

2013

## **UTB/TSC Graduate Catalog 2013-2015**

University of Texas at Brownsville

Texas Southmost College

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

---

### **Recommended Citation**

University Course Catalogs (Brownsville), UTRGV Digital Library, The University of Texas - Rio Grande Valley. Accessed via <https://scholarworks.utrgv.edu/brownsvillelegacycatalogs>

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](mailto:justin.white@utrgv.edu), [william.flores01@utrgv.edu](mailto:william.flores01@utrgv.edu).



The University of Texas at Brownsville  
GRADUATE CATALOG  
2013-2015

# The University of Texas at Brownsville

## 2013-2015 Graduate Catalog

### Accreditation and Memberships

The University of Texas at Brownsville is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award certificates and associate, baccalaureate, masters and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of Texas at Brownsville. In addition, the university holds membership in the following organizations:

American Association of Colleges for Teacher Education

American Association of Collegiate Schools of Business

American Association of State Colleges and Universities

American Council on Education

Association of American Colleges

Association of Collegiate Business Schools and Programs

Association of Texas Colleges and Universities

Association of Texas Graduate Schools

Council for Accreditation of Counseling and Related Educational Programs

Council of Graduate Schools

Hispanic Association of Colleges and Universities

National Association of Graduate Admissions Professionals

National League for Nursing Accrediting Commission

NAFSA: Association of International Educators

National Association of Schools of Music

Texas Alternative Certification Association

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

## Catalog Disclaimer

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, 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.

For updates to this catalog, go to [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

## 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 The University of Texas at Brownsville, 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.

# Table of Contents

Accreditations and Memberships.....	2
The University of Texas at Brownsville	
Goals of the Graduate Program.....	6
Purpose and Limitations.....	6
Program Organization and Administration.....	6
The Graduate Committee.....	6
Overview	
General Information.....	7
The Mission.....	7
The Philosophy.....	8
Masters Degrees.....	8
The University of Texas System	
Board of Regents and System Officers.....	10
The University of Texas at Brownsville	
Administrative Officers.....	11
Graduate Admissions Information	
Admissions Procedures.....	13
Admissions Requirements.....	14
International Students.....	15
Tuition and Fees	
Financial Responsibility.....	19
Tuition and Required Fees.....	22
Other Fees and Deposits.....	23
Refund Policy.....	25
Student Services and Financial Aid	
Career Services and Placement.....	27
<b>The Collegian</b> .....	27
Dean of Students.....	27
Disability Services.....	28
Student Health Services.....	28
<b>Student Life</b> .....	29
Student Success <b>Center</b> .....	29
<b>Student Media</b> .....	29
Student Financial Assistance.....	30
<b>Veteran’s Benefits</b> .....	37
Student Official Policy Statements.....	39
Graduate School Academic Regulations and Information.....	50
Academic Probation and Suspension.....	50
Admission to Degree Candidacy.....	50
Auditing Policy.....	51
Catalog Applicability and Time Limits.....	51
Comprehensive Examinations.....	51
Classification of Students.....	52
Course Load.....	52
Course Numbers.....	52
Financial Aid/Scholarships/ Graduate Assistantship.....	53
Fresh Start.....	53

Grade Changes.....53

Grading System.....53

Graduate Credit for Seniors.....55

Graduation Requirements.....55

Grievances-Grade Appeals.....55

Grievances-Other than Grade Appeals.....55

On-line and Distance Education

  Degree Programs.....56

  Program of Study.....56

  Repetition of Courses.....56

  Residence Requirements.....57

**Second Master’s Degree.....57**

  Semester Credit Hour.....57

  Student Discipline.....57

  Student Travel Policy.....58

  Student Work and Class Attendance.....60

  Thesis.....60

  Transfer of Credit Policy.....61

  Unauthorized Distribution of Copyrighted Material.....62

  Withdrawing from Classes.....62

Schools and Colleges

  College of Liberal Arts.....63

  College of Science, Mathematics and  
  Technology.....113

  School of Business.....154

  College of Education.....171

  College of Biomedical Sciences and Health Professions.....238

  Graduate Faculty.....245

# 2013-2015 Graduate Catalog

## 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 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://www.utb.edu/graduatestudies>.

## 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.

# The University of Texas at Brownsville

## *Overview*

### *General Information*

The University of Texas at Brownsville has been a member of The University of Texas System since 1991. The University serves more than 7,400 students at its campus located in Brownsville, Texas. The University offers a wide range of courses from Associate and Baccalaureate degrees to graduate classes and continuing education.

### *The Mission*

The mission of The University of Texas at Brownsville (UTB) Partnership is to provide accessible, affordable, postsecondary education of high quality, to conduct research which expands knowledge and to present programs of workforce training and continuing education, public service, and cultural value. The partnership combines the strengths of the community college and those of a university by increasing student access and eliminating inter-institutional barriers while fulfilling the distinctive responsibilities of each type of institution.

The University of Texas at Brownsville offers Certificates, and Associate, Baccalaureate, and Graduate degrees in liberal arts, the sciences, and professional programs designed to meet student demand as well as regional, national, and international needs.

UTB places excellence in learning and teaching at the core of its commitments. It seeks to help students at all levels develop the skills of critical thinking, quantitative analysis, and effective communications which will sustain lifelong learning. It seeks to be a community university which respects the dignity of each learner and addresses the needs of the entire community.

UTB advances economic and social development, enhances the quality of life, fosters respect for the environment, provides for personal enrichment, and expands knowledge through programs of research, service, continuing education and training. It convenes the cultures of its community, fosters an appreciation of the unique heritage of the Lower Rio Grande Valley and encourages the development and application of bilingual abilities in its students. It provides academic leadership to the intellectual, cultural, social and economic life of the bi-national urban region it serves.



## *The Philosophy*

UTB is committed to excellence. It is dedicated to stewardship, service, openness, accessibility, efficiency, and citizenship. UTB is committed to students, participatory governance, liberal education, the expansion of the application of knowledge, human dignity, the convening of cultures and respect for the environment.

## *Masters Degrees*

### College of Liberal Arts

#### *Master of Arts*

English

History

Psychology

Spanish

Spanish Translation and Interpreting

#### *Master of Arts in Interdisciplinary Studies*

English

Government

History

Music

Sociology

Spanish

#### *Master of Public Policy and Management*

#### *Master of Music in Music Education*

### College of Science, Mathematics, and Technology

#### *Master of Science*

Biology

Computer Science

Mathematics

Physics

#### *Master of Science in Interdisciplinary Studies*

Biology

Computer Science

College of Business

*Master of Business Administration*

*Master of Business Administration-Online*

*Master of Business Administration-Master of Public Health (cooperative with University of Texas School of Public Health)*

College of Education

*Master of Education*

Bilingual Education

Counseling & Guidance

Curriculum and Instruction

Early Childhood Education

Educational Leadership

Educational Technology

Special Education

*Master of Science*

Exercise Science

College of Biomedical Sciences and Health Professions

*Master of Science in Nursing*

*Doctoral Degrees*

College of Education

*Ed. D. in Curriculum and Instruction*

College of Science, Mathematics, and Technology

*Ph.D. in Physics Cooperative between UTSA and UTB*

*Certificates*

College of Liberal Arts

*Graduate Certificate in Spanish Translation*

*Graduate Certificate in Court Interpreting*

*Graduate Certificate in History*

College of Education

*E-Learning Certificate*

*Master Teacher Technology*

*Master Reading Teacher Certificate*

The University of Texas System  
*Board of Regents and System Officers*

Regent, Title, Hometown Term Expires

Wm. Eugene Powell, Chairman, San Antonio 2015

Paul Foster, Vice Chairman, El Paso, 2013

R. Steven Hicks, Vice Chairman, Austin 2015

James D. Dannenbaum, Vice Chairman, Houston 2013

Printice L. Gary, Dallas 2013

Robert Stillwell, Houston, 2015

Alex M. Cranberg, Austin, 2017

Wallace L. Hall, Jr., Dallas, 2017

Brenda Pejovich, Dallas, 2017

Ashley M. Purgason, Student Regent, 2013

Francie A. Frederick, General Counsel

# The University of Texas at Brownsville

## *Administrative Officers*

Dr. Juliet V. García, President

Dr. Alan F. J. Artibise, Provost and Vice President of Academic Affairs

### *Vice Presidents*

Mr. Irvine Downing, Vice President for Economic Development and Community Services and Interim VP for Institutional Advancement

Ms. Rosemary Martinez, Vice President for Business Affairs

Dr. Clair Goldsmith, Vice President for Information Technology and Chief Information Officer

Dr. Hilda Silva, Vice President for Student Affairs

Dr. Luis Colom, Vice President for Research

Dr. Marilyn Woods, Chief of Staff

### *College and School Deans*

Dr. Javier Martinez, Dean, College of Liberal Arts

Dr. Mikhail M. Bouniaev, Dean, College of Science, Mathematics, and Technology

Dr. Luis Colom, Dean, College of Biomedical Sciences and Health Professions

Dr. Mark Kroll, Dean, School of Business

Dr. Miguel Angel Escotet, Dean, College of Education

### *Other Deans*

Dr. Charles Lackey, Dean, Graduate Studies

### *Assistant/Associate Vice Presidents*

Mr. Doug Arney, Associate VP, Business Affairs for Compliance

Dr. Janna Arney, Associate Provost for Faculty and Academic Affairs

Ms. Ethel Cantu, Associate VP, Academic Affairs

Ben Reyna, Special Assistant to the Provost for Governmental Relations

Dr. Sylvia Leal, VP for Enrollment Services

Ms. Angela McCauley, Assistant to the President for Communications

Veronica Mendez, Associate VP for Facilities and Planning

### *Graduate Committee Members*

Dr. Joseph Romano, College of Science, Math & Technology

Dr. Bernardo de la Garza, College of Liberal Arts

Dr. Terry Overton, College of Education

Vacant, College of Biomedical Sciences and Health Professions

Dr. Clara Downey, School of Business

*Administration*

Dr. Charles Lackey, Dean, Graduate Studies

## Graduate Admissions Information

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.

Students who withdraw from or defer admission to the institution to perform active military service in a combative operation will be readmitted to their program, previously earned coursework will be applied toward the program, and any standardized test score previously submitted will be accepted. [Texas Education Code, Section 51.844.](#)

### *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 non-refundable application fee. Students can apply by visiting [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies) or [www.applytexas.org/](http://www.applytexas.org/)
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 applies to former students who have been out of UTB for more than a year. Students may also be required to complete the "Core Residency Questionnaire" as required by 19 [Texas Administrative Code](#) §21.21, et seq.**

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. A minimum undergraduate GPA of 2.5 is required for conditional admission or non-degree.
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. The GRE may be **waived for those with an earned master's degree** with approval from the Dean of Graduate Studies
4. Application Essay: A satisfactory application essay stating your educational objectives and identifying positive indicators for admission. The minimum requirement for the length of the essay is 500 words (or more depending on the requirements of the program).
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 will be considered for admission. 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 twelve 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 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 or who left their last institution on probation may be readmitted on probation.

A student who withdraws from the university to perform active military service (not including Texas National Guard training exercises) will not have to reapply for admission but will be readmitted upon a request made within one year of being released from active military services and may be eligible for the **same financial assistance provided before the student's withdrawal. This right is granted under §51.9242 Texas Education Code.**

#### *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. 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 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 undergraduate and graduate transcripts must be officially translated. Information on these services is available at the Office of Graduate Studies, University Boulevard Classroom Building 1.202. 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 students for whom English is not the mother tongue must take the Test of English as a Foreign Language (TOEFL) and submit the official score. 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 or a 77 on the Internet Based Test (IBT). 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.
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 from the Office of Global Engagement (only after being admitted unconditionally). To obtain the I-20 form, you must submit the following:
  - o A tentative Program of Study from the academic department
  - o An affidavit of financial support
  - o Proof of economic solvency (i.e. bank statement or bank letter)

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

4. **It is the student's responsibility to obtain the student visa at the nearest U.S. Embassy or Consulate.**
5. Upon arrival at UTB, international students must present immigration documents to the Office of Global Engagement in Lightner, 104 prior to registration and attend the mandatory International Student Orientation.
6. All international students must be covered with medical insurance. Mexican nationals are exempt from this requirement excluding those on J-1 visas. All international students holding non-immigrant 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.  
A waiver from this fee may be obtained by providing proof of an acceptable alternate insurance to the International Student Advisor at the Office of Global Engagement. Proof of insurance with coverage of at least:
  - o \$50,000 benefits per accident or illness (including maternity)

- Deductible amount not to exceed \$500 annually
- \$7,500 for repatriation of remains in case of death
- **Expense associated with medical evacuation to visitor's home country in the amount of \$10,000**

These documents must be written in English and monetary units expressed in U.S. dollars. If the required medical evacuation and repatriation coverage are not included, these may be purchased separately. For information, contact the International Student, Advisor in the Office of Global Engagement located in Lightner 104.

#### Residency Classifications:

In accordance with statutes and Texas Higher Education Coordinating Board rules and regulations, prospective graduate students are classified as residents of Texas, nonresidents, or foreign students.

Resident students are defined as persons or dependents of parents who were domiciled in Texas not less than 12 months before the census date of the academic semester in which the person enrolls in an institution, and maintained a residence continuously in Texas for the 12 months immediately preceding the census date of the academic semester in which the person enrolls in an institution. Also a person who (1) graduated from a Texas high school or received a GED, (2) continuously resided in Texas for thirty-six months immediately before the date of graduation or receipt of the diploma equivalent; and (3) resided in Texas for the 12 months preceding the census date may be classified as a resident student.

- 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 may also be classified as a resident student.
- 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, for resident tuition rates and other charges while continuing to be classified as a nonresident or a foreign student. Continued receipt of a tuition and fee exemption and/or waiver is conditioned on maintaining the designated minimum GPA necessary to meet Graduate Satisfactory Academic Progress Standards.

Categories of such exceptions may include:

#### In-State Tuition for Nonresidents Summary

- Border County Waiver
- College Faculty and their Dependents

- Competitive Scholarship Waiver
- Dual Medical/Philosophy Degree Waiver (Biomedical Research Scholarship Student Waiver) (Health Institutions)
- Economic Development and Diversification Waiver
- Good Neighbor Scholarship Program
- Foreign Service Officers Stationed in Mexico Attending Public Institutions of Higher Education in Texas waiver
- Mexican Citizens with Financial Need-Border County Waiver (UTB, UTEP and UTPA)
- Mexican Citizens with Financial Need-Border Nations Waiver
- Military: After Assignment in Texas
- Military: Assigned to Duty in Texas
- Military: Honorably Discharged, Separated, or Retired Veterans who Move to Texas
- Military: Member, Spouse or Child who Remains Continuously Enrolled in Higher Education in Texas
- Military: NATO Forces
- Military: Spouse and Dependents Who Previously Lived in Texas
- Military: Survivors
- Military: Veterans, Service Members, Their Spouses and Dependents (if veteran is eligible for federal veteran educational benefits)
- Nonresidents Enrolled in Texas Public Universities Located within 100 Miles of the Texas Border Waiver
- Olympic athletes attending The University of Texas at Brownsville
- Out-of-State Military: If Family Intent is to Make Texas Home
- Registered Nurses Enrolled in Postgraduate Nursing Degree Programs Waiver
- Research Assistants and Teaching Assistants Waiver
- Students from Mexico Enrolled in Graduate Degree Programs in Public Health Waiver (UTB, UTEP and UTPA)

Additional 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

Tuition and fees are subject to change by the Texas Legislature and The University of Texas System Board of Regents and become effective in accordance with state statute and decisions of the Regents. The Texas Legislature does not set the specific amount for any particular student fee. The student fees assessed are authorized by state statute; however, the specific fee amounts and the determination to increase fees are made by the university administration and The University of Texas System Board of Regents.

## *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 by contacting the Accounting and Finance 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 Accounting and Finance 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, Discover, and American Express

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  
Business Office  
P.O. Box 3640  
Brownsville, TX 78520-3640

When a check is returned by the bank, 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 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, Master Card, Discover and American Express payment information may be faxed to the Accounting and Finance 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 is the information required in order to process payment. Forms are available at the Accounting and Finance Office for this information.

- **Student's name, Student's ID#, Type of Credit Card, Credit Card #, Expiration Date; Printed name of credit card holder, a telephone number, 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, 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 three 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 requires 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.

#### ELIGIBILITY CRITERIA

To qualify for an Installment Payment Plan, a person must:

- be a current student of UTB
- be free of any outstanding financial balance with UTB
- be registered for a minimum of three credit hours, and
- have a minimum cumulative GPA of 2.0 and a minimum completion rate of 70 percent or higher.

The completion rate is determined by dividing number of semester credit hours (SCH) completed by the number of semester credit hours attempted. For example: A student completes 21 SCHs of the 24 SCHs attempted ( $21/24 = .875$ ). The completion rate for this student is 87.5%

## TO APPLY

Students can complete the Installment Payment Plan Application process online by logging in to [UTB Online](#).

### *Instructions:*

1. Log in to [UTB Online](#) using your User Id and Password
2. Click on *Students* and then click on *Installment Loan Application*
3. Fill out the application and press *Submit*.
4. Complete and sign an Installment Payment Plan Promissory Note
5. Pay a non-refundable Installment Payment Plan fee of \$22.50, and
6. Pay 50 percent of the total tuition and fees due for the semester before the payment deadline.

The remaining 50 percent will be divided into two equal payments due 30 and 60 days from the first day of classes.

If you wish to verify your completion rate and grade point average, click on *Satisfactory Academic Progress (SAP)*.

### Important Information

- If a student selects the Installment Payment Plan and then drops below the required three credit hours, the balance of tuition and fees becomes due in full.
- If a student selects the Installment Payment Plan, and adds additional classes during the Add/Drop Period, the plan will not be adjusted to accommodate the tuition and fees for the added courses.
- Payments made after the Installment Payment Plan Due Date are subject to a late fee of \$5.00 and \$25.00 reinstatement fee.
- Students who fail to pay their Installment Payment Plan balance in full, including any late charges, are subject to the following actions at the discretion of the University:
  - Prevent from re-admission to the institution
  - Withholding of grades, degrees and official transcripts
  - All penalties and actions authorized by law
- The Installment Payment Plan is subject to change without notice or obligation in keeping with the policies and actions of The University of Texas System Board of Regents and in conforming to the laws of the State of Texas.

Reinstatement: Late installments will be accepted after the first three class days of the class week intended above, but a nonreturnable 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.

### *Cost of Attendance*

The Cost of Attendance (COA) is an estimate of what it costs the typical student to attend UTB for a given period of time, and includes the following components: tuition and fees, books and supplies, room and board, transportation, and personal and miscellaneous expenses.

Standardized costs of attendance are established each year and are applied to applicants in similar situations. This means that students with similar circumstances will receive the same allowances for each component included in the cost of attendance. Students may request a cost of attendance evaluation by providing current documentation of expenses with a written explanation of unusual circumstances to the UTB Financial Aid Office.

For an academic year, the most common costs of attendance at UTB can be found at <http://www.utb.edu/em/fa/Pages/CostofAttendance.aspx>

### *Tuition and Required Fees*

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

Tuition .....	\$191.39 per semester credit hour
Student Service Fee	\$12.00 per semester credit hour up to a maximum of \$150.00 per regular semester
Records Fee .....	\$10.00 per student per semester
Student Union Fee .....	\$45.30 per semester
Advising Fee .....	Graduates \$25.00 per student per semester
Library Fee .....	\$5.00 per semester credit hour
International Education Fee .....	\$2.00 per semester
Medical Services Fee .....	\$24.20 per semester
Student Recreation Fee .....	\$79.00 per semester
Athletic Fee .....	\$5.00 per hour
Technology Fee .....	\$ 45.00 base plus \$ 12.00 per semester credit hour

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 \$2,289.01 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.*

UTOC Distance education courses offered via the University of Texas Online Consortium will be billed to the student in accordance with the course tuition and fees charged by each UT System campus varies and is based on residency status. As a result, the cost of taking a course will vary depending on which campus offers that course. Each campus will bill you directly for the courses you take. Specific information about costs for academic courses can be found on the campus webpages below.

### *Notification of Tuition Bill*

The university will notify students on their tuition bill, tuition receipt, or an e-mail in connection with tuition charges, of the amount of their tuition payment that is required to be set aside to provide financial assistance for students enrolled at the university, in accordance with Texas Education Code, §56.014.

### *Other Fees and Deposits*

Add/Drop Fee..... \$5.00

Auditing Fee..... \$50.00

If class auditing is permitted, this nonrefundable fee will be charged per class audited.

Copy/Print Card Fee ..... \$10.00

Fee for a copy/print card for \$10 for 250 copies/prints from any computer designated for student use; additional copies/prints at .05 cents

#### Distance Learning Fee

Web-based Fee ..... \$25.00 per semester credit hour

Interactive Video Fee..... \$25.00 per semester credit hour

Foreign Insurance Fee per semester ..... \$462.00

(Fee subject to change without notice)

General Deposit ..... \$10.00

All Upper Division, UTB Undergraduate and Graduate students must make a General Deposit to help offset the cost of property loss or damage and any other amounts owed to the university. Applications for refunds will be processed at the Accounting and Finance Office. Money will remain on account until such time as the student graduates or officially withdraws from UTB. 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 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

Laboratory Fee (Courses listed below) \$20.00



5170	Laboratory Topics in Biology	
6303	Evolutionary Ecology	
6306	Field Botany	
Late Payment Charges	.....	\$5.00
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 damage and cost of repair or replacement.

Reinstatement Charge	.....	\$25.00
Returned Check Charge	.....	\$25.00

This nonrefundable charge will be assessed to students for each returned check. UTB 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.

College 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	.....	\$.82
(Fee subject to change without notice)		

Testing Fees (are subject to change without notice)

GRE	.....	\$160.00
TOEFL	.....	\$160.00

Thesis Binding Fee	.....	\$16.00 per copy
--------------------	-------	------------------

**Five copies of a Master’s Thesis must be bound and presented to UTB. The exact cost depends on the length of the thesis.**

Transcript Fee (official)	.....	\$5.00
---------------------------	-------	--------

Vehicle Registration and Operation Permit	.....	\$20.00
---	-------	---------

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. To park on the Fort Brown Campus, students must purchase a semester or academic-year parking permit. Campus police enforce the Texas vehicle inspection laws for vehicles parking or driving on the Fort Brown Campus ([Texas Education Code](#), § 51.207). For further information, visit the Campus Police website or call the Campus Police dispatcher.

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 Section 681.001 (2) and 504.202, Texas Transportation Code.*

## *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 class day of the semester .....	80%
After the first class day of the semester .....	None

### Summer Session

Prior to the first class day of the semester .....	100%
During the first, .....	80%
During the second class day.....	50%
After the second 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 two class days of the semester .....	100%
---	------

After the second 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, the Accounting and Finance Office must be consulted for the refund schedule.

## Student Services and Financial Aid

### *Career Services and Placement*

Student Services Center

(956) 882-JOBS (5627)

[www.utb.edu/sa/careerservices](http://www.utb.edu/sa/careerservices)

Career Services provides students and recent graduates with assistance in writing a cover letter and resume, job interview strategies, and ultimately with job search and placement. The office assists students in seeking employment before, or after graduation; Career Services does this by offering workshops, in-classroom presentations, career and employment fairs, individual appointments, on-campus interviews and other networking opportunities.

UTB Career Services has partnered with MyEdu.com to help students plan their college careers and connect them with employers for internships and job opportunities. MyEdu.com helps employers understand the soft skills that students gain during college and allows them to connect with students early on in their schooling to let them know what skills and courses they are looking for. Students will build a profile that features their accomplishments; it highlights coursework, talents, personal experiences and group projects and allows them to visually tell their stories.

### *The Collegian*

Student Union

(956)882-5143

[www.utbcollegian.com](http://www.utbcollegian.com)

Student Media provides an outlet for student expression and a forum for the exchange of ideas through The Collegian newspaper, The Collegian Online, "The Collegian News" webcast and the Internet-based UTB Radio. These mediums strive to include fair, complete, balanced and accurate coverage of events impacting the university campus, with emphasis on matters that most directly affect students.

### **Dean of Students' Office**

Student Services Center

(956) 882-5141

[www.utb.edu/sa/dos](http://www.utb.edu/sa/dos)

A primary objective of the Dean of Students' Office is to serve the needs of students and address their concerns. Students may present academic and non-academic issues and grievances at any time. The Dean of Students also oversees a number of departments that offer services and programs that are aimed at encouraging students to have the most enriching college experience possible.

## *Disability Services*

Lightner Student Center 101•

(956) 882-7374

Fax: (956) 882-7961

[www.utb.edu/ability](http://www.utb.edu/ability)

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation ACT of 1973, individuals with disabilities have certain rights and may be eligible for accommodations at colleges and universities. At UTB, students with disabilities may request assistance through Disability Services.

Students are encouraged to contact Disability Services whether or not they have documentation of a disability on hand. If eligible, students will be given an accommodation letter for notifying their professors of the services for which they qualify. Student must request services each semester, as needed.

Disabled parking permits may be obtained at the Campus Police Department. A state-issued disable person placard or license plate is required. This catalog is available in alternate formats upon request. For information, contact Disability Services.

### Off-Campus and Online students with Disabilities

The procedures outlined above also apply to students taking UTB courses online or at extension sites. Students may first contact the office by phone or e-mail. Students in the Brownsville – Harlingen area should plan to visit the office personally if possible.

Although circumstances vary, Disability Services usually confirms the accommodation(s) with an e-mail or letter to the student and/or instructor(s).

Disability Services is open 8 a.m.-5 p.m. Central Time Monday through Friday.

## *Student Health Services*

Cortez Hall, Room 237

(956) 882-3896 or (956) 882-8951

[www.utb.edu/sa/shs](http://www.utb.edu/sa/shs)

The Student Health Services welcomes the opportunity to serve students in achieving their career goals through the provision of services that address their medical, emotional and social needs.

- Medical services and preventive health care is offered and provided to all registered students: physical examinations, medical visits, immunizations, testing for sexually transmitted diseases, gynecological examinations and pap smears, birth **control, men's health.**
- Counseling and Psychiatric Services: problems with adjustment to college life or personal concerns, such as, relationships/family problems; domestic violence; depression; anxiety, stress; eating disorders; alcohol and substance abuse; post-traumatic stress disorders; self-esteem; suicidal ideations; other psychological or emotional discomforts; and, medication evaluations for psychiatric problems.

- Social Services: assistance with processing eligibility for Medicaid, Food Stamps and Temporary Aid to Needy Families.

Many of the services are included in the medical service fee that students pay upon registration. Privacy is ensured. All visits and sessions are confidential within the clinic and not added to the student's college record. Information is not shared with professors, family or any other persons unless the student provides a written informed consent. Location: Cortez Hall, Room 237 Telephone: (956) 882-8951 or (956) 882-3896

### *Student Life*

Student Union

(956) 882-5138

[www.utb.edu/sa/stuact](http://www.utb.edu/sa/stuact)

Student Life provides student services and activities for undergraduate and graduate students. Programs, services and activities enhance student learning and personal development. The Student Life department coordinates on campus activities, develops student organizations, provides mentoring and support programs, and creates opportunities for leadership development through various programs. A list of activities and workshops are always available on the Student Life website.

### *Student Success Center*

MRCN Annex 103

(956) 882-8292

[www.utb.edu/sa/studentssuccess](http://www.utb.edu/sa/studentssuccess)

The Student Success Center (SSC) has a committed team to help students be successful in their educational pursuits and committed to empowering students to reach their full potential. Through proactive and intentional services, such as career counseling, academic success workshops and small-scale activities, we offer opportunities for students to develop as reflective learners and envision their academic accomplishments. Our workshops as well as our career counseling services are designed to serve the entire student population, including graduate students. Our career counselors are available to meet with graduate students interested in discussing their choice of major, as well as to discuss related career plans.

Information on all majors and degrees with regards to related areas of the work world, typical employers, job outlook and even professional associations is available. Our career library also offers a wide range of books, handouts and brochures addressing all occupational areas including six computers available for career planning and job search needs. We are open Monday through Friday, 8:00 a.m. to 5:00 p.m.

### *Student Media*

[www.utb.edu/social](http://www.utb.edu/social)

The Division of Student affairs continues to stay current with today's technological advances of student

outreach. Each department has social media connections to keep students up to date on events, workshops and any information that is important news on campus. For a full list of all of the UTB social media links, please go to [www.utb.edu/social](http://www.utb.edu/social).

## *Student Financial Assistance*

**Tandy Hall #206 • 882-8277**

The Financial Aid Office must monitor the progress of the student toward the completion of a certificate or degree in order to meet federal and state guidelines governing the administration of student financial assistance. Students subject to selective service registration will be required to file a statement that the student has registered or is exempt from selective service registration in order to be eligible to apply for federal financial aid or aid funded by State revenue. A student who fails to achieve minimum standards for completion of classes or grade point average, or falls behind in degree progression, may lose eligibility for all types of federal, state, and institutional aid administered by the Financial Aid Office, including tuition and fee exemptions and waivers.

The Graduate Satisfactory Academic Progress (SAP) Standards for Financial Aid (FA) include quantitative and qualitative measures and are applied to financial aid recipients at the end of each Fall and Spring semester. Students applying for financial aid are also subject to the standards at point of financial aid application and/or prior to financial aid disbursement.

The standards used for measuring GR Satisfactory Academic Progress are:

- Quantitative: Completion Rate
- Quantitative: Maximum Attempted Credits
- Qualitative: Cumulative GPA

The evaluation includes all graduate credits attempted during any period of credit-hour enrollment offered at UTB, including mini sessions and summer terms, and all accepted transfer credits, even for courses taken during periods when the student was not receiving financial aid and periods of dual enrollment.

Courses with grades of A, B, C, D, P, S and CR are considered as attempted and earned credit hours. Courses with grades of F, U, W, WC, WF, WM, WP, NR, DF, DP, and DR are considered as credit hours attempted, but not earned. Incomplete courses (with grade of I) are considered as attempted hours until a final grade is posted. Students are required to request a re-evaluation by the Financial Aid Office, after successful completion of an incomplete course. Repeated course hours (designated as R) are included as attempted hours, but excluded from earned hours, regardless of course grade. Withdrawn courses are considered attempted credits, but are excluded from earned credits, regardless of reason for withdrawal.

Students failing either the quantitative or qualitative measures are placed on Financial Aid Probation or Suspension as appropriate.

### Quantitative Measure

Attempted and earned credit hours are used in the quantitative measure which includes two standards: completion rate and maximum attempted credits. Attempted hours are those credits for which a student is

registered for on the official record date (according to the published Academic Calendar) for each semester, including mini sessions and summer terms. Earned hours are those credits for which a student receives a passing grade (according to Grade Standards published in the Graduate Catalog).

The completion rate standard for financial aid consideration is calculated by dividing the cumulative credit hours earned by the cumulative credit hours attempted. To remain in good standing, students are expected to successfully complete at least 75 % of the course work attempted. Students falling below the minimum completion rate of 75% are placed on Financial Aid Probation or Suspension as appropriate.

For example, a student earning 6 of 9 attempted graduate credit hours would enter Financial Aid Probation. ( $6/9 = 67\%$ ).

The standard for maximum attempted credits for financial aid consideration is measured by dividing the cumulative credit hours attempted by the hours required to complete the program of study. To remain in good standing, students may not exceed 150% of the credit hours required for the educational program. Students exceeding the maximum attempted credits immediately enter Financial Aid Suspension status.

For example, if a student is pursuing a graduate degree requiring 36 credit hours, no financial aid consideration would be available after attempting 54 credit hours, even if the student has not yet earned the graduate degree and meets all other satisfactory academic progress standards. ( $36 \times 150\% = 54$ )

Students are required to notify the Financial Aid Office of changes in majors, degrees, or if pursuing a doctoral degree. The notification must include an approved degree plan, an analysis by the academic advisor indicating the impact to maximum attempted credits, and may also require a financial aid suspension appeal.

### Qualitative Measure

For financial aid consideration, students remain in good standing when they maintain a cumulative grade point average (GPA) of 3.0 or higher for all attempted courses, including grades earned for preparatory and/or transfer credits accepted by UTB. Students falling below the minimum cumulative grade point average of 3.0 and the minimum last term GPA of 3.0 are placed on Financial Aid Probation or Suspension as appropriate.

### Appeal Process for Suspension Based on Financial Aid Satisfactory Academic Progress (SAP) Standards

Students who fail to meet the grade point average requirements or the completion rate requirement will be placed in Financial Aid Warning Status for the following semester. Students will be notified via email of their warning status.

Students in Financial Aid Warning status who fail to meet SAP requirements for the next semester will not be eligible to receive financial aid and will be placed in Financial Aid Suspension. These students may complete and submit a Financial Aid Appeal, Academic Plan, and a Personal Statement to the Financial Aid Appeals Committee for review. Should the Financial Aid Appeals Committee approve the Financial Aid SAP Appeal, the student will be placed in Financial Aid Probation.



Students may remain in probation status for subsequent semesters as long as the requirements of the Academic Plan are met. Students desiring a modification to their approved Academic Plan may request a revision by submitting a new Financial Aid Appeal Form for review by the Financial Aid appeals Committee. This request must include an explanation of what occurred to make the change necessary and how the student will make Financial Aid Satisfactory Academic Progress in the future.

Students who exceed the maximum timeframe requirement will not be granted a warning semester, but will be immediately placed in Financial Aid Suspension. Students in this status are not eligible to receive financial aid, but may submit a Financial Aid Appeal, Academic Plan, and a Personal Statement to the Financial Aid Appeals Committee for consideration.

### Financial Aid Satisfactory Academic Progress Appeal

The Financial Aid Appeals Committee will consider Appeals based on the following reasons:

- Personal illness or serious injury supported by hospital records, insurance explanation of benefits, receipt of doctor's visits, etc.
- Serious illness or injury of an immediate family member supported by hospital records, insurance explanation of benefits, receipt of doctor's visits, etc.
- Other extenuating circumstances with supporting documentation.

Financial Aid Appeal, Academic Plan, and Personal Statement form(s) are available here:

- [Financial Aid Satisfactory Academic Progress \(SAP\) Appeal Form - GRADUATE](#)
- [Financial Aid Satisfactory Academic Progress \(SAP\) Personal Statement Form - GRADUATE](#)
- [Financial Aid Satisfactory Academic Progress \(SAP\) Academic Plan - GRADUATE](#)

The completed Financial Aid Satisfactory Academic Progress Appeal, Academic Plan, and Personal Statement forms should be submitted to the UTB Office of Financial Aid. The Financial Aid Appeals Committee will review only complete Appeals and will deny any Appeals submitted without supporting documentation.

The Financial Aid Appeals Committee will establish and publish deadline dates each semester for the submission of Appeals, although the latest an Appeal will be accepted for consideration for the current semester is the official record date. Appeals received after this date will be reviewed at the discretion of the Financial Aid Appeals Committee. The decision of the Financial Aid Appeals Committee is final. Students will be notified via email regarding their outcome of their appeal.

Students on Financial Aid Suspension, who are meeting academic standing, may continue their coursework at UTB; however, payment for those courses must be made by the student without financial aid. Students may reestablish financial aid eligibility by regaining GOOD standing based on the Graduate Financial Aid Satisfactory Academic Progress standards:

- A minimum Cumulative Grade Point Average (GPA) of 3.000

- A minimum Completion Rate of 75%
- On schedule to complete current program of study within the 150% of the maximum number of hours required for graduation.

### How Your Enrollment Status Affects Your Student Financial Aid

The Financial Assistance 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 sessions). 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).

If you add and drop or withdraw from courses (after financial aid is disbursed) and these results in a decrease in total credit hours enrolled, you may owe financial aid funds back to the program or you may owe other charges to the institution. Check with an advisor in the Financial Assistance Office before making schedule changes!

Some awards, including Pell grants, 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 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 this booklet).

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, 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

### Return 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, withdraws, drops out, fails all classes or takes a leave of absence, the law requires that UTB calculate the amount that must be returned by the school and/or student to Title IV program accounts.

The Title IV programs that are covered by this law are: Federal Pell Grants, Stafford Loans, Plus Loans, Federal Supplemental Educational Opportunity Grants (FSEOG), Academic Competitiveness Grant (ACG), and the National Smart grant.

## Official Withdrawals

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.

## Unofficial Withdrawals

If the student fails to earn a passing grade in at least one class during the semester, the institution will assume the student withdrew unofficially and will calculate Return of Title IV Funds accordingly. If it is determined that the unofficial withdrawal date is earlier than the 60% point of the semester, the student may owe funds to the Title IV financial aid programs and/or the institution. For a student who withdraws without notifying the institution (unofficially withdraws or drops out), the withdrawal date is:

- the midpoint of the payment period or period of enrollment, as applicable
- **at the institution's option, the student's last date of attendance at an academically-related activity;** or
- if the institution determines that the student left without notification because of illness, accident, **grievous personal loss, or other such circumstances beyond the student's control, the date that the institution determines is related to that circumstance.**

Students have 10 days from the date the institution notifies them to clarify their enrollment status. Unless the student can provide acceptable documentation that shows the student was enrolled more than 60% of the semester, the student will be responsible for returning the unearned funds. Students have 45 days from the date the institution notifies them in writing to make payment arrangements. The student is responsible for payment of any institutional charges and/or Title IV funds resulting from delayed notification of the last date of instructional activity. Failure to make satisfactory payment arrangements on or before the 45th day may result in the following consequences:

- Notification to the federal government of your overpayment
- Notification to lenders, servicers and guarantors of the last date of attendance on at least a half-time basis
- Cancellation of future scheduled loan proceeds
- Cancellation of future scheduled restricted grant, scholarship or work program funds
- Cancellation of future scheduled Pell Grant awards, Academic Competitive Grant and National SMART Grant awards.
- Ineligibility for future aid until overpayment is settled.

Students should meet with a Financial Aid advisor for a Withdrawal Evaluation before making a decision to withdraw or stop attending classes.

## Post-withdrawal Disbursement Process

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. Post-withdrawal eligibility can be used to credit outstanding charges on a **student's account. UTB has 30** days from the date that the University determined the student withdrew to offer any amount of post-withdrawal disbursement to the student. The student must respond within 14 days from the date that

University sends the notification to be eligible to receive the post-withdrawal disbursement. If the student **does not respond to the University's notice, no portion of the withdrawal disbursement that is not credited** to the student's account may be disbursed. If the post-withdrawal disbursement includes loan funds, UTB must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. **UTB may automatically use all or a portion of your post-withdrawal disbursement** (including loan funds, if you accept them) for tuition, fees, and room and board charges (as contracted with UTB). For all other school charges, the UTB needs your permission to use the post-withdrawal disbursement. If you do not give your permission, you will be offered the funds. However, it may be in your best interest to allow UTB to keep the funds to reduce your debt at the school.

#### 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. Federal Pell Grant
5. Academic Competitive Grant
6. National SMART Grant
7. Federal SEOG Grant
8. 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 Grant and/or loan programs. The student is responsible to repay UTB for any unpaid institutional charges resulting from the Return of Title IV Funds calculation. The school must return Title IV funds due to the federal programs no later than 45 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 45 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 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.

The requirements for Title IV program funds when you withdraw are separate from any refund policy that UTB may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. UTB may also charge you for any Title IV program funds that the school was required to return. If you do not already know what UTB's refund policy is, you can ask for a copy. UTB can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

### Withdrawing from School

Students who wish to withdraw from UTB may do so by logging into [UTB Online](#), visiting the Office of the Registrar and completing a form. Students completely withdrawing after the Official Record Date (ORD) should also refer to the Federal Financial Aid Satisfactory Academic Progress Standards.

Note: For additional information on withdrawals, Return of Title IV, and sample calculations, students should see a Financial Aid Advisor.

### Other Types of Financial Aid Available

Tuition Exemptions: The Texas Legislature has provided a tuition and fee exemption, excluding the general deposit and student services fees, provided under §54.201, et seq. of the Texas Education Code. To obtain an exemption, an approved application must be on file with the Office of Student Financial Assistance six weeks prior to registration. Continued receipt of a tuition and fee exemption and/or waiver is conditioned on maintaining the designated minimum GPA necessary to meet the Graduate Satisfactory Academic Progress Standards. Tuition and fee exemptions may be granted for the following categories of students:

- Children and spouse of Texas veterans (Hazelwood) killed or disabled while in service
- Children and spouse of police, security, or emergency personnel killed in the line of public duty
- Blind and deaf students
- Adopted children or students under conservatorship of the Department of Family and Protective Services
- Prisoners of war or their children, or children of persons missing in action
- Texas ex-servicemen
- Educational aides
- Senior citizens
- Early high school graduates

- Those demonstrating economic hardship
- Dependent children of a member of the Armed Forces deployed on active duty to engage in a combative military operation outside the United States

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

#### Tuition Assistance Programs:

The Texas Higher Education Coordinating Board administers various tuition assistance programs, including programs for teachers and vocational nursing students. Further information about these programs may be obtained by contacting the Office of Financial Aid.

Work-study: Students may access a list of work-study employment opportunities sorted by department at <http://www.utb.edu/em/fa/Pages/WorkStudyProgram.aspx>

#### Graduate Records Examinations Fee Reduction Program

Candidates receiving a GRE Fee Reduction voucher will be required to pay 50 percent of the test fee, rather than the total test fee. This fee is likely to be high enough to ensure that candidates will be seriously planning to test when the appointment is made, and it covers the expense associated with seat time and processing of the Fee Reduction request. Fee Waiver vouchers for ScoreItNow! Online Writing Practice will continue to be provided to all Fee Reduction candidates, free of charge.

In addition to implementing a Fee Reduction Program, we will also begin a more careful process to monitor the number of vouchers available for this program.

### *Veterans Benefits*

**Tandy Hall #206 • 882-8980**

The Office of Veterans Affairs is available to help all eligible Veterans/Dependents attending or planning on attending UTB to obtain financial assistance and information on veteran benefits. Applications may be turned in to the Office of Veterans Affairs, or you apply online at any time.

Chapter 30 - Montgomery GI Bill-Active Duty

Chapter 31 - Vocational Rehabilitation

Chapter 32 - Veterans Educational Assistance Program (VEAP)

Chapter 33 - Post 9/11 GI Bill

Chapter 35 - **Survivor's and Dependents' Educational Assistance Program**

Chapter 1606 - Montgomery GI Bill - Selected Reserve

Chapter 1607 - Reserve Educational Assistance Program (REAP)

Graduate students receiving VA educational benefits must maintain a cumulative 3.0 Grade Point Average to be making satisfactory progress.

