency
EDAD	7398	Internship for the Superintendent

Electives: Select 9 hours from the following

EDAD	7384	Educational, Social, Political Problems for the Superintendency
EDAD	7389	Texas Public School Finance
EDAD	7390	Administration of School Facilities
EDAD	7393	Administration of Programs for Special Populations

Graduate Courses in Education

BILINGUAL EDUCATION (BILC)

BILC 6361 Issues in Dual Language Education

This course focuses on the psychological, sociocultural, cognitive, and cultural factors that shape bilingual education programs. Students will analyze trends, issues and innovations in the field. Readings will provide opportunities to reflect on the current and future status of bilingual education. This course is taught in Spanish. Prerequisite: Admission to Graduate School and EDEC 6303 Lec 3, Cr 3.

BILC 6362 Principles of Curriculum Development in Dual Language Programs

This course will examine the current research and best practices that shape bilingual education curricula. Students will discuss factors influencing cognitive, linguistic, and social development and apply this knowledge to instructional contexts across the curriculum. In addition, the complexities in assessing a bilingual child will be discussed. This course is taught in Spanish and English. Prerequisite: BILC 6361 Lec 3, Cr 3.

BILC 6363 Literatura Infantil

The focus of this course is to develop an appreciation of poems, short stories, theatre and novels for children, written originally in Spanish by authors from diverse regions of the Spanish speaking world. Students will be required to analyze and interpret texts from a literary perspective. Students will examine various strategies to incorporate children's literature into the curriculum as well as assess the ethical and aesthetic value of texts. All lectures, reading, papers, presentations and examination are in Spanish. Prerequisite: BILC 6362 and Concurrent Enrollment in BILC 6364 Lec 3, Cr 3.

BILC 6364 Foundations of Literacy Instruction in Spanish

Models of reading instruction and the components of a Spanish reading program for native speakers will be investigated from multiple perspectives. Students will examine practical classroom applications, the historical development of literacy, and the processes that affect acquisition and development of literacy in the home and school. This course is taught in Spanish. Prerequisite: BILC 6362 and Concurrent Enrollment in BILC 6363 Lec 3, Cr 3.

BILC 6365 Seminar in Dual Language Education

The focus of this course is for students to integrate research, pedagogy, and critical thinking in the development and implementation of dual language education programs. Students will conduct readings on critical issues in the field of bilingual education and engage in classroom debates and presentations. Students will be required to complete an action research project involving technology as well as an integrated review of the literature in bilingual education. Prerequisite: BILC 6363 and BILC 6364 Lec 3, Cr 3.

EDUCATIONAL ADMINISTRATION (EDAD)

EDAD 6336 Topics in Educational Administration

This course presents and examines current topics in public school administration. Topics will focus on current best practices in school administration. Examples of topics include, but are not limited to, grant writing, conducting hearings for student discipline cases, teacher terminations, curriculum issues, and developing effective school public relations. This course may be repeated once when the topic changes. Lec 3, Cr 3.

EDAD 6337 Administration of Special Instructional Programs

Emphasis is placed on the administration of special elementary and secondary school programs including career, vocational, special, compensatory, bilingual, and gifted and talented education. Lec 3, Cr 3.

EDAD 6338 The Principalship

A study of the unique functions of a principal in administering elementary, middle, junior and secondary schools. Special emphasis is on the principal's leadership in management and instruction. Lec 3, Cr 3.

EDAD 6370 Instructional Leadership Development

Overseeing and coordinating the instructional program with state mandates (i.e. TEKS, TAKS, PDAS), utilizing systems to make decisions, utilizing the continuous improvement process, utilizing the ILD's four critical elements in understanding and making decisions about teaching and learning. Includes credit for TEA's required Instructional Leadership Development, a prerequisite to EDAD 6397. Lec 3, Cr 3.

EDAD 6381 Problems in Organization and Administration of Public Schools

Research, readings and study of the organization and administration of elementary and secondary schools; analysis of the role of middle management personnel in improving instruction; analyses of administrative functions and leadership styles are emphasized. Lec 3, Cr 3.

EDAD 6384 Introduction to Educational Administration

An overview of public school administration introducing such topics as processes of organization and administration of instructional staff, personnel, finance, leadership roles, curriculum, physical plant operation, maintenance, and legal aspects. Lec 3, Cr 3.

EDAD 6385 Public School Law

Constitutional provisions, statutory laws, court decisions, torts and regulations governing public schools with special reference to their influence upon the administration and function of public schools. Lec 3, Cr 3.

EDAD 6386 Administration of Pupil Personnel Services

This course focuses on all areas of pupil personnel with special emphasis on student discipline management. Other areas such as health services, food services, counseling, PEIMS, facilities management, etc. will be explored. Lec 3, Cr 3.

EDAD 6389 Administration and Organization of School Business Services

Principles and procedures of developing and managing a sound financial plan for local school districts with emphasis on Texas Educational Agency financial and accounting procedures. Emphasis on school law, taxation, property management and maintenance, school transportation and managing business personnel. Lec 3, Cr 3.

EDAD 6393 Administration of School Staff Personnel

Analysis of personnel organization, administration and function in school systems; relationships of various school positions; a study of ethics, welfare, security and professional improvement. Lec 3, Cr 3.

EDAD 6397 Analysis of Teaching Behavior

Methods of gathering, analyzing and interpreting data in leadership conferences with student teachers, interns and teachers; applying technology in evaluating skills to show effective behavior. Required of all principals. Emphasis is placed on the Texas Teacher Appraisal System (TTAS). A pass/fail grade will be assigned. Prerequisite: EDSU 6370 or EDAD 6370. Lec 3, Cr 3.

EDAD 6398 Internship for Principals I

A field-based course in which students receive practical experience as an intern principal/assistant principal/curriculum specialist position in an area public school. Students must take the internship fall/spring, spring/summer or summer/fall. Two semesters of any combination are required. A pass/fail grade will be assigned. Prerequisite: Must be taken in last 12 hours of the certificate with advisor approval. Approval of Department Lec 3, Cr 3.

EDAD 6399 Internship for Principals II

A field-based course in which students receive practical experience as an intern principal/assistant principal/curriculum specialist position in an area public school. Students must take the internship fall/spring, spring/summer or summer/fall. Two semesters of any combination are required. A pass/fail grade will be assigned. Prerequisite: Must be taken in the last 12 hours of the certificate with advisor approval. Approval of Department. Lec 3, Cr 3.

EDAD 7338 The Superintendency

Using field-based applications, as appropriate, to study the unique roles, duties, and responsibilities of the superintendency. Successful students will exhibit competence in strategic planning, collaborative decision making, public information, student activities, community involvement, personnel management, instructional leadership, financial management, board relations, school governance, and other areas of importance to the superintendency. This will be the first course taken for the Superintendent's Endorsement. Prerequisite: Approval of Department Lec 3, Cr 3.

EDAD 7384 Educational Social Political Problems and the Superintendency

This course deals with the interrelationships of the local district with other political subdivisions in the community and a study of the impact of power structures upon the district. Professional and nonprofessional organizations, power structures, diverse cultural and ethnic groups, demographic trends, sociological issues, and community expectations are studied to determine their influences upon educational decisions. Prerequisite: Approval of Department Lec 3, Cr 3.

EDAD 7389 Texas Public School Finance

Participants will engage in advanced studies on the impact of school districts in equity issues, taxation, statutory mandates, district budget preparation and approval, fiscal management, and business operations of school systems. Prerequisite: Approval of Department Lec 3, Cr 3.

EDAD 7390 The Administration of School Facilities

Candidates will study the roles of the superintendent and board of trustees in developing and implementing finance programs for capital outlay. Topics include the following: communications, planning new building programs, conducting needs assessments, developing educational specifications, selecting and working with architects, maintaining school facilities, and arranging for supervision of construction and installations. Prerequisite: Approval of Department Lec 3, Cr 3.

EDAD 7393 Administration of Programs for Special Populations

This course deals with competencies required to administer, from a district-wide perspective, programs for special populations, such as students in special education, at-risk, with limited English proficiency, in gifted and talented programs, and in vocational education. The requirements of state and federal legislation, such as ADA and Section 504, will be reviewed. Cooperation with community agencies, selection and assignment of personnel, allocation of resources, pupil personnel management and other instructional programs will be emphasized. Prerequisite: Approval of Department Lec 3, Cr 3.

EDAD 7398 Internship for the Superintendent

This course is designed to provide future superintendents with competence in such areas as instructional leadership, resource management, human resource development, and systematic evaluation through on-the-job experiences under the guidance of an experienced practicing superintendent, assistant superintendent or other central office administrator and under the supervision of a faculty member of the School of Education, Educational Administration program. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3.

CURRICULUM AND INSTRUCTION (EDCI)

EDCI 5340 Teaching Mathematics for Understanding

This course covers learning theory related to mathematics teaching at all levels. Topics include best

practices based on research, and the development of materials that support the learning of mathematics through the use of technology and other “tools.” Students will be introduced into the pedagogical strategies that have the best chance to foster mathematics understanding. Prerequisite: May be taken by post-baccalaureate or graduate student in education. Lec 3, Cr 3.

EDCI 5341 Strategies for Teaching History

This course covers pedagogy and learning theory related to teaching history. Topics include best practices, research-based instructional strategies, performance assessment, technology and the development of materials and activities to support critical thinking related to the learning of history. Prerequisite: May be taken by post-baccalaureate or graduate education students. Lec 3, Cr 3.

EDCI 5342 Tests and Measurement for the Secondary Classroom Teacher

This course emphasizes the role of the teacher in selecting and administering standardized achievement and diagnostic tests and in interpreting and using test results to direct learning in the classroom. Lec 3, Cr 3.

EDCI 6136 Topics in Education

This course emphasizes current innovations and best practices in education. Credit may be applied toward professional development credit or the graduate programs in education when appropriate. May be repeated for credit as topics change for a maximum of six semester credit hours towards the graduate degree. Lec 1, Cr 1

EDCI 6300 Introduction to Research

Introduction to research techniques; identification of problems, research designs and data gathering procedures. The planning and design of research proposals and projects are emphasized. The course must be completed or in progress before the student applies for the oral interview. Lec 3, Cr 3.

EDCI 6301 Instructional Technology in Teaching

An advanced course designed to provide students the opportunity to acquire skills, insight and practice in selecting, using, producing and managing teaching tools. The course is helpful to teachers and other who want to direct instructional media centers in public schools. Lec 3, Cr 3.

EDCI 6302 Field-Research Methodology

This course is an introduction to field-based research methodologies with an emphasis on the teacher as a researcher and on reflective teaching and teaching as decision-making. This is a field-based course. Lec 3, Cr 3.

EDCI 6303 Peer Coaching

This course, focused on improvement of instruction and the attainment of school improvement goals, recognizes the role of peers as a component of planning, discussion, classroom observation, support, and sharing of ideas and materials. This is a field-based course. Lec 3, Cr 3.

EDCI 6304 Learning and Cognition

This critical course focuses on topics, theories, and models of cognitive research and their implications for instructional practice and curriculum restructuring and design. This is a field-based course. Lec 3, Cr 3.

EDCI 6312 Educational Measurement

The content of this course includes scaling, variance, item analysis, reliability and true score theories, and validity. These topics will be related to constructing and interpreting norm and criterion referenced measures, teacher made tests, and systematic observational scales. Lec 3, Cr 3.

EDCI 6319 Practicum in Bilingual Education

Supervised practical experience in a bilingual/bicultural elementary classroom in which several of the essential components of a bilingual/bicultural education program will be analyzed and implemented by each participant with the cooperation of local school districts. Actual laboratory responsibility will be based on theoretical concerns, as field experiences will complement the principles governing

community involvement, curriculum and instruction, instruction materials, staff development and assessment.

EDCI 6320 Practicum in Teaching English as a Second Language

This course provides field-based supervised practical experiences in an ESL classroom or other instructional settings. This course will be assigned a grade of pass or fail. Prerequisite: EDCI 6328 Lec 3, Cr 3.

EDCI 6322 The Bilingual Child

This course studies the problems and strengths of bilingual children, with emphasis on the educational programs of multicultural, multi-ethnic elementary schools. Lec 3, Cr 3.

EDCI 6324 Second Language Teaching: Theory and Methodology

A study of the acquisition of languages by bilingual children, focusing on the role of the child, the community and the school through various stages of language development, and the relationship of linguistic, cultural and conceptual processes within a bilingual/bicultural environment. Evaluating methods and materials for language teaching as these relate to social context and the principles of communication is stressed. Lec 3, Cr 3.

EDCI 6325 ESL for International and Intercultural Settings

This course will emphasize comparative international and intercultural teaching practices, stressing second language instruction in an international setting. Lec 3, Cr 3.

EDCI 6326 Current Practices in Adult ESL Settings

This course will provide students with practices for assessment, instructional planning, curriculum development, and evaluation in an adult ESL setting. Lec 3, Cr 3.

EDCI 6327 ESL Techniques in the Content Areas

This course will emphasize specific techniques of teaching content areas (Science, Mathematics, and Social Studies) to non-English speaking students using ESL techniques. Lec 3, Cr 3.

EDCI 6328 Problems in Teaching English as a Second Language

Investigation and analysis of current problems, trends, research practices and policies related to ESL teaching and learning in bilingual settings. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3.

