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2001

## **UTB/TSC Graduate Catalog 2001-2002**

University of Texas at Brownsville

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*We're Helping You Master That New Degree*

GRADUATE CATALOG 2001-2002

UTB  
TSC

An orange scorpion logo is positioned between the letters 'B' and 'T' of the 'UTB TSC' text.



THE UNIVERSITY OF TEXAS AT BROWNSVILLE  
and  
TEXAS SOUTHMOST COLLEGE

*UTB* 10<sup>th</sup>  
*Anniversary*  
*TSC* 75<sup>th</sup>

GRADUATE  
CATALOG

# **The University of Texas at Brownsville and Texas Southmost College**

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## ***The Mission***

The mission of The University of Texas at Brownsville and Texas Southmost College (UTB/TSC) is to provide accessible, affordable, postsecondary education of high quality, to conduct research which expands knowledge and to present programs of continuing education, public service, and cultural value to meet the needs of the community. The partnership combines the strengths of the community college and those of an upper-level university by increasing student access and eliminating interinstitutional barriers while fulfilling the distinctive responsibilities of each type of institution.

The University of Texas at Brownsville and Texas Southmost College Partnership offers Certificate, Associate, Baccalaureate, and Master's degrees in liberal arts; sciences, health sciences, education, and business designed to meet student demand and regional needs. UTB/TSC also supports the delivery of doctoral programs through cooperative agreements with doctoral degree-granting institutions.

UTB/TSC 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/TSC 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 to its students. It provides academic leadership to the intellectual, cultural, social and economic life of the binational urban region it serves.

## ***The Philosophy***

UTB/TSC is committed to excellence. It is dedicated to stewardship, service, openness, accessibility, efficiency, and citizenship. UTB/TSC 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.

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# **General Information**



## Fall 2001 Academic Calendar

Mon.-Wed.	July 16-August 16	Fall Payment Period
Tuesday	August 14	Admissions Document Deadline for Graduate Students
Tuesday	August 21	Fall Arena Registration
Thursday	August 23	First Day of Classes
Thurs.-Wed.	August 23-29	Telephone/Web Add/Drop
Thursday	August 30	Add/Drop Payment Deadline
Tuesday	September 4	Fall Graduation Application Deadline
Tuesday	September 4	Master's Comp. Exam Applications Deadline
Monday	September 3	Labor Day/Holiday
Monday	September 10	Deadline to withdraw without recorded grade
Monday	September 10	Deadline for pass/fail petitions
Monday	October 8	Midterms
Saturday	November 10	Master's Comprehensive Exam
Wednesday	November 21	Deadline to withdraw with a W • Enrollment Office
Thurs.-Sat.	November 22-24	Thanksgiving Holiday
Monday	December 3	Fall Last Class Day
Tues.-Tues.	Dec, 4-11	Final Exams
Wednesday	December 12	Grade sheets due to Deans' offices
Saturday	December 15	Commencement

## Spring 2002 Academic Calendar

Friday	November 9	Admissions Deadline for Undergraduate Students
Monday-Monday	Nov. 12 - Dec. 17	Spring Telephone/Web Registration
Monday-Tuesday	Nov. 12 - Jan. 8	Spring Registration Payment Period
Friday	December 21	Admissions Deadline for Graduate Students
Thursday	January 3	Admissions Document Deadline for all Students
Thursday	January 10	Arena Registration
Monday	January 14	First Class Day
Monday	January 21	Martin Luther King Holiday
Monday	January 14 -18	Telephone/Web Add/Drop Period
Tuesday	January 22	Add/Drop Payment Deadline
Friday	February 1	Spring Graduation Applications Deadline
Friday	February 1	Master's Comprehensive Exam Applications Deadline
Thursday	January 31	12th Class Day-Official Record Date
Thursday	January 31	Deadline to Withdraw Without Recorded Grade
Thursday	January 31	Deadline for pass/fail petitions
Monday-Saturday	March 11-16	Spring Break
Saturday	April 13	Master's Comprehensive Exam
Friday	April 12	Deadline to Submit Completed Master's Thesis
Monday	April 22	Deadline to Withdraw with a "W"
Monday	April 29	Last Class Day
Tuesday-Tuesday	April 30-May 7	Final Exams
Wednesday	May 8	Grades Due to Deans' Offices
Saturday	May 11	Commencement

# **Goals of the Graduate Program**

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

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

## ***Purpose and Limitation of the Graduate Catalog***

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

## **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 and Sponsored Programs.

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.

## **Admissions**

The university is an open-door institution and to the extent provided by applicable law does not discriminate on the basis of race, color, age, national origin, sex, religion, disability, or veteran status in admissions, educational programs or activities. 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.

# ***Admissions Application***

## **Admission Deadlines**

Fall Semester - August 1<sup>st</sup>

Spring Semester - December 21<sup>st</sup>

Summer Session I - May 9<sup>th</sup>

Summer Session II - June 17<sup>th</sup>

*Note: If the deadline date falls on a weekend or holiday, the deadline is then moved to the next working day.*

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 \$15 application fee.
2. Proof of a baccalaureate degree from a four-year institution which has regional accreditation. Official transcripts of all undergraduate and graduate study must be submitted. Applicants should request that the registrars of colleges previously attended send transcripts directly to the Enrollment 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 and Sponsored Programs.
4. Proof of Residency.

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

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

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

5. Transcript of Test of English as a Foreign Language (TOEFL) scores for international students. TOEFL scores more than two years old will not be accepted.
6. Two letters of recommendation from individuals in a position to judge the applicant's preparation for and ability to complete a graduate program. Appropriate references would be college instructors, professional colleagues and supervisors. Recommendation letters must indicate one of the following: the applicant's Social Security Number or UTB/TSC Student I.D. Number.

## ***Categories of Admission***

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.

Students are admitted under one of the following categories:

1. **Unconditional Admission** (For all programs except the M.B.A. & M.S.PH.N) – Minimum requirements for Unconditional Admission to the M.A., M.A.I.S., M.S.I.S. and M.Ed. programs are: (a) An undergraduate GPA of 3.0 or higher on a 4.0 scale (b) A GPA of 3.0 or higher on any previous graduate work. (c) A completed application consisting of items 1 - 6 found in the “Admissions Application” section. (d) A score totaling 800 or better on the verbal and either the quantitative or the analytical portions of the Graduate Record Examination (GRE). The GRE may be waived for those with an earned master’s degree with approval from the Dean of Graduate Studies.

\* Minimum requirements for Unconditional Admission to the M.B.A. program are: (a) An undergraduate GPA of 3.0 or higher on a 4.0 scale for the last 60 semester hours of undergraduate work or a 2.8 GPA on all previous college studies. (b) A completed application consisting of items 1-6 found in the “Admissions Application” section. (c) A minimum test score of 400 on the Graduate Management Admissions Test (GMAT).

\* Minimum requirements for Unconditional Admission to the MSPHN program are: (a) An undergraduate GPA of 3.0 or higher on a 4.0 scale for the last 60 semester hours of undergraduate work. (b) A completed application consisting of items 1-6 found in the “Admissions Application” section. (c) A score totaling 800 or better on the verbal and either the quantitative or the analytical portions of the GRE.

2. **Conditional Admission** - An applicant with a GRE score of 600-799 and/or a GPA less than the minimum required for Unconditional Admission may be granted Conditional Admission. The School of Business may also grant Conditional Admission for GMAT scores and/or a GPA less than the minimum required for Unconditional Admission. Conditional admission requires the recommendation of the Program Director and approval of the Dean of Graduate Studies. Conditions may be imposed by the academic department. Conditions may require that additional undergraduate or graduate semester hours be taken, that a specific grade point average be maintained or some other requirement be met by the student. If conditions are not met, the student may be barred from subsequent registration in the graduate program. Normally students must satisfy conditions within the first twelve hours of graduate study. A student in Conditional Admission may not hold an assistantship.
3. **Provisional Admission** - Applicants seeking an M.A.I.S., M.A., M.S.I.S., M.B.A., or M.Ed. who are unable to complete the admission file may, upon the recommendation of the program administrator & approval of the Dean of Graduate Studies be granted Provisional Admission. Provisional admission does not guarantee subsequent admission or an unconditional basis. Provisional Admission allows a student to register for one(1) semester with an academic course load of no more than six graduate credit hours (seven for the M.B.A.) without the required GRE, or GMAT scores. A student may be allowed a waiver of 3 credits, for the subsequent semester with the GRE or GMAT test date confirmation and with approval of the Dean of Graduate Studies. A complete and satisfactory admissions application file must be received by the Enrollment Office before the end of the first semester of study. Students with Provisional Admission will not be permitted to enroll in graduate coursework for more than one semester. A student with Provisional Admission status may not hold an assistantship. M.S.PH.N. students are not granted provisional admission.
4. **Non-degree or Transient Student** - Students who wish to enroll in courses but do not plan to pursue a program leading to a graduate degree or certificate may enroll by completing an application for admission form, providing proof of a baccalaureate degree, providing undergraduate transcripts, paying the required application fee, registering for the course, and paying tuition/fees. These students are classified as Non-degree seeking or Transient and may or may not elect to receive academic credit. Students wishing to receive academic credit pay the regular course tuition fees; students who do not wish to receive academic credit pay an audit fee and will be registered as auditing the course. (See Auditing Policy section.) Examinations are not required and grades are not given for courses audited and thus

may not be used for graduate credit.

A Non-Degree seeking or Transient Student who registers for academic credit and later decides to become a candidate for a degree must meet all admissions criteria and may petition the graduate program for admission as a degree-seeking student. A student who decides to become a degree-seeking student may apply up to 12 semester hours of graduate credit received as a non-degree seeking or transient student if grades are a “B” or above and if the courses are relevant to the degree sought. Decisions on course relevance will be made by the student’s major department.

## ***Readmission of Former Students***

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

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

## ***Departmental Admission Requirements***

In addition to the criteria for admission to UTB/TSC graduate studies each department offering a graduate degree, with the approval of the Graduate Committee and the Graduate Dean, may set additional departmental admission requirements for its graduate program. Students should check with the appropriate department for specific departmental admission criteria. The following departments have additional course requirements:

Biology - six undergraduate hours in biology at the junior or senior level.

Business Administration - prerequisite coursework in business areas (see specific requirements in School of Business section of the catalog).

Criminal Justice - admission to The University of Texas-Pan American MSCJ Program.

English - six undergraduate hours in English at the junior or senior level.

Government - six undergraduate hours in government at the junior or senior level.

History - six undergraduate hours in history at the junior or senior level.

Sociology - six undergraduate hours in sociology at the junior or senior level.

Spanish - 12 undergraduate hours in Spanish at the junior or senior level, nine of which must be Hispanic Literature, and demonstrated mastery of the Spanish language.

Education - provisional teaching certification for graduate-level certification programs.

## ***International Students***

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

International Students applying for admission to the graduate program must comply with the following:

1. Apply for graduate admission
2. Submit official transcripts on all undergraduate and graduate college work previously completed whether taken in a foreign country or in the United States. Foreign transcripts may be officially translated when necessary. Information on these services is available at the Enrollment Office, Tandy Hall #105, and with the International Student Counselor, Tandy Hall #205. 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 Enrollment Office.

3. Send official scores on the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) directly from Educational Testing Service 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 and Sponsored Programs.
4. All international applicants must submit an official score for the Test of English as a Foreign Language (TOEFL) to be eligible for admission. The test score will not be accepted if it is more than two years old, less than 550 on the written version of the exam, or less than 213 on the computerized version. A waiver of the TOEFL requirement may be granted at the discretion of the Dean of Graduate Studies if the applicant is from a country in which English is the primary language, or is a U.S. Citizen or permanent resident, or holds an undergraduate, masters, or doctoral degree from a U.S. college or university. All International students for whom English is not the mother tongue must take the Test of English as a Foreign Language (TOEFL).
5. Students (except those from Mexico) who enter the country under the provisions of an I-20 must qualify for unconditional admission status to the University. Individuals who are required to obtain the legal status of international student must request the form I-20 A-B from the Enrollment Office (only after being admitted unconditionally).
  - To obtain the I-20 form, you must submit the following:
    - a. a tentative Program of Study from the academic department
    - b. an affidavit of financial support
    - c. proof of economic solvency; (i.e. bank statement or bank letter)
6. Obtain F-1 visa at the nearest U.S. Embassy or Consulate with an I-20 form and valid passport.
7. Present immigration documents to the Enrollment Office, Tandy Hall #105, prior to registration.

## Health Insurance for International Students

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

A waiver from this fee may be obtained by providing proof of an acceptable alternate insurance to the Health Services Director. Proof of insurance with coverage of at least \$100,000 in medical benefits must include identification card with insurer's name, policy coverage, and effective and expiration dates. It must be in English. If the required medical evacuation and repatriation coverage are not included, these may be purchased separately at the Business Office, Tandy Hall #108 for \$35 (annual fee). For information contact the International Student Counselor, Tandy Hall #205.

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

## Residency Classifications

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

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

- **Residents** are individuals who are either U.S. citizens, national or permanent resident aliens or aliens who have been permitted by Congress to adopt the United States as their domicile while in the United States and who have otherwise met the state requirements for establishing residency for tuition purposes.
- **Nonresidents** are citizens, national or permanent residents of the U.S. or aliens who have been permit-

ted by Congress to adopt the United States as their domicile while in the country and who have not met the state's requirements for establishing residency for tuition purposes. While these state requirements for establishing residency are complex and should be referred to in each particular circumstance, they generally require a minimum of 12 months residence in Texas prior to enrollment.

- **Foreign students** are aliens who are not permanent residents of the U.S. or have not been permitted by Congress to adopt the U.S. as their domicile. An individual classified as a nonresident or foreign student may qualify, under certain exceptions specified in these rules, for resident tuition rates and other charges while continuing to be classified as a nonresident or a foreign student. Information on residency, reclassification, tuition exceptions and waivers is available at the Enrollment Office and/or Office of Student Financial Assistance.

## **Tuition and Fees Information**

### ***Financial Responsibility***

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

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

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

### **For All Students**

Other 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 payments must be received at the Business Office before the payment deadline date.

Types of payments accepted at the Business Office:

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

For your convenience, a check payment drop box is located next to the Business Office, Tandy Hall #107. All payments must be received before deadline plus your payment must be the full amount of tuition and fees. Also include student identification number on checks. Check payments may be mailed and must be postmarked on or before payment deadline.

Mail checks to:

The University of Texas at Brownsville and Texas Southmost College  
Business Office  
P.O. Box 3640  
Brownsville, TX 78520-3640

When a check is returned by the bank for whatever reason, a \$25.00 nonrefundable returned checks service charge is assessed. The student is given ten days from the date of notice to make full payment by cash, money order, or cashier's check. Once the student has had returned checks, UTB/TSC reserves the right not to accept personal checks from the student. Returned checks not paid will be submitted for collections. Students will be liable for any court costs and attorney fees.

For your convenience, VISA and Master Card payment information may be faxed to the Business Office at (956) 983-7981 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 Business Office for this information.

- Student's name, Student's ID#, Type of credit card, Credit #, Expiration Date; Print name of credit card holder, and Signature of credit card holder.

## Classification of Students

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

## Payment by Installment

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

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

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

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

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

Once selected, an option may not be changed. However, advance payments will be accepted. Students dropping below the six mandatory hours must pay the balance in full.

**Incidental Charge:** 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.

**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 pay fully 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 with the Laws of the State of Texas.**

## Tuition and Required Fees

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

- Tuition: \$48.00 per semester credit hour
- Student Service Fee: \$10.00 per semester credit hour up to a maximum of \$150.00 per regular semester
- Designated Tuition: \$25.00 per semester credit hour
- Records Fee: \$5.00 per student per semester
- Computer Access/Use Fee: \$5.00 per semester credit hour
- Automated Services Fee: \$30.00 per semester
- Student Union Fee \$37.78per semester

For example, by reading from the Tuition and Fee Table, a Graduate student who is a resident of Texas and who enrolls for 9 semester credit hours in a Fall or Spring semester would pay \$770.25 of required registration 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 with the Laws of the State of Texas.*

## UT Telecampus Courses

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

## Other Fees and Deposits

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

**Auditing Fee** ..... \$ 50.00

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; Effective Fall 2001

**Deficiency Plan Fee-School of Education**..... \$ 10.00

Accessed to students in the School of Education

### **Distance Learning Fee**

Web-based Fee: \$10.00 per semester credit hour

Interactive Video: \$25.00 per semester credit hour

This nonrefundable fee is charged to defray costs associated with distance learning infrastructure (hardware, software, network, and human services) costs of course content maintenance and courseware development.

<b>Emergency Loan Late Payment Fee .....</b>	<b>\$ 15.00</b>
Charged each month payment is late. To defray collection costs.	
<b>Foreign Insurance Fee per semester .....</b>	<b>\$ 214.00</b>
(Fee subject to change without notice.)	
<b>General Property Deposit .....</b>	<b>\$ 10.00</b>
All Upper Division, UTB Undergraduate and Graduate students must make a General Property Deposit to help offset the cost of property loss or damage. Applications for refunds will be processed at the Business Office. Money will remain on account until such time as the student graduates or officially withdraws from UTB/TSC. The General Property Deposit may not be paid in installments. Any deposit which remains unclaimed for four years from the date of last attendance will be forfeited.	
<b>Graduate Students Application Fee .....</b>	<b>\$ 15.00</b>
This fee is assessed to defray costs incurred in processing the Graduate application.	
<b>Graduation Fee .....</b>	<b>\$ 25.00</b>
This nonrefundable fee is charged for certificates and degrees to defray costs for processing applications for commencement, music, graduation speaker, postage, diplomas, and other expenses associated with graduation. All students participating in the commencement ceremony are required to purchase the proper graduation regalia from the UTB/TSC Bookstore. No students will be permitted to participate without the proper regalia. Students wishing to transfer their application for graduation to another period will be required to pay an additional fee of \$5.00.	
<b>Identification Card Replacement Fee .....</b>	<b>\$ 7.00</b>
Per card; Fee to increase to \$10 beginning Fall 2001	
<b>Installment Payment Fee .....</b>	<b>\$ 22.50</b>
Available ONLY during Fall and Spring semesters for Undergraduate and Graduate Students	
<b>Laboratory Fee (Courses listed below) .....</b>	<b>\$20.00</b>
5170 Laboratory Topics in Biology	
6303 Evolutionary Ecology	
6306 Field Botany	
<b>Late Payment Charges .....</b>	<b>\$ 5.00</b>
See Payment by Installment for more information	
<b>Late Registration Fee .....</b>	<b>\$ 15.00</b>
<b>Library Fees</b>	
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 \$10.00 service fee. Fee to increase to \$25.00 beginning Fall 2001.	
Damaged items – Fees vary according to the extent of the damaged and cost of repair or replacement.	
<b>Reinstatement Charge .....</b>	<b>\$ 25.00</b>
See Payment by Installment for more information	
<b>Returned Check Charge .....</b>	<b>\$ 25.00</b>
This nonrefundable charge will be assessed to students for each returned check. UTB/TSC may refuse to accept checks from students who have previously had a check returned for insufficient funds or other reasons. NSF checks not paid will be submitted for collection. Student will be liable for any court cost and attorney fees.	
<b>School of Education-Foreign Field Experience .....</b>	<b>\$ 27.50</b>

Fee for students that take EDEC 6310.65 and BILC 6322.65; effective Fall 2001.

**Student Liability Insurance Fee per Academic year** ..... \$ 18.13  
 (Fee subject to change without notice)

**Testing Fees (are subject to change without notice)**

GRE ..... \$ 99.00  
 GMAT ..... \$ 199.00  
 TOEFL ..... \$ 100.00

**Thesis Binding Fee** ..... \$ 15.00 per copy

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

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

**Tuition Installment Incidental Charge** ..... \$ 7.50

See "Payment by Installment" for more information

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

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

**Parking Classifications:**

Faculty, Staff, Students (annual fee) ..... \$60.00  
 Disabled ..... No charge\*

**Replacement Permits:**

Replacement Fee ..... 1.00

**Enforcement Fees:**

General Parking Violations ..... 10.00  
 No Permit ..... 25.00  
 Fire lane, Disabled, Grass Area, etc. .... 35.00  
 Immobilizer Charge ..... 10.00  
 Late Payment Charge (60 days) ..... 25.00

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

## Tuition & Fees – Resident (In-District or Out-of-District)

### Fall & Spring Semesters

Semester	Tuition	Student	Computer	Records	Designated	Automated	Student	
Total								
Credit		Serv. Fee	Use Fee	Fee	Tuition	Fee	Union Fee	Fee
Hours	\$48/hr.	\$9.10/hr.	\$5/hr.	\$5	\$18/hr.	\$10	\$34.35	
	min. \$120	max. \$150						
1	\$ 120.00	\$ 9.10	\$ 5.00	\$ 5.00	\$18.00	\$10.00	\$34.35	\$201.45
2	120.00	18.20	10.00	5.00	36.00	10.00	34.35	233.55
3	144.00	27.30	15.00	5.00	54.00	10.00	34.35	289.65
4	192.00	36.40	20.00	5.00	72.00	10.00	34.35	369.75
5	240.00	45.50	25.00	5.00	90.00	10.00	34.35	449.85

6	288.00	54.60	30.00	5.00	108.00	10.00	34.35	529.95
7	336.00	63.70	35.00	5.00	126.00	10.00	34.35	610.05
8	384.00	72.80	40.00	5.00	144.00	10.00	34.35	690.15
9	432.00	81.90	45.00	5.00	162.00	10.00	34.35	770.25

*For each regular semester (Fall or Spring), a graduate student may enroll for no more 9 semester credit hours without authorization by the Dean of Graduate Studies.*

10	480.00	91.00	50.00	5.00	180.00	10.00	34.35	850.35
11	528.00	100.10	55.00	5.00	198.00	10.00	34.35	930.45
12	576.00	109.20	60.00	5.00	216.00	10.00	34.35	1,010.55

For each additional hour add ..... \$ 80.10

## Tuition & Fees – Nonresident (Foreign or Out-of-State)

*Each Fall or Spring semester, or summer session*

Semester Credit Hours	Tuition \$266/hr.	Student Serv. Fee \$9.10/hr. max. \$150	Computer Use Fee \$5/hr.	Records Fee \$5	Designated Tuition \$18/hr.	Automated Fees \$10	Student Union Fee \$34.35	Total
1	\$ 266.00	\$ 9.10	\$ 5.00	\$ 5.00	\$ 18.00	\$ 10.00	34.35	\$ 347.45
2	532.00	18.20	10.00	5.00	36.00	10.00	34.35	645.55
3	798.00	27.30	15.00	5.00	54.00	10.00	34.35	943.65
4	1,064.00	36.40	20.00	5.00	72.00	10.00	34.35	1,241.75
5	1,330.00	45.50	25.00	5.00	90.00	10.00	34.35	1,539.85
6	1,596.00	54.60	30.00	5.00	108.00	10.00	34.35	1,837.95
7	1,862.00	63.70	35.00	5.00	126.00	10.00	34.35	2,136.05
8	2,128.00	72.80	40.00	5.00	144.00	10.00	34.35	2,434.15
9	2,394.00	81.90	45.00	5.00	162.00	10.00	34.35	2,732.25

*For each regular semester (Fall or Spring), a graduate student may enroll for no more 9 semester credit hours without authorization by the Dean of Graduate Studies.*

10	2,660.00	91.00	50.00	5.00	180.00	10.00	34.35	3,030.35
11	2,926.00	100.10	55.00	5.00	198.00	10.00	34.35	3,328.45
12	3,192.00	109.20	60.00	5.00	216.00	10.00	34.35	3,626.55

For each additional hour add ..... \$ 298.10

## Tuition & Fees – Resident (In-District or Out-of-District)

*Each Summer Session*

Semester Credit Hours	Tuition \$266/hr.	Student Serv. Fee \$9.10/hr. max. \$150	Computer Use Fee \$5/hr.	Records Fee \$5	Designated Tuition \$18/hr.	Automated Fees \$10	Student Union Fee \$34.35	Total
1	\$ 60.00	\$ 9.10	\$ 5.00	\$ 5.00	\$ 18.00	\$ 10.00	\$ 34.35	\$ 141.45
2	96.00	18.20	10.00	5.00	36.00	10.00	34.35	209.55
3	144.00	27.30	15.00	5.00	54.00	10.00	34.35	289.65
4	192.00	36.40	20.00	5.00	72.00	10.00	34.35	369.75
5	240.00	45.50	25.00	5.00	90.00	10.00	34.35	449.85
6	288.00	54.60	30.00	5.00	108.00	10.00	34.35	529.95
7	336.00	63.70	35.00	5.00	126.00	10.00	34.35	610.05

8	384.00	72.80	40.00	5.00	144.00	10.00	34.35	690.15
9	432.00	81.90	45.00	5.00	162.00	10.00	34.35	770.25

*For each regular semester (Fall or Spring), a graduate student may enroll for no more 6 semester credit hours without authorization by the Dean of Graduate Studies*

For each additional hour add ..... \$ 80.10

## Refund Policy

### ***Semester-Length Courses***

Students who are enrolled and who officially withdraw or are disenrolled 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

#### ***Summer Session***

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

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

#### ***Summer Session***

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

#### ***Mini-Courses***

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

## Return of Title IV Funds

When a recipient of Federal Title IV grant or loan assistance withdraws from UTB/TSC during the payment period in which the student began attendance, UTB/TSC must determine the amount of Title IV grant or loan assistance that the student earned as of the student's withdrawal date. The date, as determined by UTB/TSC, that the student began the withdrawal is the date used for calculating the percentage used in the formula for Return of Title IV funds. The number of days from the first 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 with-

drawal date is after the 60% point, the student has earned 100% of the Title IV funds. Federal Work-Study is not included in this calculation. If the total amount of Title IV grant and/or loan assistance that was 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 exceed amount originally disbursed):

- Unsubsidized FFEL Stafford Loans
- Subsidized FFEL Stafford Loans
- Perkins (n/a at UTB/TSC)
- FFEL Plus
- Federal Pell Grant
- Federal SEOG
- Other Title IV assistance (not including Federal Work-Study)

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. The student returns “unearned” Title IV funds that he or she has received from loan and/or grant programs.

