

GRADUATE

Catalog 2018-2019



UTRGV™

GRADUATE CATALOG

This catalog was prepared based on the best information available at the time. The University of Texas Rio Grande Valley reserves the right to change any information, including statement of fees, course offerings, admission and graduation deadlines and requirements without notice or obligation, in keeping with the policies of The University of Texas System Board of Regents and in conformance with the laws of the state of Texas.

Individuals with disabilities wishing to acquire this publication in an alternative format should contact the Office of the Registrar at 956-665-2201 or Voice/TDD 956-665-2215.

The University of Texas Rio Grande Valley operates subject to the Rules and Regulations of the Board of Regents of The University of Texas System. This catalog is a general information publication. It is not intended to nor does it contain all regulations that relate to students. The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant, student or faculty member of The University of Texas Rio Grande Valley or The University of Texas System.

The University of Texas Rio Grande Valley reserves the right to withdraw courses at any time and to change fees or tuition, calendar, curriculum, degree requirements, graduation procedures and any other requirements affecting students. Changes will become effective whenever officially implemented by proper authorities and will apply to both prospective students and those already enrolled.

TABLE OF CONTENTS

GRADUATE CATALOG	1	The Learning Center	74
TABLE OF CONTENTS	2	University Libraries.....	73
Accreditation.....	3	Writing Center.....	74
Public Use of Facilities.....	4	Student Services Departments	75
Non-Discrimination Policy Statement.....	4	Dean of Students	75
Notice of Non-Discrimination.....	5	Child Development Center	75
UNIVERSITY OVERVIEW AND QUICKFACTS	6	Counseling Center	75
UT SYSTEM BOARD OF REGENTS	12	UTRGV Collegiate Recovery Program.....	76
OFFICE OF THE CHANCELLOR	12	Health Services.....	76
OFFICERS OF ADMINISTRATION	13	Housing and Residence Life.....	80
GRADUATE ADMISSION POLICIES	14	Student Accessibility Services	82
The Graduate College.....	14	Student Involvement.....	82
Philosophy.....	14	Student Rights and Responsibilities	83
General Information	14	Student Union	83
Important Contact Information	15	University Recreation	84
Application Process	16	Military and Veterans Success Center(MVSC).....	84
Application Deadlines	18	STUDENT RIGHTS AND RESPONSIBILITIES	85
Admission Categories	18	Purchase of Textbooks	85
Procedure after Admission to the University for Graduate		Student Travel	85
Study	26	Vehicle Registration and Parking Permits	85
Transfer of Graduate Credits to UTRGV	27	Annual Security and Fire Safety Report.....	85
Reservation of Work by Undergraduates for		Making a False Alarm or Report	87
Graduate Credit	28	Important Phone Numbers	87
Graduate 99-Hour Rule	28	Emergency Response and Evacuation.....	87
Distance Learning Courses	28	Gang-Free Zones	88
UT Online Consortium.....	28	Family Educational Rights and Privacy Act (FERPA).....	88
Criminal Background Checks.....	29	Drug and Alcohol Policy	91
FISCAL POLICIES	30	Hazing.....	92
FINANCIAL ASSISTANCE	37	Student Conduct.....	93
General Information	37	Copyrighted Material	94
Application Process.....	37	Sexual Assault	96
Satisfactory Academic Progress.....	40	Solicitation on Campus.....	99
Financial Aid Suspension	41	STUDENT ACADEMIC RESPONSIBILITIES	
Appeals	41	AND APPEALS	100
Treatment of Title IV Aid When a Student Withdraws	42	Academic Responsibilities	100
Attendance Verification	43	Academic Appeals	100
Distance Learning.....	43	Student Complaint Procedures.....	101
Study Abroad Program.....	43	GRADUATE ACADEMIC PROGRAMS	102
Types of Financial Assistance	44	GLOSSARY OF TERMS	606
ENROLLMENT	51	FACULTY LISTING	610
REGISTRATION	54		
ATTENDANCE POLICIES	60		
GRADUATE DEGREE INFORMATION	64		
Degree Programs.....	64		
Graduate Degrees and Certificates/Certifications	64		
Dissertation and Thesis Requirements.....	70		
Interdisciplinary Programs	70		
Additional Master's Degrees	71		
Graduation under a Specific Catalog	72		
Degree Plan	72		
Graduation Policies and Procedures.....	72		
ACADEMIC SUPPORT SERVICES	74		
Language Institute.....	74		

Accreditation

The University of Texas Rio Grande Valley (UTRGV) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of Texas Rio Grande Valley.

In addition, these programs are separately accredited or approved by the:

- Accreditation Council for Education in Nutrition and Dietetics (ACEND)
- Accreditation Council for Occupational Therapy Education (ACOTE)
- Accreditation Council for Pharmacy Education (ACPE)
- American Occupational Therapy Association, Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- American Speech-Language-Hearing Association (ASHA) - Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)
- The Association to Advance Collegiate Schools of Business (AACSB International) Commission on Collegiate Nursing Education (CCNE)
- Computing Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET)
- Council for Accreditation of Counseling and Related Education Programs (CACREP)
- Council for Accreditation of Educator Preparation (CAEP)
- The Council on Rehabilitation Education (CORE)
- The Council on Social Work Education (CSWE)
- Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET)
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)
- State Board for Educator Certification (SBEC)
- Texas Board of Nursing (BON)

The University of Texas Rio Grande Valley is a member of:

- American Association of Colleges for Teacher Education
- American Association of State Colleges and Universities
- American Council on Education
- Association for Continuing Higher Education
- Council for Advancement and Support of Education
- Council of Graduate Schools
- Hispanic Association of Colleges and Universities

Public Use of Facilities

The property, buildings or facilities owned or controlled by The University of Texas Rio Grande Valley are not open for assembly, speech or other activities as are the public streets, sidewalks and parks. The responsibility of the UT System Board of Regents to operate and maintain an effective and efficient system of institutions of higher education requires that the time, place and manner of assembly, speech and other activities on the grounds and in the buildings and facilities of the UT System or component institutions be regulated.

No person, organization, group, association or corporation may use property, buildings or facilities owned or controlled by The University of Texas Rio Grande Valley for any purpose other than in the course of the regular programs or activities related to the role and mission of the university, unless authorized by the Regents Rules and Regulations and/or the UTRGV Handbook of Operating Procedures. Any authorized use must be conducted in compliance with the provisions of the Regents Rules and Regulations, UTRGV Handbook of Operating Procedures, and applicable federal, state and local laws and regulations.

Anyone from outside the university who is seeking information about scheduling and use of University Special Use Facilities should contact Conference & Event Services (Student Union Department) at 956-665-7989 or email conferences@utrgv.edu. For more information, consult the Regents Rules and Regulations Rule 80101 and UTRGV Handbook of Operating Procedures Section: ADM 10-301 (Facility Use).