#### Hazlewood Act

Texas veterans who have no remaining Veterans educational benefits may be exempted from payment of tuition and fees, except for student service fees. To obtain the exemption of tuition under this act, an approved application must be on file with the Veterans Affairs Department of the Office of Student Financial Assistance three weeks prior payment deadline. Also, the children of members of the armed forces who are or were killed in action, who die or died while in service, who are missing in action or whose death is documented to be directly caused by illness or injury connected with service in the armed forces of the United States, children of members who became totally disabled for purposes of employability may be entitled to an exemption, if they are residents of Texas. Continued receipt of a tuition and fee exemption and/or waiver is conditioned on maintaining the designated minimum GPA necessary to meet the Graduate Satisfactory Academic Progress Standards.

# Student Official Policy Statements

AIDS, HIV and Hepatitis B Infection: UTB 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 has 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 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 departments. The policy is also available at the website: <http://www.utb.edu/ba/hoop/policy/3-2.pdf>. This policy is applicable to all students of UTB as they pursue their academic and clinical endeavors. Educational pamphlets are available to all students on request by calling Student Health Services at 882-8951.

Bacterial Meningitis: 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. First-time students, including transfer students, who reside in (or have been approved to reside in) on-campus housing must provide a certificate signed by a health practitioner evidencing that they have been vaccinated against bacterial meningitis at least 10 days before taking up residence in on-campus housing, or provide the office with a State of Texas exemption affidavit for reasons of conscience. This is required by Texas Education Code, § 51.9191 and 19 Texas Administrative Code 21.610. The application for exemption can be downloaded from the Texas Department of State Health Services website: <https://webds.dshs.state.tx.us/immco/affidavit.shtm>.

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 Cameron County Health Department at 1-956-247-3685

Contact web sites: [www.cdc.gov/ncidod/dbmd/diseaseinfo](http://www.cdc.gov/ncidod/dbmd/diseaseinfo); [www.acha.org](http://www.acha.org);

Excused absences: UTB will allow a student who is absent from classes for the observance of a religious holy day or a non-religious **“excused absence” 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 of the semester, the student notifies the instructor of each class that the student will be absent that day for a religious holy day or non-religious **“excused absence.”** **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 the class.** A religious holy day means a holy day observed by a religion whose place of worship are exempt from property taxation under Section 11.20, Tax Code. A non-religious **“excused absence”** means absence for a day and for a reason that is mutually agreed to in advance by the instructor and student. (Each instructor has her/his right to determine what an **“excused absence”** is and is not bound by the decision/s of other instructors.) Under certain circumstances, a student who is required to participate in active military service is excused from scheduled classes or other required activities and will be allowed to complete an assignment or exam within a reasonable time after the absence. The excused absence is permitted only if the student will not miss more than 25% of the total number of class meetings or the contact hour equivalent (not included the final examination period) for the specific course or courses in which the student is enrolled at the beginning of the period of military service.

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 the HOOP is available in the Library and most administrative offices. The HOOP is also available on the web at <http://www.utb.edu/ba/hoop/Pages/default.aspx>

UTB 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 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;
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; or
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 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 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 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 Student Health Center
- Student Activities Office: Director of Student Life
- 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.**

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 (Rule 50101).** 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 or 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. Only applies to students enrolled in a course of study that involves potential exposure to human or animal blood or bodily fluids.

As required by state law, an entering student must show evidence (a certificate signed by a health practitioner or an official immunization record) of receipt of an initial bacterial meningitis vaccination dose or booster during the five-year period preceding and at least 10 days prior to the first day of the first semester in which the student initially enrolls at an institution, or following a break in enrollment of at least one fall or spring semester at UTB or another institution of higher education. This requirement does not apply to students who are enrolled only in online or other distance education courses, or who are 30 years of age or older. Alternatively, a student may provide the office with a State of Texas exemption affidavit for reasons of conscience. This is required by Texas Education Code, § 51.9191 and 19 Texas Administrative Code 21.610. The application for exemption can be downloaded from the Texas Department of State Health Services website: <https://webds.dshs.state.tx.us/immco/affidavit.shtm>. Students should contact the Office of the Vice President for Student Affairs for additional 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, Rule 50101 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 will impose at least a minimum disciplinary penalty of suspension for a specified period of time or suspension or 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 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, Title IX of the Civil Rights Act of 1972, and the Texas Commission on Human Rights Act, Section 21.001 etseq., Texas Labor Code, 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. 2000e, and Title IX of the Educational Amendments of 1972, 20 U.S.C. 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 Chapters 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, nor by superior-subordinate relationships. This policy is applicable to all employees, faculty and students of UTB.

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.

Solicitation Policy: Campus facilities are not open for general public use. **Regents' Rule 80101** and UTB HOOP, Section 10.2.6 (<http://www.utb.edu/ba/hoop/Policy/10-2-6.pdf>). Rule 80103 of the *Regents' Rules and Regulations* states that no solicitation shall be conducted on the grounds, sidewalks, or streets of the UTB 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. 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.

#### Safety and Security:

Fire Safety: UTB follows federally-mandated fire safety policies and procedures and reporting requirements. Additional information can be found at <http://www.securityoncampus.org/newregs/66849.pdf>

Gang-Free Zones: Premises owned, rented or leased by The University of Texas at Brownsville, and areas within 1,000 feet of the premises, are gang-free zones. Certain criminal offenses, including those involving gang-related crimes, will be enhanced to the next highest category of offense if committed in a gang-free zone by an individual 17 or older. See Texas Penal Code, § 71.028.

Missing Student Notification: As required by § 485(j) of the Higher Education Opportunity Act of 2008, UTB has established a missing student notification policy and official notification procedures for reports of missing students who reside on campus. According to the policy, students may complete a "Missing Person Contact Designation Form" upon check-in to student housing. On that form, students may identify a person who UTB can contact within 24 hours after it determines, according to its procedures, that the student is missing.

If students or employees of UTB learns or believes that a student residing on campus has been missing for more than 24 hours, they should immediately contact the UTB Campus Police. If Campus Police determines that the student has been missing for more than 24 hours, then within 24 hours of that conclusion, UTB will:

- Notify the student's designated missing person contact (if one was provided on the form)
- Notify the student's custodial parent or guardian (if the student is younger than 18 and not emancipated)
- Notify the appropriate law-enforcement agency

If a student has not indicated a missing person contact, then UTB will attempt to contact his or her known emergency contacts.

Student Right-to-Know Act and Campus Security Act: In compliance with the Student Right-to-Know and Campus Security Act, 20 U.S.C. 1092 (a), (e) and (f), as amended, the university collects specified information on campus crime statistics, campus security policies, institutional completion or graduation rates, and other similar information. Pursuant to federal law, alleged victims of violent crimes 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 an ongoing threat to students and employees. In addition, the university will immediately warn the campus community after confirming a significant emergency or dangerous situation (including noncriminal matters) that occurs on campus and involves an immediate threat to the health or safety of students or faculty and staff members, unless such a warning would compromise efforts to contain the emergency.

Every September, UTB 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 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 to the prospective student and to the student's parents, guidance counselor, and coach.**

Textbooks: A preliminary syllabus for each course offered in a given semester is available online at <http://www.utb.edu/its/olt/Pages/PreliminarySyllabus.aspx>. The syllabus provides course information, including required textbooks. Barnes & Noble is the Campus Bookstore; however, students are not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

# 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 masters level 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 is automatically placed on academic probation the following semester. In order for a degree-seeking doctoral student to remain in good academic standing the student must maintain a 3.25 grade point average during the program. A student who received a grade of C+ or lower in 9 semester hours of credit attempted for graduate credit or toward the doctoral degree, regardless of the student's classification, whether or not in repeated courses, is ineligible for any advanced degree and will not be permitted to re-enroll. A student whose overall GPA falls below a 3.25 in a given semester is automatically placed on academic probation the following semester.

Academic probation for masters and doctoral level 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 (for masters level students) and 3.25 or above (for doctoral level students) or the student will be suspended for a minimum of one semester. A student who receives a grade of F in any course is automatically dismissed from the graduate program. A student who is dismissed may seek reinstatement through an appeal process. The readmission after suspension/dismissal form must be submitted when seeking reinstatement. [Readmission Form](#)

## *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 Graduate Studies 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 cannot 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 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 Graduate Office by the published due date.

The academic department prepares, administers and grades the comprehensive exam. The Office of Graduate Studies notifies students when they have been cleared to take the exam, 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 (90) days nor more than one (1) 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", "7" or "8" 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.

### *Financial Aid/Scholarships/Graduate Assistantships:*

The award of financial aid, scholarships, and graduate assistantships is based on need, academic achievement, and availability. There may be additional specific qualifications for scholarships in various areas of study. For more information, please inquire at the Office of Financial Aid, the Office of Graduate Studies, and the College/School or department.

### *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.

### *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.

A student's performance in academic work is expressed by the following grades.

#### Alphanumeric Grading System

+/- Letter Grade	Grade Points	100-Point Scale Guide (Not prescriptive)
------------------	--------------	---

A+	4 grade points	(98-100)
A	4 grade points	(93-97.9)
A-	3.67 grade points	(90-92.9)
B+	3.33 grade points	(87-89.9)
B	3 grade points	(83-86.9)
B-	2.67 grade points	(80-82.9)
C+	2.33 grade points	(77-79.9)
C	2 grade points	(70-76.9)
D	1 grade point	(60-69.9)
F	0 grade points	(Below 60)

To receive credit for a course, a graduate must earn a grade of at least C. Academic departments may require a higher grade for the course to be counted toward the student's degree.

To include a course in the Program of Study for a graduate degree, a graduate student must earn a grade of at least C. More information about the Program of Study is given in the graduate catalog.

One of the following symbols may be assigned instead of a grade. Courses in which these symbols are recorded are not included in the grade point average.

#### Valid symbols used in grading

Au	Audit	Not used in computing GPA
G	Must Repeat Course	Not used in computing GPA (Developmental Courses only)
I	Incomplete	Not used in computing GPA
IM	Incomplete military	Not used in computing GPA
P	Pass	Not used in computing GPA
CR	Credit	Not used in computing GPA (Advanced placement and CLEP credit only)
NR	No Grade Reported	Not used in computing GPA (Office of the Registrar use only)
S	Satisfactory	Not used in computing GPA (Non-course based remediation only)
U	Unsatisfactory	Not used in computing GPA (Non-course based remediation only)
W	Withdrawn	Not used in computing GPA
WC	Withdrawn due to casualty	Not used in computing GPA
WM	Withdrawn Military	Not used in computing GPA
WS	Withdrawn, excluded from Academic Progress	Not used in computing GPA

To receive the symbol CR, a graduate student must earn a grade of at least C.

#### GPA Calculation

Grade points are computed by multiplying the points for each grade by the number of credit hours; for example, 4 (A) x 3 (hours) = 12 grade points. A student's grade point average (GPA) is determined by dividing the total number of grade points earned by the number of semester hours for which a grade other than X, NC, or CR is received

## *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 9 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 University Boulevard Classroom Building 1.202.

## *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 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. 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. Students seeking certification with the Master of Education degree should consult the College of Education section of the catalog.

In the case of Distance Education or On-line Degree programs offered by UTB, courses offered by other accredited component institutions of the University of Texas System as part of system-wide consortium, 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 UTB master's degree may be counted toward a second UTB master's degree with the approval of the department in which the second master's degree is sought. This policy does not apply to graduate degrees received at other university. 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 considers cultivation of self-discipline of its students to be of great importance in the development of responsible citizens. Therefore, UTB expects its students to maintain standards of personal discipline that are in harmony with the educational goals and purpose of UTB.

Although UTB 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 student body. UTB 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, 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, 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, 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 rules and regulations and UT System **Regents' 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 rules and regulations or UT System 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**. "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**, Rule 50101, section 2.2. Since scholastic dishonesty harms the individual, all students, and the integrity of UTB, 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://www.utb.edu/sa/studentlife/Documents/Student%20Handbook%202010.pdf>

### *Student Travel Policy*

Pursuant to Texas Education Code, Section 51.950, the University has adopted a student travel policy. UTB's student travel policy and forms are located at the Student Affairs Website.

This student travel policy is applicable to student travel undertaken by one or more currently enrolled students to reach an activity or event that meets all of the following criteria:

- a. The activity or event is for full time, part time, or continuing education students currently enrolled at The University of Texas at Brownsville (The University or UTB) and is organized and sponsored by UTB. An activity or event is considered to be organized and sponsored if it has been planned and funded by UTB and is approved in writing by a designated administrator; and
- b. The activity or event is located more than 25 miles from The University; and

(i) Travel to and/or from the activity or event is funded and undertaken using a vehicle owned, leased, or rented by UTB or using a personal vehicle for which The University pays mileage pursuant to applicable University rules and policies and state law; or

(ii) Attendance at the covered activity or event is required by The University or a registered student organization and transportation to and/or the activity or event is being funded by the University.

Travel that does not meet the above criteria is not subject to this policy.

Registered student organizations requiring their members to travel more than 25 miles from the University to attend an activity or event covered by this policy must obtain prior written approval.

The following provisions concerning safety and likely modes of travel apply to all travel covered by this policy.

#### a. All Motor Vehicle Travel

##### Seat Belts:

Occupants of motor vehicles shall use seat belts or other approved safety restraint devices required by law or regulation at all times when the vehicle is in operation.

##### Alcohol and Illegal Substances Prohibited:

Occupants of motor vehicles shall not consume, possess, or transport any unauthorized alcoholic beverages or illegal substances.

##### Vehicle Passenger Capacity:

The total number of passengers in any vehicle at any time it is in operation shall not exceed the **manufacturer's recommended capacity or the number specified in applicable federal or Texas state law or regulations**, whichever is lower. Where applicable all travel participants are required to comply with The University of Texas System Business Procedure Memorandum 16-05-02, including, but not limited to, provisions concerning vehicle passenger capacity.

##### License and Training of Vehicle Operators:

**Each operator of a motor vehicle shall have a valid operator's license** and be trained as required by law to drive the vehicle that will be used.

##### Proof of Insurance, Vehicle Inspection, and Vehicle Safety Devices:

Each motor vehicle must have a current proof of liability insurance card and Texas State inspection certification, be equipped with all safety devices or equipment required by federal or Texas state law or regulation, and comply with all other applicable requirements of federal or Texas State law and regulations.

##### Legal Operation of Vehicle and Driving Schedule:

Operators of motor vehicles shall comply with all laws, regulations, and posted signs regarding speed and traffic control and shall not operate the vehicle for a continuous period that is longer than the maximum provided by federal or state law or regulations or additional guidelines promulgated by The University, whichever is lower, without scheduled rest stops or change of operator.

#### b. Travel Using a Vehicle Owned or Leased by the University.

##### Service and Maintenance:

In addition to those provisions in Item 3.a., each vehicle owned or leased by the University must receive scheduled periodic service and maintenance by qualified persons and comply with all applicable requirements of The University of Texas System Business Procedure Memorandum 16-05-02.

##### Operators and Vehicles:

All operators of vehicles owned or leased by a The University shall be employees of the University and shall **have a valid operator's license qualifying them to operate the particular vehicle**. In addition, operators shall comply with all **"Requirements for the Authorization of Drivers"** contained in The University of Texas System Business Procedures Memorandum 16-05-02.

### c. Travel Using Rented Vehicles

The rental, use and operation of all rented vehicles shall comply, where applicable, with the Texas state contracts for rental cars and all applicable requirements of The University of Texas System Business Procedure Memorandum 16-05-02.

### d. Travel by Common Carrier

When a common carrier is used for student travel covered by this policy, the University shall take reasonable steps to assure the travel is undertaken in conformance with the requirements contained in this policy.

As part of the approval process, all participants must sign an appropriate Release and Indemnification Agreement. All persons driving personal vehicles for travel covered by this policy must agree to comply with **the requirements under All Motor Vehicle Travel and produce some evidence of a valid operator's license for the vehicle to be used, current proof of liability insurance and a Texas state Inspection certificate.**

In addition to all of the above provisions, The University of Texas at Brownsville Guidelines for Student Travel, as they may be modified from time to time, shall be complied with at all times.

## *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 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 thesis** faculty advisor (who chairs the committee). In addition, the chair of the thesis committee will identify one graduate faculty member from outside the college of the degree program to serve as Graduate Faculty Representative. The Graduate Faculty Representative will only serve to monitor the integrity of the thesis process and will facilitate the thesis **defense as outlined by the Guidelines for Thesis Defense. 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 thesis 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. The Graduate Faculty 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.

Notwithstanding these provisions, research papers and theses authored by students will be available to interested members of the public.

### *Transfer of Credit Policy*

Subject to the approval of the major department, a maximum of 12 graduate semester hours for master's degrees and 9 graduate semester credit hours for doctorate degrees may be transferred for degree credit. Transferred credit must be taken at an accredited university and 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.
- **Courses with a grade lower than a "B".**
- Courses that are part of a completed degree unless that degree was completed at UTB.
- Correspondence and extension courses.
- Credit for life experience or prior learning.

- Courses which are more than seven years old at the time of graduation. Courses less than seven years old may not be accepted if in the professional judgment of departmental faculty the content is outdated or obsolete.
- **Courses counted toward completion of a master's degree will not transfer to the doctorate degree.**

Transfer credit used to fulfill program requirements for a master's degree 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. Transfer credit used to fulfill program requirements for the doctorate degree must be approved by the Program Director and the Dean of Graduate Studies. The Faculty Advisor/Program Director 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 College of Education, transfer credit for certification purposes must also be approved by the Graduate Advisor, Coordinator of Teacher Education and the College of Education Dean (see "College of Education" for further information). **For confirmation on how a course will be transcribed, consult with your faculty advisor.**

### *Unauthorized Distribution of Copyrighted Material*

UTB reminds students that the unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may subject students to civil and criminal penalties under federal law. UTB regards the unauthorized distribution of copyrighted material to be a violation of university policies and grounds for the forms of discipline described in the Student Handbook. A summary of these penalties are available at <http://www.copyright.gov/title17/92chap5.html>

### *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.

State law (*Texas Education Code*, Section 54.006) provides that students who withdraw as a result of being called into active military service may choose to (1) receive a refund of tuition and fees, (2) if eligible, be **assigned and incomplete (I)**; or (3) **at the institution's discretion, receive a final grade in courses where a substantial amount of coursework has been completed and mastery of the material demonstrated.**

# College of Liberal Arts

Dr. Javier Martinez, Dean  
Mary Rose Cardenas Hall South 246  
882-8843  
javier.a.martinez@utb.edu

The College of Liberal Arts offers over a dozen graduate degrees including Master of Arts degrees in English, History, Psychology, Spanish, Spanish Translation and Interpreting, and a Master of Music in Music Education, and Master of Public Policy and Management, and Graduate Certificates in Spanish Translation Studies, History, and Court Interpreting.

These graduate programs serve not only to edify students' knowledge in the respective areas of study but to enhance students' critical thinking, research, and communicative skills, and to prepare graduates for rewarding careers and career advancement. Furthermore, our graduate students work closely with dedicated and caring faculty many of whom are nationally and internationally recognized experts in their fields.

## *Graduate Programs*

M.A. in Psychology  
M.A. in English  
Master of Public Policy and Management  
M.A. in History  
M.M. in Music Education  
M.A. in Spanish  
M.A. in Spanish Translation and Interpreting  
M.A. in Interdisciplinary Studies  
Graduate Certificate in Spanish Translation  
Graduate Certificate in History  
Graduate Certificate in Court Interpreting



## *Behavioral Sciences*

Dr. Diamantina G. Freeberg  
Mary Rose Cardenas Hall South #294  
882-8869  
diamond.freeberg@utb.edu

### *Graduate Faculty*

Diamantina Freeberg, Professor  
Mark Horowitz, Assistant Professor  
Matthew C. Johnson, Associate Professor  
Sherry McCullough, Associate Professor  
Leslie Meyer, Assistant Professor  
Scott A. Reid, Associate Professor  
Luis Rodriguez-Abad, Professor  
William Yaworsky, Assistant Professor  
Antonio N. Zavaleta, Professor

### *Master of Arts in Psychology*

#### *36-Hour Thesis or Non-thesis Program*

The Master of Arts degree in Psychology, offered by the College of Liberal Arts through the Behavioral Sciences Department directs students in developing a strong foundation in general psychology. The M.A. degree requires a total of 36 semester hours of graduate credit. The program offers a thesis or non-thesis degree option and guides students in building a working knowledge of psychological theory and research that can be applied in a variety of settings.

The M.A. in Psychology prepares graduates to work in basic and applied research, enhance their current employment, and prepare for doctoral-level programs in psychology. This is a research oriented psychology program and neither provides training in clinical or counseling psychology nor does it lead to licensure, such as LPA or LPC. For course descriptions and other information related to graduate studies, visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

#### *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 psychology are:**

- Bachelor's degree in Psychology or other discipline with undergraduate coursework in Statistics, Research Methods, Introduction or Psychology
- 3.0 GPA

- 12 undergraduate upper-division hours in Psychology including PSYC 2317 and PSYC 3301 (Statistics and Research Methods)
- GRE Verbal score of 146 (400 if taken prior to August 2011)
- GRE Quantitative score of 140 (400 if taken prior to August 2011)
- GRE Analytical score of 4.0
- A personal statement of 600 words
- 2 letters of recommendation (at least 1 from a faculty)

Applicants with an undergraduate GPA below 3.0 but of at least 2.5 and/or GRE scores lower than those specified will be considered on a conditional basis.

A complete application packet, including a graduate admission application and all supporting documents required by the department, must be submitted by June 1st for Fall acceptance and Dec. 1 for spring acceptance.

Notification of decisions on a 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.

### *36 Hour Thesis or Non Thesis Program*

Each student in the M.A. degree program will be assigned a Faculty advisor. Together the student and the **advisor will choose courses in Psychology. A formal "Program of Study" as described in the Graduate Catalog** will be prepared and submitted for approval by the Office of Graduate Studies.

### *Thesis Option*

Required Courses

PSYC 6301 Advanced General Psychology

PSYC 6302 Research Methods

PSYC 6303 Inferential Statistics

PSYC 6304 Multivariate Statistics

PSYC 6318 Learning, Memory, and Cognition

PSYC 6333 Theories of Personality

### *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. Students must pass an oral defense of the completed thesis. Students selecting this option will register for PSYC 7300 and PSYC 7301. It is strongly recommended that students who seek to pursue a doctoral degree complete the thesis option.

### *Non-thesis Option*

Required Courses

PSYC 6301 Advanced General Psychology

PSYC 6302 Research Methods

PSYC 6303 Inferential Statistics

PSYC 6304 Multivariate Statistics

PSYC 6318 Learning, Memory, and Cognition

PSYC 6333 Theories of Personality

PSYC 6390 Psychology Research Internship

Psychology 6303 Inferential Statistics and Psychology 6304 Multivariate Statistics are 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.

### *Elective Courses*

PSYC 6305 Social Psychology

PSYC 6306 Group Dynamics

PSYC 6307 Developmental Psychology: Adolescence

PSYC 6308 Industrial and Organizational Psychology

PSYC 6310 Teaching in Behavioral Sciences

PSYC 6313 Abnormal Psychology

PSYC 6321 Contemporary Topics in Psychology

### *Comprehensive Examination*

Each candidate for the non-thesis Master of Arts in Psychology degree must pass a comprehensive written examination prepared by the graduate faculty and administered by the faculty in the Behavioral Sciences Department.

### *Financial Aid/Scholarship/Graduate Assistantship*

The award of financial aid, scholarships, and graduate assistantships is based on need, academic achievement, and availability. For more information, please inquire at the Office of Financial Aid, The Office of Graduate Studies, and the Behavioral Sciences Department.

## *Graduate Course Descriptions*

### *Psychology*

PSYC 6301 Advanced General Psychology

this course traces the historical and philosophical basis for the development of psychology as a Science. Major theoretical viewpoints from 1879 to the present will be explored. Lec 3, Cr 3

PSYC 6302 Research Methods

This course provides advanced training in research design with an emphasis in quantitative data analysis. Empirical examples in psychology are used to illustrate various research designs and statistical methods to ensure that students become intelligent producers and consumers of research. Lec 3, Cr 3 Prerequisite: PSYC 2317 or comparable undergraduate statistics course, PSYC 3301 or comparable undergraduate research course, Admission to graduate program.

PSYC 6303 Inferential Statistics

This course provides an overview of statistical methods commonly used in psychological science. Topics include univariate data analysis and interpretation in single factor, factorial, repeated measures, mixed, and covariate designs;

statistical power and measures of effect size; nonparametric statistics; and statistical computer applications such as SPSS. Lec 3, Cr 3

#### PSYC 6304 Multivariate Statistics

This course explores common statistical techniques involving multiple variables. The course expands upon the knowledge gained in the inferential statistics course and focuses on the concepts and techniques that are commonly used in academic and applied research. Students will learn how to utilize the various techniques using the common statistical programs SPSS and AMOS. Topics include correlation, regression, multiple regression, factor analysis, MANOVA, path modeling and structural equations modeling. Lec 3, Cr 3

#### PSYC 6305 Social Psychology

This course examines a diversity of social psychological theories and models. Theoretical constructs in social psychology are evaluated across varied paradigms, theories and research. Attention is paid to alternative conceptualizations of theories, including the nature of social reality and subsequent reality construction processes through analysis of primary sources by the **field's exemplars**. Lec 3, Cr 3

#### PSYC 6306 Group Dynamics

This course focuses on group theory, research and process. The objective of this course is to develop knowledge, skills and experiences in how groups function and the dynamics of human interaction in a group setting. Topics include intergroup relations, group decision-making, group problem-solving, teamwork, leadership, collective behavior, and conflict. Lec 3, Cr 3

#### PSYC 6307 Adolescent Psychology

This course will provide an overview of selected developmental theories and issues in adolescent psychology beginning with the early Greeks and concluding with modern feminists and multicultural theories. Contemporary topics of adolescents in society will also be addressed. Lec. 3, Cr. Prerequisite: Admission to graduate program.

#### PSYC 6308 Industrial and Organizational Psychology

This course focuses on the major topics in Industrial-Organizational (I/O) psychology such as: selection, training, motivation, organizational change, organizational development, leadership, testing and personnel decisions. Students will explore a variety of workplace issues and behaviors from the perspective of an I/O psychologist. Lec 3, Cr 3

#### PSYC 6310 Teaching in Behavioral Sciences

Psychology 6310 presents students with sound educational practices for teaching behavioral science courses and prepares them for teaching in post-secondary settings.

#### 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

#### PSYC 6333 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. Lec 3, Cr 3

PSYC 6390 Psychology Research Internship

Supervision of an approved internships that focuses on basic and/or applied research. Lec 3, Cr 3

PSYC 7300 Thesis

Independent thesis research and writing. Prerequisite: PSYC 6301, PSYC 6302, PSYC 6303 and PSYC 6304.

PSYC 7301 Thesis

Independent thesis research and writing. Prerequisite: PSYC 6301, PSYC 6302, PSYC 6303 and PSYC 6304.

# English

Dr. Eduardo Del Rio, Chair  
Mary Rose Cardenas Hall South 220  
882-7653  
eduardo.delrio@utb.edu

## *Graduate Faculty*

Charles Dameron, Professor  
Eduardo R. del Rio, Associate Professor  
Diana Dominguez, Associate Professor  
Sheila Dooley, Assistant Professor  
James Frost, Associate Professor  
Farhat Iftekharruddin, Professor  
Noor Islam, Associate Professor  
Javier A. Martinez, Associate Professor  
Wayne Moore, Professor  
Teresa Murden, Associate Professor  
John Newman Associate Professor  
Lyon Rathbun, Associate Professor  
Mimosa Stephenson, Professor  
Yong-Kang Wei, Associate Professor

## *Master of Arts (M.A.) - English*

The Master of Arts degree in English, offered by the College of Liberal Arts through the Department of English 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. For more information, visit [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

### *36-Hour Thesis or Non-Thesis Program*

The Master of Arts degree without a thesis consists of 36 hours; the Master of Arts degree with thesis consists of 30 hours of coursework with six additional hours awarded for the thesis. All students are required to take English 6300 Introduction to Graduate Studies within their first year of coursework and to

meet the following breadth requirement during their Programs of Study: at least one course each in literature, rhetoric/composition, and linguistics.

### *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 are:**

- Undergraduate GPA of 3.0
- GRE Verbal score of 153 (500 if taken prior to August 2011)
- GRE Analytical score of 4.0
- A 3.0 GPA in 12 hrs of upper division English courses.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

A complete application packet, including a graduate admission application and all supporting documents required by the department, must be submitted by

June 1st – Fall; November 1st – Spring; April 1st – Summer.

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.

Students may pursue an emphasis in literature, rhetoric/composition, or linguistics by following the recommended course options described below:

### *M.A. in English with an Emphasis in Literature*

- ENGL 6300 (3 hrs)
  - 1 course in rhetoric or composition (3 hrs)
  - 1 course in linguistics (3 hrs)
  - 2 courses in English Literature, one of which should be in a pre-19<sup>th</sup> century writer or period (6 hrs)
  - 2 courses in American Literature, one of which should be in a pre-20<sup>th</sup> century writer or period (6 hrs)
- AND
- 5 graduate elective courses (15 hours)
- OR
- Thesis (6 hrs)
  - 3 graduate elective courses (9 hrs)

### *M.A. in English with an Emphasis in Rhetoric and Composition*

- ENGL 6300 (3hrs)
- 1 course in literature (3 hrs)
- 1 course in linguistics (3 hrs)

- ENGL 6320 (3 hrs) Forms of Academic Writing
- ENGL 6321 (3 hrs) Rhetorical Theory
- ENGL 6322 (3 hrs) Composition Theory and Practice
- ENGL 6323 (3 hrs) Professional Writing
- 2 Topics courses (6 hrs) selected from ENGL 6396 Special Topics in Rhetoric and/or ENGL 6399 Special Topics in the Composing Process – Courses may be repeated under different topics AND
- 3 graduate elective courses (9 hrs)
- OR
- Thesis (6 hrs)
- 1 graduate elective course (3 hrs)

*M.A. in English with an Emphasis in Linguistics*

- ENGL 6300 (3hrs)
- 1 course in literature (3 hrs)
- 1 course in rhetoric or composition (3 hrs)
- ENGL 6307 (3 hrs) Varieties of Present-Day English
- ENGL 6308 (3 hrs) History of the English Language
- 2 instances of ENGL 6397 (6 hrs) Special Topics in Linguistics – Course must be repeated under different topics
- AND
- 5 graduate elective courses (15 hrs)
- OR
- Thesis (6 hrs)
- 3 graduate elective courses (9 hrs)

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.** In accordance with university policy, graduate credit from another university will be accepted from transfer students.

*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.**

*Comprehensive Examination*

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



## *Graduate Courses Descriptions*

### *English*

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 6302 Topics in Medieval Literature

This graduate seminar will cover selected works from about 700 to 1490 CE, primarily in Britain. These works will be discussed for their literary merit as well as their historical significance, which includes issues of gender, class, and religious concerns. Course may be repeated once for credit with advisor approval when topic varies. 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 6304 Elizabethan and Jacobean Drama

This graduate seminar will critically analyze selected plays written in England during the reigns of Elizabeth I and James I, exclusive of William Shakespeare. 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 6307 Varieties of Present-day English

This graduate seminar explores the features of the diverse varieties of Present-day English, focusing on the semantic, lexical and grammatical patterns which characterize Englishes such as those of the British Isles, the Americas, Africa, Australasia, and Southeast Asia. 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 Topics in 20<sup>th</sup> Century 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 6320 Forms of Academic Writing

This graduate seminar will enable graduate students to become independent and skilled writers in their disciplines through assignments that focus on the varieties of academic written discourse, grammar and style, terminology, critical reading skills, and conventions governing plagiarism and citation of sources. Lec 3, Cr 3

ENGL 6321 Rhetorical Theory

This course focuses on major historical and theoretical developments in the study of rhetoric and the application of rhetorical concepts in the analysis of discourse. Lec 3, Cr 3

ENGL 6322 Applications of Composition Theory

A survey of best practices in current composition theory. Participants review and practice strategies for teaching composition in an intensive workshop setting. The course supports the Sabal Palms Writing Project. Prerequisites: Eligibility for the course is established by Sabal Palms Writing Project. Lec 4, Cr 3

ENGL 6323 Professional Writing

This course will enable students to gain insights into professional writing and develop communication skills in the workplace environment. The course is designed as an intensive workshop focused on creating technical documents for clients, consumers, and the general public. 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 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 British Literature

This course explores selected Restoration and 18th century British writers and their works, themes, and literary developments, including fiction, poetry, drama and non-fiction. Prerequisite: Graduate student in good standing. Lec 3, Cr 3

ENGL 6370 Topics in Early American Literature

This graduate seminar will cover selected literary and historical texts from the Early American Period (approximately 1620-1830), with the subject matter varying depending on instructor and semester. Course may be repeated once for credit with advisor approval when topic varies. 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. Lec 3, Cr 3

ENGL 6374 19th Century American Women Writers

This graduate seminar will cover selected novels, short stories, essays, and poetry written by American women during the 19th century. These works will be discussed not only for their literary merit but for their historical significance and their relevance to gender concerns. Lec 3, Cr 3

ENGL 6396 Special Topics in Rhetoric

This course covers topics in rhetorical theory focusing on contemporary and historical trends from the perspectives of rhetoric as an analytical tool for discourse, rhetoric as a guide for production of discourse, and the pedagogy of teaching rhetoric. Course examines in greater detail specific perspectives in rhetoric introduced in the ENGL 6321 Rhetorical Theory course. Course may be repeated once as topic varies. Lec 3, Cr 3

ENGL 6397 Special Topics in Linguistics

This course will cover topics in linguistics, which could include sub-disciplines of the field (e.g. syntax), linguistic methodology (e.x. linguistic typology), or particular language areas (e.x. Spanish and English contact in the Rio Grande Valley). The course may be repeated once as topics vary. 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*

Dr. Guadalupe Correa-Cabrera, Chair  
Mary Rose Cardenas Hall South# 277  
882-3876  
Guadalupe.CorreaCabrera@utb.edu

### *Graduate Faculty*

Alan Artibise, Professor  
Guadalupe Correa-Cabrera, Assistant Professor  
Mark Kaswan, Assistant Professor  
Leland Coxe, Assistant Professor  
Terence Garrett, Associate Professor  
Michelle Keck, Assistant Professor

## *Masters of Public Policy and Management-(M.P.P.M.)*

### *36-Hour Program*

The Master of Public Policy and Management (MPPM) is designed to provide accessible, affordable, high-quality graduate education to prepare students or advance them in careers of 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, Criminal Justice, Environmental Policy, International and Developmental Policy, and Non Profit Management.

### *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 Public Policy** are:

- Undergraduate GPA of 3.0
- 2 Satisfactory letters of recommendation: one of which should be academic
- Satisfactory essay: 750 words briefly analyzing a public policy issue of their choice and discussing what insights into that issue they expect to gain in the pursuit of the MPPM.
- Resume

Applicants with an undergraduate GPA of at least 2.5 will be considered for admission on a conditional basis.

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

A complete application packet, including a graduate admission application and all supporting documents required by the department, must be submitted by:

June 1st - Fall

November 1st - Spring

April 1<sup>st</sup> - Summer.

### *Degree Requirements*

Report option or Thesis option

Required Courses: 36 Hour Professional

The Master of Public Policy and Management is composed of 30-33 credit hours in core and elective (policy, management, and cognate) courses. In addition, students must complete a thesis (6 hours) or a professional report (3 hours) to gain credit for this 36 hour program. Graduation from this program is contingent on the completion of required core courses, elective (policy analysis/public management, related cognate area) courses, and professional report or thesis courses.

### *Required Courses: 18 hours*

- PPAM 6301 Principles of Public Administration
- PPAM 6302 Public Policy and Economics
- PPAM 6303 Public Budgeting, Finance
- PPAM 6305 Leadership and Ethics
- PPAM 6306 Public Human Resource Management
- PPAM 6307 Research Methods

### *Electives:*

Policy analysis, Public management and cognate area elective courses: (Professional Report option, 15 elective credits required; Thesis option: 12 elective hours)

### *Policy Analysis and Public Management Courses:*

- PPAM 6304 Theories of Public Organization
- PPAM 6308 International & Comparative Policy & Management
- PPAM 6309 Qualitative Methods in Public Policy
- PPAM 6310 Seminar in Community & Economic Development
- PPAM 6311 Urban Policy, Planning and Management
- PPAM 6312 Intergovernmental Relations

- PPAM 6320 Environmental Policy and Management
- PPAM 6340 Seminar in International and Development Policy and Management
- PPAM 6341 Cases in Public Policy & Management
- PPAM 6360 Non Profit Policy & Management
- PPAM 6361 Non Profit Governance
- PPAM 6363 Financial & Strategic Planning Issues for Non Profits
- PPAM 6369 Legal Issues of Non Profit
- PPAM 6370 Seminar in Health Care Policy and Management
- PPAM 6376 Administrative Law
- PPAM 6380 Current Issues in Public Policy and Management
- PPAM 6381 Public Policies in the Mexico-U.S. Border Region
- PPAM 7311 & 7312 Internship

Cognate area elective courses are available, as approved by the MPPM advisor, including courses from cognate disciplines offering studies in concentration areas such as Government, Health Care Policy and Management, International and Development Policy and Management, Community and Economic Development, and Criminal Justice Policy and Management.

*Professional Report/Thesis: Minimum 3-6 credits:*

- PPAM 7303 Professional Report (3 hours) or
- PPAM 7301 & 7302 Thesis (6 hours)

## *Graduate Courses Descriptions*

### *Public Policy and Management*

PPAM6301 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 6302 Public Policy Analysis

This course introduces students to public policy analysis. The broad scope includes an overview of policy development, the policy community, implementation strategies, and evaluative tools. Various approaches to understanding public policy, its creation and limitations will be covered via diverse methodological and theoretical frameworks. Lec 3, Cr 3

#### PPAM 6303 Public Budgeting and Finance

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 Theories of Public Organization

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 Ethics

This course delves into the historical, theoretical, behavioral, political and administrative perspective of leadership and its impact on decision making, and problem solving with special emphasis on the application and enforcement of ethical standards for public servants.

#### 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 & Comparative Public Policy & 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 the practical application to provide information for real management and policy problems. Lec 3, Cr 3

#### PPAM 6309 Qualitative Methods and Public Policy

Qualitative Methods and Public Policy is an M.P.P.M. course designed to identify current qualitative methods of analysis in the public sector. The primary objective of the course is to acquaint students with the analytical and interpretive techniques in current use, including Action Research, Content Analysis, Ethnography, and Narratology. Lec 3, Cr 3

#### PPAM 6310 Seminar in Community and Economic Development

This course is an introduction and overview of community and 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 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 & 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

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. Lec 3, Cr 3

PPAM 6341 Cases in Public Policy and Management

This course focuses on applying knowledge to cases addressing public policies and management issues. 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 subfields of policy and management. Lec 3, Cr 3

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. Lec 3, Cr 3

PPAM 6361 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. Lec 3, Cr 3

PPAM 6363 Financial and Strategic Planning Issues for Nonprofits

This course provides an in-depth examination of successful financial management and strategic planning applications for nonprofit organizations. It provides an understanding of practical uses of positioning an organization in the community and service or advocacy arena; developing an integrated and diversified financial plan and creative strategy; and strategic and long-range planning. Lec 3, Cr 3

PPAM 6369 Legal Issues in Nonprofits

This course provides an in-depth examination of the legal context and issues facing nonprofit organizations. This includes an understanding of the federal and state laws governing the organizational, tax, and political and legislative activities of nonprofit organizations; legal risk management for boards, employees and volunteers; and other related legal issues for nonprofit organizations;

Lec 3, Cr 3

PPAM 6370 Seminar in Health Care Policy and Management

This course provides a comprehensive overview of healthcare programs 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.

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 6376 Administrative Law

The purpose of this course is an examination of rules and laws derived from the administrative agencies and administrative courts. Students will analyze relevant administrative law cases administrative rulemaking, and issues of legal oversight of administrative agencies and programs. 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. Lec 3, Cr 3

#### PPAM 6381 Public Policies in the Mexico-U.S. Border Region

This graduate level course examines the political dynamics and the main policy issues arising in the Mexico-U.S. international border region. It analyzes border politics and policy in the following 6 areas: 1) economic development, 2) labor, 3) migration, 4) public health, 5) the environment, and 6) security. Lec 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. See Graduate Catalog for more details.

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. See Graduate Catalog for more details.

Prerequisite: Approval of graduate advisor. Lec 3, Cr 3

#### PPAM 7303 Professional Report

This course requires the student to develop an applied project and professional report that focuses on the practice of public administration or public policy making or on related management/planning practices in a government, non-profit or private agency serving the public interest. May be repeated until successful professional report defense.

Prerequisite: PPAM 6301, 6302, 6307, seminar in specialization and/or approval of the advisor.

#### 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. Lec 3, Cr 3 Prerequisite: Approval of graduate advisor/department chair. Pass/Fail Grade

#### 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. Lec 3, Cr 3 Prerequisite: Approval of graduate advisor/department chair. Pass/Fail Grade

## *History*

Dr. Thomas A. Britten, Chair  
Mary Rose Cardenas Hall South #333  
882-7379  
Thomas.Britten@utb.edu

### *Graduate Faculty*

William L. Adams, Professor  
Thomas Britten, Associate Professor  
David Fisher, Assistant Professor  
Harriett D. Joseph, Professor  
Milo Kearney, Professor Emeritus  
Philip W. Kendall, Professor  
Anthony K. Knopp, Professor Emeritus  
Manuel F. Medrano, Professor  
Philip Samponaro, Associate Professor  
Angelika Potempa, Associate Professor

### *Master of Arts (M.A.) - History*

The MA degree requires a total of 36 semester hours of graduate credit. The program offers a thesis or non-thesis degree option and encompasses a broad education in major fields of history, underlying methods and concepts, as well as a unique opportunity to examine the particular confluence of various strains of history that occur along the U.S. – Mexican border. For course descriptions and other information related to graduate studies, visit our website at <http://www.utb.edu/graduatestudies>.