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

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

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

## **Reimbursement Priority**

Refunds are required to be credited to the following financial aid programs in this order:

1. Outstanding balances on Part B, D, and E loans;
2. Awards for Pell, SEOG, and the CWS programs;
3. Title IV student assistance programs;
4. Financial aid programs;
5. The student.

## **Residency Waiver for Mexican Residents**

State law allows students who are citizens of Mexico and who can document financial need to pay the same tuition as residents of the State of Texas when enrolling. To be eligible for this waiver, such students must complete all university matriculation requirements, document financial need, and be accepted for admission into the graduate program. Such students continue to be classified as nonresident or foreign students. Contact the Office of Student Financial Assistance at Tandy Hall 206.

# Tuition Exemptions

The Texas Legislature has provided a tuition and fee exemption, excluding general property deposit and student services fees, provided under §54.204 and §54.205 of the *Texas Education Code*.

To obtain the exemption, an approved application must be on file with the Office of Student Financial Aid Assistance six weeks prior to registration. Tuition and fee exemptions are granted for the following categories of students:

- Children of Texas veterans
- Children of disabled Texas firefighters and peace officers
- Blind and deaf students
- Firefighters enrolled in fire science courses
- Foster children
- Children of prisoners of war or persons missing in action
- ROTC students
- AFDC students
- Texas ex-servicemen
- Economic Hardship
- Educational Aides
- Early High School Graduates

The following tuition and fee exemptions require approval of the UT System Board of Regents:

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

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

# Academic Information

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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

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

## Admission to Degree Candidacy

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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 Enrollment Office. (See "Graduation Requirements" for further information.)

## Auditing Policy

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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. Students may not enter courses for audit until the seventh day after classes have begun. Permission cards for auditors are not available during the official registration period, but may be requested in the offices of the academic deans after classes begin.

Audit students do not receive credit. An audit intention cannot be changed to credit nor can credit courses be changed to audit. Audit work can not be used toward diploma or degree requirements.

Auditors who wish to have library privileges may receive them by filling out a University Scholars Library application at the circulation desk at the UTB/TSC Library and paying a nonrefundable fee. There are limits



on the services offered to University Scholars Library cardholders; further details are available from the circulation desk. Auditors who want parking privileges should go to the University 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 Enrollment Office by the published due date.

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

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

**PASS** with a recommendation that the candidate be cleared to receive the degree.

**FAIL** stipulating the conditions that must be met before the candidate is eligible to take the exam the second time. The comprehensive exam may not be taken more than two times. A review period of not less than ninety (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.

## **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 Graduate Office 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 (5) semester hours constitute full-time and seven (7) semester hours is the maximum credit load allowed for each summer session. Three semester hours constitute half-time enrollment during a summer session. The maximum graduate student load for both summer sessions is 12 semester hours including any mini-term enrollment. Registration will not be allowed for students

attempting to register for hours in excess of these limits. Mini-term courses offered in May are counted as part of the first summer session load. Any request for exception to the credit load policy must be approved by the Dean of Graduate Studies. A written request including a rationale for the exception must be received by the Office of Graduate Studies two weeks prior to late registration day.

## Course Numbers

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

## Fresh Start

A graduate applicant who has earned a baccalaureate degree under the “academic fresh start” statute, Texas Education Code, §51.929, will be evaluated on only the grade point average of the course of work completed for that baccalaureate degree and the other criteria stated herein.

## Grade Changes

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

## Grades

Final grades are available to students within 24 hours after all final exam grades have been submitted to the respective Deans’ offices after the end of each semester.

## Grading System

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

Grade	Definition	Grade Points
A	Excellent	4.00
B	Good	3.00
C	Average	2.00
D	Below Average	1.00
	(Course must be repeated. Course will not count towards degree program.)	
F	Failure	0.00
I	Incomplete – work must be finished the next semester; otherwise, the grade automatically becomes an F unless an extension of time is requested in writing to the Graduate Office by the instructor.	
AU	Audit – no academic credit awarded, and no transcript notation.	
W	Withdrawal – not used in calculation of GPA.	
P	Pass – carries credit but no grade points. Not used in computing GPA.*	
U	Unsatisfactory – appears on transcript, no grade points. Not used in GPA.*	

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

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

## **Graduate Credit for Seniors**

A student who has not yet completed all requirements for the bachelor's degree may be eligible for graduate study as a senior. Such students must complete their undergraduate work and be eligible to obtain the bachelor's degree during the first semester of graduate work. The student must have an overall GPA of at least 3.0 and must be within nine semester hours of completing the total number of hours required for the bachelor's degree. The combined load of the graduate and the undergraduate courses for a full-time student must not exceed 12 semester hours. To take graduate courses under this provision, students must complete the graduate application process and secure the written permission of the chair of the department in which credit is sought, as well as the Graduate Dean. Seniors at other universities who have nine or fewer credits to complete for the bachelor's degree may also qualify. They must supply transcripts, complete the application process and provide letters from their home institutions indicating they are within 9 hours of graduation.

## **Graduation Requirements**

Students 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 earning an M.A., M.A.I.S., M.S.I.S. or M.Ed. must submit two applications a) Master's Comprehensive Examination Application and b) Graduation Application to the Enrollment Office before the application deadline; students earning an M.B.A. must submit a Graduation Application. An applicant must attach a copy of the official Program of Study to the application and pay the required \$25 fee at the Business Office. Students are advised to speak with their Graduate Advisors before submitting the required applications. Once the appropriate paperwork has been submitted to the Enrollment Office, students will be notified in writing regarding their eligibility.

Application Deadlines:

Fall Semester	September 1 <sup>st</sup>
Spring Semester	February 1 <sup>st</sup>
Summer Term	April 1 <sup>st</sup>

Applications are available at the Graduate Office located in Champion Hall, 1<sup>st</sup> floor, and at the Admissions Office located in Tandy Hall #105.

## **Grievances – Grade Appeals**

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

## **Grievances – Other than Grade Appeals**

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

# **On-line and Distance Education Degree Programs**

Specific graduate degrees may also be awarded under On-line or Distance Education degree plans offered by UTB/TSC in cooperation with other University of Texas System universities. 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.

## **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 Graduate Office to the student, the Faculty Advisor, and the Chairperson of the major department. The Graduate Office will retain the original Program of Study in the student's file.

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

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

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

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

## **Repetition of Courses**

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

## **Residence Requirement**

A residence of one academic year or the equivalent in summer sessions is required. In graduate programs that require a thesis, at least 18 semester hours of course credit plus six semester hours of thesis credit shall be earned in residence at UTB/TSC. For programs that require 36 semester hours of credit but do not require a thesis, at least 24 semester hours must be earned in residence at UTB/TSC. In all cases the last 12 hours earned for the degree must be earned as resident UTB/TSC credit. Students seeking certification with the Master of Education degree should consult the School of Education section of the catalog.

In the case of Distance Education or On-line Degree programs offered by UTB/TSC, courses offered by other accredited component institutions of the University of Texas System as part of system-wide consortial degree

programs may be counted towards the residence requirement. This provision shall apply only to Distance Education or On-line or Distance Education courses from other institutions.

## **Second Master's Degree**

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

## **Semester Credit Hour**

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

## **Student Discipline**

By enrolling in the university, students neither lose the rights nor escape the responsibilities of citizenship. All students are expected to comply with state and federal law, the *Rules and Regulations* of the Board of Regents of The University of Texas System, The University of Texas at Brownsville and Texas Southmost College regulations, and instructions issued by university administrative officials in the course of their duties.

When students violate the prescribed codes of behavior, disciplinary action may be initiated through the Office of the Vice President for Student Affairs.

Information about the rules of conduct, due process procedures and disciplinary penalties is published in the *Rules and Regulations* of the Board of Regents of the University of Texas System, Part One, Chapter VI, Section 3. Copies of these documents are available in the Office of the Vice President for Student Affairs. Information on conduct and due process is published in the *Student Guide*, which is available in the Enrollment Office.

## **Student Work and Class Attendance**

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

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

# Thesis

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

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

The student shall choose in consultation with their faculty advisor a thesis committee consisting of three graduate faculty members including the student's faculty advisor (who chairs the committee). The committee will be approved by the student's advisor, the Graduate Coordinator or Program Director, the Department Chair, and the Graduate Dean. The thesis topic and written prospectus must be approved in writing by the Faculty Advisor, the thesis committee and the Dean of Graduate Studies prior to the student's undertaking the research problem. All research involving human subjects must also be approved by the Human Subjects Research Review Committee (HSRRC) prior to collection of any data. Similarly, all research involving live vertebrate animals must also be approved by the Institutional Animal Care and Use Committee (IACUC) prior to collection of any data. Instructions for the preparation of the thesis and information on the HSRRC and the IACUC can be obtained from the academic department or Office of Graduate Studies and Sponsored Programs.

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

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

## Transfer of Credit Policy

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

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

Transfer credit used to fulfill program requirements will be approved by the Faculty Advisor, Chairperson of the Department and the Graduate Office when the official Program of Study is approved for the student. The Faculty Advisor has the initial responsibility to insure that the proposed transfer work is relevant and appropriate to the degree sought. The Graduate Office will validate the student's transcript when necessary. Additionally for the School of Education, transfer credit for certification purposes must also be approved by the Graduate

Advisor, Coordinator of Teacher Education and the School of Education Dean (see “School of Education” for further information).

## **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.

# **Graduate Degrees**



# GRADUATE PROGRAMS

The university administration and faculty are committed to graduate programs for the educational, personal, economic and cultural development of the citizens of the region. The specific degrees listed below have been approved by The University of Texas System and the Texas Higher Education Coordinating Board. The university pledges to provide graduate offerings consistent with area needs and resources.

## College of Liberal Arts

*Dr. Farhat Iftekharuddin, Dean • South Hall #246 • 544-8253 • fjf@utb1.utb.edu*

### **Department of Behavioral Sciences**

*Dr. Virginia V. Wood, Chair • South Hall #226 • 544-8225 • wood@utb1.utb.edu*

### **Department of Criminal Justice**

*Dr. Norman Binder, Interim Chair • South Hall #319 • 544-8993 • binder@utb1.utb.edu*

### **Department of English and Speech**

*Dr. Charles Dameron, Chair • South Hall #221 • 544-8851 • dameron@utb1.utb.edu*

### **Department of Fine Arts**

*Dr. SueZanne Urbis, Chair • E-108 • 544-8247 • surbis@utb1.utb.edu*

### **Department of Modern Languages**

*Cipriano Cárdenas, Chair • South Hall #238 • 544-8246 • ccardenas@utb1.utb.edu*

### **Department of Social Sciences**

#### **History**

*Dr. William Adams, Chair • South Hall 314 • 544-8260 • wadams@utb1.utb.edu*

#### **Government**

*Mr. Ronald Lane, Chair • South Hall #309 • 544-8260 • rlane@utb1.utb.edu*

#### **Master of Arts in Interdisciplinary Studies – M.A.I.S. Concentrations in:**

##### **English**

*Dr. Noor Islam, Advisor • South Hall 208 • 544-88429 • noor@utb1.utb.edu*

##### **Government**

*Dr. Norman Binder, Advisor • South Hall #304 • 544-8259 • binder@utb1.utb.edu*

##### **History**

*Dr. Milo Kearney, Advisor • South Hall #312 • 544-8838 • mkearney@utb1.utb.edu*

##### **Sociology**

*Dr. Sherry McCullough, Advisor • South Hall #228 • 544-8222 •  
mccullough@utb1.utb.edu*

##### **Spanish**

*Dr. Lidia Díaz, Advisor • South Hall #240 • 544-8981 • ldiaz@utb1.utb.edu*

#### **Master of Arts – M.A. in:**

##### **English**

*Dr. Noor Islam, Advisor • South Hall 208 • 544-8849 • noor@utb1.utb.edu*

##### **Spanish**

*Dr. Lidia Díaz, Advisor • South Hall #240 • 544-8981 • ldiaz@utb1.utb.edu*

#### **Master of Science in Criminal Justice – M.S.C.J. (under the auspices of UTPA) in:**

##### **Criminal Justice**

*Dr. Susan E. Ritter, Advisor • South Hall #323 • 548-6569 • ritter@utb1.utb.edu*

## College of Science, Mathematics and Technology

*Mr. Terry Jay Phillips, Interim-Dean • Science, Engineering & Technology Building #2.342 • 574-6701 • tjayp@utb1.utb.edu*

### Department of Biological Sciences

*Mr. Alfredo Muñoz, Chair • LHSB #2.816 • 554-5041 • amunoz@utb1.utb.edu*

**Master of Science in Interdisciplinary Studies – M.S.I.S. Concentration in:**

#### **Biology**

*Dr. Genaro Lopez, Graduate Coordinator • LHSB #2.816 • 554-5044 • gnrolpz@utb1.utb.edu*

### Department of Mathematics

*Dr. Deloria Nanze-Davis, Chair • Science, Engineering & Technology Building #2.454 • 574-6636 • nanze@utb1.utb.edu*

## School of Business

*www.ntmain.utb.edu/business*

*Dr. Betsy Boze, Dean • South Hall #246 • 982-0161 • bboze@utb1.utb.edu*

### Department of Accounting • South Hall #288•544-3837

*R.B. Vinson, Chair • South Hall #286 • 982-0235 • rbvinson@utb1.utb.edu*

### Department of Business Administration • South Hall #276 • 982-0230

*Dr. Suzanne Hardebeck, Chair • South Hall #277 • 544-3874 • shardebeck@utb1.utb.edu*

#### **Master of Business Administration – M.B.A. • South Hall 266**

*Dr. Katherine Barker, Program Director • 983-7390 • kbarker@utb1.utb.edu*

## School of Education

*Dr. Sylvia C. Peña, Dean • Education #11 • 983-7219 • scpena@utb1.utb.edu*

### Department of Curriculum and Instruction

*Vacancy, Chair • Tandy Hall #257 • 544-8979 •*

#### **Master of Education – M.Ed. in:**

##### **Curriculum and Instruction**

##### **Elementary Education**

*Dr. Iliana Alanis, Advisor • Tandy 255 • 983-7268 • ialanis@utb1.utb.edu*

*Dr. Leo Coronado, Advisor • Education #28 • 982-0240 • leoc@utb1.utb.edu*

##### **Secondary Education**

*Dr. James Telese, Advisor • Education #30 • 548-8702 • jtelese@utb1.utb.edu*

*Dr. Jaime H. García, Advisor • Education #29 • 548-8703 • jhgarcia@utb1.utb.edu*

*Dr. Bobbette M. Morgan, Advisor • Education #31 • 983-7965*

##### **Reading Specialist**

*Dr. Javier Ayala, Advisor • Tandy Hall #236 • 548-6515 • ayala@utb1.utb.edu*

*Dr. Dianne Johnson, Advisor • Tandy Hall #239 • 544-8269 • djohnson@utb1.utb.edu*

*Dr. Paula Parson, Advisor • Tandy Hall #238 • 544-8865 • pparson@utb1.utb.edu*

*Dr. Kathy Bussert-Webb, Advisor • Education #23 • 983-7595 • kbwebb@utb1.utb.edu*

##### **Early Childhood Education**

*Dr. Georgianna Duarte, Advisor • Education #27 • 982-0257 • duarte@utb1.utb.edu*

##### **Educational Technology**

*Dr. Michael Sullivan, Advisor • Education #20 • 982-0266 • msullivan@utb1.utb.edu*

##### **Elementary Education/Bilingual Endorsement Option**

*Dr. Graciela Rosenberg, Advisor • Education #38 • 982-0267 • gprosen@utb1.utb.edu*

*Dr. Elva Cerda Pérez, Advisor • Education #32 • 982-0121 • ecpererez@utb1.utb.edu*

### **English as a Second Language**

Dr. Graciela Rosenberg, Advisor • Education #38 • 982-0267 • gprosen@utb1.utb.edu

Dr. Elva Cerda Pérez, Advisor • Education #32 • 982-0121 • ecperez@utb1.utb.edu

### **Department of School Specialties**

*Dr. Charles Comeaux, Chair • Education 9 • 982-0251 • chuckc@utb1.utb.edu*

#### **Master of Education – M.Ed. in:**

##### **Educational Administration**

Dr. Cindy Bradford, Advisor • Education #21 • 982-0273 • cbradford@utb1.utb.edu

Dr. Peter B. Gawenda, Advisor, Director Student Research UH/UTB Ed.D. Program •

Eidman #107B • 982-0177 • pgawenda@hp.utbtsc.edu

Dr. Andrés N. Vallado, Advisor • Education #15A • 982-0258 • anvallado@utb1.utb.edu

##### **Counseling and Guidance**

Dr. Charles Comeaux, Advisor • Education #17 • 982-0251 • chuckc@utb1.utb.edu

Dr. Alma Leal, Advisor • Education #15B • 982-0122 •agleal@utb1.utb.edu

##### **Special Education**

Dr. Mary Curtis, Advisor • Education #25 • 982-0259 • mcurtis@utb1.utb.edu

Dr. Ralph Hausman, Advisor • South #111 • 982-0265 • rhausman@utb1.utb.edu

Dr. Steve Chamberlain, Advisor • Education #26 • 548-8703 •

schamberlain@utb1.utb.edu

## **School of Health Sciences**

*Dr. Eldon Nelson, Dean • Life and Health Sciences #2.404 • 554-5000 • enelson@utb1.utb.edu*

### **Department of Nursing**

*Dr. Katherine Dougherty, Interim-Chair • LHSB #2.720 • 554-5071 • kdougherty@utb1.utb.edu*

#### **Master of Science in Public Health Nursing – MSPHN Concentration in:**

##### **Public Health Nursing**

Dr. Ella Herriage, Advisor • LHSB #2.424 • 554-5076 • eherriage@utb1.utb.edu

# COLLEGE OF LIBERAL ARTS

*Dr. Farhat Iftekharuddin, Dean • South Hall #246 • 544-8253 • fff@utb1.utb.edu*

## **Department of Behavioral Sciences**

*Dr. Virginia V. Wood, Chair • South Hall #226 • 544-8225 • wood@utb1.utb.edu*

## **Department of Criminal Justice**

*Dr. Norman Binder, Interim Chair • South Hall #319 • 544-8993 • binder@utb1.utb.edu*

## **Department of English and Speech**

*Dr. Charles Dameron, Chair • South Hall #221 • 544-8851 • dameron@utb1.utb.edu*

## **Department of Fine Arts**

*Dr. SueZanne Urbis, Chair • E-108 • 544-8247 • surbis@utb1.utb.edu*

## **Department of Modern Languages**

*Cipriano Cárdenas, Chair • South Hall #238 • 544-8246 • ccardenas@utb1.utb.edu*

## **Department of Social Science**

### *History*

*Dr. William L. Adams, Chair • South Hall #316 • 544-8260 • wadams@utb1.utb.edu*

### *Government*

*Mr. Ronald Lane, Chair • South Hall # 309 • 544-8260 • rlane@utb1.utb.edu*

The College of Liberal Arts offers programs of study leading to the Master of Arts degree in the fields of English and Spanish and the Master of Arts in Interdisciplinary Studies degree with graduate concentrations in History, English, Government, Sociology and Spanish. In addition, graduate study is available in the Arts, Criminal Justice, Psychology and Interpreting.

## **Admission**

Besides the general admission requirements of the UTB/TSC graduate program, each of the graduate degrees has additional admission requirements. The English, Government, Sociology and History concentration areas for the M.A.I.S. degree require six semester hours of upper level undergraduate credit in the field. The Spanish concentration area requires at least 12 advanced undergraduate hours in Spanish, nine of which must be literature. All concentration areas in Interdisciplinary Studies have a research component and require skills and/or coursework in research methods.

The Master of Arts degree in Spanish requires that the student must have completed twelve semester credit hours of advanced undergraduate Spanish, of which nine must be in literature. The Master of Arts degree in English requires students to have completed at least six semester hours of advanced undergraduate study in English. Students without this background must take these hours during the first year of graduate study.

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

*English: Dr. Noor Islam, Advisor • South Hall 208 • 544-88429 • noor@utb1.utb.edu*

*Government: Dr. Norman Binder, Advisor • South Hall #304 • 544-8259 • binder@utb1.utb.edu*

*History: Dr. Milo Kearney, Advisor • South Hall #305 • 982-0218 • mkearney@utb1.utb.edu*

*Sociology: Dr. Sherry McCullough, Advisor • South Hall 228 • 544-8222 • mccullough@utb1.utb.edu*

*Spanish: Dr. Lidia Díaz, Advisor • South Hall #240 • 544-8981 • ldiaz@utb1.utb.edu*

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

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

## Areas of Concentration:Credit Hours

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

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

## Thesis

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

## Supporting Fields

Arts, Biology, Business Administration\*, Criminal Justice, Education\*, Interpreting, Psychology  
All areas of concentration may also be support fields for each other.

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

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

*English: Dr. Noor Islam, Advisor • South Hall 208 • 544-88429 • noor@utb1.utb.edu*

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

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

### Degree Requirements

The Master of Arts degree without a thesis consists of 36 hours and may include a minor of nine hours in a related field. The Master of Arts degree with thesis consists of 30 hours of coursework with six additional hours awarded for the thesis. With proper planning and with the approval of their graduate committees, students may take six of the 30 required hours in a field that is outside of English but that is directly relevant to the students' Program of Study. The courses in English for both plans must satisfy the following distribution requirements:

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

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

## ***Comprehensive Written Examination***

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

### ***Thesis***

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

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

*Spanish: Dr. Lidia Díaz, Advisor • South Hall #240 • 544-8981 • ldiaz@utb1.utb.edu*

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

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

### ***Degree Requirements***

The Master of Arts degree with thesis option consists of 30 hours of coursework, all in Spanish, with six additional hours awarded for the thesis for a total of 36 semester hours. The Master of Arts degree in Spanish without a thesis option consists of 36 hours of coursework and may include a minor of 6-12 hours in a related field. At least 24 hours must be in Spanish. The courses in Spanish for both plans must be chosen from the curriculum listed below and must include one of the following sequences:

- Literature of Spain, SPAN 6341, 6370, and 6371 (with 19th and 20th century topic), or
- Latin American Literature, SPAN 6373, 6374, and 6375.

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

## ***Comprehensive Written Examination***

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

### ***Thesis***

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

## *Interpreter Certificate*

A departmental Interpreter's Certificate is offered with completion of the following courses:

INTG	6376	Consecutive Interpreting
INTG	6377	Simultaneous Interpreting
INTG	6378	Court Interpreting
INTG	6379	Interpreting Practicum

## **Graduate Courses in Liberal Arts**

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### **ARTS (ARTS)**

#### **ARTS 6310 Graduate Studio Problems in Drawing and Painting**

This course is the study of technical, formal and conceptual aspects of drawing and 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 before registering for this course. Lec. 2, Lab 4, Cr. 3

#### **ARTS 6311 Graduate Studio Problems in Ceramics**

This course is the study of a variety of pottery and sculpture techniques, and of the development of individual expression through the use of volume, form, space and mass at the graduate level. This course may be repeated for credit up to 12 hours when the content varies. The content of this course is subject to instructor approval.