Non-Discrimination Policy Statement

The University of Texas Rio Grande Valley (UTRGV) declares and reaffirms a policy of administering all of its educational programs and related supporting services and benefits in a manner that does not discriminate because of a student's or prospective student's race, color, religion, sex, national origin, age, veteran status, disability, sexual orientation, gender identity, or gender expression, or other characteristics that lawfully cannot be the basis for provision of such services. These programs, services and benefits include, but are not limited to, admission, class assignments, scholarships and other financial and employment assistance, counseling, physical education and recreational services, and the membership practices of registered student organizations. Pursuant to this policy statement, UTRGV will undertake a continuing program of compliance with all federal, state and local laws relating to equal educational opportunity and affirmative action, specifically those addressing the obligations of the institution under Title VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, as amended.

UTRGV has designated the following individuals to direct inquiries or complaints to:

- The immediate supervisor;
- Director of the Office of Institutional Equity: 956-665-2103;
- Office of Student Rights and Responsibilities: 956-665-5375 (UTRGV Edinburg Campus) or 956-882-5034 (UTRGV Brownsville Campus);
- Student Accessibility Services: 956-665-7005 (UTRGV Edinburg Campus) or 956-882-7374 (UTRGV Brownsville Campus); or
- Office of Human Resources and Talent Development: 956-665-3020 (UTRGV Edinburg Campus) or 956-882-2451 (UTRGV Brownsville Campus).

Notice of Non-Discrimination

Title IX of the U.S. Department of Education's Education Amendments of 1972 ("Title IX") prohibits discrimination on the basis of sex/gender in any aspect of a federally funded education program or activity. Such discrimination includes, but is not limited to: sexual harassment, sexual violence, sex or gender-based bullying, hazing, stalking, domestic violence, dating violence, and failure to provide equal opportunity in admissions, activities, employment and/or athletics.

As a recipient of federal funds, the University of Texas Rio Grande Valley complies with Title IX and has designated a Title IX Coordinator to oversee all complaints of sex discrimination. The Title IX Coordinator is responsible for identifying and addressing any patterns or systemic problems that arise during the review of such complaints. Additionally, other responsibilities include the coordination of training, education, and communications regarding Title IX procedures for the university community.

UTRGV has designated the following individual to serve as the Title IX Coordinator:

Ms. Florence Nocar

Director of the Office of Institutional Equity
Phone: 956-665-2103

florence.nocar@utrgv.edu

A student, staff, faculty member, or applicant for admission or employment who believes that he or she has been discriminated against on the basis of sex, may file a complaint with the Title IX Coordinator or a responsible employee as provided by UTRGV policy. The Title IX Coordinator will ensure that action is taken to resolve the complaint in a prompt and equitable manner.

Sexual Violence

To file a complaint of sexual violence, please contact the Title IX Coordinator. In addition, you may also contact:

University Police Department

Emergency: 911

Non-Emergency: 956-665-7151 (UTRGV Edinburg Campus) or 956-882-8232 (UTRGV Brownsville Campus)

Inquiries

Inquiries about Title IX and UTRGV's compliance may also be directed to:

U.S. Department of Education – Office of Civil Rights

400 Maryland Avenue, SW
Washington, D.C. 20202
Hotline: 1-800-421-3481
TDD#: 1-800-521-2172

OCR@ed.gov
<http://www.ed.gov/ocr>

Academic Calender - https://www.utrgv.edu/_files/documents/admissions/utrgv-academic-calendar.pdf

Graduate College - For more information, please go to: <https://www.utrgv.edu/graduate/>

UNIVERSITY OVERVIEW AND QUICK FACTS

Overview

The University of Texas Rio Grande Valley is a distributed university located in South Texas, with facilities along the Rio Grande Valley and near the Gulf of Mexico. UTRGV has campuses and off-campus research and teaching sites throughout the Rio Grande Valley including in Boca Chica Beach, Brownsville (formerly The University of Texas at Brownsville campus), Edinburg (formerly The University of Texas-Pan American), Harlingen, McAllen, Port Isabel, Rio Grande City, and South Padre Island. UTRGV, a comprehensive academic institution, enrolled its first class in the fall of 2015, and the School of Medicine welcomed its first class in the summer of 2016.

Mission

To transform the Rio Grande Valley, the Americas, and the world through an innovative and accessible educational environment that promotes student success, research, creative works, health and well-being, community engagement, sustainable development, and commercialization of university discoveries.

Vision

To be one of the nation's leaders in higher education, its premier Hispanic-serving institution, and a highly engaged bilingual university, with exceptional educational, research, and creative opportunities that serve as catalysts for transformation in the Rio Grande Valley and beyond.

Values

Excellence

Transforming the Rio Grande Valley, the Americas, and the world requires weaving excellence throughout the fabric of the university and into the core of everything we do.

Diversity, Access, and Inclusion

Establishing an accessible educational environment requires that we cultivate and enhance the diverse, multicultural, and linguistic assets of our university and the Rio Grande Valley. UTRGV also promotes access, inclusion, and lifelong learning to ensure that all members of the university community have opportunities to succeed.

Inquiry, Discovery, and Creativity

Igniting, illuminating, and enhancing the talents and passions of the university community for open inquiry, discovery, and creativity inspire generations of lifelong scholars and artists who impact the Rio Grande Valley and beyond.

Engagement and Impact

Seeking to be a catalyst for transformation, the university integrates social justice, civic responsibility, innovation, and sustainable development in its endeavors. Such change is best undertaken through interdisciplinary and collaborative approaches across the university and with community, government, business, and non-profit partners.

Shared Governance

Participating in decision-making processes with integrity, trust, and respect is a responsibility of all UTRGV stakeholders. This requires an environment of shared governance, academic freedom, accountability and transparency, and open and honest communication.

Leadership

Instilling a sense of value and empowerment in all members of the university community is a fundamental responsibility of leaders at all levels and involves facilitating professional, intellectual, cultural, and personal growth.

Health and Well-being

Recognizing that our success is integrally related to the condition of our community, UTRGV strives to promote the health and well-being of its students, faculty, and staff, and create a healthy, equitable, and resilient community.

Core Priorities**Student Success**

Support our students in achieving their academic goals in a timely manner and reaching their professional aspirations through excellent integrated learning experiences both in and out of the classroom.

Educational Opportunities

Strategically expand educational opportunities from pre-K to post-doc to increase experiential learning, research, creative endeavors, and community-engaged scholarship for people in the Rio Grande Valley and beyond.

Research Impacting the Rio Grande Valley and Beyond

Increase the number and productivity of faculty and students engaged in research and creative work that improves the lives of people in the RGV and beyond.

Health and Medical Education

Promote a culture of health and well-being for UTRGV and surrounding communities that employs a holistic approach to wellness, health, medical education, training, and research.

Community Engagement

Foster sustainable community-university relationships to enrich scholarship, research, teaching, learning, and creative activities while addressing critical societal issues and contributing to the public good.

Other Key Areas of Focus

Bilingual, Bicultural, Biliterate

Build UTRGV as a bilingual, bicultural, and biliterate university.

Campus Climate and Professional Development and Growth for Faculty and Staff Cultivate a welcoming, inclusive, and nurturing climate for all faculty and staff.