EDCI 6330 The Curriculum in the Elementary School

This course focuses on the theory and factors that shape the elementary school curriculum. The course will also examine the organization and content of curriculum subjects and the trends, issues and new developments in the field. Lec 3, Cr 3.

EDCI 6331 The Curriculum in the Secondary School

This course examines the theory and the background of the curriculum in the senior high and middle schools in the U.S. It includes an examination of curriculum in the disciplines and curriculum organization and an analysis of trends, issues, and innovations in the field. Lec 3, Cr 3.

EDCI 6334 Curriculum Development - Problems and Processes

This course examines approaches in developing, implementing, and evaluating elementary and secondary school curricula. Principles and practices in the use and production of curriculum frameworks, guides, textbooks and other curriculum materials will be included. Prerequisite: EDCI 6330, 6331 or equivalent. Lec 3, Cr 3.

EDCI 6336 Problems in Education (Topics Course)

This course's major emphasis is on current innovations in education. Students will conduct research related to selected problems. This research may include conducting action research, working with educational determinants, and new education programs, and/or working with classroom teachers and other people in the community to improve the education program. Credit may be applied toward the graduate programs in education when the student chooses an appropriate problem. Course may be repeated once for credit. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3.

EDCI 6341 Teaching and Learning Algebraic Concepts

This course covers learning theories related to school algebra, as well as strategies for teaching algebraic concepts. Topics include best practices based on research, and development of materials that support the learning of foundational algebraic concepts. Students will utilize technology and other “tools”. Prerequisite: May be taken by post-baccalaureate or graduate student in education. Lec 3, Cr 3.

EDCI 6342 Topics in Science Education

Special topics in science education related to science pedagogy, inquiry models of science instruction, integration of content areas, coordinated-thematic science teaching, authentic assessment methods in science education, fostering science process skills and critical thinking skills, and laboratory methods. May require fieldwork. May be repeated for credit when the topics vary. Lec 3, Cr 3.

EDCI 6343 Teaching and Learning Geometric Concepts

This course covers learning theories related to learning geometry, as well as strategies for teaching geometric concepts. Topics include best practices based on research, and the development of materials that support the learning of geometric concepts through the use of technology and other “tools”. Prerequisite: May be taken by post-baccalaureate or graduate students in education. Lec 3, Cr 3.

EDCI 6344 Current Issues and Research in Science Education

This course will include selected studies of current issues and problems related to science instruction and curriculum development. Topics include multicultural science education, inclusive science education, gender and ethnic issues regarding science, the analysis of learning in the science classroom, using Internet and Tenet to teach science, and a review of recent research in science education and science education reform efforts. Lec 3, Cr 3.

EDCI 6346 Environmental Education Methods

This course is an interdisciplinary course for integrating environmental education throughout the K-12 curriculum. It includes content and strategies for developing and implementing environmental education lessons and programs. Methods for teaching K-12 students about the environment using effective educational methodology are emphasized. Lec 3, Cr 3.

EDCI 6348 Science Education Foundation

Supervised project in science education that will include design of an original project and the writing of a formal report in an acceptable publication format. This course is usually taken during the last semester of study and is taken only by Non-Thesis students. Lec 3, Cr 3.

EDCI 6349 Current Issues and Research in Mathematics Education

Current Issues will include studies of prominent issues and problems related to mathematics education and curriculum development. Topics include multicultural mathematics education, gender and ethnicity issues regarding mathematics, analysis of learning in the mathematics classroom, using the Internet to enrich the teaching of Math and review of recent research in mathematics education. Lec 3, Cr 3.

EDCI 6353 Teaching the Culturally Different Secondary Learner

The course examines alternative approaches used in teaching culturally different secondary school students. Educational programs, approaches and techniques that are successful with Mexican-American student populations will be emphasized. Lec 3, Cr 3.

EDCI 6367 Statistical Methods

Content of this course includes central tendency; variance; normal, T, chi square, and F distributions; bivariate correlation and regression analysis, T test between means, goodness of fit and test of independence chi square; one-way and factorial ANOVA. Emphasis is on hypothesis testing; Type I and II errors; and understanding statistical significance. Lec 3, Cr 3.

EDCI 6388 Socio-Cultural Foundations of Education

Identifying and analyzing of cultural forces which shape the direction of American education with emphasis on the purposes of education in their social and cultural contexts. The multicultural factors in society which affect public schools and influence learning and acquiring skills important to survival and self-fulfillment will be emphasized. Particular emphasis will be placed upon understanding the culture of Mexican-American children. Lec 3, Cr 3.

EDCI 6390 Research Methods in Education

This course will provide graduate students with opportunities to increase their competence as educational researchers through an in-depth dialogue and instruction of research paradigms and methodologies in education. Lec 3, Cr 3. Prerequisite: EDCI 6300

EDCI 7300 Thesis

Pass/Fail Grade. Prerequisite: Approval of graduate advisor Lec 3, Cr 3.

EDCI 7301 Thesis

Pass/Fail Grade. Prerequisite: Approval of graduate advisor Lec 3, Cr 3.

EDCI 7303 Models of Teaching

Social, information processing, personal, and the behavioral systems models will be examined, synthesized and applied. Research in teacher effectiveness and demonstration of models is required. Prerequisite: Admission to graduate studies. Lec 3, Cr 3.

EARLY CHILDHOOD EDUCATION (EDEC)

EDEC 6301 Major Theories in Early Childhood Education

The course traces the historical, philosophical and sociological basis for the development of early childhood education and establishes a foundation for a discussion of contemporary issues in early childhood education. The contributions of past theorists and current researchers will be explored. Lec 3, Cr 3.

EDEC 6302 Instructional Planning and Curriculum Development for the Early Childhood Classroom

This course presents the major principles of curriculum planning and organization, including the development of a scope and sequence and the identification of appropriate learning materials and resources. Special emphasis will be given to research on developmentally appropriate early childhood education environments. A major portion of this course will include field-based experiences. Lec 3, Cr 3.

EDEC 6303 First and Second Language Acquisition

The focus of this course will be on early childhood bilingualism. The theoretical principles of native and second language acquisition will be explored. Students will have an opportunity to develop models of linguistically appropriate early childhood learning environments (pre-kindergarten through the primary grades) based on students' levels of proficiency in both the native and second languages. Strategies for native language development and for the teaching of the second language will also be explored. Lec 3, Cr 3.

EDEC 6304 Children's Literature

This course will provide the learner with the knowledge and skill needed to analyze various literary genres. Special emphasis will be given to create an appreciation for the contributions of other cultures through an understanding of literary works for children. Students will identify appropriate criteria to select and recommend multicultural children's literature Lec 3, Cr 3.

EDEC 6307 Emergent Literacy in Early Childhood Education

This course will emphasize an integrated "whole language" approach to pre-literacy and literacy development for pre-primary aged children. Students will learn how to guide and interrelate the acquisition of the language arts skills - listening, speaking, reading and writing - by organizing rich

language environments for ESL students. Related research will be reviewed. Lec 3, Cr 3.

EDEC 6308 Graduate Internship in Early Childhood Education

This on-site internship will enable the student to focus on the holistic development of the young child by arranging and organizing a developmentally appropriate learning environment. It will also involve the study of theory and current research to implement practice in early childhood education.

The course will be assigned a grade of pass or fail

Prerequisite: EDEC 6301, 6302, 6303 & 6304 Lec 3, Cr 3.

EDEC 6310 Problems in Early Childhood Education

Topics will include analysis of theory, research, policy and practice of topics such as the following: Topic 1-Children's Play and Play Environment; Topic 2-Peer Relationships: Personality and Social Development; Topic 3-Parent and Community Involvement for the Early Childhood Classroom; and Topic 4-Early Childhood Education for the Exceptional Child. **May be repeated for credit when topic varies.** Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3.

GIFTED AND TALENTED EDUCATION (EDGE)

EDGE 6301 Educating the Gifted and Talented

This course includes a historical survey of the field, definitions, basic terminology, theories, models, state requirements, and characteristics of the gifted and talented. Review and analysis of identification and assessment procedures, models for interactions with gifted persons, and effective program prototypes. Prerequisite: Must be taken as first course in the program. May be taken with EDGE 6302 Lec 3, Cr 3.

EDGE 6302 Creativity: Theories, Models and Applications

A study of creativity in relation to development of programs for gifted and talented students. Topics include instruments and techniques for identifying creativity, instructional strategies for enhancing creativity, problems of creativity gifted, and evaluation of creative performance and product. Prerequisite: May be taken with EDGE 6301. Lec 3, Cr 3.

EDGE 6303 Curriculum Development for Gifted and Talented Learners

This course provides the foundation for the development of differentiated and interdisciplinary curricula for gifted students. Review and analyze curriculum models for gifted students. Other topics include effective teaching strategies for gifted students, curriculum modification, classroom organization, and the teaching of higher level cognitive skills. Prerequisite: EDGE 6301, EDGE 6302 Lec. 3, Cr.3

EDGE 6304 Issues and Research in the Social-Emotional Development of the Gifted and Talented

Students will review current research on the affective characteristics, personality traits, and affective growth and adjustment of gifted children. Emphasis on self-concept, career concerns, peer relationships, and family interactions. (This course must be taken with Graduate Advisor approval.) Prerequisite: EDGE 6301, EDGE 6302. May be taken with EDGE 6303. Lec 3, Cr 3.

EDGE 6319 Practicum in Gifted and Talented Education

This course provides a field experience in a gifted and talented program. Students will apply application of knowledge, skills, and competencies from basic courses in a supervised field experience. This practicum may be waived for teachers with two years of successful classroom teaching experience in an approved program for gifted and talented students. Prerequisite: EDGE 6301, EDGE 6302, EDGE 6303 and EDGE 6304. Lec 3, Cr 3.

LITERACY EDUCATION (EDLI)

EDLI 6301 Foundations of Language and Literacy

This course examines sociocultural and cognitive theories of language and literacy development,

along with theoretical models of the reading and writing processes and instruction. Also included are the historical and philosophical aspects of literacy education and the interconnection among all areas of literacy. Prerequisite: Program of study must be on file in department office. Lec 3, Cr 3.

EDLI 6310 Beginning and Developing Literacy

Participants will learn about the developmental nature of literacy including factors that may affect it, such as the learning environment and parental involvement. Participants must learn to implement research based instructional strategies that address all the elements of a beginning and developing literacy program according to state standards. Lec 3, Cr 3.

EDLI 6320 Adolescent Literacy Instruction

Participants learn strategies to address the diverse literacy needs of adolescents across all content areas according to state standards. Issues and characteristics of the adolescent reader are addressed. Lec 3, Cr 3.

EDLI 6330 Literacy Issues and Instruction for Special Populations

This course addresses issues and instruction for English language learners, students with literacy difficulties (including dyslexia), and students of all backgrounds according to state standards. Participants will explore ways to ensure that all learners receive equitable instruction. Lec 3, Cr 3.

EDLI 6340 Child and Adolescent Literature

This course exposes participants to a wide range of a narrative and expository literature as authentic resource for instruction. Participants select, adapt, and create materials, activities, and strategies to meet the needs of all students according to state standards. Lec 3, Cr 3.

EDLI 6350 Language Arts

This course investigates current trends and issues in teaching all aspects of language arts across content areas. Participants apply research-based practices in classroom settings to meet the needs of all students, according to state standards and current trends. Lec 3, Cr 3.

EDLI 6360 Assessment Issues and Practice in Literacy

The content focuses on current trends and issues in assessment practices along with the role it plays in guiding instruction. Participants learn to assess all areas of literacy including: emergent and developing literacy, spelling, writing, oral language, comprehension, use of study strategies, viewing listening and speaking. Prerequisites: Lec 3, Cr 3.

EDLI 6370 Topics in Literacy

This course is concerned primarily with innovations and current issues in reading instruction. Trainees will select topics of particular interest and concern for intensive study. Experiences of the trainee may include action research, working with classroom teachers and other adults in the school community to enhance the reading program. May be repeated once, when emphasis is on study in resource areas or professional areas related to the field of reading. Lec 3, Cr 3.

EDUCATIONAL PSYCHOLOGY/COUNSELING (EPSY)

EPSY 6100-6105 Seminar in Counseling and Guidance

Through a series of six steps, develops skills related to helping professions. Primarily for in-service training with counselors and teachers. Prerequisite: Permission of instructor. Lec 1, Cr 1

EPSY 6301 Introduction to Research Methods in Counseling

Introduction to research methods and statistical analysis in counseling. Emphasizes data-gathering techniques in social and behavioral science databases; critical review of literature used in clinical assessment, intervention & evaluation; planning and design of research proposal; & instruction in APA style. Lec 3, Cr 3. Prerequisite: Departmental approval

EPSY 6302 Advanced Educational Psychology

A research approach to teaching and learning. Human learning, conditions for effective learning, interference with learning and behavioral objectives will be emphasized. Prerequisite: EDCI 4302,

4303 or equivalent. Lec 3, Cr 3.

EPSY 6304 Human Growth and Development

Advanced study in the application of life-span developmental theories to human behavior, learning and personality. Includes understanding the nature and needs of people at all developmental levels from prenatal through old age. Lec 3, Cr 3.

EPSY 6305 Interpersonal and Group Dynamics

This course provides an overview of interpersonal process and the field of group dynamics. It is designed to develop the individual's ability to understand and integrate various properties of group and interpersonal relationships into a personal and professional framework. This course cannot substitute for the Group Counseling for the Guidance & Counseling majors. Lec 3, Cr 3.