Prerequisites: Prerequisites: Students must hold a Bachelor's degree that included 6 hours of advanced undergraduate ceramics. Candidates must submit a portfolio of their artwork and be interviewed by the graduate art faculty before registering for this course. Lec. 2, Lab 4, Cr. 3

#### **ARTS 6330 Advanced Studies in Art History and Criticism**

This course is an analysis at the graduate level of selected areas of art history and criticism from established periods and styles of art. This course may be repeated for up to 12 hours when the subject content varies. Admission to this course is subject to instructor approval.

Prerequisites: Students must hold a Bachelor's degree that included 6 hours of advanced undergraduate art history. Candidates must submit a portfolio of their artwork and be interviewed by the graduate art faculty before registering for this course. Lec. 3, Cr. 3

### **CRIMINAL JUSTICE (CRIJ)**

#### **CRIJ 6301 Criminal Justice System**

This course is designed to give students a current, thorough, and comprehensive overview of all facets of the criminal justice system in the United States, its functions, current controversial issues and future trends. The philosophy, history, and development of criminal justice agencies will be examined. Lec 3, Cr 3

#### **CRIJ 6302 Crime, Criminal Behavior, and Criminology**

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

#### **CRIJ 6303 Criminal Justice Policy Analysis**

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

#### **CRIJ 6304 Law, Courts, and Criminal Procedure**

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

#### **CRIJ 6305 Criminal Justice Organizational Theory and Behavior**

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

**CRIJ 6306 Statistical Methods in Criminal Justice**

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

**CRIJ 6307 Criminal Justice Research Methods**

Examination of theory, techniques, methods, and applications of quantitative analysis in criminal justice, with emphasis upon experimental design and collection, tabulation, and analysis of in-field data.

Prerequisite: CRIJ 6306 or consent of instructor. Lec 3, Cr 3

**CRIJ 6308 Juvenile Justice System**

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

**CRIJ 6309 Issues in Corrections**

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

**CRIJ 6310 Issues in Policing**

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

**CRIJ 6311 Special Topics in Criminal Justice**

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

**CRIJ 6312 Independent Research and Study**

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

**CRIJ 7301-7302 Thesis**

The student is required to complete an individual research project under the direction and supervision of a graduate thesis committee. The thesis will be defended publicly and approved by a majority of the thesis committee.

Prerequisite: Approval of Graduate Program Director. Lec 3, Cr 3

**CRIJ 7303-7304 Applied Research Project**

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

**ENGLISH (ENGL)**

**ENGL 6199 Special Topics in The Composing Process**

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

**ENGL 6300 Introduction to Graduate Studies**

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

**ENGL 6301 Shakespeare**

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

**ENGL 6303 The Bible as Literature**

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



**ENGL 6305 The Romantic Period**

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

**ENGL 6308 History of the English Language**

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

**ENGL 6310 20th-Century English and American Poetry**

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

**ENGL 6312 Milton**

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

**ENGL 6321 Composition Theory**

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

**ENGL 6341 Literary Criticism**

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

**ENGL 6354 Linguistics and Reading**

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

**ENGL 6355 Second Language Acquisition**

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

**ENGL 6362 The Victorian Period**

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

**ENGL 6363 20th-Century English Novel**

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

**ENGL 6364 Restoration and 18th-Century Drama**

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

**ENGL 6371 20th-Century American Novel**

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

**ENGL 6372 Hawthorne and Melville**

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

**ENGL 6391 The Short Story**

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

**ENGL 6398 Special Topics in Literature**

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

**ENGL 6399 Special Topics in the Composing Process**

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

**ENGL 7300 Thesis**

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

**ENGL 7301 Thesis**

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

## **GOVERNMENT (GOVT)**

**GOVT 6310 Seminar and Problems in Political Science**

A survey and critique of the bibliography and problems in various fields of political science. Lec 3, Cr 3

**GOVT 6360 American Executive Process and Policy Outputs**

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

**GOVT 6367 American Judicial Process**

Advanced study of the structure, functions and procedures of the national, state and local judicial systems, the inter-relationship 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 6376 United States-Mexico, Central America & Caribbean Relations**

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

**GOVT 6386 Politics of South America**

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

**GOVT 6388 Major Political Ideologies**

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

**HISTORY (HIST)****HIST 6301 Seminar and Problems Study in Eras in American History to 1860**

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

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

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

**HIST 6314 Seminar and Studies in Mexico and the Borderlands**

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

**HIST 6316 Studies in Mexican and American Heritages**

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

**HIST 6330 Seminar and Studies in European History**

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

**INTERDISCIPLINARY STUDIES (INDS)****INDS 7300 Thesis Cr 3****INDS 7301 Thesis Cr 3****INTERPRETING (INTG)****INTG 6376 Consecutive Interpreting**

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

## **PSYCHOLOGY (PSYC)**

### **PSYC 5306 Methods of Conflict Resolution**

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

### **PSYC 5313 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 5321 Contemporary Topics in Psychology**

A survey and review of recent developments in psychological research and practice. Topics may vary. May be taken twice for credit. Lec 3, Cr 3

### **PSYC 5333 Theories of Personality**

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

### **PSYC 6318 Learning, Memory and Cognition**

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

## **SOCIOLOGY (SOCI)**

### **SOCI 5360 Sociology of Education**

An analysis of the relationship of the educational institution to society and the patterns of order, change and conflict that emerge. Current issues, such as bureaucratization of schools and problems of minorities in the schools are examined with regard to related sociological principles and theory. An applied project and report will be required. Lec 3, Cr 3

### **SOCI 6313 American Minorities**

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

### **SOCI 6323 The Mexican-American Presence**

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

### **SOCI 6324 Problems of U.S. Health Care Systems**

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

### **SOCI 6325 Contemporary Issues in Sociology**

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

### **SOCI 6333 Pro-Seminar on Sociological Theory**

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

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

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

populations of the Rio Grande Valley. Lec 3, Cr 3

## **SPANISH/HISPANIC STUDIES (SPAN)**

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

Basic orientation in the theory and practice of literary analysis with reference to Hispanic tradition. Research and bibliographic methods, as well as the organization, drafting, and editing of critical literary articles. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3

### **SPAN 6313 History of the Spanish Language**

A detailed study of the growth of the Spanish language from beginning to present. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3

### **SPAN 6339 Special Studies in Spanish American Literature**

Special topics from the field of Spanish American Literature. Course may be taken three times as the topic varies. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3

### **SPAN 6341 Special Studies in Spanish Literature**

Special topics from the field of Spanish literature. This course may be taken three times as the topic varies. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3

### **SPAN 6370 The Literature of Medieval Spain**

Critical study of the major works of Spanish literature from its origins down to the end of the 15th century. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3

### **SPAN 6371 The Literature of the Golden Age of Spain**

Critical study of major works of the Spanish Renaissance and Baroque Periods. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3

### **SPAN 6373 The Latin American Novel**

Critical study of Latin American narrative from its birth in Neoclassicism to the contemporary novel of the "boom." Taught in Spanish. All readings, papers, and exams in Spanish.

Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3

### **SPAN 6374 Latin American Poetry**

Critical study of major poetic works from the colonial period to the present day. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3

### **SPAN 6375 The Latin American Essay**

Critical study of the Latin American essay from the colonial chronicle to contemporary intellectual prose. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours of advanced Spanish, nine of which must be literature. Lec 3, Cr 3

### **SPAN 6380 Special Topics in Spanish Linguistics**

Special topics in Spanish linguistics, including comparative linguistics, socio-linguistics, and the study of regional language. May involve field work. Taught in Spanish: all classes, papers, and examinations in Spanish. May be repeated once as topics vary. Lec 3, Cr 3

### **SPAN 7300 Thesis**

Pass/Fail Grade.

*Prerequisite: Approval of graduate advisor.*

### **SPAN 7301 Thesis**

Pass/Fail Grade.

*Prerequisite: Approval of graduate advisor.*

# COLLEGE OF SCIENCE, MATHEMATICS AND TECHNOLOGY

*Mr. Terry Jay Phillips, Interim-Dean • Science, Engineering & Technology Building #2.342 • 574-6701*

## **Department of Biological Sciences**

*Mr. Alfredo Muñoz, Chair • LHSB #2.816 • 554-5041 • amunoz@utb1.utb.edu*

## **Department of Mathematics**

*Dr. Deloria Nanze-Davis, Chair • Science, Engineering & Technology Building #2.454 • 574-6636 • nanze@utb1.utb.edu*

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

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

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

Dr. Genaro Lopez, Graduate Coordinator • LHSB #2.816 • 554-5044 • gnrolpz@utb1.utb.edu

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

<b>Area of Concentration .....</b>	<b>Credit Hours</b>
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Biology .....	12-18
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(Must include BIOL 6101 and for non-thesis students BIOL 6365; BIOL 6101 must be taken for a total of three credits)

Two or more supporting fields-which must include ISCI 7300 and ISCI 7301 for thesis students 18-24

Total graduate hours for degree .....	36
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Each student in the M.S.I.S. degree program will be assigned a Faculty Advisor and two additional faculty committee members who teach in Interdisciplinary Studies. The choice of courses in the concentration area and the selection of supporting fields will be determined through consultation between the student, the Faculty Advisor and the committee members. A formal Program of Study as described elsewhere in this catalog will be prepared and submitted for approval. Each candidate for the M.S.I.S. must pass a comprehensive examination over the area of concentration and supporting fields.

### ***Thesis***

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

## ***Supporting Fields***

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

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

## ***Graduate Courses in Biology***

### **BIOLOGY (BIOL)**

#### **BIOL 5170 Laboratory Topics in Biology**

Specialized laboratory content and/or field experiences not available in other courses. May be repeated for credit as laboratory content and/or field experiences change.

Prerequisite: Graduate standing or consent of instructor. Lec 0, Lab 3, Cr 1

#### **BIOL 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 6101 Biology Graduate Seminar**

Independent scholarly review of topics of current research interest, reporting and discussing with faculty and other students. May be repeated for credit.

Prerequisite: Graduate standing or consent of instructor. Lec 1, Lab 0, Cr 1

#### **BIOL 6303 Evolutionary Ecology**

The role of genetics and evolution in ecology at the individual, population, and community levels.

Prerequisite: Graduate standing, BIOL 3303 and BIOL 3409 or equivalent. Lec 3, Lab 3, Cr 3

#### **BIOL 6306 Field Botany**

A set of field investigative projects which will focus on the quantitative analysis of local vegetation. Students will be required to collect, analyze, and interpret data. Oral presentations and written reports will also be included.

Prerequisite: Graduate Standing or consent of instructor. Lec 3, Lab 3, Cr 3

#### **BIOL 6365 Graduate Biological Research Problems**

Supervised research involving identification and definition of a problem, preparation of a proposal, collection and analysis of data, writing and submission for faculty approval of a report in standard scientific form.

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

#### **BIOL 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 and UTB and TSC. 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.

Prerequisite: Graduate standing, permission of the instructor and Department Chair. Lec 0, Lab 8, Cr 3

### **INTERDISCIPLINARY SCIENCE (ISCI)**

#### **ISCI 7300 Thesis**

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

#### **INDS 7301 Thesis**

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

### **MATHEMATICS (MATH)**

#### **MATH 5305 Modern Geometry**

This course studies geometries as axiomatic theories. It includes Euclidean, projective and non-Euclidean geometries (hyperbolic and elliptic). It also covers transformational geometry, Klein's program and convex geometry.

Prerequisite: 6 semester hours of 4000-level math. Lec 3, Cr 3

**MATH 5364 Mathematical Modeling**

The contents of this project-oriented course are widely open. It revisits some concepts from high school mathematics, calculus, and probability and may include selected topics from interpolation and approximation theories or computer algebra systems like Mathematica or Maple. Prerequisite: 6 semester hours of 4000-level math. Lec 3, Cr 3

**MATH 5373 Foundations of Mathematics**

This course studies elements of mathematical logic, set theory, number theory and selected topics from discrete mathematics like combinatorial analysis and graph theory. Mathematical proofs are emphasized.

Prerequisite: 6 semester hours of 4000-level math. Lec 3, Cr 3

**MATH 6351 Modern Algebra**

This course covers groups, rings, fields and modules, classical ideal theory, Galois theory, polynomials, rational function and algebraic extensions of the field of rationals. *Prerequisite: 6 semester hours of 4000-level math. Lec 3, Cr 3*

**MATH 6357 Advanced Calculus**

This course presents an axiomatic theory of real numbers, Cauchy's Theorem, sequences and series, theoretical aspects of differential and integral calculus of functions of several variables, implicit functions and Jacobians.

Prerequisite: 6 semester hours of 4000-level math. Lec 3, Cr 3

**MANUFACTURING (MFET)****MFET 5301 Design for Manufacture**

This course deals with the factors influencing product design and manufacturability. Topics include component design and analysis, design for manufacturability, design for manual and automated assembly and concurrent engineering. Students learn how to reduce material and part costs, assembly time, and number of parts in a product.

Prerequisite: Bachelor of Engineering Technology or Engineering or departmental approval. Lec 3, Cr 3

**PHYSICAL SCIENCE (PSCI)****PSCI 5310 Physical Science for Teachers**

This graduate level course is designed for in-service elementary and middle school teachers who will be implementing hands-on science learning in their classrooms. Students in the Master of Education in Curriculum and Instruction with emphasis in Science Education can use the credit for this course to fulfill the requirements for science content.

The course will provide the teachers with necessary theoretical background in classical physics, will develop skills in physical experimentation using FOSS modules and other available lab equipment and will enable the students to apply the basic laws of physics. Prerequisite: Graduate standing or departmental approval. Lec 3, Cr 3

**PHYSICS (PHYS)****PHYS 5393 Introduction to General Relativity and Gravitation**

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

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

**PHYS 5394 Statistical Theory of Signal Detection**

This graduate course will introduce the student to the classical theory of signal detection. It will present the theoretical background needed to understand the data analysis techniques and algorithms used to search for signals in noisy data. Explicate examples will be taken from the field of gravitational wave data analysis—a sub-field of gravitational physics recently opened up by the construction and operation of a number of large scale interferometric gravitational wave detectors. It is recommended that MATH 2342 be taken prior to taking this course.

Prerequisite: PHYS 3310, PHYS 3390, PHYS 4330 Lec 3, Cr 3

# SCHOOL OF BUSINESS

*Dr. Betsy Boze, Dean • South 246 • 982-0161 • bboze@utb1.utb.edu • www.ntmain.utb.edu/business*

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

**Department of Accounting • South Hall 286 • 544-3837**

*R.B. Vinson, Chair • South Hall #244 • 982-0235 • rbvinson@utb1.utb.edu*

**Department of Business Administration • South Hall 276 • 982-0230**

*Dr. Suzanne Hardebeck, Chair • South Hall #277 • 544-3874 • shardebeck@utb1.utb.edu*

**Master of Business Administration, Program Director**

*Dr. Katherine Barker • South Hall #266 • 983-7390 • kbarker@utb1.utb.edu*

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

The M.B.A. degree is designed for students who wish to pursue advanced studies in business to improve their business and administrative. An M.B.A. degree candidate is expected to be able to understand and apply organizational, managerial, and analytical skills. Additionally, candidates are expected to be knowledgeable in current business literature. The M.B.A. program at UTB/TSC includes a choice of electives that focus on issues and problems unique to the Texas/Mexico border region, in keeping with the bicultural, binational nature of the region. At UTB/TSC, graduate classes in the School of Business typically meet in the evenings or on weekends to accommodate the needs of working professionals.

### Executive Management Certificate/Diplomado de Administración de Empresas

Additionally, the School of Business offers post-baccalaureate certificate programs to meet specific needs for advanced education that do not lead to a graduate degree. The Executive Management Certificate/Diplomado de Administración de Empresas program offers managers and entrepreneurs a bi-lingual five course sequence of M.B.A., foundation-level courses. The program is primarily designed for managers and business owners who wish to update their business skills rather than aim for an academic degree. Fluency in Spanish is required for admission to Diplomado courses.

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

### Admission

A student must meet all requirements for regular admission to the graduate program to be admitted to the M.B.A. program (see “Admissions” section). These include undergraduate cumulative GPA of 2.8 on a 4.0 scale, or 3.0 for the last 60 hours of undergraduate work. Requirements for admission also include a minimum Graduate Management Admissions Test (GMAT) score of 400 on a test taken no more than five years prior to the time of application.

Provisional admission may be given to student applicants who are unable to complete their admission files but who otherwise meet admission requirements. Provisional status allows the student to enroll for one semester, with an academic course load of no more than seven credit hours. During that semester, all application materials must be received in order to further enroll.

Conditional admission may be granted for students who do not meet regular admission requirements, but show promise for successful graduate study. Conditions (e.g., additional coursework) may be placed on students receiving conditional admission, and subsequent registration will be barred if such conditions are not met. Normally a student must satisfy conditions within the first 12 hours of graduate study.

Students wishing to enroll in the M.B.A. Online program must meet conditions of Unconditional Admission.



Students who already have a Master's degree and are interested in taking additional graduate courses for professional improvement, or who are pursuing the Executive Management Certificate/Diplomado may enroll in graduate level business courses as non-degree-seeking students. (See "Categories of Admission" section.) Prospective students should consult with the Program Director for suggested enrollment status and course prerequisites.

International students must meet all requirements for admission in addition to those described above (see "International Students" section).

## ***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 semester of graduate work. The Program of Study should contain the following elements:

1. Student's plans for enhanced Personal Biliteracy (Spanish/English) abilities. The mission of UTB/TSC is expressly binational and bicultural. Students enrolled in the M.B.A. should plan to begin or enhance their own bilingual abilities throughout their time in the program.
2. 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.
3. M.B.A. Foundations courses (18 semester hours) are designed to give students basic knowledge and tools in the six 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 Foundations courses through successful completion of recent substantially similar coursework no more than 7 years prior to their admission to the M.B.A. program.
4. M.B.A. Breadth 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, business law, strategic utilization of information technology, and administrative policy, along with other required and elective courses. All students must complete the Breadth portion of the M.B.A. requirements. If a substantially similar graduate -level course has been completed prior to enrollment in the M.B.A., the student may be allowed to substitute an additional graduate business elective for that course.

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.

Students must maintain a cumulative GPA of 3.0 or above (on a 4.0 scale) to remain in good standing in the M.B.A. Program. A student falling below this minimum will be placed on academic probation. A student failing to remove him, or herself from academic probation will be suspended from the M.B.A. program. See "Academic Probation and Suspension" in this catalog for rules governing academic probation and suspension.

A student must achieve a minimum cumulative GPA of 3.0 to graduate and be awarded an M.B.A. degree.

### **MBA On-line Degree**

UTB/TSC, in cooperation with a consortium of University of Texas system universities, offers an MBA On-line Degree program. The MBA On-line 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. Instructional materials, course discussion or forums, and student work will be delivered entirely by electronic means.

Curriculum for the MBA On-line 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 a foundation of general business knowledge. Thirty credit hours are taken in ten courses of a General Management MBA curriculum.

Specific information concerning admission, course registration, tuition and fees, and course for the MBA On-line degree program, is available from the School of Business or the MBA Director.

## ***M.B.A. Prerequisite Competencies***

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

Computer Literacy-equivalent to COSC	1305	or three (3) credit hours of BMIS courses
College Algebra-equivalent to MATH	1314	or MATH 1324
Statistics-equivalent to BUSI	3341	

[Course numbers are those listed in the UTB/TSC undergraduate catalog.]

Knowledge in these areas can be demonstrated by the specified UTB/TSC courses, equivalent coursework at an accredited university, or CLEP exam. Courses to meet this requirement shall have been taken within the seven years prior to admission. 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 determinations 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.

## ***M.B.A. Foundations***

M.B.A. Foundation knowledge includes 18 semester hours of coursework. Any or all of these courses and credit hours may be waived if equivalent knowledge has been mastered in substantially similar, coursework within the seven year limit on transfer credits at an accredited institution, with a grade of "B" or better.

Course		Title	Credit Hours
ACCT	6301	Accounting for Managers	3
ECON	6301	Business Economics	3
FINA	6301	Financial Management	3
MANA	6301	Management Theory and Organizational Behavior	3
MANA	6360	Operations Management	3
MARK	6301	Marketing Management	3

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

## ***M.B.A. Breadth, Issues and Capstone Courses***

### **Breadth Courses**

BLAW	6300	Business Law	3
BUSI	6310	Business Research	3
BUSI	6380	International Business	3
MANA	6350	Information Technology for Managers	3
		Graduate Business Elective*	3
		Graduate Business Elective*	3
		Bi-National Graduate Elective**	3

\* Students will select 6-9 six semester hours of graduate electives from the School of Business.

\*\* Pre-Approved Bi-National Graduate Electives include:

BLAW	6301	Comparative Business Law
GOVT	6376	United States-Mexico, Central America and Caribbean Relations
HIST	6314	Brownsville and Matamoros History
HIST	6316	Studies in Mexican & American Heritages, and
SOCI	6323	The Mexican-American Presence.

Other electives which provide a similar binational focus may be approved by the M.B.A. Director.

**Issues Courses**

BUSI	6101	Environments of Business	1
BUSI	6105	Current Issues in Business	1
BUSI	6105	Current Issues in Business	1

Students with an undergraduate degree in Business Administration may petition to substitute an additional section of BUSI 6105 for BUSI 6101. Students may petition to substitute Issues (BUSI 6100) courses with recent, substantial (at least 15 instructor contact hours) business skills training/nonacademic instruction, as approved by the M.B.A. Director. However, students must still have a minimum of 30 graduate-level academic credit hours in the breadth portion of the program in order to receive the M.B.A. degree.

**Capstone Courses**

BUSI	6390	Administrative Policy and Strategy	3
BUSI	6399	Management Practicum	3
Total M.B.A. Credit Hours .....			30-48

***M.B.A. Elective Courses***

ACCT	5323	Contemporary Accounting Theory	3
ACCT	5329	Advanced Income Tax Procedure	3
ACCT	6321	Strategic Cost Management	3
ACCT	6323	Accounting Seminar	3
ACCT	6330	Seminar in Auditing	3
ECON	6351	Economics Seminar	3
FINA	6341	Finance Seminar	3
MANA	6331	Human Resources Administration & Industrial Relations	3
MANA	6332	Management Seminar	3
MARK	6371	Marketing Seminar	3
MARK	6372	Marketing Strategy	3
BLAW	6301	Comparative Business Law	3

**Graduate Courses in Business**

**ACCOUNTING (ACCT)**

**ACCT 5323 Contemporary Accounting Theory**

Contemporary advanced accounting and auditing theory, including controversial issues, with emphasis on income determination and asset valuation; special attention will be given to researching standard setting pronouncements from FASB, GASB, and other standard-setting bodies. There will also be a major research paper on an approved topic required as part of this course.

Prerequisite: ACCT 3322 (Intermediate II) with a grade of “C” or better. Lec 3, Cr 3

**ACCT 5329 Advanced Income Tax Procedure**

This course is an in-depth analysis of tax laws applicable to corporations and partnerships. Also covered will be federal gift, estate and inheritance taxes. Special attention will be given to learning to research the federal tax code. There will also be a major research paper on an approved topic required as part of the requirements of this course.

Prerequisite: ACCT 3323 (TAX I) with a grade of “C” or better. Lec 3, Cr 3

**ACCT 6301 Accounting for Managers**

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

### **ACCT 6321 Strategic Cost Management**

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

### **ACCT 6323 Accounting Seminar**

A study of current and special topics concerning accounting. Emphasis on literature from professional public accounting societies and governmental agencies. May be repeated for credit as topics vary.