Globalization

Foster a globally-connected university culture.

Sustainability

Institutionalize sustainability throughout the university and promote sustainability awareness in the community.

University History

The University of Texas Rio Grande Valley (UTRGV) was created by the Texas Legislature in 2013 as the first major public university of the 21st century in Texas. This transformative initiative provided the opportunity to expand educational opportunities in the Rio Grande Valley, including a new School of Medicine, and made it possible for residents of the region to benefit from the Permanent University Fund – a public endowment contributing support to the University of Texas System and other institutions.

Graduate Degrees

Doctoral Degrees

Robert C. Vackar College of Business and Entrepreneurship

Business Administration (Ph.D.)

College of Education and P-16 Integration

Curriculum and Instruction (Ed.D.)

Educational Leadership (Ed.D.)

College of Health Affairs

Pharmacy (Pharm.D.) in cooperation

Rehabilitation Counseling (Ph.D.)

with the University of Texas

at Austin

College of Sciences

Physics (Ph.D.) in cooperation with the University of Texas at Arlington

Master's Degrees

Robert C. Vackar College of Business and Entrepreneurship

Accountancy (MACC) Business Administration (MBA)

College of Education and P-16 Integration

Bilingual Education (M.Ed.)

Educational Leadership (M.Ed.)

Counseling M.Ed.)

Educational Technology (M.Ed.)

Curriculum and Instruction (M.Ed.)

Reading and Literacy (M.Ed.)

Early Childhood (M.Ed.)

School Psychology (MA)

Teacher Leadership (M.Ed.)

Special Education (M.Ed.)

College of Engineering and Computer Science

Computer Science (MS)

Information Technology (MS)

Electrical Engineering (MSE)

Mechanical Engineering (MSE)

Engineering Management (MS)

Manufacturing Engineering (MSE)

College of Fine Arts

Art (MFA)

Interdisciplinary Studies (MAIS)

Creative Writing (MFA)

Art History

Music (MM)

College of Health Affairs

Communication Sciences and Disorders (MS)

Nursing Education (MSN)

Exercise Science (MS)

Occupational Therapy (MS) Physician

Family Nurse Practitioner (MSN)

Assistant Studies (MPAS) Physician

Health Sciences (MS)

Assistant Studies – Bridge Program (MPAS)

Kinesiology (MS)

Clinical Rehabilitation Counseling

Nursing Administration (MSN)

(MS) Social Work (MSSW)

College of Liberal Arts

Clinical Psychology (MA) Criminal
Justice (MS) Communication (MA)
Disaster Studies (MA)
English (MA)
English as a Second Language (MA)
Experimental Psychology (MA)
History (MA)

Interdisciplinary Studies (MAIS)
Anthropology
English
History
Mexican American Studies
Public Affairs (MPA)
Sociology (MS)
Spanish (MA)
Spanish Translation and Interpreting
(MA)

College of Sciences

Agricultural, Environmental
and Sustainability Sciences
(MS) Biology (MS)
Chemistry (MS)

Interdisciplinary Studies (MSIS)
Science & Technology
Mathematics (MS)
Ocean, Coastal and Earth Sciences
(MS) Physics (MS)

Certification Programs

College of Education and
P-16 Integration

Assessment of Exceptional Learners
Master Reading Teacher
Teacher Certification (Principal or Superintendent)

Certificate Programs

Robert C Vackar College of Business
and Entrepreneurship

Advanced Business Administration
Customs and International Trade

Health Care Administration Leadership

College of Education and P-16 Integration

Digital Literacy Leader
E-Learning

Technology Leadership in Education
TxVSN Digital Literacies

College of Engineering and Computer Science

Materials Mechanics
and Design

Thermal Fluid Science

College of Fine Arts

Design
Latin American Art History

College of Health Affairs

Psychiatric/Mental Health Nurse

Practitioner College of Liberal Arts

Advanced Placement Spanish Literature Board

Certified Behavioral Analyst Communication

Training and Consulting Court Interpreting

Gender and Women's Studies

Healthcare Interpreting

Literary Translation

Localization and Audiovisual Translation

Media Relations and Strategic

Communication Mexican American Studies

Secondary English Language Arts

Spanish Translation and Interpreting

UT SYSTEM BOARD OF REGENTS

Officers

Kevin P. Eltife, Chairman
Jeffery D. Hildebrand, Vice Chairman
Paul L. Foster, Vice Chairman

General Counsel

Francie A. Frederick (Austin)

Members

Jaciel Castro, Student Regent	R. Steven Hicks, Vice Chairman (Austin)
Paul L. Foster, Chairman (El Paso)	Sara Martinez Tucker, Regent (Dallas)
Jeffery D. Hildebrand, Vice Chairman (Houston)	David J. Beck, Regent (Houston)
Ernest Aliseda, Regent (McAllen)	Janiece M. Longoria, Regent (Houston)
	James Conrad "Rad" Weaver, Regent (San Antonio)
	Kevin Paul Eltife, Regent (Tyler)

OFFICE OF THE CHANCELLOR

William H. McRaven, Chancellor
David E. Daniel, Ph.D., Deputy Chancellor
Steven Leslie, Ph.D., Executive Vice Chancellor for Academic Affairs
Raymond S. Greenberg, M.D., Ph.D., Executive Vice Chancellor for Health Affairs
Scott C. Kelley, Ed.D., Executive Vice Chancellor for Business Affairs
Daniel H. Sharphorn, J.D., Vice Chancellor and General Counsel
Barry R. McBee, J.D., Vice Chancellor and Chief Governmental Relations Officer
Randa S. Safady, Ph.D., Vice Chancellor for External Relations
Stephanie A. Bond Huie, Ph.D., Vice Chancellor for Strategic Initiatives
William H. Shute, J.D., Vice Chancellor for Federal Relations
Amy Shaw Thomas, J.D., Vice Chancellor for Academic and Health Affairs

OFFICERS OF ADMINISTRATION

Executive Officers

Guy Bailey, Ph.D., President
Janna Arney, Ph.D., Deputy President
Patricia M. Alvarez McHatton, Ph.D., Executive Vice President for Academic Affairs,
Student Success & P-16 Integration
Parwinder Grewal, Ph.D., Executive Vice President for Research, Graduate Studies & New
Program Development
Rick Anderson, M.B.A., Executive Vice President for Finance and Administration
John H. Krouse, M.D., Executive Vice President for Health Affairs
Kelly Scrivner, Ed.D., Vice President for Institutional Advancement
Veronica Gonzales, Vice President for Governmental and Community Relations
Maggie Hinojosa, Ed.D., Vice President for Strategic Enrollment

Administrative Officers of Academic Units

Luzelma Canales, Ph.D., Sr. Associate Vice President for Student Success
Wesley Balda, Ph.D., Interim Dean, Robert C. Vackar College of Business & Entrepreneurship
Alma D. Rodriguez, Ph.D., Dean, College of Education & P-16 Integration
Ala Qubbaj, Ph.D., Dean, College of Engineering & Computer Science
Steve Block, Ph.D., Dean, College of Fine Arts
Michael Lehker, Ph.D., Dean, College of Health Professions
Walter Díaz, Ph.D., Dean, College of Liberal Arts
Mohammed Farooqui, Ph.D., Interim Dean, College of Sciences
Parwinder Grewal, Ph.D., Interim Dean, Graduate College
Mark Andersen, Ph.D., Dean, Honors College
Jonikka Charlton, Ph.D., Associate Vice President for Student Academic Success and Dean of the
University College
John H. Krouse M.D., Dean, School of Medicine

Athletics

Chris King, Athletic Director
Vince Volpe, Deputy Director of Athletics/Chief Operating Officer

GRADUATE ADMISSION POLICIES

The Graduate College

The University of Texas Rio Grande Valley is committed to providing a quality graduate education for students that includes knowledge of the literature of the discipline and ongoing engagement in research and/or appropriate professional practice and training experiences.