EPSY 6311 Advanced Child Psychology

This is an advanced study of children from conception to puberty, or from the preschool through the elementary level, with emphasis on the roles played by maturation and learning. The course includes a study of recent research dealing with theories of cognitive unfolding and personality integration. Prerequisite: EDCI 4302 or 4303. Lec 3, Cr 3.

EPSY 6314 Psycho-educational Assessment I

This course explores the theory and techniques of administering, scoring, and interpreting educational and psychological tests. Includes test selection, administration, and the dynamics of test interpretation to enable the counselor to synthesize, integrate, and evaluate appraisal data for use in guidance and counseling. In the last segment of the course, students will practice taking, administering and interpreting a variety of educational and psychological tests. Prerequisite: EDCI 5342 or EDCI 6312 Lec 3, Cr 3.

EPSY 6315 Psycho-Educational Assessment for Diagnosticians

Each student will experience performance-based training on the administration, scoring and interpretation of the basic, individually administered "intelligence" or "ability" assessment procedures currently in use in the public school, e.g., Wechsler scales, Stanford Binet 4, Woodcock-Johnson (Cognitive), and other selected specialty procedures/tests. Bilingual students will also master the Spanish versions when appropriate. Comprehensive case studies and the dissemination of this information through diagnostic report formats will also be covered. Lec 3, Cr 3.

EPSY 6341 Advanced Adolescent Psychology

The history and systems of adolescent psychology. Modern theories and current research in learning and pupil motivation, especially in relation to various aspects of the educational process. Lec 3, Cr 3.

EPSY 6342 Topics in Counseling and Guidance

A course involving study in topics related to counseling and guidance. This course may be repeated when topic varies. Lec 3, Cr 3. Prerequisite: Approval of Graduate Advisor

EPSY 6344 Counseling and Guidance Services and Programs in the Schools

Students will learn the essential roles and responsibilities of school counselors as they relate to planning, implementation and evaluation of counseling and guidance programs. Students learn research-based practices in school counseling. Ethical, legal, and multicultural issues are emphasized. Lec 3, Cr 3.

EPSY 6345 Educational and Occupational Information

A survey and analysis of the processes of assisting people to choose, prepare for, enter, and progress in an occupation. The course trains leaders who can help people make decisions and choices in planning a future and building a career. Lec 3, Cr 3.

EPSY 6347 Substance Abuse Counseling

This course will prepare individuals to counsel drug users, addicts and family members using various

preventive strategies and treatment regimes. Includes instruction in outreach; patient education; therapeutic intervention methods; diagnostic procedures and addiction symptomology. Prerequisite: Consent of department chair. Lec 3. Cr 3.

EPSY 6360 Introduction to Guidance and Counseling

Philosophy, principles, and current practices of pupil guidance. Pupils' social, emotional, intellectual and attitudinal dimensions are explored. Group guidance and individual counseling techniques that apply in public schools are studied through lectures, discussions and class participation.

This course also introduces the student to the field of counseling and guidance, as well as the major theories of counseling. The student will develop an awareness of the guidance services and the role identity of the counselor. Knowledge of the development of counseling and the present state of the profession will be acquired. The students will understand the importance of personal qualifications and professional preparation standards for counselors. Students will begin to evaluate the self in relation to these qualifications and standards. The course also presents an overview of the purposes and objectives of professional organizations. Also included in the course is an in-depth study of ethical standards and legal issues pertaining to the counseling profession. Lec 3, Cr 3.

EPSY 6361 Introduction to Marriage and Family Therapy

This course introduces students to the study of individual and family development, family dynamics, interpersonal relationships and marriage and family systems. The course will include selected theories, methods, and techniques of marriage and family therapy with particular emphasis on multicultural, legal and ethical issues in the practice of marriage and family counseling. Prerequisite: EPSY 6360 and EPSY 6362 or approval of instructor. Lec 3, Cr.3

EPSY 6362 Theories and Techniques in Counseling

A survey of psychotherapy, comparing the contributions of psychoanalysis, nondirective therapy and behavior therapy. Specialized approaches such as group therapy, play therapy and family therapy will be studied. Local facilities using a variety of therapeutic techniques will be visited. Prerequisite: EPSY 6360 and instructor's consent. Lec 3, Cr 3.

EPSY 6363 Personal Growth

Discussions and practical application of group dynamics within a framework of group therapy. Prerequisite: Consent of instructor. Lec 3, Cr 3.

EPSY 6364 Multicultural Counseling

This course will provide an understanding of the characteristics and needs of culturally diverse clients. The course will include issues related to ethnic groups, gender, family systems, differing lifestyles, and the impact of social, political, and economic factors on specific populations. Techniques for counseling culturally diverse populations will also be covered. Prerequisite: EPSY 6360 or consent of instructor. Lec 3, Cr 3.

EPSY 6365 Counseling Practicum I

A study of selected counseling theories and supervised experience in individual counseling. Cases assigned off campus in schools and community agencies. This course must be taken within last nine hours of program. Prerequisites: EPSY 6360, 6362, 6363 Lec 3, Cr 3.

EPSY 6366 Counseling Practicum II

Trends, issues, and ethical considerations affecting the counseling profession. Supervised experiences in individual and group counseling requiring advanced technical skills. May include supervised experiences in professional employment settings. Prerequisites: EPSY 6365 and instructor's consent. Lec 3, Cr 3.

EPSY 6368 Group Counseling

This course develops an understanding of group processes, theories and techniques. Demonstrated competence in this knowledge and in applying group procedures will be required. Prerequisites:

EPSY 6360, 6362, and 6363. Lec 3, Cr 3.

EPSY 6369 Counseling Internship I

Supervised internship in counseling in an approved agency and/or school setting. Prerequisites: Departmental approval. Lec. 3, Lab 10, Cr 3.

EPSY 6370 Counseling Internship II

Supervised internship in counseling in an approved agency and/or school setting. Prerequisites: Departmental approval. Lec. 3, Lab 10, Cr 3.

EDUCATIONAL TECHNOLOGY (EDTC)

EDTC 6105 Technology Applications for Student-Centered Learning

This shows classroom teachers how to use technology to move from a teacher-driven instructional model to a student-centered instructional model. Emphasis will be given to developing student learning activities that integrate technology across the curriculum to improve student learning. Lec. 1, Cr. 1

EDTC 6311 Multimedia Development for Instruction in the Classroom

This course introduces classroom teachers to the design and development of instructional multimedia. Emphasis will be given to developing student learning activities that integrate multimedia across the curriculum to improve student learning. Lec 3, Cr 3.

EDTC 6312 Web Development for Instruction in the Classroom

This course introduces classroom teachers to the design and development of Web-Based Instruction. Emphasis will be given to developing student learning activities that integrate Web-based instruction across the curriculum to improve student learning. Lec 3, Cr 3.

EDTC 6313 Video Development for Instruction in the Classroom

This course introduces classroom teachers to the design and development of instructional video. Emphasis will be given to developing student learning activities that integrate instructional video across the curriculum to improve student learning. Lec 3, Cr 3.

EDTC 6320 Instructional Technology

This course requires an examination of instructional applications of microcomputers and telecommunications in classroom settings. Emphasis will be given to the design and development of student learning activities that integrate technology across the curriculum to improve student learning. Lec 3, Cr 3.

EDTC 6321 Instructional Design

The design of instructional and management systems is examined through field experience and research reports. Focus is on the components, design, and utilization of local/area distributed networks in the school setting. Lec 3, Cr 3.

EDTC 6323 Multimedia/Hypermedia

This course includes the study of the use of hypermedia, hypertext, and multimedia in education. Basic study of topics on hardware and software capabilities, selection and implementation. It also includes customizing and creating information, integrating text, graphics, video, music, voice, and animation. Lec 3, Cr 3.

EDTC 6325 Educational Telecommunications

This course addresses the development of educational telecommunications systems, teleconferencing, digitized video, and compressed video; available computer networks (local, state, national, and international) and their role in the instructional process are emphasized. Lec 3, Cr 3.

EDTC 6329 Selected Topics in Educational Technology

This course addresses the study of significant topics related to utilization of technology in educational settings. With approval by advisor, course may be repeated when topic varies. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3.

EDTC 6332 Practicum in Educational Technology

This is the capstone course for the degree in educational technology. Students are expected to apply both skills and conceptual knowledge to diagnose and devise a solution to an Instructional problem. This course will be assigned a grade of pass or fail. Prerequisite: Must be within 6 hours of completion of program. Approval of Graduate Advisor. Lec 3, Cr 3.

EDTC 6340 Application of Advanced Technologies In the PK-12 Classroom

Course emphasizes the skills required of the Master Teacher of Technology certification including applications of: multimedia, web-based materials, desktop publishing, streaming media, and media currently used in scientifically based research of instructional technology application in PK-12 classrooms. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3.

EDTC 6341 Student-Centered Learning Using Technology

The course provides opportunities to develop a School Technology and Readiness (STAR) chart for a K-12 campus, select a critical instructional problem, and develop a multiple format solution that focuses upon student-centered learning. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3.

EDTC 6342 Technology Leadership

Techniques, strategies, resources, and tools for designing, developing, implementing and evaluating critical aspects of leadership in instructional technology issues in K-12 schools and classrooms will be addressed. Prerequisite: Completion of EDTC 6340 or EDTC 6341 Lec 3, Cr 3.

EDTC 6343 Master teacher of Technology Practicum

This is the capstone experience for the Master Teacher of Technology certification. Students will combine skills and concepts to generate a comprehensive solution to a campus wide, or district wide instruction issue whose solution centers upon exemplary uses of instructional technologies. Prerequisite: Must be within 6 hours of MTT certification Lec 3, Cr 3.

EDTC 6350 The Instructional Technology Consultant

This course introduces students to the IT consulting framework, a vital component in the proper practice of Instructional Systems Design. The course will focus specifically on the consulting/interpersonal relations of the ISD process in Educational Technology. Lec 3, Cr 3.

EDTC 6351 Web-Based Multimedia in Instruction

This course examines the cognitive domains of learning and the corresponding research in web-based multimedia. It provides a theoretical construct by which distance educators can infuse learner-centered principles and examine the possibilities for streaming media in online education. Lec 3, Cr 3.

EDTC 6352 Planning and Designing Interactive Web-Based Instruction

This course provides a framework and tools for designing strategies and tactics to facilitate interactivity in web-based instruction. The framework encompasses five interaction attributes including: (1) interaction with content, (2) collaboration, (3) conversation, (4) intrapersonal interaction, and (5) performance support. Lec 3, Cr 3.

EDTC 6355 Designing Instruction for an Online Course

This course will introduce students to the field of the instructional design with an emphasis upon distance education environments and learner. Lec 3, Cr 3.

EDTC 6356 Media Enhancement of the Online Course

This course will show the student how to select and evaluate a media mix to maximize interaction in the distance education (DE) classroom. Lec 3, Cr 3. Prerequisite: Completion of EDTC 6355 with a grade of "B" or better

EDTC 6357 Using Open Source Courseware for Online Development

This course will show the student how to select an appropriate open source solution for delivery of an online course, and acquaint the student with the various issues involved in using open source

solutions for course deployment. Lec 3, Cr 3. Prerequisite: Completion of both EDTC 6355 and EDTC 6356 with a grade of “B” or better

READING (READ)

READ 6109 Topics in Literacy

This course emphasizes current innovations and research in literacy instruction. Credit may be applied toward professional development credit or the graduate programs in education as appropriate. May be repeated for credit as topics change for a maximum of six semester credit hours towards the graduate degree. Lec 1, Cr 1

READ 6323 Problems in the Teaching of Reading

This course is concerned with problems encountered in the teaching of reading as it relates to the reader, the reading context, and reading material in the literacy environment. Prerequisite: READ 6301 Lec 3, Cr 3.

SPECIAL EDUCATION (SPED)

SPED 6301 Psychology of the Exceptional Child

This course will discuss methods for understanding children with exceptional differences. The course will survey the teaching/learning process of special populations. Characteristics of various exceptionalities and strategies that enhance student learning, are an integral part of the course. Ideally, first course taken must be taken in the first 12 semester hours. Lec 3, Cr 3.

SPED 6302 Educating Children with Learning and Behavior Problems

This course will include etiology, characteristics and conditions of children with learning and behavior problems. Methodology and instructional techniques will be studied and applied to individual and classroom settings. Lec 3, Cr 3.

SPED 6303 The Bilingual Child with Special Education Needs

This course will examine the needs of the bilingual, special education child. The course will provide an understanding of the problems and strengths of a bilingual child with special needs and explore effective strategies for instruction. Lec 3, Cr 3.

SPED 6305 Measurement & Test Interpretation

This course emphasizes application of basic statistical procedures, item analysis, and norming of standardized, individually administered tests. Will also cover basic knowledge and information pertinent to the interpretation of selected, commonly used, individually administered, standardized as well as informal tests/instruments in terms of their respective instructional implications. Lec 3, Cr 3.

SPED 6306 Selected Topics in Special Education

This course is designed to explore trends, issues, best practices, and current literature in the areas of special education. Topics will vary. Course may be repeated once for credit when the topic varies. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3.

SPED 6307 Educating Children with Mental Retardation

This course is designed to examine the problems of mental retardation and the theory and techniques for interventions. Emphasis will be placed on psychological aspects of persons with mental retardation and community work programs which can assist them in becoming active members of society. Lec 3, Cr 3.