Prerequisite: ACCT 6301 or consent of instructor. Lec 3, Cr 3

### **ACCT 6330 Seminar in Auditing**

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

## **BUSINESS LAW (BLAW)**

### **BLAW 6300 Business Law**

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, commercial paper, secured transactions, agency, partnership, corporations, property, bankruptcy, and international law. Lec 3, Cr 3

### **BLAW 6301 Comparative Business Law**

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

### **BLAW 6302 Business Law for Educators**

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

### **BLAW 6303 Business Law II**

A continuation and expansion of the study of rules of law, including sales, commercial paper and credit transactions with emphasis on the Uniform Commercial Code; business organization; government regulations; property, wills and trusts; consumer protection; bankruptcy. Prerequisite: Business Law (BLAW 6300) or Business Law I (BLAW 3337) Lec 3, Cr 3

## **BUSINESS (BUSI)**

### **BUSI 6101 Environments of Business**

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

### **BUSI 6105 Current Issues in Business**

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

### **BUSI 6310 Business Research**

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

### **BUSI 6380 International Business**

Readings and cases in international business. Emphasizes the impact of comparative differences in the domestic and international business environments and operations, including the impact of historical, economic, cultural, and political foundations on operations. Special international business topics of unique contemporary importance are also studied.

Prerequisite: Completion of M.B.A. Foundations requirements, or consent of instructor. Lec 3, Cr 3

**BUSI 6390 Administrative Policy and Strategy**

A study of management problems under dynamic conditions. Comprehensive, integrative cases will be studied and analyzed. This course should be taken during the last or next-to-last semester of the students program.

Prerequisite: Completion of M.B.A. Foundations requirements plus at least 15 hours of M.B.A. Breadth requirements, or consent of instructor or M.B.A. Director. Lec 3, Cr 3

**BUSI 6399 Management Practicum**

A directed, applied consulting project for small business or not-for-profit organizations. Instruction includes consulting methods, presentation and written skills, contact with clients, etc. Students will work in small teams to define and solve problems of these organizations. This course should be taken during the last or next-to-last semester of the students program. Prerequisite: Completion of M.B.A. Foundations requirements plus at least 15 hours of M.B.A. Breadth requirements, or permission of instructor or M.B.A. Director. Lec 3, Cr 3

## **ECONOMICS (ECON)**

**ECON 6301 Business Economics**

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

**ECON 6351 Economics Seminar**

Readings and discussion of selected topics in economics. May be repeated for credit as topics vary.

Prerequisites: M.B.A. Foundations requirements or permission of instructor. Lec 3, Cr 3

## **FINANCE (FINA)**

**FINA 6301 Financial Management**

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

**FINA 6341 Finance Seminar**

Readings, reports and discussion of selected topics in finance. May be repeated for credit as topics vary.

Prerequisite: M.B.A. Foundations requirements or permission of instructor. Lec 3, Cr 3

## **MANAGEMENT (MANA)**

**MANA 6301 Management Theory and Organizational Behavior**

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

**MANA 6331 Human Resources Administration and Industrial Relations**

An analysis of the functions of human resources administration and the relationship between the personnel-industrial relations system and the total organization system. Contemporary industrial relations, philosophies and practices.

Prerequisite: MANA 6301. Lec 3, Cr 3

**MANA 6332 Management Seminar**

The development of management thought and practice with emphasis on current trends and problems in management. May be repeated for credit as topics vary.

Prerequisite: MANA 6301, 12 semester hours of graduate business credit, or permission of instructor. Lec 3, Cr 3

**MANA 6350 Information Technology for Managers**

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

**MANA 6360 Production & Operations Management**

Focus on the role of the production function in the business system and study of production system operations. Emphasis is placed on production system design, integration of system inputs, outputs, and transformations, and computer applications to decision processes utilized in managing operations and achieving optimal production.

Prerequisite: MANA 6301. Lec 3, Cr 3

**MARKETING (MARK)**

**MARK 6301 Marketing Policy and Management**

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 6371 Marketing Seminar**

A study of current thought and practice within a specific subject area in the discipline of marketing. May be repeated as topics vary.

Prerequisite: M.B.A. Foundations requirements or permission of instructor. Lec 3, Cr 3

**MARK 6372 Marketing Strategy**

A study of the formulation of marketing strategy, its relationship to corporate and business strategy, and the strategic aspects of marketing decisions in product planning, promotion, pricing, and distribution.

Prerequisite: M.B.A. Foundations requirements or permission of instructor. Lec 3, Cr 3

# SCHOOL OF EDUCATION

*Dr. Sylvia C. Peña, Dean • Education #11 • 983-7219*

**Department of Curriculum and Instruction**

*Vacancy, Chair • Tandy Hall #257 • 544-8979*

**Department of School Specialties**

*Dr. Charles Comeaux, Chair • Education #17 • 982-0251*

The graduate programs in the School of Education have as their purpose the promotion of continuing professional development of students who have made a commitment to teaching, counseling or administration. Graduate offerings also include courses which help students meet state requirements for certification as school principals, middle management administrators, supervisory personnel, counselors, bilingual/bicultural education teachers, special education and ESL teachers, and reading specialists. The School of Education also has a program for the Superintendent Certificate.

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

## Master of Education (M.Ed.)

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

### *Admission*

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

### *Transfer Credit*

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

### *Residence Requirements*

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

## ***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, or 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 exams, or other requirements. Students seeking a certificate or endorsement should see the Coordinator of Teacher Certification in the School of Education.

## ***Comprehensive Examination***

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

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

## ***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
3. Years of public school teaching experience required by the state for the certificate desired
  - a. School counselor - 3 years (2 years for counselors entering profession after September 1, 2002)
  - b. Educational Diagnostician - 3 years
  - c. Reading Specialist - 3 years
  - e. Supervisor - 3 years
  - f. Mid-management Administrator - 2 years
4. Acceptable scores on all required ExCET examinations

#### **B. How to Obtain a Professional Certificate**

Submit the following to the Certification Officer:

1. Completed application form prescribed by the State Board for Educator Certification (SBEC).
2. A service record showing the candidate's years of teaching experience. This has to be completed by the School District Personnel Officer.
3. A copy of a valid provisional teaching certificate.
4. Required fee in the form of a money order or cashier's check made payable to the State Board for Educator Certification (SBEC).



5. Transcript which indicates the degree has been granted and all work required for the certificate has been completed.
6. Acceptable scores on ExCET exams required for certificate.

## Master of Education

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

### *M.Ed. - Elementary Education*

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

#### **Elementary Education and Provisional Bilingual Certification**

*Dr. Graciela Rosenberg, Advisor • Education #33 • 982-0267 • gprosen@utb1.utb.edu*

*Dr. Elva Cerda Pérez, Advisor • Education #32 • 982-0121 • ecperes@utb1.utb.edu*

The role of the Elementary Bilingual/Bicultural Education Specialist is that of a leader and master teacher in the field. Knowledge, skills, and attitudes which are characterized by language, culture and instructional dimensions are required. This Elementary Education M.Ed. degree provides an opportunity to develop these skills and characteristics. A comprehensive examination is required.

Students who have an Elementary Certificate may earn Bilingual Education certification upon completion of this program and the Texas Oral Proficiency Test (TOPT).

#### **Degree Requirement:**

EDCI	6300	Introduction to Research
EDCI	6312	Educational Measurement

#### **Professional Development: 12 hours**

READ	6309	Topics in Reading
EDCI	6319	Practicum in Bilingual Education
EDCI	6322	The Bilingual Child
EDCI	6324	Second Language Teaching: Theory & Methodology

#### **Specialization Area: 12 hours**

##### **Language Component: 6 hours**

SPAN	6341	Special Studies in Spanish Literature is required and
ENGL	6354	Linguistics and Reading or
ENGL	6355	Second Language Acquisition

##### **Socio-Historical Component: 6 hours**

SOCI	6313	American Minorities or
SOCI	6323	The Mexican-American People and
HIST	6314	Brownsville and Matamoros History or
HIST	6316	Studies in Mexican and American Heritages

##### **Resource Area: 6 hours**

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

## ***M.Ed. - Elementary Education***

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

#### **Non-Certification Option**

*Dr. Paula Parson, Advisor • Tandy 235 • 544-8865 • pparson@utb1.utb.edu*

*Dr. Kathy Bussert-Webb, Advisor • Education #23 • 983-7595 • kbwebb@utb1.utb.edu*

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

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

#### **Degree Requirement:**

EDCI	6300	Introduction to Research
EDCI	6312	Educational Measurement

#### **Professional Development: 9 hours**

EPSY	6302	Advanced Educational Psychology
EPSY	6311	Advanced Child Psychology
EDCI	6322	The Bilingual Child
EDCI	6330	The Curriculum in the Elementary School
EPSY	6360	Introduction to Guidance and Counseling
EDCI	6367	Statistical Methods
EDSU	6370	Supervision of Instruction

#### **Content Courses: 12 hours**

READ	63081	Foundations of Literacy Instruction
READ	6309	Topics in Reading
READ	6310	Child and Adolescent Literature
READ	6323	Problems in the Teaching of Reading
READ	6329	Diagnostic Teaching of Reading
READ	6369	Internship in Literacy Leadership
EDCI	6330	The Curriculum in the Elementary School

#### **Resource Area: 9 hours**

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

## ***M.Ed. - Elementary Education***

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

#### **Professional Elementary Certification**

*Dr. Iliana Alanis, Advisor • Tandy #255 • 983-7268 • ialanis@utb1.utb.edu*

*Dr. Elva Cerdá Pérez, Advisor • Education #32 • 982-0121 • ecpererez@utb1.utb.edu*

Students who are teacher certified and wish to receive Texas Professional Elementary Certification along with their M.Ed. degree in Elementary Education must pursue the following program:

**Degree Requirement:**

EDCI	6300	Introduction to Research
EDCI	6312	Educational Measurement

**Minor Courses: 12 hours**

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

**Professional Development: 6-12 hours**

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

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

**Resource Area: 6-9 hours**

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

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

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

***M.Ed. - Counseling & Guidance******39-Hour Thesis/Non-thesis Program***

*Dr. Alma G. Leal, Advisor • Education #15B • 982-0122 • agleal@utb1.utb.edu*

*Dr. Charles Comeaux, Advisor • Education #17 • 982-0251 • chuckc@utb1.utb.edu*

**Professional Counselor Certification - All-Level**

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

The curriculum of the program is for the preparation of school counselors and meets criteria of the Texas State Board for Educator Certification for endorsement 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 state licensure as a Licensed Professional Counselor.

**Oral Interview**

Students are required to participate in an Oral Interview, after completion of or during the semester they are completing EDCI 6300, EPSY 6360, EPSY 6362, and EPSY 6363. The oral must be taken prior to completing 18 semester hours of coursework. The Oral Interview is an evaluative and diagnostic activity conducted by program faculty to assess student work and progress in the program. Interviews are held each Fall and Spring semester at times and locations announced in classes and posted on bulletin boards in the Education Building.

**Degree Requirement: 6 hours**

EDCI	6300	Introduction to Research
EDCI	6312	Educational Measurement (Elementary) or
EDCI	5342	Tests and Measurements for the Secondary Classroom Teacher (Secondary)

**The Guidance Program: 3 hours**

EPSY 6360 Introduction to Guidance and Counseling

**The Pupil Served: 6 hours**

EPSY 6304 Human Growth and Development

EPSY 6364 Multicultural Counseling

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

EPSY 6314 Psycho-Educational Assessment I

EPSY 6345 Educational and Occupational Information

EPSY 6362 Theories and Techniques in Counseling

EPSY 6363 Personal Growth

EPSY 6365 Counseling Practicum I

EPSY 6368 Group Counseling

EPSY Electives - Six hours to be selected in consultation with the Faculty Advisor. Students who choose to complete the thesis will take EDCI 7300 and 7301.

*Students who wish to seek licensure in counseling should contact their advisor prior to beginning this program. A comprehensive examination is required. The ExCET in Counseling is required for students pursuing Professional School Counselor Certification.*

***M.Ed. - Curriculum & Instruction******36-Hour Thesis/Non-thesis Program***

*Elementary Education: Dr. Iliana Alanis, Advisor • Tandy #255 • 983-7268 • ialanis@utb1.utb.edu*

*Secondary Education: Dr. James Telese, Advisor • Education #30 • 548-8702 • jtelese@utb1.utb.edu*

*Dr. Jaime García, Advisor • Education #29 • 548-8703 • jhgarcia@utb1.utb.edu*

*Dr. Bobbette Morgan, Advisor • Education #31 • 983-7965 • bmorgan@utb1.utb.edu*

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

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

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

**Required Courses: 15 hours**

EDCI 6300 Introduction to Research

EDCI 6334 Curriculum Development

EDTC 6320 Instructional Technology

**Elementary Level**

EDCI 6330 Curriculum in the Elementary School

EDCI 6322 The Bilingual Child

**Secondary Level**

EDCI 6331 Curriculum in the Secondary School

EDCI 6353 Teaching the Culturally Different Secondary Learner

**Electives: 12 hours**

EDCI	6302	Field Research Methodology
EDCI	6303	Peer Coaching
EDCI	6304	Learning and Cognition
EDCI	6312	Educational Measurement
EDCI	6336	Problems in Education
EDCI	6341	Teaching and Learning Algebraic Concepts
EDCI	6342	Topics in Science Education
EDCI	6343	Teaching Geometric Concepts
EDCI	6344	Current Issues - Research in Science Education
EDCI	6346	Environmental Education Methods
EDCI	6348	Science Education Project
EDCI	6349	Current Issues and Research in Mathematics Education

**Specialization: 9 hours**

Courses to be selected from another area in education or an academic discipline with approval of the Graduate Advisor. With careful selection of specialization courses, students can meet course requirements for a temporary certificate in administration or a permit in supervision.

## ***M.Ed. – Curriculum and Instruction***

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

**Emphasis in Mathematics Education**

*Elementary Education: Dr. Leo Coronado, Advisor • Education #28 • 982-0240 • leoc@utb1.utb.edu*

*Secondary Education: Dr. James Telese, Advisor • Education #30 • 548-8702 • jtelese@utb1.utb.edu*

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.

**Elementary Option****Curriculum and Instruction Core: 15 hours**

EDCI	6300	Introduction to Research
EDCI	6330	Curriculum in the Elementary School
EDCI	6334	Curriculum Development
EDCI	6304	Learning and Cognition
EDCI	6302	Field Research Methodology

**Mathematics Education Core: 12 hours**

EDCI	6341	Teaching Algebraic Concepts
EDCI	6343	Teaching Geometric Concepts
EDCI	6349	Current Issues and Research in Mathematics Education

**Mathematics Content: 9 hours**

MATH	5305	Modern Geometry
MATH	5364	Mathematical Modeling
MATH	5373	Foundations of Mathematics
MATH	6351	Modern Algebra
MATH	6357	Advanced Calculus

## Secondary Option

### Curriculum and Instruction Core: 15 hours

EDCI	6300	Introduction to Research
EDCI	6331	Curriculum in the Secondary School
EDCI	6334	Curriculum Development
EDCI	6304	Learning and Cognition
EDCI	6302	Field Research Methodology

### Mathematics Education Core: 9 hours

EDCI	6341	Teaching Algebraic Concepts
EDCI	6343	Teaching Geometric Concepts
EDCI	6349	Current Issues and Research in Mathematics Education

### Mathematics Content: 12 hours

MATH	5305	Modern Geometry
MATH	5364	Mathematical Modeling
MATH	5373	Foundations of Mathematics
MATH	6351	Modern Algebra
MATH	6357	Advanced Calculus

## *M.Ed. – Curriculum and Instruction*

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

#### Emphasis in Science Education

*Elementary Education: Dr. Leo Coronado, Advisor • Education #28 • 982-0240 • leoc@utb1.utb.edu*

*Secondary Education: Dr. Reynaldo Ramirez, Advisor • Education #18 • 982-0201 • reyr@utb1.utb.edu*

*Dr. Elva Laurel, Advisor • Education #10 • 982-0251 • el Laurel@utb1.utb.edu*

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.

#### Elementary Option

### Curriculum and Instruction Core: 15 hours

EDCI	6300	Introduction to Research
EDCI	6330	Curriculum in the Elementary School
EDCI	6334	Curriculum Development
EDCI	6304	Learning and Cognition
EDCI	6302	Field Research Methodology

### Science Education Core: 12 hours

EDCI	6342	Topics in Science Education
EDCI	6344	Current Issues and Research in Science Education
EDCI	6346	Environmental Education Methods
EDCI	6348	Science Education Project

### Science Content: 9 hours

May be chosen from approved graduate science courses. See Graduate Course Offerings in the School of Science, Mathematics and Technology.

#### Secondary Option

### Curriculum and Instruction Core: 15 hours

EDCI	6300	Introduction to Research
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EDCI	6331	Curriculum in the Secondary School
EDCI	6334	Curriculum Development
EDCI	6304	Learning and Cognition
EDCI	6302	Field Research Methodology

**Science Education Core: 9 hours**

EDCI	6342	Topics in Science Education
EDCI	6344	Current Issues and Research in Science Education
EDCI	6346	Environmental Education Methods
EDCI	6348	Science Education Project

**Science Content: 12 hours**

May be chosen from approved graduate science courses. See Graduate Course Offerings in the School of Science, Mathematics and Technology.

## ***M.Ed. – Early Childhood Education***

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

*Dr. Georgianna Duarte, Advisor • Education #27 • 982-0257 • duarte@utb1.utb.edu*

The major in Early Childhood Education is aimed at accomplishing two major goals:

- to develop knowledge and skills in curriculum (what to teach) and instruction (how to teach) in early childhood education; and
- to provide experience in educational research related to the education of the young child.

A comprehensive examination is required.

**Required Courses: 30 hours**

EDCI	6300	Introduction to Research
EPSY	6304	Human Growth and Development
EDEC	6301	Major Theories in Early Childhood Education
EDEC	6302	Instructional Planning & Curriculum Development for the Early Childhood Classroom
EDEC	6303	First & Second Language Acquisition
EDEC	6304	Children's Literature
EDEC	6307	Emergent Literacy in Early Childhood Education
EDEC	6308	Graduate Internship in Early Childhood Education
EDEC	6310	Problems in Early Childhood Education
EDCI	6388	Socio-Cultural Foundations of Education

**Electives: 6 hours**

Six hours of courses in bilingual education or six hours of thesis. An elementary certified teacher can add an **early childhood endorsement** by completing 15 hours of specific courses within this program and one year of teaching in an early childhood classroom. Contact Graduate Advisor for information. EDEC 6310 may be taken twice if the topic is different.

## ***M.Ed. - Educational Technology***

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

*Dr. Michael Sullivan, Advisor • Education #20 • 982-0266 • msullivan@utb1.utb.edu*

The major in Educational Technology is designed to prepare teachers and other educators to:

- use instructional technology (computers, telecommunications and related technology) as resources for and deliverers of instruction,

- serve as facilitators or directors of instructional technology in educational settings, and/or
- be developers of instructional programs and materials for the new technologies.

The program will focus on the theory, research and applications related to the field of educational technology. A comprehensive examination is required. Revisions to the current degree requirements are being considered. Please check the program web site for the most current requirements. The web site is available at <http://edtech.utb.edu> and periodically updated with any changes in courses and degree requirements.

**Required Courses: 24 hours**

EDCI	6300	Introduction to Research
EDCI	6304	Learning and Cognition
EDTC	6320	Instructional Technology
EDTC	6321	Instructional Design
EDTC	6323	Multimedia/Hypermedia
EDTC	6325	Educational Telecommunications
EDTC	6329	Selected Topics in Educational Technology
EDTC	6332	Internship in Educational Technology

Electives: 12 hours

Students will select 12 hours of electives based upon their professional needs and academic interests. These electives should come from either education courses, specific content area courses (such as mathematics, reading, etc), or technology-related courses. Other courses will be considered as appropriate electives. Please contact either Joanne Beriswill or Michael Sullivan for further information concerning the selection of electives.

## *M.Ed. - English as a Second Language*

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

*Dr. Graciela Rosenberg, Advisor • Education #33 • 982-0267 • gprosen@utb1.utb.edu*

*Dr. Elva Cerda Pérez, Advisor • Education #32 • 982-0121 • ecperrez@utb1.utb.edu*

The major in English as a Second Language (ESL) will prepare students in the advanced study of theory and research in the teaching of ESL and in the application of that theory and research to improve policy and practice in the ESL field. A comprehensive examination is required.

**Required Courses: 27 hours**

EDCI	6300	Introduction to Research
EDCI	6324	Second Language Teaching: Theory and Methodology
ENGL	6355	Second Language Acquisition
EDCI	6388	Socio-Cultural Foundations of Education
EDCI	6327	ESL Techniques in the Content Area
EDCI	6325	ESL for International and Intercultural Settings
EDCI	6326	Current Practices in Adult ESL Settings
EDCI	6328	Problems in Teaching English as a Second Language
EDCI	6320	Practicum in Teaching English as a Second Language

**Electives: 9 hours**

Nine hours of coursework in education, business, or the liberal arts. A certified teacher can add an ESL or bilingual endorsement by completing 12 hours of specific courses, teaching one year in an ESL or bilingual classroom, and taking appropriate tests. Contact the Graduate Advisor for information. For students in the thesis option, EDCI 7300 and 7301 will be taken in lieu of six hours of electives.



## ***M.Ed. - Reading Specialist***

### ***36-Hour Program***

*Dr. Dianne Johnson, Advisor • Tandy Hall #239 • 544-8269 • djohnson@utb1.utb.edu*

*Dr. Javier Ayala, Advisor • Tandy Hall #231 • 548-6516 • ayala@utb1.utb.edu*

*Dr. Kathy Bussert-Webb, Advisor • Education #23 • 983-7595 • kbwebb@utb1.utb.edu*

### **All-Level Professional Reading Specialist Certification**

This major is designed to provide knowledge and skills in reading instruction. Coursework is required in reading instruction, diagnostic and intervention techniques, linguistics, language arts, child/adolescent literature, research and testing and measurement. A written comprehensive examination is required. The following are required for students holding the Elementary or Secondary Provisional Certification:

#### **Degree Requirement: 6 hours**

EDCI 6300 Introduction to Research

READ 5313 Reading Tests

#### **Reading Area: 18 hours**

READ 63081 Foundations of Literacy Instruction

READ 6309 Topics in Reading

READ 6310 Child and Adolescent Literature

READ 6323 Problems in the Teaching of Reading

READ 6329 Assessment and Intervention

READ 6369 Internship in Literacy Leadership

#### **Resource Area: 6 hours**

SOCI 6313 American Minorities

ENGL 6354 Linguistics and Reading

#### **Professional Development: 6 hours (All students)**

##### **For students holding an Elementary Provisional Certificate**

EDCI 6330 Curriculum in the Elementary School, and

EPSY 6311 Advanced Child Psychology, or

READ 5323 Teaching Reading to the Elementary Student\*

(Students who took READ 3323 at the undergraduate level, should take EPSY 6311.)

##### **For students holding a Secondary Provisional Certificate**

EDCI 6331 Curriculum in the Secondary School, and

EPSY 6341 Advanced Adolescent Psychology, or

READ 5351 Teaching Reading to the Secondary Student\*\*

(Students who took READ 4351 at the undergraduate level should take the EPSY 6341 option.)

## ***M.Ed. - Special Education***

### ***36 to 39 -Hour Thesis/Non-thesis Program***

*Dr. Ralph Hausman, Advisor • Education #26 • 982-0265 • rhausman@utb1.utb.edu*

*Dr. Mary Curtis, Advisor • Education #25 • 982-0259 • mcurtis@utb1.utb.edu*

*Dr. Steve Chamberlain, Advisor • Education #26 • 548-8703 • schamberlain@utb1.utb.edu*

The major in special education offers two options for graduate students: **Option I** offers a balanced curriculum in the advanced study of the special education field with a focus on the bilingual child. Candidates will develop knowledge and skills in the theory, research and practice of special education so as to become master special education teachers or to serve as consultants, trainers, curriculum directors for other teachers, support person-

nel or parents. **Option II** offers advanced study of non-discriminatory assessment and methods of remediation of special needs children, with a focus on the bilingual child. Candidates will develop knowledge and skills in administering standardized and non-standardized assessment instruments as well as the interpretation of test data. Candidates will become experts in diagnostic procedures, relevant remediation needs of school age children, and conducting mandatory meetings with parents and other school personnel

Students in both options will gain knowledge and develop skills in the following program elements:

- normal and abnormal child development
- major issues and trends within special education
- historical and philosophical foundations of special education
- legal aspects of special education
- perspectives of leaders in the field
- nonbiased testing and evaluation techniques
- remediation and intervention strategies
- curriculum, instruction and classroom management in special education, and
- the application of assistive technology in the assessment and instructional process.