### *Admission Requirements*

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

- Undergraduate GPA of 3.0
- GRE Verbal Score of 146 (400 if taken prior to August 2011)
- GRE Analytical Score of 400/4.0
- A Personal Statement of at least 1,000 words
- 6 undergraduate upper-division hours in history

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

A complete application packet, including a graduate admission application and all supporting documents required by the department, must be submitted by:

July 1 – Fall

December 1 – Spring

May 1 – Summer.

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

### *36-Hour Thesis/Non-Thesis Program*

Each student in the MA degree program will be assigned a Faculty Advisor. Together the student and the advisor will choose courses in history and a supporting field. Efforts are made to relate the material studied in the supporting field to the History discipline. A formal Program of Study as described in the Graduate Catalog will be prepared and submitted for approval by the Office of Graduate Studies.

### *Supporting Fields:*

Biology, Business Administration, Criminal Justice, Communication, Education, English, Fine Arts, Geography, Government, Interpreting, Music, Psychology, Spanish, Sociology.

### *Thesis Option:*

Fields in History:	Credit Hours
The Historical Discipline.....	6
United States.....	6
Latin America/Borderlands.....	6
European/World History.....	6
Thesis.....	6
Supporting Field.....	6
Total.....	36

### *Thesis*

As part of their graduate program, students may choose the option of writing a thesis, for which they will receive 6 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. Students must pass an oral defense of the completed thesis. Students selecting this option will register for HIST 7300 and HIST 7301.

### *Non-Thesis Option*

Fields in History:	Credit Hours
The Historical Discipline.....	6
United States.....	6
Latin America/Borderlands.....	6
European/World History.....	6
Electives from any field of History.....	6
Supporting Field.....	6
Total .....	36

### *Comprehensive Examination*

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

### *Financial Aid, Scholarships and Graduate Assistantships*

The award of financial aid, scholarships, and graduate assistantships is based on need, academic achievement, and availability. For more information, please inquire at the Office of Financial Aid, the Office of Graduate Studies and the History Department.

### *Graduate Certificate in History*

The Graduate Certificate in History requires a total of nine semester hours of graduate credit. The certificate is offered as both a professional development opportunity for educators and as a gateway program to the **History Department's Master of Arts degree. It requires completion of HIST 6300 Historiography and Methods** and two electives from the History graduate course offerings. Students are encouraged to focus their electives in a specific field of history (world, U.S., Latin America, borderlands). Students who successfully complete the certificate program may transfer their credits into the Master of Arts program of study. For more information, visit [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

### *Admission Requirements*

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for Unconditional Admission for history certificate students include one of the following:

- Undergraduate GPA of 3.0
- Three years professional experience in education or public history
- GRE verbal score of 146 (400 if taken prior to August 2011) and Analytical score of 4.0

Also required is a personal statement of your professional goals (1,000 words).

A complete application packet, including a graduate admission application and all supporting documents required by the department, must be submitted by July 1 for fall admission, December 1 for spring and May 1 for summer.

Applicants with an undergraduate GPA below 3.0 but at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

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

### *Advising*

Each student in the certificate program will meet with the History Department graduate program coordinator to plan a Program of Study (POS). A formal POS, as described in the Graduate Catalog, will be prepared and submitted for approval by the Office of Graduate Studies.

### *Financial Aid, Scholarships and Graduate Assistantships*

The award of financial aid, scholarships and graduate assistantships is based on need, academic achievement and availability. For more information, inquire at the Office of Financial Aid, the Office of Graduate Studies and the History Department.

## *Graduate Course Descriptions*

### *History*

HIST 6300 Historiography and Methods

The course offers an overview of historiography and an introduction to the research and writing methods utilized and debated by historians. The course covers topics of importance to professional historians in all fields, including basic and advanced research tools, the development of historical thinking, and recent developments in historical research. Prerequisite: Admission to the MA or MAIS program. Lec. 3 Cr 3

HIST 6301 Topics 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 Topics 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 6305 History of the American West

The course analyzes the history of the American West and Frontier from the Appalachian Range to the Pacific Ocean with a special emphasis on the West as a distinctive region in the United States. Prerequisite: Admission to the MA or MAIS program. Lec. 3, Cr.3

HIST 6307 Colonial America

This course is a reading and research seminar designed to familiarize students with important trends in Colonial American history and historiography. Prerequisite: Admission to the MA or MAIS program. Lec 3, Cr 3

HIST 6309 Wars in American History

This course analyzes the wars the United States has engaged in since independence. It focuses on topics such as causes, aims, and consequences of American warfare, mobilization, the contributions of different ethnic groups on the front and at home, and contemporary issues related to American warfare.

HIST 6312 Colonial Latin America

This course focuses on to selected major issues and themes in Colonial Latin American history with an emphasis on the development of colonial society, slavery and race. Prerequisite: Admission to MA or MAIS program. Lec 3, Cr 3

HIST 6313 Modern Latin America

This course focuses on to selected major issues and themes in Modern Latin American history with an emphasis on the development of society, culture, and politics. Prerequisite: Admission to the MA or MAIS Program. Lec 3, Cr 3

HIST 6314 US/Mexican Border Twin Cities

This course focuses on to major themes and topics in the history and historiography of border twin cities such as Brownsville/Matamoros, Tijuana/San Diego, El Paso/Juarez. Prerequisite: Admission to the MA or MAIS Program. Lec 3, Cr 3

HIST 6315 Borderlands History

This course introduces students to major themes and topics of the history and historiography of the Mexican-American borderlands. Emphasis is placed on the economy, immigration, culture and society. Prerequisite: Admission to the MA or MAIS program. 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 6317 Topics in Texas and Southwestern History

A survey and critique of the bibliography and problems of various eras in Texas and Southwestern history. May be repeated once for credit when topic varies. Prerequisites: Admission to the MA of MAIS program. Lec 3, Cr 3

HIST 6318 Topics in Latin American History

A survey and critique of the bibliography and problems of various eras in Latin American history. May be repeated once for credit when topic varies. Prerequisites: Admission to the Ma or MAIS program. Lec 3, Cr 3

HIST 6331 Topics in European/World History to 1650

The course investigates significant issues and themes in European or World History before 1650. May be repeated for credit for a total of 3 times. Prerequisites: Admission to the MA or MAIS program. Lec 3, Cr 3

HIST 6333 Topics in European/World History since 1650

This course investigates significant issues and themes in European or World History after 1650. May be repeated for a credit for a total of 3 times when topic varies. Prerequisites: Admission to the MA or MAIS program. Lec 3, Cr 3

HIST 6334 Modern European History

The course analyzes European history from 1789 to the present. Its major focus is on topics such as industrialization and the emergence of the modern economic world system, the development of the nation-state, imperialism, the World Wars, genocide, rebuilding, and the changing role of Europe in the 21st century. Prerequisite: Admission to MA or MAIS program. Lec 3, Cr 3

HIST 6335 The Atlantic World

This course connects the separate histories of Europe, Africa, North America, and the Caribbean since the 15th century. The course emphasizes political, economic, and cultural relations among Africans, Americans and Europeans. Prerequisite: Admission to MA or MAIS program. Lec 3, Cr 3

HIST 6336 Modern China

This course focuses on to major themes and topics of the history and historiography of China since 1900. Prerequisite: Admission to MA or MAIS program. Lec 3, Cr 3

HIST 6337 World Revolutions

This course focuses on to major themes and topics in the history and historiography of revolutions from 1776 to the present Prerequisite: Admission to MA or MAIS program. Lec 3, Cr 3

HIST 6338 The World Wars

This course focuses on to the history and historiography of the world wars with an emphasis on the wars causes, conduct and consequences. Prerequisite: Admission to MA or MAIS program. Lec. 3, Cr.3

HIST 6390 Research Seminar

This seminar trains students in identifying bodies of primary sources, familiarizes them with issues of analysis and historiography, and enables them to sustain a primary research project and to present their research findings in a paper. Prerequisite: Admission to the MA program. Completion of HIST 6300 and at least one graduate course in the area of the course being taught. Lec 3, Cr 3

HIST 7300 Thesis Research and Writing

Independent thesis research and writing. May be repeated for credit. Prerequisite: Completed HIST 6390 and at least 15 credit hours in the history graduate program. Lec 3, Cr 3

HIST 7301 Thesis Research and Writing

Independent thesis research and writing. May be repeated for credit. Prerequisite: Completed HIST 7300. Lec 3, Cr 3

## *Music*

Dr. Sue Zanne Urbis, Chair  
Eidman107-C  
882-8247  
sue.z.urbis@utb.edu

### *Graduate Faculty*

Juan Pablo Andrade, Assistant Professor  
Cristina Ballatori, Assistant Professor  
James Arthur Brownlow, Professor  
Katherine Geeseman, Assistant Professor  
Jonathan Guist, Assistant Professor  
Daniel Hunter-Holly, Assistant Professor  
Susan Hurley-Glowa, Assistant Professor  
Carol S. McNabb, Associate Professor  
Thomas Nevill, Associate Professor  
Kenneth Saxon, Associate Professor  
Stephen Shoop, Assistant Professor  
Michael O. Quantz, Professor  
Richard Urbis, Professor  
Sue Zanne Williamson-Urbis, Professor

## *Master of Music in Music Education (M.M.M.E.)*

### *36-Hour Program*

The Master of Music in Music Education degree is designed to prepare master teachers and musicians to be leaders in the field of music education. It offers music educators in the Rio Grande Valley an opportunity to continue the development of their expertise and skills. It provides the growing number of music majors graduating from UTB with a means to continue their education, and it makes advanced training in music education available to music teachers from Mexico. For course descriptions and other information related to graduate studies visit our website at <http://www.utb.edu/graduatestudies>.

### *Admission Requirements*

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

- Undergraduate GPA of 3.0
- GRE Verbal score of 146 (400 if taken prior to August 2011)



- GRE Analytical score of 4.0
- Completion of at least four undergraduate semesters of music theory and three of music history and literature
- The prospective candidate should also score a minimum of 80% on the Fine Arts Department Graduate Music Diagnostic.
- Copy of valid teaching certificate

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those will be considered for admission on a conditional basis.

A complete application packet, including a graduate admission application and all supporting documents required by the department, must be submitted by

June 1st - Fall,

November 1st – Spring

May 1st - Summer.

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.

### *Project*

As part of their graduate program, each student will complete a Master’s Project. This is a capstone project completed to demonstrate each student’s mastery in the field of music education. The project will be completed under the guidance of a graduate advisor. At the completion of all coursework, students will register for MUSI 6390 as they are completing their project.

### *Degree Requirements*

Required Courses: 18 hours

MUSI	5301	Research in Music Education	3
MUSI	6306	Foundations of Music Education	3
MUSI	6307	Survey of Music History of the Common Practice Period	3
MUSI	6310	Hispanic Art Music	3
MUSI	6312	Theory and Form of Music from The Common Practice Period	3
MUSI	6390	<b>Master’s Project</b>	3

Prescribed Electives

MUSI	6304	Advanced Studies in Music Methodology	3
MUSI	6308	Advanced Studies in Music Literature	3

MUSI	6311	Topics in Music Theory	3
MUSI	6389	Advanced Studies in Performance Practice	3
EDCI	6334	Curriculum Development – Problems and Processes	3
EDCI	6336	Problems in Education	3

Each student in the M.M. in Music Education degree program will be assigned a Faculty Advisor. Together **the student and advisor will plan the student’s program of study.** A formal Program of Study as described elsewhere in this catalog will be prepared and submitted for approval.

## *Graduate Course Descriptions*

### *Music*

MUSI 5301 Research in Music Education

This is a bibliography course concerned with the techniques and resources available for effective research in music and music education. Prerequisite: Graduate standing in music or departmental approval. Lec 3, Cr 3

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 in music or departmental approval. Lec 3, Cr 3

MUSI 6306 Foundations of Music Education

This course examines the history and philosophy of music education in the public schools, with emphasis on the basic concepts needed for effective teaching in the field of music, curriculum development and evaluation of the music program. Prerequisite: Graduate standing in music or departmental approval. Lec 3, Cr 3

MUSI 6307 Survey of Music History from the Common Practice Period

Survey of Music History from the Common Practice Period is a survey of musical styles, genres, composers and literature from the Western art music tradition from the Baroque period through the early Twentieth-Century. Prerequisite: Graduate Standing in music or departmental approval. 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, and Operatic Literature. Prerequisite: Graduate standing in music or departmental approval. Lec 3, Cr 3

MUSI 6309 Topics in Music History

Historical studies of a particular period, school or musical tradition. This course may be repeated twice for credit when the topic varies. Prerequisite: Graduate Standing in music or departmental approval. Lec 3, Cr 3

MUSI 6310 Hispanic Art Music

This course is designed to explore the central features and major figures in the area of Hispanic Art music since 1950. Prerequisite: Graduate standing in music or departmental approval. Lec 3, Cr 3

MUSI 6311 Topics in Music Theory

Analytical studies of various styles of music. May be repeated twice for credit when the topics vary. Topics include: Twentieth-Century Analytical Techniques (1900-1950) and Twentieth-Century Analytical Techniques (1950-present). Prerequisite: Graduate Standing in music or departmental approval. Lec 3, Cr 3

MUSI 6312 Theory and Form of Music from the Common Practice Period

The course examines music theory topics in diatonic and chromatic harmony, and continues with analysis of form. Students will analyze large scale works, such as fugue and sonata form. The course includes an aural skills component consisting of sight singing in moveable DO solfege, rhythm performance, and aural recognition. Prerequisite: Graduate standing in music or departmental approval. 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 in music or departmental approval. Lec 3, Cr 3

MUSI 6390 Master's Project

**This is a capstone project to demonstrate a student's mastery in the field of music education. The project will take the form of a paper and a presentation. The project will be completed under the guidance of a graduate advisor.** Prerequisite: Satisfactory completion of course work for the Master of Music in Music Education degree. Lec 3, Cr 3

# *Modern Languages*

Dr. Dania López-García, Chair  
Mary Rose Cardenas Hall South #286  
882-6503  
dania.lopezgarcia@utb.edu

## Graduate Faculty

José Dávila-Montes, Associate Professor  
Dania Lopez-Garcia, Associate Professor  
Lucy García Willis, Professor  
George K. Green, Professor  
Suzanne Lalonde, Associate Professor  
Elena Vega-Sampayo, Assistant Professor

## *Master of Arts (M.A.) - Spanish*

### *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. For more information, visit our website at [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

### *Thesis*

A student who chooses the thesis option will write a thesis for six hours of graduate credit. The student 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.

### *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 Spanish are:**

- Undergraduate GPA of 3.0
- GRE Verbal score of 146 (400 if taken prior to August 2011)
- GRE Analytical score of 400/4.0
- Letter from a Spanish program professor strongly recommending admission

- Writing a satisfactory essay in Spanish.
- Completed twelve undergraduate hours in Spanish at the junior or senior level, nine of which must be in Hispanic Literature.
- Entry Interview.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

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: 36 Hours*

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 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:

- Spanish 6300: Academic Writing and Research Methods (to be taken during first year of graduate study)
- Spanish 6301 Theory of Literary Analysis (to be taken during first year of graduate study)
- SPAN 6313 History of the Spanish Language or SPAN 6380 (with a linguistic topic)
- Three courses in Peninsular Literature, including two of the following: SPAN 6370, 6371, 6341
- Three courses in Spanish American Literature, including two of the following: SPAN 6373, 6374, 6375.

### *Comprehensive 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 Office of Graduate Studies.

### *Master of Arts (M.A.) - Spanish Translation and Interpreting*

The M.A. in Spanish Translation and Interpreting requires a total of 36 semester hours of graduate credit. The program will provide instruction in the translation of general and specialized texts from English into Spanish and vice versa at a professional level. This program also covers the latest field-related technologies related to the production of translated texts.

Students in the program will become acquainted with Consecutive and Simultaneous Interpreting and will have the opportunity to further their knowledge and skills in these and other areas and subspecialties such as Legal, Medical, Finance Translation and Literary Translation. Practical and theoretical instruction will be provided in these submodalities. Additional required courses will cover Translation Theory, Research in Translation Studies and Translation Project Management.

### *Admission Requirements*

Admission requirements will ensure that only adequately prepared candidates access the program. These requirements include:

- Baccalaureate degree
- Undergraduate GPA of 3.0
- GRE Verbal 146 (400 if taken prior to August 2011)
- GRE Analytical 4.0
- Personal interview (can be carried out online via webcam)
- 3 letters of recommendation, academic or professional
- Satisfactory performance on the translation of a document from English to Spanish and from Spanish to English.
- Spanish-language version administered by ETS of the Graduate Record Examination (which includes sections in both English and Spanish) will be considered on a case by case basis.
- **GRE requirements may be waived upon completion of UTB's Graduate Certificate in Spanish Translation**

An undergraduate degree in Spanish is not required for admission to the program. The performance of the candidate in the admission essay and translation will provide evidence of adequate background or preparation in Spanish, and the concomitant need for additional preparation prior to admission.

Applicants with an undergraduate GPA below 3.0 but at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

Notification of the decision on graduate admissions 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. Visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### *Degree Requirements*

Category Semester	Credit Hours
Required Courses in Spanish Translation / Interpreting	18
Prescribed Electives	12
<b>Free Electives †</b>	6
<b>TOTAL</b>	<b>36</b>

## Curriculum – MA in Spanish Translation and Interpreting

Prefix and Number	Required Courses	SCH
TRSP/SPAN 6320	Translation Workshop: English-Spanish	3
TRSP/SPAN 6322	Translation Workshop: Spanish-English	3
TRSP/SPAN 6330	Translation Theory	3
INTG 6376	Consecutive Interpreting	3
TRSP 6395	Translation /Research Project	3

And one of the following:

INTG 6377	Simultaneous Interpreting	3
INTG 6378	Court Interpreting	3
INTG 6379	Interpreting Practicum	3
INTG 6380	Medical Interpreting & Terminology	3

Prefix and Number	Prescribed Elective Courses	SCH
TRSP/SPAN 6331	Translation Technologies	3
TRSP/SPAN 6332	Business and Finance Translation	3
TRSP/SPAN 6334	Translation of Legal Texts	3
TRSP/SPAN 6335	Translation Topics	3
TRSP/SPAN 6340	Audiovisual Translation	3

(Or any other INTG course not taken as required)

† **Free electives** can be taken from other programs and fields, or—as any other course up to a total of 12 Cr.—transferred from different institutions (which can be especially convenient for students taking the program completely online and taking courses at universities closer to their areas of residency). However, students wishing to hone even further their skills and knowledge in Spanish Translation and Interpreting will be encouraged to take electives.

### *Graduate Certificate in Spanish Translation and Interpreting*

#### *15 hour Program*

The Graduate Certificate in Translation Studies responds to the increasing demand of applied language courses among past, current and future graduate students in the M.A. Spanish program and the MAIS program with a concentration in Spanish. This program can also be taken online.

The program will offer training in a set of professional skills devised to provide support in other professional studies programs with significant community impact, like nursing criminal justice, business management and media communication among others.

The certificate will encourage students who complete courses in the program with a GPA of 3.5 or higher to continue their graduate studies by pursuing the Master of Arts in Spanish or the MAIS with a concentration in Spanish or English.

### *Admission Requirements*

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Admission requirements for the Certificate in Translation Studies are:

- Entry interview
- Letter of **recommendation from the student's undergraduate faculty advisor**
- Satisfactory performance on the Spanish essay.
- Satisfactory performance essay on the translation of a document from English to Spanish and from Spanish to English.

Notification of decision on graduate admissions 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.

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### *Required Courses: 15 hours*

The Graduate Certificate in Spanish Translation requires the completion of 15 graduate hours in Translation courses under one or more rubrics (SPAN/TRSP) with a minimum GPA minimum GPA of 3.0.

#### Core Courses (9hrs)

TRSP/SPAN 6320	Translation Workshop: English – Spanish or
TRSP/SPAN 6322	Translation Workshop: Spanish – English
TRSP/SPAN 6330	Translation Theory

#### Electives (6hrs)

TRSP/SPAN 6331	Translation Technologies
TRSP/SPAN 6332	Business and Finance Translation
TRSP/SPAN 6334	Translation of Legal Texts
TRSP/SPAN 6335	Translation Topics
TRSP/SPAN 6340	Audiovisual Translation
TRSP 6395	Translation/Research Project
INTG 6376	Consecutive Interpreting
INTG 6377	Simultaneous Interpreting



INTG 6378	Court Interpreting
INTG 6379	Interpreting Practicum
INTG 6380	Medical Interpreting and Terminology

#### Prerequisites

Students wanting to pursue the Graduate Certificate in Spanish Translation **must have a Bachelor's degree** with, at least 12 upper-division hours in Spanish.

## *Graduate Certificate in Court Interpreting*

### *15 hour Program*

The Graduate Certificate in Court Interpreting responds to the increasing demand of applied language courses among past, current and future graduate students in the M.A. Spanish program and the M.A.I.S. program with a concentration in Spanish. This program can also be taken online.

The program seeks to appeal both to practicing professionals and candidates who aim to obtain high-end interpreting abilities in the court and judiciary areas (translation of legal documents, simultaneous and consecutive interpreting), and who will greatly benefit from the 100% online nature of the program.

### *Admission Requirements*

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Admission requirements for the Certificate in Court Interpreting are:

- Entry interview
- **Letter of recommendation from the student's undergraduate faculty advisor**
- Satisfactory performance on the Spanish essay
- Satisfactory performance essay on the translation of a document from English to Spanish and from Spanish to English

Notification of decision on graduate admissions 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. Visit [utb.edu/graduatestudies](http://utb.edu/graduatestudies)

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### *Required Courses: 15 hours*

The Graduate Certificate in Court Interpreting requires the completion of 15 graduate semester credit hours in translation courses under one or more rubrics (SPAN/TRSP) with a minimum GPA of 3.0.

Core Course (3 Semester Credit Hours)

TRSP/SPAN 6320 Translation Workshop: English to Spanish

OR

TRSP/SPAN 6322 Translation Workshop: Spanish to English

AND

TRSP/SPAN	6334	Translation of Legal Texts
INTG	6376	Consecutive Interpreting
INTG	6377	Simultaneous Interpreting
INTG	6378	Court Interpreting

## *Graduate Courses Descriptions*

### *Spanish*

SPAN 6300 Academic Writing and Research Methods

Principals and procedures in scholarly writing, research and bibliographical methods. To be taken during the first year of graduate study. Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3

SPAN 6301 Theory of Literary Analysis

Basic orientation in the theory and practice of literary analysis. To be taken during the first year of graduate study. Prerequisite: SPAN 6300, 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 6320 Translation Workshop: English-Spanish

Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. Prerequisites: SPAN/TRSP 3332 or SPAN/TRSP 3333 or **instructor's approval**.

SPAN 6322 Translation Workshop: Spanish-English

Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite: SPAN/TRSP 3332 or SPAN/TRSP 3333 or instructor's approval.**

SPAN 6325 Specialized Translation

Intensive review of translation practices of specialized texts and intensive practice of translation from English into Spanish and vice-versa, covering a variety specialized text typologies, including but not limited to legal, business and economics, medical and scientific texts. Taught in Spanish and English. Prerequisite: TRSP/SPAN 6320 or TRSP/SPAN 6322.

SPAN 6330 Translation Theory

A survey of classic and contemporary translation theories. Prerequisite: SPAN/TRSP 3332 or SPAN/TRSP 3333 or TRSP/SPAN 6320 or TRSP/SPAN 6322.

### SPAN 6331 Translation Technologies

An overview of current practices in the usage of computer software for translation, including, but not limited to, computer assisted translation, terminology management, software localization and webpage translation.

Prerequisites: TRSP/SPAN 3332 or TRSP/SPAN 3333 or TRSP/SPAN 6320 or TRSP/SPAN 6322 Lec 3, Cr 3

### SPAN 6332 Business and Finance Translation

Intensive practice of translation with texts on business, finance and commerce, from English into Spanish and vice-versa, with close attention to national and international financial and trade institutions and practices. Prerequisites:

TRSP/SPAN 3332 or TRSP/SPAN 3333 or TRSP/SPAN 6320 or TRSP/SPAN 6322 Lec 3, Cr 3

### SPAN 6334 Translation of Legal Texts

Intensive practice of translation with texts of legal and judiciary nature, from English into Spanish and vice-versa, with close attention to national and international legal systems. Prerequisites: TRSP/SPAN 3332 or TRSP/SPAN 3333 or

TRSP/SPAN 6320 or TRSP/SPAN 6322 Lec 3, Cr 3

### SPAN 6335 Translation Topics

Several topics from the field of Translation Studies including but not limited to Literary Translation, Semiotics, Computer Assisted Translation, Textual Analysis and Linguistics Applied to Translation. This course may be taken three times as topic varies. Taught in Spanish. All papers and examinations in Spanish.

Prerequisite: SPAN/TRSP 3332 or SPAN/TRSP 3333 or TRSP/SPAN 6320 or TRSP/SPAN 6322.

### 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 6340 Audiovisual Translation

An overview of current practices in the translation of audiovisual materials, including, but not limited to, dubbing, subtitling, speech recognition, audiodescription, voice-over and videogames. Prerequisites: TRSP/SPAN 3332 or

TRSP/SPAN 3333 or TRSP/SPAN 6320 or TRSP/SPAN 6322 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 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 Colonial Spanish American Literature

Critical study of major works of the Colonial Spanish America period. Taught in Spanish. All papers and exams in Spanish. Lec 3, Cr 3

SPAN 6374 19th Century Spanish American Literature

Critical study of major works of the Spanish American 19th Century period. Taught in Spanish. All papers and exams in Spanish. Lec 3, Cr 3

SPAN 6375 20th Century Spanish American Literatures

Critical study of major works of the Spanish American 20th century period. Taught in Spanish. All papers and exams in Spanish. 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 ThesPass/Fail Grade. Prerequisite: Approval of graduate advisor.

TRSP 6395 Translation/Research Project

Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work.

Prerequisite: SPAN/TRSP 6330 and TRSP/SPAN 6320 or TRSP/SPAN 6322. Lec 3, Cr 3

*Translation*

TRSP 6320 Translation Workshop: English-Spanish

Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in **Spanish. All papers, and examinations in Spanish. Prerequisites: SPAN/TRSP 3332 or SPAN/TRSP 3333 or instructor's Approval.**

TRSP 6322 Translation Workshop: Spanish-English

Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. Prerequisite: **SPAN/TRSP 3332 or SPAN/TRSP 3333 or instructor's approval.**

TRSP 6325 Specialized Translation

Intensive review of translation practices of specialized texts and intensive practice of translation from English into Spanish and vice-versa, covering a variety specialized text typologies, including but not limited to legal, business and economics, medical and scientific texts. Taught in Spanish and English. Prerequisite: TRSP/SPAN 6320 or TRSP/SPAN 6322.

### TRSP 6330 Translation Theory

A survey of classic and contemporary translation theories. Taught in Spanish. All papers and examinations in Spanish. Prerequisite: SPAN/TRSP 3332 or SPAN/TRSP 3333 or TRSP/SPAN 6320 or TRSP/SPAN 6322.

### TRSP 6331 Translation Technologies

An overview of current practices in the usage of computer software for translation, including, but not limited to, computer assisted translation, terminology management, software localization and webpage translation. Prerequisites: TRSP/SPAN 3332 or TRSP/SPAN 3333 or TRSP/SPAN 6320 or TRSP/SPAN 6322 Lec 3, Cr 3

### TRSP6332 Business and Finance Translation

Intensive practice of translation with texts on business, finance and commerce, from English into Spanish and vice-versa, with close attention to national and international financial and trade institutions and practices. Prerequisites: TRSP/SPAN 3332 or TRSP/SPAN 3333 or TRSP/SPAN 6320 or TRSP/SPAN 6322 Lec 3, Cr 3

### TRSP 6334 Translation of Legal Texts

Intensive practice of translation with texts of legal and judiciary nature, from English into Spanish and vice-versa, with close attention to national and international legal systems. Prerequisites: TRSP/SPAN 3332 or TRSP/SPAN 3333 or TRSP/SPAN 6320 or TRSP/SPAN 6322 Lec 3, Cr 3

### TRSP 6335 Translation Topics

Several topics from the field of Translation Studies including but not limited to Literary Translation, Semiotics, Computer Assisted Translation, Textual Analysis and Linguistics Applied to Translation. This course may be taken three times as topic varies. Taught in Spanish. All papers and examinations in Spanish. Prerequisite: SPAN/TRSP 3332 or SPAN/TRSP 3333 or TRSP/SPAN 6320 or TRSP/SPAN 6322.

### TRSP 6340 Audiovisual Translation

An overview of current practices in the translation of audiovisual materials, including, but not limited to, dubbing, subtitling, speech recognition, audio description, voice-over and videogames. Prerequisites: TRSP/SPAN 3332 or TRSP/SPAN 3333 or TRSP/SPAN 6320 or TRSP/SPAN 6322 Lec 3, Cr 3

### TRSP 6395 Translation /Research Project

Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work. Prerequisites: TRSP/SPAN 6330, and TRSP/SPAN 6320 or TRSP/SPAN 6322 Lec 3, Cr 3

## *Interpreting*

### INTG 6376 Consecutive Interpreting

Intensive practice in consecutive interpreting with close reference to actual usages among professional interpreters in the United States. Prerequisites: INTG/TRSP 4366 and INTG/TRSP 4367 Lec 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/TRSP 4366 and INTG/TRSP 4367 Lec 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/TRSP 4366 and INTG/TRSP 4367 Lec 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 6376 or INTG 6377 or INTG **6378 or instructor's approval.**

### INTG 6380 Medical Interpreting and Terminology

Intensive study of English and Spanish Medical Terminology with a close focus on Medical Interpreting professional practice, code of ethics and translation of medical records. Lec 3, Cr 3

## *Master of Arts in Interdisciplinary Studies*

### *36-Hour Program*

The MAIS degree requires a total of 36 semester hours of graduate credit. Students in the MAIS Program synthesize coursework drawn from two or more of the core disciplines of English, History, Interdisciplinary Studies, Music, Sociology and Spanish to explore topics that may be successfully pursued from an interdisciplinary perspective. The students may also enroll in courses from Biology, Business Administration, Communication, Education, Government, Psychology, Public Policy and Management, and closely related fields (described below). Students develop an individualized program of study that lets them achieve their specific intellectual goals. The faculty strengths lie in the areas of borderlands studies, community college, teaching, sociology, and sustainable development. For course descriptions and other information related to graduate studies, visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *Overview of Themes*

Students may choose to specialize in one of the themes listed below:

#### BORDERLANDS STUDIES

Borderlands Studies investigates the society and culture that emerges in areas dissected by important socio-political borders. UTB is located in the heart of the Rio Grande Valley, a vibrant borderland region that serves as an intersection of cultures. As such, our faculty has conducted research on colonia development, cross-border social justice movements, migration, border security, maquiladora economics, and local and regional history and culture. Students opting for this concentration will find abundant research opportunities in these areas. Our program is geared for those interested in working in the field of regional socioeconomic development.

#### COMMUNITY COLLEGE TEACHING

This concentration prepares you to teach in a selected academic discipline at the community college level. Students (in consultation with the faculty) incorporate nine credit hours from the College of Education (from our approved list of education courses, see below) along with 18 credit hours in a specific discipline into their MAIS Program of Study to construct a skill set applicable to teaching in a community college setting.

## INDIVIDUALIZED STUDIES

Students who are able to identify an individually tailored program of study may combine course offerings from across disciplines to meet their unique educational goals. Our interdisciplinary flexibility allows students to develop skills that are suited for their particular careers in business and education.

## SOCIOLOGY

Students interested in graduate studies in sociology will find course offerings in globalization, minorities, health, deviance, aging, and gender. Theoretical perspectives covered include symbolic interactionism, functionalism, and materialism.

## SUSTAINABLE DEVELOPMENT

The sustainable development concentration combines courses from Public Policy and Management with courses from biology to give students an education in the intersection of science, politics, and ecology.

### *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 interdisciplinary studies are:**

- Undergraduate GPA of 3.0
- GRE Verbal Score of 146 (400 if taken prior to August 2011)
- GRE Quantitative Score of 140 (400 if taken prior to August 2011)
- GRE Analytical Score of 400/4.0  
(These scores reflect the traditional GRE scoring system, new scoring system entails analogous scores)
- 2 satisfactory letters of recommendation (one must be from a former undergraduate professor)
- A satisfactory essay of approximately 600 words, addressing why the student feels that he or she should be admitted into the program, and any additional information the faculty should consider regarding admission into the program.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis. A complete application packet, including a graduate admission application and all supporting documents required by the College of Graduate Studies must be submitted by May 1 for fall, November 1 for spring, and April 1 for summer.

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

### ***Master's Committee***

Each student in the MAIS degree must create a committee that includes a faculty advisor and two additional faculty members who teach in interdisciplinary studies. Students choose from three options for completing

their degrees: (1) thesis track, (2) capstone project track, and (3) comprehensive examination track (see below). For students on the thesis track, the committee will advise in development of the thesis and its grading. For students on the capstone experience track, the committee will provide advice and grade the capstone project. For students on the comprehensive exam track, the committee will develop and grade the exam. In addition, a formal "Program of Study" as described elsewhere in this catalog will be prepared and submitted for approval.

### *Themes and Degree Requirements*

Students who choose 18 credit hours of coursework from within a concentration may receive recognition for its completion. Students may specialize in one concentration only.

Also, note that regardless of concentration, no more than 18 credit hours of coursework in any one *discipline* can apply to the MAIS Degree. The remaining 18 credit hours of study must be drawn from two or more disciplines (e.g., History, Government/MPPM, Sociology, etc.), with at least 6 hours in each supporting field. The course prefixes identify these disciplinary boundaries.

### BORDERLANDS STUDIES

Students who choose 18 credit hours of coursework selected from the Borderlands Studies Concentration, and up to 18 credit hours of electives. No more than 18 credit hours may be from any one discipline and the electives must be drawn from two or more disciplines (e.g., History, Government/MPPM, Sociology, etc.), with at least 6 hours in each supporting field.

#### Required Courses within the Borderlands Studies Concentration (12 hours)

HIST	6315	Borderlands History
HIST	6414	US/Mexico Border Twin Cities
PPAM	6381	Public Policies in Mexico-US Border Region
INDS	6333	Theories of Knowledge

#### Electives Courses within the Borderlands Studies Concentration (choose at least 6 hours)

BIOL	5327	Coastal Ecology
GOVT	6376	US-Mexico-Central America and Caribbean Relations
HIST	6312	Colonial Latin America
HIST	6313	Modern Latin America
HIST	6316	Topics in Mexican and American Heritages
HIST	6317	Topics in Texas and Southwest History
HIST	6318	Topics in Latin American History
HIST	6335	The Atlantic World
SOCI	6313	Minorities
SOCI	6323	Mexican-American Presence
SOCI	6374	Globalization
TRSP	6320	Translation Workshop English to Spanish



TRSP 6322 Translation Workshop English to Spanish

Elective Courses Outside of the Borderlands Concentration (up to 18 hours)

Elective Courses outside of the concentration selected in consultation with advisor.

Learning Outcomes:

- Demonstrate understanding of the basic theories and issues surrounding human rights law.
- Demonstrate understanding of modern theories of class, ethnicity, and race.
- Demonstrate understanding of US immigration policy.

### COMMUNITY COLLEGE TEACHING

Courses from education that meet our programmatic requirements are as follows:

Required Courses within the Community College Teaching Concentration (18 hours). Disciplines include History, Government/MPPM, English, Music, Sociology, and Spanish

Required Education Courses (15 hours)

EDTC 6321 Instructional Design

EDTC 6323 Multimedia/Hypermedia

EDTC 6325 Educational Communications

EDTC 6358 Theory and Practice of E-Learning

INDS 6333 Theories of Knowledge

Electives: 6 credit hours, with at least 6 hours in each supporting field (must be approved by the MAIS committee).

Learning Outcomes:

- Demonstrate understanding of the basic principles of effective pedagogy.
- Demonstrate competence in a particular discipline.

### INDIVIDUALIZED STUDIES

Students select 36 credit hours of graduate courses of which no more than 18 credit hours may pertain to a single discipline. The remaining 15 credit hours of study must be drawn from two or more disciplines, with **at least 6 hours in each supporting field. Courses are selected in consultation with the student's Graduate Advisor.**

INDS 6333 Theories of Knowledge

Individualized Study Courses within the Primary Discipline (18 hours)

Individualized Study Courses from Two or More Other Disciplines (15 hours)

Learning Outcome:

- Demonstrate competence in the interdisciplinary application of concepts to a particular problem.

## SOCIOLOGY

Students concentrating in sociology must complete 36 credit hours of graduate courses of which no more than 18 credit hours may pertain to sociology. The remaining 18 credit hours of study must be drawn from two or more disciplines, with at least 6 hours in each supporting field. Students must successfully complete the required courses for sociology concentration, which are listed below.

Required Courses within the Sociology Concentration (12 hours)

SOCI 6313 Minorities  
SOCI 6333 Theory  
SOCI 6374 Globalization  
INDS 6333 Theories of Knowledge

Electives Courses within the Sociology Concentration (choose at least 6 hours)

SOCI 6323 Mexican-American Presence  
SOCI 6324 Health  
SOCI 6325 Contemporary Issues in Sociology  
SOCI 6353 Deviance  
SOCI 6363 Gender  
SOCI 6373 Aging

Other Electives for the Sociology Concentration: (up to 15 hours)

Learning Outcomes:

- Demonstrate competence in assessing sociological concepts.
- Demonstrate familiarity with the theoretical perspectives within the discipline.
- Identify and employ research designs appropriate to the study of social life.

## SUSTAINABLE DEVELOPMENT

Students concentrating in sustainable development must complete 36 credit hours of graduate courses of which no more than 18 credit hours may pertain to a single discipline. The remaining 18 credit hours of study must be drawn from two or more disciplines, with at least 6 hours in each supporting field.

Required Courses within the Sustainable Development Concentration (12 hours)

BIOL 5422 Conservation Biology  
BIOL 5370 Restoration Ecology  
PPAM 6302 Public Policy and Analysis  
INDS 6333 Theories of Knowledge

Electives Courses within the Sustainable Development Concentration (choose at least 9 hours)

BIOL 5315 Biological Basis of Emerging Diseases  
BIOL 5327 Coastal Ecology  
BIOL 5370 Topics in Biology

BLAW	6301	Legal Environment of Business
ECON	6301	Business Economics
GOVT	6380	US-Mexico, Central American and Caribbean Relations
PPAM	6310	Seminar in Community and Economic Development
PPAM	6311	Urban Policy, Planning, and Management
PPAM	6320	Environmental Policy and Management
PPAM	6340	Seminar in International Development Policy and Management
PPAM	6360	Nonprofit Policy and Management
PPAM	6371	Nonprofit Governance
PPAM	6370	Seminar in Health Care Policy and Management
SOCI	6324	Health
SOCI	6374	Globalization

Other Electives for the Sustainable Development Concentration: (up to 15 hours)

Learning Outcomes:

- Demonstrate understanding of the basic principles of scientific inquiry.
- Demonstrate understanding of basic principles of ecology.
- Demonstrate understanding of basic principles of economic development.

### *Thesis Option*

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. The thesis option is particularly suitable for students intending on **eventually entering a doctoral program**. Those students who take the thesis option must form a **Master's Committee**, composed of a Committee Chairperson and two other members of the graduate faculty. The committee approves the thesis topic and advises on the preparation of the thesis. (See thesis or non-thesis option under "Academic Information"). **Students must pass an oral defense of the complete thesis.** Students selecting this option will register for INDS 7300 and 7301 after they complete their coursework.

### *Requirements for the Thesis Option*

INDS	7300	Thesis (3 credit hours)
INDS	7301	Thesis (3 credit hours)

Electives: (27 credit hours of graduate credit of which no more than 18 hours may be from any one discipline and no more than 12 semester hours may be taken from the professional schools). At least two of the elective classes (6 credit hours) must be upper-level (6000) coursework. The thesis track is recommended for those wishing to later pursue a doctoral degree.

Electives may be taken in any of the following areas: biology, business administration, communication, criminal justice, education, English, fine arts, geography, government, history, interdisciplinary studies, interpreting, music, psychology, public policy and management, sociology, and Spanish.

### *Requirements for the Capstone Experience Option*

INDS 6334 Capstone Experience (3 credit hours)

Electives: (33 credit hours) The Capstone option is designed to meet the needs of students who after graduation will be working in government, business, or education. The option provides a flexible format for developing a creative project that demonstrates the potential of interdisciplinary studies. The capstone project may consist of a research report, a publishable paper, or some other creative endeavor agreed upon **by the student and their Master's Committee. (36 credit hours of graduate credit of which no more than 18 hours may be from any one discipline and no more than 12 semester hours may be taken from the professionals schools).** At least two of the elective classes (6 credit hours) must be upper-level (6000) coursework.

Electives may be taken in any of the following areas: biology, business administration, communication, criminal justice, education, English, fine arts, geography, government, history, interdisciplinary studies, interpreting, music, psychology, public policy and management, sociology, and Spanish.

The Capstone Experience track requires the student to enroll in *INDS 6334: Capstone Experience* their final semester, during which they will complete a project agreed upon by their Master's Committee. The project may be a publishable paper or a similar research project designed to showcase the student's abilities.

### *Requirements for the Comprehensive Examination Option*

Electives: The Comprehensive Examination option provides flexibility for students who best demonstrate their knowledge in exam situations. Students take 36 credit hours of which no more than 18 hours may be from any one discipline and no more than 12 semester hours may be taken from the professional schools. At least two of the elective classes (6 credit hours) must be upper-level coursework.

Electives may be taken in any of the following areas: biology, business administration, communication, criminal justice, education, English, visual arts, geography, government, history, interdisciplinary studies, interpreting, music, psychology, public policy and management, sociology, and Spanish.

Students in the comprehensive exam option must pass a comprehensive exam which is taken in their final semester.

An MAIS Degree requires successful completion of 36 hours of coursework. Students may individualize their program of study in consultation with their faculty advisor. Should a student wish to obtain specialization in one of the four non-individualized program concentrations, 18 credit hours of their coursework will be selected from the courses listed within that concentration.