SPED 6309 Diagnosing Academic Problems

This course will include instruction for administering and interpreting norm referenced, criterion referenced, and curriculum based individual tests of academic achievement. Models of unbiased assessment of children from diverse cultures, socioeconomic, and linguistic backgrounds will be examined. Participants will be taught to analyze data and document results and recommendations in written reports. Lec 3, Cr 3.

SPED 6600 Practicum in Diagnostic and Intervention Procedures

This course will provide field experience in implementing psychoeducational individualized assessment. In addition to administering standardized measures, participants will be instructed on procedures relating to informal assessment, student observation, collecting/recording data, and interviewing parents, teachers, and students. Participants will be trained to recommend and activate instructional and behavioral interventions. Consultations/collaboration methods and curricular modifications procedures to assist students with disabilities will be reviewed. Participants will practice individualized assessment procedures data interpretation and report writing. Lec 6, Cr 6

School of Health Sciences

Dr. Eldon Nelson, Dean • Life & Health Sciences Building #2.404 • 882-5000

Department of Nursing

Dr. Katherine Dougherty, Chair • LHSB #2.720 • 882-5071 • kdougherty@utb.edu

Master of Science in Nursing

Eloisa G. Tamez RN, Ph.D., FAAN • Advisor • LHSB 2.732 • 554-5079 • egtamez@utb.edu

36-41 Hour Program

The School of Health Sciences offers a graduate program of study leading to the Master of Science in Nursing which produces a nursing leader in the areas of public health, nursing education, or nursing administration. The program curriculum is offered in collaboration with The University of Texas Science Center Houston School of Public Health and The University of Texas at Brownsville's School of Business and School of Education.

Master of Science in Nursing: Public Health Nursing Option

The MSN degree with a public health focus is designed to prepare nurses at the master's level for leadership in traditional and nontraditional public health and other health care settings to meet the needs of a changing health care system. . It has been developed to meet professional standards and guidelines of the Texas Board of Nurse Examiners, the National League for Nursing Accreditation Commission, and the American Association of Colleges of Nursing.

The graduate public health nursing option area of study provides students with a foundation of knowledge and experiences in the following areas:

- principles of public health and conceptual models of nursing
- organization and administration of health services
- strategies to work with culturally diverse high risk population groups
- development and evaluation of health promotion and disease prevention programs
- applied research

The graduates will be able to provide:

- leadership in administration and supervision of public health programs
- education and consultation
- client advocacy, policy analysis and development at the local, state, and federal level
- core public health competencies, assessment, assurance and policy development

These are evidenced by program outcomes and competency statements. A three-credit field experience will be provided as a graduate project in order to facilitate integration of learning and provide a capstone experience.

Master of Science in Nursing: Nursing Education Option

The nursing education option is developed to prepare nurses at the master's degree level for educational leadership in teaching traditional and non-traditional nursing programs to meet the needs of a diverse student population. It has been developed to meet professional standards and guidelines of the Texas Board of Nurse Examiners, the National League for Nursing Accreditation Commission, and the American Association of Colleges of Nursing.

The graduate nursing education option area of study provides students with a foundation of knowledge and experiences in the following areas:

- principles of nursing education and conceptual models of nursing
- organization and administration of educational programs
- strategies to work with culturally diverse nursing education groups
- development and evaluation of nursing education programs
- applied nursing education research

The graduates will be able to:

- participate as a leader in the development and administration of nursing education programs
- utilize a variety of teaching strategies and educational resources to facilitate learning in the classroom and clinical areas.
- participate knowledgeably in the development, implementation, and evaluation of nursing curricula and nursing programs.
- analyze the issues and trends in higher education, and specifically in education, and their impact on the development of nursing education.

Master of Science in Nursing: Nursing Administration Option

The nursing administration option is developed to prepare nurses at the master's degree level for nursing administration for leadership in traditional and non-traditional health care setting to meet the needs of a changing health care system. It has been developed to meet professional standards and guidelines of the Texas Board of Nurse Examiners, the National League for Nursing Accreditation Commission, and the American Association of Colleges of Nursing.

The graduate nursing administration option area of study provides students with a foundation of knowledge and experiences in the following areas:

- principles of nursing administration and conceptual models of nursing
- organization and administration of nursing organizations and departments
- strategies to work with culturally diverse nursing groups
- development and evaluation of nursing administration
- applied nursing administration research

The graduates will be able to:

- identify nursing administration's role in strategic planning, resource management and development of supportive practice environment for staff
- promote the inclusion of a culturally diverse staff and provide culturally sensitive client care.
- apply nursing and organizational theories and strategies to enhance the delivery of quality, cost-effective nursing care to clients.
- promote an evidence based practice, nursing and interdisciplinary research and educational opportunities for staff.

Admission

Registered nurses who have an earned baccalaureate degree in a field other than nursing may qualify for application to the MSN Program by completing the nursing bridge courses. The following three courses, which are in the BSN Degree Program, will serve as Bridge Courses for

the MSN Program.

	Number	Course	Credit
NURS	4610	Professional Nursing in the Community	6
NURS	4309	Research in Professional Nursing	3
NURS	4612	Leadership in Professional Nursing	6

Upon successful completion of these three courses, the student will be eligible to apply to the MSN Program. Other criteria for admission are included in the Admission Standards. The bridge courses, required courses in the BSN curriculum and currently taught by the BSN faculty, will be taught by the BSN faculty and students will attend the courses with the BSN students.

A student must meet all requirements for admission to the Graduate School to be admitted to the MSN program (see Admissions section). In addition, the student must have a GPA of 3.0 for the last 60 hours of undergraduate work, have a BSN from a nationally accredited school of nursing and be licensed to practice nursing in the state of Texas. The student, electing the Public Health Option, must complete an enrollment form in order to register for the UT School of Public Health core public health courses. Conditional admission may be granted to students according to graduate school policy. Conditions may be placed on students receiving conditional admission, and subsequent registration will be barred if conditions are not met. Conditions will be in relation to individual deficiencies. All conditions must meet the approval of the Admissions Committee of the MSN program. International students must meet all requirements for admission in addition to those of the MSN program (see International Students section).

Admission Requirements for the MSN Program

To be eligible for admission to the graduate nursing program the following criteria shall be met: Admission to the UTB/TSC Graduate School. The Master of Science in Nursing Program will accept conditional admission to the graduate school according to the criteria set forth in the categories of admission;

- An officially reported Graduate Record Examination (GRE) score;
- Two letters of recommendation;
- An officially reported transcript of TOEFL scores for foreign students.
- An official transcript (in English or translated into English) indicating either an earned baccalaureate degree in nursing from a NLNAC accredited institution; or an earned baccalaureate degree in a area other than nursing plus successful completion of the three baccalaureate nursing bridge courses;
- Successful completion of an undergraduate statistics course;
- Current license to practice nursing in Texas;
- Immunizations required by the Texas Department of Health for students in health-related programs.
- GPA of 3.0 or higher on a 4.0 scale for the last 60 hours of previous college work.

All student transcripts will be reviewed for currency of science-based coursework. Students with transcripts demonstrating science-based coursework that is over five years old will be advised of the manner in which they might demonstrate or update their knowledge. Students requiring additional coursework will be assisted in selecting and enrolling in the appropriate course(s) at the University.

Degree and Graduation Requirements

Each student will be assigned an advisor to assist in preparing the Graduate Program of Study before or during their first semester in the program. Advisors will be available throughout the program of study for guidance. Students must complete all course work prior to graduation.

Students who have been suspended may apply for readmission into the MSN program by the procedures outlined in the Academic Probation and Suspension section of the Graduate Catalog. Such applications will be considered on a case by case basis, and readmission will be granted at the discretion of the MSN program admissions committee and the Dean of the School of Health Sciences. Transfer courses from other Graduate Nursing programs will be evaluated on an individual basis for acceptance.

Curriculum

MSN Foundation/Core Courses

The MSN Program contains a six course Core Curriculum that all students are required to complete.

Course		Cr
NURS 6322	Moral and Ethical Issues in Nursing	3
NURS 6333	Research in Nursing	3
NURS 6353	Community-Based Public Health Nursing Interventions OR	
NURS 6354	Advanced Community Nursing	3
NURS 6343	Nursing and the Politics of Health Care	3
NURS 6351	Nursing Leadership for a Changing World	3
NURS 7300	Field Experience Masters Project	3
Total SCH		18

Degree Options

Public Health Nursing Option:

Course		Cr
NURS 6321	Introduction to Public Health Nursing	3
NURS 6334	Advanced Public Health Nursing	3
PHB 2610	Introduction to Epidemiology	4
PHB 1610	Introduction to Biometry	4
PHB 7115	Health Promotion Theory and Methods I	3
PHB 3720	Social Determinants of Health	3
PHB 2110	Overview of Environmental Health	3
Total SCH		23

Nursing Education Option:

Course		Cr
NURS 6363	Curriculum Development in Nursing	3
NURS 6464	Teaching Roles and Strategies	4
NURS 6365	Educational Evaluation in Nursing	3
EDCI 6304	Learning and Cognition	3
EDCI 6301	Instructional Technology	3
EDCI 6388	Socio-Cultural Foundations of Education	3
Total SCH		9

Nursing Administration Option:

Course		Cr
NURS 6370	Nursing Administration Concepts and Theory	3
NURS 6371	Health Care Change, Negotiation, and Conflict Resolution	3
NURS 6372	Health Care Finance	3
MANA 6301	Management Theory	3
MANA 6331	Human Resources Administration and Industrial Relations	3
MANA 6350	Information Technology for Managers	3

Total Program Hours

The MSN with a Public Health Option contains 41 semester credit hours. The MSN with a Nursing Education Option contains 37 semester credit hours. The MSN with a Nursing Administration Option contains 36 semester credit hours. Students are not required to take an elective course.

Nursing Education Certificate

The Nursing Education Certificate would be offered to BSN or Graduate prepared registered nurses. A three course sequence would be offered online during the First and Second Summer Sessions. Affiliation agreements with area nurse educator facilities would be obtained for the purpose of providing a pool of preceptors to work with students. Typical students would consist of BSN graduates seeking a teaching certificate to enhance teaching skills and post-masters nurses seeking a teaching career. The nursing education certificate is developed to prepare nurses for educational leadership in teaching traditional and non-traditional nursing programs to meet the needs of a diverse student population.

Course			Cr
NURS	6363	Curriculum Development in Nursing	3
NURS	6464	Teaching Roles and Strategies	4
NURS	6365	Educational Evaluation in Nursing	3

Master of Science in Public Health Nursing (MSPHN)

Dr. Ella Herriage, Program Director • LHSB #2.424 • 882-5076 • eherriage@utb.edu

The MSPHN degree is designed to prepare nurses at the master's level for leadership in traditional and non-traditional public health and other health care settings to meet the needs of a changing health care system. It has been developed to meet professional standards and guidelines of the Association of Community Health Educators Council on education for Public Health, American Nurses Association, the American Association of Colleges of Nursing, and the PEW Health Profession Commission. Texas-Mexico Border health issues and their relationship to overall health care are included. The public health nursing area of study provides students with a foundation of knowledge and experiences in:

- principles of public health and conceptual models of nursing
- organization and administration of health services
- strategies of work and culturally diverse high risk population groups
- development and evaluation of health promotion and disease prevention pro-grams
- applied research

The graduates will be able to provide:

- leadership in administration and supervision of public health programs
- education and consultation
- client advocacy, policy analysis and development at the local, state, and federal level
- core public health competencies, assessment, assurance and policy develop-ment

These are evidenced by program outcomes and competency statements. A four-credit field experience will be provided as a graduate project in order to facilitate integration of learning and provide a capstone experience. The University of Texas School of Public Health will provide core public health courses for the degree plan. The University of Texas at Brownsville MSPHN program will offer core public health nursing and other nursing courses required by the curriculum making the program a collaborative one of interdisciplinary education.

Admission

A student must meet all requirements for admission to the Graduate School to be admitted to the MSPHN program (see Admissions section). In addition, the student must have a GPA of 3.0 for the last 60 hours of undergraduate work, have a BSN from a nationally accredited school of nursing and be licensed to practice nursing in the state of Texas. The student must complete an enrollment form in order to register for the UT School of Public Health core public health courses. Conditional admission may be granted to students according to graduate school policy. Conditions may be placed on students receiving conditional admission, and subsequent registration will be barred if conditions are not met. Conditions will be in relation to individual deficiencies. All conditions must meet the approval of the director of the MSPHN program. International students must meet all requirements for admission in addition to those of the MSPHN program (see International Students section).

Admission Requirements for the MSPHN Program

To be considered for admission to the nursing program the following must be submitted:

- Admission to the UTB/TSC Graduate School. The Masters in Nursing Pro-gram will accept conditional admission to the graduate school according to the criteria set up in the categories of admission;
- An official report of the Graduate Record Examination (GRE)
- Two letters of recommendation;
- An official transcript of TOEFL scores for international students;
- An official transcript (in English or translated into English) indicating an earned baccalaureate degree in nursing from a NLN accredited institu-tion;
- Successful completion of an undergraduate statistics course;
- Current license to practice nursing in Texas;
- Immunizations required by the Texas Department of Health for students in health-related programs;
- Undergraduate GPA of 3.0 or higher on a 4.0 scale for the last 60 hours of previous college work;
- Evidence of successful interview with MSPHN Admission Committee;
- Application to the UT School of Public Health for concurrent enrollment.