The Graduate College provides centralized coordination of and administrative leadership for all graduate programs. It oversees all processes related to graduate students including marketing to prospective students, extending offers of admission to the university, enrolling students, maintaining permanent student records and certifying graduate degrees. The responsibilities of the Graduate College are to review policies related to graduate education; oversee application of current and subsequent graduate policy; assure implementation of graduate policy; assist in the development of new graduate programs; serve as a consultant for changes in graduate programs; approve thesis and dissertation formats as prescribed by the program; publish theses and dissertations; assure establishment of graduate assistantship guidelines; facilitate a system of graduate advisement; maintain records of graduate faculty; propose matters of policy to the Graduate Education Committee; work with the Graduate Education Committee and function as a liaison between the Committee and the provost; and develop and review the Graduate Catalog.

Philosophy

The University of Texas Rio Grande Valley is an equal opportunity educational institution. Under this philosophy, students are admitted to the university without regard to race, creed, color, sex, ethnic origin, religion, age, veteran status or disability.

General Information

Admission requirements for graduate programs are designed for students who have a high probability of success in graduate-level work at The University of Texas Rio Grande Valley. The university establishes minimum standards for admission to any graduate program. Each graduate program may establish higher minimum admission standards with the approval of the Graduate Education Committee. The application to all graduate programs can be found at www.utrgv.edu/gradapply

Graduate degree programs are housed in academic departments. Each department establishes its requirements for admission in consultation with the Graduate Education Committee. Graduate program requirements are in addition to the minimum requirements established for admission by the Graduate College at the university.

Normally, all undergraduate work must be satisfactorily completed prior to taking graduate courses or at least be completed during the first semester of enrollment in graduate courses. Any student who would like to enroll in a graduate-level course (courses numbered 5000-9000) must apply and be accepted for graduate study at UTRGV. Students accepted for graduate study are also eligible to enroll in undergraduate courses.

Admission procedures and criteria specific to the master's and doctoral programs are located in the relevant sections of this catalog.

Important Contact Information

UTRGV Graduate College

UTRGV Brownsville Campus

One West University Blvd.
Sabal Hall 1.201
Brownsville, TX 78520
Phone: 956-882-6552
Fax: 956-882-7279

UTRGV Edinburg Campus

1201 West University Dr.
MASS 1.158
Edinburg, TX 78539
Phone: 956-665-3661
Fax: 956-665-2242

Office of Payments and Collections

UTRGV Brownsville Campus

One West University Blvd.
Main Building, Tower 1.112
Brownsville, TX 78520
Phone: 956-882-8202

UTRGV Edinburg Campus

1201 West University Dr.
Student Services Building, Room 1.145
Edinburg, TX 78539
Phone: 956-665-2715

Office of the Registrar

UTRGV Brownsville Campus

One West University Blvd.
Main Building, Tower 1.100
Brownsville, TX 78520
Phone: 956-882-8254

UTRGV Edinburg Campus

1201 West University Dr.
Student Services Building, Room 1.150
Edinburg, TX 78539
Phone: 956-665-2481

Student Financial Services

UTRGV Brownsville Campus

One West University Blvd.
Main Building, Tower 1.100
Brownsville, TX 78520
Phone: 956-882-8277

UTRGV Edinburg Campus

1201 West University Dr.
Student Services Building, Room 1.192
Edinburg, TX 78539
Phone: 956-665-2501

UTRGV Testing Center

UTRGV Brownsville Campus
1601 E. Price Rd., Suite E
Brownsville, TX 78520
Phone: 956-882-8875

UTRGV Edinburg Campus

1407 East Freddy Gonzalez Dr.
Suite 1.101
Edinburg, TX 78539
Phone: 956-665-7585

Educational Testing Services Information: www.ets.org

Application Process

In order to be admitted to a graduate program, the student must meet all requirements for admission to UTRGV as well as the program-specific requirements. The application for admission to the university must be submitted online and is available at www.utrgv.edu/gradapply.

Once submitted, applicants can check the status of their applications by logging into their application account or by contacting the Graduate College.

The application to the Graduate College consists of:

1. Application: Submitted online by the appropriate deadline.
2. Application Fee:
 - Master's Programs (Domestic Applicants): \$50
 - Doctoral Programs (Domestic Applicants): \$85
 - Master's and Doctoral Programs (International Applicants): \$100

3. Official Transcripts: Official college transcripts are required from each institution attended. The student is advised to request that the transcript(s) be sent directly to the Graduate College at the following address:

UTRGV Edinburg Campus
Graduate College
1201 West University Dr., MASS 1.158
Edinburg, TX 78539
Email Address: gradcollege@utrgv.edu

If the applicant attended the University of Texas-Pan American or the University of Texas at Brownsville/Texas Southmost College at any time, the UTRGV Graduate College will handle those official transcripts; however, the applicant is responsible for requesting official transcripts to be sent directly from all other institution(s). Transcripts must be sealed and sent directly from the institution to be considered official. Transcripts will be considered unofficial if they are hand delivered by the applicant or third party even if they are sealed by the institution.

4. Test Scores: GRE, GMAT, TOEFL, and IELTS test scores, if applicable, should be requested by the student to be sent directly to the Graduate College.
5. Each graduate program establishes its own admission standards in consultation with the university Graduate Education Committee and may require that additional documents be submitted with the online application.

Official admission offers will be made only by the UTRGV Graduate College and are valid only for the semester or term requested on the application. Students who are accepted but do not attend the semester requested on the application must notify the admissions office to request that their application be moved to a future semester. Some graduate programs may have additional requirements for delayed enrollment and may require that the student reapply.

Failure to submit a complete/correct application and official transcripts from all institutions attended will result in one of the following: rejection of application, withdrawal of admission offer, or disciplinary action which may include expulsion if the student is enrolled.

All submitted documents become the property of UTRGV and will not be returned. Application documents will remain on file for one year if the applicant does not attend the university. Documents will be retained for seven years for students enrolling in a master's program and 10 years for students enrolling in a doctoral program.

International students should refer to p. 23 for additional requirements.

Application Deadlines

Application deadlines for graduate programs are available on the Graduate College website at www.utrgv.edu/grad. Please note that deadlines vary among the programs.