## *Additional Courses in Liberal Arts*

### *Arts*

#### ARTS 6300 Graduate Studio Problems in Drawing Arts

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.: **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 6312 Graduate Studio Problems in Sculpture

This course is the study of technical, formal and conceptual aspects of 3 dimensional design and sculpture 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. Prerequisite: Bachelor's Degree and Texas Teacher's Certification.** Lec 2, Lab 4, Cr 3

#### ARTS 6320 Current Topics in Art Education

This class explores the ever changing environment of schools, curriculum and the general problems of the working art educator in today's educational environment. **It will provide the student with tools and strategies that are relevant to art education and teaching as a whole. Prerequisite: Bachelor's Degree and Texas Teacher's Certification.** Lec 3, Cr 3

#### ARTS 6321 Art Education in Western History

This course will look at Art Education in Western history from its origins to today, focusing on its social context, philosophical background, and relevance. This course will provide a view on the events in Art, Art History, and Culture **that have shaped the course of art education. Prerequisite: Bachelor's Degree and Texas Teacher's Certification.** Lec 3, Cr 3

#### ARTS 6325 Art Education Studio

This class will address an overall view of studio in both 2-dimensional and 3-dimensional disciplines. It will emphasize a holistic studio experience and the class will take a generalist approach to studio activities. This experience will translate into a wide range of studio activities for future classroom instruction. **Prerequisite: Bachelor's Degree and Texas Teacher's Certification.** Lec 3, 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

## *Communication*

### COMM 6301 Introduction to Communication Studies

A survey of qualitative and quantitative traditions in communication research, review of statistical methodology and major communication theories.

### COMM 6302 Critical Approaches to Mass Communication and Society

This course introduces students to a variety of methods for the purpose of understanding the role of mass communication in contemporary society. Lec 3, Cr 3

### COMM 6303 Special Topics in Communication

Course offered covers a variety of communication topics related to the study of human communication, among those topics would be intercultural communication, interpersonal communication and applied statistics for behavioral research in communication. Course may be repeated 2 times for credit when topic varies. Lec 3, Cr 3

### COMM 6312 Organizational Communication and Change

This graduate seminar will provide an in-depth application of general systems theory to organizational effectiveness with a focus on creating learning organizations. Lec 3, Cr 3

### COMM 6330 Seminar in New Mass Communication Technologies

This course examines current and anticipated communication technologies and how these technologies influence communication within peer groups, organizations, and among consumers. Lec 3, Cr 3

## *Criminal Justice*

### 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.

### 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.

*Government*

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). 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. Lec 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 6388 Major Political Ideologies

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

*Interdisciplinary Studies*

INDS 6333 Theories of Knowledge

This class examines epistemology with emphasis on how it pertains to the social sciences and humanities.

INDS 7300 Thesis Cr 3

INDS 7301 Thesis Cr 3

*Sociology*

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 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 6343 Globalization: Issues of Inequality, Conflict and Integration

This course will examine the ways in which national societies relate to each other at various levels of interaction: Cultural, economic, social, environmental and military and seek to find an identity and place in the emergent world system. 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 6363 Gender

The course will study and analyze the social construction of gender in United States society today.

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

# College of Science, Mathematics, and Technology

Dr. Mikhail M. Bouniaev, Dean  
Science, Engineering & Technology Building #2.342  
882-6701  
mikhail.bouniaev@utb.edu

The College of Science, Mathematics, and Technology offers the Master of Science degree with concentrations in Biology, Computer Science, Mathematics and Physics and a Master of Science in Interdisciplinary Studies (M.S.I.S.) degree with concentrations in Biology and Computer Science.

At The University of Texas at Brownsville (UTB), the principal role of the College of Science, Mathematics, and Technology 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.

## *Graduate Programs*

Ph. D in Physics Cooperative Between UTSA and UTB

M.S. in Biology

M.S.I.S. in Biology

M.S. in Computer Science

M.S.I.S. in Computer Science

M.S. in Mathematics

M.S. in Physics

# *Biological Sciences*

Dr. David Hicks, Chair  
LHSB #2.816  
882-5055  
david.hicks@utb.edu

## Graduate Faculty

Alejandro Fierro-Cabo, Assistant Professor

David Hicks, Associate Professor

Richard Kline, Assistant Professor

Kenneth Pruitt, Assistant Professor

Heather Alexander, Assistant Professor

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

### *36-Hour Thesis/Non Thesis 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 Biology are:**

- Undergraduate GPA of 3.0
- GRE Verbal score of 153 (500 if taken prior to August 2011)
- GRE Quantitative score of 144 (500 if taken prior to August 2011)
- **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 for the Bachelor Science in Biology.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

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 **Master's degree program for non-thesis** students requires a total of 36 semester credit hours (SCH). 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 include six credit hours of core courses. The remaining 30 hours will be considered electives and will be chosen by the Graduate Advisory Committee (GAC) with input from the student. A maximum of 8 SCH may include graduate courses offered by other departments within the college. A program of study must be submitted during the first semester of graduate study. Non-thesis students may change to the thesis M.S. program track at any time during the program. The following core courses are required:

#### *Degree Requirements*

BIOL 6101 Graduate Seminar I.	1 SCH
BIOL 6102 Graduate Seminar II.	1 SCH
BIOL 5455 Biostatistics.	4 SCH

#### *Comprehensive Exam*

Non-thesis students must pass a comprehensive written or oral examination during their final semester covering general and advanced biological concepts. The comprehensive exam will be administered by a departmental committee and the student shall choose between a written or oral examination. Details of the comprehensive exam can be obtained from the departmental graduate program coordinator.

#### *Master of Science with Thesis:*

The thesis MS program track requires 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. Twelve credit hours of core courses will be taken by all students in the program. The remaining 24 hours will be considered electives and will be chosen by the GAC with input from the student. A maximum of 8 SCH may include graduate courses offered by other departments within the college. A program of study must be submitted during the first semester of graduate study. Thesis students may not change to the non-thesis M.S. program track after completing the 12 semester credit hours without the consent of the department graduate program committee. The following courses are required by all thesis students:

BIOL 6101 Graduate Seminar I.	1SCH
BIOL 6102 Graduate Seminar II.	1 SCH
BIOL 5455 Biostatistics.	4 SCH

BIOL 7300 Thesis. 3 SCH

BIOL 7301 Thesis. 3 SCH

### *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.

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

### *36-Hour Thesis/Non-Thesis Program*

The M.S.I.S. in Biology degree requires a total of 36 semester hours of graduate credit. The Biology concentration must have at least 12 and no more than 18 semester hours in the subject area. In addition, 18-24 hours must be taken in two or more supporting fields outside the area of concentration.

### *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 153 (500 if taken prior to August 2011)
- GRE Quantitative score of 144 (500 if taken prior to August 2011)
- **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 course essentially the same as those required by UTB for the Bachelor Science in Biology.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

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.

### *M.S.I.S. Without Thesis Degree Requirements*

Area of Concentration                      Credit Hours

Biology 12-18

The Biology Concentration includes the following required core courses: BIOL 6101, 6102, and BIOL 5455.

Two or more supporting fields 18-24

Total graduate hours for degree 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 during the first semester of graduate study.

### *Comprehensive Exam*

Non-thesis students must pass a comprehensive written or oral exam during their final semester covering advanced interdisciplinary concepts as they relate to biology and supporting fields. The comprehensive exam will be administered by a departmental committee and the student shall choose between a written or oral examination. Details of the comprehensive exam can be obtained from the departmental graduate program coordinator.

### *M.S.I.S. Thesis Degree Requirements*

Area of Concentration Credit Hours

Biology 12-18

The Biology Concentration includes the following required core courses: BIOL 6101, 6102, and BIOL 5455.

Two or more supporting fields which must include ISCI 7300

and ISCI 7301 for thesis students 18-24

Total graduate hours for degree 36

### *Thesis*

A research project should be chosen as described under ISCI 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. Thesis students must present a seminar of their thesis research and pass an oral defense of their completed thesis.

## *Supporting Fields*

Arts, Business Administration\*, Computer Science, Criminal Justice, Education\*, Environmental Sciences, Geography, Geology, 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.

## *Graduate Course Descriptions*

### *Biology*

BIOL 5127 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 5136 Current Issues in Biology

Discussion and analysis of active areas of research in biology at an advanced level. Topics will vary by semester offered. A maximum of 3 SCH will count towards degree. Prerequisite: Graduate standing.

BIOL 5170 Topics in Biology

Specialized content and/or field experiences not available in other courses. A maximum of 6 SCH will count towards degree, subsequent enrollment will not count. 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 towards 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 5327 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. Lec 3, Cr 3 Prerequisite: Graduate standing and one course in general ecology (BIOL 3309) or zoology (BIOL 3314 or BIOL 4302) or consent of the instructor.

BIOL 5340 Statistical Ecology

The application, interpretation, and critique of statistical methods for analyzing arrays of species-by-samples data as arise in biological monitoring of environmental impacts and fundamental studies of community ecology. Topics include standard diversity indices, hierarchical clustering, multidimensional scaling, principal components analyses, analysis of similarities and selected advanced topics. This course will emphasize the use of statistical software packages and reporting of results. Prerequisite: Graduate standing and one course in general ecology (BIOL 3309 or equivalent) or consent of the instructor.

BIOL 5342 Restoration Ecology

This course explores the relevance of ecological principles applicable to the recovery of degraded ecosystems. With an emphasis on the reestablishment of ecosystem functioning to facilitate recovery, topics discussed relate to the implementation and monitoring of restoration projects across systems and disturbances. Prerequisite: Graduate Standing and an introductory course in ecology, or field experience in ecology and an introductory course in biology, or consent from instructor.

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 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 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 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-parametric 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 Graduate Seminar I

In this course students will review the literature for current research topics, reporting and discussion with faculty and other students. Students will refine a topic for scientific investigation, formulate testable hypotheses, design controlled experiments, conduct scientific literature searches, and interpret the methods and results of primary literature articles, as well as, refine their oral presentation skills. Prerequisites: Graduate Standing.

#### BIOL 6102 Graduate Seminar II

In this course, students will learn professional skills for a career in the Biological Sciences such as grant agency selection, grant writing, preparation of a curriculum vitae, the peer review process, development and formatting of manuscripts, scientific proposals, review papers, cover letters and preparation of. Students will learn to make proper use of bibliographic citations, write technical papers and prepare documents. Prerequisites: Graduate Standing. Lec 1, Cr 1.

#### BIOL 6185-6685 Graduate Research

Faculty supervised research designed for students who are working on a research or thesis project. A maximum of 6 SCH of Graduate Research will count toward the degree; subsequent enrollments will not count. Prerequisite: Graduate standing or consent of instructor.

#### 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 of a report in standard scientific form for faculty approval.

Prerequisite: Consent of instructor and advisor. Lec 0, Lab 8, Cr 3.

BIOL 6390 Biology Internship

Paid or volunteer work in an industrial, educational, private agency, or government facility, under the general supervision of collaborating personnel. The student must secure the appointment for such work, but faculty will assist in finding opportunities. The collaborating personnel and the student must agree to written terms required by the Biological Sciences Department. Successful completion requires a letter from the collaborating personnel detailing **the student's qualifying experience, an acceptable scholarly report, and a seminar presentation**. The instructor must be a full-time member of the Graduate Faculty.

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 includes an individual student project. 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

## *School of Engineering and Computational Science*

Dr. Juan Raymundo Iglesias

SETB 1.550A

882-6616

juan.iglesias@utb.edu

### Graduate Faculty

Juan R. Iglesias, Associate Professor

Fitratullah Khan, Professor

Hansheng Lei, Associate Professor

Mahmoud K. Quweider, Professor

Liyu Zhang, Assistant Professor

## *Master of Science in Computer Science*

### 36-Hour Program

The Master of Science in Computer Science requires a total of 36 semester credit hours (SCH) in graduate coursework. MSCS has two tracks: 1) MSCS – Computer Science, and 2) MSCS – Computational Science. The admission requirements are the same for both. There are some differences in course requirements, which are listed below.

### 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 Computer Science** are:

- Undergraduate GPA of at least 3.0
- GRE Verbal score of 140 (400 if taken prior to August 2011)
- GRE Quantitative score of 153 (500 if taken prior to August 2011)
- GRE Analytical Writing score of 3.5
- A personal statement from the applicant explaining why he/she wishes to pursue graduate study in computer science or computational science

Students are required to have a basic background in computer science. If **applicant's** undergraduate major is not Computer Science, a diagnostic test will be given, and a student will be required to take the corresponding undergraduate courses on subject areas where he/she failed.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis. Students may be required to complete additional leveling courses to settle academic deficiencies.

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. Visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### Required Courses: MSCS – Computer Science

The track for Computer Science is for students who have a bachelor degree in computer science or closely related field and are willing to advance their knowledge to an advanced level.

Core Courses 9

Complete all the three courses in one of the following categories:

#### Theory of computation

COSC 5361 Computability Theory 3

COSC 5362 Complexity Theory 3

COSC 5345 Advanced Algorithm Analysis 3

OR

#### Systems Development

COSC 5315 Advanced Computer Networks 3

COSC 5346 Advanced Software Engineering 3

COSC 5349 Computer Architecture 3

OR

#### Scientific Computing

COSC 5360 Numerical Methods 3

COSC 5343 Data Mining 3

COSC 5381 Bioinformatics 3

Computer Science Elective Courses\* 21

### Graduation Options

(Students must choose one of the following graduation options)

#### Thesis

COSC 6300 Thesis I 3

COSC 6301 Thesis II 3

OR

Project	
COSC 6303 Graduate Project	3
Computer Science Elective Course*	3
OR	
Comprehensive Examination	
Computer Science Elective Courses*	6
Total Graduate Hours for degree	36

\*Any COSC graduate level courses may be used as Computer Science Elective Courses with previous written consent of the CIS Graduate Advisor

#### Required Courses: MSCS – Computational Science

The track of Computational Science is for students who are interested in constructing computational models and quantitative analysis techniques and using computers to analyze and solve scientific problems.

Computer Science Advanced Courses	9
Take three courses out of the following:	
COSC 5335 Computer Vision	
COSC 5343 Data Mining	
COSC 5345 Advanced Algorithm Analysis	
COSC 5350 Artificial Intelligence	
COSC 5360 Numerical Methods	
COSC 5381 Bioinformatics	
Computer Science Elective Courses*	12
Supporting Discipline Elective Courses**	9

#### Graduation Options

(Students must choose one of the following graduation options)

Thesis	
COSC 6300 Thesis I	3
COSC 6301 Thesis II	3
OR	
Project	
COSC 6303 Graduate Project	3
Computer Science Elective Courses* or Supporting Discipline Elective Courses**	3
OR	
Comprehensive Examination	
Computer Science Elective Courses* or Supporting Discipline Elective Courses**	6

\*Any COSC graduate level courses may be used as Computer Science Elective Courses with previous written consent of the CIS Graduate Advisor.

\*\*Any graduate level courses in a given discipline with previous written consent of the CIS Graduate Advisor. Disciplines include Mathematics, Engineering, Chemistry, Physics, Biology, and any other graduate level discipline with previous written consent of the CIS Graduate Advisor.

## Curriculum

### Computer Science Advanced Courses:

- COSC 5315 Advanced Computer Networks
- COSC 5319 Computer and Cyber Security
- COSC 5335 Computer Vision
- COSC 5343 Data Mining
- COSC 5345 Advanced Algorithm Analysis
- COSC 5347 Advanced Software Engineering
- COSC 5350 Artificial Intelligence
- COSC 5361 Computability Theory
- COSC 5362 Complexity Theory

### Computer Science Electives:

- COSC 5300 Compiler Construction
- COSC 5317 Signals and Systems
- COSC 5318 Digital Forensics
- COSC 5321 E-Commerce
- COSC 5330 Computer Graphics
- COSC 5332 Human Computer Interaction
- COSC 5333 Digital Image Processing
- COSC 5349 Computer Architecture
- COSC 5355 Expert Systems
- COSC 5360 Numerical Methods
- COSC 5381 Bioinformatics

## Capstone

Computer Science offers three different graduation options: thesis, project, and comprehensive examination. In order to complete a thesis, a student selecting the thesis graduation option will enroll in COSC 6300 Thesis I and COSC 6301 Thesis II. The student will select a thesis committee consisting of at least three graduate faculty members, one of them will be appointed as the chairperson. Enrollment to COSC 6301 Thesis II requires the student to pass an oral defense of the thesis proposal which will be examined by the thesis committee. The student must pass an oral defense of the completed thesis which will be examined by the thesis committee.

In order to complete a project, a student selecting the project graduation option will enroll in COSC 6303 Graduate Project. It is expected that the student will write a project paper to report the project outcomes. The student will select a project committee consisting of at least three graduate faculty members, one of them will be appointed as the chairperson. The student must pass an oral defense of the completed project which will be examined by the project committee.

Students may graduate by approving a comprehensive examination. The exam will not be scheduled prior to the student's last semester of coursework. Contents of the exam will be contingent on the student's prescribed graduate coursework and it will be administered by the department's Graduate Committee.

## *Master of Science in Interdisciplinary Studies (M.S.I.S.) in Computer Sciences*

### *36-Hour Thesis/Non-thesis*

The Master of Science in Interdisciplinary Studies (MSIS) with concentration in Computer Science (CS) requires a total of 36 semester hours of graduate credit. A total of 18 graduate semester credit hours must be taken in CS. Additional 18 hours, including ISCI 7300 and ISCI 7301, must be taken in two or more supporting fields outside CS.

### *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 Computer Science** are:

- Undergraduate GPA of 3.0
- GRE Verbal Score of 146 (400 if taken prior to August 2011)
- Quantitative Score of 144 (500 if taken prior to August 2011)
- Personal statement from the applicant explaining why he/she wishes to pursue graduate study in CS including professional and personal goals. This letter should include the area of interest, and a short list of preferred faculty research supervisors.
- Each entering graduate student will take a diagnostic evaluation conducted by the Computer Science Graduate Coordinator. The evaluation will serve to identify areas that must be strengthened by the student with remedial courses and to identify the possible tracks of specialization that may be of interest to the student.

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

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. Visit [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### *Degree Requirements: 36 hours*

Area of Concentration.....	Credit Hours
Computer Science .....	18
Two or more supporting fields.....	18
(must include ISCI 7300 and ISCI 7301)	
Total Graduate Hours for degree...	36

### *Thesis*

As part of their graduate curriculum, students must take ISCI 7300 and ISCI 7301 leading to the completion of their thesis. At the appropriate time in their graduate study, students will select a thesis committee in order to approve a topic and to assist in the preparation of the thesis. The thesis committee will be composed of at least three graduate faculty, one of them will be appointed as the chairperson. Co-chairs are possible in case of co-supervision of an interdisciplinary project. Students must pass an oral defense of the completed thesis. The thesis needs not consist solely of a written research paper; software, analytical, practical performance, or other appropriate projects may also be considered. It is expected that the student will choose a topic that appropriately integrates aspects of the discipline of Computer Science and the supporting fields.

### *Supporting Fields*

Arts, Business Administration\*, Biology, Criminal Justice, Education\*, Environmental Sciences, Geography, Geology, English, Government, History, Interdisciplinary Science, Interpreting, Mathematics, Physics, Psychology, Sociology, and Spanish. A total of 18 graduate semester credit hours including ISCI 7300 and ISCI 7301 must be taken from two or more supporting fields outside Computer Science. Selection of supporting fields must be determined through consultation with the Faculty Advisor. The use of mathematics as supporting area is strongly encouraged but not required; however, because of the broad application nature of Computer Science, any approved M.S.I.S. field can be a supporting field for the M.S.I.S. with concentration in Computer Science.

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

### *Curriculum of Study*

#### Graduate Computer Science Courses

Students are required to take 18 hours of graduate course in COSC (above 5000) that may be chosen from the following:

COSC 5300 Compiler Construction

COSC 5310 Operating Systems

COSC 5313 Computer Networks



COSC 5315 Advanced Computer Networks  
COSC 5317 Signals and Systems  
COSC 5318 Digital Forensics  
COSC 5319 Computer and Cyber Security  
COSC 5321 E-Commerce  
COSC 5330 Computer Graphics  
COSC 5332 Human Computer Interfaces  
COSC 5333 Digital Image Processing  
COSC 5335 Computer Vision  
COSC 5342 Database Management Systems  
COSC 5343 Data Mining  
COSC 5345 Advanced Algorithm Analysis  
COSC 5346 Software Engineering  
COSC 5347 Advanced Software Engineering  
COSC 5349 Computer Architecture  
COSC 5350 Artificial Intelligence  
COSC 5355 Expert Systems  
COSC 5360 Numerical Methods  
COSC 5361 Computability Theory  
COSC 5362 Complexity Theory  
COSC 5381 Bioinformatics

## *Graduate Course Descriptions*

### *Computer Science*

COSC 5300 Compiler Construction

Different phases of compiler construction are studied: lexical, syntax, semantics and code generation. Projects leading to the complete construction of a compiler for a mini-set of a language are carried out. Prerequisite: COSC 3355, COSC 3345 and COSC 2325 or consent of instructor. Lec 3, Cr 3

COSC 5301 Foundations of Programming

This is an introductory course in computer programming. Topics include basic concepts in object oriented and structured programming, testing and debugging, abstract data types, basic searching and sorting techniques, and recursion. This course cannot be applied toward any graduate degree in Computer Science. Lec 3, Cr 3

COSC 5302 Foundations of Algorithm Analysis and Design

This course introduces advanced concepts in Computer Science. Topics include fundamental algorithms such as quick sort, hash tables, binary search trees, graph algorithms and complexity analysis. This course cannot be applied toward any graduate degree in Computer Science. Prerequisite: COSC 5301 Lec 3, Cr 3

### COSC 5310 Operating Systems

The student is familiarized with the services common to most operating systems. Issues in CPU scheduling, concurrent processes, deadlocks, memory management, file management, and distributed systems are dealt with. Students are given relevant projects to support the theoretical aspects learned in class. Prerequisites: Admission to MSIS or MS Program. Lec 3, Cr 3

### 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 cryptology, network programming, and secure channels. Prerequisite: COSC 3330, COSC 2317. Lec 3, Cr 3

### COSC 5317 Signals and Systems

This course covers the representation and analysis techniques for discrete and continuous signals in one or more dimensions. Topics include random variables, information theory, sampling and quantization, and signal representation in the time and frequency domains with applications to multimedia and telecommunications. Prerequisite: MATH 2414, MATH 3381, and COSC 2336. Lec 3, Cr 3

### COSC 5318 Digital Forensics

An introduction to the science, technology, procedures, and laws of acquiring and analyzing evidence from digital media and computing devices. Current forensics tools will be surveyed, and case studies will be assigned and presented in class. Prerequisite: COSC 4313 or COSC 5313. Lec 3, Cr 3

### COSC 5319 Computer and Cyber Security

This course is an in-depth study of computer systems and network security principles. Key areas include network attacks and defenses, operating system flaws, malware, social networks attacks, and digital rights management. Prerequisite: COSC 4313 or COSC 5313. Lec 3, Cr 3

### COSC 5321 E-Commerce

This course introduces the technologies used in building e-commerce applications including e-commerce scalable architecture design, Internet infrastructure, administration, electronic payment systems, e-business relationships, mobile commerce (mCommerce), and business-to-business (B2B) marketplace design, strategies and models. Lec 3, Cr 3

### COSC 5330 Computer Graphics

The student is familiarized with structured graphical objects. The algorithms for transforming, clipping, and projecting objects are put into practice through several projects. Hidden line/surface removal, shading/lighting models, and the problem of aliasing are studied. Prerequisite: COSC 3345 or consent of instructor. Lec 3, Cr 3

### COSC 5332 Human Computer Interfaces

Simple and compound classes, page and page selector classes, animation and pop up classes, configuration and deriving of new objects, application interface, overall design, and machine dependencies are studied. Application-oriented graphical user interfaces are built. Prerequisite: COSC 2336 or consent of the instructor. 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. Prerequisite: MATH 2314 and COSC 2336 or departmental consent. Lec 3, Cr 3

#### 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. Prerequisite: At least a C in both COSC 3345 and COSC 3330. Lec. 3 Cr. 3

#### 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 5345 Advanced Algorithm Analysis

Both basic and advanced techniques of algorithm design and analysis are introduced. Algorithms with real applications are thoroughly studied. The notion of NP-complete problems and design and analysis techniques for approximation and randomized algorithms are also introduced. Prerequisite: at least a C in COSC 3345, or consent of instructor.

#### COSC 5346 Software Engineering

The scope of systems analysis, systems investigation and analysis, input and output design, storage devices, file organization, sorting and merging, factors affecting file design, system design, the program specifications, design strategy, and financial applications are studied. Prerequisites: Admission to MSIS or MS Program. Lec 3, Cr 3

#### COSC 5347 Advanced Software Engineering

This course is an in-depth study of advanced software engineering principles. Key areas include project management, team building, team organization, cost estimation, scheduling, description and evaluation of software architecture design, object-oriented design methodologies, and refactoring. Practical aspects of software are also discussed including testing, maintenance, safety, security, quality assurance, and reliability. Prerequisites: COSC 4346, or consent of instructor. 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 discusses 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. Prerequisite: At least a C in COSC 3345. Lec 3, Cr 3

### 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. Prerequisite: At least a C in COSC 5350 Lec 3, Cr 3

### COSC 5360 Numerical Methods

The topics include root finding, interpolation and numerical differentiation, polynomial interpolation, estimating derivative, numerical integration, systems of linear equations, approximation by spline functions, and smoothing of data. Prerequisite: COSC 2336 and MATH 2414 or consent of the instructor.

### COSC 5361 Computability Theory

This course introduces elements in mathematical foundations of computer science, formal language theory and computability theory. Mathematical foundations of computer science include topics such as set theory, relations and functions, and proof methods. Prerequisites: at least a C in COSC 5345, or consent of instructor. Lec 3, Cr 3

### COSC 5362 Complexity Theory

This course introduces basic concepts, results and techniques in computational complexity theory, and provides a deeper insight of the power of computing using the Turing-machine model. Prerequisites: at least a C in COSC 5361. Lec 3, Cr 3

### COSC 5381 Bioinformatics

This course provides an introduction to the rapidly evolving field of bioinformatics with the overarching goal of understanding how computer science plays an integral part both in the application and algorithmic aspects of the field. Topics include molecular biology databases, sequence alignment, genomics, proteomics, phylogenetic analysis, clustering, and gene expression analysis. Prerequisite: COSC 2336. Lec 3, Cr 3

### COSC 6300 Thesis I

**This course constitutes the first part of a student's course work requirement in completing his master thesis; students must take COSC 6300 and COSC 6301 leading to the completion of their thesis. Students must successfully pass an oral defense of the thesis proposal or the software project plan. Prerequisite: Approval of graduate advisor. Lec 3, Cr 3**

### COSC 6301 Thesis II

**This course constitutes the second part of a student's course work requirement in completing his master thesis; students must take COSC 6300 and COSC 6301 leading to the completion of their thesis. Students must successfully pass an oral defense of the thesis proposal or the software project plan. Prerequisite: Approval of graduate advisor. Lec 3, Cr 3**

## COSC 6303 Graduate Project

Students will complete a graduate project, write a paper reporting the project outcomes, and orally defend the project examined by a committee. The committee will consist of three faculty members selected by the student, one of them appointed as the committee chair. Students cannot take this course before their last semester of coursework.

# *Mathematics*

Dr. Jerzy Mogilski, Chair  
SETB #2.454  
882-6628  
jerzy.mogilski@utb.edu

## Graduate faculty

Mikhail Bouniaev, Professor  
Roger Contreras, Associate Professor  
Alexey Glazyrin, Assistant Professor  
Ranis Ibragimov, Associate Professor  
Jerzy K. Mogilski, Associate Professor  
Oleg Musin, Professor  
Vesselin Vatchev, Associate Professor  
Taeil Yi, Associate Professor  
Paul-Hermann Zieschang, Professor

## *Master of Science in Mathematics (M.S.)*

The Master of Science in Mathematics has three tracks, Pure Mathematics, Industrial Mathematics and Teaching Mathematics. In each case, the student has thesis (except Teaching Mathematics track), non-thesis and project option.

Mathematicians with a strong background in pure mathematics are surprisingly attractive to many professional branches in our society, particularly intelligence technology, finance, security, engineering and physics. Industrial mathematics is a growing branch in mathematics which provides trained personnel for key positions in modern industries. Teaching Mathematics track offers an opportunity to become an effective mathematics instructor with educational technology skills especially for on-line/distance education.

## *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 Mathematics** are:

- Undergraduate GPA of 3.0
- GRE Verbal score of 146 (400 if taken prior to August 2011)

- GRE Quantitative score of 148 (600 if taken prior to August 2011)
- **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
- 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 will be considered for admission on a conditional basis.

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. Visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

#### *Admissions for Five Year M.S. in Mathematics Track*

The Department of Mathematics enables highly motivated students with strong intellectual capacities to earn a Bachelor of Science in Mathematics and a Master of Science in Mathematics within a five-year period. The integrated program is designed to prepare students for competitive doctoral programs and provide strong leadership skills and professional depth to students entering teaching positions.

- Minimum semester credit hours (SCH) required for graduation: 156 (SCH) (120+36) - 12 common SCH = 144 SCH
- Students are eligible to apply for admission to the 5 year program during the semester they complete 63 SCH (including 15 math) of undergraduate coursework with at least 3.2 GPA and minimum 3.5 GPA from at least 15 SCH in mathematics courses.
- By the end of their third year, students in the program must complete minimum 93 SCH maintaining at least 3.2 GPA and 3.5 GPA in mathematics courses.
- To be considered for admission to the 5 year program, students must submit a 5 year application during the semester they complete 93 SCH. Only 5 year program candidates demonstrating superior undergraduate academic performance in mathematics and strong recommendation will be considered for admission.
- If admitted to the program, the student must complete at least 9 SCH of MS courses during the fourth year of undergraduate study. Candidates should work with their undergraduate advisor to determine how the courses will apply to the undergraduate degree. Before the start of the second semester of the fourth year, they should submit the GRE with a minimum score of 1000.

- At the end of the fourth year, assuming that all other graduation requirements are met, the student earns his or her baccalaureate degree.
- During their fifth year, the student completes the remaining semester hours toward the MS in Mathematics degree.

### *Degree Requirements*

The M.S. program requires 36 semester credit hours. 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.

### *M.S. in Pure Mathematics*

Courses required: 36 SCH

Required Mathematics Core Courses: 9sch

MATH 5321	Abstract Algebra	3 SCH
MATH 5331	Contemporary Geometry	3 SCH
MATH 5341	Measure and Integration	3 SCH

### Restricted Electives (9 SCH Total)

Take one course from each of the following three groups:

MATH 5323	Group Theory	3 SCH
-----------	--------------	-------

or

MATH 5329	Number Theory	3 SCH
-----------	---------------	-------

MATH 5339	Topology	3 SCH
-----------	----------	-------

or

MATH 5362	Graph Theory	3 SCH
-----------	--------------	-------

MATH 5342	Functions of one Complex Variable	3 SCH
-----------	-----------------------------------	-------

or

MATH 5346	Functional Analysis	3 SCH
-----------	---------------------	-------

### Elective Courses (12 SCH Total)

Take any three courses listed in the Graduate Mathematics Courses Inventory with the exception of MATH 5395 Research Seminar\* and MATH 5397 Thesis.

### Special Requirements (6 SCH Total)

One of the following three options:



With Comprehensive Examination

MATH 5395 Research Seminar (twice)

(The two seminars must be in two different areas in Mathematics)

With Project

MATH 5395 Research Seminar (twice)

(The two seminars must be in two different areas in Mathematics)

Project (The student must give a presentation at a conference/seminar and/or symposium or publish an article).

With Thesis

MATH 5397 Thesis (twice)

(The two thesis courses may not be taken during the same semester).

Qualification for thesis option depends on the student performance on courses in the Required Mathematics Core Courses and Restricted Elective groups.

\*Note: MATH 5395 Research Seminar is allowed once as an elective course if Thesis Option is chosen.

### *M.S. in Industrial Mathematics*

Courses required: 36 SCH

Required Mathematics Core Courses (9 SCH Total)

MATH 5321 Abstract Algebra 3 SCH

MATH 5331 Contemporary Geometry 3 SCH

MATH 5341 Measure and Integration 3 SCH

Restricted Electives (12 SCH Total)

Take four out of the following six courses:

MATH 5348 Differential Equations 3 SCH

MATH 5361 Mathematical Modeling 3 SCH

MATH 5365 Discrete Mathematics 3 SCH

MATH 5367 Numerical Analysis 3 SCH

MATH 5379 Stochastic Analysis 3 SCH

MATH 5381 Mathematical Statistics 3 SCH

Elective Courses (9 SCH Total)

Take any three courses listed in the Graduate Mathematics Courses Inventory with the exception of MATH 5395 Research Seminar\* and MATH 5397 Thesis and the courses designed for mathematics teaching option: MATH 5305 History of Mathematics, MATH 5307 Practicum in Collegiate Mathematics Teaching and MATH

**5392 Special Topics in Mathematics for Teachers.** With advisor's approval student may replace up to two mathematics elective courses with graduate courses from another discipline.

Special Requirements (6 SCH Total)

One of the following three options:

With Comprehensive Examination

MATH 5395 Research Seminar (twice)

(The two seminars must be in two different areas in Mathematics)

Comprehensive Examination

With Project

MATH 5395 Research Seminar (twice)

(The two seminars must be in two different areas in Mathematics)

Project (The student must give a presentation at a conference/seminar and/or symposium, or publish an article).

With Thesis

MATH 5397 Thesis (twice)

(The two thesis courses may not be taken during the same semester).

Qualification for thesis option depends on the student performance on courses in the Required Mathematics Core Courses and Restricted Elective groups.

\*Note: MATH 5395 Research Seminar is allowed once as an elective course if Thesis Option is chosen.

*M.S. in Teaching Mathematics with Project: 36 SCH*

Required Mathematics Core Courses (9 SCH Total)

MATH 5321 Abstract Algebra

MATH 5331 Contemporary Geometry

MATH 5341 Measure and Integration

Restricted Electives (12 SCH Total)

Take four out of the following 12 Education/Mathematics Education/Technology courses:

EDCI 6302 Practitioner Research 3 SCH

EDCI 6341 Teaching Algebraic concepts 3 SCH

EDCI 6343 Teaching Geometric Concepts 3 SCH

EDCI 6349 Current Issues and Research  
in Mathematics Education 3 SCH

EDTC 6332	Practicum	3 SCH
EDTC 6357	Using Open Source Courseware for Online Course Development	3 SCH
MATH 5305	History of Mathematics	3 SCH
MATH 5307	Collegiate Mathematics Teaching	3 SCH
MATH 5309	Integrating Technology into mathematics	3 SCH
MATH 5392	Special Topics in Mathematics for Teachers	3 SCH

Elective Mathematics Course (12 SCH Total)

Four courses selected from the following graduate level Mathematics courses:

MATH 5304	Foundations of Mathematics	3 SCH
MATH 5329	Number Theory	3 SCH
MATH 5339	Topology	3 SCH
MATH 5361	Mathematical Modeling	3 SCH
MATH 5362	Graph Theory	3 SCH
MATH 5365	Discrete Mathematics	3 SCH
MATH 5367	Numerical Analysis	3 SCH
MATH 5368	Codes, Cyphers and Security in Communications	3 SCH
MATH 5381	Mathematical Statistics	3 SCH
MATH 5391	Special Topics in Mathematics	3 SCH

Required Research Course (3 SCH Total)

MATH 5395	Research Seminar	3 SCH
-----------	------------------	-------

*Special Requirement*

The student must give a presentation at a conference/seminar/symposium and/or publish an article on a journal/proceeding.

M.S. in Teaching Mathematics without Project: 36 SCH

The same degree plan (above) without Required Research Course is implemented except you must take 5 electives mathematics courses and must take a Comprehensive examination.

*Transfer Students*

Graduate students transferring from another university may be admitted to the program. A maximum of nine graduate credit hours from an accredited university with grades of B or better may be applied to the total semester credit hours required for the degree, if approved by the departmental graduate committee.

## *Graduate Course Descriptions*

### *Mathematics*

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. Lec 3, Cr 3

MATH 5305 History of Mathematics

This course introduces students to the history of the development of mathematical ideas and techniques from early civilization to the present. The focus will be on both the lives and the works of some of the most important mathematicians. Prerequisite: Departmental Approval.

MATH 5307 Practicum in Collegiate Mathematics Teaching

This course provides opportunities for students to have a practical experience in teaching college level mathematics courses supervised by faculty. Prerequisite: Departmental Approval.

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 softwares: graphing calculator, dynamic geometry, computer algebra systems, publishing softwares and some multimedia and internet related softwares. Prerequisite: Departmental Approval. Lec 3, Cr 3

MATH 5321 Abstract Algebra

This course covers the principles and concepts of abstract algebra. Topics include: groups and their structure, rings, fields and their extensions, and representation of groups.

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: Departmental Approval. 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, Cartans criterion for semi-simplicity, Chevalley groups and groups of Lie type. 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, Tchebycheff, Hadamard resp. de la Vallee Poussin), Riemann's zeta function.** Prerequisite: Departmental Approval. Lec 3, Cr 3

#### MATH 5331 Contemporary Geometry

This course contains selected topics in computational, combinatorial, and differential geometry as well as combinatorial topology. Topics include: the point location problem, triangulations, Voronoi diagrams and Delaunay triangulations, plane curves and curvature, surfaces and polyhedrons, and Euler characteristic.

#### 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. Lec 3, Cr 3

#### MATH 5341 Measure and Integration

This course is an introduction to the principles, concepts, and applications of modern analysis. Topics include: the Riemann integral, Lebesgue measure and Lebesgue integral, the Radon-Nikodym Theorem, and applications to Probability Theory.

#### 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. 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. 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: Departmental Approval. Lec 3, Cr 3

#### MATH 5362 Graph Theory

This course provides the student with the basic ideas of Graph Theory as it is used in many branches of Industrial Mathematics. It contains Ramsey Theory, spanning trees, decision trees, matching theory, graph coloring, traveling salesman problems, networks, min-max theorems, flow, Ford-Fulkerson. Prerequisite: Departmental Approval 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. 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. 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. 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: Departmental Approval. 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: Departmental Approval. 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 twice for credit as topics vary. Prerequisite: Departmental Approval. Lec 3, Cr 3

#### MATH 5392 Special Topics in Mathematics for Teachers

The topic of this course may come from different areas of Mathematics especially suited for teachers and not available in other courses. May be repeated twice for credit as content changes. Prerequisite: Departmental Approval.

#### 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: Departmental Approval. 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: Departmental Approval. Lec 3, Cr 3

## *Physics and Astronomy*

Dr. Soma Mukherjee Chair

SETB 2.210A

882-6679

soma@phys.utb.edu

### Graduate Faculty

Matthew Benacquista, Professor

Taeviet Creighton, Assistant Professor

Mario Diaz, Professor

Phillip Dukes, Associate Professor

Natalia Guevara, Associate Professor

Andreas Hanke, Associate Professor

Fredrick Jenet, Associate Professor

Karen Martirosyan, Associate Professor

Soumya Mohanty, Associate Professor

Soma Mukherjee, Associate Professor

Richard Price, Professor

Volker Quetschke, Assistant Professor

Malik Rakhmanov, Assistant Professor

Joseph Romano, Professor

Ahmed Touhami, Assistant Professor

## *Master of Science in Physics (M.S.)*

### *30-Hour Thesis/Non Thesis Option*

Two options are available for the degree plan leading to the Master of Science in Physics, and the candidate must declare one of the options at the time of admission. Both options require 30 semester credit hours for successful completion.

### *Admission Requirements*

Information related to the application procedure and deadlines is available through the Office of Graduate Studies ([utb.edu/graduatestudies](http://utb.edu/graduatestudies)). All admission requirements as described in the Graduate Catalog remain in effect. Specific criteria for unconditional admission in the M.S. Physics program are as follows:

- Online application
- Undergraduate GPA of 3.0
- GRE General test scores ([www.ets.org](http://www.ets.org))

- The scores must be sent by ETS directly to the University. The ETS code for the University of Texas at Brownsville is 6588
- To provide some guidance to prospective applicants, the middle 50 percent of GRE-Quantitative scores for students admitted unconditionally in Fall 2010-11 ranged from 760 to 800
- Official transcripts from all previously obtained college-level degrees.
- Two letters of recommendation **from people familiar with the applicant's undergraduate or graduate scholastic record.** The letters have to be mailed or emailed by the referee as follows:
  - By postal mail to:
 

The Graduate Program Coordinator,  
Department of Physics and Astronomy,  
The University of Texas at Brownsville  
80 Fort Brown,  
Brownsville, TX 78520  
U.S.A.

**(The envelopes should be sealed and the seal should have the writer's signature across it)**
  - By email to: [gpcordinator@phys.utb.edu](mailto:gpcordinator@phys.utb.edu) with subject line of the email containing the name of the student
- Statement of Purpose. Include a letter outlining your motivation why you want to pursue a Masters in Physics. The statement can be provided during the online application process.

The following additional requirements apply for international students:

- TOEFL scores ([www.ets.org/toefl](http://www.ets.org/toefl)) or IELTS scores ([www.ielts.org](http://www.ielts.org)).  
The scores must be sent by the testing agency directly to the University. For TOEFL scores, the ETS code for the University of Texas at Brownsville is 6588.
- Foreign transcripts may be required to be translated and evaluated by a U.S. based agency when necessary at additional cost to the student. (Information on these services is available at the Office of Graduate Studies).

Financial Aid through Research and Teaching Assistantship is available for qualified students.

Applicants with an undergraduate GPA below 3.0 but at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

Contact address for the Department of Physics and Astronomy at UTB:

Graduate Program Coordinator  
Department of Physics and Astronomy  
The University of Texas at Brownsville  
80 Fort Brown



Brownsville, TX 78520

Email: [gpcoordinator@phys.utb.edu](mailto:gpcoordinator@phys.utb.edu)

### *Admissions for Physics and Astronomy Five Year Integrated Masters*

The department of Physics & Astronomy enables highly motivated students with strong intellectual capacity to earn a Bachelor's Degree (Bachelor in Multidisciplinary Studies (BMS) with concentration in Physics and Math) and a Master in Physics within five years. The integrated program is designed to prepare students for competitive doctoral programs and provide strong leadership skills and professional depth to students entering teaching positions. Almost all of the freshman Physics students get involved in research under a mentor right from the beginning, facilitating an integrated five year path towards a Master Degree.