Degree and Graduation Requirements

Each student will be assigned an advisor to assist in preparing the Graduate Program of Study before or during their first semester in the program. Advisors will be available throughout the program of study for guidance in field experiences etc.

Students must complete all course work, including the core public health courses offered by the UTHSC-Houston School of Public Health (48-49 semester hours).

Students who have been suspended may apply for readmission into the MSPHN program by the procedures outlined in the Academic Probation and Suspension section of the Graduate Catalog. Such applications will be considered on a case by case basis, and readmission will be granted at the discretion of the MSPHN program director and the Dean of the School of Health Sciences. Transfer courses from other Graduate Nursing programs will be evaluated on an individual basis for acceptance.

Courses

Nursing and Public Health Nursing

NURS 6321 Introduction to Public Health Nursing

NURS	6322	Moral/Ethical Issues in Policy Development and Health Care Management
NURS	6333	Research in Nursing
NURS	6334	Advanced Public Health Nursing
NURS	6343	Nursing and the Politics of Health Care
NURS	6351	Nursing Leadership for a Changing World
NURS	6353	Community-Based Public Health Nursing Interventions
NURS	6452	Public Health Nursing Leadership Practicum
NURS	7400	Field Experience Masters Project

The University of Texas Health Science Center-Houston School of Public Health

PH B	1110	Social and Psychological Aspects of Community Health or
PH B	7115	Health Promotion Theory and Methods or
PH B	3720	Social and Economic Determinants of Health
PH B	1610	Introduction to Biometry
PH B	2110	Overview of Environmental Health
PH B	2610	Introduction to Epidemiology
PH B	4410	Health Program Planning Implementation & Evaluation

Degree Options

Public Health Nursing Option:

Nursing Education Option:

Nursing Administration Option:

Total Program Hours

The MSN with a Public Health Option contains 41 semester credit hours. The MSN with a Nursing Education Option contains 37 semester credit hours. The MSN with a Nursing Administration Option contains 36 semester credit hours. Students are not required to take an elective course.

Nursing Education Certificate

The Nursing Education Certificate would be offered to BSN or Graduate prepared registered nurses. A three course sequence would be offered online during the First and Second Summer Sessions. Affiliation agreements with area nurse educator facilities would be obtained for the purpose of providing a pool of preceptors to work with students. Typical students would consist of BSN graduates seeking a teaching certificate to enhance teaching skills and post-masters nurses seeking a teaching career. The nursing education certificate is developed to prepare nurses for educational leadership in teaching traditional and non-traditional nursing programs to meet the needs of a diverse student population.

NURS 6363 Curriculum Development in Nursing (3SCH)

NURS 6464 Teaching Roles and Strategies

NURS 6365 Educational Evaluation in Nursing

Courses

Nursing and Public Health Nursing

NURS	6321	Introduction to Public Health Nursing
NURS	6322	Moral/Ethical Issues in Policy Development and Health Care Management
NURS	6333	Research in Nursing
NURS	6334	Advanced Public Health Nursing
NURS	6343	Nursing and the Politics of Health Care
NURS	6351	Nursing Leadership for a Changing World
NURS	6353	Community-Based Public Health Nursing Interventions
NURS	6452	Public Health Nursing Leadership Practicum

NURS 7400 Field Experience Masters Project

The University of Texas Health Science Center-Houston School of Public Health

PH B 1110 Social and Psychological Aspects of Community Health or

PH B 7115 Health Promotion Theory and Methods or

PH B 3720 Social and Economic Determinants of Health

PH B 1610 Introduction to Biometry

PH B 2110 Overview of Environmental Health

PH B 2610 Introduction to Epidemiology

PH B 4410 Health Program Planning Implementation & Evaluation

Graduate Courses in Nursing

NURS 6321 Introduction to Public Health Nursing

The structure and discipline of nursing will be examined, distinguishing Public Health Nursing from other nursing specialties. Purposes, characteristics, and kinds of structures will be explored, with emphasis on theories, models, and conceptual frameworks. The changes in health care delivery and its implications on nursing are explored. Lec 3, Cr 3.

NURS 6322 Moral and Ethical Issues in Nursing

This course provides a study of ethical issues in nursing. Emphasis is placed on the influence of moral and ethical positions on behavior and decision making in policy formulation and practice. This course helps the student identify action that reflects amoral or ethical positions in various nursing contexts, understand how moral and ethical beliefs influence behavior, relate selected moral and ethical theories to position-taking, specify a personal position on moral and ethical issues in nursing, and identify the consequences of taking a position. Lec 3, Cr 3.

NURS 6333 Research in Nursing

This course introduces students to the procedures and methods utilized in conducting clinical and epidemiological population based research. The planning and design of research proposals and projects are undertaken. The various types of nursing research are examined, and critical analysis of research articles and research design are stressed. Students prepare research proposals during the course and focus on problem identification, literature review and analysis, project description and evaluation, and measurement of health care outcomes. The implementation of the students' research project is completed in NURS 7400 Field Experience Masters Project. Lec 3, Cr 3.

NURS 6334 Advanced Public Health Nursing

This course provides an overview of factors related to public health nursing with special emphasis on development of conceptual frameworks for advanced practice. The focus is on national health priorities and assessment strategies. Lec 3, Cr 3.

NURS 6343 Nursing and the Politics of Health Care

Analysis of social policy from health care formulation to appropriation and allocation of funding (federal, state, local); its impact on health status and on nursing education, research, and service. Lec 3, Cr 3.

NURS 6351 Nursing Leadership for a Changing World

Theories of visioning, change, organizational culture, power, negotiation, team-building, forecasting, and personal growth are analyzed to strengthen leadership skills. The focus includes evaluation of concepts within a variety of nursing leadership roles (educator, manager, clinical specialist, consultant). Lec 3, Cr 3.

NURS 6354 Advanced Community Nursing

In this course students analyze the theory and role of nurses working with aggregates, including assessing communities through use of epistemologies methods; defining and prioritizing health

problems; and developing proposals for resolution of diagnosed problems. Course content is designed to build on baccalaureate education to further promote critical thinking skills necessary to perform autonomously in community health environments. Students will use the course concepts in a clinical application project. Lec 3, Cr 3.

NURS 6452 Public Health Nursing Leadership Practicum

Focusing on the development of knowledge and skills of a specific leadership role within the field of public health nursing, this course facilitates the examination of leadership and role theory within the enactment of a leadership role. This 120-hour Practicum experience involves a precepted public health nursing leadership placement, a journaled analysis of leadership experiences as they relate to leadership and role theory, and the completion of a project such as development of a new program initiative, planning for a change in the organization's activities, analyzing a leadership or policy issue, assisting with development or management of a component of a budget, planning a quality assurance program, evaluating an activity, and developing an education offering. Cr 4.

NURS 6353 Community-Based Public Health Nursing Intervention

Systematic inquiry into community-based intervention models that integrate knowledge, clinical research, and public health knowledge. Emphasis on community organization and social change models and the development of community-based nursing intervention models for practice. Lec 3, Cr 3.

NURS 6363 Curriculum Development in Nursing

Focuses on the curriculum development process in nursing. Examines the philosophy, conceptual framework, objectives and program evaluation in curriculum development. Explores the relationship and significance of these elements and their Impact on curriculum implementation. Examines external factors that Impact decisions about curriculum design.

NURS 6464 Teaching Roles and Strategies

This course focuses on the roles of nursing faculty. It includes an analysis of teaching/learning theories, teaching strategies, classroom climate, learning environments and evaluation of teaching/learning. Examination of distance education is included. The course involves the application of teaching/learning theories, strategies and evaluation in an actual educational situation.

NURS 6365 Educational Evaluation in Nursing

This role support course introduces the student to the evaluation process in nursing education. The course provides basic knowledge of evaluation design and strategies for evaluating learning outcomes in nursing education along with overall curriculum and program evaluation. Lec 3, Cr 3.

NURS 6370 Nursing Administration Concepts and Theory

Concepts and theories related to organizational structure and the administrative process are used to examine the roles and responsibilities of the nurse manager in healthcare organizations. The influence of environmental, technological, and professional forces on the structure and functions of healthcare and nursing service organization and on the role of the nurse manager is explored. Lec 3, Cr 3.

NURS 6372 Healthcare Finance

This course presents students with the financial aspects of management across health care settings. Students examine the financial issue in delivery models in such areas as managed care and explore techniques of cost analysis, strategic planning in budgeting and marketing, and forecasting. Analysis of staffing and case mix, regulatory impacts, and financial interactions with resource allocations are also included. Lec 3, Cr 3.

NURS 7400 Field Experience Masters Project

Building upon the research skills learned in NURS 6333 (Research in Nursing) the student is given the opportunity to implement their research proposal in a field setting. A total of 320 hours will be spent in an agency of the student's choice and will culminate in the submission of a scholarly research

report. Teaching-learning methods include discussing aspects of process with other students and the instructor, working individually on the project, doing peer reviews of report drafts of two student colleagues, and meeting one-to-one with the instructor. Students work in a self-paced manner to meet course deadlines by completing a series of steps necessary to finish the project and final written report.

University of Texas Health Science Center-Houston School of Public Health Courses

These courses are taught by The University of Texas Health Science Center-Houston, School of Public Health.

PHB 1110 Social and Psychological Aspects of Community Health

This course will benefit participants by providing them with foundations of behavioral science theory and practice. Its purpose is to provide participants with a broad background in the behavioral sciences (psychology, sociology, anthropology, social psychology, etc.) and with experiences in accessing, understanding, and using these sciences in developing solutions to community health problems in the context of burgeoning electronic data resources.

This course provides relevant training into planning, organization and conduct of the complex array of activities that constitute public health. Public health embraces a remarkable variety of skills, requiring persons trained in medicine, other professional health fields and many aspects of physical, biological, and social sciences. The School of Public health must provide the orientation and philosophy that establishes unity from this diversity.

A second major objective of the School is to serve as a focus for research activities directed toward community health problems, and thus an important component of this course is also exposure to and experience with social and behavioral science research at the community level.

This course is taught concurrently with public health nursing courses and is taught by the School of Public Health. Consent of the program director is required. Registration for the course is through the MSPHN program director.

PHB 1610 Introduction to Biometry

This course is designed for students with little or no previous coursework in mathematics or statistics. Topics include study design, data description, elements of probability distribution of random variables, applications of the binomial and normal distributions, estimation and confidence intervals, hypothesis testing, contingency tables, regression and analysis of variance. Additional topics include introduction to statistical computing and data management, distribution free statistical methods and demographic measures. This course is taught concurrently with public health nursing courses and is taught by the School of Public Health. Consent of the program director is required. Registration for the course is through the MSPHN program director.

PHB 2110 Overview of Environmental Health

This course will provide an interdisciplinary overview approach for the public health professional to consider the basic principles of environmental and occupational health. Lectures and discussions will focus on local as well as international environmental health problems. The course is comprised of a broad range of topics, including environmental conditions that foster communicable and chronic diseases and injuries such as risk assessment, toxicology, global change, different forms of pollution, industrial hygiene, ergonomics, radiation, food, agriculture, occupational disease and injury. Also includes role of state, local and federal agencies in protecting public health, roles of community groups and common terminology in environmental and occupational health. This course is taught concurrently with public health nursing courses and is taught by the School of Public Health. Consent of the program director is required. Registration for the course is through the MSPHN program

director.

PHB 2610 Introduction to Epidemiology

This course is intended to provide an overview and introduction to the fundamentals of epidemiology. Epidemiology is the study of the distribution and determinants of health-related states or events in specified populations, and the application of this study to the control of health problems. This course is taught by the School of Public Health. Consent of the program director is required. Registration for the course is through the MSPHN program director.

PHB 3720 Social Determinants of Health

This course Introduces the concept of health of populations and studies the reason for health disparities between countries and between socioeconomic and racial/ethnic groups within countries. It takes an approach to health that Identifies the social factors (such as Inequalities In Income and opportunities and racial/ethnic disparities) that Influence the health of populations. The concepts of Social Determinants of Health differ from, but are complementary to, the study of Individual risk factors. This course presents an overview of these concepts, and Is Intended as the Introductory course for students Interested In the topic. The course objectives are to: explore the social, cultural, and economic factors that Influence the health of populations; Identify systematic variation In these variables and examine how they are reflected In health disparities among population groups; explore the pathways by which social, cultural, and economic conditions affect Individual risk factors and human behavior and biology; and assess social and economic policies and their Influence on the health of population groups. This course Is taught concurrently with public health nursing courses and Is taught by the School of Public Health. Consent of the program director Is required. Registration for the course Is through the MSPHN program director.

PHB 4410 Health Program Planning, Implementation and Evaluation

This course is an introduction to the theoretical basis and essential techniques for meeting the health needs of populations through organized programs. The course is structured around the three central program management concepts of planning, implementation, and evaluation. Each concept is presented and illustrated in ITV lecture/discussions, readings, and videotaped lectures. Work will be done in small groups to complete exercises that provide “hands on” experience in applying the central program management concepts. This course is taught concurrently with public health nursing courses and is taught by the School of Public Health. Consent of the program director is required. Registration for the course is through the MSPHN program director.