Courses in both options are sequenced with prerequisites and must be taken in the order listed (Foundations Courses, Core Courses and finally Advanced Courses). Students are required to meet with their advisor each semester before registering. It is necessary that students take two courses each semester in order to finish within a 2-year period. Students who chose to take one course at a time or student who must dropout of a course in sequence will need 3 or 4 years to complete the program. Since courses are offered only one a year, it is not possible to complete this program in less than 2 years.

A comprehensive examination is required of all students in both options. An ExCET is required by the state for candidates seeking new certificate. It is recommended that students take both exams during their practicum semester.

### **Required Course Sequence (36): Option I-Generic Special Education**

Foundation Courses:

EDCI	6300	Introduction to Research
SPED	6301	Psychology of the Exceptional Child
SPED	6303	The Bilingual Child with Exceptional Needs

\*A foundation elective from minor

Core Courses:

SPED	6305	Measurement and Test Interpretation
SPED	6302	Educating Children with Learning and Behavior Problems
SPED	6307	Educating Children with Mental Retardation

\*A core elective from minor

Advanced Courses:

SPED	6306	Selected Topics in Special Education (May be taken twice)
SPED	6309	Diagnosing Academic Problems

\*Two advanced courses from minor (or 6 hours of thesis, which must be successfully defended to his/her Thesis Committee)

\*Electives may be chosen in one of these related fields: Educational Administration, Counseling, or Elementary Education. These courses could apply towards a temporary certificate in the minor. Students must speak with an advisor from the chosen minor and follow the preferred sequence of courses.

### **Required Course Sequence (39): Option II-Educational Diagnostician**

Foundation Courses:

EDCI	6300	Introduction to Research
SPED	6301	Psychology of the Exceptional Child

EPSY 6304 Human Growth and Development  
SPED 6303 The Bilingual Child with Exceptional Needs

Core Courses:

SPED 6305 Measurement and Test Interpretation  
SPED 6302 Educating Children with Learning and Behavior Problems  
SPED 6307 Educating Children with Mental Retardation  
SPED 6306 Selected Topics in Special Education

Advanced Courses:

READ 6329 Reading Assessment and Intervention  
SPED 6309 Diagnosing Academic Problems  
EPSY 6315 Psycho-Educational Assessment for Special Populations\*\*

Practicum:

SPED 6600 Practicum in Diagnostic and Intervention Procedures\*\*\*

There are no electives in this option. Both Comprehensive examinations and ExCETs should be scheduled during the practicum semester.

*\*\*EPSY 6315 is intended as the last course before the practicum. Students must speak with their advisor each semester in order to maintain the appropriate sequence of courses.*

*\*\*\* Students enrolling in SPED 6600 must have completed all other courses in the program.*

## ***M.Ed. - Educational Administration***

### ***36-Hour Program***

*Dr. Cindy Bradford, Advisor • Education #21 • 982-0273 • cbradford@utb1.utb.edu*

*Dr. Andrés Vallado, Advisor • Education #15A • 982-0258 • anvallado@utb1.utb.edu*

The educational administrator's program is designed to produce change-oriented administrators who can provide administrative leadership and are competent in site-based school management, organization, school law, finance, and contemporary personnel practices. Upon completion of the degree and the additional 15 semester hours, the student may earn the Principal Certificate. An oral interview and written comprehensive examination are required.

#### **Degree Requirement: 6 hours**

EDCI 6300 Introduction to Research  
EDCI 6367 Statistical Methods or  
EDCI 6312 Educational Measurement

#### **Specialized Preparation: 9 hours**

EDAD 6337 Administration of Special Instructional Programs  
EDAD 6338 The Principalship  
EDAD 6397 Analysis of Teaching Behavior

#### **\*Common Core: 12 hours**

EDCI 6330 The Curriculum in the Elementary School, or  
EDCI 6331 The Curriculum in the Secondary School  
EDAD 6384 Introduction to Educational Administration  
EDSU 6370 Supervision of Instruction  
\*EDAD 6385 Public School Law

#### **Resource Area: 9 hours**

Three hours selected from

EDCI 6388 Socio-Cultural Foundations of Education, or  
SOCI 6313 American Minorities

Six additional hours from Educational Technology, Special Education, Bilingual Education, Reading, Early Childhood, Sociology, Psychology, Business, or Economics with the Advisor's Approval.

### ***Professional Principal (formerly-Middle Management) Certification Program***

After obtaining the M.Ed. degree in Educational Administration, the student wishing to obtain a Professional Principal Certificate must complete:

#### ***Requirements***

EDAD 6389 Administration of School Business Services (School Finance)

EDCI 6334 Curriculum Development

EDAD 6398 Internship in Middle Management

Six hours of electives selected from the following courses. Other selections may be made with approval of advisor.

EDAD 6381 Problems in Organization & Administration of Public Schools

EDAD 6386 Administration of Pupil Personnel Services

EDAD 6393 Administration of Staff Personnel

EDCI 6336 Problems in Education

EDAD 6336 Topics in Educational Administration (May be counted twice if the problems are different.)

Additional requirements for a school principal certificate are a provisional teacher certificate and two years minimum creditable classroom teaching experience.

### ***Temporary Principal's Certificate***

Current Texas regulations permit issuance of a temporary certificate to persons being employed as administrators prior to their completing the requirements for full certification. This temporary certificate will be valid for five years and cannot be renewed. UTB/TSC will recommend applicants for the Temporary Principal's Certificate if the following criteria are met:

#### 1. Assistant Principal

- a. a bachelor's degree
- b. a Provisional Teacher's Certificate
- c. two years of creditable classroom teaching experience
- d. admission into the Graduate Program
- e. 12 graduate hours of the core required for the Temporary Certificate
- f. approval by the Department for the Administrator's Program
- g. a completed application for the Temporary Assistant Principal's Certificate
- h. a money order or cashier's check for the appropriate fee payable to the Texas Education Agency

#### 2. Principal - all requirements for Assistant Principal Temporary Certificate and a Master's degree.

Additional information is available at the Certification Office in the School of Education.

### ***Professional Superintendent Certificate Program***

The Professional Superintendent Program is designed to prepare individuals with needed skills and abilities to focus effectively on creating schools for a rapidly changing modern multicultural society. The program has been planned for individuals who have demonstrated administrative skills, who exhibit leadership potential, and who desire to work in central office administrative positions.

## Admission Requirements

Admission to the Professional Superintendent Program will be determined by the Department Admissions Committee for the Superintendent Certificate based on the following:

- Submission of admittance form
- Master's degree
- Professional Mid-Management Certificate
- Minimum GPA of 3.6 based on all graduate courses
- Submission of recent GRE scores.
- Portfolio of professional experience (to be developed in consultation with Faculty Advisor)
- Three letters of reference from persons who have supervised applicant or have recent knowledge of applicant's professional performance
- Letter of recommendation from Superintendent, Deputy Superintendent or equivalent of applicant's employing, or last employing, school district
- Approval by the Department Admissions Committee for the Superintendent Certificate following the oral interview.

## *Temporary Superintendent Certificate*

Current Texas certification regulations permit issuance of a Temporary Superintendent Certificate, valid for five years, nonrenewable. To be recommended for the Temporary Superintendent Certificate, a student must meet the following criteria:

- Hold a Professional Mid-Management Certificate
- Have admission to the Superintendent Certificate Program

## *Professional Superintendent Certificate*

In addition to the above requirements for the temporary certificate, to be eligible for recommendation for the Professional Superintendent Certificate a student must complete the courses (15 hours) as outlined below, pass the ExCET for the Superintendent Certificate (ExCET Test 64), complete the application for certification form and furnish a money order or cashier's check for the required fee.

### **Required courses: 6 hours**

EDAD	7338	The Superintendency
EDAD	7398	Internship for the Superintendent

### **Electives: Select 9 hours from the following**

EDAD	7384	Educational, Social, Political Problems for the Superintendency
EDAD	7389	Texas Public School Finance
EDAD	7390	Administration of School Facilities
EDAD	7393	Administration of Programs for Special Populations

# Graduate Courses in Education

## **BILINGUAL EDUCATION (BILC)**

### **BILC 6361 Issues in Dual Language Education**

This course focuses on the psychological, sociocultural, cognitive, and cultural factors that shape bilingual education programs. Students will analyze trends, issues and innovations in the field. Readings will provide opportunities to reflect on the current and future status of bilingual education. This course is taught in Spanish.

Prerequisite: Admission to Graduate School and EDEC 6303 Lec 3, Cr 3

### **BILC 6362 Principles of Curriculum Development in Dual Language Programs**

This course will examine the current research and best practices that shape bilingual education curricula. Students will discuss factors influencing cognitive, linguistic, and social development and apply this knowledge to instructional

contexts across the curriculum. In addition, the complexities in assessing a bilingual child will be discussed. This course is taught in Spanish and English. Prerequisite: BILC 6361 Lec 3, Cr 3

### **BILC 6363 Literatura Infantil**

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

Prerequisite: BILC 6362 and Concurrent Enrollment in BILC 6364 Lec 3, Cr 3

### **BILC 6364 Foundations of Literacy Instruction in Spanish**

Models of reading instruction and the components of a Spanish reading program for native speakers will be investigated from multiple perspectives. Students will examine practical classroom applications, the historical development of literacy, and the processes that affect acquisition and development of literacy in the home and school. This course is taught in Spanish. Prerequisite: BILC 6362 and Concurrent Enrollment in BILC 6363 Lec 3, Cr 3

### **BILC 6365 Seminar in Dual Language Education**

The focus of this course is for students to integrate research, pedagogy, and critical thinking in the development and implementation of dual language education programs. Students will conduct readings on critical issues in the field of bilingual education and engage in classroom debates and presentations. Students will be required to complete and action research project involving technology as well as an integrated review of the literature in bilingual education.

Prerequisite: BILC 6363 and BILC 6364 Lec 3, Cr 3

## **EDUCATIONAL ADMINISTRATION (EDAD)**

### **EDAD 6336 Topics in Educational Administration**

This course presents and examines current topics in public school administration. Topics will focus on current best practices in school administration. Examples of topics include, but are not limited to, grant writing, conducting hearings for student discipline cases, teacher terminations, curriculum issues, and developing effective school public relations. This course may be repeated once when the topic changes. Lec 3, Cr 3

### **EDAD 6337 Administration of Special Instructional Programs**

Emphasis is placed on the administration of special elementary and secondary school programs including career, vocational, special, compensatory, bilingual, and gifted and talented education. Lec 3, Cr 3

### **EDAD 6338 The Principalship**

A study of the unique functions of a principal in administering elementary, middle, junior and secondary schools. Special emphasis is on the principal's leadership in management and instruction. Lec 3, Cr 3

### **EDAD 6381 Problems in Organization and Administration of Public Schools**

Research, readings and study of the organization and administration of elementary and secondary schools; analysis of the role of middle management personnel in improving instruction; analyses of administrative functions and leadership styles are emphasized. Lec 3, Cr 3

### **EDAD 6384 Introduction to Educational Administration**

An overview of public school administration introducing such topics as processes of organization and administration of instructional staff, personnel, finance, leadership roles, curriculum, physical plant operation, maintenance, and legal aspects. Lec 3, Cr 3

### **EDAD 6385 Public School Law**

Constitutional provisions, statutory laws, court decisions, torts and regulations governing public schools with special reference to their influence upon the administration and function of public schools. Lec 3, Cr 3

### **EDAD 6386 Administration of Pupil Personnel Services**

A problems approach to understanding, developing and managing special pupil services of concern to teachers, counselors, supervisors and administrators. Lec 3, Cr 3

### **EDAD 6389 Administration and Organization of School Business Services**

Principles and procedures of developing and managing a sound financial plan for local school districts with emphasis on Texas Educational Agency financial and accounting procedures. Emphasis on school law, taxation, property management and maintenance, school transportation and managing business personnel. Lec 3, Cr 3

**EDAD 6393 Administration of School Staff Personnel**

Analysis of personnel organization, administration and function in school systems; relationships of various school positions; a study of ethics, welfare, security and professional improvement. Lec 3, Cr 3

**EDAD 6397 Analysis of Teaching Behavior**

Methods of gathering, analyzing and interpreting data in leadership conferences with student teachers, interns and teachers; applying technology in evaluating skills to show effective behavior. Required of all principals. Emphasis is placed on the Texas Teacher Appraisal System (TTAS). A pass/fail grade will be assigned.

Prerequisite: EDSU 6370. Lec 3, Cr 3

**EDAD 6398 Internship in Middle Management**

A field-based course in which students practice skills and theories acquired as they assume responsibilities associated with each of the middle management positions in local school districts. A pass/fail grade will be assigned.

Prerequisite: Approval of Department Lec 3, Cr 3

**EDAD 7338 The Superintendency**

Using field-based applications, as appropriate, to study the unique roles, duties, and responsibilities of the superintendency. Successful students will exhibit competence in strategic planning, collaborative decision making, public information, student activities, community involvement, personnel management, instructional leadership, financial management, board relations, school governance, and other areas of importance to the superintendency. This will be the first course taken for the Superintendent's Endorsement.

Prerequisite: Approval of Department Lec 3, Cr 3

**EDAD 7384 Educational Social Political Problems and the Superintendency**

This course deals with the interrelationships of the local district with other political subdivisions in the community and a study of the impact of power structures upon the district. Professional and nonprofessional organizations, power structures, diverse cultural and ethnic groups, demographic trends, sociological issues, and community expectations are studied to determine their influences upon educational decisions.

Prerequisite: Approval of Department Lec 3, Cr 3

**EDAD 7389 Texas Public School Finance**

Participants will engage in advanced studies on the impact of school districts in equity issues, taxation, statutory mandates, district budget preparation and approval, fiscal management, and business operations of school systems.

Prerequisite: Approval of Department Lec 3, Cr 3

**EDAD 7390 The Administration of School Facilities**

Candidates will study the roles of the superintendent and board of trustees in developing and implementing finance programs for capital outlay. Topics include the following: communications, planning new building programs, conducting needs assessments, developing educational specifications, selecting and working with architects, maintaining school facilities, and arranging for supervision of construction and installations.

Prerequisite: Approval of Department Lec 3, Cr 3

**EDAD 7393 Administration of Programs for Special Populations**

This course deals with competencies required to administer, from a district-wide perspective, programs for special populations, such as students in special education, at-risk, with limited English proficiency, in gifted and talented programs, and in vocational education. The requirements of state and federal legislation, such as ADA and Section 504, will be reviewed. Cooperation with community agencies, selection and assignment of personnel, allocation of resources, pupil personnel management and other instructional programs will be emphasized.

Prerequisite: Approval of Department Lec 3, Cr 3

**EDAD 7398 Internship for the Superintendent**

This course is designed to provide future superintendents with competence in such areas as instructional leadership, resource management, human resource development, and systematic evaluation through on-the-job experiences under the guidance of an experienced practicing superintendent, assistant superintendent or other central office administrator and under the supervision of a faculty member of the School of Education, Educational Administration program. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3

## CURRICULUM AND INSTRUCTION (EDCI)

### **EDCI 5342 Tests and Measurement for the Secondary Classroom Teacher**

This course emphasizes the role of the teacher in selecting and administering standardized achievement and diagnostic tests and in interpreting and using test results to direct learning in the classroom. Lec 3, Cr 3

### **EDCI 6136 Topics in Education**

This course emphasizes current innovations and best practices in education. Credit may be applied toward professional development credit or the graduate programs in education when appropriate. May be repeated for credit as topics change for a maximum of six semester credit hours towards the graduate degree. Lec 1, Cr 1

### **EDCI 6300 Introduction to Research**

Introduction to research techniques; identification of problems, research designs and data gathering procedures. The planning and design of research proposals and projects are emphasized. The course must be completed or in progress before the student applies for the oral interview. Lec 3, Cr 3

### **EDCI 6301 Instructional Technology in Teaching**

An advanced course designed to provide students the opportunity to acquire skills, insight and practice in selecting, using, producing and managing teaching tools. The course is helpful to teachers and other who want to direct instructional media centers in public schools. Lec 3, Cr 3

### **EDCI 6302 Field-Research Methodology**

This course is an introduction to field-based research methodologies with an emphasis on the teacher as a researcher and on reflective teaching and teaching as decision-making. This is a field-based course. Lec 3, Cr 3

### **EDCI 6303 Peer Coaching**

This course, focused on improvement of instruction and the attainment of school improvement goals, recognizes the role of peers as a component of planning, discussion, classroom observation, support, and sharing of ideas and materials. This is a field-based course. Lec 3, Cr 3

### **EDCI 6304 Learning and Cognition**

This critical course focuses on topics, theories, and models of cognitive research and their implications for instructional practice and curriculum restructuring and design. This is a field-based course. Lec 3, Cr 3

### **EDCI 6312 Educational Measurement**

The content of this course includes scaling, variance, item analysis, reliability and true score theories, and validity. These topics will be related to constructing and interpreting norm and criterion referenced measures, teacher made tests, and systematic observational scales. Lec 3, Cr 3

### **EDCI 6319 Practicum in Bilingual Education**

Supervised practical experience in a bilingual/bicultural elementary classroom in which several of the essential components of a bilingual/bicultural education program will be analyzed and implemented by each participant with the cooperation of local school districts. Actual laboratory responsibility will be based on theoretical concerns, as field experiences will complement the principles governing community involvement, curriculum and instruction, instruction materials, staff development and assessment.

### **EDCI 6320 Practicum in Teaching English as a Second Language**

This course provides field-based supervised practical experiences in an ESL classroom or other instructional settings. This course will be assigned a grade of pass or fail. Prerequisite: EDCI 6328 Lec 3, Cr 3

### **EDCI 6322 The Bilingual Child**

This course studies the problems and strengths of bilingual children, with emphasis on the educational programs of multicultural, multi-ethnic elementary schools. Lec 3, Cr 3

### **EDCI 6324 Second Language Teaching: Theory and Methodology**

A study of the acquisition of languages by bilingual children, focusing on the role of the child, the community and the school through various stages of language development, and the relationship of linguistic, cultural and conceptual processes within a bilingual/bicultural environment. Evaluating methods and materials for language teaching as these relate to social context and the principles of communication is stressed. Lec 3, Cr 3



**EDCI 6325 ESL for International and Intercultural Settings**

This course will emphasize comparative international and intercultural teaching practices, stressing second language instruction in an international setting. Lec 3, Cr 3

**EDCI 6326 Current Practices in Adult ESL Settings**

This course will provide students with practices for assessment, instructional planning, curriculum development, and evaluation in an adult ESL setting. Lec 3, Cr 3

**EDCI 6327 ESL Techniques in the Content Areas**

This course will emphasize specific techniques of teaching content areas (Science, Mathematics, and Social Studies) to non-English speaking students using ESL techniques. Lec 3, Cr 3

**EDCI 6328 Problems in Teaching English as a Second Language**

Investigation and analysis of current problems, trends, research practices and policies related to ESL teaching and learning in bilingual settings. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3

**EDCI 6330 The Curriculum in the Elementary School**

This course focuses on the theory and factors that shape the elementary school curriculum. The course will also examine the organization and content of curriculum subjects and the trends, issues and new developments in the field. Lec 3, Cr 3

**EDCI 6331 The Curriculum in the Secondary School**

This course examines the theory and the background of the curriculum in the senior high and middle schools in the U.S. It includes an examination of curriculum in the disciplines and curriculum organization and an analysis of trends, issues, and innovations in the field. Lec 3, Cr 3

**EDCI 6334 Curriculum Development - Problems and Processes**

This course examines approaches in developing, implementing, and evaluating elementary and secondary school curricula. Principles and practices in the use and production of curriculum frameworks, guides, textbooks and other curriculum materials will be included. Prerequisite: EDCI 6330, 6331 or equivalent. Lec 3, Cr 3

**EDCI 6336 Problems in Education (Topics Course)**

This course's major emphasis is on current innovations in education. Students will conduct research related to selected problems. This research may include conducting action research, working with educational determinants, and new education programs, and/or working with classroom teachers and other people in the community to improve the education program. Credit may be applied toward the graduate programs in education when the student chooses an appropriate problem. Course may be repeated once for credit. Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3

**EDCI 6341 Teaching and Learning Algebraic Concepts**

An intensive examination of issues related to algebraic teaching at the secondary level. Topics include research, teaching with technology, learning theories associated with algebra, and implementing reform oriented algebra lessons. Lec 3, Cr 3

**EDCI 6342 Topics in Science Education**

Special topics in science education related to science pedagogy, inquiry models of science instruction, integration of content areas, coordinated-thematic science teaching, authentic assessment methods in science education, fostering science process skills and critical thinking skills, and laboratory methods. May require fieldwork. May be repeated for credit when the topics vary. Lec 3, Cr 3

**EDCI 6343 Teaching Geometric Concepts**

An intensive examination of issues specifically related to teaching geometry at the secondary level. The course will provide learning theories as well as strategies to enhance learning of geometric concepts, including a brief historical development. Lec 3, Cr 3

**EDCI 6344 Current Issues and Research in Science Education**

This course will include selected studies of current issues and problems related to science instruction and curriculum development. Topics include multicultural science education, inclusive science education, gender and ethnic issues regarding science, the analysis of learning in the science classroom, using Internet and Tenet to teach science, and a review of recent research in science education and science education reform efforts. Lec 3, Cr 3

**EDCI 6346 Environmental Education Methods**

This course is an interdisciplinary course for integrating environmental education throughout the K-12 curriculum. It includes content and strategies for developing and implementing environmental education lessons and programs. Methods for teaching K-12 students about the environment using effective educational methodology are emphasized. Lec 3, Cr 3

**EDCI 6348 Science Education Foundation**

Supervised project in science education that will include design of an original project and the writing of a formal report in an acceptable publication format. This course is usually taken during the last semester of study and is taken only by non-thesis students. Lec 3, Cr 3

**EDCI 6349 Current Issues and Research in Mathematics Education**

Current Issues will include studies of prominent issues and problems related to mathematics education and curriculum development. Topics include multicultural mathematics education, gender and ethnicity issues regarding mathematics, analysis of learning in the mathematics classroom, using the Internet to enrich the teaching of Math and review of recent research in mathematics education. Lec 3, Cr 3

**EDCI 6353 Teaching the Culturally Different Secondary Learner**

The course examines alternative approaches used in teaching culturally different secondary school students. Educational programs, approaches and techniques that are successful with Mexican-American student populations will be emphasized. Lec 3, Cr 3

**EDCI 6367 Statistical Methods**

Content of this course includes central tendency; variance; normal, T, chi square, and F distributions; bivariate correlation and regression analysis, T test between means, goodness of fit and test of independence chi square; one-way and factorial ANOVA. Emphasis is on hypothesis testing; Type I and II errors; and understanding statistical significance. Lec 3, Cr 3

**EDCI 6388 Socio-Cultural Foundations of Education**

Identifying and analyzing of cultural forces which shape the direction of American education with emphasis on the purposes of education in their social and cultural contexts. The multicultural factors in society which affect public schools and influence learning and acquiring skills important to survival and self-fulfillment will be emphasized. Particular emphasis will be placed upon understanding the culture of Mexican-American children. Lec 3, Cr 3

**EDCI 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

**EARLY CHILDHOOD EDUCATION (EDEC)****EDEC 6301 Major Theories in Early Childhood Education**

The course traces the historical, philosophical and sociological basis for the development of early childhood education and establishes a foundation for a discussion of contemporary issues in early childhood education. The contributions of past theorists and current researchers will be explored. Lec 3, Cr 3

**EDEC 6302 Instructional Planning and Curriculum Development for the Early Childhood Classroom**

This course presents the major principles of curriculum planning and organization, including the development of a scope and sequence and the identification of appropriate learning materials and resources. Special emphasis will be given to research on developmentally appropriate early childhood education environments. A major portion of this course will include field-based experiences. Lec 3, Cr 3

**EDEC 6303 First and Second Language Acquisition**

The focus of this course will be on early childhood bilingualism. The theoretical principles of native and second language acquisition will be explored. Students will have an opportunity to develop models of linguistically appropriate early childhood learning environments (pre-kindergarten through the primary grades) based on students' levels of proficiency in both the native and second languages. Strategies for native language development and for the teaching of the second language will also be explored. Lec 3, Cr 3

### **EDEC 6304 Children's Literature**

This course will provide the learner with the knowledge and skill needed to analyze various literary genres. Special emphasis will be given to create an appreciation for the contributions of other cultures through an understanding of literary works for children. Students will identify appropriate criteria to select and recommend multicultural children's literature Lec 3, Cr 3

### **EDEC 6307 Emergent Literacy in Early Childhood Education**

This course will emphasize an integrated "whole language" approach to pre-literacy and literacy development for pre-primary aged children. Students will learn how to guide and interrelate the acquisition of the language arts skills – listening, speaking, reading and writing – by organizing rich language environments for ESL students. Related research will be reviewed. Lec 3, Cr 3

### **EDEC 6308 Graduate Internship in Early Childhood Education**

This on-site internship will enable the student to focus on the holistic development of the young child by arranging and organizing a developmentally appropriate learning environment. It will also involve the study of theory and current research to implement practice in early childhood education. The course will be assigned a grade of pass or fail  
Prerequisite: EDEC 6301, 6302, 6303 & 6304 Lec 3, Cr 3

### **EDEC 6310 Problems in Early Childhood Education**

Topics will include analysis of theory, research, policy and practice of topics such as the following: Topic 1–Children's Play and Play Environment; Topic 2–Peer Relationships: Personality and Social Development; Topic 3–Parent and Community Involvement for the Early Childhood Classroom; and Topic 4–Early Childhood Education for the Exceptional Child. **May be repeated for credit when topic varies.** Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3

## **GIFTED AND TALENTED EDUCATION (EDGE)**

### **EDGE 6301 Educating the Gifted and Talented**

This course includes a historical survey of the field, definitions, basic terminology, theories, models, state requirements, and characteristics of the gifted and talented. Review and analysis of identification and assessment procedures, models for interactions with gifted persons, and effective program prototypes.