- Minimum credits required for graduation - 138 semester credit hours (SCH) (120 (BMS) + 30 (MS) - 12 common = 138).
- Students are eligible to apply for admission into the five-year program during the semester they complete 63 SCH (48 general education core + 15 Physics) of undergraduate coursework with at least 3.0 GPA and minimum 3.25 GPS in Physics courses.
- To be considered for admission to the five-year program, the students must submit an application for graduate study during the semester they complete 93 SCH. Only five-year program candidates demonstrating superior undergraduate academic performance in Physics (GPA>3.0) and strong recommendation will be admitted to the program.
- If admitted to the program, the student must complete at least 12 SCH of MS courses during the fourth year of the undergraduate study. Candidates should work with their advisors to determine which courses they should be taking up for the graduate study.
- Before the start of the second semester of the third year, they should submit GRE scores. The GRE scores will be judged at the same standard as any other incoming MS applicant.
- At the end of the fourth year, assuming all conditions are satisfactorily met, the students earn their Baccalaureate Degree.
- During the fifth year, the students complete remaining hours towards an MS Physics degree.

### *Thesis Option*

The Master of Science program thesis option requires the successful completion of a minimum of 30 semester credit hours of Physics courses.

Required courses (6 sch):

PHYS 6398 Thesis (repeated for a total of 6 sch)

Students must **enroll in the Master's Thesis course when recommended to do so by their advisor. They must take this course until final approval has been granted by the advisor.** However, no more than 6 hrs of this course will count toward the M.S. degree. All candidates must comply with Office of Graduate Studies guidelines regarding thesis application, submission and defense.

Elective courses (24 sch)

Twenty four semester credit hours of Physics courses are required to complete the 30 credit hours. These courses will **form part of the student's Program of Study, with courses chosen to be appropriate for the background and research interests of each student.** In the typical case, a student will take PHYS 5310, PHYS 5320, PHYS 5330 and PHYS 5340 as these are the traditional core courses for more advanced study (e.g., Ph.D. degree) and research. Additional credit hours may be taken from any of the elective physics courses or graduate courses offered by other departments previously approved by the Department of Physics and Astronomy Graduate Committee.

### *Non-Thesis Option*

This option requires the successful completion of a minimum of 30 semester credit hours of Physics courses.

Comprehensive Exam: Non-thesis students must take a comprehensive written or oral examination covering **the student's understanding of graduate level Physics concepts. The comprehensive exam will be administered by a departmental committee and the student shall choose between a written or oral examination in consultation with this committee.** The semester in which the comprehensive exam is to be taken will appear on the program of study of non-thesis students. It will not be scheduled prior to the **student's final semester of coursework.**

In the typical case, a student will take PHYS 5310, PHYS 5320, PHYS 5330 and PHYS 5340 as these are the traditional core courses for more advanced study (e.g., Ph.D. degree) and research. Additional credit hours may be taken from any of the elective physics courses or graduate courses offered by other departments previously approved by the Department of Physics and Astronomy Graduate Committee.

Every student admitted into the program will be required to set up a degree plan in consultation with the graduate committee and approved by the department chair. The degree plan will take into account the educational background of the student and his/her future plans. It will consist of a timeline showing the sequence of courses that the student needs to take in order to complete the program successfully. Progress of the student through the program will be measured against this baseline degree plan after the end of each semester. Any changes needed to the degree plan, agreed upon by the student and the graduate committee and approved by the department chair, will also come into effect at the end of each semester.

### *Ph.D. in Physics Cooperative Between UTSA and UTB*

Students enrolled in The University of Texas at San Antonio (UTSA) Ph.D. Physics program now have the option to reside at UTB and conduct their research under the direction of a graduate faculty member of the UTB Physics and Astronomy Department. All requirements for the program including graduation requirements are the same as those established for the UTSA Ph.D. in physics program.

### *Admission Requirements*

See the UTSA graduate catalog ([www.graduateschool.utsa.edu](http://www.graduateschool.utsa.edu)) and the department specific requirements. Qualified students conducting their research at UTB will normally be supported financially through research assistantships. Contact the chair of the UTB Physics and Astronomy Department graduate curriculum committee for further information on financial aid.

### *Program Requirements*

**The doctoral degree requires a minimum of 81 semester credit hours beyond the bachelor's degree.** The coursework in the program includes a core curriculum (12 semester credit hours) and advanced electives (27 semester credit hours) including graduate courses offered by other departments with the approval of the **student's graduate advisor. Research hours, including Research Seminar (3 semester credit hours), Directed and Doctoral Research (27 semester credit hours) and Dissertation (12 semester credit hours), totaling at least 42 semester credit hours, complete the program.**

### *Transfer of credits*

Students who complete the M.S. in physics degree program at UTB can transfer up to a maximum of 30 credits from the following courses into the Ph.D. program. Non-degree students who take these courses may also petition UTSA for transfer of credits. (The list of courses for which credits can be transferred is provided later in this document).

### *Courses*

A. Core Curriculum (12 semester credit hours):

- PHYS 5103 Classical Mechanics I
- PHYS 5203 Electrodynamics I
- PHYS 5303 Statistical Mechanics
- PHYS 5403 Quantum Mechanics I

B. Advanced Physics Electives (27 semester credit hours selected from the following or from graduate courses offered by other departments, e.g., Mathematics, Electrical Engineering, Chemistry, etc.):

- PHYS 6103 Classical Mechanics II
- PHYS 6113 Fluid Mechanics
- PHYS 6123 Plasma Physics and Magneto hydrodynamics (MHD)
- PHYS 6203 Electrodynamics II
- PHYS 6303 Quantum Mechanics II
- PHYS 6313 Solid State Physics
- PHYS 6323 Nonlinear Optics and Lasers
- PHYS 6403 Fundamentals of Space Physics
- PHYS 6413 Fundamentals of Astronomy

- PHYS 6503 Mathematical Physics I
- PHYS 6513 Mathematical Physics II
- PHYS 6523 Computational Physics
- PHYS 6613 Methods of Experimental Physics
- PHYS 6623 Space Physics Laboratory

Topics courses may be repeated for credit as the topics vary. The student should consult her/his graduate advisor if in doubt.

- PHYS 7403 Topics in Biophysics and Biomedical Physics
- PHYS 7503 Topics in Experimental Physics
- PHYS 7603 Topics in Condensed Matter Physics
- PHYS 7703 Topics in Space Physics
- PHYS 7803 Topics in Theoretical Physics
- PHYS 7903 Topics in Astrophysics
- PHYS 7973 Special Topics in Physics

C. Doctoral Research (42 semester credit hours):

- PHYS 7001-3 Directed Research (6 hours; prior to passing qualifying exam)
- PHYS 7013 Research Seminar (3 hours)
- PHYS 7101-3 Doctoral Research (21 hours; after successfully passing qualifying exam)
- PHYS 7111-3 Doctoral Dissertation (12 hours)

Students must enroll in PHYS 7111-3 Doctoral Dissertation each semester that they receive advice and/or assistance on their dissertation. However, no more than 12 semester credit hours will count toward the Ph.D. degree. Students must attend the Research Seminar for a minimum of three full semesters during their graduate studies. However, no more than three semester credit hours may be applied to the Ph.D. degree.

*Candidacy*

All students seeking a doctoral degree at UTSA must be admitted to candidacy. One of the requirements for admission to candidacy is passing the “Doctoral Qualifying Examination.” Students should consult UTSA’s “Doctoral Degree Regulations” for the other requirements.

Qualifying Examination. The qualifying examination is divided into written and oral portions. The written portion will cover the four core courses. The oral portion covers the student’s proposed research program and related fundamentals, must be taken within one year after passing the written portion of the qualifying examination, and will be evaluated by the student’s dissertation committee. Additional details are described in the UTSA Physics Department’s Graduate Student Handbook.

## *Defense*

The final oral defense consists of a public presentation of the dissertation and a closed oral defense. It is **administered and evaluated by the student's dissertation committee and covers the dissertation and the general field of the dissertation.** The dissertation committee must approve the dissertation.

Courses for which credits can be transferred:

The list below states the courses in the UTB M.S. in physics program for which credits can be transferred into the UTSA Ph.D. program. A maximum of 30 credit hours constituted by these courses are transferrable:

### *Core Curriculum (12 SCHs):*

PHYS 5310 Classical Mechanics I (UTSA PHY 5103)

PHYS 5320 Electrodynamics I (UTSA PHY 5203)

PHYS 5330 Statistical Mechanics (UTSA PHY 5303)

PHYS 5340 Quantum Mechanics I (UTSA PHY 5403)

UTB Advanced Physics Electives (18 semester credit hours selected from the following):

PHYS 6330 Quantum Mechanics II (UTSA PHY 6303)

PHYS 6320 Electrodynamics II (UTSA PHY 6203)

PHYS 6331 Solid State Physics (UTSA PHY 6313)

PHYS 6350 Mathematical Physics I (UTSA PHY 6503)

PHYS 6351 Mathematical Physics II (UTSA PHY 6513)

PHYS 6352 Computational Physics (UTSA PHY 6523)

PHYS 6371 Thermodynamics and Kinetics of Biological Systems

PHYS 6373 Statistical Physics of Molecular Cell Biology

PHYS 5375 Structure and Function of Biological Molecules

PHYS 6381 Introduction to Astrophysics

PHYS 5387 Special Topics in Physics

PHYS 5392 Gravitational Wave Astronomy

PHYS 5393 Introduction to General Relativity and Gravitation

PHYS 5394 Advanced Statistical Methods for Modern Astronomy

Students conducting research at UTB can take some of the advanced Physics Elective courses or the Topics courses in the UTB Ph.D. program via distance education. The same applies for the Research Seminar course. UTB and UTSA have a direct video link to facilitate this.

## *Graduate Course Descriptions*

### *Physics*

Students wishing to enroll in the UTB/UTSA Cooperative PhD (Physics) Program may be required to take: PHYS 5310, PHYS 5320, PHYS 5330 and PHYS 5340 as these are required courses in the UTSA PhD degree program.

PHYS 5194 Advanced Statistical Methods for Modern Astronomy Laboratory

This graduate laboratory carries out the implementation in a Matlab environment of the data analysis topics that are being covered in the course. The laboratory has a well-designed curriculum to equip graduate students with the right skills for their subsequent research in astronomical data analysis. Lec 3, Cr 3

PHYS 5310 Classical Mechanics I

This graduate course will introduce students to Newtonian mechanics, Lagrangian and Hamiltonian dynamics, dynamics of rigid bodies, central force problem and orbital dynamics, symmetries and conservation laws, relativistic dynamics. Lec 3, Cr 3

PHYS 5320 Electrodynamics I

**This graduate course will cover electrostatics and magnetostatics, boundary value problems, Maxwell's equations, plane waves, wave guides diffraction, multiple radiation.** Lec 3, Cr 3

PHYS 5330 Statistical Mechanics

This graduate course will introduce students to thermodynamics, equilibrium statistical mechanics, Boltzmann equation and the collision operator, moments of the Boltzmann equations, the Navier-Stokes equations, introduction to non-equilibrium concepts, ensembles, classical and quantum gases, statistical physics of solids. Lec 3, Cr 3

PHYS 5340 Quantum Mechanics I

This graduate course will cover linear vector spaces and linear operators, postulates, Hilbert space formulation, the Schrödinger equation and one-dimensional problems, the hydrogen atom, symmetries, rotational invariance and angular momentum, spin, system with N-degrees of freedom. Lec 3, Cr 3

PHYS 5360 Optics

This course is an introduction to the field of optics and its modern applications. The course will start with Huygens principle, the wave equation, and the superposition principle. Fraunhofer and Fresnel diffraction, coherence theory, interferometry, and Gaussian optics are among the topics that will also be covered. Co-requisite: PHYS 5320 or consent of instructor.

PHYS 5361 Applied Electromagnetics

This is an advanced graduate course in electromagnetic field theory and electrodynamics, with particular emphasis on EM wave interaction with materials, scattering and guided waves. The course will cover in great details the physics underlying electromagnetic wave propagation and the engineering of devices such as antennas, arrays, and periodic passive structures that take advantage of these concepts. Prerequisite: PHYS 5320 and PHYS 5360

PHYS 5375 Structure and Function of Biological Molecules

This course will provide in-depth assessment of structure of biological molecules, with emphasis on structure-function relationship. Physical principles underlying formation of secondary and tertiary structure of proteins, structural dynamics of DNA and DNA-protein interactions will be reviewed. Prerequisite: Consent of instructor. Mastery of differential equations and mathematical methods at an undergraduate level is expected. Lec 3, Cr 3

PHYS 5387 Special Topics in Physics

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

PHYS 5392 Gravitational Wave Astronomy

This course provides a basic and broad description of astrophysics related to sources of gravitational radiation, gravitational wave detectors, numerical relativity, and data analysis. 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**.

Prerequisites: PHYS 3310, PHYS 3390, PHYS 3400, PHYS 4330 Lec 3, Cr 3

PHYS 5394 Advanced Statistical Methods for Modern Astronomy

This course will introduce the student to: gravitational wave astronomy and the detectors, advanced statistical methods, computational methods, introduction to grid computing and the LSC grid. The course has a mandatory laboratory component which will train the students in advanced statistical data analysis and grid computing.

Prerequisites: MATH 3447 and Calculus III and PHYS 3490 Mathematics for scientists and engineers I, or consent of instructor

PHYS 6320 Electrodynamics II

This course will introduce the student to relativistic formulation of Maxwell equations, radiation from moving charges, collisions of charged particles, radiation damping, introduction to plasmas, and magneto hydrodynamics.

Prerequisite: PHYS 5320. Lec 3, Cr 3

PHYS 6330 Quantum Mechanics II

This course will introduce the student to variational and WKB methods, time-independent and time-dependent perturbation theory, scattering theory, path integration formulation, introduction to relativistic quantum mechanics and the Dirac equation. Prerequisite: PHYS 5340. Lec 3, Cr 3

PHYS 6331 Solid State Physics

This graduate course will introduce the student to lattice vibrations and thermal properties of solids, band theory of solids, transport properties of metals and semiconductors, optical properties, magnetic properties, magnetic properties, magnetic relaxation, superconductivity, elementary excitations, interactions phonon-phonon, electron-electron, electron-phonon, theory of metals and semiconductors, transport theory, and optical properties.

Prerequisite: PHYS 5340. Lec 3, Cr 3

PHYS 6350 Mathematical Physics I

This graduate course will include linear algebra, ordinary and partial differential equations, special functions, eigenvalue problems, complex analysis, group theory. Lec 3, Cr 3

PHYS 6351 Mathematical Physics II

This course will introduce the student to advanced topics in mathematical physics, topology, functional analysis, differentiable manifolds, Lie groups and algebras, and cohomology theory. Prerequisite: PHYS 6350. Lec 3, Cr 3

PHYS 6352 Computational Physics

The course will cover introduction to numerical techniques for solving physics problems, theory of computation and applications to various branches of physics, sample problems might include chaotic motion and nonlinear dynamics, particle trajectories, Monte Carlo simulations, dynamical and statistical descriptions of many body problems, hyperbolic, parabolic, and elliptic differential equations.

PHYS 6362 Quantum Optics

This course introduces the student to non-linear optics and the new field of observing quantum effects in small groups of atoms, starting from a few and down to one. Topics include field quantization, emission and absorption of

radiation by atoms, nonlinear optics and parametric conversion, non-classical light, optical tests of quantum mechanics, and experiments with trapped atoms. Prerequisites: PHYS 5360 and PHYS 5340 or consent of instructor.

#### PHYS 6363 Electromagnetic Metamaterials

This course covers the electromagnetic characterization of metamaterials that is engineered materials with characteristics which may not be found in nature, with particular emphasis on technological applications. The course provides a deep insight into the fundamental physics needed to fully grasp the technology of antennas, arrays, and frequency selective surfaces using non-conventional materials. Prerequisite: PHYS 5361 or consent of instructor. Lec 3, Cr 3

#### PHYS 6364 Nanophotonics: materials and devices

This course will cover general concepts of nanophotonics which is a new field of physics focused on studies of interaction of light with matter on the nanometer scale. Topics covered will include near-field optics, photonic crystals, negative index materials, nanocavities, integrated photonic circuits, and their fabrication techniques. Prerequisites: PHYS 5320 and PHYS 5360 or consent of instructor. Lec 3, Cr 3

#### PHYS 6371 Thermodynamics and Kinetics of Biological Systems

This course provides students with fundamentals of statistical thermodynamics, electrostatics and electrochemistry, enzyme kinetics and molecular driving forces. Prerequisite: Consent of instructor.

#### PHYS 6373 Statistical Physics of Molecular Cell Biology

This course introduces students to the basic physical laws governing the life of cells and its material and explains the **latest research regarding physical aspects of molecular cell biology, and discusses physical methods used in today's laboratories.** Prerequisite: Consent of the instructor.

#### PHYS 6381 Introduction to Astrophysics

This graduate course will introduce students to a range of basic topics in astrophysics: stars, stellar evolution, neutron stars, black holes, galactic dynamics, galaxies, large scale structure in the Universe and cosmology. Prerequisites: PHYS 5320 and PHYS 5310.

#### PHYS 6386 Research Problems in Physics

This course is ideally suited for short-term research projects with well-defined goals. For example, writing a journal paper for publication could be undertaken under this course. This course can be taken by students in both the thesis and non-thesis option. A written report and a seminar are required to pass this course. This course shall not be counted as Thesis research. Consent of instructor required.

#### 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 6398 Thesis I

This graduate course initiates students in their thesis work. Prerequisite: graduate advisor approval.

### *Additional Courses in Science, Mathematics and Technology*

#### *Chemistry*

#### 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.

#### 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

### *Engineering*

#### 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. Prerequisite: PHYS 1302 or PHYS 1402 or PHYS 2326, MATH 2414 or departmental consent. Lec 3, Cr 3

#### 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. Prerequisite: ENGT 3303 or departmental consent. Lec 3, Cr 3

#### ELET 5312 Electromagnetic Propagation I

Electromagnetic wave propagation in different material, transmission, terrain evaluation, and antenna characteristics will be covered. Prerequisite: PHYS 1302, PHYS 1402 or PHYS 2326. ENGT 3303 or departmental consent. Lec 3, Cr.3

#### 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. Prerequisite: ELET 5310. Lec 3, Cr 3

#### 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

### *Environmental Sciences*

#### ESCI 5170 Environmental Sciences Lab

Specialized lab content for contemporary topics in environmental sciences not available in other courses. May be repeated for credit as topic changes. Prerequisites: Graduate standing and permission of instructor. Concurrent enrollment in corresponding lecture. Cr 1.

ESCI 5370 Environmental Sciences

Specialized lecture content for contemporary topics in environmental sciences not available in other courses. May be repeated for credit as topic changes. Prerequisite: Graduate standing and permission of instructor. Lec 3, Cr 3

*Geography*

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.

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 5170 Topics in Geology Lab

Specialized lab content for contemporary topics in geology not available in other courses. May be repeated for credit as topics change. Prerequisites: Graduate standing and permission of instructor. Concurrent enrollment in corresponding lecture. Cr 1.

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 5370 Topics in Geology

Specialized lecture content for contemporary topic for credit as topics change. Prerequisites: Graduate standing and permission of instructor. Lec 3, Cr 3

## *Interdisciplinary Science*

ISCI 7300 Thesis

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

ISCI 7301 Thesis

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

## *Manufacturing*

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 5310 Physical Science for Teachers

This graduate level course is designed for in-service elementary and middle school teachers who will be in Geology not available in other courses. May be repeated 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. Prerequisite: Graduate standing with a BS or BA degree in a science discipline or department approval. Lec 3, Cr 3

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

# School of Business

Dr. Mark Kroll, Dean  
EDBC 2.504D  
882-5803  
mark.kroll@utb.edu

The College of Business at the University of Texas at Brownsville offers graduate studies in business, primarily to serve the needs of working professionals. In addition to on-campus programs, the School creates distance instruction and provides access to distance education programs of the University of Texas System.

Our faculty pursues continuous improvement in teaching and learning, engages in scholarship in their respective disciplines and provides many hours of service to the University and their professions.

## *Graduate Programs*

Master of Business Administration  
Master of Business Administration Online  
MBA-MPH Cooperative with UT School of Public Health

## *Business Administration*

Hassanali Espahbodi Interim Chair  
Accounting & MIS  
EDBC 1.438  
956-882-5811  
FAX: 956-882-5808

Russell Adams  
Management & Marketing  
EDBC 2.436  
956-882-7654  
956-882-5808

Gautam Hazarika, Interim Chair  
Finance & Economics  
EDBC 2.542A  
956-882-8953  
FAX: 956-882-5808

### Graduate Faculty

Russell Adams, Assistant Professor  
Clara Downey, Lecturer  
Gaurango Banerjee, Associate Professor  
Tom Coyle, Assistant Professor  
Kevin Cruthirds, Assistant Professor  
Edith Galy, Associate Professor  
Gautam Hazarika, Associate Professor  
Jennie Johnson, Assistant Professor  
Mark Kroll, Professor  
Charles Lackey, Associate Professor  
Steven R. Lovett, Associate Professor  
Mostafa Malki, Associate Professor  
Pablo Rhi-Perez, Associate Professor  
Mary Jane Saucedo, Associate Professor  
Anil Singh, Assistant Professor  
James Storbeck, Professor

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

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 Program 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.

### *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 Business Administration are:**

- Undergraduate GPA of 3.0
- GMAT score of 400 or
  - GRE Verbal Score of 146 (400 if taken prior to August 2011)
  - GRE Quantitative Score of 140 (400 if taken prior to August 2011)
  - Analytical Score of 4.0
- GPA of 3.0 in the Foundation Courses

Applicants with an undergraduate GPA below 3.0 but at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

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.

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### *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. OnLine Degree program can be obtained from the School of Business, the M.B.A. Program Director, or the University of Texas System Online Consortium (<http://www.utcoursesonline.org>).

#### *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 2341 or BUSIU 2341

(BUSIU 2341 includes a required one hour computer lab)

Knowledge in these areas can be demonstrated by the specified UTB 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.

### *Integrated BBA/MBA Degree*

The Integrated BBA/MBA Program with a major/concentration in accounting qualifies students to sit for the CPA exam and at the same time earn a Master's Degree. The program requires students to complete the course requirements of both BBA and MBA degrees; a total of 150 hours (120 for BBA and 30 for MBA) to receive both degrees. Once admitted to the integrated program, students may take up to six hours of MBA classes to facilitate timely completion of both BBA and MBA programs in five years. Upon completing the 120 required hours and meeting all other graduation requirements for the BBA degree, students receive their Baccalaureate Degree. During the fifth year, students should be able to complete the requirements for the MBA degree.

Students will be eligible for admission to the Integrated BBA/MBA if they meet the following requirements:

- Student must have a declared BBA Major in Accounting
- Student has completed 90 SCH of coursework, including at least 4 upper-level accounting courses
- Minimum GPA of 3.33, overall and in their upper-level accounting classes

The GMAT/GRE requirement is waived for these students. However, students must meet all other requirements of the Office of Graduate Studies in order to enroll in MBA courses or receive an MBA degree. Applicants to this program must initiate the process by submitting a form indicating their intent to the MBA Director prior to applying for graduate study.

### *M.B.A. Foundation Courses*

M.B.A. Foundation knowledge includes up to 21 hours of coursework. Students who have completed an undergraduate degree with a business administration major or minor may waive certain foundation courses through successful completion of substantially similar coursework, with a grade of "B" or better, prior to their admission to the M.B.A. Program.

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	3
MARK 6301	Marketing	3

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 College of Business.

Course	Title	Credit Hours
ACCT 6315	Accounting & Financial Analysis	3
BUSI 6310	Business Research	3
FINA 6320	Advanced Corporate Finance	3
MANA 6320	Management and Behavior in Global Organization	3
BMIS 6350	Information Technology for Managers	
MANA 6360	Production & Operations Management	3
MARK 6330	Marketing Management	3
BUSI 6390	Strategic Management	3
(Capstone Course - taken after substantially all other required courses have been completed)		
Elective	M.B.A. Elective	3
Elective	M.B.A. Elective	3
Total Core Hours Required		30 hours

### *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
ACCT 5329	Corporate and Partnership Tax
ACCT 5331	Estate and Gift Taxation
ACCT 5351	Fraud Examination
ACCT 6321	Strategic Cost Management
ACCT 6323	Accounting Seminar (specific topics may change)
ACCT 6330	Seminar in Auditing
BMIS 5310	Project Management
ECON 6321	Environmental Economics 3
ECON 6351	Economics Seminar (specific topics may change)
FINA 6341	Finance Seminar (specific topics may change)
BUSI 6325	Entrepreneurship and Innovation
BUSI 6380	International Business
MANA 6331	Strategic Human Resource Management
MANA 6332	Management Seminar (specific topics may change)

MANA 6380 Business Ethics  
MARK 6371 Marketing Seminar  
MARK 6372 Marketing Strategy  
MANA 6365 Supply Chain Management Strategy

## *Master in Business Administration (online)*

### *48-Hour Non-thesis Program*

The M.B.A. online degree program is offered in cooperation with other schools of the University of Texas System. Students in the M.B.A. Online 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. Online 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 University of Texas System Online Consortium (<http://www.utcoursesonline.org>) for further information.

### *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 business administration are:**

- Undergraduate GPA of 3.0
- GMAT score of 400 or
- GRE Verbal Score of 146 (400 if taken prior to August 2011)
- GRE Quantitative Score of 140 (400 if taken prior to August 2011)
- Analytical Score of 4.0
- GPA of 3.0 in the Foundation courses

Applicants with an undergraduate GPA of at least 2.5 and/or GRE scores lower than those specified a will be considered for admission on a conditional basis.

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. Visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

#### *Required Courses: 48 hours*

AIM	6305	Accounting for Managers
MECO	6303	Business Economics
MGMT	6330	Management and Organizational Behavior
MS	6973	Quantitative Analysis
MRKT	6310	Marketing Management-Core
FINA	5311	Financial Management-Core
MARK	6371	Research Methods
CIS	6973	Information Systems for Managers
BLAW	6301	Legal Environment in Business
MANA	6360	Production and Operations Management
FINA	6328	Contemporary Topics in Financial Management
ACCT	6973	Accounting for Decision Making
MANA	6331	*Human Resource Administration and Industrial Relations
MANA	6372	*Leadership and Change
MGMT	6334	*International Management
MANA	5336	**Strategic Management

\*Students must earn 18 semester credit hours in the M.B.A. online program before taking these courses.

\*\*Students must earn 36 semester credit hours in the M.B.A. online program before taking this course.

Participating Universities: UT Brownsville, and UT Permian Basin.

### M.B.A./M.P.H. Dual Degree

The Master of Public Health (MPH) and Master of Business Administration (MBA) Dual Degree Program is a collaborative effort between The University of Texas School of Public Health and The University of Texas at Brownsville. The MPH-MBA Graduate Degree Program is designed to prepare students from many different academic backgrounds, experiences, and interests for careers in the fields of public health, health services, research, policy development, economics, business, management, and operations. This program will give graduates the advanced knowledge and skills needed to assume upper level management and leadership positions in a broad range of health and business related industries and career tracks. The curriculum is specifically designed to provide students a breadth and depth of academic knowledge and perspective, supported through classroom and practice-based experiences.

### *Admission Requirements*

Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Specific criteria for admission to the Masters of Public Health are:

- Undergraduate GPA of 3.0 or above
- GRE Verbal score of 146 (400 if taken prior to August 2011)
- GRE Quantitative score of 140 (400 if taken prior to August 2011)
- Analytical score of 4.0
- Two letters of recommendation
- 500 word Statement of goals identifying your interest in the dual degree program.

Notification of decisions on graduate admission for the M.P.H. is made by the UT School of Public Health and notification of decisions on graduate admission for the M.B.A. is made by the Graduate Studies Office based on the admission criteria and recommendation of the academic department. Information related to application procedures and deadlines is available at [http://registrar.uth.tmc.edu/Admissions/sph\\_instructions.html](http://registrar.uth.tmc.edu/Admissions/sph_instructions.html).

The admission application for the M.P.H. program is found at [www.portal.sophas.org](http://www.portal.sophas.org). The admission application for the M.B.A. program is found at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *M.B.A.-M.P.H. Concurrent Program*

Students enrolled in the concurrent MPH/MBA program will complete a total of 66 to 72 total semester credit hours depending on their admission status into the MBA program. Students with appropriate undergraduate business courses will have a 66 credit hour program which allows for the sharing of 9 total credits between both programs. Student who lack required undergraduate business courses, will have up to a 72 credit hour program with the option of sharing up to 24 total credit hours.

### *The curriculum for the Dual MBA/MPH Concurrent Program:*

Master of Public Health (alone): 45 semester credit hours

- 16 credit hours of core curriculum
- 3 credit hours of practicum/internship experiences
- 3 credit hours of culminating experience/thesis
- 23 credit hours of elective courses (can be M.B.A. courses)

Master of Business Administration (alone): 30 – 51 semester credit hours

- Up to 21 credit hours of foundation courses
  - 24 credit hours of core curriculum
  - 6 credit hours of approved electives

M.P.H.-M.B.A. Degree Program (combined): 66 – 72 semester credit hours

Shared credit options depending on admissions status

I. With a degree in Business or related coursework, the following courses will be shared:

UTB M.B.A. Courses	SPH/MPH Courses/Req.
BUSI 6390 - Capstone	MPH Elective (3 sch)
MBA Elective	PH 9998 – Culminating Experience
MBA Elective	PH 9997 – Public Health Practicum

II. Without a degree in Business or related coursework

UTB/MBA Foundation	SPH/MPH Substitution
ACCT 6301	no substitution
BLAW 6301	Will satisfy 3 credits of MPH Program Elective
BMIS 6301	PH 3915 – Methods for Economic Evaluation of Health Programs
ECON 6301	PH 3910 – Introduction to Health Economics
FINA 6301	PH 3925 – Health Care Finance
MANA 6301	PH 3725 – Health and Safety Program Management
MARK 6301	no substitution

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 UTB 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 College of Business.

Course	Title	Credit Hours
ACCT 6315	Accounting & Financial Analysis	3
BUSI 6310	Business Research	3
FINA 6320	Topics in Financial Management	3
MANA 6320	Advanced Management	3
BMIS 6350	Information Technology for Managers	3
MANA 6360	Production & Operations	

	Management	3
MARK 6330	Marketing Management	3
BUSI 6390	Administrative Policy and Strategy	3
(Capstone Course – taken after all other required courses have been completed)		
	Elective M.B.A. Elective	3
	Elective M.B.A. Elective	
	Total Core Hours Required	30

The following is a sample program of study in which a student is not required to complete foundation courses:

Course	Title	Credit Hours
BUSI 6310	Business Research *	3
FINA 6320	Topics in Financial Management	3
MANA 6320	Advance Management	3
ACCT 6315	Accounting and Financial Analysis	3
MANA 6360	Production and Operations Management	3
BMIS 6350	Information Technology for Managers	3
BUSI 6390	Administrative Policy and Strategy	3
PH 2610	Introduction to Epidemiology	3
PH 3610	Administration and Public Health	3
PH 1111	Health Promotion Theory and Methods	3
PH 1610	Introduction to Biostatistics (Online)	3
PH 9997	Internship*	3
PH 2110	Overview of Environmental Health	3
PH	Electives (18 hours)	
PH 9998	Thesis*	3

\*Shared Credit Course

The following is a sample program of study in which a student is required to complete the M.B.A. foundation courses:

Course	Title	Credit Hours
PH 1111	Health Promotion Theory and Methods I	3
PH 2610	Introduction to Epidemiology	3
PH 3710	Administration and Public Health	3

PH 3925	Health Care Finance*	3
PH 2120	<b>Man's Impact on the Environment (Online)</b>	3
PH 1610	Introduction to Biostatistics (Online)	3
PH 3910	Introduction to Health Economics*	3
PH 3915	Methods for Econ Eval of Hlth Pgrms*	3
PH 9997	Internship*	3
PH 3725	Health and Safety Program Management*	3
PH	Electives (9 hours)	
PH 9998	Thesis*	3
MARK 6301	Marketing	3
ACCT 6301	Accounting	3
BUSI 6310	Business Research*	3
MANA 6320	Advanced Management	3
FINA 6320	Topics in Financial Management	3
MARK 6330	Marketing Management	3
ACCT 6315	Accounting and Financial Analysis	3
MANA 6330	Production and Operations Management	3
BMIS 6350	Information Technology for Managers	3
BUSI 6390	Administrative Policy and Strategy*	3

\*Shared Credit Course

## *Graduate Course Descriptions*

### *Accounting*

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 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 3323 ( Federal Income Tax ) with **a grade of "C" 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.

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: FINA 6301, ACCT 6301, BLAW 6301, BMIS 6301, ECON 6301, MANA 6301, and MARK 6301. 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 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

*Business Management Information Systems*

BMIS 5310 Project Management

The concept of project management and its applicability to all types of business firms will be explored. Students will be exposed to the theoretical concepts of project management and their practical application, mathematical concepts necessary for planning and tracking projects and Microsoft Project, the leading



project planning software. Prerequisites: ACCT 6301, BLAW 6301, ECON 6301, FINA 6301, MANA 6301, and MARK 6301 or approval from professor. Lec 3, Cr 3

#### 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 2341 (Statistics) or equivalent with a grade of **"C" or better**.

#### BMIS 6350 Information Technology for Managers

Alternative approaches to managing the resources (computers, network, 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. Lec 3, Cr 3

#### Business

#### 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. ACCT 6301; BLAW 301, Legal Environment of Business; BMIS 6301, Quantitative Analysis for Business Decisions; ECON 6301, Business Economics; FINA 6301, Financial Management, MANA 6301, Management Theory, and MARK 6301 Lec 3, Cr 3

#### BUSI 6325 Entrepreneurship & Innovation

A strategic approach to design and to implement entrepreneurial actions to discover profitable opportunities and to create valuable innovative offering to exploit them in order to establish a competitive advantage for a new or for an existing firm. Prerequisites: ACCT 6301; BLAW 301, Legal Environment of Business; BMIS 6301, Quantitative Analysis for Business Decisions; ECON 6301, Business Economics; FINA 6301, Financial Management, MANA 6301, Management Theory, and MARK 6301 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.

#### BUSI 6390 Strategic Management

The course discusses and analyzes the decisions and actions that organizations take to create sustainable competitive advantage. The analysis is undertaken through the study of comprehensive integrative cases and/or through the utilization of simulations. This course should be taken during the last semester of the student's program. Prerequisite: ACCT 6301; BLAW 301, Legal Environment of Business; BMIS 6301,

Quantitative Analysis for Business Decisions; ECON 6301, Business Economics; FINA 6301, Financial Management, MANA 6301, Management Theory, and MARK 6301

### *Economics*

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.

ECON 6321 Environmental Economics

This course surveys theoretical tools and empirical techniques necessary for understanding environmental economics, determining environmental goals, and evaluating environmental policies. The emphasis is on basic economic concepts and introduction of analytical tools for policy decision-making. The course expands on how to solve and resource environmental problems using policy tools that economics provide. 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 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.

FINA 6320 Advanced Corporate Finance

The study of advanced topics and cases in corporate managerial finance. The course builds on the foundation finance course; and covers topics including valuation of securities, valuation of business and investment decisions, capital structure, cost of capital, mergers and acquisitions, working capital management, international corporate finance, and risk management. Prerequisites: FINA 6301, or equivalent. 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: ACCT 6301; BLAW 6301, BMIS 6301, ECON 6301, FINA 6301, MANA 6301, and MARK 6301. Lec 3, Cr 3

### *Management*

MANA 6301 Management

Basic exploration of organizations and their environment. A study is made of the elementary tools of management include planning, organizing, leading and control. Lec 3, Cr 3

MANA 6320 Management and Behavior in Global Organization

A study is made of the processes and techniques used to get work done through others in organizations around the globe. Topics include motivation, leadership, communication, decision-making, group behavior and change. Cross-cultural applications are emphasized. Prerequisites: ACCT 6301; BLAW 6301, BMIS 6301, ECON 6301, FINA 6301, MANA 6301, and MARK 6301. Lec 3, Cr 3

### MANA 6331 Strategic Human Resources Management

Advanced study of selected topics in human resource management with special emphasis on issues of current importance in the field and linking human resource management practices to business strategy. Topic areas in such human resource functions as staffing, development, appraisal and compensation, and applicable employment laws will be covered. Prerequisites: ACCT 6301; BLAW 6301, BMIS 6301, ECON 6301, FINA 6301, MANA 6301, and MARK 6301. Lec 3, Cr 3

### MANA 6332 Management Seminar

Intensive analysis of management issues. Topics vary by semester and may include organization behavior, organizational theory, ethics, human resource management and strategic management. This course may be repeated for credit as topic varies. Prerequisite: ACCT 6301; BLAW 6301, BMIS 6301, ECON 6301, FINA 6301, MANA 6301, and MARK 6301. 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. Prerequisites: ACCT 6301; BLAW 301, Legal Environment of Business; BMIS 6301, Quantitative Analysis for Business Decisions; ECON 6301, Business Economics; FINA 6301, Financial Management, MANA 6301, Management Theory, and MARK 6301 Lec 3, Cr 3

### MANA 6365 Supply Chain Management Strategy

This course allows the students to develop an understanding of key design and operational issues in supply chain **management. The following topics are covered with emphasis on "Best Practices": logistics network design, warehousing, transportation, procurement, facilities, inventory rationalization, human factors, and supply chain execution software.** Prerequisites: ACCT 6301; BLAW 301, Legal Environment of Business; BMIS 6301, Quantitative Analysis for Business Decisions; ECON 6301, Business Economics; FINA 6301, Financial Management, MANA 6301, Management Theory, and MARK 6301 Lec 3, Cr 3

### MANA 6380 Business Ethics

**The course attempts to develop our students' ability to recognize moral issues in business situations and the ability to make a judgment as to which action is morally correct.** To accomplish this goal, the course reviews the basic moral principles that can be used to resolve moral dilemmas. It then asks students to analyze business cases to discover the ethical issues involved in the case, and to propose a solution that is consistent with ethical principles and business values. Prerequisite: ACCT 6301; BLAW 6301, BMIS 6301, ECON 6301, FINA 6301, MANA 6301, and MARK 6301. Lec 3, Cr 3

### *Marketing*

#### 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.

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

## *College of Education*

Dr. Miguel Ángel Escotet, Dean

EDBC 2.306E

882-7220

miguel.escotet@utb.edu

The graduate programs in the College 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 master reading teachers. The College 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, medical, 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 the M.Ed. degree at UTB without meeting all the specific state certification requirements in the degree area.

### *Graduate Programs*

Ed.D. in Curriculum and Instruction

M.Ed in Curriculum & Instruction

M.Ed in Bilingual Education

M. Ed in Early Childhood

M.Ed in Educational Technology

M.Ed in Counseling & Guidance

M.Ed in Special Education

M.ED in Educational Leadership

M.S. in Exercise Science

E-Learning Certificate

Master Teacher Technology Certificate

Master Reading Teacher Certificate

## *College of Education General Policies*

### *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 Associate Dean in the College 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.

### *Program of Study*

Students must complete their program of study (POS) in their first semester 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.

Students should enroll in EDFR Foundation of Research in Education in their first semester of graduate study or no later than the first 12 credit hours of graduate studies.

## *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
  - 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](http://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 a certificate upon completion of certification requirements.

## *Department of Teaching, Learning and Innovation*

Dr. Reynaldo Ramirez, Chair  
EDBC 1.308BA  
882-7255  
reynaldo.ramirez@utb.edu

### Graduate Faculty

Janice Butler, Associate Professor  
Rene Corbeil, Associate Professor  
Maria Elena Corbeil, Assistant Professor  
Gregorio Garcia, Assistant Professor  
Peter B. Gawenda, Professor  
Laura Jewett, Assistant Professor  
Ming-Tsan Lu, Assistant Professor  
Bobbette M. Morgan, Professor  
Cheng-Chang Pan, Associate Professor  
Reynaldo Ramirez, Associate Professor  
James Telese, Associate Professor  
Zhidong Zhang, Assistant Professor

## *Master of Education in Curriculum & Instruction*

### *36-Hour Thesis/Non-Thesis Program*

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

- Provide knowledge, skills, attitudes, and applicable research skills in curriculum and pedagogy
- Develop master teachers to serve as teacher educators, mentors, clinical teaching faculty, and peer coaches
- Provide experience in educational research related to effective educational practice in field-settings.

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. For course descriptions and more information, visit [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

### *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, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### *36-Hour Thesis/Non-Thesis Program*

Required Courses: 12 hours

EDFR 6300 Foundations of Research in Education

EDFR 6388 Socio-Cultural Foundations of Education

EPSY 6304 Foundations of Learning, Cognition and Human Development

EDCI 7334 Curriculum Development – Problems and Processes

Curriculum Electives: 15 Hours

Candidates may select courses from the Curriculum and Instruction inventory with their instructor's approval.

Specialization: 9 hours

Courses to be selected from another area in education or an academic discipline require approval of the Graduate Advisor. With careful selection of specialization courses, students can meet course requirements for a temporary certificate in administration.

Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## *Master of Education in Curriculum and Instruction-Emphasis in Art Education*

### *36-Hour Thesis Program*

The Master of Education in curriculum and Instruction with Emphasis in Art Education is designed to prepare master artists/teachers for leadership roles in art education. It has three major objectives:

- Provide knowledge, skills, attitudes, and applicable research skills in curriculum, pedagogy; art education, art history/criticism, and studio art.
- Develop master artist/teachers to serve as teacher educators, mentors, clinical teaching faculty, peer coaches, and other teaching positions.

- Provide experience in educational research related to effective educational, art educational, art history/criticism, and studio art practices in field-settings.