PHB 7115 Health Promotion Theory and Methods I

This course Introduces students to the application of selected behavioral science theories and concepts in health education and health promotion programs directed toward Individuals and groups. Concepts emphasized are drawn from the health belief model, the theory of reasoned action, persuasive communication, transtheoretical model, and social learning theory with some attention to numerous additional theories and perspectives. Teaching-learning techniques Include lecture, demonstration, case studies, and guided practice. This course is taught concurrently with public health nursing courses and is taught by the School of Public Health. Consent of the program director is required. Registration for the course Is through the MSPHN program director.

Collaborative Degree Programs

UTB/TSC participates in collaborative degree programs with the University of Houston, University of Texas at El Paso, University of Texas-Pan American, The University of Texas at Dallas, and the University of Texas Health Science Center at San Antonio. Acceptance into a cooperative degree program is conditioned upon the understanding that institutional sponsorship of the program may change during the period of matriculation. This will not affect a student’s continuation in the

program, but may subject the student to different policies and procedures. In addition, the identity of the institution officially granting the degree upon successful completion of the program will depend upon official sponsorship of the program at that time.

Doctor of Education (Ed.D.) in Curriculum and Instruction

The University of Houston, in partnership with UTB/TSC, offers opportunities for doctoral studies in education. The 66-semester hour programs includes courses from both universities and are structured to serve students residing in the Lower Rio Grande Valley. As the programs are hosted by the University of Houston, all policies and requirements of The University of Houston College of Education apply. Students must have a Master's in Education or other appropriate professional degree.

To be admitted to doctoral studies, applicants must meet all UTB/TSC as well as University of Houston admission requirements. Generally, these requirements are:

- GRE scores (verbal, quantitative, and analytical)
- GPA above 3.25 on the last 60-semester hours of coursework
- High level skills in written and oral English language
- Experience in the field of education
- Success potential as viewed by three references

Coursework will be taken in both Brownsville and Houston. Students must be able to travel to Houston for weekend and/or summer coursework, library study, and dissertation work. In addition, students must be computer literate and possess a computer and modem for telecommunication with UH faculty.

Application forms and details are available from the UTB/TSC Office of Graduate Studies. All inquiries regarding doctoral studies should be made to that office (956) 548-6552. Students may also consult The University of Houston's web page at www.uh.edu.

Master of Science in Physics

The Department of Physical Sciences at UTB/TSC and the Department of Physics at the University of Texas at El Paso have combined to offer studies leading to the degree of Masters of Science in Physics. Several of the classes are taken via video conferencing; others are taken locally. The experimental and/or theoretical research opportunities for thesis work include gravitational wave physics, optics, condensed matter and surface physics, geophysics, and radiation physics.

General Departmental Requirements for Graduate Admission

The normal prerequisite to graduate studies in the Department of Physics is the bachelor's degree in physics with a "B" average in physics courses taken at the undergraduate level. The bachelor's degree coursework should include advanced undergraduate courses in Mechanics, Electromagnetics, Modern Physics, Quantum Mechanics, Thermal Physics and advanced laboratory practice. Any deficiency must be removed before the petition is made for candidacy for the M.S. degree. Interested applicants can apply for admission to the Master of Science in Physics program at UTEP. For more information about admission requirements see the UTEP Graduate Studies website at <http://www.utep.edu/graduate/> although admission and degree are through El Paso all classes can be taken locally.

Master of Science in Criminal Justice (M.S.C.J.)

36-Hour Thesis/Non-Thesis Program

Dr. Susan E. Ritter, Advisor • South Hall #323 • 548-6569 • susan.ritter@utb.edu

The University of Texas-Pan American in Edinburg, in partnership with UTB/TSC, offers a Master of Science in Criminal Justice with thesis and Non-Thesis programs available. Twelve hours are offered by UTB/TSC faculty on the UTB/TSC campus, and the other 24 hours, delivered by UTPA, are available in Brownsville via interactive video. The program is designed for individuals who are already employed in the criminal justice field and wish to prepare to assume administrative or management responsibilities in federal, state, and local criminal justice agencies. The program includes a Comprehensive Written Examination testing knowledge from the core courses and the student's areas of additional coursework.

Core Courses

CRIJ	6301	Criminal Justice System
CRIJ	6302	Crime, Criminal Behavior, and Criminology
CRIJ	6303	Criminal Justice Policy Analysis
CRIJ	6304	Law, Courts, and Criminal Procedure
CRIJ	6305	Criminal Justice Organizational Theory and Behavior
CRIJ	6306	Statistical Methods in Criminal Justice
CRIJ	6307	Criminal Justice Research Methods

Electives

Students will take from nine to 15 semester hours from the following courses depending on whether or not they take the thesis, applied project, or additional coursework option.

CRIJ	6308	Juvenile Justice System
CRIJ	6309	Issues in Corrections
CRIJ	6310	Issues in Policing
CRIJ	6311	Special Topics (May be repeated once for credit if new topic)
CRIJ	6312	Independent Research or Studies (May be repeated once for credit)

Other Electives

A maximum of six hours of graduate courses may be taken from related disciplines. Courses must have prior approval of the Graduate Program Director.

Thesis or Applied Project Option

CRIJ	7301-7302	Thesis
CRIJ	7303-7304	Applied Project

Doctor of Philosophy (Ph.D.) in Physics

The University of Texas at Dallas, in partnership with UTB/TSC offers opportunities for doctoral studies in Physics. The program is delivered substantially via distance education including interactive video conferencing and/or internet web-based media.

Students must meet the UT Dallas admissions criteria for entrance into the Ph.D. program entirely or in part at UTB/TSC. The thesis defense must be done at UT Dallas. For more information concerning UT Dallas admission criteria or specific degree requirements visit the UT Dallas website at http://www.utdallas.edu/dept/physics/Grad/grad_infor.html.

Master in Business Administration (M.B.A.) and Master in Public Health (M.P.H)

The Brownsville Regional Campus of UTB/TSC in conjunction with the University of Texas Health Science Center School of Public Health at Houston (UTHHSC_SPH) in conjunction with UTB/TSC, offers the opportunity to receive dual master's Degrees through an integrated program in less time than it would take to receive both degrees separately. Depending on the undergraduate Bachelors degree the program can be completed between 48 to 60 hours.

Students must meet the admission requirements of both Graduate programs. Coursework is offered primarily through UTB/TSC's School of Business and UTHHSC_SPH Brownsville Campus (also the Public Health Division of the Regional Academic Health Center or RAHC). Courses are a combination of in class, ITV and online/interactive courses.

Application forms and details are available from the UTB/TSC Office of Graduate Studies (956) 882-6552 or the UTHHSC_SPH Brownsville Campus (956) 882-5165.

**GOVERNANCE,
ADMINISTRATION
& FACULTY**

Governance

The University of Texas System Board of Regents

Regent, Title, Hometown Term Expires

James R. Huffines, Chairman, Austin 2009

Rita C. Clements, Vice-Chairman, Dallas 2007

Cyndi Taylor Krier, Vice-Chairman, San Antonio 2007

Robert A. Estrada, Dallas 2005

Judith L. Craven, M.D., Houston 2007

Bryan J. Haley., Denton (Student Regent) 2007

John W. Barnhill, Brenham 2009

H. Scott Caven Jr., Houston 2009

Colleen McHugh, Corpus Christi 2011

Robert B. Rowling, Dallas 2011

Mark G. Yudof, Chancellor

Francie A. Frederick, Counsel and Secretary

Texas Southmost College Board of Trustees

Trustee, Title Term Expires

Chester R. Gonzalez, Chair 2010

Rosemary Breedlove, Vice-Chair 2010

Eduardo Campirano, Secretary 2010

David G. Oliveira 2006

Dolly Zimmerman 2008

Roberto Robles, M.D. 2006

Roman D. "Dino" Esparza 2006

Administrative Officers

President

Juliet V. García

B.A., M.A., University of Houston

Ph.D., University of Texas at Austin

Provost

José G. Martín

B.S., Mississippi State University

M.S., Ph.D., University of Wisconsin

Vice Presidents

Rosemary Martinez

Vice President for Business Affairs

B.B.A., Pan American University at Brownsville

C.P.A., State of Texas

Ruth Ann Ragland

Vice President for Academic Affairs

B.A., University of Arkansas

M.A., University of New Mexico

Ph.D., University of North Texas

John P. Ronnau

Vice President for Administration and Partnership Affairs

B.S., Kansas State University

M.Ed. Antioch-New England

M.S.W., Ph.D., University of Kansas

Hilda Silva

Vice President for Student Affairs

B.S., M.Ed., Pan American University

Ed.D., University of Houston

Antonio N. Zavaleta

Vice President for External Affairs

A.A., Texas Southmost College

B.A., M.A., Ph.D., University of Texas at Austin

College and School Deans

Charles Dameron

Dean, College of Liberal Arts

B.A., Duke University

M.A., Ph.D., University of Texas at Austin

Emir José Macari

Dean, College of Science, Mathematics and Technology

B.S.C.E., Virginia Tech (VPI&SU)