Prerequisite: Must be taken as first course in the program. May be taken with EDGE 6302 Lec. 3, Cr. 3

### **EDGE 6302 Creativity: Theories, Models and Applications**

A study of creativity in relation to development of programs for gifted and talented students. Topics include instruments and techniques for identifying creativity, instructional strategies for enhancing creativity, problems of creativity gifted, and evaluation of creative performance and product.

Prerequisite: May be taken with EDGE 6301. Lec. 3, Cr. 3

### **EDGE 6303 Curriculum Development for Gifted and Talented Learners**

This course provides the foundation for the development of differentiated and interdisciplinary curricula for gifted students. Review and analyze curriculum models for gifted students. Other topics include effective teaching strategies for gifted students, curriculum modification, classroom organization, and the teaching of higher level cognitive skills.

Prerequisite: EDGE 6301, EDGE 6302 Lec. 3, Cr.3

### **EDGE 6304 Issues and Research in the Social-Emotional Development of the Gifted and Talented**

Students will review current research on the affective characteristics, personality traits, and affective growth and adjustment of gifted children. Emphasis on self-concept, career concerns, peer relationships, and family interactions. (This course must be taken with Graduate Advisor approval.)

Prerequisite: EDGE 6301, EDGE 6302. May be taken with EDGE 6303. Lec. 3, Cr. 3

### **EDGE 6319 Practicum in Gifted and Talented Education**

This course provides a field experience in a gifted and talented program. Students will apply application of knowledge, skills, and competencies from basic courses in a supervised field experience. This practicum may be waived for teachers with two years of successful classroom teaching experience in an approved program for gifted and talented students. Prerequisite: EDGE 6301, EDGE 6302, EDGE 6303 and EDGE 6304. Lec. 3, Cr. 3

## EDUCATIONAL PSYCHOLOGY/COUNSELING (EPSY)

### **EPSY 6100-6105 Seminar in Counseling and Guidance**

Through a series of six steps, develops skills related to helping professions. Primarily for in-service training with counselors and teachers. Prerequisite: Permission of instructor. Lec 1, Cr 1

### **EPSY 6302 Advanced Educational Psychology**

A research approach to teaching and learning. Human learning, conditions for effective learning, interference with learning and behavioral objectives will be emphasized.

Prerequisite: EDCI 4302, 4303 or equivalent. Lec 3, Cr 3

### **EPSY 6304 Human Growth and Development**

Advanced study in the application of life-span developmental theories to human behavior, learning and personality. Includes understanding the nature and needs of people at all developmental levels from prenatal through old age. Lec 3, Cr 3

### **EPSY 6305 Interpersonal and Group Dynamics**

This course provides an overview of interpersonal process and the field of group dynamics. It is designed to develop the individual's ability to understand and integrate various properties of group and interpersonal relationships into a personal and professional framework. This course cannot substitute for the Group Counseling for the Guidance & Counseling majors. Lec 3, Cr 3

### **EPSY 6311 Advanced Child Psychology**

This is an advanced study of children from conception to puberty, or from the preschool through the elementary level, with emphasis on the roles played by maturation and learning. The course includes a study of recent research dealing with theories of cognitive unfolding and personality integration.

Prerequisite: EDCI 4302 or 4303. Lec 3, Cr 3

### **EPSY 6314 Psycho-educational Assessment I**

This course explores the theory and techniques of administering, scoring, and interpreting educational and psychological tests. Includes test selection, administration, and the dynamics of test interpretation to enable the counselor to synthesize, integrate, and evaluate appraisal data for use in guidance and counseling. In the last segment of the course, students will practice taking, administering and interpreting a variety of educational and psychological tests.

Prerequisite: EDCI 5342 or EDCI 6312 Lec 3, Cr 3

### **EPSY 6315 Psycho-Educational Assessment for Diagnosticians**

Each student will experience performance-based training on the administration, scoring and interpretation of the basic, individually administered "intelligence" or "ability" assessment procedures currently in use in the public school, e.g., Wechsler scales, Stanford Binet 4, Woodcock-Johnson (Cognitive), and other selected specialty procedures/tests. Bilingual students will also master the Spanish versions when appropriate. Comprehensive case studies and the dissemination of this information through diagnostic report formats will also be covered. Lec 3, Cr 3

### **EPSY 6341 Advanced Adolescent Psychology**

The history and systems of adolescent psychology. Modern theories and current research in learning and pupil motivation, especially in relation to various aspects of the educational process. Lec 3, Cr 3

### **EPSY 6342 Problems in Guidance**

A course involving individual study in topics related to counseling and guidance. Lec 3, Cr 3

### **EPSY 6344 Counseling and Guidance Services and Programs in the Schools**

Students will learn the essential roles and responsibilities of school counselors as they relate to planning, implementation and evaluation of counseling and guidance programs. Students learn research-based practices in school counseling. Ethical, legal, and multicultural issues are emphasized. Lec 3, Cr 3

### **EPSY 6345 Educational and Occupational Information**

A survey and analysis of the processes of assisting people to choose, prepare for, enter, and progress in an occupation. The course trains leaders who can help people make decisions and choices in planning a future and building a career. Lec 3, Cr 3

### **EPSY 6347 Substance Abuse Counseling**

This course will prepare individuals to counsel drug users, addicts and family members using various preventive strategies and treatment regimes. Includes instruction in outreach; patient education; therapeutic intervention meth-

ods; diagnostic procedures and addiction symptomology. Prerequisite: Consent of department chair. Lec 3, Cr 3

### **EPSY 6360 Introduction to Guidance and Counseling**

Philosophy, principles, and current practices of pupil guidance. Pupils' social, emotional, intellectual and attitudinal dimensions are explored. Group guidance and individual counseling techniques that apply in public schools are studied through lectures, discussions and class participation. This course also introduces the student to the field of counseling and guidance, as well as the major theories of counseling. The student will develop an awareness of the guidance services and the role identity of the counselor. Knowledge of the development of counseling and the present state of the profession will be acquired. The students will understand the importance of personal qualifications and professional preparation standards for counselors. Students will begin to evaluate the self in relation to these qualifications and standards. The course also presents an overview of the purposes and objectives of professional organizations. Also included in the course is an in-depth study of ethical standards and legal issues pertaining to the counseling profession. Lec 3, Cr 3

### **EPSY 6361 Introduction to Marriage and Family Therapy**

This course introduces students to the study of individual and family development, family dynamics, interpersonal relationships and marriage and family systems. The course will include selected theories, methods, and techniques of marriage and family therapy with particular emphasis on multicultural, legal and ethical issues in the practice of marriage and family counseling. Prerequisite: EPSY 6360 and EPSY 6362 or approval of instructor. Lec 3, Cr.3

### **EPSY 6362 Theories and Techniques in Counseling**

A survey of psychotherapy, comparing the contributions of psychoanalysis, nondirective therapy and behavior therapy. Specialized approaches such as group therapy, play therapy and family therapy will be studied. Local facilities using a variety of therapeutic techniques will be visited. Prerequisite: EPSY 6360 and instructor's consent. Lec 3, Cr 3

### **EPSY 6363 Personal Growth**

Discussions and practical application of group dynamics within a framework of group therapy. Prerequisite: Consent of instructor. Lec 3, Cr 3

### **EPSY 6364 Multicultural Counseling**

This course will provide an understanding of the characteristics and needs of culturally diverse clients. The course will include issues related to ethnic groups, gender, family systems, differing lifestyles, and the impact of social, political, and economic factors on specific populations. Techniques for counseling culturally diverse populations will also be covered. Prerequisite: EPSY 6360 or consent of instructor. Lec 3, Cr 3

### **EPSY 6365 Counseling Practicum I**

A study of selected counseling theories and supervised experience in individual counseling. Cases assigned off campus in schools and community agencies. This course must be taken within last nine hours of program.

Prerequisites: EPSY 6360, 6362, 6363 Lec 3, Cr 3

### **EPSY 6366 Counseling Practicum II**

Trends, issues, and ethical considerations affecting the counseling profession. Supervised experiences in individual and group counseling requiring advanced technical skills. May include supervised experiences in professional employment settings. Prerequisites: EPSY 6365 and instructor's consent. Lec 3, Cr 3

### **EPSY 6368 Group Counseling**

This course develops an understanding of group processes, theories and techniques. Demonstrated competence in this knowledge and in applying group procedures will be required.

Prerequisites: EPSY 6360, 6362, and 6363. Lec 3, Cr 3

## **EDUCATIONAL SUPERVISION (EDSU)**

### **EDSU 6370 Supervision of Instruction**

Fundamental problems of supervising instruction in small and moderate sized public schools; the nature and organization of supervision, supervisory plans and principles; effect of recent educational practices on supervision; duties, relationships and training of supervisory officials; standards for judging teachers; methods of improving instruction; case studies in supervision; the use of conferences, teacher's meetings, demonstration teaching, visitation and research studies as supervisory tools. Includes credit for TEA required Instructional Leadership Training. Lec 3, Cr 3

### **EDSU 6371 Practicum in Supervision**

Experience in supervisory methods and practices for elementary school and secondary school supervisors. Teacher rating scales, in-service programs and staff development processes will be analyzed and put into effect by each participant, a strong focus upon clinical supervision. A grade of pass/fail will be assigned.

Prerequisite: Approval of graduate advisor required for enrollment. Lec 3, Cr 3

### **EDSU 6379 Problems in Educational Supervision**

Participants will define and resolve a supervisory problem in their specific areas of interest. Participant will be directed in their study by a graduate faculty member. A formal research paper dealing with a specific supervisory problem will be required. Prerequisite: Approval of graduate advisor required for enrollment. Lec 3, Cr 3

## **EDUCATIONAL TECHNOLOGY (EDTC)**

### **EDTC 6320 Instructional Technology**

This course requires an examination of instructional applications of microcomputers and telecommunications in classroom settings. Emphasis will be given to the design and development of student learning activities that integrate technology across the curriculum to improve student learning. Lec 3, Cr 3

### **EDTC 6321 Instructional Design**

The design of instructional and management systems is examined through field experience and research reports. Focus is on the components, design, and utilization of local/area distributed networks in the school setting. Lec 3, Cr 3

### **EDTC 6323 Multimedia/Hypermedia**

This course includes the study of the use of hypermedia, hypertext, and multimedia in education. Basic study of topics on hardware and software capabilities, selection and implementation. It also includes customizing and creating information, integrating text, graphics, video, music, voice, and animation. Lec 3, Cr 3

### **EDTC 6325 Educational Telecommunications**

This course addresses the development of educational telecommunications systems, teleconferencing, digitized video, and compressed video; available computer networks (local, state, national, and international) and their role in the instructional process are emphasized. Lec 3, Cr 3

### **EDTC 6329 Selected Topics in Educational Technology**

This course addresses the study of significant topics related to utilization of technology in educational settings. With approval by advisor, course may be repeated when topic varies.

Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3

### **EDTC 6332 Internship in Educational Technology**

Supervised observation and practice in the applications of technology to a specified educational setting are emphasized. This is a field-based educational technology course offering. Prerequisites: Must be within six hours of completion of program. This course will be assigned a grade of pass or fail.

Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3

## **READING (READ)**

### **READ 5313 Reading Tests**

A major function of this course is to help students develop competencies in the selection, administration, scoring and interpretation of standardized tests, with particular emphasis upon their application to reading instruction. Special emphasis will also be given to the development and use of informal evaluative instruments to meet particular reading needs of students. Lec 3, Cr 3

### **READ 5323 Teaching Reading to the Elementary Student**

This course focuses on the nature of the reading process, beginning reading, and appropriate strategies for the acquisition of basic reading skills for the elementary student. Different approaches to the teaching of reading will be emphasized. (Credit will not be given if READ 3323 has been taken.) Lec 3, Cr 3

### **READ 5351 Teaching Reading to the Secondary Student**

The relation of reading ability to academic achievement, procedures for teaching reading skills needed in content area reading, and reading difficulties encountered by secondary students are included in this course. Students will have the opportunity to use diagnostic tools and techniques to determine reading needs of secondary students and will develop

reading-learning activities to meet those needs. Credit will not be given if READ 4351 has been taken. Lec 3, Cr 3

**READ 6109 Topics in Literacy**

This course emphasizes current innovations and research in literacy instruction. Credit may be applied toward professional development credit or the graduate programs in education as appropriate. May be repeated for credit as topics change for a maximum of six semester credit hours towards the graduate degree. Lec 1, Cr 1

**READ 6301 Foundations of Literacy Instruction**

This course places major emphasis on the current theories, models of reading instruction and the components of a reading program. History and philosophy of reading instruction will also be included.

Prerequisite: READ 3323 or departmental approval. Lec 3, Cr 3

**READ 6309 Topics in Reading**

This course is concerned primarily with innovations and current issues in reading instruction. Trainees will select topics of particular interest and concern for intensive study. Experiences of the trainee may include action research, working with classroom teachers and other adults in the school community to enhance the reading program. May be repeated once, when emphasis is on study in resource areas or professional areas related to the field of reading. Lec 3, Cr 3

**READ 6310 Child and Adolescent Literature**

This course is designed to help the trainee gain competence in selecting and recommending literature for children and adolescents and providing leadership and guidance to help students develop maturity in reading. The trainees will be provided with experiences which will enable them to locate and select appropriate literature for students and to apply appropriate strategies for stimulating voluntary participation and continuous growth in independent reading. Lec 3, Cr 3

**READ 6323 Problems in the Teaching of Reading**

This course is concerned with problems encountered in the teaching of reading as it relates to the reader, the reading context, and reading material in the literacy environment.

Prerequisite: READ 63081 Lec 3, Cr 3

**READ 6329 Reading Assessment and Intervention**

This course is designed to help students gain competency in diagnosing reading behavior and in prescribing appropriate diagnostic materials and techniques. Students will also receive guidance on making recommendations for reading instruction on the basis of such diagnosis. Prerequisites: READ 5313, READ 6323 or Departmental Approval Lec 3, Cr 3

**READ 6369 Internship in Literacy Leadership**

Field-based course in which students advance their professional competencies by applying theories and current research in the evaluation of a school wide reading program as well as providing recommendations for strengthening the program. Students also gain competencies in the leadership of literacy instruction. (All other coursework must be completed prior to taking this course.) Prerequisite: Departmental Approval Required. Lec 3, Cr 3

## **SPECIAL EDUCATION (SPED)**

**SPED 6301 Psychology of the Exceptional Child**

This course will discuss methods for understanding children with exceptional differences. The course will survey the teaching/learning process of special populations. Characteristics of various exceptionalities and strategies that enhance student learning, are an integral part of the course. Ideally, first course taken must be taken in the first 15 semester hours. Lec 3, Cr 3

**SPED 6302 Educating Children with Learning and Behavior Problems**

This course will include etiology, characteristics and conditions of children with learning and behavior problems. Methodology and instructional techniques will be studied and applied to individual and classroom settings. Lec 3, Cr 3

**SPED 6303 The Bilingual Child with Special Education Needs**

This course will examine the needs of the bilingual, special education child. The course will provide an understanding of the problems and strengths of a bilingual child with special needs and explore effective strategies for instruction. Lec 3, Cr 3

**SPED 6305 Measurement & Test Interpretation**

This course emphasizes application of basic statistical procedures, item analysis, and norming of standardized, individually administered tests. Will also cover basic knowledge and information pertinent to the interpretation of selected, commonly used, individually administered, standardized as well as informal tests/instruments in terms of their respective instructional implications. Lec 3, Cr 3

**SPED 6306 Selected Topics in Special Education**

This course is designed to explore trends, issues, best practices, and current literature in the areas of special education. Topics will vary. Course may be repeated once for credit when the topic varies.

Prerequisite: Approval of Graduate Advisor Lec 3, Cr 3

**SPED 6307 Educating Children with Mental Retardation**

This course is designed to examine the problems of mental retardation and the theory and techniques for interventions. Emphasis will be placed on psychological aspects of persons with mental retardation and community work programs which can assist them in becoming active members of society. Lec 3, Cr 3

**SPED 6309 Diagnosing Academic Problems**

This course will include instruction for administering and interpreting norm referenced, criterion referenced, and curriculum based individual tests of academic achievement. Models of unbiased assessment of children from diverse cultures, socioeconomic, and linguistic backgrounds will be examined. Lec 3, Cr 3

**SPED 6600 Practicum in Diagnostic and Intervention Procedures**

This course will provide field experience in implementing psychoeducational individualized assessment. In addition to administering standardized measures, participants will be instructed on procedures relating to informal assessment, student observation, collecting/recording data, and interviewing parents, teachers, and students. Participants will be trained to recommend and activate instructional and behavioral interventions. Consultations/collaboration methods and curricular modifications procedures to assist students with disabilities will be reviewed. Participants will be taught to analyze data and document results and recommendations in written reports. Lec 6, Cr 6



# SCHOOL OF HEALTH SCIENCES

*Dr. Eldon Nelson, Dean • Life & Health Sciences Building #2.404 • 554-5000*

*Department of Nursing*

*Dr. Katherine Dougherty, Interim-Chair • LHSB #2.720 • 554-5071 • kdougherty@utb1.utb.edu*

The School of Health Sciences offers a graduate program of study leading to the Master of Science in Public Health Nursing which produces a nursing leader who is prepared in the practice of promoting and protecting the health of populations utilizing knowledge from nursing, social and Public Health Sciences. The program is in collaboration with the University of Texas Health Science Center Houston School of Public Health.

## **Master of Science in Public Health Nursing (MSPHN)**

*Dr. Ella Herriage, Program Director • LHSB #2.424 • 554-5076 • eherriage@utb1.utb.edu*

The MSPHN degree is designed to prepare nurses at the master's level for leadership in traditional and non-traditional public health and other health care settings to meet the needs of a changing health care system. It has been developed to meet professional standards and guidelines of the Association of Community Health Educators Council on education for Public Health, American Nurses Association, and the American Association of Colleges of Nursing and the PEW Health Profession Commission. Border health issues and their relationship to overall health care are included. The public health nursing area of study provides students with a foundation of knowledge and experiences in:

- principles of public health and conceptual models of nursing
- organization and administration of health services
- strategies of work and culturally diverse high risk population groups
- development and evaluation of health promotion and disease prevention programs
- applied research

The graduates will be able to provide:

- leadership in administration and supervision of public health programs
- education and consultation
- client advocacy, policy analysis and development at the local, state, and federal level
- core public health competencies, assessment, assurance and policy development

These are evidenced by program outcomes and competency statements. A four-credit field experience will be provided as a graduate project in order to facilitate integration of learning and provide a capstone experience. The University of Texas School of Public Health will provide core public health courses for the degree plan. The University of Texas at Brownsville MSPHN program will offer core public health nursing and other nursing course required by the curriculum making the program a collaborative one of interdisciplinary education.

### **Admission**

A student must meet all requirements for admission to the Graduate School to be admitted to the MSPHN program (see Admissions section). In addition, the student must have a GPA of 3.0 for the last 60 hours of undergraduate work, have a BSN from a nationally accredited school of nursing and be licensed to practice nursing in the state of Texas. The student must also be approved to enroll in the UT School of Public Health for core public health courses. Conditional admission may be granted to students according to graduate school policy. Conditions may be placed on students receiving conditional admission, and subsequent registration will be barred if conditions are not met. Conditions will be in relation to individual deficiencies. All conditions must meet the approval of the director of the MSPHN program. International students must meet all requirements for admission in addition to those of the MSPHN program (see International Students section).

### **Admission Requirements for the MSPHN Program**

To be considered for admission to the nursing program the following must be submitted.

- Admission to the UTB Graduate School. The Masters in Nursing Program will accept conditional admission to the graduate school according to the criteria set up in the categories of admission;
- An officially reported Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) score;
- Two letters of recommendation;
- An officially reported transcript of TOEFL scores for international students.
- An official transcript (in English or translated into English) indicating an earned baccalaureate degree in nursing from a NLN accredited institution;
- Successful completion of an undergraduate statistics course;
- Current license to practice nursing in Texas;
- Immunizations required by the Texas Department of Health for students in health-related programs.
- Undergraduate GPA of 3.0 or higher on a 4.0 scale for the last 60 hours of previous college work.
- Evidence of successful interview with MASPHN Admission Committee.
- Application to the UT School of Public Health for concurrent enrollment.

### **Degree and Graduation Requirements**

Each student will be assigned an advisor to assist in preparing the Graduate Program of Study before or during their first semester in the program. Advisors will be available throughout the program of study for guidance in field experiences etc. Students must complete all course work, including the core public health courses from the School of Public Health which is a total of 48 semester hours.

Students must maintain a cumulative GPA of 3.0 or above to remain in the program in good standing. A student falling below this minimum will be placed on academic probation and must raise his/her cumulative GPA to at least 3.0 within nine hours. Failure to do so will result in academic suspension. A minimum cumulative GPA of 3.0 is required for graduation.

Students who have been suspended may apply for readmission into the MSPHN program by the procedures outlined in the Academic Probation and Suspension section of the Graduate Catalog. Such applications will be considered on a case by case basis, and readmission will be granted at the discretion of the MSPHN program director and the Dean of the School of Health Sciences.

Transfer courses from other Graduate Nursing programs will be evaluated on an individual basis for acceptance.