International students may have more restrictive application deadlines as a result of visa processing requirements. Please refer to the dates listed on the UTRGV Graduate College and International Admissions and Student Services websites.

Registration deadlines are listed in the University Calendar section of this catalog or can be found online on the ASSIST website.

Admission Categories

Graduate Degree-Seeking Students

A graduate degree-seeking student admitted into a specific degree program will be evaluated on a series of criteria created by both the university and the graduate program to which the applicant is applying and will be classified under one of the four admission classifications (see Admission Classifications on pp. 27-30).

Transfer Students

(Not applicable to doctoral students)

Students currently enrolled in graduate programs at other universities may apply to UTRGV as transfer students to earn credit to transfer to the primary graduate school. A graduate transfer student may enroll for a maximum of 12 graduate hours at UTRGV. To apply, the following must be submitted to the Graduate College:

1. A completed UTRGV application and payment of the application fee.
2. A letter of approval for the enrollment from the dean of the graduate school or college to which the work will be transferred. This letter must be sent directly to the UTRGV Graduate College.
3. Official transcript(s) of all graduate work.
4. An updated letter of approval is required each semester if the transfer period needed to complete the 12 hours exceeds one semester.

Graduate Non-degree Seeking Students

Students wanting to take graduate coursework for professional improvement must submit a graduate application online, pay the required fees, and submit an official transcript showing the awarding of a bachelor's or higher degree. This must be sent to the UTRGV Graduate College directly from the awarding institution. Non-degree seeking students applying for certification related to education are required to have transcripts sent from all institutions attended.

Registration as a non-degree seeking student in a master's course requires the permission of the graduate program coordinator or the department chair. Registration in doctoral courses requires acceptance to a doctoral program and/or approval of the Dean of the Graduate College and may require additional documentation.

A maximum of 6 hours taken at the university as a non-degree seeking student can be applied to a graduate degree with the approval of the faculty director or the academic program coordinator of the graduate program.

International Students and Domestic Students Who Studied Outside the U.S.

An applicant is considered an international student if he or she:

- Is not a U.S. citizen,
- Is not a U. S. permanent resident, and
- Holds or intends to hold a temporary, non-immigrant visa.

All required documents must be on file in the Graduate College by the deadlines posted on the website. In addition to meeting the requirements listed in the Admissions section on pp. 20-21, international students must also submit the following:

English Proficiency Exam

- Students whose native language is not English will be expected to provide test scores for either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Test of English as a Foreign Language (TOEFL)

- Scores must be sent directly from Educational Testing Services (ETS) to UTRGV. Student copies will not be accepted.
- The TOEFL institution code for UTRGV is 6570.
- Scores are valid for two years. If the test date was more than two years ago, the applicant must retake the examination and request an official report from ETS to be sent to UTRGV.
- UTRGV does not accept institutional (or residual) TOEFL exams taken at another institution.
- The minimum acceptable total score is 550 for paper/pencil tests or 213 for computer-based tests or 79 for internet-based test (Note: some programs require a higher score, please check the program requirements for more information with the Graduate College).
- The test bulletin of information and registration forms are available online at www.ets.org.

International English Language Testing System (IELTS)

- Scores must be sent directly from the testing agency to the Graduate College. Students scoring below a 6.5 on the IELTS will not be eligible for admission. For more information, visit www.IELTS.org.

Alternative English Proficiency Exam

- Prospective students may make a written request to take an alternative English proficiency exam in place of the TOEFL or IELTS. Prior to consideration of the application, the UTRGV Graduate College must approve the request.

Exceptions to an English Proficiency Exam

- Lifetime residents of Australia, Canada (other than Quebec), New Zealand, United Kingdom, or the United States (other than Puerto Rico).
- Students who have recently and successfully completed at least 30 hours from an accredited U.S. university in one of the countries listed on the UTRGV Graduate College website.

- Students who have completed the Advanced Level of the Intensive Program from the Language Institute (LI) at UTRGV may submit their certificate of completion with their application.

English Translation of Educational Records

- In addition to the official transcripts required for admission, a notarized English translation must be included to allow for accurate interpretations.

Evaluation of Educational Records

In addition to providing a translated transcript, students must have their official transcript(s) evaluated by Foreign Credentials Service of American (FCSA) or World Education Services (WES).

- Students may send copies of their transcript(s) directly to FCSA or WES. The student must bring the original copy of the transcript to the Graduate College and a copy will be made and placed in the student's file. This can be done at any point after the application is submitted or during the student's first semester, but must be done before the student registers for the second semester. Students not complying with this requirement will not be able to register for future semesters.
- Failure to submit a complete/correct application and official transcripts from all institutions attended will result in one of the following: rejection of application, withdrawal of admission offer, or disciplinary action which may include expulsion if the student is enrolled.
- All submitted documents become the property of UTRGV and will not be returned. Application documents will remain on file for one year if the applicant does not attend the university. Documents will be retained for seven years for students enrolling in a master's program and 10 years for students enrolling in a doctoral program.
- All submitted documents become the property of UTRGV and will not be returned. Admission documents will remain on file for one year if the applicant does not attend the university. Documents will be retained for seven years for students enrolled in a master's program and ten years for students enrolled in a doctoral program.
- Additional information is available at www.foreigncredentials.org or at www.wes.org.

Financial Documentation

In accordance with immigration regulations, all international students are required to submit to the Graduate College documentation showing sufficient funds to cover all living and academic expenses for the first year of study. The yearly amounts range from \$5,450 – \$25,000 depending on the student visa category, course load, and nationality. For more information, please review our Affidavit of Financial Support form found on our International Admissions and Student Services (IASS) website.

- Documentation must be in the form of letters from the bank or bank statements showing specific dollar amounts available. These documents are not valid unless dated within six months of the date of acceptance.
- Each student will need to complete an Affidavit of Financial Support to show proof of sponsorship. This document is not valid unless dated within six months of the date of acceptance.
- If you have been offered a scholarship you will need to provide documentation (award letter) and dollar amount of the scholarship to our office.
- If you have been offered an assistantship by the university you will need to provide documentation (award letter) and dollar amount of the assistantship to our office.

- Eligible Mexican students may also apply for the Mexican Tuition Waiver and provide all financial documentation that is required (download an application form at the UTRGV International Admissions and Student Services website). If students are approved, they will qualify automatically to pay in-state tuition.

Current Non-immigrant Documents

- All international applicants must submit a current copy of their valid passport to ensure the spelling of their name is consistent on all immigration and university documents.
- Once a student has been admitted to a graduate program, the Office of International Admissions and Student Services will issue a Certificate of Eligibility for Non-immigrant F1 Student (I-20 form), which you will need to take to the nearest U.S. Consulate and apply for a student visa (detailed instructions will be included once the I-20 form is issued).
- For international applicants who plan to attend on a visa other than F-1 or F-1 border commuter student status, proof of that visa status is required. The student must provide copies of all valid non-immigrant documents.
- If a student has applied to the U.S. Citizen and Immigration Services (USCIS) for permanent residency but the case is pending, the student must provide copies of the receipts to our office to verify student eligibility.