The Art Education Program is designed to serve the many artists/educators who desire a program with an emphasis on instructional leadership and effective teaching. This major is responsive to the need of the educational community and to state and national priorities for restructuring and delivering teacher education programs. A comprehensive examination and thesis are required. For course descriptions and other information related to graduate studies visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *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:

- o Undergraduate GPA of 3.0, or over 3.0 in the last 60 hours of undergraduate study
- o Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- o Curriculum Vita or Resume

Additional requirements for the Emphasis in Art Education are as follows:

- o Background in art education, art history/criticism, and studio art
- o At least 51-54 hours of undergraduate work in art: 12 hours of art education, 9-12 hours of art history/criticism. and 36 hours of studio art, 9 of which must be upper level courses
- o Texas Teaching Certificate: Art, All Levels EC-12
- o Demonstrated teaching experience

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### *36-Hour Program*

#### *Required Courses*

#### *Curriculum and Instruction ( 18 hours )*

#### *EDCI Core Curriculum (12 hrs)*

EDFR	6300	Foundations of Research in Education**
EDFR	6388	Socio-Cultural Foundations of Education
EPSY	6304	Foundations of Learning, Cognition and Human Development
EDCI	7334	Curriculum Development – Problems and Processes

#### *EDCI Elective (6 hrs)*

EDCI 6367 Statistical Methods\*\*

One other EDCI elective as approved by the Faculty Advisor

ART ( 18 Hours )

*Art education Core Curriculum (9 hrs)*

ARTS 6320 Current Topics in Art Education

ARTS 6321 Art Education in Western History

ARTS 6322 Art Education Studio

*Art Content ( 3 Hrs )*

ARTS 6330 Advanced Studies in Art History and Criticism

Studio Art prescribed electives (6 hrs):

ARTS 6300 Graduate Studio Problems in Drawing\*

ARTS 6310 Graduate Studio Problems in Painting\*

ARTS 6311 Graduate Studio Problems in Ceramics\*

ARTS 6312 Graduate Studio Problems in Sculpture\*

\* May be repeated for credit.

\*\*Students should take these courses as early as possible in the sequence.

Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## *Master of Education in Curriculum and Instruction-Emphasis in Mathematics Education*

*36-Hour Non-Thesis Program*

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

- Provide knowledge, skills, attitudes, and applicable research skills in curriculum and pedagogy
- Develop master teachers to serve as teacher educators, mentors, clinical teaching faculty, and peer coaches
- Provide experience in educational research related to effective educational practice in field-settings

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. For course descriptions and other information related to graduate studies visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *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, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### *36-Hour Thesis/Non-thesis Program*

#### *Required Courses: 36 hours*

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.

#### Secondary Option

EDCI Core Curriculum 12 hours

EDFR 6300 Foundations of Research in Education

EPSY 6304 Foundations of Learning, Cognition and Human Development

EDCI 7334 Curriculum Development-Problems & Processes

EDFR 6388 Socio-Cultural Foundations of Education

Mathematics Education Core: 18 hours

EDCI 6341 Teaching Algebraic Concepts

EDCI 6343 Teaching Geometric Concepts

EDCI 6349 Current Issues and Research in Mathematics Education

EDCI 6355 Assessment in the Mathematics Classroom

EDCI 6345 Teaching Advanced Secondary Mathematics Topic

EDCI 5340 Teaching Mathematics for Understanding

#### Supporting Field (6 hours)

EDCI 6367 Statistical Methods

## Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## *Master of Education in Curriculum and Instruction-Emphasis in Science Education 36-Hour Non-Thesis Program*

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

- Provide knowledge, skills, attitudes, and applicable research skills in curriculum and pedagogy
- Develop master teachers to serve as teacher educators, mentors, clinical teaching faculty, and peer coaches
- Provide experience in educational research related to effective educational practice in field-settings

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. For course descriptions and other information related to graduate studies visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *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, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### *36-Hour Thesis/Non-thesis Program*

Required Courses: 36 hours

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. For course descriptions and more information, visit [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

### Secondary Option

Curriculum and Instruction Core: 12 hours

EDFR 6300 Foundations of Research in Education

EDFR 6388 Socio-Cultural Foundations of Education

EPSY 6304 Foundations of Learning, Cognition and Human Development

EDCI 7334 Curriculum Development – Problems and Processes

EDCI Prescribed Electives (6 hours)

EDCI 6302 Practitioner Research

EDCI 6348 Science Education Project

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

Science Content: (9 hours)

May be chosen from approved graduate science courses. See graduate course offerings in the College of Science, Mathematics, and Technology.

### Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## *Master of Education in Curriculum and Instruction-Emphasis in Elementary Mathematics and Science Education*

### *36-Hour Thesis/Non-Thesis Program*

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

- Provide knowledge, skills, attitudes, and applicable research skills in curriculum and pedagogy
- Develop master teachers to serve as teacher educators, mentors, clinical teaching faculty, and peer coaches
- Provide experience in educational research related to effective educational practice in field-settings

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. For course descriptions and other information related to graduate studies visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *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, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### *36-Hour Thesis/Non-thesis Program*

The options are designed for elementary teachers who desire to improve their teaching and understanding of mathematics and science. The program blends the mathematics educations and the science education courses into the mathematics and science education emphasis for elementary teachers.

Curriculum and Instruction Core: 12 hours

EDFR 6300 Foundations of Research in Education

EDFR 6388 Socio-Cultural Foundations of Education

EPSY 6304 Foundations of Learning, Cognition and Human Development

EDCI 7334 Curriculum Development – Problems and Processes

Emphasis Component (18 Hrs )

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: 9 Hours

EDCI 6342 Topics in Science Education

EDCI 6344 Current Issues and Research in Science Education

EDCI 6346 Environmental Education Methods

Non-thesis Option Electives (6 Hrs )

EDCI 6367 Statistical Methods\*\*

EDCI 6348 Science Education Project

Thesis Option (6 Hrs )

EDCI 7300 Thesis

\*\*Students should take these courses as early as possible in the sequence.

### Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## *Master of Education in Curriculum & Instruction-Emphasis in Health and Human Performance*

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

- Provide knowledge, skills, attitudes, and applicable research skills in curriculum and pedagogy
- Develop master teachers to serve as teacher educators, mentors, clinical teaching faculty, and peer coaches
- Provide experience in educational research related to effective educational practice in field-settings

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. For course descriptions and other information related to graduate studies visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *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, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume

Additional requirements for the Specialization in HHPS are as follows:

- Background in the health, physical education, or human performance fields
- At least 24 hours of undergraduate work in health, physical education, or exercise science areas, 12 of which must be upper level courses.

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.



## 36-Hour Thesis/Non-thesis Program

### Required Courses

#### *Non-Thesis Track*

#### EDCI Core Curriculum (12hrs)

- EDFR 6300 Foundations of Research in Education\*\*
- EDFR 6388 Socio-Cultural Foundations of Education
- EPSY 6304 Foundations of Learning, Cognition and Human Development
- EDCI 7334 Curriculum Development – Problems and Processes

#### Prescribed Electives (6 hrs)

- EDCI 6336 Problems in Education
- EDCI 6367 Statistical Methods\*\*

#### HHPS Core Curriculum (12 hrs)

- HHPS 5355 Lifespan Fitness and Human Performance
- HHPS 6315 Nutrition and Human Performance
- HHPS 6320 Applied Exercise Physiology
- HHPS 6330 Action Research in Health and Human Performance

#### HHPS Education Option (select 6 hrs)

- HHPS 5301 Special Topics in Health and Human Performance
- HHPS 5365 Cultural and Social Aspects of Health
- HHPS 5375 Supervision and Administration in Health and Human Performance
- HHPS 6301 Activity and Exercise Prescription for Children with Special Needs
- HHPS 6305 Program Development for the Health and Physical Activity Fields

\*\*Students should take these courses as early as possible in the sequence.

#### Thesis Track

#### EDCI Core Curriculum (12 hrs)

- EDFR 6300 Foundations of Research in Education
- EDFR 6388 Socio-Cultural Foundations of Education
- EPSY 6304 Foundations of Learning, Cognition and Human Development
- EDCI 7334 Curriculum Development – Problems and Processes

#### EDCI Prescribed Electives (6 hrs)

- EDCI 6301 Instructional Technology in Teaching or
- EDCI 6336 Problems in Education

EDCI 6367 Statistical Methods

HHPS Core Curriculum (12 hrs)

HHPS 5355 Lifespan Fitness and Human Performance

HHPS 6315 Nutrition and Human Performance

HHPS 6320 Applied Exercise Physiology

HHPS 6330 Action Research in Health and Human Performance

Thesis (6 hrs)

EDCI 7300 Thesis

EDCI 7301 Thesis

Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

### *Master of Education in Curriculum & and Instruction-Emphasis in Reading*

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

- Provide knowledge, skills, attitudes, and applicable research skills in curriculum and pedagogy
- Develop master teachers to serve as teacher educators, mentors, clinical teaching faculty and peer coaches
- Provide experience in educational research related to effective educational practice in field-settings

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. Students choosing the thesis option will take EDCI 7300 and 7301.

### *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, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### 36-Hour E-Portfolio

For course descriptions and other information related to graduate studies, visit [utb.edu/graduatestudies](http://utb.edu/graduatestudies). An e-portfolio is required for the non-thesis option.

Required Core: (12 hrs)

- EDFR 6300 Foundations of Research in Education
- EDFR 6388 Socio-Cultural Foundations of Education
- EPSY 6304 Foundations of Learning, Cognition and Human Development
- EDCI 7334 Curriculum Development – Problems and Processes

Prescribed Electives: (9 hrs)

- EDCI 6367 Statistical Methods
- EDCI **6 hours electives, any two EDCI classes, by advisor's prior approval**

Specialization: (15 hrs)

- EDLI 6310 Emergent Print and Digital Literacy Research, Instruction, and Leadership for Emergent Bilinguals
- EDLI 6320 Adolescent Print and Digital Literacy Instruction and Leadership for Emergent Bilinguals
- EDLI 6330 Diverse Learner Print and Digital Issues, Instruction, and Leadership
- EDLI 6360 Assessment Practices and Leadership in Print and Digital Literacies for Diverse Learners
- EDLI 6380 Practicum in Print and Digital Literacy Leadership for Emergent Bilinguals

Completion of E-Portfolio

### 39-Hour Thesis Program

The thesis option is for those students who wish to pursue a doctoral degree in the future.

Required Core: (12 hrs)

- EDFR 6300 Foundations of Research in Education
- EDFR 6388 Socio-Cultural Foundations of Education
- EPSY 6304 Foundations of Learning, Cognition and Human Development
- EDCI 7334 Curriculum Development – Problems and Processes

Prescribed Electives: (6 hrs)

- EDCI 6367 Statistical Methods
- EDCI **Any EDCI class, by advisor's prior approval**

Specialization: (15 hrs)

- EDLI 6310 Emergent Print and Digital Literacy Research, Instruction, and Leadership for Emergent Bilinguals

- EDLI 6320 Adolescent Print and Digital Literacy Instruction and Leadership for Emergent Bilinguals  
 EDLI 6330 Diverse Learner Print and Digital Issues, Instruction, and Leadership  
 EDLI 6360 Assessment Practices and Leadership in Print and Digital Literacies for Diverse Learners  
 EDLI 6380 Practicum in Print and Digital Literacy Leadership for Emergent Bilinguals

Thesis: (9 hrs)

EDCI 7300 Thesis

EDCI 7301 Thesis

### Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

### *Master of Education in Curriculum and Instruction-Emphasis in Digital Literacy*

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

- Provide knowledge, skills, attitudes, and applicable research skills in curriculum and pedagogy
- Develop master teachers to serve as teacher educators, mentors, clinical teaching faculty and peer coaches
- Provide experience in educational research related to effective educational practice in field-settings

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. An e-portfolio is required.

The specialization, digital literacy involves “socially situated practices supported by skills, strategies, and stances that enable the representation and understanding of ideas using a range of modalities enabled by digital tools” (O’Brien & Scharber, 2008, pp. 66-67). For course descriptions and other information related to graduate studies visit our website at [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

### *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, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official
- Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical

- Curriculum Vita or Resume

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### 36-Hour Non-Thesis program

For course descriptions and other information related to graduate studies, visit [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

### Required Core: (12 hours)

EDFR 6300 Foundations of Research in Education

EPSY 6304 Foundations of Learning, Cognition and Human Development

EDFR 6388 Socio-Cultural Foundations of Education

EDCI 7334 Curriculum Development - Problems and Processes

### Prescribed Electives: (12 hours)

EDCI 6367 Statistical Methods

EDTC 6340 Applications of Adv. Technologies in the Pk-12 Classroom

EDTC 6341 Student Centered Learning Using Technology

EDTC 6342 Technology Leadership

### Specialization: (12 hours)

EDLI 6310 Emergent Print and Digital Literacy Research, Instruction, and Leadership for Emergent Bilinguals

EDLI 6320 Adolescent Print and Digital Literacy Instruction and Leadership for Emergent Bilinguals

EDLI 6330 Diverse Learner Print and Digital Issues, Instruction, and Leadership

EDLI 6360 Assessment Practices and Leadership in Print and Digital Literacies for Diverse Learners

Completion of E-Portfolio.

### Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their

professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## *Master of Education in Educational Technology*

### *36-Hour Thesis/Non-Thesis Program*

The Master of Education 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, develop 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.

### *Admission Requirements*

GRE is not required. Evidence of academic achievement and potential for advanced study and research is required for graduate admission. Please contact Program Coordinator, Dr. Rene Corbeil, for more details.

**The criterion for unconditional admission for master's degree seeking students in educational technology is:**

- Undergraduate GPA of 3.0, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume

Non-degree seekers are allowed to take up to four courses once the applications are fully processed.

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### *36-Hour Thesis/Non-Thesis Program*

#### *Required Courses: 27 hours*

EDFR	6300	Foundations of Research in Education
EDFR	6388	Socio-Cultural Foundations of Education
EPSY	6304	Foundations of Learning, Cognition and Human Development
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: 9 hours*

Students will select 9 hours of electives based upon their professional needs and academic interests. Students working in K-12 environments have the opportunity to complete the Master Technology Teacher (MTT) Program and test for the MTT Certificate. Students working in higher education or at e-learning industries have the option of earning an E-Learning Certificate. Students interested in completing both certificates may do so without taking additional classes.

Submit an ePortfolio project for the first review at completion of 18 SCH.

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. Students not taking the thesis option will develop and submit an electronic portfolio at completion of all coursework requirements.

### Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## *E-Learning Certificate*

### *Overview*

The Educational Technology program is committed to offering E-Learning Certificate, a fully Web-based, graduate-level, non-degree program in the area of distance education with an emphasis on e-learning. The 12-hour certificate program targets e-learning practitioners seeking a graduate certificate and those who show interest in teaching/learning online initiatives in higher education or at e-learning industries.

Please note that the 12-credit-hour program is not the same as required for a state teaching license. The certificate is offered through UTB.

### *Goal*

The goal of the E-Learning Certificate program is intended for student candidates to be able to serve as effective online educators by advancing knowledge and skills in electronic learning, both conceptual and practical. With the advanced studies in the graduate program, these candidates are also able to meet changing job requirements in response to current trends in e-learning.

### *Objectives*

Upon completion of the program, student candidates will have mastered the following skills, both systematically and systemically:

- Students will analyze the differences and similarities between electronic learning and face-to-face learning
- Students will assess a real-life e-learning situation by determining an overarching goal, its underlying objectives, and resources needed to meet them
- Students will design an e-learning “package” by outlining performance objectives and strategizing learning events
- Students will develop a quality and effective e-learning package
- Students will manage an e-learning project with confidence and efficiency
- Students will judge an e-learning solution by conducting formative and summative evaluations
- Student will demonstrate the ability to provide e-learning leadership by triangulating information from assessment and evaluation and making informed decisions

### *Delivery*

This program is delivered completely online through a course management system (currently Blackboard) in conjunction with a conference management system (currently Wimba Live Classroom).

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### *12 Credit Hour Program*

EDTC 6321 Instructional Design

EDTC 6323 Multimedia/Hypermedia

EDTC 6358 Theory and Practice of E-learning

Elective: Three hours (The elective course will require prior approval of the faculty coordinator of this certificate program).

### *Estimated Completion Time*

The anticipated completion time is two semesters. Students are strongly advised to take EDTC 6321 and an approved elective course in the first semester and then complete EDTC 6323 and EDTC 6358 in the second.

### *Application*

To apply for the Certificate program, **candidates must have a bachelor’s degree with a GPA of 2.5 or higher** from an accredited institution. Unless mentioned otherwise in the UTB Graduate Catalogue, student applicants are expected to follow UTB non-degree admission policies. Please contact Ms. Mari Stevens, Graduate Studies Specialist, at (956) 882-6587 or email her at [Mari.Stevens@utb.edu](mailto:Mari.Stevens@utb.edu) for details of submitting an application.



### *Transfers*

The program does not allow courses to be transferred from other programs or institutions.

### *Relationship to Existing Programs*

The existing Master Technology Teacher (MTT) program, the other certificate program of Educational Technology, is intended to prepare technology mentors, primarily those who work in K-12 settings. Complementing the MTT program, the newly approved E-Learning Certificate program serves a different intended audience who work in non-K-12 environments. These E-Learning students may come from high-demand professions, such as nursing and criminal justice. E-Learning graduates usually work as instructional designers/developers in higher education, or industries with an e-learning workforce.

The relationship of the E-Learning program with the existing M.Ed. in Educational Technology program is also complementary. All the earned credit hours may be applied to the M.Ed. in Educational Technology program at UTB with the faculty advisor's prior approval.

### *Master Technology Teacher Certificate Program*

Sign up today to earn you Master Technology Teacher (MTT) Certification, approved by the State Board for Educator Certification, at The University of Texas at Brownsville. To participate in this graduate-level certificate program, you are required to have a bachelor's degree with a 2.5 or higher undergraduate GPA.

Join other educators across the state in the dynamic, engaging and interactive online courses that will prepare you to be a technology leader in your school and district.

### *Program Highlights:*

Entirely online, requiring no on-campus visits.

- Student-centered projects include a variety of asynchronous and synchronous activities.
- Activities provide opportunities for networking with other professionals across the state.
- Guest speakers frequently visit courses to share expertise.
- Authentic projects support professional growth by encouraging teachers to attend and present at state, national, and international conferences.
- **The four required M.T.T. courses fit directly into the online master's degree in educational technology at UTB.**

Instructors are M.T.T. Certified and have extensive experience in the K-12 classroom environment as well as in the use of emerging Web 2.0 technologies.

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### *Courses Required:*

EDTC 6340 Application of Advanced Technologies in the PK-12 Classroom

EDTC 6341 Student-Centered Learning Using Technology

EDTC 6342 Technology Leadership

EDTC 6343 MTT Practicum

*M.T.T. Certification will Prepare Candidates to:*

- Provide instructional leadership in technology integrated curriculum
- Develop student-centered, technology-enriched instruction
- Use new and innovative technologies
- Provide professional development at the campus, district, state or national level
- Understand technology funding issues
- Serve as a resource for integrating assistive technologies to meet the needs of all students

The candidates in this program must successfully complete the four M.T.T. courses and pass the end-of-course exam with 85 or higher to be qualified to take the M.T.T. examination.

Visit the M.T.T. website for more details about the Master Technology Teacher Certification program at <http://edtech.utb.edu/MTT>

### *Doctor of Education in Curriculum and Instruction*

The Doctor of Education (Ed. D. degree) in Curriculum and Instruction prepares educators to assume leadership positions in institutions of higher education, local, regional, and independent school districts at multiple levels. The Doctor of Education in Curriculum and Instruction at UTB provides school districts throughout Texas and nationwide with individuals with sufficient and specific expertise to formulate and lead P-16 programs. In addition, the degree enables successful candidates to teach in colleges and universities, many of which are faced with a shortage of qualified faculty. To this end, the degree provides a qualified pool of teacher educators for institutions of higher education throughout Texas and the nation.

For course descriptions and other information related to graduate studies visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *Admission Requirements*

Standards for admission to the UTB Doctor of Education in Curriculum and Instruction Program are based on **multiple sources of evidence of an applicant's qualifications, commitment to the program, and are** comparable to those for doctoral programs in other disciplines and for Curriculum and Instruction in other universities. All applicants must hold a **baccalaureate and master's degree from a regionally accredited U.S.** institution or a recognized international equivalent plus have three years of teaching experience. The proposed Doctor of Education program does not allow a candidate to go directly from a baccalaureate degree to an extended doctoral program.

Interested individuals need to consider the following to begin the admission process:

- Completed Application form
- Official Transcripts for all colleges and universities attended

- GPA of 3.25 or higher on all graduate coursework
- Satisfactory GRE scores originating within the past five years
- Five years of experience in education or related field
- Verification of three years of classroom teaching experience at an accredited institution
- TOEFL passing score of 600 for the paper test and 100 for the Internet based test for foreign applicants from non-English speaking countries
- **Statement of the applicant's professional goals, experience and scholarly accomplishments, reasons for obtaining this degree, and possible research questions or topics of interest for pursuing research**
- Résumé or curriculum vitae
- Letters of recommendation and completed forms from three professionals with firsthand knowledge **of the applicant's professional qualities and scholarly potential** (professors, principals, etc.)

All final candidates for admission will be required to participate in the following:

- An interview with the Faculty Selection Committee.
- Writing sample (in English). Candidates will need to write a reaction paper on site. A rubric will be available in advance so applicants will know how the sample(s) will be reviewed.

Admission will be considered for applicants who do not meet the customary GPA/GRE or other requirements but whose credentials indicate a good probability of success in doctoral study.

To be considered for admission, the student must file a completed admissions packet with the Graduate Studies Office by March 1. Final admission to the doctoral program will be made by a selection committee comprised of College of Education Curriculum and Instruction faculty members. Applicants will be notified by June 1.

The new class of doctoral students, The Cohort is intended to be a cohesive, supportive, interactive group of individuals engaged in intellectual inquiry with each other, their professors, and selected educational practitioners. The courses, seminars, field experiences, and other academic opportunities offered within the program are the vehicles through which this intellectual inquiry takes place. Each member is required to participate in activities and to contribute as a member of this community of scholars. The Cohort proceeds as a group through a sequence of coursework, and research endeavors.

### *Degree Requirements*

The components of the doctoral program are as follows:

#### Leveling Courses

Prior to entering the proposed doctoral program, all students must **have completed a master's program** in education or a related field and three graduate semester credit hours in introductory educational research **that may be part of the master's program. Other courses to provide needed background may be required** upon review and design of the program of study with an advisor.

Research Courses: 12 SCH

Required: 9 SCH

EDFR 8300 Research Methods in Education

EDFR 8301 Qualitative Research

EDFR 8302 Quantitative Research

Research Elective: 3 SCH

EDFR 8303 Statistical Analysis in Educational Research

EDFR 8304 Ethnographic Methods

EDFR- 8305 Multivariate Statistical Methods

EDFR 8306 Field Methods

EDFR 8307 Program Evaluation

EDFR 8308 Selected Topics in Research

Curriculum Core: 21 SCH

EDCI 8320 Advanced Curriculum Instructional Design and Development

EDCI 8321 Adult Learning Strategies

EDFR 8322 Sociological Applications for Education

EDCI 8323 Advanced Models of Teaching

EDCI 8324 Literacy Across the Curriculum

EDCI 8325 Mentoring, Induction and Professional Development

EPSY 8318 Advanced Applications of Human Development and Cognition

*Bilingual Studies Specialization: 15 SCH*

Required 9 SCH

BILC 8340 History, Politics, and Models of Bilingual Education

BILC 8341 Bilingualism and Second Language Acquisition

BILC 8342 Content Area Instruction in Bilingual Programs

Bilingual Studies Electives: 6 SCH

BILC 8343 Literacy and Biliteracy Development, OR

BILC 8344 Language Use in Bilingual Classrooms

BILC 8345 Seminar in Bilingual Studies, OR

BILC 8346 Issues and Assessment in Bilingual/ESL Programs

Other electives could be selected as directed by the faculty advisors.

Early Childhood Specialization: 15 SCH (Currently not Offered)

- ECED 8350 Theories in Early Childhood Education
- ECED 8351 Research in Early Childhood Education
- ECED 8352 Advanced Curriculum in Early Childhood Education
- ECED 8353 Families, Schools, & Community Partnerships
- ECED 8354 Leadership in Early Childhood Education

Other electives could be selected as directed by the faculty advisors.

Educational Leadership Specialization: 15 SCH

- EDLR 8360 Leadership Theory and Practice
- EDLR 8361 Decision-Making for School Improvement
- EDLR 8362 Leading School Reform
- EDLE 8363 Politics in Educational Leadership
- EDLR 8364 Policy Planning and Development in Education

Other electives could be selected as directed by the faculty advisors.

Educational Technology Specialization: 15 SCH

- EDTC 8371 Theories and Practices in Effective Online Pedagogy
- EDTC 8372 Advanced Instructional Design
- EDTC 8373 Evaluation and Assessment in Instructional Technology
- EDTC 8374 Course Management and Instructional Systems in K-16
- EDTC 8375 Trends in Educational Technology K-16

Other electives could be selected as directed by the faculty advisors.

Higher Education Specialization: 15 SCH

- EDFR 8380 Comparative Higher Education
- HIED 8381 Advanced Human Learning and Motivational Development
- EDFR 8382 History and Philosophy of Higher Education
- HIED 8383 Higher Education Equity, Inclusion, and Diversity
- HIED 8384 Current Issues in Higher Education

Other electives could be selected as directed by the faculty advisors.

Literacy Specialization: 15 SCH (Currently not Offered)

- EDLI 8370 Advanced Theories and Models of Reading
- EDLI 8371 Leadership in Literacy
- EDLI 8372 Digital Literacies

EDLI 8373 Critical Literacies

EDLI 8374 **Reading and Writing with Children's Literatures**

Other electives could be selected as directed by the faculty advisors.

Prescribed Electives: 9 SCH

EDLR 7338 The Superintendency

EDLR 7384 Educational, Social Political Problems and the Superintendency

EDLR 7389 Texas Public School Finance

EDLR 7393 Administration of Programs for Special Populations

EDSL 6325 ESL for Bilingual and multicultural Settings

EDCI 6336 Problems in Education (Topics)

EDEC 6301 Major Theories in Early Childhood Education

EDEC 6302 Instructional Planning/Curriculum Development for the Early Childhood Classroom

EDEC 6307 Emergent Literacy in Early Childhood Education

EDEC 6310 Problems in Early Childhood Education

Other electives may be used as directed by the faculty advisor and approved by the Coordinator of the program.

Dissertation: 9 SCH

EDCI 8380 Dissertation I

EDCI 8390 Dissertation II/1

EDCI 8391 Dissertation II/2

## *Graduate Course Descriptions*

### *Curriculum and Instruction*

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 students 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 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 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 Practitioner Research

This course is an introduction to Practitioner Research, 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 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 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 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 students in education. Lec 3, Cr 3

EDCI 6342 Topics in Science Education

The course may cover multiple topics in science education related to science content and pedagogy, inquiry and didactic models of science instruction, interdisciplinary and interdisciplinary approaches, thematic science teaching, authentic assessment, science process skills and critical thinking, and laboratory methods. 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 6345 Teaching Advanced Secondary Mathematics Topics

The course focuses on teaching various secondary mathematics topics relative to the 4-12 classrooms. An emphasis is placed on teaching strategies for the appropriate grade level. 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 6355 Assessment in the Mathematics Classroom

This course focuses on both formal and informal methods of assessment. The importance of classroom-based assessment is emphasized so that curricular leaders will be better prepared to assist mathematics classroom teachers in designing, developing, and implementing a variety of assessment strategies and be knowledgeable about mathematics assessment issues. 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 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: EDFR 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

EDCI 7334 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

*Educational Foundations of Research*

EDFR 6300 Foundations of Research in Education

The course is an introduction to research methodology in education. It focuses on the relationship between research problem, questions and design and introduces students to techniques for collecting and analyzing research data. The course emphasis is on writing an analysis and synthesis of research methodology and findings in empirical articles. Lec 3, Cr 3

EDFR 6388 Socio-Cultural Foundation of Education

Analyzing socio-cultural forces which shape the direction of American education with emphasis on education in philosophical, sociological, psychological and anthropological context, and the intercultural factors in society which affect public schools and influence learning and acquiring skills important to educational growth and self-fulfillment will be stressed. Lec 3, Cr 3

*Educational Technology*

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

This course uses an instructional design model to guide the student in systematically developing effective instruction.

Theoretical and practical issues in instructional systems design are examined. Other instructional design models are introduced.

EDTC 6323 Multimedia/Hypermedia

This course concentrates on the development and utilization of hypermedia and multimedia in education. Students are expected to demonstrate the ability to develop an interactive instruction by using audiovisual technologies and computer-based/Web-based technologies in a meaningful, educational context. Prerequisite: EDTC 6321. Lec 3, Cr 3

EDTC 6325 Educational Telecommunications

This course addresses the development of instruction for e-learning environments. Learners will use a research-based rationale for the selection and utilization of technologies for designing, developing, implementing, and evaluating instruction using an open source courseware management system. Learners will also explore the potential of 3-D virtual environments for instructional applications. 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 an instructional solution to an identified real life performance problem. Prerequisites: 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

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 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 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.

**Prerequisite: Completion of both EDTC 6355 and EDTC 6356 with a grade of "B" or better. Lec 3, Cr 3**

EDTC 6358 Theory and Practice of E-Learning

This is the capstone course for the E-Learning Graduate Certificate Program. Students are expected to apply previously learned skills and knowledge to plan and manage an e-learning project in a real-life context. Prerequisites: Must be within 6 hours of completion of program. Approval of Program Coordinator. Lec. 3, Cr. 3.

## *Doctoral Level*

### *Graduate Course Descriptions*

BILC 8340 History, Politics, and Models of Bilingual Education

Historical, theoretical, and legal foundations of bilingual/ESL education, including the evolution of program models will be investigated. Lec 3, Cr 3

BILC 8341 Bilingualism and Second Language Acquisition

Theories and research in bilingualism, multiculturalism, and second language acquisition will be addressed. Specific emphasis will be given to the linguistic, cognitive, and motivational factors in language acquisition.

BILC 8342 Content Area Instruction in Bilingual Programs

This course studies the rationale, theory, and research that supports content-based instruction in bilingual education. Student projects will include dual language and ESL research and practice.

BILC 8343 Literacy and Biliteracy Development

This course is taught in Spanish, reviews literacy practices in bilingual education and addresses theory and research related to the development of biliteracy. Students explore literacy in its broader sociocultural context and review the history of the teaching of reading and writing in both Spanish and English. Lec 3, Cr 3

BILC 8344 Language Use in Bilingual Classrooms

Students will examine and compare the linguistic structures of Spanish and English, including phonology, morphology, and syntax. Students will analyze discourse patterns in bilingual education such as dual language and ESL. Lec 3, Cr 3

BILC 8345 Seminar in Bilingual Studies

The focus of this course will include such issues as assessment, advocacy, cultural studies, language policies, language planning, and bilingual education. Lec 3, Cr 3

BILC 8346 Issues and Assessment of Bilingual/ESL Programs

Students will be provided with the knowledge and strategies to evaluate Bilingual/ESL Programs, related materials,

methods, and assessments. It addresses a number of issues in the assessment of English language learners, including purpose, validity, reliability, and bias. It also reviews guidelines for appropriate test selection and use. Lec 3, Cr 3, Cr 3

#### EDCI 8308 Selected Topics in Research

Group and individual projects in research design, research methodologies, and research execution in response to student needs, interests, and faculty expertise. Course may be repeated once for credit with approval of program director. Prerequisite: EDCI 8300.

#### EDCI 8320 Advanced Curriculum: Instructional Design and Development

This course includes a variety of approaches used to develop, implement and evaluate curricula. Student projects will include relevant principles, practices, problems, and evaluation of instruction. Lec 3, Cr 3

#### EDCI 8321 Adult Learning Strategies

A study of learning in adulthood, how to facilitate that learning, and the characteristics of adult learners will be addressed. Particular emphasis will be placed on models, goals, organization, methodology, career development, and evaluation of adult learners in P-16 environments.

#### EDCI 8323 Advanced Models of Teaching

Social, information processing, personal, and behavioral systems models will be examined, synthesized and applied in this course. Students will engage in research, and projects of teacher effectiveness. Demonstration of models is required. Lec 3, Cr 3

#### EDCI 8324 Literacy Across the Curriculum

This course will focus on reading and writing across the curriculum. Emphasis will be placed on research and current classroom implementation. Lec. 3, Cr.

#### EDCI 8325 Mentoring, Induction, and Professional Development

Research and models of mentoring, induction, and professional development will be explored. Local, state, and national programs will be analyzed in terms of meeting the needs of adult learners, effecting change, and long term instructional improvement. Lec 3, Cr 3

#### EDCI 8380 Dissertation I

Students with related interests will work with faculty to study a curriculum issue. The class culminates in a unique set of complementary dissertation questions. Students will complete online human subjects training, a dissertation proposal draft and a literature review draft.

#### EDCI 8390 Dissertation II/1

Candidates will prepare a prospectus for approval by dissertation committee. Candidates will prepare protocol for review and approval by Institutional Review Board. Permission of advisor is required to enroll in this course. Prerequisite: EDCI 8381. Lec 3, Cr 3

#### EDCI 8391 Dissertation II/2

Candidates enrolled in this course will work on their dissertation toward completion. Candidates may enroll in this course more than once. Permission of their advisor is required to enroll in this course. Prerequisite: EDCI 8390. Lec 3, Cr 3

#### ECED 8350 Advanced Theories in Early Childhood Education

This course will involve a collaborative exploration of major theories related to early childhood education. The focus of the course is on learning fundamental theories with historical perspectives and expansion on theoretical

frameworks regarding current educational practice and policy. Current and critical theories in education will be discussed. Prerequisite: Admission to the doctoral program is required.

#### ECED 8351 Research in Early Childhood Education

This course will cover current and historical research in early childhood education. The historical research covered will include foundations of early childhood research. Current research will include topics such as research methodology and ethics for researching young children. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

#### ECED 8352 Advanced Curriculum in Early Childhood

This course will examine the foundations related to early childhood curriculum. The major curriculum models/approaches in early childhood education will be presented. Currently accepted best practices in early childhood education will be analyzed and critiqued. Research in Early Childhood curriculum development will be interpreted. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

#### ECED 8353 Families, Schools and Community Partnerships

This course examines the role families, schools, and community partnerships as a critical element of whole-school educational reform. As a learning community, we will examine our own beliefs about each role, analyze the research on the impact of home/school and community partnerships on student learning. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

#### ECED 8354 Leadership in Early Childhood Education

This course focuses on the major principles of leadership, ethics and advocacy in Early Childhood Education. It involves research into models of leadership, ethics, personal leadership qualities and skills, cultural and personal inclusion and effective collaboration. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

#### EDFR 8300 Research Methods in Education

An in-depth study and analysis of research processes that focus on various quantitative and qualitative inquiry strategies including the epistemological differences between the two strategies. Attention is given to formulating the problem statements, posing research questions and hypotheses, devising appropriate research designs, acquiring and summarizing data and appreciating probabilistic thinking. Lec 3, Cr 3

#### EDFR 8301 Qualitative Research

This course introduces qualitative methods of inquiry and interpretation in educational investigations. Students will examine and compare qualitative research perspectives and epistemologies and become familiar with the fundamentals of qualitative methods. These will include writing field notes, participation observation, interviewing and document analysis will be explored. Prerequisite: EDCI 8300. Lec 3, Cr 3

#### EDFR 8302 Quantitative Research Methods

This course is an introduction to quantitative research methods in education, including survey design, descriptive, experimental, quasi-experimental, correlational and inferential inquiry. The strengths, weaknesses and uses of inquiry will be the focus of the course. Prerequisite: EDCI 8300. Lec 3, Cr 3

#### EDFR 8303 Statistical Analysis in Educational Research

Computer applications, using appropriate statistical software packages, will be used to analyze data relevant to educational research. Prerequisite: EDCI 8302. Lec 3, Cr 3

#### EDFR 8304 Ethnographic Methods

**This course develops student's understanding of ethnographic** methods of inquiry and interpretation in educational research. Students will examine theories and epistemologies underlying forms of ethnography and develop expertise

in ethnographic methods. Students will engage in participant observation, writing field notes and interviewing. Ethics, representation and interpretation will be addressed. Prerequisite: EDCI 8301. Lec 3, Cr 3

#### EDFR 8305 Multivariate Statistical Methods

A study of the methods and procedures of multivariate data analysis for use in conducting educational research. Prerequisite: EDCI 8302. Lec 3, Cr 3

#### EDFR 8306 Field Methods

The course will include an in-depth study of the design, data collection and analysis techniques for field or empirical and non-experimental research. Course assignments will include surveys, observational studies, content analysis and case studies. Prerequisite: EDCI 8301. Lec 3, Cr 3

#### EDFR 8307 Program Evaluation

Methods related to planning and implementing evaluation of educational programs will be addressed, including formative and summative evaluation, decision-making, program modification and performance-based models. National standards are examined for assessing the quality of evaluations relative to utility, feasibility, propriety, and accuracy. Prerequisite: EDCI 8300. Lec 3, Cr 3

#### EDFR 8308 Selected Topics in Research

Group and individual projects in research design, research methodologies and research execution in response to student needs, interests and faculty expertise. Course may be repeated once for credit with approval of program director. Prerequisite: EDCI 8300. Lec 3, Cr 3

#### EDFR 8322 Socio-Cultural Applications for Education

This advanced seminar focuses on the contemporary socio-cultural and philosophical applications for education. This course will study educational issues in its social, economic, cultural, political ethical, and historical contexts. Issues of policy, principles and practices, and globalization affecting public education will be addressed. Lec 3,

#### EDFR 8380 Comparative Higher Education

Current knowledge of the methodology and traditions of the field of Comparative Education applied to national systems of higher education compared to United States. Analysis of emerging concepts surrounding globalization, Birth-12 or PK-16 education, postgraduate, scientific research and innovation worldwide with special emphasis in north, central and south America and Europe. Lec 3, Cr 3

#### EDFR 8382 History and Philosophy of Higher Education

An overview of historical development of Higher Education is focused on American education and its growth and development since the founding of Harvard. Philosophical issues, e.g., access to higher education, undergraduate curriculum, academic freedom, role of universities in society, and the balance of teaching, research and service will be addressed. Lec 3, Cr 3

#### EDLI 8370 Advanced Theories and Models of Reading

Through readings, lectures, and discussion students will develop an understanding of different theoretical models of reading. They will critically evaluate the research support for various models. They will consider the instructional implications of the different models and their application for English language learners. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

#### EDLI 8371 Leadership in Literacy

The course focuses on analyzing, implementing and leading elementary and secondary literacy program based on best practice research. The issues of change, professional growth and involvement of families and community will be

explored as they relate to the successful development and implementation of literacy programs in a bilingual environment. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

#### EDLI 8372 Digital Literacies

This course examines the role of digital literacy in education through evaluating digital literacies, their politics, problems, and possibilities, and enabling a deeper understanding of ways to incorporate digital literacies into curricula. Students will have a richer conceptualization of digital literacies and their place in twenty-first century education. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

#### EDLI 8373 Critical Literacies

Contextualized uses of literacy, multiple ways of knowing, and language and power will be the course foci. Students will construct and deconstruct texts from critical perspectives; reconsider the potentiality of texts, literacy, and signs from multiple perspectives; and develop theoretical tools for interpreting and producing scholarship in critical literacies. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

#### EDLI 8374 Reading and Writing with Children's Literature

In this course students will evaluate children's literature, including multicultural literature. They will learn about critical theory and reader response theory and apply it to children's literature. They will explore various ways to use children's literature to teach writing in a reading/writing workshop setting. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

#### EDLR 8360 Leadership Theory and Practice

The course will focus on developing the leadership skills and competencies needed to effectively lead complex and diverse educational organizations. Self-awareness, sound intuition, valid theory, cultural responsiveness, and leadership and management skills will be explored and applied. Prerequisite: Admission to the Doctor of Education in Curriculum and Instruction Program is required. Lec 3, Cr 3

#### EDLR 8361 Decision-Making for School Improvement

This course provides an in-depth study of decision-making theory and models and their applications in districts and schools. Also covered will be the use of data and applications of decision-making processes that focus on current research in learning, distributed leadership, and enhanced school improvement. Prerequisites: Admission to the Doctor of Education in Curriculum and Instruction Program is required. Lec 3, Cr 3

#### EDLR 8362 Leading School Reform

Analyzing, implementing and leading school reform is the focus of this course. Issues regarding initiating and guiding the change process and the restructuring and reculturing of schools to improve student performance will be addressed. In-depth exploration of school improvement models are included. Prerequisite: Admission to the Doctor of Education in Curriculum and Instruction Program is required. Lec 3, Cr 3

#### EDLR 8363 Politics in Educational Leadership

The course will focus on developing the leadership knowledge, skills, and competencies needed to effectively understand and excel in an increasingly political educational environment--educational organizations, school districts and communities. The dynamics of internal and external factors leading to political conflict seen in public education will also be addressed. Prerequisite: Admission to the Doctor of Education in Curriculum and Instruction Program is required. Lec 3, Cr 3

#### EDLR 8364 Policy Planning and Development

This course provides a thorough review of current research on problem identification, policy formation, adoption and implementation. Students will examine in-depth the multilayered structured structure of the US political system and

the impact of politics on educational policy at federal, state and local levels. Prerequisite: Admission to the Doctor of Education in Curriculum and Instruction Program is required. Lec 3, Cr 3

#### EDTC 8371 Theories and Practices in Effective Online Pedagogy

This online course examines contemporary research relevant to the theoretical foundations of teaching and learning online. Through examination of current literature relevant to effective online instruction, students will analyze the pedagogical implications for teaching and developing effective online courses and learning communities incorporating current and future technology tools. Lec 3, Cr 3

#### EDTC 8372 Advanced Instructional Design

**This online course is designed to extend students' knowledge and application of the instructional design process in K-16 e-learning environments.** Emphasis is placed on the selection of appropriate pedagogies, processes, and tools for designing, developing, and evaluating online instructional materials. Students will solve a real-world instructional or performance problem. Lec.3, Cr. 3

#### EDTC 8373 Evaluation and Assessment in Instructional Technology

The online course is intended for students to become competent in mainstream and alternative models of evaluation. Students will also target a real life instructional system within an organization, propose an appropriate evaluation model with a research-based **justification, and appraise the target system professionally to meet the organization's** goal. Lec 3, Cr 3

#### EDTC 8374 Course Management and Instructional Systems in K-16

This entirely online course provides a framework by which distance educators can analyze three core issues involved in successfully implementing courseware learning management systems in K-16 environments. Students will research the managerial and administrative, technical, and pedagogic issues involved in offering instruction at a distance using a CMS/LMS or similar system. Lec.3 , Cr.3

#### EDTC 8375 Trends in Educational Technology K-16

This course investigates approaches, techniques, tools, and philosophies as they apply to current and future trends in educational technology and online learning in the K-16 educational environments. Lec. 3, Cr.