## **Courses**

### ***Nursing and Public Health Nursing***

NURS	6321	Structure and Discipline of Nursing
NURS	6322	Moral/Ethical Issues in Policy Development and Health Care Management
NURS	6333	Research in Nursing
NURS	6334	Advanced Public Health Nursing
NURS	6343	Nursing and the Politics of Health Care
NURS	6351	Nursing Leadership for a Changing World
NURS	6353	Community-Based Public Health Nursing Interventions
NURS	6452	Public Health Nursing Leadership Practicum
NURS	7400	Field Experience Masters Project

PH	1110B	Social and Psychological Aspects of Community Health
PH	1610B	Introduction to Biometry
PH	2110B	Overview of Environmental Health
PH	2610B	Introduction to Epidemiology
PH	4410B	Health Program Planning Implementation & Evaluation

# Graduate Courses in Nursing/Public Health Nursing

## **NURS 6321 Structure of the Discipline of Nursing**

The structure and the discipline of nursing will be examined. Purposes, characteristics, and kinds of structures will be explored, with particular emphasis on theories, model, and conceptual frameworks. Lec 3, Cr 3

## **NURS 6322 Moral/Ethical Issues in Policy Development and Health Care Management**

This course provides a study of health care policy, service delivery systems and the economics and management of health care systems. Emphasis is 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 position in various nursing contexts, understand how moral and ethical beliefs influence behavior, relate selected moral and ethical theories to position-taking, specify a personal position on moral and ethical issues in nursing, and identify the consequences of taking a position. Lec 3, Cr 3

## **NURS 6333 Research in Nursing**

This course introduces students to the procedures and methods utilized in conducting clinical and epidemiological population based research. The planning and design of research proposals and projects are undertaken. The various types of nursing research are examined, and critical analysis of research articles and research design are stressed. Students prepare research proposals during the course and focus on problem identification, literature review and analysis, project description and evaluation, and measurement of health care outcomes. This course continues as the implementation of the students research project in NURS 7400 Field Experience Masters Project. Lec 3, Cr 3

## **NURS 6334 Advanced Public Health Nursing**

This course provides an overview of factors related to public health nursing with special emphasis on development of conceptual frameworks for advanced practice. Focus on national health priorities and assessment strategies. Lec 3, Cr 3

## **NURS 6351 Nursing Leadership for a Changing World**

Theories of visioning, change, organizational culture, power, negotiation, team-building, forecasting, and personal growth are analyzed to strengthen leadership skills for the future. Focus includes evaluation of concepts within a variety of nursing leadership roles (educator, manager, clinical specialist, consultant). Lec 3, Cr 3

## **NURS 6343 Nursing and the Politics of Health Care**

Analysis of social policy from health care formulation to appropriation and allocation of funding (federal, state, local); its impact on health status and on nursing education, research, and service. Lec 3, Cr 3

## **NURS 6353 Community-Based Public Health Nursing Intervention**

Systematic inquiry into community-based intervention models that integrate knowledge, clinical research, and public health knowledge. Emphasis on community organization and social change models and the development of community-based nursing intervention models for practice. Lec 3, Cr 3

## **NURS 6452 Public Health Nursing Leadership Practicum**

Focusing on the development of knowledge and skills of a specific leadership role within the field of public health nursing, this course facilitates the examination of leadership and role theory within the enactment of a leadership role. This 120-hour Practicum experience involves a precepted public health nursing leadership placement, a journaled analysis of leadership experiences as they relate to leadership and role theory, and the completion of a project such as development of a new program initiative, planning for a change in the organization's activities, analyzing a leadership or policy issue, assisting with development or management of a component of a budget, planning a quality assurance program, evaluating an activity, and developing an education offering Cr 4.

## **NURS 7400 Field Experience Masters Project**

Building upon the research skills learned in NURS 6333 (Research in Nursing) the student is given the opportunity to implement their research proposal in a field setting. A total of 320 hours will be spent in an agency of the student's choice and will culminate in the submission of a scholarly research report. Teaching-learning methods include discussing aspects of process with other students and the instructor, working individually on the project, doing peer reviews of report drafts of two student colleagues, and meeting one-to-one with the instructor. Students work in a self-paced manner to meet course deadlines by completing a series of steps necessary to finish the project and final written report.

## **PH 1110 B Social and Psychological Aspects of Community Health**

This course will benefit participants by providing them with foundations of behavioral science theory and practice. Its

purpose is to provide participants with a broad background in the behavioral sciences (psychology, sociology, anthropology, social psychology, etc.), and with experiences in accessing, understanding, and using these sciences in developing solutions to community health problems in the context of burgeoning electronic data resources.

This course provides relevant training into planning, organization and conduct of the complex array of activities that constitute public health. Public health embraces a remarkable variety of skills, requiring persons trained in medicine, other professional health fields and many aspects of physical, biological, and social sciences. The School of Public Health must provide the orientation and philosophy that establishes unity from this diversity.

A second major objective of the School is to serve as a focus for research activities directed toward community health problems, and thus an important component of this course is also exposure to and experience with social and behavioral science research at the community level.

This course is taught concurrently with public health nursing courses and is taught by the School of Public Health. Consent of the program director is required. Registration for the course is through the MSPHN program director.

**PH 1610 B Introduction to Biometry**

This course is designed for students with little or no previous coursework in mathematics or statistics. Topics include study design, data description, elements of probability distribution of random variables, applications of the binomial and normal distributions, estimation and confidence intervals, hypothesis testing, contingency tables, regression and analysis of variance. Additional topics include introduction to statistical computing and data management, distribution free statistical methods and demographic measures. This course is taught concurrently with public health nursing courses and is taught by the School of Public Health. Consent of the program director is required. Registration for the course is through the MSPHN program director.

**PH 2110 B Overview of Environmental Health**

There are no prerequisites for the course, but students will find it to their advantage if they have taken Introductory Epidemiology and Biometry and have taken college level chemistry and biology. Those latter courses, taken at the high school level, may be adequate if you remember the content.

The course consists of videotapes made of live lectures, reading materials from various sources including the World Wide Web, and three ITV sessions that will be reserved for student presentations. The first ITV session may be strictly introductory in nature due to its occurring early in the schedule. The makeup and demographics of the students will determine the nature of the presentations once the course begins.

This is an issues and concepts course. The lectures will be used by the instructor to provide supplemental information on the topic and to explain any information in the reading that may be difficult to understand or particularly germane to the subject. The projects/exams will be devoted to a deeper understanding of the subject. Students should prepare for the tapes by reading the material. It is expected that the student in each of the following should spend approximately 45 hours: tape review, reading, and preparing projects/exams.

Topics to be included are importance of the risk assessment and risk management education and environmental awareness in problem solving and preventing environmental problems, specific issues related to air, water and land pollution, relationships among environmental media, international aspects of environmental health, and environmental issues to specific disciplines.

This course is taught concurrently with public health nursing courses and is taught by the School of Public Health. Consent of the program director is required. Registration for the course is through the MSPHN program director.

**PH 2610 B Introduction to Epidemiology**

This course is intended to provide an overview and introduction to the fundamentals of epidemiology. Epidemiology is the study of the distribution and determinants of health-related states or events in specified populations, and the application of this study to the control of health problems. This course is taught by the School of Public Health. Consent of the program director is required. Registration for the course is through the MSPHN program director.

**PH 4410 B Health Program Planning, Implementation and Evaluation**

This course is an introduction to the theoretical basis and essential techniques for meeting the health needs of populations through organized programs. The course is structured around the three central program management concepts of planning, implementation, and evaluation. Each concept is presented and illustrated in ITV lecture/discussions, readings, and videotaped lectures. Work will be done in small groups to complete exercises that provide "hands on" experience in applying the central program management concepts. This course is taught concurrently with public health nursing courses and is taught by the School of Public Health. Consent of the program director is required. Registration for the course is through the MSPHN program director.

# COOPERATIVE DEGREE PROGRAMS

UTB/TSC participates in cooperative degree programs with the University of Houston, the University of Texas at Arlington, Sam Houston State University, and the University of Texas Health Science Center at San Antonio. Acceptance into a cooperative degree program is conditioned upon the understanding that institutional sponsorship of the program may change during the period of matriculation. This will not affect a student's continuation in the program, but may subject the student to different policies and procedures. In addition, the identity of the institution officially granting the degree upon successful completion of the program will depend upon official sponsorship of the program at that time.

## Doctor of Education (Ed.D.)

The University of Houston, in cooperation with UTB/TSC, offers opportunities for doctoral studies in education. The 66-semester hour programs includes courses from both universities and are structured to serve students residing in the Lower Rio Grande Valley. As the programs are hosted by the University of Houston, all policies and requirements of The University of Houston College of Education apply. Students must have the master's or appropriate professional degree.

To be admitted to doctoral studies, applicants must meet all UTB/TSC as well as University of Houston admission requirements. Generally, these requirements are:

- GRE scores (verbal, quantitative, and analytical) at the 35th percentage (e.g., above 500 on each scale)
- GPA above 3.25 on the last 60-semester hours of coursework
- High level skills in written and oral English language
- Experience in the field of education
- Success potential as viewed by three references

Coursework will be taken in both Brownsville and Houston. Students must be able to travel to Houston for weekend and/or summer coursework, library study, and dissertation work. In addition, students must be computer literate and possess a computer and modem for telecommunication with UH faculty.

Application forms and details are available from the UTB/TSC Office of Graduate Studies. All inquiries regarding doctoral studies should be made to that office (956) 548-6552. Students may also consult The University of Houston's web page at [www.uh.edu](http://www.uh.edu).

## Doctor of Philosophy (Ph.D.) and Master of Science (M.S.)

The University of Texas at Arlington, in cooperation with UTB/TSC, offers Graduate Programs in Electrical Engineering through distance learning technology. Graduate study and research are offered in a wide range of areas including:

1. Systems, Controls, Microprocessors, Nonlinear Modern Control, Robotics, Biomedical Signal Processing and Instrumentation:
2. Remote Sensing, Electromagnetic Fields, Propagation, Scattering, and Microwave Systems:
3. Optics, Electro-optics, Diffractive optics, Nonlinear Optics, and Lasers:
4. Microelectronics and Semiconductors: Microwave, Millimeter-wave and Optoelectronic Devices and Integrated Circuits:
5. Digital Signal Processing, Digital Image Processing, Vision Systems, Neural Networks, Statistical Signal Processing, Nonlinear Image Processing, Virtual Prototyping, and Virtual Environments:

6. Information Transmission and Communication Systems:
7. Energy Systems, Efficient Operation and Planning, Generation and Transmission, Conversion and Distribution.
8. Applied Physical Electronics: Pulse Electronics, High Power Optical Electronics, Laser Applications and Diagnostics.
9. Manufacturing Engineering: Robotics, Automation, Control, Data Management, Economics, and Instrumentation as applied to Manufacturing.

### **Admission Requirements:**

Students wishing to major in electrical engineering at the graduate level should have the Bachelor of Science degree in electrical engineering from an approved school. Applicants with degrees in other closely related disciplines may qualify for graduate study in electrical engineering after completion of a faculty-approved program of leveling courses.

The Ph.D. degree is a research degree.

The Master of Science program includes Thesis, Thesis Substitute, and Non-thesis Degrees.

Application forms and more information are available at the Department of Engineering Technology office. For further information about the UT Arlington Programs, consult the UT-Arlington catalog on the Internet at <http://www.uta.edu/orgs/catalog/GradCat1.htm>.

## **Master of Science in Physics**

The Department of Physical Sciences at UTB/TSC and the Department of Physics at the University of Texas at El Paso have combined to offer studies leading to the degree of Masters of Science in Physics. Several of the classes are taken via video conferencing; others are taken locally. The experimental and/or theoretical research opportunities for thesis work include gravitational wave physics, optics, condensed matter and surface physics, geophysics, and radiation physics.

### **General Departmental Requirements for Graduate Admission**

The normal prerequisite to graduate studies in the Department of Physics is the bachelor's degree in physics with a "B" average in physics courses taken at the undergraduate level. The bachelor's degree coursework should include advanced undergraduate courses in Mechanics, Electromagnetics, Modern Physics, Quantum Mechanics, Thermal Physics and advanced laboratory practice. Any deficiency must be removed before the petition is made for candidacy for the M.S. degree. Interested applicants can apply for admission to the Master of Science in Physics program at UTEP. For more information about admission requirements see the UTEP Graduate Studies website at <http://www.utep.edu/graduate/> although admission and degree are through El Paso all classes can be taken locally.

## ***Master of Science in Criminal Justice (M.S.C.J.)***

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

*Dr. Susan E. Ritter, Advisor • South Hall #323 • 548-6569 • [ritter@utb1.utb.edu](mailto:ritter@utb1.utb.edu)*

The Master of Science in Criminal Justice is offered by The University of Texas-Pan American in Edinburg in cooperation with UTB/TSC with thesis and non-thesis programs available. Twelve hours are offered by UTB/TSC faculty on the UTB/TSC campus, and the other 24 hours, delivered by UTPA, are available in Brownsville via interactive video. The program is designed for individuals who are already employed in the criminal justice field and wish to prepare to assume administrative or management responsibilities in federal, state, and local criminal justice agencies. The program includes a Comprehensive Written Examination testing knowledge from the core courses and the student's areas of additional coursework.

## ***Core Courses***

CRIJ	6301	Criminal Justice System
CRIJ	6302	Crime, Criminal Behavior, and Criminology
CRIJ	6303	Criminal Justice Policy Analysis
CRIJ	6304	Law, Courts, and Criminal Procedure
CRIJ	6305	Criminal Justice Organizational Theory and Behavior
CRIJ	6306	Statistical Methods in Criminal Justice
CRIJ	6307	Criminal Justice Research Methods

## ***Electives***

Students will take from nine to 15 semester hours from the following courses depending on whether or not they take the thesis, applied project, or additional coursework option.

CRIJ	6308	Juvenile Justice System
CRIJ	6309	Issues in Corrections
CRIJ	6310	Issues in Policing
CRIJ	6311	Special Topics (May be repeated once for credit if new topic)
CRIJ	6312	Independent Research or Studies (May be repeated once for credit)

## ***Other Electives***

A maximum of six hours of graduate courses may be taken from related disciplines. Courses must have prior approval of the Graduate Program Director.

## ***Thesis or Applied Project Option***

CRIJ	7301-7302	Thesis
CRIJ	7303-7304	Applied Project

# **Governance, Administration and Faculty**



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Ph.D., University of Houston

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M.S. University of North Texas  
Ph.D., University of Arizona

**Antonio N. Zavaleta**

Vice President for External Affairs

B.A., M.A., Ph.D., University of Texas at Austin

## Academic Deans

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Dean, School of Business

B.S., M.B.A., Southern Methodist University  
Ph.D. University of Arkansas

**James Holt**

Dean, Occupational/Technical Program Development

B.A., University of Missouri  
M.B.A., Southern Illinois University

**Farhat Iftekharuddin**

Dean, College of Liberal Arts  
B.A., M.A., University of Dacca  
Ph.D., Oklahoma State University

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Dean, School of Health Sciences  
B.A., B.S., East Carolina College  
M.A., East Carolina University  
Ph.D., University of Florida

**Sylvia Cavazos Peña**

Dean, School of Education  
B.A., Texas A&I University  
M.A., Ed.D., University of Houston

**Terry Jay Phillips**

Interim-Dean, College of Science, Mathematics & Technology  
B.S., M.S., Sam Houston State University

**John P. Ronnau**

Dean, Graduate Studies and Sponsored Programs  
B.S., Kansas State University  
M.Ed., Antioch-New England  
M.S. W., Ph.D., University of Kansas

## Graduate Committee Members

### *Faculty*

**Dr. Lawrence M. Lewis**

College of Liberal Arts

**Dr. Allison Abell**

College of Science, Mathematics and Technology

**Dr. Katherine Barker**

School of Business

**Dr. Cynthia L. Bradford**

School of Education

**Dr. Ava Miller**

School of Health Sciences

### *Administration*

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Dean, School of Business

**Julio Ledezma**

Facilities Coordinator

**Dr. Eldon Nelson**

Dean, School of Health Sciences

**Dr. John Ronnau**

Dean, Graduate Studies and Sponsored Programs

# GRADUATE FACULTY

## College of Liberal Arts

*Farhat Iftikharuddin, Ph.D., Dean*

### *Behavioral Sciences Department*

*Virginia V. Wood, Ed.D., Chair*

**Ethel Cantú 1979\*\***

Associate Professor-Psychology  
1969 B.A., University of California, Davis  
1977 M.A., Texas A&I University

**Robert Fisher 1991\*\*\***

Professor-Psychology  
1973 B.S., San Diego State University  
1984 Ph.D., University of Tennessee

**Diamantina Freeberg 1979\*\*\***

Professor-Psychology  
1967 B.A., Our Lady of the Lake College, San Antonio  
1969 M.A., 1977 Ed.D., University of Tulsa

**Mathew C. Johnson 1999\*\***

Associate Professor-Psychology  
1991 B.S., Northwest Missouri State University  
1993 M.S., Emporia St. University  
1998 Ph.D., Texas Technical University

**Sherry McCullough 1991\*\*\***

Professor-Sociology  
1965 B.A., 1987 M.S.W., 1991 Ph.D., University of Oklahoma

**David Pearson 1997\*\*\***

Professor-Sociology  
1979 B.A., University of Massachusetts  
1981 M.A., 1988 Ph.D., Yale University

**Scott A. Reid\*\***

Associate Professor-Sociology  
1989 B.A., 1991 M.A., 1999 Ph.D., Kent State University

**Luis Rodriguez-Abad 1995\*\*\***

Professor-Sociology  
1960 B.A., Wheaton College  
1969 Ph.D., Syracuse University

**John P. Ronnau 1999\*\*\***

Professor-Behavioral Sciences  
B.S., Kansas State University  
M.Ed., Antioch-New England  
M.S. W., Ph.D., University of Kansas

**Virginia Voltaggio Wood 1971\*\*\***

Professor-Psychology  
1966 B.A., Webster College  
1971 M.A., St. Mary's University  
1992 Ed.D., University of Houston

**Antonio N. Zavaleta 1976\*\*\***

Professor-Anthropology, Sociology  
1971 B.A., 1973 M.A., 1976 Ph.D., University of Texas at Austin

## ***Criminal Justice Department***

*Susan Ritter, Ph.D., Chair*

**Ben Brown 1998\*\***

Associate Professor-Criminal Justice  
1990 B.A., Bellermine College  
1992 M.A., University of Louisville  
1995 Ph.D., Kansas State University

**Susan E. Ritter 1993\*\***

Associate Professor-Criminal Justice  
1980 B.S., Texas Woman's University  
1988 M.A., University of Texas at Arlington  
1997 Ph.D., Sam Houston State University

**William V. Wilkinson 1983\*\***

Professor-Criminal Justice  
1964 B.A., North Texas State University  
1979 M.A., University of Texas at San Antonio  
1985 Ph.D., Sam Houston State University

**Harry O. White, Jr. 1998\***

Lecturer-Criminal Justice  
B.S., Portland State University  
M.Ed., University of Portland  
M.P.A., Ph.D., Portland State University

## ***English and Speech Department***

*Charles Dameron, Chair*

**Alan P. Church\*\***

Associate Professor-English  
1987 B.A., 1990 M.A., Arizona State University  
1996 Ph.D., University of Washington

**Charles Dameron 1985\*\*\***

Professor-English  
1970 B.A., Duke University  
1973 M.A., 1984 Ph.D., University of Texas at Austin

**Mary Theresa Gallegos 1990\*\*\***

Professor-English/Speech  
1976 B.A., State University of New York  
1980 M.A., University of New Mexico  
1993 Ed.D., Howard University

**Juliet V. García 1972\*\*\***

Professor-Speech

1970 B.A., 1972 M.A., University of Houston

1976 Ph.D., The University of Texas at Austin

**José Marcelo Garza 1987\*\*\***

Professor-English

1963 B.A., Austin College

1965 M.A., San Francisco State College

1986 Ph.D., University of Iowa

**Farhat Iftekharuddin 1990\*\*\***

Professor-English

1976 B.A., 1978 M.A., University of Dacca

1989 Ph.D., Oklahoma State University

**Noor Islam 1994\*\***

Associate Professor-English, Linguistics

1986 M.A., Technical University of Berlin, Germany

1989 M.A., 1994 Ph.D., Oklahoma State University

**Lawrence M. Lewis 1981\*\*\***

Professor-English

1967 B.A., St. Edward's University

1979 Ph.D., University of Texas at Austin

**Peter R. Petrucci 2000\*\***

Associate Professor-English

1982 B.A., 1987 M.A., California State University

1993 Ph.D., University of Southern California

**Dawn Rodrigues 1996\*\***

Associate Professor-English

1967 B.S., Kutztown State University

1968 M.A., 1971 Ph.D., Kent State University

**Mimosa Stephenson 1976\*\*\***

Professor-English

1961 B.A., Pan American College

1963 M.A., 1965 Ph.D., Texas Technological College

**Cynthia Valk 1998\***

Lecturer-English

1963 B.S., 1972 M.A., 1980 M.A., 1980 Ph.D., Ball State University

***Fine Arts Department***

*SueZanne Urbis, Ph.D., Chair*

**James Arthur Brownlow 1984\*\*\***

Professor-Arts

1976 B.M., Furman University

1978 M.M., Northwestern University

1998 D.M.A., The University of Texas at Austin

**Carlos Gomez 1985\*\*\***

Professor-Arts  
1977 B.F.A., Pan American University  
1979 M.F.A., Washington State University

**Carol S. McNabb 1999\*\***

Associate Professor-Arts  
1977 B.M., University of North Texas  
1990 M.M., Northeast Louisiana University  
1996 D.M.A., University of Arizona

**Michael O. Quantz 1995\*\***

Associate Professor-Arts  
1980 B.M. 1982 M.M., 1994 Ph.D., University of North Texas

**Francisco Rocafuerte 1997\*\***

Associate Professor-Arts  
M.M., Escuela de Perfeccionamiento  
1986 Ph.D., London College of Music

**Richard Urbis 1985\*\*\***

Professor-Arts  
1975 B.M., Corpus Christi State University

**Sue Zanne Williamson-Urbis\*\***

Associate Professor-Arts  
1977 B.M., Sam Houston State University  
1981 M.A., Corpus Christi St. University  
1995 Ph.D., University of Arizona

## ***Modern Languages Department***

*Cipriano Cárdenas, Chair*

**Lidia Díaz 1996\*\***

Associate Professor-Spanish  
1992 M.A., 1994 Ph.D., University of Pittsburgh

**George K. Green 1976\*\*\***

Professor-Spanish  
1968 B.A., 1971 M.A., 1974 M.Phil., 1976 Ph.D., Columbia University  
1967 Diplomate Translator, Diplomate Interpreter Munich

**Glenn Martinez 2000\*\***

Associate Professor-Spanish  
1994 B.A., The University of Texas Pan American  
1996 M.A., University of Houston  
2000 Ph.D., The University of Massachusetts

**Lucy García Willis 1973\*\***

Professor-Spanish  
1970 B.A., 1972 M.A., Southwest Texas State University  
1988 Ph.D., University of Texas at Austin

# *Social Sciences Department*

## *Government*

*Ronald Lane, Chair*

### **Norman Binder 1973\*\*\***

Professor-Government

1969 B.A., University of North Dakota

1971 M.A., 1974 Ph.D., University of Arizona

### **Charles Chapman 1999\*\***

Associate Professor-Government Associate

1972 B.S., 1974 M.P.A., Southwest Texas State University

1979 J.D., University of Texas School of Law

1980 Ph.D., University of Texas

### **John Robey 1996\*\*\***

Professor-History

1963 B.S., 1967 M.A., University of Southern Mississippi

1970 Ph.D., University of Georgia

### **Angelika Soldan 1997\*\***

Assistant Professor-Government Associate

1975 M.A., 1990 Ph.D., Humboldt University, Germany

1982 Ph.D., Martin Luther University

## *History*

*William L. Adams, Ph.D., Chair*

### **William L. Adams 1989\*\*\***

Professor-History

1966 B.A., Central Oklahoma State University

1973 M.A., 1975 D.A., University of North Dakota

1978 M.A., State University of New York

1982 Graduate Diploma, State College of Victoria (Australia)

### **Harriett D. Joseph 1976\*\*\***

Professor-History

1967 B.A., Southern Methodist University

1971 M.A., 1976 Ph.D., North Texas State University

### **Milo Kearney 1970\*\*\***

Professor-History

1962 B.S., University of Texas at Austin

1966 M.A., 1970 Ph.D., University of California at Berkeley

### **Philip W. Kendall 1992\*\*\***

Professor-History

1957 B.A., De Pauw University

1960 M.A., 1968 Ph.D., Boston University

### **Anthony K. Knopp 1976\*\*\***

Professor-History

1963 B.A., M.A.T., College of St. Thomas

1966 M.A., University of Minnesota

1973 Ph.D., Texas Tech University



**Manuel F. Medrano 1972\*\*\***

Professor-History

1970 B.S., 1971 M.A., Texas A&I University

1985 Ed.D., University of Houston

**James B. Sullivan 1973\*\*\***

Professor-History

1967 B.A., 1972 M.A., 1985 Ph.D., University of Houston

## **College of Science, Mathematics and Technology**

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*Terry Jay Phillips, Interim Dean*