Proof of Mandatory Medical Insurance

- The University Of Texas System Board Of Regents passed Regent Rule 50402, which requires international students to have medical insurance compliant with the federal Patient Protection and Affordable Care Act (PPACA). Students on an F-1 visa will be required to have this medical insurance coverage. UT System has established new criteria determining when an international student can request a waiver by providing alternate health insurance coverage. In order to be approved for the waiver, your alternate health coverage must meet or exceed the requirements set in the System regulation, be PPACA compliant and you will need to provide the required documentation to our office. Students enrolled at UTRGV who are a citizens or permanent residents of Mexico are exempt from this medical insurance requirement; purchase is optional.
- A student requesting a medical insurance waiver, must submit proof of medical insurance to the Office of International Admissions and Student Services. If the waiver is not approved, the student will be billed automatically on the statement of charges each semester. Please see medical insurance requirements on the IASS website.

Procedure after Admission for International Students — Issuance of I-20

Upon completion of the application process, an admitted student will be issued a Certificate of Eligibility for Non-immigrant F1 Student (I-20 form) by the International Student Specialist/Advisor, who is the Designated School Official (DSO) and required information will be submitted to the U.S. Department of Homeland Security through the Student Exchange Visitor Information System (SEVIS). Students then will present the I-20 form to the American Consulate or embassy in their home country to obtain a student visa (F-1) and enter the U.S.

- **Duration of Status:** A non-immigrant student may be admitted for a “duration of status” (D/S). This means that the student is authorized to stay in the United States for the entire length of time during which the student is enrolled full-time or part-time in an educational program and any period of authorized practical training plus 60 days. While in the United States, the student

must maintain a valid I-20, visa (unless exempt from visa requirements), and a valid foreign passport.

- **Student on a Visa:** For initial admission, the student must attend the school specified on the I-20 form. If for some reason the student decides to transfer to another school, the student needs to contact immediately the International Student Specialist/Advisor to make the appropriate changes on the I-20 form through SEVIS.
- **Re-entry:** A non-immigrant student may be readmitted to the university after a temporary absence of five months or less from the United States, if the student is admissible. The students may be readmitted by presenting a valid foreign passport, a valid visa and either a new Form I-20 or a properly I-20 endorsed for re-entry if the information on the I-20 form is current.
- **Travel Endorsement:** All international students must obtain a travel endorsement on the third page of the I-20 from the International Student Specialist/Advisor every year. Please request a travel endorsement at least seven days before the departure date.
- **Transfer:** A non-immigrant student is permitted to transfer to a different school provided that the transfer procedure is followed in SEVIS. To transfer to a different school, the student should first notify the Office of International Admissions and Student Services to obtain a SEVIS release form and provide an acceptance letter from the new school. Transfer will be in effect only if the student submits the SEVIS release form signed by the DSO of the new school and an acceptance letter from the new school to the International Student Specialist/Advisor within 15 days of beginning attendance.
- **Extension of Stay:** If the student cannot complete the educational program for the anticipated length of the program, the student must apply for an extension of stay. An application for extension of stay is obtained at The Office of International Admissions and Student Services. The application must be submitted to the International Student Specialist/Advisor at least 30 days but no more than 60 days before the expiration of the student's stay.
- **Change of Major:** If a student decides to change a major or program of study, they will need to contact the International Student Specialist/Advisor before so he or she can make the appropriate changes to the I-20 form. This would include changing from language studies to a bachelor's program, from a bachelor's program to master's or doctoral program, from an Optional Practical Training (OPT) program to a new degree program, and from one level of degree program to one of the same level (e.g., master's to a second master's). Once the International Student Specialist/Advisor has reviewed the case, the student will need to go to the Graduate College to make the official change and provide appropriate documentation to our office.
- **On-campus employment:** On-campus employment requires authorization from the International Student Specialist/Advisor. Students must be in good academic and immigration standing to qualify for this benefit. Students are allowed to work on campus; if they work without proper authorization off campus, the student may fall out of status and will not be able to be reinstated into the school. On-campus employment is limited to part time (20 hours or less per week) during the fall and spring semesters. It may be full time (more than 20 hours per week) during the summer and official school breaks.
- **Distance Education:** An F-1 student is permitted to enroll in classes for credit or classroom hours, no more than the equivalent of one class or three credit hours per session, term, semester, trimester or quarter may be counted toward their full course-of-study requirements if

the class is taken online or through distance education and does not require physical attendance for classes, examination or other purposes integral to completion of the class. An online or distance-education course is a course that is offered principally through the use of television, audio or computer transmission, including open broadcast, closed circuit, cable, microwave, satellite, audio conferencing or computer conferencing. There are special considerations for hybrid classes, for more information, students must contact their International Student /Specialist Advisor.

- **Student Reinstatement:** Students who have violated their F-1 student status (i.e. by not obtaining appropriate employment authorization prior to working, not enrolling full-time in the program of study, forgetting to extend I-20 prior to expiration date, not being eligible for extension but needing additional time to complete program, or otherwise failing to maintain status) should schedule an appointment to meet with an International Student Specialist/Advisor as soon as possible to discuss their situation.

Federal regulations that govern your stay in the U.S. can change very rapidly. To stay up-to-date regularly, visit the International Admissions and Student Services website often or make an appointment at your convenience to see an International Student Specialist/Advisor. International students are required to report any changes on their non-immigrant status immediately to the office.

Office locations:

UTRGV Brownsville Campus

International Admissions and Student Services
One West University Blvd.
MAIN Bldg. 1.308
Brownsville, TX 78520
Phone: 956-882-7092
Email: international@utrgv.edu
Fax: 956-882-6817
Hours of Operations: 8:00 am – 5:00 pm

UTRGV Edinburg Campus

International Admissions and Student Services
1201 West University Dr.
STAC Bldg. 3.128
Edinburg, TX 78539
Phone: 956-665-2922
Email: international@utrgv.edu
Fax: 956-665-2281
Hours of Operations: 8:00 am – 5:00 pm

Admission Classifications by University Standards (Master's only)*

This section describes the criteria the applicant must meet in order to be eligible for a particular admission classification based on the University's minimum standards for graduate admission.

Upon submitting the university required documents for admission, the Graduate College will review the applicant's documents and determine the admission classification eligibility. The specific graduate program to which the student is applying will then be advised of the applicant's highest possible eligibility based on the university's standards.

A graduate program may admit a student into the program with a lower admission classification. The graduate programs will base admission decisions on the criteria established for that particular program. Graduate programs may not set standards lower than the university's standards.

The following admission classifications are based on a number of criteria such as, but not limited to, GPA calculation, degree standing from an accredited university, and official/unofficial status of transcripts. Departments are allowed to add criteria for admission into a particular program such as, but not limited to, test scores, letters of recommendation, essays, etc. Please contact the department chair or program director and refer to the appropriate program section in the catalog for more information on additional documentation requirements for a particular graduate program.

Admission classifications for doctoral students are listed in the respective program information.