#### EPSY 8318 Advanced Applications of Human Development and Cognition

This is a seminar course in advanced applications in Educational Psychology. A variety of topics in relevant and current research in the fields of cognition, motivation, and perspectives within the domains in human development through the life span will be discussed. Lec 3, Cr 3

#### HIED 8381 Advanced Human Learning and Motivational Development

The course focuses on advanced theories and current research in learning and motivation. Readings and discussions will focus on the implications of major learning and motivational theories on our understanding of cognitive, emotional, and social-cultural growth to foster a working knowledge of a doctoral level scholarly inquiry, research, and writing. Lec 3, Cr 3

#### HIED 8383 Higher Education Equity, Inclusion, and Diversity

Students will critically examine historical and contemporary issues related to equity, inclusion, and diversity, as well as analyze current trends and coming challenges in higher educational research, theory, policy, and practice. Lec 3, Cr 3

#### HIED 8384 Current Issues in Higher Education

The study of contemporary higher education as a specialized field of inquiry and as a professional area in which to work will be addressed. Students will explore institutional missions as well as entities such as teaching and administration in relationship to current issues centered on faculty and students. Lec 3, Cr 3



## *Department of Language Literacy and Intercultural Studies*

Dr. Sandra Mercuri, Associate Professor, Chair

EDBC 1.308A

882-8979

Graduate Faculty

Miguel Ángel Escotet, Professor

Kathy Bussert-Webb, Associate Professor

**Brendan O'Connor, Assistant Professor**

Kip Hinton, Assistant Professor

Sandra Mercuri, Assistant Professor

Sandra I. Musanti, Assistant Professor

Alma D. Rodriguez, Assistant Professor

Graciela P. Rosenberg, Professor

### *Master of Education in Bilingual Education-Emphasis in Dual Language and ESL Education*

The Master of Education in Bilingual Education Program prepares educators in the field of bilingual education and/or English as a Second Language (ESL). Students in the program take coursework in language development, second language acquisition, models of effective practice, linguistics, and assessment. While all students take core courses, the program has two strands: Dual language and ESL. The dual language strand coursework is all in Spanish. The ESL strand further prepares students to work with English language learners in English. Students completing the program will be able to advise administrators, provide professional development in districts, and become agents of change by advocating for bilingual learners, planning successful programs for them, and supporting appropriate implementation of education policy.

#### *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, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### Language Requirement:

Candidates who choose the dual language track must demonstrate proficiency in Spanish. Teachers holding a bilingual teaching certificate will be considered proficient. Candidates not holding a bilingual teaching certificate may demonstrate proficiency by passing an oral and written interview administered by bilingual faculty in the LLIS department. Candidates who choose ESL track do not need to show proficiency in a second language.

### *36-Hour Thesis/Non-Thesis Program:*

#### *Degree Requirements:*

Required Courses 27 hours

EDFR 6300 Foundations of Research in Education

EDFR 6388 Socio-Cultural Foundations of Education

BILC/EDSL 6324 Language Acquisition and Implications of Teaching

EDSL 6327 ESL Techniques In the Content Areas

EDLI 6351 Linguistics for Reading and ESL

BILC 6361 Issues in Bilingual and ESL Education

BILC/EDSL 6367 Assessing English Language Learners

EPSY 6304 Foundations of Learning, Cognition, and Human Development

BILC 7362 Principles of Curriculum Development in Dual Language and ESL Classrooms

#### *For Dual Language Strand*

BILC 6364 Principles and Practices of Biliteracy Development in Spanish and English

BILC 6363 Literatura Infantil

BILC 6366 Academic Spanish Across the Content Area

#### *For ESL Strand*

EDSL 6323 Approaches and Current Practices in Second Language Instruction

EDSL 6325 ESL for Bilingual and Multicultural Settings

EDSL 6329 Foundations of ESL and Professionalism

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

#### *Thesis or Comprehensive Exam*

Students have the option of completing the M.Ed. degree by taking a comprehensive exam or writing a thesis. Students who choose the thesis option take two extra courses, EDCI 7300 and EDCI 7301, as they conduct their research and write their thesis. Students choose a thesis committee following the graduate office university thesis guidelines. Students must pass an oral defense of the completed thesis. The comprehensive exam is taken after students complete all coursework. The exam is prepared by graduate faculty.

For course descriptions and other information related to Graduate Studies, visit [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

## Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## *Master Reading Teacher Online Certificate 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 as C&I emphasis in Reading are:**

- Undergraduate GPA of 3.0
- Valid teaching certificate

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 READING TEACHER CERTIFICATION PROGRAM*

Candidates must hold a valid teaching certificate; they must be a certified reading specialist or have a minimum of 3 years teaching experience. The purpose of the Master Reading Teacher Certification is to supply schools with teachers who can provide leadership in the area of literacy development. Students take 15 hours of graduate Reading classes followed by a TExES exam to become a Master Reading Teacher.

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### *Master Reading Teacher Requirements*

EDLI 6310 Emergent Print and Digital Literacy Research, Instruction, and Leadership for Emergent Bilinguals

EDLI 6320 Adolescent Print and Digital Literacy Instruction and Leadership for Emergent Bilinguals

EDLI 6330 Diverse Learner Print and Digital Issues, Instruction and Leadership

EDLI 6360 Assessment Practices and Leadership in Print and Digital Literacies for Diverse Learners

EDLI 6380 Practicum in Print and Digital Literacy Leadership for Emergent Bilinguals

TExES exam for the Master Reading Teacher Program

## *Graduate Courses Descriptions*

### *Bilingual Education*

BILC/EDSL 6324 Language Acquisition and Implication for Teaching

Linguistic, social, and cultural theories of learning for bilingual students will be studied and connected to successful, research-based approaches for instruction. The course will emphasize the needs of English language learners and review programs and practices that best meet the needs of those students. Lec 3, Cr 3

BILC 6361 Issues in Bilingual and ESL Education

Students review social, cultural, political and educational issues that affect bilingual and ESL education, especially those that impact the education of Latino students. The course reviews the history of bilingual education, effective models of ESL and bilingual education, and best practices for ESL. Lec 3, Cr 3

BILC 7362 Principles of Curriculum Development in Dual Language and ESL Classrooms

Students will connect research and theory to best practices for English language learners in dual language and ESL settings. This includes an understanding of how culture influences language learning and school achievement. Students will apply their understanding of best practices to planning curriculum. 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. Lec 3, Cr 3

BILC 6364 Principles and Practices of Biliteracy Development in Spanish and English

This course, taught in Spanish, examines different theories of reading and their implications for biliteracy instruction for Spanish-speaking bilingual students. Students examine the history of the teaching of reading in English and Spanish, the writing development of bilingual students, and appropriate approaches for teaching reading and writing to bilingual students. Lec 3, Cr 3

BILC 6366 Academic Spanish Across the Content Areas

This course, taught in Spanish, focuses on the use of academic Spanish in the teaching of science, mathematics, social science, music, art, and language arts, and current approaches of teaching those subjects in bilingual classrooms. The course includes the study of standard academic Spanish as well as dialects of Spanish. Lec 3, Cr 3

BILC/EDSL 6367 Assessing English Language Learners

Students will be provided with the knowledge and skills needed to assess English language learners in ways that are valid, reliable, and fair. Lec 3, Cr 3

EDSL 6329 Foundations of ESL and Professionalism

This course will provide students with knowledge of the history and researching the field of ESL and how to apply it to improve teaching and learning. Students will understand the importance of advocacy, professional development, and collaboration with students, families, and staff. Lec 3, Cr 3

## *Educational Literacy*

EDLI 6310 Emergent Print and Digital Literacy Research, Instruction, and Leadership for Emergent Bilinguals  
Teacher-researchers learn about the developmental nature of literacies for emergent bilinguals. They conduct action research and workshops and reflect on research-based instructional strategies that address all elements of emergent print and digital literacy programs. Decision making, leadership, parental involvement, learning environments, and early childhood language and literacy development are highlighted. Lec 3, Cr 3

EDLI 6320 Adolescent Print and Digital Literacy Instruction and Leadership for Emergent Bilinguals  
Candidates learn and teach strategies to address print, digital, and multiple literacy needs of diverse adolescent emergent bilinguals across all content areas according to state standards; they lead and mentor others to do the same. Issues and characteristics of adolescent readers, writers, and technology-users are addressed through diverse media, also. Lec 3, Cr 3

EDLI 6330 Diverse Learner Print and Digital Issues, Instruction and Leadership  
This leadership course addresses issues related to special populations, including emergent bilinguals, students with literacy difficulties, and students of all backgrounds. Candidates will present lessons and workshops in K-12 setting related to these populations and will explore ways to ensure all learners receive equitable instruction in print and digital literacies. Lec 3, Cr 3

EDLI 6351 Linguistics for Reading and ESL  
This course explores the linguistics basis of the reading process. Students will consider the implications of the basic concepts from phonology, orthography, morphology and syntax for teaching reading and for the English language learners. Lec 3, Cr 3

EDLI 6360 Assessment Practices and Leadership in Print and Digital Literacies for Diverse Learners  
Current issues in assessment practices vis-à-vis instruction are highlighted. Candidates assess diverse students (emergent bilinguals and special needs) using formal and informal assessments of: emergent literacy skills, sight words, environmental print, writing, reading and listening comprehension, fluency, digital literacy, and viewing and representing. Candidates learn leadership skills in literacy assessment. Lec 3, Cr 3

EDLI 6380 Practicum in Print and Digital Literacy Leadership for Emergent Bilinguals  
This leadership course focuses on professional development in print and digital literacy, goal setting, and reflective practice in schools and programs that serve English language learners. Policy and research in organizational change, motivating and leading adult learners, and parent and community involvement will be explored. Lec 3, Cr 3

## *English as a Second Language*

EDSL 6323 Approaches and Current Practices in Second Language Instruction  
This course will provide students with approaches and current practices for second language teaching, instructional planning, curriculum development, assessment and evaluation in ESL settings. Lec 3, Cr 3

EDSL 6325 ESL for Bilingual & Multicultural Settings  
This course will emphasize intercultural teaching practices, stressing second language instruction in bilingual and multicultural settings. Lec 3, Cr 3

EDSL 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

BILC/EDSL 6367 Assessing English Language Learners

Students will be provided with the knowledge and skills needed to assess English language learners in ways that are valid, reliable, and fair.

## *Department of Educational Psychology and Leadership Studies*

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

### Graduate Faculty

**Jesus “Chuey” Abrego**, Associate Professor  
L. Javier Cavazos Vela, Assistant Professor  
Melissa Alvarado, Assistant Professor  
Steve Chamberlain, Associate Professor  
Mary G. Curtis, Associate Professor  
Georgianna Duarte, Professor  
Juan O. Garcia, Lecturer  
Jaime H. Garcia, Associate Professor  
Eunice Lerma, Assistant Professor  
Terry Overton, Professor  
Olivia Rivas, Professor  
Ana L. Rodriguez-Garcia, Assistant Professor  
Vejoya Viren, Associate Professor  
Hsuying Ward, Assistant Professor  
Selma Yznaga, Associate Professor

## *Master of Education in Counseling & Guidance*

### *School Counseling and Community Counseling*

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.

*In Spring 2011, The School Counseling and Community Counseling programs were awarded an eight year accreditation from the Council for Accreditation for Counseling and Related Programs (CACREP).*

### *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, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### *Oral Interview*

Students are required to participate in an oral interview, after completion of or during the semester they are completing COUN 6301, COUN 6310 and COUN 6313. The oral interview must be taken after completion of six 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. Students will not be allowed to enroll the following semester if they do not successfully complete the oral interview.

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 of a school counselor. The program also provides additional coursework and experiences required prior to an individual applying for a temporary license in order to begin a supervised internship for as a state Licensed Professional Counselor. For course descriptions and more information, visit [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

### *School Counseling Thesis/Non-Thesis: 54 hours*

#### *BLOCK I (27 Hours)*

- COUN 6301 Intro to Research Methods in Counseling
- COUN 6310 Introduction to Counseling and Guidance
- COUN 6313 Personal Growth
- COUN 6327 Theories of Psychotherapy
- COUN 6328 Techniques of Psychotherapy
- COUN 6344 School Counseling and Guidance
- COUN 6345 Career Counseling
- COUN 6368 Group Counseling
- EPSY 6304 Foundations of Learning, Cognition, and Human Development

#### *BLOCK II (27 Hours)*

- COUN 6314 Psycho-Educational Assessment
- COUN 6349 Child and Adolescent Counseling
- COUN 6361 Intro to Marriage and Family Therapy
- COUN 6364 Multicultural Counseling
- COUN 6365 Counseling Practicum I
- COUN 6369 Internship I
- COUN 6370 Internship II
- 6 Hours of Electives or 6 Hours of Thesis



EPSY 6341 Advanced Adolescent Psychology  
COUN 6340 Diagnosis and Treatment Planning in Counseling  
COUN 6351 Crisis Counseling  
COUN 6347 Substance Abuse Counseling  
COUN 6367 Foundations of Community and Agency Counseling  
COUN 6342 Topics in Counseling and Guidance  
COUN 6305 Group Dynamics  
COUN 6100-6105 One Hour Seminars  
Other approved electives.  
OR  
6 Hours of Thesis  
COUN 7300 and 7301 Thesis Direction

*A comprehensive examination is required prior to enrollment in COUN 6365. The TExES in Counseling is required for students pursuing Professional School Counselor Certification*

## *Master of Education in Counseling & Guidance*

*Community Counseling Option*

*54- Hour Thesis/Non-Thesis Program*

The Community Counseling track in the Master of Education 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. Graduates are also eligible to apply for state licensure and can enter private practice upon completion of additional requirements of the Texas State Board of Examiners of Professional Counselors. Typical community programs or agencies include mental health centers, substance abuse programs, marriage and family counseling services, and private practice.

The curriculum for the Community Counseling track contains a 54 semester hour program of didactic courses, skill development activities, and intensive supervised practical and internship experiences, once the student completes all required course work and certification. For course descriptions and other information related to graduate studies visit our website at <http://www.utb.edu/graduatestudies>.

## *Community Counseling Track*

*Thesis/Non-Thesis: 54 hours*

*BLOCK I (27 Hours)*

COUN 6301 Intro to Research Methods in Counseling  
COUN 6310 Introduction to Counseling and Guidance  
COUN 6313 Personal Growth  
COUN 6327 Theories of Psychotherapy  
COUN 6328 Techniques of Psychotherapy  
COUN 6340 Diagnosis and Treatment Planning in Counseling

- COUN 6345 Career Counseling
- COUN 6368 Group Counseling
- EPSY 6304 Foundations of Learning, Cognition and Human Development

*BLOCK II (27 Hours)*

- COUN 6314 Psycho-Educational Assessment
- COUN 6361 Intro to Marriage & Family Therapy
- COUN 6364 Multicultural Counseling
- COUN 6365 Counseling Practicum I
- COUN 6367 Foundations of Community and Agency Counseling
- COUN 6369 Internship I
- COUN 6370 Internship II

*6 Hrs of Electives*

- EPSY 6341 Advanced Adolescent Psychology
- COUN 6305 Group Dynamics
- COUN 6342 Topics in Counseling and Guidance
- COUN 6344 School Counseling and Guidance
- COUN 6347 Substance Abuse and Counseling
- COUN 6349 Child and Adolescent Counseling
- COUN 6351 Crisis Counseling
- COUN 6100-6105 1-Hour Seminars

Other approved electives.

*OR*

*6 Hrs of Thesis*

- COUN 7300 and 7301 Thesis

A comprehensive exam is required prior to enrollment in COUN 6365

Note: Where a graduate chooses to practice depends on whether they finish our School Counseling or Community Counseling tracks, and whether they pass the required tests for certification or licensure. The above occupational settings are subject to additional credentials or training.

Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

*Graduate Course Descriptions*

*Counseling*

### COUN 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

### COUN 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 and evaluation; planning and design of research proposal; and instruction in APA style. Lec 3, Cr 3

### COUN 6305 Interpersonal 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

### COUN 6310 Introduction to Counseling and Guidance

Students will be introduced to the role of counselors in a variety of settings including their role in advocacy and social justice. They will become familiar with the history of counseling, preparation standards, professional organizations, ethical standards and legal issues pertaining to counseling, and the dynamics of the counseling process. Lec 3, Cr 3

### COUN 6313 Personal Growth

Discussions and practical application of group dynamics within a framework of group therapy. Lec 3, Cr 3

### COUN 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: COUN 6301 Lec 3, Cr 3

### COUN 6327 Theories of Psychotherapy

A survey of prominent theories in psychotherapy and counseling. Specialized approaches such as group therapy, play therapy and family therapy will be studied. Prerequisite: COUN 6310, COUN 6313 Lec 3, Cr 3

### COUN 6328 Techniques of Psychotherapy

Primary focus is on techniques and interviewing skills utilized during counseling sessions. In addition, this course addresses how these techniques are applied to special topics and issues such as career counseling, group counseling, and family counseling. Prerequisite: COUN 6310, COUN 6313, can be taken concurrently with COUN 6327. Lec. 3 Cr. 3

### COUN 6340 Diagnosis and Treatment Planning in Counseling

The course will introduce students to the concepts of psychopathology and to major diagnostic categories of the current DSM. Emphasis is placed on differential diagnosis and understanding of how cultural, biological, social and psychological factors are necessary when developing a holistic and ethical model of assessment and treatment planning. Prerequisite: COUN 6327 and COUN 6328. Lec 3, Cr 3

### COUN 6342 Topics in Counseling and Guidance

A course involving study of topics related to counseling and guidance. This course may be repeated when topic varies. Lec 3, Cr 3 Prerequisite: Approval of Graduate Advisor

### COUN 6344 School Counseling and Guidance

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. Prerequisites: COUN 6310. Lec 3, Cr 3

### COUN 6345 Career Counseling

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

### COUN 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: COUN 6327. Lec 3. Cr 3

### COUN 6349 Child and Adolescent Counseling

This course is an introduction to counseling theories and techniques applied to children and adolescent. Appropriate developmental and cultural issues will be presented. The course is designed to help students become more knowledgeable about current research and approaches for working with this population. Prerequisite: COUN 6327 and COUN 6328. Lec. 3, Cr 3.

### COUN 6351 Crisis Counseling

The course provides an overview of the psychology of crisis and contemporary theory and practice of crisis intervention. Special emphasis is given to basic features of normative and extreme psychological reactions to crisis and trauma, and the process of successful crisis resolution counselors and emergency first-responders actively promote. Prerequisite: COUN 6327. Lec 3, Cr 3

### COUN 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: COUN 6310, 6327. Lec 3, Cr.3

#### COUN 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: COUN 6310. Lec 3, Cr 3

#### COUN 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. Prerequisites: Block 1 and with program approval. Lec 3, Cr 3

#### COUN 6367 Foundations of Community and Agency Counseling

This course helps students gain knowledge and understanding of community counseling issues including historical foundations, the role and function of the community counselor, and working with specific populations. The administration and function of community counseling agencies are studied with emphasis on the ethical issues confronting various agencies. Prerequisite: COUN 6327, COUN 6364. Lec 3, Cr 3

#### COUN 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: COUN 6327 and 6328 Lec 3, Cr 3

#### COUN 6369 Counseling Internship I

Supervised internship in counseling in an approved agency and/or school setting. Prerequisites: COUN 6365. Lec. 3, Lab 10, Cr. 3

#### COUN 6370 Counseling Internship II

Supervised internship in counseling in an approved agency and/or school setting. Prerequisites: COUN 6369. Lec. 3, Lab 10, Cr. 3

#### COUN 7300 Thesis

Pass/Fail Grade. Prerequisite: Approval of graduate advisor. Lec 3, Cr 3

#### COUN 7301 Thesis

Pass/Fail Grade. Prerequisite: Approval of graduate advisor. Lec 3, Cr 3

### *Educational Psychology*

#### EPSY 6301 Advanced Individual Differences

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

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 Foundations of Learning Cognition and Human Development

Advanced study in the specialization of life-span developmental theories to human behavior, learning and cognition. Includes specific models of cognition and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. 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 6321 Ethics and Issues in Applied Behavior Analysis

This course provides an extensive review of ethical principles and standards required for the assessment and intervention with children, youth, and adults. The ethics are based on the ethical requirements for behavior analysts. Prerequisite: EPSY 6301. Lec 3, Cr 3

EPSY 6322 Principles of Learning and Behavior

This course provides an overview of the specific behavioral techniques and learning theories that are empirically supported for use with individuals with special needs and behavioral challenges. This course will enable teachers and behavioral analysts to understand behaviors that challenge learners and individuals with behavioral challenges. Prerequisite: EPSY 6301. Lec 3, Cr 3

EPSY 6323 Evaluation and Intervention in Early Childhood

This course includes the best practices of evaluation of young infants, toddlers, and preschool children with special needs including development disorders such as autism and mental retardation. These methods are linked to specific empirically based interventions supported by the standards of the professional organizations of special education and early childhood. Prerequisite: EPSY 6301. Lec 3, Cr 3

EPSY 6324 Applied Behavior Analysis

This course will focus on behavior analytic principles and their application to diverse populations. Students will be able to analyze the specific nuances of behavioral events and will be introduced to various methods of data collection and data interpretation. Prerequisites: EPSY 6301, EPSY 6321, EPSY 6322. Lec 3, Cr 3

EPSY 6325 Directed Studies in Behavioral Single Subject Design

Single case designs are the hallmark of applied behavior analysis and are the focus of this course. Students will determine functional relationships between the adjustment of independent variable and their effect on dependent variables or outcome behaviors. This course examines theoretical and practical issues in design and control. Prerequisites: EPSY 6301, EPSY 6321, EPSY 6322, EPSY 6324. Lec 3, Cr 3

### EPSY 6326 Functional Behavior Assessment

This course will provide students with intensive instruction in functional assessment procedures that are used by behavioral specialists in service delivery in schools and other contexts. This enables school personnel to be trained in the functional behavioral assessment techniques required by federal regulations governing special education service delivery. Prerequisites: EPSY 6301, EPSY 6321, EPSY 6322, EPSY 6324. Lec 3, Cr 3

### EPSY 6330 Applied Behavior Analysis Practicum I

This introductory practicum course provides extensive supervision as students begin to conduct systematic observations and data collections. Students will conduct field-based functional behavioral analysis and provide recommendations for interventions. Prerequisites: EPSY 6325, EPSY 6326. Lec 3, Cr 3

### EPSY 6331 Applied Behavior Analysis Practicum II

This advanced practicum course provides extensive supervision as students conduct systematic observations and data collection. Students will conduct field-based functional behavior analysis and provide recommendations for interventions. Additional emphasis is placed on intervention techniques and the ability to recognize and apply changes in interventions to improve behavioral outcomes. Prerequisites: EPSY 6330. 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

## *Master of Education in Special Education*

### *39 to 42-Hour Thesis/Non-Thesis Program*

**The master's in special education offers several options for graduate students:**

#### Applied Behavioral Analysis Specialization

This specialization prepares special educators to become teachers and consultants who have expertise in behavior analysis. Students who complete this program may wish to add practicum hours after graduation and apply for the Board Certified Behavior Analyst examination following completion of the post-graduate practicum. This program requires 45 credit hours.

#### Educational Diagnostician Specialization

This specialization prepares students to become certified Educational Diagnosticians. Specialty courses focus on administration and scoring of standardized assessments, interpretation of assessment data, eligibility criteria for special education, and report writing. Upon completion of coursework, students will be approved to take the state certification exam. This program requires 42 credit hours.

#### Early Childhood Specialization

This specialization offers the special education core classes and a sequenced program of study in Early Childhood and Special Education. This program is offered in cooperation with the Early Childhood graduate

program and students will complete courses in both graduate programs. This program requires 42 credit hours.

### Educational Leadership Specialization

This specialization offers the special education core classes and sequenced program of study in Educational Leadership that will enable the graduate to complete a process for the Principalship certification by meeting state requirements following graduation (an additional 2-4 course are required after graduation for approval to take the state Principalship exam). This program requires 42 credit hours.

A comprehensive written examination is required of all students.

Students will gain knowledge and develop skills in the following program elements:

- typical and atypical 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
- nondiscriminatory testing and evaluation techniques
- remediation and intervention strategies
- curriculum, instruction and classroom management in special education, and
- the application of assistive technology in the assessment and instructional process.
- language acquisition issues relevant to the border population

Courses should be taken in sequence (Core Courses and Concentration Courses). Students are required to meet with their advisor their first semester and create a program of study that must be followed each semester. 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 drop a course in sequence will need 3 or more years to complete the program. Since courses are offered only once a year, it is not possible to complete this program in less than 2 years.

A comprehensive examination is required of all students in each option. Students seeking certification must pass the TExES (Texas Examinations of Educator Standards), Test #161, for Special Education. For course descriptions and other information related to graduate studies visit our website at <http://www.utb.edu/graduatestudies>.

### *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:

- o Undergraduate GPA of 3.0, or over 3.0 in the last 60 hours of undergraduate study
- o Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical



- Valid teaching certificate to demonstrate knowledge of the field of education. (Certification requires 2 years of teaching experience in a TEA accredited school.)
- Demonstrated knowledge of special education or knowledge of individual differences through (a) state certification in special education, (b) three hours of undergraduate coursework in special education (i.e. SPED 3390, SPED 4386, or an equivalent course) with a B or better, (c) coursework in a related field (i.e. psychology, early childhood education, speech pathology), or (d) approval by graduate program faculty.
- Curriculum Vita or Resume

Applicants with an undergraduate GPA below 3.0 but at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

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.

### Core Coursework for All Special Education Specializations

#### General Core:

- EDFR 6300 Foundations of Research in Education
- EDFR 6388 Socio-Cultural Foundations of Education
- EPSY 6304 Foundations of Learning, Cognition and Human Development

#### Special Education Core:

- EPSY 6301 Advanced Individual Differences
  - EPSY 6322 Principles of Learning and Behavior
- Concentration Courses:
- SPED 6302 Educating Children with Learning and Behavior Problems
  - SPED 6303 The Bilingual Child with Exceptional Needs
  - SPED 6305 Measurement and Test Interpretation
  - SPED 6310 Special Education Law

#### Specialization Coursework:

##### Applied Behavior Analysis Specialization (45 SCH)

- EPSY 6321 Ethics and Issues in Applied Behavior Analysis
- EPSY 6324 Applied Behavioral Analysis
- EPSY 6325 Directed Studies in Behavioral Single Subject Design
- EPSY 6326 Functional Behavioral Assessment
- EPSY 6330 ABA Practicum I
- EPSY 6331 ABA Practicum II

##### Educational Diagnostician Specialization (42 SCH)

- EPSY 6315 Psyc-Educational Assessment for Diagnosticians

- SPED 6308 Supportive Intervention & Assistive Technology
- SPED 6309 Diagnosing Academic Problems
- SPED 6330 Practicum in Diagnostic and Intervention Procedures I
- SPED 6331 Practicum in Diagnostic and Intervention Procedures II

#### Early Childhood Specialization (42 SCH)

- SPED 6308 Supportive Intervention & Assistive Technology
- EPSY 6321 Ethics and Issues in Behavior Including Early Childhood
- ECED 6301 Major Theories in Early Childhood Education
- ECED 6302 Instructional Planning & Curriculum Development for the Early Childhood Classroom
- ECED 6307 Emergent Literacy in Early Childhood Education

#### Educational Leadership Specialization (42)

- SPED 6308 Supportive Intervention & Assistive Technology
- EDLR 6337 Administration of Special Populations
- EDLR 6338 Principalship
- EDLR 6385 Public School Law
- EDLR 6370 Instructional Leadership Development

#### Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## *Graduate Course Descriptions*

### *Special Education*

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

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

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 6308 Supportive Interventions & Assistive Technology

This course presents research-based interventions and best practices in school settings for supportive assistive technology. Students will demonstrate a critical approach to learning environments as they develop a broad view of interventions and innovative practices related to curricular methods, materials, and media, across learning environments. Prerequisite: EPSY 6301. 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 6310 Special Education Law

The historical development of special education laws regulations, and landmark legislation, are included. Federal and state laws and regulations covering the delivery of special education and vocational services and rights of individuals with disabilities are covered. Lec 3, Cr 3

SPED 6330 Practicum in Diagnostic and Intervention Procedures I

This course will provide the field experience in implementing psycho-educational individualized assessment. In addition to administering standardized measures, participants will be instructed on procedures relating to informal assessment, student observation, collecting and recording data, and interviewing parents, teachers and students. Participants will be trained to recommend and activate instructional and behavioral interventions. Consultations/collaborations methods and curricular modifications procedures to assist students with disabilities will be reviewed. Participants will practice individualized assessment procedures, data intervention, and report writing. Lec 3, Cr 3

SPED 6331 Practicum in Diagnostic and Intervention Procedures II

This course will provide the field experience in implementing psycho-educational individualized assessment. In addition to administering standardized measures, participants will be instructed on procedures relating to informal assessment, student observation, collecting and recording data, and interviewing parents, teachers and students. Participants will be trained to recommend and activate instructional and behavioral interventions. Consultations/collaborations methods and curricular modifications procedures to assist students with disabilities will be reviewed. Participants will practice individualized assessment procedures, data intervention, and report writing. Lec 3, Cr 3

## *Master of Education in Educational Leadership*

### *36-Hour Program*

The Master of Education in Educational Leadership 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 post graduate 3 semester credit hours in a principal internship, the student may earn the Principal Certificate. Successful completion and defense of an electronic portfolio is required. For course descriptions and other information related to graduate studies visit our website at [www.utb.edu/graduatestudies](http://www.utb.edu/graduatestudies).

### *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 Leadership** are:

- Undergraduate GPA of 3.0, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume
- Teaching certificate in the field of education.

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### *Degree Requirements*

#### *Required Courses: 36 hours*

EDFR	6300	Foundations of Research in Education
EDFR	6388	Socio-Cultural Foundations of Education
EPSY	6304	Foundations of Learning, Cognition and Human Development
EDLR	6338	The Principalship
EDLR	6384	Introduction to Educational Leadership
EDLR	6385	Public School Law
EDLR	6394	Curriculum Leadership for School Improvement
EDLR	6337	Administration of Special Instruction Programs
EDLR	6386	Administration of Pupil Personnel Services
EDLR	6393	Administration of School Staff Personnel
EDLR	6395	Supervision and Professional Development for Instructional Leadership
EDLR	6389	Administration of School Business Services

Required Hours for Principal certification

**In addition to completing the Master's Degree in Educational Leadership students must complete post graduate 3 semester credit hours in a principal internship\*.**

## EDLR 6398 Internship for Principals

Students successfully completing all requirements for the Master of Education in Educational Leadership Degree, the additional post graduate 3 semester credit hours in the principal internship\* required for Principal Certification and state certification requirements will be eligible for the Texas Principal Certificate.

\*Internship requirements: Students are required to pass the TExES Principal Exam before being admitted into the internship.

### *Professional Principal Certification for Students with a M.Ed.*

**Students with a Master's Degree in an education field other than Educational Leadership may seek certification through the completion of post graduate certification.**

### *Principal Certification Plan (Post Graduate Certification Plan)*

Certification-seeking students who complete the required coursework in sequence as specified below and who also meet state certification requirements will be eligible for the Texas Principal Certificate.

- EDLR 6338 Principalship
- EDLR 6384 Introduction to Educational Leadership
- EDLR 6385 Public School Law
- EDLR 6386 Administration of Pupil Personnel Services
- EDLR 6394 Curriculum Leadership for School Improvement
- EDLR 6395 Supervision and Professional Development for Instructional Leadership
- EDLR 6337 Administration of Special Instructional Programs
- EDLR 6398 Internship for principals
- EDLR 6393 Administration of School Staff Personnel -or-
- EDLR 6389 Administration of School Business Services

Note: Modifications may be made pending advisor approval.

\*Internship Requirements: Students are required to pass the TExES Principal Exam before being admitted into the internship.

### *Probationary Principal Certificate*

Current Texas regulations permit issuance of a probationary principal certificate to persons being employed as administrators prior to their completing the requirements for full certification. The probationary certificate is valid for one year but can be reissued for two additional years provided this individual is enrolled in an appropriate administrative position. Mentoring and supervision are required for the Probationary Principal Certificate. To be eligible for the Probationary Principal Certificate a person must:

- Be employed by an accredited Texas public or private school in a position appropriate for the certificate sought
- **Have completed a minimum of a bachelor's degree from an accredited university.**
- Clear admission into the graduate school and the Educational Leadership Program
- Have two full years of creditable classroom teaching experience in an accredited school
- Have a valid Texas teaching certificate
- Have completed a minimum of 18 semester hours of graduate coursework in educational leadership
- File required forms with the UTB Certification Office/Texas Education Agency and pay the required fee for issuance of the Probationary Principal Certificate.
- Qualify and be continuously enrolled in a supervised internship each semester while employed under the Probationary Principal Certificate

A student applying for a Probationary certificate will be issued a letter and a statement of eligibility for the employing school district. A signed copy will be returned to the Teacher Certification Office.

### *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, and 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 admittance form
- **Master's degree**
- Professional Mid-Management or Principal Certificate
- Minimum GPA of 3.6 based on all graduate courses
- 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 submission of required criteria.

### *Probationary Superintendent Certificate*

Current Texas regulations permit issuance of a Probationary Superintendent certificate to persons employed as administrators prior to their completing the requirements for full certification. The probationary certificate is valid for one year but can be reissued for two additional years provided this individual is

enrolled in an appropriate administrative position. Mentoring and supervision are required for the Probationary Superintendent Certificate.

To be eligible for the Probationary Superintendent Certificate a person must be employed or pending employment as a superintendent (verified **by completion and return of a “Statement of Eligibility” form**).

Continuous enrollment in the superintendence program is required for the probationary certificate:

- **Hold a Master’s Degree**
- Hold a Professional Principal Certificate
- Have admission to the Superintendent Certificate Program
- Complete six semester hours at UTB from a list of courses offered for the Superintendency.

A student applying for such certificate will be issued a letter and a statement of eligibility for the employing school district. The statement of eligibility will need to be signed by the employing school district and returned to the Teacher Certification Office. The required fee will need to be paid to the Texas Education Agency for issuance of certificate.

### *Professional Superintendent Certificate*

To be eligible for recommendation for the Professional Superintendent Certificate a student must complete (15 semester credit hours, five courses) as outlined below, and meet the state certification requirements.

Required courses: 15 hours

EDLR 7338 The Superintendency

EDLR 7398 Internship for the Superintendent

EDLR 7384 Educational, Social, Political Problems for the Superintendence

EDLR 7389 Texas Public School Finance

EDLR 7393 Administration of Programs for Special Populations

### Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## *Graduate Course Descriptions*

### *Educational Leadership*

EDLR 6336 Topics in Educational Leadership

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. Prerequisites: EDLR 6338, EDLR 6385, EDLR 6394 and EDCI 6330 or 6331. Lec 3, Cr 3

#### EDLR 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

#### EDLR 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

#### EDLR 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. Prerequisite: EDLR 6398. Lec 3, Cr 3

#### EDLR 6384 Introduction to Educational Leadership

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

#### EDLR 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

#### EDLR 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

#### EDLR 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

#### EDLR 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

#### EDLR 6394 Curriculum Leadership for School Improvement

Concepts of curriculum and curriculum issues with emphasis focused on literacy and numeracy will be explored and instructional leadership models for schools will be developed. Specific attention will be given to the creation of **campus learning environments that are conducive to all student's learning and the professional growth of staff.** Lec 3, Cr 3

#### EDLR 6395 Supervision and Professional Development for Instructional Leadership

The course covers supervisory and professional development functions in elementary and secondary schools that **relate to the administrator's role in the evaluation and improvement of classroom instruction.** Lec 3, Cr 3

#### EDLR 6398 Internship for Principals I

A field-based course in which students receive experience as an intern principal/assistant principal/ curriculum specialist position in an accredited school. A pass/fail grade will be given. Prerequisite: Pass TExES Principal Exam and instructor approval. Lec 3, Cr 3



### EDLR 7336 Special Topics in Educational Leadership

This course examines current topics in school administration impacting the role of the Superintendent. Example topics include school board-superintendent relations, the politics of the position, bond elections and issues, declining **enrollments, district's declining tax base** and state funding, impact of Local Fund Assignment, lawsuits, etc.

Prerequisite: Principal or Superintendent Certification.

### EDLR 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**

### EDLR 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

### EDLR 7389 Texas Public School Finance

Participants will study the impact on school districts such things as equity issues, taxation, statutory mandates, district budget preparation and approval, fiscal management, and business operations of the school system. Students will also focus on planning and financing new building programs, conducting needs assessments, developing educational specifications, etc. Prerequisite: Principal or Mid-Management Certification

### EDLR 7393 Administration of Programs for Special Pop.

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

### EDLR 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 College of Education, Educational Administration program. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3

## *Master of Education in Early Childhood Education*

### *36 Hour Thesis/Non-Thesis Program*

The Masters of Education in Early Childhood Education is aimed at accomplishing two primary goals:

- Develop knowledge and skills in curriculum (what to teach) and instruction (how to teach) in early childhood education; and
- Provide experience in educational research related to the education of the young child.

A comprehensive written examination is required. For course descriptions and more information, visit [utb.edu/graduatestudies](http://utb.edu/graduatestudies).

### *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, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- Curriculum Vita or Resume

Applicants who do not meet the above criteria will be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### 36-Hour Thesis/Non-Thesis Program

Required Courses: 30 hours

EDFR	6300	Foundations of Research in Education
EPSY	6304	Foundations of Learning, Cognition and Human Development
ECED	6301	Major Theories in Early Childhood Education
ECED	6302	Instructional Planning & Curriculum Development for the Early Childhood Classroom
ECED	6303	First & Second Language Acquisition
ECED	6304	<b>Children's Literature</b>
ECED	6307	Emergent Literacy in Early Childhood Education
ECED	6308	Graduate Internship in Early Childhood Education
ECED	6310	Problems in Early Childhood Education
EDFR	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. ECED 6310 may be taken twice if the topic is different.

### Professional Portfolio

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## Graduate Course Descriptions

### Early Childhood

#### ECED 6301 Major Theories in Early Childhood Education

This course will include major historical and current theoretical perspectives of early childhood education. These foundations will be used to examine special education program models, family-focused initiatives, and curriculum development. The application of theoretical principles will be examined through group and individual projects, classroom practice, research and reflection papers. Lec 3, Cr 3

#### ECED 6302 Instructional Planning and Curriculum Development for the Early Childhood Classroom

This course will include the major principles of curriculum planning, organization, scope, and sequence of a constructivist model. Special emphasis will be given to research on developmentally appropriate learning materials and resources. A major portion of this course will include field-based experiences. Lec 3, Cr 3

#### ECED 6303 First and Second Language Acquisition

This course will focus 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

#### ECED 6304 Children's Literature

**This course will focus on children's multicultural literature. This course will cover various literacy genres and how to apply them to the classroom context. Students will evaluate children's literature through a variety of individual and group projects.** Field-based activities may be included in the course. Prerequisites: ECED 6301

#### ECED 6307 Emergent Literacy in Early Childhood Education

This course will focus on a constructivist model of emergent literacy, how early childhood teachers integrate best practices, and family literacy learning in the classroom. This course will incorporate a framework of bilingual and multilingual learners. Students will engage in individual and group projects. Prerequisite: ECED 6301

#### ECED 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 through reflective practice, on-site analysis of practice, and observation of instruction and environment. Inquiry into professional practice will involve extensive reflection of standards, research, and current trends in early education. Prerequisites: ECED 6302, 6303, 6304. Lec 3, Cr 3

#### ECED 6310 Problems in Early Childhood Education

This topics course may address one of these four special topics: play research and practice; early childhood environments, parent, family, and community involvement; and ECE in international settings. topics rotate based on program needs. The students may participate in seminars, individual/collaborative projects, and field-based assignments. Lec 3, Cr 3

## *Department of Health and Human Performance*

Dr. Zelma D. Mata, Chair  
REK Center 2.610A  
882-8291  
zelma.mata@utb.edu

### Graduate Faculty

Phillip Conaster, Associate Professor  
Eric James, Assistant Professor  
Murat Karabulut, Assistant Professor  
Christopher M. Ledingham, Assistant Professor

## *Master of Science in Exercise Science*

The Master of Science in Exercise Science is designed to help graduates gain a solid academic foundation, research capability, and necessary knowledge and experience in exercise science to help graduates to achieve their goals in the areas of health care practitioners, technical occupations and fitness fields. This program would develop professionals who can lead the work in exercise science and health-related fields to prevent and treat diseases including diabetes, obesity, hypertension that are becoming more common in the Hispanic community.

### *Admission Requirement*

- Undergraduate GPA of 3.0, or over 3.0 in the last 60 hours of undergraduate study
- Applicants whose undergraduate GPA in the last 60 credit hours is less than 3.0 must submit official Graduate Record Examination (GRE) scores above 150 Verbal, 141 Quantitative, and 4.0 Analytical
- B.S. degree in Exercise Science, Kinesiology or Nutrition is highly recommended. Students can be admitted to the Exercise Science Program from another discipline, but must meet the following required prerequisites: 6-9 hours in anatomy and physiology, 4-8 hours in chemistry or biology and two letters of recommendation. In addition, one nutrition course is recommended but not required.
- If necessary, a personal interview will be conducted to learn more about the student and to provide detailed information about the program requirements and expectations.
- Curriculum Vita or Resume

Applicants who do not meet the above criteria may be considered for Conditional admission. Up to 10 percent of total applicants can be admitted Conditional, with the approval of the college dean.