M.S.C.E., Ph.D., University of Colorado at Boulder

Eldon L. Nelson

Dean, School of Health Sciences

M.A., B.S., B.A., East Carolina University

Ph.D., College of Medicine, University of Florida

Rafael Otero

Interim Co-Dean, School of Business

A.A., Texas Southmost College

B.B.A., University of Texas-Pan American

M.B.A., University of Texas at San Antonio

Ph.D., University of Texas-Pan American

Carl Stockton

Dean, School of Education

B.S., M.A., University of Florida

Ph.D., University of Tennessee

Mary M. Sullivan

Interim Co-Dean, School of Business

B.A., M.A., Stephen F. Austin University

Other Deans

Douglas Ferrier

Dean of Instructional Support

B.B.A., University of Texas at Austin

M.A., University of Texas at Arlington

M.L.S., University of North Texas

Mari Fuentes-Martin

Associate Vice President of Student Affairs and Dean of Students

B.A., M.S., Notre Dame University

Ed.D., Texas A&M University-Corpus Christi

James Holt

Dean, Workforce Training and Continuing Education

B.A., University of Missouri

M.B.A., Southern Illinois University

MSSCT, University of Texas at Austin

Charles Lackey

Dean, Graduate Studies

B.A., University of Texas at Arlington

M.S., Baylor University

Ph.D., University of South Carolina

Terry Jay Phillips

Dean, Developmental and General Education

B.S., M.S., Sam Houston State University

Graduate Committee Members

College & School Faculty

College of Liberal Arts

Charles Dameron Ph.D., Dean

Department Chairs and Program Directors

Behavioral Sciences Department

Virginia V. Wood, Chair

Criminal Justice Department

Susan Ritter, Chair

Fine Arts Department

Sue Zanne Urbis, Chair

Government Department

Charles Chapman, Chair

History Department

William Adams, Chair

Faculty

Behavioral Sciences Department

Diamantina Freeberg 1979

Associate Professor Psychology

1967 B.A., Our Lady of the Lake College-San Antonio

1969 M.A., 1977 Ed.D., University of Tulsa

Mathew Johnson 1999

Assistant Professor Psychology

1991 B.S., Northwest Missouri State University
1993 M.S., Imperia State University
1998 Ph.D., Texas Technical College

Sherry McCullough 1991

Associate Professor Sociology

1965 B.A., 1987 M.S.W., 1991 Ph.D., University of Oklahoma

David Pearson 1997

Professor Sociology

1979 B.A., University of Massachusetts

1981 M.A., 1988 Ph.D., Yale University

Scott Reid 1999

Assistant Professor Sociology

1989 B.A., 1991 M.A., 1999 Ph.D., Kent State University

John P. Ronnau 1999

Professor-Behavioral Sciences

B.S., Kansas State University

M.Ed., Antioch-New England

M.S. W., Ph.D., University of Kansas

Luis Rodriguez-Abad 1995

Associate Professor Sociology

1960 B.A., Wheaton College

1969 Ph.D., Syracuse University

Virginia Voltaggio Wood 1971

Professor Psychology

1966 B.A., Webster University

1971 M.A., St. Mary's University

1992 Ed.D., University of Houston

William Yaworsky 2005

Assistant Professor Anthropology

1985 B.S., Weber State College

1993 M.A., University of Nevada

2002 Ph.D., University of Oklahoma

Antonio N. Zavaleta 1976

Professor Anthropology, Sociology

1969 A.A., Texas Southmost College

1971 B.A., 1973 M.A., 1976 Ph.D., University of Texas at Austin

Criminal Justice Department

Ben Brown 1998

Associate Professor Criminal Justice

1990 B.A., Bellarmine College

1992 M.A., University of Louisville

1995 Ph.D., Kansas State University

Noel Otu 2001

Assistant Professor Criminal Justice

1985 B.A., Chadron State College, Nebraska

1987 M.A., Texas Woman's University

1995 Ph.D., Florida State University

Susan Ritter 1993

Associate Professor Criminal Justice

1980 B.S., Texas Woman's University

1988 M.A., University of Texas at Arlington

1997 Ph.D., Sam Houston State University

Patti Salinas 2004

Assistant Professor Criminal Justice

1977 B.S., Southwest Missouri State University

1980 J.D., University of Missouri-Columbia School of Law

William Wilkinson 1983

Professor Criminal Justice

1964 B.A., North Texas State University

1979 M.A., University of Texas at San Antonio

1985 Ph.D., Sam Houston State University

English and Communication Department

English Faculty

James Allsup 2005

Visiting Associate Professor English

1959 B.A., Baylor University

1960 M.A., Cornell University

1973 Ph.D., University of Minnesota

Teresa Cadena 1973

Associate Professor English

1971 B.A., Pan American College

1974 M.A., 1983 Ed.D., Texas A&I University

Alan P. Church 1999

Associate Professor English

1987 B.A., 1990 M.A., Arizona State University

1996 Ph.D., University of Washington

Charles Dameron 1985

Professor English

1970 B.A., Duke University

1973 M.A., 1984 Ph.D., University of Texas at Austin

Eduardo Del Rio 2002

Assistant Professor English

1983 B.A., 1990 M.A., University of Texas-Pan American

1996 Ph.D., Texas A & M University

Diana Dominguez 2004

Assistant Professor English

1982 B.J., University of Texas at Austin

1993 M.A., University of Texas-Pan American

2004 Ph.D., Texas A&M University

M. Therese McHale Gallegos 1990

Associate Professor English

1976 B.A., State University of New York – Binghamton

1980 M.A., University of New Mexico

1993 Ed.D., Harvard University

José Marcelo Garza 1987

Associate Professor English

1963 B.A., Austin College

1965 M.A., San Francisco State University

1986 Ph.D., University of Iowa

Farhat Iftekharuddin 1990

Professor English

1976 B.A., 1978 M.A., University of Dacca

1989 Ph.D., Oklahoma State University

Noor Islam 1994

Associate Professor English

1989 M.A., 1994 Ph.D., Oklahoma State University

Lawrence Martine Lewis 1981

Professor English

1967 B.A., St. Edward's University

1979 Ph.D., University of Texas at Austin

Javier A. Martinez 2001

Assistant Professor English

1990 B.A., University of Texas at Austin

1993 M.A., University of Texas-Pan American

1998 Ph.D., Ohio State University

Wayne Moore 1976

Professor English

1967 B.A., North Texas State University

1972 M.A., East Texas State University

1984 Ph.D., North Texas State University

Teresa Murden 2001

Assistant Professor English

1993 B.A., Corpus Christi State University

1994 M.A., Texas A&M University-Corpus Christi

1998 Ph.D., Bowling Green State University

John Newman 2004

Assistant Professor English

1986 B.A., 1989 M.S., Western Washington University

2002 Ph.D., University of Warsaw

Lyon Rathbun 2004

Assistant Professor English

1976 B.A., University of California

1981 M.A., San Francisco State University

1994 Ph.D., University of California

Communication Faculty

John Cook 2004

Associate Professor Communication

1974 B.S., 1975 M.A., Louisiana State University

1982 Ph.D., North Texas State University

Juliet V. Garcia 1972

Professor Communication, Linguistics

1970 B.A., 1972 M.A., University of Houston

1976 Ph.D., University of Texas at Austin

Institute for Educational Management, JFK School of Government, Harvard University

Fine Arts Department

Art Faculty

Carlos Gomez 1985

Professor Art

1977 B.F.A., Pan American University

1979 M.F.A., Washington State University

Joan Elliott Price 1993

Associate Professor Art

1984 B.S., 1986 M.A., 1993 M.F.A., 1991 Ph.D., University of Wisconsin-Madison

Nancy Slight 1986

Associate Professor Art

1972 B.A., Glassboro State College

1974 M.Ed., Towson State University

1980 M.F.A., Instituto Allende

Music Faculty

James A. Brownlow 1984

Professor Music

1976 B.M.E., Furman University

1978 M.M., Northwestern University

1994 D.M.A., University of Texas at Austin

Carol McNabb 1999

Assistant Professor Music

1977 B.M., University of North Texas

1981 M.M., University of Louisiana-Monroe

1996 D.M.A., University of Arizona

Michael Quantz 1999

Assistant Professor Music

1980 B.M., 1982 M.M., 1994 D.M.A., University of North Texas

Richard Urbis 1985

Associate Professor Music

1975 B.M., Corpus Christi State University

1977 M.M. 1978 Artist Diploma, The Juilliard School of Music

Sue Zanne Williamson Urbis 1995

Associate Professor Music

1977 B.M.Ed., Sam Houston State University

1981 M.A., Corpus Christi State University

1995 Ph.D., University of Arizona

Government Department

Norman Binder 1973

Professor Government

1969 B.A., University of North Dakota

1971 M.A., 1974 Ph.D., University of Arizona

Andrew Bosworth 2004

Lecturer Government

1984 B.A., University of Michigan

1995 Ph.D., University of Washington

Charles Chapman 1999

Associate Professor Government

1972 B.S., 1974 M.P.A., Southwest Texas University

1979 J.D., 1980 Ph.D., University of Texas at Austin

Adrian S. Petrescu 2004

Assistant Professor Government

1989 M.S., University Politehnica of Bucharest

1993 M.A., National School of Political and Administrative Studies, Bucharest, Romania

2003 Ph.D., University of Pittsburgh

John S. Robey 1996

Professor Government

1963 B.S., 1967 M.A., University of Southern Mississippi

1970 Ph.D., University of Georgia

Angelika Soldan 1999

Assistant Professor Philosophy, Government

1975 M.A., University of Berlin, Germany

1985 Ph.D., Martin Luther University, Halle-Wittenberg, Germany

1990 Ph. D., Humboldt University, Berlin, Germany

History Department

William L. Adams 1989

Professor History

1966 B.A., Central Oklahoma State University

1973 M.A., University of North Dakota

1978 M.A., State University of New York-Binghamton

1975 D.A., University of North Dakota

Thomas A. Britten 2003

Assistant Professor History

1986 B.A., Texas Tech University

1990 M.A., Hardin-Simmons University

1994 Ph.D., Texas Tech University

Gerhard Grytz 2003

Assistant Professor History

1984 B.A., Universitat Augsburg, Germany

1995 M.A., Northern Arizona University

2003 Ph.D., University of Nevada, Las Vegas

Harriett D. Joseph 1976

Professor History

1967 B.A., Southern Methodist University
1971 M.A., 1976 Ph.D., North Texas State University

Milo Kearney 1970

Professor History

1962 B.S., University of Texas at Austin
1966 M.A., 1970 Ph.D., University of California at Berkeley

Philip W. Kendall 1992

Professor History

1957 B.A., De Pauw University
1960 M.A., 1968 Ph.D., Boston University

Anthony K. Knopp 1976

Professor History

1963 B.A., M.A.T., College of St. Thomas
1966 M.A., University of Minnesota
1973 Ph.D., Texas Tech University

Helmut Langerbein 1994

Assistant Professor History

1994 B.A., University of California, Santa Barbara
1996 M.A., California State University, Northridge
1998 M.A., 2000 Ph.D., University of California, Santa Cruz