Graduate Admission GPA Calculation

The Graduate Admission GPA is calculated as follows:

1. All academic work undertaken and grades or symbols assigned at each institution shall be reflected on the student's official transcript(s). No grade may be expunged or excluded from the student's record. An applicant who has earned a bachelor's degree under the "Academic Fresh Start" statute, Texas Education Code, Section 51.931, will be evaluated only on a grade point average of the coursework completed for that bachelor's degree and the other criteria stated herein. For more information on the Academic Fresh Start program, see the Undergraduate Catalog.
2. All grades for academic coursework assigned, including all grades in courses which have been repeated, will be used in calculating the graduate admission grade point average, which can include any previous work in a graduate or professional school other than remedial or non-credit courses.
3. The GPA computation is based on a four-point scale (e.g.: A=4 points per semester hour, B=3 points per semester hour, C=2 points per semester hour, D=1 point per semester hour, and F=0 points per semester hour).
4. A grade or symbol indicating failure (i.e., F) will count as hours undertaken, but no grade points will be earned.
5. Excluded from the grade point average will be any credit by examination (CR), Withdrew (W), Incomplete (I), and a Pass grade within a pass/fail system.
6. The GPA is computed by multiplying each grade point (see 3. under this section) by the semester or quarter credit hours earned per course and totaling the products. The semester or quarter hours of courses undertaken will then be totaled. The total of the products will be divided by the total semester or quarter hours. The result (calculated to the 100th place) is the official cumulative grade point average for admission to graduate programs.

Clear Admission

An applicant who meets the following criteria is eligible for clear admission to a graduate degree program:

1. Awarded a baccalaureate degree from an accredited institution and earned at least a 3.0 (on a 4.0 scale) on the graduate admission GPA calculation; or
2. Earned a previous master's degree from an accredited university.

Conditional Admission

Students not eligible for Clear Admission may be admitted conditionally. Once the conditions are satisfied, the admissions classification will be updated to “clear.”

Based on Academic Record

An applicant meeting the following criteria may be granted conditional admission:

1. Awarded a baccalaureate degree from an accredited institution.
2. Earned between a 2.75 and 2.99 (on a 4.0 scale) on the graduate admission GPA calculation.

An applicant granted conditional admission based on academic standing may not enroll for more than 12 graduate hours in total while on conditional admittance. A student on conditional status who earns any graduate grade less than a B will not be allowed to continue in UTRGV graduate programs. The student may appeal this decision to the Dean of the Graduate College through the department chair or program director and the dean, who will each provide a recommendation on the appeal. The appeal must be in writing to the department chair or the program to which the student is applying and should provide an explanation of any extenuating circumstances to be considered. The Graduate College Dean’s decision shall be final.

At the end of the semester in which a conditional student’s total earned graduate hours are six or more and the student’s graduate GPA is 3.0 or better with no grade less than B, the student’s admission classification will be changed to “clear.”

Based on Unofficial Documentation

Master’s applicants may be granted conditional admission pending confirmation of a baccalaureate degree. The following apply:

1. The applicant has yet to be awarded a baccalaureate degree at the time of admission but anticipates earning the degree prior to enrolling in a graduate degree program.
2. The applicant has submitted unofficial documents.*
3. The student meets the minimum GPA requirements.

Conditional admission is for one long semester or two-consecutive summer semesters. A student who enrolls in a graduate course(s) will have started his or her conditional semester regardless of whether the student drops or withdraws during the semester. The student must provide degree confirmation prior to enrolling in future semesters. However, students may continue to register for future semesters with the understanding that they will be dropped from classes and the refund of payment may not be granted if conditional admission requirements are not met.

At the end of one long semester or two consecutive summer semesters of conditional admission, the student will be reclassified to one of the other admission classifications, including no admission, based on the official documentation received.

*Students accepted under conditional admission are responsible for contacting the Graduate College to verify receipt of documentation and to request reclassification of admission status.

Based on Graduate Program Requirements

Graduate programs may accept students on a conditional basis if additional requirements must be met before the student is eligible for clear admission, i.e., completion of designated foundation coursework. These requirements will be conveyed to the student at the time of admission.

Once the graduate program requirements are met, the student will be reclassified into one of the other admission classifications, including no admission.

NOTE: Undergraduates seeking conditional admission should refer to the section on Reservation of Work by Undergraduates for Graduate Credit on p. 32.

No Admission

An applicant not meeting the minimum graduate admission requirements for the university or the admission criteria for the graduate degree program will not be admitted. However, admission to a graduate program is not guaranteed if a student meets these criteria as some programs may have enrollment limitations. The applicant may appeal this decision to the dean of the Graduate College through the department chair or program director and the college dean, who will each provide a recommendation on the appeal. The appeal must be in writing to the department chair or the program to which the student is applying and should provide an explanation of any extenuating circumstances to be considered. The decision of the dean of the Graduate College shall be final. A student admitted as a result of an appeal will normally be granted conditional admission.

An applicant not admitted to a graduate program may be eligible to enroll in undergraduate classes at the university after undergoing the proper admission process for undergraduate courses.

If an applicant is not admitted into one graduate degree program, the applicant may still be eligible for admission into another degree program. Please schedule an appointment with an academic adviser to discuss this option. Application to a different graduate program may require a new application for admission.

Procedure after Admission to the University for Graduate Study

Successful applicants will receive a letter of acceptance from the Graduate College.

The graduate program director will provide information on degree requirements, registration, and other procedures. Students should have their schedules approved each semester by their advisers (or an approved substitute) before registering for courses.

All graduate students must submit a degree plan outlining their coursework by the end of their first long semester of graduate coursework. The degree plan must be signed by an adviser, department chair, and dean, and then submitted to the Graduate College for inclusion in the student's official file. Master level students must maintain a total 3.0 GPA or higher and doctoral students must maintain a 3.25 or higher on all graduate coursework in order to avoid probation or suspension.

Transfer of Graduate Credits to UTRGV

Appropriate graduate work earned at a regionally accredited institution or equivalent, may be transferred to UTRGV for degree credit. Individual graduate degree programs may accept fewer hours or have additional requirements.

Transfer of graduate credit is not automatic. The student must submit a written request for approval of transfer to the director/coordinator of the graduate program. A graduate student seeking to use coursework completed at another institution must provide an official transcript, the official explanation of the institutions course numbering system and grading system, and the course description from the catalog of the institution. Along with these documents, the Petition to Transfer a Graduate Course from another Institution form should be submitted by the director/coordinator for approval by the Chair/Director of the department/school, College Dean, and the Dean of the Graduate College.

A course may be transferred only if:

1. Student is in a current graduate degree program and in good academic standing.
2. The course is equivalent to a graduate-level course at UTRGV or is appropriate for elective credit at the graduate level within the student's degree program; the grade for the course is not less than C; grades of C- are not transferrable.
3. The course was not taken at such a date that it would extend the student's time for achieving the degree beyond the approval limit for the graduate program (seven years for a master's program and 10 years for a doctoral program).
4. Courses have not been used toward another degree program.
5. Coursework earned on the quarter system is normally calculated at two-thirds of the credit for courses offered on a semesterly basis. Thus, a three credit-hour course taken on the quarter system may be transferred as no more than two credit hours.
6. UTRGV will not accept dissertation courses for transfer to fulfill the dissertation hour requirement for a degree.