### 36-HOUR THESIS/NON-THESIS PROGRAM

#### REQUIRED COURSES

#### Non-Thesis Track

Core Courses Prefix and Number (24 hours)

HHPS	5355	Lifespan Fitness and Human Performance
HHPS	6315	Nutrition and Human Performance
HHPS	6320	Applied Exercise Physiology
HHPS	6330	Action Research in Health and Human Performance
HHPS	6302	Motor Control
EDFR	6300	Foundations of Research in Education
EPSY	6304	Foundations of Learning, Cognition and Human Development
EDCI	6367	Statistical Methods

Elective Course Prefix & Number (12 hours)

HHPS	5301	Special Topics in Health and Human Performance
HHPS	5365	Cultural and Social Aspects of Health
HHPS	5375	Supervision and Administration in Health and Human Performance
HHPS	6301	Activity and Exercise Prescription for Children with Special Needs
HHPS	6303	Motor Learning
HHPS	6305	Program Development for the Health and Physical Activity Fields

**\*Electives with Advisor's approval.**

THESIS TRACK

Core Courses Prefix & Number (30 hours)

HHPS	5355	Lifespan Fitness and Human Performance
HHPS	6315	Nutrition and Human Performance
HHPS	6320	Applied Exercise Physiology
HHPS	6330	Action Research in Health and Human Performance
HHPS	6302	Motor Control
EDFR	6300	Foundations of Research in Education
EPSY	6304	Foundations of Learning, Cognition and Human Development
EDCI	6367	Statistical Methods
EDCI	7300	Thesis
EDCI	7301	Thesis

Elective Course Prefix and Number (6 hours)

HHPS	5301	Special Topics in Health and Human Performance
HHPS	5365	Cultural and Social Aspects of Health
HHPS	5375	Supervision and Administration in Health and Human Performance
HHPS	6301	Activity and Exercise Prescription for Children with Special Needs
HHPS	6303	Motor Learning
HHPS	6305	Program Development for the Health and Physical Activity Fields

**\*Electives with advisor's approval.**

## *Professional Portfolio*

All students enrolled in the C&I Program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at <https://tk20.utb.edu/> or at the UTB Barnes and Noble Bookstore.

## *Graduate Course Descriptions*

### *Health and Human Performance*

HHPS 5301 Special Topics in Health and Human Performance

This course will cover contemporary issues in the health and human performance fields. Topics will vary based upon faculty expertise and current trends in the field. May be repeated once for credit when topic varies. Lec. 3., Cr. 3

HHPS 5355 Lifespan Fitness and Human Performance

A comprehensive understanding of health and human performance requires knowledge related to the dynamics of the developing and aging human body. This course will address the developmental factors that influence health, fitness and motor performance from prenatal growth through the geriatric years. Lec. 3., Cr. 3

HHPS 5365 Cultural and Social Theory of Health

This course will provide students with an overview of social and cultural theories and models that are pertinent to the development and application of health education programs. Problem etiology and change strategy theories are investigated through application to specific health behavior topics among culturally distinct and marginalized groups. Lec. 3., Cr. 3

HHPS 5375 Supervision and Administration of Health and Human Performance Programs

This course covers the study of the principles, practices and policies in the organization, supervision and administration of health, human performance, athletic and other non-teaching related programs in the public schools and in diverse physical activity settings. Lec. 3., Cr. 3

HHPS 6301 Activity and Exercise Prescription for Children with Special Needs

This course examines the etiology and pathology of selected high-occurrence congenital disabilities in the pediatric population. Current medical research and curriculum interventions will be investigated. Lec. 3., Cr. 3

HHPS 6302 Motor Control

This course provides an in depth study of the major concepts, theories and related research within the field of human motor control. Both neural and behavioral levels of analyses will be discussed. The course is relevant to those who wish to understand how we control our movements. Lec. 3., Cr. 3

HHPS 6303 Motor Learning

This course provides an in depth study of the major concepts, theories and related research within the field of motor learning. Both neural and behavioral levels of analyses will be discussed. The course content is relevant to those who wish to better understand how movement skills are learned and retained. Lec. 3., Cr. 3

HHPS 6305 Program Development for the Health and Physical Activity Fields

This course is an in-depth examination of program development in the health and physical activity fields. Current

research and readings on program and curriculum development will be addressed. Prerequisite: EDCI 6330 or EDCI 6331. Lec. 3., Cr. 3

HHPS 6315 Nutrition and Human Performance

This course provides an in-depth research-based examination of human nutrition and the role it plays on physical performance from the recreational enthusiast to the elite athlete. Topics ranging from caloric balance to dietary supplements will be investigated. Prerequisite: KINE 5355. Lec. 3., Cr. 3

HHPS 6320 Applied Exercise Physiology

This course is designed to provide in-depth insight into the science of sports conditioning. Current research on training the adolescent and post-adolescent athlete is given content priority. Laboratory experiences are included in this course. Prerequisite: KINE 6315. Lec. 3., Cr. 3

HHPS 6330 Action Research in Health and Human Performance

This course is designed to provide students with knowledge and practical experience for conducting action research in the health and human performance fields. These experiences will culminate in student research projects. This course serves as a capstone course and is to be enrolled in the semester prior to graduation. Prerequisite: Six hours of graduate level kinesiology courses and EDCI 6312 or EDCI 6367. Lec. 3

# College of Biomedical Sciences and Health Professions

Dr. Luis Colom, Dean

Biomedical Health Research Professions Building #2.210

956-882-5048

Luis.colom@utb.edu

The mission of the College of Nursing at the University of Texas at Brownsville is to provide high quality nursing education for students and to provide opportunities for life-long learning for nurses. The College of Nursing offers bachelor's and graduate degrees providing students the opportunity to become competent, caring nurses by following a seamless educational path. Recognizing the diversity and uniqueness of the community that it serves, the College of Nursing is committed to the enhancement of the quality of health care through excellence in teaching, research, service, continuing education and the promotion of evidence-based practice.

## *Graduate Program*

Master of Science in Nursing (M.S.N.)

### Graduate Faculty

Dianna Garcia-Smith, Assistant Professor

Ava Miller, Professor

Eloisa G. Taméz, Associate Professor

Anne Rentfro, Professor



## *Master of Science in Nursing (M.S.N.)*

### *37 Hour Program*

The graduate program of study leads to the Master of Science in Nursing which produces nursing leaders.

The major outcomes of the graduate program are to develop the ability to:

- Utilize knowledge from health and social sciences to address the needs of diverse populations through planned programs, education and advocacy
- Integrate knowledge about diverse populations with clinical and theoretical knowledge, research, and practice related to health promotion, disease prevention and illness
- Utilize research to provide high quality healthcare, initiate change and improve nursing practice
- Demonstrate leadership in the application of interventions and technology related to policy, organization and health care management
- Function in a role that incorporates nursing theory, research and practice into interdisciplinary activities
- Demonstrate ethical decision-making in research, evaluation, practice, leadership and management

### *Accreditation*

The Master of Science in Nursing and all degrees at the university are accredited by the Southern Association of Colleges and Schools. The Master of Science in Nursing is also accredited by the National League for Nursing Accrediting Commission.

National League for the Nursing Accrediting Commission

3343 Peachtree Road NE, Suite 500

Atlanta, GA 30326

404-975-5000, FAX 404-975-5020

### *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 nursing are:**

- Undergraduate GPA of 3.0
- A satisfactory short essay under timed condition
- A satisfactory interview with the M.S.N. program director
- An official transcript of TOEFL scores (500 written, 213 computer) for foreign students
- An official transcript **in English, with translation if necessary, indicating either an earned bachelor's degree in nursing or completion of the Transition to Graduate Nursing course as a pre-requisite for those having a bachelor's degree in a field other than nursing**
- Successful completion of an undergraduate statistics course
- Current license to practice nursing in Texas

- Evidence of current immunizations required by the Texas Department of Health for students in health-related programs
- Criminal Background Check

Applicants with an undergraduate GPA below 3.0 but at least 2.5 and/or GRE scores lower than those specified will be considered for admission on a conditional basis.

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.

### *International Students*

International students wishing to pursue online degrees are not eligible for an F1 or F3 student visa.

### *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 for guidance. Students must complete all course work prior to graduation.

Students who have been suspended may apply for readmission into the M.S.N. 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 M.S.N. program admissions committee and the Dean of the College of Nursing.

Transfer courses from other graduate nursing programs will be evaluated on an individual basis for acceptance.

### Transition to Graduate Nursing Program

**Registered nurses who have an earned bachelor's degree in a field other than nursing may qualify for application to the M.S.N. program by completing the Transition to Graduate Nursing course.**

Number	Course	Credit
NURS 5600	Transition to Graduate Nursing	6

### Curriculum Thesis Option

The MSN Program contains a Core Curriculum that all students are required to complete.

#### Required Courses (31 SCH)

Number	Course	Credit
NURS 6322	Moral and Ethical Issues in Nursing	3
NURS 6323	Theories and Conceptual Models of Nursing Practice	3

NURS	6333	Research in Nursing	3
NURS	6354	Advanced Community Nursing	3
NURS	6351	Nursing Leadership in a Changing World	3
NURS	6370	Nursing Administration Concepts and Theory	3
NURS	6464	Teaching Roles and Strategies	4
		Nursing Electives	9
Capstone Requirement (6 SCH)			
NURS	7301	Thesis I	3
NURS	7302	Thesis II	3
		Degree Total	37

### Curriculum Non-Thesis Option

The MSN Program contains a Core Curriculum that all students are required to complete.

#### Required Courses (34 SCH)

Number	Course	Credit
NURS 6322	Moral and Ethical Issues in Nursing	3
NURS 6323	Theories and Conceptual Models of Nursing Practice	3
NURS 6333	Research in Nursing	3
NURS 6354	Advanced Community Nursing	3
NURS 6351	Nursing Leadership in a Changing World	3
NURS 6370	Nursing Administration Concepts and Theory	3
NURS 6464	Teaching Roles and Strategies	4
	Nursing Electives	12

#### Capstone Requirement (3 SCH)

NURS	7300	Professional Scholarship in Nursing	3
		Degree Total	37

## Graduate Course Descriptions

### *Nursing*

NURS 5600 Transition to Graduate Nursing

This course is designed to transition the registered nurse, with a baccalaureate degree in a field other than nursing, to graduate nursing. This course focuses on the behaviors, attitudes and values necessary for theory-based professional nursing practice. Lec. 6, Cr. 6

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 6323 Theories and Conceptual Models of Nursing Practice

This course focuses on the critical evaluation and utilization of the theoretical foundations of nursing practice. Relevant theoretical concepts from related fields of study such as social and biological sciences, educational, organizational and leadership theory will be explored and applied to nursing practice. 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 student's research project is completed in NURS 7300 Capstone Practice. Lec 3, Cr 3

NURS 6351 Nursing Leadership, in a Changing World

This course examines leadership and role theory within the context of nursing and the enactment of the leadership role. The structure and discipline of nursing will be examined with particular emphasis on theories, models, and conceptual frameworks. Changes in health care delivery and implication for health status, nursing education, research and service are explored. This course also involves the process for analysis of social policy from health care formulation to appropriation and allocation of funding (local, state, federal) 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 that reflects leadership in the students chosen degree emphasis area. Lec 3, Cr 3

NURS 6362 Theoretical Foundations of Nursing Education

This course focuses on the theoretical foundations of teaching, learning innovation, and the multifaceted role of the nurse educator in multiple settings. These theories will be examined for their utility across a variety of settings and levels of education. 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. Lec 3, Cr 3

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 6366 Instructional Design and Online Teaching in Nursing

This course will examine processes for designing nursing instruction for effective and efficient delivery. Included is the process of instructional design in an online nursing education context. 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 6371 Health Care Change, Negotiation, and Conflict Resolution

This course examines organizational behavior, total quality management, change theory, and team building application of implementing change, negotiation, and managing conflict in an ever-changing health care environment. The course also addresses empowerment, shared governance, and problem-solving/ negotiation models. Lec 3, Cr 3

NURS 6372 Healthcare Finance

This course presents students will the financial aspects of management across health care settings. Students examine the financial issue in delivery models in such areas as managed cared 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 6374 Clinical Leadership in Nursing

Explores aspects of horizontal and vertical leadership central to the Clinical Nurse Leadership role. Quality management and improvement, communication processes and evidence-based practice initiatives within a microsystem are stressed. Strategies for the efficient use of resources while maintaining safe and effective patient care are emphasized. Lec 3, Cr 3

NURS 6380 Special Topics in Nursing

This course gives the student the opportunity to study contemporary topics and issues within a specific subject area in the discipline of nursing. May be repeated once as topics vary. Lec 3, Cr 3

NURS 6382 Evidence-Based Nursing Practice

This course focuses on clinical reasoning and clinical outcomes, information systems and management, evidence-based practice, and scholarship/scientific writing. It promotes the development of skills in using the research process to define clinical research problems with application to practice. Lec 3, Cr 3

NURS 6383 Advanced Pathophysiology

This course focuses on pathophysiological processes across the lifespan, development, development of clinical reasoning skills that distinguish relationships between specific system alterations resulting from injury an disease. Particular attention will be given to etiology pathogenesis, development and environmental influences, and clinical manifestations of major health problems. Lec 3, Cr 3

NURS 6384 Advanced Health Assessment

This course builds on health assessment skills based on theoretical and clinical advanced assessment practice. The advanced practitioner utilizes comprehensive physical, psychosocial, and cultural assessment skills across the lifespan. Faculty and preceptors facilitate laboratory and clinical experiences that focus on assessment of clients and presentation of findings in various settings. Lec 3, Cr 3

NURS 6385 Advanced Pharmacotherapeutics

This course includes content on advanced knowledge and skill in the therapeutic use of pharmacologic agents, pharmacologic treatment of major health problems, principles of pharmacokinetics, pharmacodynamics and pharmacogenomics. Effects of culture, ethnicity, age, pregnancy, gender and funding on pharamacologic therapy are emphasized. Legal aspects of prescribing will be fully addressed. Lec 3, Cr 3

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. Lec 4, Cr 4

NURS 7300 Professional Scholarship in Nursing

The capstone is a professional scholarship project that employs a practitioner-scholar model for graduate nursing preparation. Practitioner-scholars are expected to forge links between theory and practice. By embracing the practitioner-scholar model, the capstone practice project course endeavors to align graduate nursing education with the career aspirations of students. A pass/fail grade will be assigned. Lec 3, Cr 3.

NURS 7301 Nursing Thesis I

The student completes an individual research project under the direction and supervision of a graduate thesis committee. The thesis is defended publicly and approved by a majority of the committee. Prerequisite: Approval of graduate nursing advisor. Lec 3, Cr 3

NURS 7302 Nursing Thesis II

As a continuation of Thesis I, the student completes an individual research project under the direction and supervision of graduate thesis committee. The thesis is defended publicly and approved by a majority of the committee. Prerequisites: Approval of graduate nursing advisor. Lec 3, Cr 3

# Graduate Faculty

Abrego, Jesus *Associate Professor*

BAAS, Ed.D. University of Texas at Pan American; M.Ed. Southwest Texas State University-San Marcos

Adams, William L., *Professor in History*

B.A. Central Oklahoma State University; M.A. University of North Dakota; M.A. State University of New York-Binghamton; D.A. University of North Dakota

Adams, Russell, *Assistant Professor in International Business Management*

B.S. University of Texas at San Antonio; MBA Thunderbird-American Graduate School of International Management; Ph.D. University of Texas at Pan American-Edinburg

Alexander, Heather *Assistant Professor in Biological Sciences*

B.S., M.S. University of Texas at Austin; Ph.D. University of Kentucky

Alvarado, Melissa *Assistant Professor in Counseling and Guidance*

B.A., Our Lady of the Lake University; M.A. University of Texas at San Antonio; Ph.D. Texas A&M University Corpus Christi

Andrade, Juan Pablo *Assistant Professor in Music*

B.A. University of Costa Rica; M.M. Arizona State University; D.M. University of North Carolina at Greensboro

Artibise, Alan *Professor in Government*

B.A. University of Manitoba; Ph.D. University of British Columbia

Ballatori, Christina *Assistant Professor in Music*

B.M. George Mason University; M.M. Louisiana State University; D.M.A. University of Colorado at Boulder

Banerjee, Guarango *Associate Professor in Business Administration*

B.E., M.S., Birla Institute of Technology and Science; M.A., Ph.D., The University of Alabama

Benavides, Jude *Assistant Professor in Environmental Sciences*

B.S., University of Notre Dame; M.S., Ph.D., Rice University

Benacquista, Matthew *Professor in Physics and Astronomy*

B.A., Reed College; Ph.D., Montana State University

Berg, William B. *Associate Professor in Electrical Engineering*

B.E., Stevens Institute of Technology; Ph.D., University of Massachusetts-Lowell

Bouniaev, Mikhail M. *Dean and Professor in Mathematics*

M.S., School of Mathematics, Moscow Pedagogical State Institute; Ph.D., Moscow Institute of Electrical Engineering; Doctor of Science (Post Doctorate Degree), Moscow Pedagogical State University

Britten, Thomas A. *Assistant Professor in History*

B.A., Texas Tech University; M.A., Hardin-Simmons University; Ph.D., Texas Tech University

Brogdon, Gayle L. *Assistant Dean*

B.S., M.Ed., East Texas State University; Ed. D., University of North Texas

Brown, Ben *Associate Professor in Criminal Justice*

B.A., Bellarmine College; M.A., University of Louisville; Ph.D., Kansas State University.

Brownlow, James *Professor Music*

B.M.E., Furman University; M.M., Northwestern University; D.M.A., University of Texas at Austin

Butler, Janice *Associate Professor in Teaching, Learning and Innovation*  
B.B.A. East Texas State University; M.Ed. University of Texas at Brownsville; Ed. D. University of Houston

Bussert-Webb, Kathy *Associate Professor in Reading*  
B.A., Indiana University; M.A., Ph.D. Indiana University

Cavazos, Javier *Assistant Professor in Educational Psychology and Leadership Studies*  
B.A., M.Ed., University of Texas-Pan American; Ph.D., Texas A&M University – Corpus Christi

Chamberlain, Steven *Associate Professor in Special Education*  
B.A., M.Ed., Ph.D., University of Texas at Austin

Cintra Buenrostro, Carlos *Assistant Professor in Chemistry and Environmental Sciences*  
B.S., Universidad Autónoma de Baja California Sur; M.S., Moss Landing Marine Laboratories; Ph.D., University of Arizona

Contreras, Rogelio *Associate Professor in Mathematics*  
B.S., M.A., Texas A&M University-Kingsville; Ph.D., Texas A&M University

Colom, Luis V. *Professor in Biomedical Sciences*  
M.D., Ph.D., Universidad de la Republica Oriental del Uruguay

Cook, John *Associate Professor in English and Communication*  
B.S., M.A., Louisiana State University; Ph.D., North Texas State University

Conaster, Phillip *Assistant Professor in Health and Human Performance*  
B.S., West Texas A&M University; M.Ed., Texas Tech University; Ph.D., University of Virginia

Corbeil, Joseph R. *Associate Professor in Educational Technology*  
B.S., University of Texas-Pan American; M.Ed., University of Texas at Brownsville; Ed.D., University of Houston

Corbeil, Maria Elena *Assistant Professor in Teaching, Learning, and Innovation*  
B.A., Florida State University; M.Ed., The University of Texas at Brownsville; Ed.D., The University of Houston

Correa-Cabrera, Guadalupe, *Assistant Professor in Government*  
B.A., Universidad Iberoamericana; M.A. Ph.D., New School for Social Research/The New School; Ph.D.

Coxe, Leland, *Assistant Professor in Government*  
B.A.S. Louisiana State University; M.P.A. California State University; Ph.D. Portland State University

Coyle, E. Thomas *Assistant Professor in Business Administration*  
B.S., University of Tennessee; M.B.A., Georgia State University; Ph.D., The University of Texas- Pan American

Creighton, Teviet D. *Assistant Professor in Physics and Astronomy.*  
B.S. University of Calgary; Ph.D. California Institute of Technology

Curtis, Mary Grace *Associate Professor in Special Education*  
B.S., M.A., Southern Illinois University; Ph.D., University of Illinois

Cruthirds, Kevin W., *Assistant Professor in Management and International Business*  
B.C.S. Loyola University of New Orleans; MBA University of Texas Pan American; Ph.D. University of Texas Pan American

Dameron, Charles *Professor in English*  
B.A., Duke University; M.A., Ph.D., University of Texas at Austin

Davila, Mario A. *Assistant Professor in Criminal Justice*  
BA., University of Texas-Pan American; M.A., Sam Houston State University; Ph.D., Sam Houston State University



Davila-Montes, Jose M. *Associate Professor in Spanish, Translation Studies*  
B.A., M.A., Ph.D., Autonomous University of Barcelona

Del Rio, Eduardo *Associate Professor in English*  
B.A., M.A., University of Texas-Pan American; Ph.D., Texas A & M University

Diaz, Mario C. *Professor in Physics*  
Licenciado, Ph.D., University of Córdoba, Argentina

Dominguez, Diana *Assistant Professor in English*  
B.J., University of Texas at Austin; M.A., University of Texas-Pan American; Ph.D., Texas Tech University.

Dooley, Sheila Ann *Assistant Professor in English*  
B.A. Newcomb College of Tulane University; Ph.D. Lund University

Downey, Clara, *Assistant Professor in International Management*  
BA Indiana University-Bloomington; Advanced Mandarin Studies Taipei Language Institute; MIM Thunderbird American Graduate School of International Management; Ph.D. University of Texas Pan American

Duarte, Georgianna *Professor in Early Childhood*  
B.S., Georgia State University; M.Ed., Edinboro State University; Ph.D., Pennsylvania State University.

Dukes, Phillip *Associate Professor in Physics, Physical Science*  
Ph.D., Brigham Young University

Edinbarough, Immanuel *Associate Professor in Manufacturing Engineering*  
B.S., M.S., Ph.D., Bharathiar University, India; B.E., Institution of Engineers, India

Escotet, Miguel Angel *Professor and Dean of the College of Education*  
Licenciado en Psicología, Universidad Javeriana, M.A., The University of Texas at Austin; Ph.D., The University of Nebraska

Falk, Louis *Associate Professor in English and Communications*  
B.A., M.A., University of New Orleans; Ph.D., University of Southern Mississippi

Fierro Cabo, Alejandro *Assistant Professor in Biological Sciences*  
B.S., I.T.E.S.M., Monterrey, N.L., Mexico; M.Sc., Ph.D., Université Laval, Quebec, Canada

Fisher, David *Assistant Professor in History*  
B.A., Tulane University; M.A., University of North Carolina; Ph.D., Indiana University

Flores-Feist, Maria Celia *Associate Professor in Chemistry*  
B.S., Pan American University; M.S., Texas A&I University; Ed.D., Texas Tech University

Freeberg, Diamantina *Associate Professor in Psychology*  
B.A., Our Lady of the Lake College-San Antonio; M.A., Ed.D., University of Tulsa

Frost, James *Associate Director in English*  
B.A. Governors State University; M.A. University of Texas Pan American; Ph.D. Texas A&M

Galy, Edith *Associate Professor in International Business/MIS*  
**B.S., St. Mary's University; M.B.A., University of Texas at Brownsville; Ph.D., University of Texas-Pan American**

Garcia, Gregorio *Assistant Professor in Teaching, Learning, and Innovation*  
B.A., Texas A&M University Kingsville, M.S., Pan American University; Ed.D., University of Houston

Garcia, Jaime H. *Associate Professor in Educational Psychology and Leadership Studies*  
B.A., San Jose State University; M.Ed., University of Texas at Austin; Ph.D., University of Georgia.

Garcia, Juliet V. *Professor in Communication, Linguistics*  
B.A., M.A., University of Houston; Ph.D., University of Texas at Austin; Institute for Educational Management, JFK School of Government, Harvard University

Garcia, Juan *Lecturer in Educational Psychology and Leadership Studies*  
B.A., M.Ed., Ed.D., Pan American University

Garcia-Smith, Dianna, *Assistant Professor in Nursing*  
B.S.N. Houston Baptist University; M.S.N. Arizona State University; Ph.D. University of Arizona

Garrett, Terence *Associate Professor in Government*  
B.A., University of Oklahoma; M.A., University of Central Oklahoma; Ph.D. University of Oklahoma

Garrido-Sanabria, Emilio *Associate Professor in Biomedical Sciences*  
M.D., Instituto Sup. De Ciencias Médicas de Habana, Cuba; Ph.D., Neuroscience, Universidade Federal de Sao Paulo, Brazil.

Gawenda, Peter *Professor in Curriculum and Instruction*  
B.A., University of Maryland; M.S., Troy State University; Ed.D., University of Houston

Geeseman, Katherine *Assistant Professor in Music*  
B.M., Valparaiso University; M.M., D.M.A., Florida State University;

Glazyrin, Alexey *Assistant Professor in Mathematics*  
M.S., Ph.D., Moscow State University

Gomez, Carlos *Professor in Art*  
B.F.A., Pan American University; M.F.A., Washington State University

Green, George K. *Professor in Spanish, Translation Studies*  
B.A., M.A., M. Phil, Ph.D., Columbia University.

Guevara, Natalia *Associate Professor in Physics, Physical Science, Biophysics*  
Ph.D., Moscow State University, Russia

Guist, Jonathan *Assistant Professor in Music*  
B.A. New Mexico State University; M.M. Baylor University; DMA Eastman School of Music

Hanke, Andreas *Associate Professor in Biophysics, Nanoscience*  
1998 Ph.D., University of Wuppertal, Germany

Hazarika, Gautam *Associate Professor of Economics*  
**B.A., St. Stephen's College, University of Delhi; Ph.D., University of Rochester**

Heise, Elizabeth *Assistant Professor in Geology*  
B.S., University of California, Los Angeles; Ph.D., Texas A&M University

Hicks, David *Associate Professor in Biological Sciences*  
B.S., Texas A&M University; M.S., Texas A&M University-Corpus Christi; Ph.D., University of Texas at Arlington

Hinton, Kip *Assistant Professor in Language Literacy and Intercultural Studies*  
B.A., Ohio State University; M.A., University of Texas at San Antonio; Ph.D., University of California

Horowitz, Mark. *Assistant Professor in Sociology*  
B.A. Clark University; M.A., Ph.D. University of Kansas

Hunter-Holly, Daniel *Assistant Professor in Music*  
B.M., M.M. University of California; MM, University of North Carolina at Greensboro; D.M.A. Ohio State University

Hurley-Glowa Susan *Assistant Professor in Music*  
B.M., State University of New York; M.M., University of Louisville; M.A., Ph.D., Brown University

Ibragimov, Ranis *Associate Professor in Mathematics*  
M.S., Novosibirsk State University; Ph.D., University of Waterloo

Iftekharuddin, Farhat *Professor in English*  
B.A., M.A., University of Dacca; Ph.D., Oklahoma State University

Iglesias, Juan *Associate Professor in Computer Science*  
B.S., M.S., National Autonomous University of Mexico; Ph.D., New Mexico State University

Islam, Noor *Associate Professor in English*  
M.A., Ph.D., Oklahoma State University

Isokawa, Masako *Associate Professor in Biomedical Sciences*  
B.A., University of Osaka; M.A., University of Osaka; Ph.D., University of Osaka; Ph.D., Rutgers, University of New Jersey;  
Postdoctoral Fellow, University of California

James, Eric *Assistant Professor in Exercise Science*  
B.A., St. John Fisher College, M.S., University of Houston; Ph.D., Pennsylvania State University

Jenet, Fredrick *Associate Professor in Physics and Astronomy*  
B.S., Massachusetts Institute of Technology; Ph.D., California Institute of Technology

Jewett, Laura *Assistant Professor in Curriculum and Instruction*  
B.A., M.S., Oklahoma State University; Ph.D., Louisiana State University

Johnson, Jennie S., *Assistant Professor in Human Resource Development*  
BS Oakland University of Rochester, MI; MS Eastern Michigan University; Ph.D. Virginia Polytechnic Institute and State University

Johnson, Matthew *Associate Professor in Psychology*  
B.S., Northwest Missouri State University; M.S., Imporia State University; Ph.D., Texas Technical College

Joseph, Harriett D. *Professor in History*  
B.A., Southern Methodist University; M.A., Ph.D., North Texas State University

Karabulut, Murat *Assistant Professor in Health and Human Performance*  
B.S., Middle East Technical University; M.S., University of Tennessee; Ph.D., University of Oklahoma

Kaswan, Mark *Assistant Professor in Government*  
B.A., California State University; M.A., Ph.D., University of California

Kazansky, Alexander *Associate Professor in Biomedical Sciences*  
M.S., Lamonosov Institute of Fine Chemical Technology; Ph.D., Koltzov Institute of Development Biology

Keck, Michelle *Assistant Professor in Government*  
B.A., M.A., Midwestern State University; Ph.D. Texas Tech University

Kendall, Philip W. *Professor in History*

B.A., De Pauw University; M.A., Ph.D., Boston University

Khan, Fitratullah *Professor in Computer Science*

B.S., M.S., Ph.D., University of Texas at Arlington;  
M.S., University of Kansas

Kline, Richard *Assistant Professor in Biology*

B.S., University of Texas at Austin; M.S., University of Florida; Ph.D., University of Texas at Austin

Knopp, Anthony K. *Professor Emeritus in History*

B.A., M.A.T., College of St. Thomas; M.A., University of Minnesota; Ph.D., Texas Tech University.

Kroll, Mark J., *Professor in Business Administration*

BBA Sam Houston State University; MBA Sam Houston State University; DBA Mississippi State University

Lackey, Charles *Dean, Graduate Studies*

B.A., University of Texas at Arlington; M.S., Baylor University; Ph.D., University of South Carolina

Lalonde, Suzanne *Associate Professor in French*

B.A., M.A. Syracuse University; Ph.D. University of Maryland College Park

Ledingham, Christopher *Assistant Professor in Health and Human Performance*

B.C.H., M.P.H., New Mexico State University; Ph.D., Texas A&M University

Lehker, Michael W. *Professor in Biomedical Sciences*

B.S., University of Texas at El Paso; Ph.D., University of Texas Health Science Center at San Antonio.

Lei, Hansheng *Assistant Professor in Computer Science*

B.S., Ocean University of China; M.S., University of Science and Technology of China; Ph.D., University at Buffalo

Lerma, Eunice *Assistant Professor in Educational Psychology and Leadership*

B.S., M.Ed., University of Texas-Pan American; Ph.D., Texas A&M University

Lopez-Garcia, Dania C. *Associate Professor in Hispanic Linguistics,*

.A., University of Texas at Austin; M.A., Ph.D. Stanford University.

Lovett, Steven R. *Associate Professor in International Business/Management*

B.S., Southwest Missouri State University; M.B.A., Arizona State University; Ph.D., University of Texas at Arlington

Lu, Ming-Tsan *Assistant Professor in Teaching, Learning, and Innovation*

B.S., National Taiwan University; Ed.M., Harvard University; M.S., M.A., M.Phil., Ph.D., Columbia University

Malki, Mostafa *Associate Professor in Business Administration*

B.A., University of Massachusetts; M.A. University of Alabama; M.S., Ph.D., Auburn University

Mar, Arnulfo *Associate Professor in Chemistry*

A.A., Texas Southmost College; B.S., Ph.D., University of Houston

Martinez, Javier *Associate Professor in English*

B.A., University of Texas at Austin; M.A., University of Texas-Pan American; Ph.D., Ohio State University.

Martirosyan, Karen *Associate Professor in Experimental Physics and Nanotechnology*

B.S., M.S. in Electrical and Biomedical Engineering State Engineering University of Armenia, PhD in Chemical Engineering Institute of Chemical Engineering, Institute of Structural Macrkinetics, Russian Academy of Sciences and SEUA

Mata, Zelma *Associate Professor in Health and Human Performance*  
B.S., M.S., Pan American University; Ed.D., University of Houston

McCullough, Sherry *Associate Professor in Sociology*  
B.A., M.S.W., Ph.D., University of Oklahoma

McNabb, Carol *Associate Professor in Music*  
B.M., University of North Texas; M.M., University of Louisiana-Monroe; D.M.A., University of Arizona.

Medrano, Manuel F. *Professor in History*  
B.S., M.A., Texas A&I University; Ed.D., University of Houston,

Mercuri, Sandra *Assistant Professor in Language, Literacy and Intercultural Studies*  
M.A. Universidad Nacional de Mar del Plata; M.A. Fresno Pacific University; Ph.D. University of California

Meyer, Leslie *Assistant Professor in Behavioral Sciences*  
B.A., M.S., Ph.D., Texas A&M University

Miller, Ava S. *Professor in Nursing*  
B.A., Oakland University; M.Ed. Pan American University; MN University of Phoenix, Ed. D., University of Houston

Mogilski, Jerzy *Associate Professor in Mathematics*  
M.S., Magister-Warsaw University, Poland; Ph.D., Polish Academy of Science

Mohanty, Soumya *Associate Professor in Physics*  
Ph.D., Inter University Center for Astronomy & Astrophysics, India

Moore, Wayne *Professor in English*  
B.A., North Texas State University; M.A., East Texas State University; Ph.D., North Texas State University.

Morgan, Bobbette M. *Professor in Secondary Education* B.S., Ferris State University; M.A., Central Michigan University; Ed.D., University of Southern California.

Mukherjee, Soma *Associate Professor in Physics and Astronomy*  
Ph.D., M.S., B.S., University of Calcutta

Murden, Teresa *Assistant Professor in English*  
B.A., Corpus Christi State University; M.A., Texas A&M University-Corpus Christi; Ph.D., Bowling Green State University

Musanti, Sandra *Assistant Professor in Language Literacy and Intercultural Studies*  
B.A., Universidad Nacional de Buenos Aires; M.A., Ph.D., University of New Mexico

Musin, Oleg *Professor in Mathematics*  
M.S., Ph.D., Moscow State University

Nair, Saraswathy *Assistant Professor in Biomedical Sciences*  
B.S., Kerala University; M.S., Annamalai University; M.A., Ph.D., State University of New York at Buffalo

Nevill, Tom *Associate Professor in Fine Arts*  
B.M., Eastern Illinois University; M.M., D.M., University of Nevada Las Vegas

Newman, John *Assistant Professor in English*  
B.A., M.S., Western Washington University; Ph.D., University of Warsaw

**O'Connor, Brendan** *Assistant Professor in Language Literacy and Intercultural Studies*  
A.B., Georgetown University; M.A., Ph.D, University of Arizona

Otu, Noel *Assistant Professor in Criminal Justice*  
**B.A., Chadron State College, Nebraska; M.A., Texas Woman's University; Ph.D., Florida State University.**

Overton, Terry *Professor in Special Education*  
**B.S., M.Ed, Ed.D. Texas Woman's University**

Pan, Cheng-**Chang "Sam"** *Associate Professor in Educational Technology*  
B.Ed., National Changhua University of Education; M.A., University of Central Florida; Ph.D., University of Central Florida

Paull, Gene J. *Professor in Geography, Geology*  
B.A., Penn State University; M.A., Ph.D., University of Arizona

Pease, Tamara *Assistant Professor in Chemistry & Environmental Sciences*  
B.A., Augustana College; M.S., University of South Florida; Ph.D., University of North Carolina

Price, Richard *Professor in Physics*  
Ph.D., California Institute of Technology

Potempa, Angelika *Associate Professor in Philosophy, Government* M.A., University of Berlin, Germany; Ph.D., Martin Luther University, Halle-Wittenberg, Germany; Ph. D., Humboldt University, Berlin, Germany

Provenzano, Daniele *Assistant Professor in Biomedical Sciences*  
B.S. University of Texas, Pan American; Ph.D., University of Texas Health Science Center at San Antonio; Postdoctoral, Harvard Medical School

Pruitt, Kenneth *Assistant Professor in Biology*  
B.A., B.S., Texas Lutheran University; M.S., Southwest Texas State University; Ph.D., Texas A&M University

Quantz, Michael *Professor in Music*  
B.M., M.M., D.M.A., University of North Texas

Quetschke, Volker *Assistant Professor in Experimental Physics*  
M.S., Ph.D. in Physics Universitat Hannover, Germany

Quweider, Mahmoud K. *Professor in Computer Science & Information Systems*  
B.S., M.S., Ph.D., University of Toledo

Rakhmanov, Malik *Assistant Professor*  
B.S., Moscow State University; Ph.D., California Institute of Technology

Ramirez, Reynaldo *Associate Professor/Chair in Secondary and Science Education*  
B.S., M.S., Pan American University; Ed.D., University of Houston

Rathbun, Lyon *Assistant Professor in English*  
B.A., University of California; M.A., San Francisco State University; Ph.D., University of California

Rheman, Sharaf *Associate Professor in Communication*  
B.A., Royal University; M.A., Uppsala University; M.F.A., Royal University; M.Ed., Bowling Green State University; ED.S, University of Toledo; M.B.A.: West Texas State University; Ph.D., Bowling Green State University

Reid, Scott *Associate Professor in Sociology*  
B.A., M.A., Ph.D., Kent State University

Rentfro, Anne *Professor*

B.S.N. University of Rochester; M.S.N. University of Texas; Ph.D. University of Arizona

Rhi-Perez, Pablo *Associate Professor in Marketing*

J.D., Universidad de Nuevo Leon, Mexico; Diploma, Economic Planning, United Nations (CEPAL); M.B.A., Instituto Tecnológico de Estudios Superiores de Monterrey; Ph.D., University of Texas at Austin

Ritter, Susan *Associate Professor in Criminal Justice*

**B.S., Texas Woman's University; M.A., University of Texas at Arlington; Ph.D., Sam Houston State University**

Rivas, Olivia *Professor in Counseling & Guidance*

B.A., M.Ed., Pan American University; Ed.D., East Texas State University; Institute for Educational Management, Harvard University

Rodriguez, Alma *Assistant Professor in English as a Second Language*

B.A., M.Ed., University of Texas at Brownsville; Ed.D., University of Houston

Rodriguez-Garcia, Ana *Assistant Professor in Curriculum and Instruction*

B.S., Texas A&M University; M.Ed., Houston Baptist University; Ph.D., University of Texas at Austin

Rodriguez-Abad, Luis *Associate Professor in Sociology*

B.A., Wheaton College; Ph.D., Syracuse University

Romano, Joseph *Professor in Physics*

M.S., Ph. D. Syracuse University

Rosenberg, Graciela P. *Professor in Bilingual Education*

B.A., Goddard College; M.A., Middlebury College; M.A., University of Vermont; Ed.D., Texas A&I University

Samponaro, Philip *Associate Professor in History*

B.A. Washington and Lee University; M.A., Ph.D. University of Connecticut

Sauceda, Mary J. *Associate Professor in Accounting*

B.B.A, M.B.A, University of Texas at Pan American-Edinburg; M.A. Texas A&M University- Corpus Christi; Ph.D. Texas A&M University

Saxon, Kenneth *Associate Professor in Fine Arts*

B.M., M.M., Shorter College; D.M., University of Alabama

Schwarzback, Andrea *Assistant Professor in Biomedical Sciences*

Ph.D., Johannes Gutenberg University

Shoop, Stephen *Assistant Professor in Music*

B.A., Texas Christian University; M.Ed., Indiana University; Ph.D., University of North Texas

Singh, Anil *Assistant Professor in Business Administration*

B.S., M.M.F., Goa University; M.S., Ph.D., University of Texas, Arlington

Stephenson, Mimosa *Professor in English and Communication*

B.A., Pan American College; M.A., Ph.D., Texas Technological College

Storbeck, James E. *Professor in Business*

B.A., M.A., Temple University; Ph.D., The University of Texas at Austin

Strong, William F. *Professor in English and Communications*

B.A., Abilene Christian University; M.S., The University of North Texas; Ph.D., The University of Arizona

Tamez, Eloisa G. *Associate Professor in Nursing*

**Nursing Diploma, St. Mary's School of Nursing, Galveston;**

B.S.N., Incarnate Word College; M.S.N., University of Texas at San Antonio; Ph.D., University of Texas at Austin

Telese, James *Associate Professor in Secondary & Mathematics Education*

B.S., Texas A&M University; M.S., Corpus Christi State University; Ph.D., Texas A&M University

Touhami, Ahmed *Assistant Professor in Bio-Physics*

B.S., M.S., Ph.D. Pierre & Marie Curie University Paris, France

Urbis, Richard *Associate Professor in Music*

B.M., Corpus Christi State University; M.M., Artist Diploma, The Juilliard School of Music

Urbis, Sue Zanne Williamson *Associate Professor in Music*

B.M.Ed., Sam Houston State University; M.A., Corpus Christi State University; Ph.D., University of Arizona

Vatchev, Vesselin *Associate Professor in Mathematics*

B.S., M.S., Sofia University; Ph.D., University of South Carolina

Vega-Sampayo, Elena *Assistant Professor in Spanish*

B.A., M.A., Autonomus Univeristy of Barcelona; Ph.D., Universidad de Leon Spain

Viren, Vejoya *Associate Professor in Educational Psychology and Leadership Studies*

B.A., University of North Bengal; M.A., University of Delhi; Ph.D., Virginia Polytechnic Institute & State Unviersity

Ward, Hsuying *Assistant Professor in Educational Psychology and Leadership Studies*

B.A., Taiwan Normal University; M.Ed., Sul Ross State University; Ph.D., University of Texas

Wasike, Ben S. *Assistant Professor in English and Communication*

M.P.A., Southern University; Ph.D., Louisiana State University

Wei, Yong-Kang *Assistant Professor in English and Communication*

B.A., East China Normal University; M.A., Southeast Missouri State University; Ph.D., Iowa State University

Willis, Lucy *Professor in Spanish*

B.A., M.A., Southwest Texas State University; Ph.D., University of Texas at Austin

Wilson, Steve *Assistant Professor in Criminal Justice*

B.A., M.A., Univerisyt of Central Florida; Ph.D., University of Nebraska at Omaha

Yaworsky, William *Assistant Professor in Anthropology*

B.S., Weber State College; M.A., University of Nevada; Ph.D., University of Oklahoma.

Yi, Taeil *Associate Professor in Mathematics*

B.S., M.S., Dankook University Seoul; M.S., University of Illinois, Urbana-Champaign; M.Ed., University of Florida.

Yznaga, Selma *Associate Professor in Counseling & Guidance*

**B.S., Southwest Texas State University; M.Ed. The University of Texas at Brownsville; Ph.D., St. Mary's University**

Zarei, Masoud *Assistant Professor in Biomedical Sciences*

B.S., Incarnate Word College; Ph.D., Baylor College of Medicine;. Chemistry & Environmental Sciences Department

Zavaleta, Antonio N. *Professor in Anthropology, Sociology*

B.A., M.A., Ph.D., University of Texas at Austin



Zhang, Liyu *Assistant Professor in Computer Science and Computer Information Systems*  
B.S., M.S., Fudan University, China; Ph.D., State University of New York at Buffalo

Zhang, Zhidong *Assistant Professor in Teaching, Learning and Innovation*  
B.A., Harbin Medical University; M.A., University of Illinois; Ph.D., McGill University

Zieschang, Paul-Hermann *Associate Professor Mathematics*  
Ph.D., Kiel University; Habilitation, Kiel University