Manuel F. Medrano 1972

Professor History

1970 B.S., 1971 M.A., Texas A&I University
1985 Ed.D., University of Houston

Robin Robinson 2005

Assistant Professor History

1982 B.B.A., 1997 M.A., University of Texas at Arlington
2002 Ph.D., Arizona State University

James B. Sullivan 1973

Professor History

1967 B.A., 1972 M.A., 1985 Ph.D., University of Houston

Modern Languages Department

Jose M. Davila-Montes 2005

Assistant Professor Spanish, Translation Studies

1998 B.A., M.A., Autonomous University of Barcelona

Lidia Díaz 1996

Associate Professor Spanish

1992 M.A., 1994 Ph.D., University of Pittsburgh

George K. Green 1976

Professor Spanish, Translation Studies

1968 B.A., 1971 M.A., 1974 M. Phil, 1976 Ph.D., Columbia University

Dania C. López García 2005

Assistant Professor Spanish Linguistics, Translation Studies

1998 B.A., University of Texas at Austin
1999 M.A., Stanford University

Lucy García Willis 1973

Professor Spanish

1970 B.A., 1972 M.A., Southwest Texas State University

1988 Ph.D., University of Texas at Austin

College of Science, Mathematics & Technology

Emir José Macari, Ph.D., Dean

Eli Eric Peña, Ph.D., Associate Dean

Department Chairs and Program Directors

Biological Sciences Department

Luis V. Colom, Chair

Chemistry & Environmental Sciences Department

Gene J. Paull, Chair

Computer Sciences/Computer Information Systems Department

Mahmoud K. Quweider, Chair

Mathematics Department

Deloria Nanze-Davis, Chair

Physics & Astronomy Department

Natalia V. Guevara, Chair

Faculty

Biological Sciences Department

James Beale 2004

Assistant Professor Biological Sciences

1989 B.A., Ohio State University

1996 Ph.D., Cornell University

Emilio Garrido-Sanabria 2003

Assistant Professor Biological Sciences

1994 M.D., Instituto Sup. De Ciencias Médicas de Habana, Cuba

1999 Ph.D., Neuroscience, Universidade Federal de Sao Paulo, Brazil

David W. Hicks 2003

Assistant Professor Biological Sciences

1989 B.S., Texas A&M University

1993 M.S., Texas A&M University-Corpus Christi

1999 Ph.D., University of Texas at Arlington

Masako Isokawa 2005

Associate Professor Biological Sciences

1976 B.A., University of Osaka

1978 M.A., University of Osaka

1981 Ph.D., University of Osaka

1984 Ph.D., Rutgers, University of New Jersey

1985 Postdoctoral Fellow, University of California

Michael W. Lehker 2003

Associate Professor Biological Sciences

1986 B.S., University of Texas at El Paso

1991 Ph.D., University of Texas Health Science Center at San Antonio

Lawrence Lof 1975

Director Rancho Del Cielo Biological Sciences

1969 A.A., Texas Southmost College

1971 B.A., University of Texas at Austin

1979 M.S., Pan American University

Genaro Lopez 1976

Professor Biological Sciences

1970 B.S., Texas Tech University

1975 Ph.D., Cornell University

Gerson Peltz 2001

Associate Professor Biological Sciences

1983 M.D., Fundacao Técnico Educacional Sousa Marques, Rio de Janeiro, Brazil

Heather Poetschke-Klug 2003

Assistant Professor Biological Sciences

B.S., University of Texas at Austin

M.P.H., Johns Hopkins University

Ph.D., University of Texas at Austin

Eli Eric Peña 1974

Associate Professor Biological Sciences

1972 B.S., 1974 M.S., Pan American University

1990 Ph.D., University of Texas at Austin

Daniele Provenzano 2003

Assistant Professor Biological Sciences

1992, B.S. University of Texas, Pan American

2000, Ph.D., University of Texas Health Science Center at San Antonio

2001, Postdoctoral, Harvard Medical School

Masoud Zarei 2002

Assistant Professor Biological Sciences

1987 B.S., Incarnate Word College

1994 Ph.D., Baylor College of Medicine

Chemistry & Environmental Sciences Department

Jude Benavides 2004

Assistant Professor Environmental Sciences

1992 University of Notre Dame

2001 M.S., 2004 Ph.D., Rice University

William M. Davis 1998

Associate Professor Chemistry

1993 M.Sc., 1996 Ph.D., University of Guelph

1991 B.Sc., University of Western Ontario

Maria Celia Flores-Feist 1984

Associate Professor Chemistry

1995 Ed.D., Texas Tech University

1983 M.S., Texas A&I University

1980 B.S., Pan American University

Elizabeth Heise 2003

Assistant Professor Geology

1990 B.S., University of California, Los Angeles

2001 Ph.D., Texas A&M University

Arnulfo Mar 1990

Associate Professor Chemistry

1981 B.S., 1987 Ph.D., University of Houston

1977 A.A., Texas Southmost College

Ravi Nandigam 2003

Assistant Professor Geology

1986 B.Sc., 1989 M.Sc., Geology, Osmania University, India

1991 Post-M.Sc. Diploma, Applied Geochemistry, Osmania University, India.

2000 Ph.D., University of Texas at El Paso

Gene J. Paull 1975

Professor Geography, Geology

1967 B.A., Penn State University

1970 M.A., 1976 Ph.D., University of Arizona

Computer Sciences/Computer Information Systems Department

Fitratullah Khan 1992

Professor Computer Sciences

1980 B.S., 1983 M.S., 1987 Ph.D., University of Texas at Arlington

1991 M.S., University of Kansas

Lappoon R. Tang 2004

Assistant Professor Computer Sciences

1995 B.S., 1997 M.S., 2003 Ph.D., University of Texas at Austin

Amjad Zaim 2005

Visiting Assistant Professor Computer Sciences

1991 B.S., Wright State University

1994 M.S., Biomedical Engineering, Wright State University

1995 M.S., Electrical & Computer Engineering, Wright State University

1999 Ph.D. University of Toledo

Engineering Department

William B. Berg 1997

Associate Professor Electrical Engineering

1965 B.E., Stevens Institute of Technology

1989 Ph.D., University of Massachusetts-Lowell

Immanuel Edinbarough 2000

Associate Professor Manufacturing Engineering

1996 Ph.D., 1988 M.S., 1981 B.S., Bharathiar University, India

1984 B.E., Institution of Engineers, India

José G. Martín 1996

Professor Nuclear Engineering

1964 B.S., Mississippi State University

1970 M.S., 1970 Ph.D., University of Wisconsin

Fabio Urbani 2002

Assistant Professor Electronics Engineering

1997 Ph.D., La Sapienza, Rome

1994 BSE, La Sapienza, Rome

Wayne E. Wells 1996

Professor Manufacturing Engineering

1962 B.S., University of Cincinnati

1972 M.B.A., Eastern Michigan University

1986 M.S., 1993 Ph.D., Wayne State University

Mathematics Department

Rogelio Contreras 1974

Associate Professor Mathematics

1969 B.S., 1973 M.A., Texas A&M University-Kingsville

2002 Ph.D., Texas A&M University

Olivia R. Garcia 1981

Associate Professor Mathematics

1976 B.A., Pan American University

1983 M.S., University of New Hampshire

2002 Ph.D., Texas A&M University

Anthony Lerma 1976

Associate Professor Mathematics

1972 B.S., 1974 M.Ed., Southwest Texas State University

1990 Ph.D., University of Texas at Austin

Jerzy Mogilski 1996

Associate Professor Mathematics

1972 Magister-Warsaw University, Poland

1979 Ph.D., Polish Academy of Science

Deloria Nanze-Davis 1988

Associate Professor Mathematics

1976 B.A., Texas Lutheran College

1983 B.B.A., 1977 M.Ed., East Texas State University

1995 Ed.D., University of Houston

Jorge E. Navarro 1995

Associate Professor Mathematics

1969 B.S., Loyola University, Chicago

1972 M.S., 1995 Ph.D., Northeastern University

Tacil Yi 2001

Assistant Professor Mathematics

1988 B.S., M.S., Dankook University Seoul

1994 M.S., University of Illinois, Urbana-Champaign

1997 M.Ed., University of Florida

Paul-Hermann Zieschang 2001

Associate Professor Mathematics

1983 Ph.D., Kiel University

1991 Habilitation, Kiel University

Physics & Astronomy Department

Manuela Campanelli 2001

Associate Professor Physics

1996 Ph.D., University of Bern, Switzerland

Mario C. Diaz 1996

Professor Physics

1984 Licenciado, 1987 Ph.D., University of Córdoba, Argentina

Phillip Dukes 2001

Assistant Professor Physics, Physical Science

1996 Ph.D., Brigham Young University

Roberto Grosso 2005

Visiting Assistant Professor Physics

1990 Ph.D., University of Nuremberg-Erlangen in Germany

Natalia Guevara 1998

Associate Professor/Chair Physics, Physical Science, Biophysics

1989 Ph.D., Moscow State University, Russia

Andreas Hanke 2004

Assistant Professor Biophysics, Nanoscience

1998 Ph.D., University of Wuppertal, Germany

Carlos O. Lousto 2001

Associate Professor Physics, Astronomy

1987 Ph.D., Universidad Nacional de la Plata, Argentina

1991 Ph.D., Universidad de Buenos Aires, Argentina

Soumya Mohanty 2003

Assistant Professor Physics

1997 Ph.D., Inter University Center for Astronomy & Astrophysics, India

Richard Price 2004

Professor Physics

1971 Ph.D., California Institute of Technology

School of Business

Rafael Otero and Mary M. Sullivan, Co-Interim Deans

Department Chairs and Program Directors

Business Administration Department

Rafael Otero, Chair

Business Technology Department

Mary M. Sullivan, Chair

Accounting Technology Program

International Business Program

Mary M. Sullivan, Program Director

Legal Assisting/Paralegal Studies

Pierre Kleff, Program Director

Medical Office Technology

Susan Ebersole, Program Director

Faculty

Accounting Department

Essam Elshafie 2005

Assistant Professor Accounting

1986 B.S., Cairo University, Egypt
1999 M.Acc., Cleveland State University
2005 Ph.D., Kent State University

Dennis S. Ortiz 1998

Associate Master Technical Instructor Accounting

1978 B.S., 1989 M.A., University of Arizona
2000 Ph.D., University of North Texas

Diana Kay Pence 2005

Associate Professor Accounting

1982 B.B.A., 1984 M.B.A., University of Nebraska at Omaha
1996 Ph.D., University of North Texas

Mary Jane Saucedo 1992

Associate Professor Accounting

1981 B.B.A., 1989 M.B.A., Pan American University
1987 C.P.A., State of Texas
1994 M.A.C.C., Texas A&M University-Corpus Christi
2001 Ph.D., Texas A&M University

Business Administration Department

Russell Adams 2001

Lecturer International Business Management

1993 B.S., University of Texas at San Antonio
1997 M.I.M., Thunderbird-American Graduate School of International Management

Edith Galy 1997

Assistant Professor International Business/MIS

1984 B.S., St. Mary's University
1998 M.B.A., University of Texas at Brownsville
2003 Ph.D., University of Texas-Pan American

Gautam Hazarika 2002

Assistant Professor Economics

1989 B.A., St. Stephen's College, University of Delhi
1998 Ph.D., University of Rochester

Kenneth Kury 2005

Visiting Assistant Professor

Charles Lackey 1995

Dean, Graduate Studies

B.A., University of Texas at Arlington
M.S., Baylor University
Ph.D., University of South Carolina

Marco Lara-Gracia 2004

Visiting Professor Supply Chain Management

1987 B.S., ITESM, Tampico, Mexico
1989 M.A., ITESM, Monterrey, Mexico
1999 Ph.D., Purdue University

Steven R. Lovett 2000

Assistant Professor International Business/Management

1985 B.S., Southwest Missouri State University

1986 M.B.A., Arizona State University
1997 Ph.D., University of Texas at Arlington

Rafael Otero 1997

Associate Professor International Business/Economics

1985 A.A., Texas Southmost College
1987 B.B.A., University of Texas-Pan American
1991 M.B.A., University of Texas at San Antonio
1999 Ph.D., University of Texas-Pan American

Pablo Rhi-Perez 1995

Associate Professor Marketing

1968 J.D., Universidad de Nuevo Leon, Mexico
1969 Diploma, Economic Planning, United Nations (CEPAL)
1970 M.B.A., Instituto Tecnológico de Estudios Superiores de Monterrey
1989 Ph.D., University of Texas at Austin

Joseph A. Zavaletta, Jr. 1997

Assistant Professor-Business Law

1979 B.S., University of Texas at Austin
1989 M.A., J.D., Regent University

Business Technology Department

Janna B. Arney 2002

Associate Professor Business Technology

1987 A.A.S., Texas Southmost College
1991 A.S., Columbus State Community College
1992 B.B.A., Ohio State University
1993 M.S., Marshall University
1997 Ph.D., Ohio State University

Irma Saenz Jones 1977

Professor Business Technology

1974 A.A., Texas Southmost College
1977 B.S., 1980 M.B.A., Texas Woman's University
1986 M.S., Corpus Christi State University
1996 Ed.D., University of Houston

Pierre Kleff 2004

Assistant Master Technical Instructor Legal Assisting/Paralegal Studies

1968 B.A., University of Dayton
1973 J.D., Chase College of Law

Maggie Solis 2002

Assistant Master Technical Instructor Accounting Technology

1987 B.B.A., University of Texas-Pan American at Brownsville
2003 M.B.A., University of Texas at Brownsville

Mary M. Sullivan 1971

Associate Professor Business Technology

1966 B.A., 1969 M.A., Stephen F. Austin State University

School of Education

Carl A. Stockton, Ph.D., Dean

Department Chairs and Program Directors

Curriculum and Instruction Department

School of Education

Carl Stockton

Dean, School of Education

Curriculum and Instruction Department

Reynaldo Ramirez Jr., Chair

School Specialties Department

Olivia Rivas, Chair

Child Care and Development

Vacant, Program Director

Teacher Certification

Gayle L. Brogdon, Assistant Dean & Certification Officer

Field Experiences/Student Teaching

Gayle L. Brogdon, Assistant Dean & Certification Officer

Kinesiology Department

Zelma D. Mata, Chair

Alternative Certification Program

Gayle L. Brogdon, Assistant Dean & Certification Officer

Faculty

Curriculum and Instruction Department

Javier Ayala 1991

Associate Professor Reading

1972 B.A., 1977 M.Ed., Pan American University

1984 Ph.D., University of Wisconsin-Madison

Kathy Bussert-Webb 2000

Associate Professor Reading

1984 B.A. Indiana University

1989 M.A., 1997 Ph.D. Indiana University

Joseph R. Corbeil 1998

Assistant Professor Educational Technology

1982 B.S., University of Texas-Pan American

1997 M.Ed., University of Texas at Brownsville

2003 Ed.D., University of Houston

David Freeman 2005

Professor Language Arts/Literacy

1966 B.A., Dartmouth College

1967 M.A., Stanford University

1982 M.A., 1987 Ph.D., University of Arizona

Yvonne S. Freeman 2005

Professor Bilingual/Dual Language

1966 B.A., University of California-Santa Barbara

1967 M.A., Stanford University

1984 M.A., 1987 Ph.D., University of Arizona

Verónica Galván-Carlan 1999

Assistant Professor Early Childhood Education

1975 B.S., 1980 M.Ed., University of Texas at Pan American

2000 Ed.D., University of Houston

Jaime H. Garcia 1998

Associate Professor Curriculum & Instruction

1980 B.A., San Jose State University

1990 M.Ed., University of Texas at Austin

1995 Ph.D, University of Georgia

Richard Gomez, Jr. 2005

Associate Professor Bilingual Education/ESL

1985 B.A., Pan American University

1989 M.A., University of Texas-Pan American

1994 Ph.D., Texas A&M University

Bobbette M. Morgan 2000

Associate Professor Secondary Education

1972 B.S., Ferris State University

1981 M.A., Central Michigan University

1987 Ed.D., University of Southern California

Julio Noboa 2004

Assistant Professor Curriculum and Instruction

1974 B.A., University of Illinois

1981 M.A., Northwestern University

2003 Ph.D., University of Texas at Austin

Cheng-Chang “Sam” Pan 2004

Assistant Professor Educational Technology

1995 B.Ed., National Changhua University of Education

2000 M.A., University of Central Florida

2003 Ph.D., University of Central Florida

Paula Parson 1985

Professor Reading

1966 B.A., Central Washington University

1982 M.Ed., Pan American University

1992 Ph.D., University of Texas at Austin

Sylvia C. Peña 1996

Professor/Houston Endowed Chair for Education Bilingual Education

1963 B.A., Texas A&I University

1970 M.A., 1976 Ed.D., University of Houston

Reynaldo Ramirez, Jr. 1996

Associate Professor/Chair Secondary and Science Education

1973 B.S., 1986 M.S., Pan American University

1996 Ed.D., University of Houston

Alma Rodriguez 2004

Assistant Professor English as a Second Language

1995 B.A., 1997 M.Ed., University of Texas at Brownsville

2003 Ph.D., University of Houston

Graciela P. Rosenberg 1981

Professor Bilingual Education

1970 B.A., Goddard College
1972 M.A., Middlebury College
1976 M.A., University of Vermont
1981 Ed.D., Texas A&I University

Renee Rubin 1998

Assistant Professor Reading

1976 B.J., University of Missouri
1986 M.A., New Mexico State University
2003 Ed.D., University of Houston

Carl Stockton 2002

Dean, School of Education

B.S., M.A., University of Florida
Ph.D., University of Tennessee

John A. Sutterby 2001

Assistant Professor Early Childhood Education

1989 B.S., 1996 M.Ed., 2002 Ph.D., University of Texas at Austin

James Telese 1995

Associate Professor Secondary & Mathematics Education

1982 B.S., Texas A&M University
M.S., Corpus Christi State University
1994 Ph.D., Texas A&M University
School Specialties Department

Michelle Abrego 1991

Assistant Professor Educational Administration

1981 B.S. Michigan State University
1982 M.A. Michigan State University
1990 M.Ed. Texas A&M University-Corpus Christi
1996 Ed.D. University of Texas at Austin

Steven Chamberlain 1999

Associate Professor Special Education

1985 B.A., 1989 M.Ed., 1999 Ph.D., University of Texas at Austin

Mary Grace Curtis 1994

Associate Professor Special Education

1978 B.S., 1980 M.A., Southern Illinois University
1993 Ph.D., University of Illinois

Georgianna Duarte 1994

Professor-Early Childhood

1980 B.S., Georgia State University
1982 M.Ed., Edinboro State University
1986 Ph.D., Pennsylvania State University

School of Health Sciences

Eldon L. Nelson, Ph.D., Dean

Academic Department Chairs and Program Directors

Nursing Department

Katherine Dougherty, Chair

Registered Nurse Programs

Master of Science in Nursing

Eloisa G. Tamez, Program Director

Bachelor of Science in Nursing

Katherine Dougherty, Program Director

Associate Degree Nursing

Faculty

Nursing Department

Margie Chavez, R.N., CNS-CH 1994

Associate Professor Master of Science in Nursing

1993 B.S.N., 1993 M.S.N., University of Texas Health Science Center at San Antonio

2000 Ed.D., NOVA Southeastern

Katherine B. Dougherty, R.N. 1993

Associate Professor Bachelor of Science in Nursing

1957 B.S.N., College of Mount St. Vincent

1978 M.S., University of Scranton

1993 M.S.N., University of Texas Health Science Center at San Antonio

1995 Ed.D., University of Houston

Eloisa G. Tamez, R.N., FAAN 2004

Assistant Professor Master of Science in Nursing

1956 Nursing Diploma, St. Mary's School of Nursing, Galveston

1968 B.S.N., Incarnate Word College

1973 M.S.N., University of Texas at San Antonio

1985 Ph.D., University of Texas at Austin

Ava S. Miller, R.N., HNC 1995

Associate Professor Bachelor of Science in Nursing