### ***Biological Sciences Department***

*Alfredo Muñoz, Chair*

**Allison J. Abell 1999\*\***

Associate Professor-Biological Sciences

1988 B.A., Yale University

1992 M.S., 1996 Ph.D., University of Chicago

**Leticia Cabrera 1999\*\***

Associate Professor-Biological Sciences

1985 B.S., The National Autonomous University of Mexico

1992 Ph.D., University of Texas at Austin

**Luis V. Colom 2001\*\***

Associate Professor-Biological Sciences

1979 M.D., School of Medicine, University of Uruguay

1994 Ph.D., Faculty of Science, University of Uruguay

**Gregg Dieringer 1999\***

Lecturer-Biological Sciences

1979 B.S., 1980 M.S., University of Akron

1988 Ph.D., University of Texas at Austin

**Javier Gonzalez 1997\***

Lecturer-Biological Sciences

1976 B.S., Universidad Autonoma de Nuevo Leon, Mexico

1983 M.S., 1987 Ph.D., Cornell University

**Genaro López 1976\*\*\***

Professor-Biological Sciences

1970 B.S., Texas Tech University

1975 Ph.D., Cornell University

**Gerson Peltz 2001\***

Visiting Professor-Biological Sciences

1983 M.D., School of Medicine-Fundacao Tecnico Educacional

Souza Marques, Rio de Janeiro, Brazil

**Eli Eric Peña 1974\*\*\***

Professor-Biological Sciences

1972 B.S., 1974 M.S., Pan American University

1990 Ph.D., University of Texas at Austin

## ***Computer Sciences Department***

*Mahmoud Quweider, Chair*

### **Fitratullah Khan 1992\*\*\***

Professor-Computer Sciences

1980 B.S., 1983 M.S., 1987 Ph.D., University of Texas at Arlington

1991 M.S.; University of Kansas

## ***Engineering Technology Department***

*Mario C. Diaz, Ph.D., Interim Chair*

### **William B. Berg 1997\*\*\***

Professor-Engineering Technology

1965 B.E., Stevens Institute of Technology

1989 Ph.D., University of Massachusetts-Lowell

### **Immanuel Edinbarough 2000\*\***

Assistant Professor-Engineering Technology Associate

1981 B.S., 1988 M.S., 1996 Ph.D., Bharathiar University, India

1984 B.E., Institution of Engineers, India

### **José G. Martín 1996\*\*\***

Professor-Engineering Technology

1964 B.S., Mississippi State University

1970 M.S., 1970 Ph.D., University of Wisconsin

### **Wayne E. Wells 1996\*\*\***

Professor-Engineering Technology

1962 B.S., University of Cincinnati

1972 M.B.A., Eastern Michigan University

1986 M.S., 1993 Ph.D., Wayne State University

## ***Mathematics Department***

*Deloria Nanze-Davis, Ed.D., Chair*

### **Anthony Lerma 1976\*\***

Associate Professor-Mathematics

1972 B.S., 1974 M.Ed., Southwest Texas State University

1990 Ph.D., University of Texas at Austin

### **Jerzy K. Mogilski 1996\*\***

Associate Professor-Mathematics

1972 Magister - Warsaw University, Poland

1979 Ph.D., Polish Academy of Science

### **Deloria Nanze-Davis 1988\*\***

Associate Professor-Mathematics

1976 B.A., Texas Lutheran College

1983 B.B.A., 1977 M.Ed., East Texas State University

1995 Ed.D., University of Houston

### **Jorge E. Navarro 1995\*\***

Associate Professor-Mathematics

1969 B.S., Loyola University

1972 M.S., 1995 Ph.D., Northeastern University

**Zhong Ling Xu 1990\*\*\***

Professor-Mathematics

1959 B.S., Beijing Normal University, Beijing

1987 M.S., 1990 Ph.D., University of Massachusetts

***Physical Sciences Department***

*Gene J. Paull, Ph.D., Chair*

**William H. Davis 1998\*\***

Associate Professor-Chemistry

1991 B.S., The University of Western Ontario

1993 M.S., 1996 Ph.D., The University of Guelph

**Mario Diaz 1996\*\*\***

Professor-Physics

1984 Lic., 1987 Ph.D., University of Córdoba, Argentina

**Natalia Guevara 1998\*\***

Associate Professor-Physics

1985 B.S., 1989 Ph.D., Moscow State University, Russia

**Arnulfo Mar 1990\*\*\***

Professor-Organic Chemistry

1977 A.A., Texas Southmost College

1981 B.S., 1987 Ph.D., University of Houston

**School of Business**

*Betsy V. Boze, Ph.D., Dean*

***Accounting Department***

*Robert B. Vinson, C.P.A., Chair*

**Katherine J. Barker 1999\*\***

Assistant Professor-Accounting Associate

1982 B.S. State University of New York

1986 M.S., Rochester Institute of Technology

1999 Ph.D., University of Arkansas

**Douglas Cagwin 1999\*\***

Assistant Professor-Logistics Associate

1993 B.B.A. Iowa State University

1996 M.A.C.C., University of Arkansas

2000 Ph.D., University of Arkansas

**Edward Hymson 2000\*\***

Assistant Professor-Accounting Associate

1971 Ph.D., University of California

1982 J.D., American University College of Law

1995 L.L.M., Temple University School of Law

**Dennis Ortiz 1998\*\***

Assistant Professor-Accounting Associate

1978 B.S., 1990 M.A.C.C., University of Arizona

2000 Ph.D., University of North Texas

**Robert B. Vinson 1988\*\***

Associate Professor-Accounting  
1956 B.A., 1957 M.A., Eastern New Mexico University  
1973 C.P.A., State of Oklahoma

**Joseph A. Zavaletta, Jr. 1997\*\***

Associate Professor-Business Law  
1979 B.S., University of Texas at Austin  
1989 M.A., J.D., Regent University

***Business Administration Department***

*Suzanne Hardebeck, Ph.D., Chair*

**Gaurango Banerjee 1997\*\*\***

Professor-Economics  
1991 B.S., M.B.A., Southern Methodist University  
1997 Ph.D., University of Arkansas

**Betsy V. Boze 1994\*\*\***

Professor-Marketing  
1974 B.S., 1975 M.B.A., Southern Methodist University  
1984 Ph.D., University of Arkansas

**Anthony J. Daboub 1997\*\*\***

Professor-Management  
1962 B.A., 1963 M.A., Ph.L., St. Louis University  
1976 M.B.A., University of Dallas  
1991 Ph.D., University of Texas at Arlington

**Susan Hardebeck 1994\*\*\***

Professor-Management  
1965 B.S., 1967 M.S., Oklahoma State University  
1980 Ph.D., North Texas State University

**Charles Lackey 1995\*\*\***

Professor-Economics  
1969 B.A., University of Texas at Arlington  
1975 M.S., Baylor University  
1984 Ph.D., University of South Carolina

**Steven R. Lovett 2000\*\***

Assistant Professor-ManagementAssociate  
1985 B.S., Southwest Missouri State University  
1986 M.B.A., Arizona State University  
1997 Ph.D., The University of Texas at Arlington

**Rafael Otero 1997\*\***

Associate Professor-International Business  
1987 B.B.A., 1999 Ph.D., Pan American University  
1991 M.B.A., University of Texas at San Antonio

**Pablo Rhi-Perez 1995\*\*\***

Professor-Marketing  
L.L., Universidad de Nuevo Leon, Mexico  
1970 M.B.A., Instituto Tecnológico de Estudios Superiores, Monterrey, México

1989 Ph.D., University of Texas at Austin

**Maosen Zhong 1999\*\***

Associate Professor-Finance

1995 B.A., Zhongshan University

1997 M.B.A., Louisiana Tech University

## School of Education

*Sylvia C. Peña, Ed.D., Dean*

### *Curriculum and Instruction Department*

*Vacancy, Interim Chair*

**Iliana Alanis 1999\*\***

Associate Professor-Elementary Bilingual Education

1989 B.B.A., University of Texas at Austin

1995 M.Ed., University of Texas-Pan American

1998 Ph.D., University of Texas at Austin

**Javier Ayala 1991\*\*\***

Professor-Reading

1972 B.A., 1977 M.Ed., Pan American University

1984 Ph.D., University of Wisconsin-Madison

**Kathy Bussert-Webb 2000\*\***

Associate Professor-Reading

1984 B.A., 1989 M.A., 1997 Ph.D., Indiana University

**Rene Corbeil\***

Special Professor-Curriculum and Instruction

**Leo Coronado 1979\*\*\***

Professor-Curriculum and Instruction

1969 B.S., Pan American University

1975 M.Ed., 1979 Ph.D., University of Texas at Austin

**Georgianna Duarte 1994\*\*\***

Professor-Early Childhood

1980 B.S., Georgia State University

1982 M.Ed., Edinboro State University

1986 Ph.D., Pennsylvania State University

**Jaime Garcia 1998\*\***

Associate Professor-Curriculum and Instruction

1980 B.A., San José State University, California

1990 M.Ed., University of Texas at Austin

1995 Ph.D., The University of Georgia

**Dianne Layton Johnson 1977\*\*\***

Professor-Reading

1967 B.S., 1971 M.Ed., Sam Houston State University

1993 Ed.D., University of Houston

**Elva G. Laurel 1993\*\*\***

Professor

1969 B.S., Pan American University

1973 M.A., Incarnate Word College  
1986 Ph.D., University of Texas at Austin

**Bobbette M. Morgan 2000\*\***

Associate Professor-Curriculum and Instruction  
1972 B.S., Ferris State University  
1981 M.A., Central Michigan University  
1987 Ed.D., University of Southern California

**Paula Parson 1985\*\*\***

Professor-Reading  
1966 B.A., Central Washington University  
1982 M.Ed., Pan American University  
1992 Ph.D., University of Texas at Austin

**Sylvia C. Peña 1996\*\*\***

Professor-Curriculum and Instruction  
1963 B.A., Texas A&I University  
1970 M.A., 1976 Ed.D., University of Houston

**Elva C. Pérez 1993\*\*\***

Associate Professor-Elementary Bilingual Education  
1976 B.S., Texas A&I University in Corpus Christi  
1981 M.S., Corpus Christi State University, Corpus Christi  
1990 Ed.D., Texas A&I University in Kingsville, TX

**Reynaldo Ramirez 1996\*\***

Associate Professor-Curriculum and Instruction  
1973 B.S., 1986 M.S., Pan American University  
1996 Ed.D., University of Houston

**Graciela P. Rosenberg 1981\*\*\***

Professor-Bilingual/ESL/Reading  
1970 B.A., Goddard College  
1972 M.A., Middlebury College  
1976 M.A., University of Vermont  
1981 Ed.D., Texas A&I University

**Renee Rubin\***

Special Professor-Curriculum and Instruction

**Kathy Schmidt\***

Special Professor-Curriculum and Instruction

**Michael Sullivan 1996\*\*\***

Assistant Professor-Educational Technology Professor  
1973 B.A., University of San Francisco  
1975 M.Ed., University of Texas at El Paso  
1993 Ph.D., University of Texas at Austin

**James Telese 1995\*\*\***

Associate Professor-Secondary Education  
1982 B.S., Texas A&M University  
1989 M.S., Corpus Christi State University  
1994 Ph.D., Texas A&M University

## ***School Specialties Department***

*Charles Comeaux, Ed.D., Chair*

### **Cindy L. Bradford 1997\*\*\***

Professor-Educational Administration  
1972 B.A., Baylor University  
1976 M.Ed., 1987 Ph.D., University of North Texas

### **Steve Chamberlain 2000\*\***

Assistant Professor-Special Education Associate  
1985 B.A., 1989 M.Ed., 1999 Ph.D., University of Texas at Austin

### **Charles Comeaux 1988\*\*\***

Professor-Counseling and Guidance  
1960 B.S., 1964 M.Ed., Louisiana State University  
1969 Ed.D., University of Arizona  
College Management Program, Carnegie Mellon University

### **Mary G. Curtis 1994\*\*\***

Associate Professor-Special Education  
1979 B.S., 1980 M.A., Southern Illinois University  
1993 Ph.D., University of Illinois

### **Peter B. Gawenda 1983\*\*\***

Professor-Educational Administration  
1960 Certificate Interpreter (II) FRG  
1974 B.S., University of Maryland  
1977 M.S., Troy State University  
1978 Diploma, Fuehrungsakademie, Hamburg  
1986 Ed.D., University of Houston

### **Ralph M. Hausman 1997\*\*\***

Professor-Special Education  
1962 B.A., 1963 M.A., University of Texas at Austin  
1967 M.Ed., University of Hawaii-Manoa  
1972 Ph.D., George Peabody College for Teachers

### **Alma G. Leal 1988\*\*\***

Professor-Counseling and Guidance  
1973 B.S., 1974 M.Ed., Pan American University  
1980 Ed.D., East Texas State University

### **Olivia Rivas 1979\*\*\***

Professor-Education  
1970 B.A., 1974 M.Ed., Pan American University  
1978 Ed.D., East Texas State University

### **Andrés N. Vallado 1992\*\*\***

Associate Professor-Educational Administration  
1961 B.S., University of Corpus Christi  
1964 M.A., Texas A&I University  
1975 Ed.D., University of Houston

## ***Kinesiology Department***

*Zelma D. Mata, Ed.D., Chair*

### **Zelma D. Mata 1978\*\*\***

Professor-Kinesiology

1977 B.S., 1978 M.S., Pan American University

1993 Ed.D., University of Houston

## **School of Health Sciences**

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*Eldon Nelson, Ph.D., Dean*

## ***Nursing Department***

*Vacancy, Chair*

### **Margie C. Chavez 1998\*\***

Associate Professor-Nursing

1993 B.S.N., University of Texas Health Science Center

1999 Ed.D., Nova Southeastern University

### **Katherine Dougherty, R.N., 1993\*\*\***

Associate Professor Professor

1957 B.S.N., College of Mount St. Vincent

1978 M.S., University of Scantron

1993 M.S.N., University of Texas Health Science Center-San Antonio

1995 Ed.D., University of Houston

### **Ella Herriage, R.N., Ph.D. \*\***

Associate Professor

1962 B.S.P.H.N., George Peabody College for Teachers

1971 M.P.H., Tulane University School of Public Health and Topical Medicine

1985 Ph.D., Oklahoma State University

### **Ava Miller 1995\*\*\***

Associate Professor-Nursing Professor

1973 B.A., Oakland University

1987 M.Ed. Pan American University

1995 Ph.D., University of Houston

1997 M.N., University of Phoenix

Graduate Faculty Membership Status:

\* Special

\*\* Associate

\*\*\* Full



# OFFICIAL POLICY STATEMENTS

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## AIDS, HIV and Hepatitis B Infection

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

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

## Family Educational Rights and Privacy Act (FERPA)

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

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

1. To appropriate UTB/TSC officials who require access to educational records in order to perform their legitimate educational duties;
2. To officials of other schools in which the student seeks or intends to enroll, upon request of these officials, and upon the condition that the student be notified and receive a copy of the record if desired;
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 accrediting organizations or organizations conducting educational studies, provided that these organizations do not release personally identifiable data and destroy such data when it is no longer needed for the purpose it was obtained;
6. 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;
7. In compliance with a judicial order or subpoena, provided a reasonable effort is made to notify the student in advance unless such subpoena specifically directs the institution not to disclose the existence of a subpoena;
8. In an emergency situation if the information is necessary to protect the health or safety of the students of other persons; or

9. To an alleged victim of any crime of violence, the results of the alleged perpetrator's disciplinary proceeding may be released.

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.

## **Directory Information**

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

1. name, address, telephone number
2. date and place of birth
3. major field of study
4. participation in officially recognized activities and sports
5. dates of attendance
6. most recent previous educational institutions attended
7. classification
8. degrees and awards received
9. date of graduation
10. physical factors (height and weight) of athletes
11. e-mail addresses
12. photographs

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

## **Access to Files**

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

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

### **Academic Records**

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

### **Student Service Records**

- Counseling Office: Director of Counseling
- Student Activities Office: Director of Student Activities

- Student Affairs: Vice President for Student Affairs
- Testing: Director of Testing

#### Financial Records

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

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 which 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;
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 the decisions are in agreement with the student's request, the appropriate records 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.

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, D 20202-4605.

## Copies

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

## Hazing Policy

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

### Individuals

A person commits an offense if the person:

1. engages in hazing;
2. solicits, encourages, directs, aids or attempts to aid another engaging in hazing;
3. recklessly permits hazing to occur; or
4. has firsthand knowledge of the planning of a specific hazing incident involving a student in an educational institution, or has firsthand knowledge that a specific hazing incident has occurred, and knowingly fails to report that knowledge in writing to the Vice President for Student Affairs or other appropriate official of the institution.

### Organizations

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

### Definition

The term "hazing" is broadly defined by statute to mean any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student, that endangers the mental or physical health of safety 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 sub-

- stance which subjects the student to an unreasonable risk of harm or which adversely affects the mental or physical health or safety of the student;
- d. any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subdivision; and
  - e. Any activity that induces, causes, or requires the student to perform a duty or task which involves a violation of the Penal Code. The fact that a person consented to or acquiesced in a hazing activity is not a defense to prosecution.

## **Immunity**

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

## **Immunization Requirements**

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

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

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

## **Illicit Drug Use and Alcohol Abuse Program and Policy**

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

UTB and TSC will impose at least a minimum disciplinary penalty of suspension for a specified period of time

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

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

## **Sexual Harassment Policy**

UTB/TSC is committed to provide a professional working and learning environment free from sexual harassment. Sexual harassment has been declared a form of sex discrimination under Title VII of the Civil Rights Act of 1964, and Title IX of the Civil Rights Act of 1972 and the Texas Commission on Human Rights Act. UTB/TSC maintains a strict policy prohibiting unlawful harassment of any kind including sexual harassment. Any person who engages in such conduct will be subject to disciplinary action, including termination.

### **Sexual Harassment**

The unwelcome sexual advances, requests for sexual favors, verbal and written comments, or physical conduct of a sexual nature that 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 evaluation in making academic or personnel decisions affecting an individual; or
- creates an intimidating, hostile, or offensive university environment.

In addition to the above definition, sexual harassment may include and is not limited to the following:

- Unwelcome sexual flirtations, advances or propositions.
- Verbal remarks of a sexual nature (whether directed to an individual or a group, including sexually explicit or offensive jokes.
- Graphic or degrading verbal or written comments of a sexual nature about an individual or the individual's appearance.
- Suggestive or unwelcome physical contact.
- Physical assault.

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/TSC.

All sexual harassment complaints are filed with the Office of the Vice President for Business Affairs, located at Tandy Hall #109. The office will forward such complaint if it is of an informal nature to the appropriate person. Procedures for filing complaints are found in the *Handbook of Operating Procedures*, §3.3, page 2 of 6.

### **Consensual Relationships**

Consensual relationships that result in Sexual Harassment is found in the HOOP, §3.5, page 1 of 2, which prohibits such relationships between faculty or staff members in positions of authority with their subordinates or their students.

Reporting inappropriate consensual relationships that contain elements of sexual harassment are reported to the EEO Officer. Consensual relationships not resulting in sexual harassment involving students are reported to the Vice President of Student Affairs.

## Sexual Offense

Sexual offense is found in the HOOP, §3.6, page 1 of 5, and may be found at the Library. This section applies to complaints of sexual assault by any member of the UTB/TSC community against any other member, including students, staff members, and faculty. Complaints involving sexual assault that are not of a sexual harassment nature are reported to Campus Police, the Brownsville Police Department, or the Office of the Vice President for Student Affairs. Services such as pre-complaint counseling are available for students in the Counseling and Guidance Center.

## Review

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

# Religious Holy Days

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

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

# Solicitation Policy

Part One, Chapter VI, §6.6 of the *Regents' Rules and Regulations* states that no solicitation shall be conducted on the grounds, sidewalks, or streets of the UTB/TSC campus, except by the agents, servants, or employees of this institution acting in the course and scope of their employment, or by the Student Government Association, or by a registered student, faculty, or staff organization of UTB/TSC. Such solicitation must adhere to the following rules:

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

**Non-University** groups, individuals or associations are **not permitted** to solicit, distribute, or circulate any petition, handbill, or other literature in University buildings or on the grounds.

Newspaper vending is permitted only in the areas designated in advance by the President or his delegate. Any request for other newspapers or additional distribution areas should be directed in writing to the Vice President for Business Affairs.

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

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

# **Student Right-to-Know Act and Campus Security Act**

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

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

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

UTB/TSC will also publish the annual security report which includes its policy regarding sex-related offenses, sexual assault prevention programs, education programs to promote awareness of sex offenses, administrative disciplinary procedures and sanctions for offenders, and counseling and student affairs for victims.

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



# Student Services

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## Student Services

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Office hours for Support Services are

7:30 a.m. to 5:00 p.m. Monday through Thursday;

7:30 a.m. to 1:30 p.m. Friday, unless otherwise noted

### *Academic Advising*

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

### *Career Services and Placement*

Tandy Hall #205 • 544-8866

The Career Services and Placement Office provides students assistance in choosing a major, planning a career, and meeting their college expenses and/or gaining work experience in their chosen fields. Students are assisted with career decision-making and planning, career resource utilization and exploration, as well as evaluation of interests and preferences in occupations. For more information, call 544-8866.

### *Counseling Center*

Tandy Hall #205 • 544-8292

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

### *Dean of Students’ Office*

Tandy Hall #207 • 544-8829

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

### *Student Financial Assistance*

Student Financial Assistance • Tandy Hall #206 • 544-8277

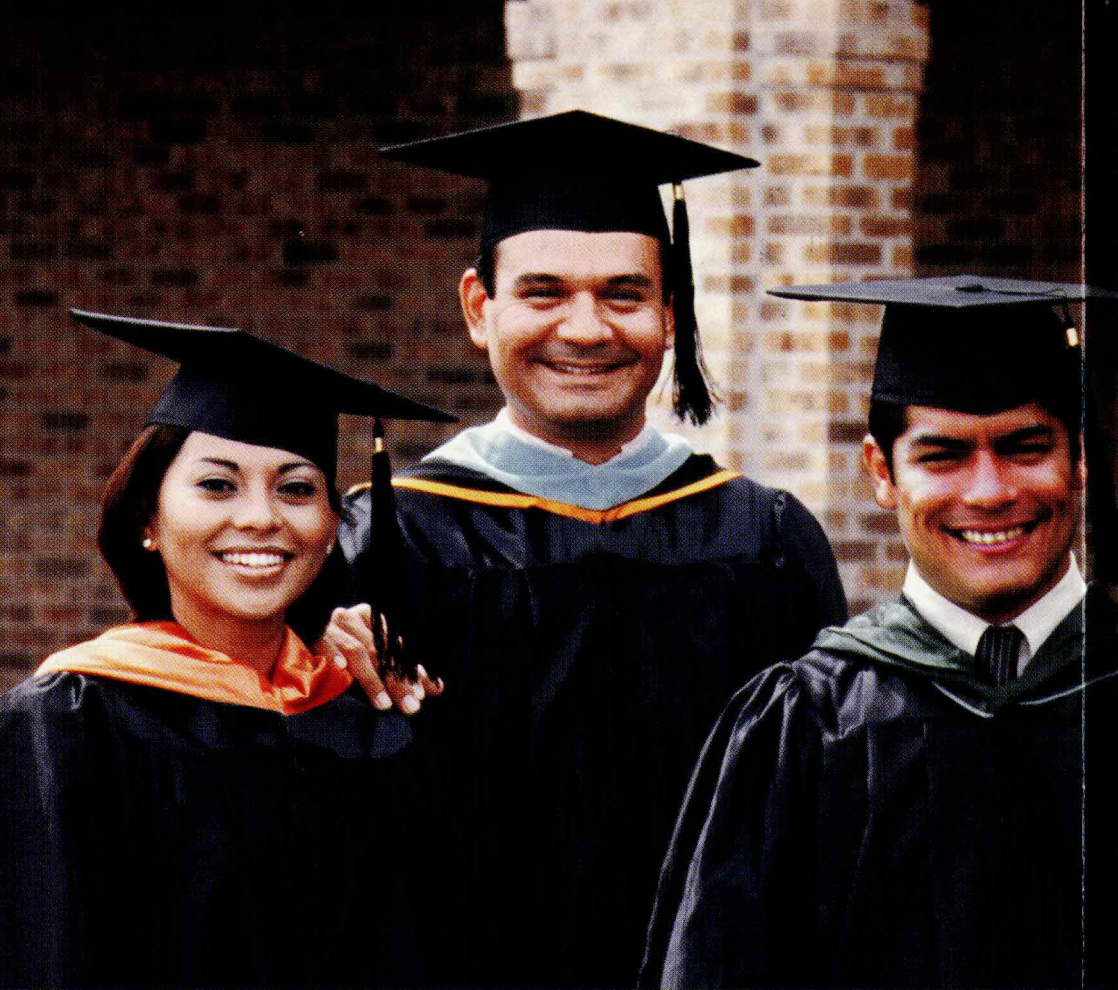
The Student Financial Aid programs provide financial assistance to eligible students who, without such aid, would be unable to attend college. Financial assistance for eligible students is available in the form of grants, loans, college work-study, veterans’ benefits, tuition waivers, emergency loans,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

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