Courses delivered in a distance learning format will be considered by the Graduate College Dean on a case-by-case basis, however correspondence or extension courses are not transferrable.

All petitions must be processed and approved no later than the semester prior to anticipated graduation. To ensure acceptance of transfer credit toward the graduate degree, the student must obtain prior written approval for any courses to be taken at another institution after the student has matriculated at UTRGV.

Exceptions to these transfer policies may be granted only on petition to the Dean of the Graduate College. Should the Dean of Graduate College not approve the transfer of any credits, the student has the right to submit a petition to the Graduate Education Committee, which will make the final decision.

All documents submitted to the University for Transfer Purposes become part of the official files of the University and cannot be released or returned to the student or to another institution.

Reservation of Work by Undergraduates for Graduate Credit

It is possible for undergraduate students to enroll in up to six hours of graduate (master's) courses in their last semester of their undergraduate degree under the following conditions:

1. The undergraduate student must lack no more than 12 hours of work to complete all requirements for his or her first bachelor's degree.
2. These 12 hours (or fewer) must be completed in the same semester, or two six-week summer sessions, in which the student is taking the graduate courses.
3. Total enrollment must not exceed 15 semester hours in a regular semester, or 12 semester hours in two six-week summer sessions.
4. The student has a minimum graduate admission GPA of at least a 3.0 (on a 4.0 scale) on work completed to date. (For information on the calculation of graduate admission GPA, see p.28).
5. The application for such graduate work is submitted to the Graduate College.

NOTE: Undergraduates cannot count work in graduate courses toward the bachelor's degree. Such work will be reserved for credit toward a graduate degree.

The student's admission status will be conditional until he or she receives a bachelor's degree and meets any other necessary requirements (i.e., academic standing, submission of certain documents, etc.).

Graduate 99-Hour Rule

A resident doctoral student who has a total of 100 or more semester credit hours of doctoral work at an institution of higher education is required to pay nonresident doctoral tuition rates.

Distance Learning Courses

UTRGV offers two types of distance learning education courses in addition to the traditional classroom setting.

The letter "I" after the section number identifies interactive video courses, and the letter "L" identifies local web delivery courses after the section number (i.e. ENG 1301.90I or ENG 1301.90L).

In addition, UTRGV offers accelerated online graduate programs.

The letter "V" after the course section number indicates that the course is offered online in an accelerated seven-week delivery format.

For further information, contact the course instructor, or visit the Center for Online Learning, Teaching and Technology at www.utrgv.edu/online or call 956-665-2979.

UT Online Consortium

Online courses are offered from The University of Texas Rio Grande Valley via UT Online Consortium. UT Online Consortium is the gateway to online degrees and courses from The University of Texas System institutions. On the website one will find links to various student services and support offices and program information for the UT institutions participating in the consortium. Designated contacts at each campus are available to assist, as is the student services support staff of UT Online Consortium. Call toll-free 1-888-TEXAS-16 (1-888-839-2716) with questions.

NOTE: To see a full listing of semester courses offerings and host universities for the UT Online Consortium, access the website at <http://www.utcoursesonline.org>.

Criminal Background Checks

Certain programs require students to submit to and satisfactorily complete a criminal background check review as a condition of admission and/or participation in education experiences. Students who refuse to submit to a background check or who do not pass the background check may be dismissed from the program. See the UTRGV Handbook of Operating Procedures for more information.

Additionally, many Texas school districts require applicants for student teaching or field experiences to undergo a criminal background check prior to placement in the school district. School districts may deny placement of students with a criminal background. If a school district denies a placement for this reason, the UTRGV Office of Student Teaching and Field Experiences may attempt to assist the student in obtaining a placement in an alternate district. Students should be aware, however, that if they are unable to obtain a placement they will not meet UTRGV's requirements for a teaching degree or teacher certification. Additionally, The Texas State Board for Educator Certification (SBEC) regulates the certification of educators to teach Texas public school children. Before an individual can be certified, SBEC must conduct a criminal background check to ensure an applicant's suitability to interact with children. Working with the Texas Department of Public Safety (DPS), the agency conducts statewide criminal background checks on all applicants for educator certification. Students pursuing educator preparation should be aware that some criminal histories may lead to the denial of certification as a teacher. Students may obtain additional information from SBEC.

FISCAL POLICIES

The cost of attending The University of Texas Rio Grande Valley is relatively low – approximately \$3,359.57 per semester in 2017-2018 for nine hours of required tuition and fees for a graduate student who is a resident of Texas. A student financial aid program offering part-time employment, scholarships, grants, and loans help students at The University of Texas Rio Grande Valley meet the costs of attending college. For more information on financial aid, see the Financial Assistance section on p. 40 of this catalog.

Financial Responsibility

State universities cannot extend credit. Students are expected to meet financial obligations to the University within the designated time allowed. Tuition and fees are payable at the time of registration, and students are not entitled to enter class or laboratory until all these charges have been paid (Exception: See Payment by Installment on p. 36.) Other charges are due within 10 days after a bill is rendered by the university, or according to the special payment instructions that may be printed on the bill. Failure to pay the amount owed in the allotted time can result in withdrawal from classes; the withholding of registration privileges, official transcripts, grades and degrees, university disciplinary action, and other penalties and actions authorized by law. A student is only registered in the university and entitled to university privileges after he or she has paid all required tuition and fees. A hold against reentry is imposed on a student who fails to pay a debt owed to the university. Initial payment of tuition and fees may be made by personal check, money order payable to The University of Texas Rio Grande Valley, credit card (Visa, MasterCard, and Discover only), or cash. Students are advised to exercise care in paying charges by check. When a bad check for tuition and fees is returned to the university, a \$25 returned check service charge is assessed, and the student is given 10 days from receipt of notice to make full payment by cash, cashier's check, or money order. Failure to comply will result in the penalties described above.

Student Tuition and Fee Bill

Tuition and fees bill statements are available at my.utrgv.edu through ASSIST two weeks prior to the first tuition due date. Students are responsible for verifying their student account before every tuition due date in order to make sure there is no outstanding balance. UTRGV is required to set aside a portion of a student's designated tuition to provide financial assistance. Effective Spring 2010, notice of the specific amount required to be set aside will be included with the student's tuition bill (Texas Education Code, Section 56.014).

Credit Card Convenience Fee

A credit card convenience fee is a processing fee that credit card companies charge for using credit cards as a method of payment. As UTRGV continues to offer this service to students, a convenience fee will now be added to the student's tuition and fee bill.

Beginning January 1, 2018, a 1.9% non-refundable fee will be added to all credit card payments made towards tuition and fees. All credit card payments must be processed online. The Bursar Office will no longer accept credit card payments in-person or over the phone for tuition and fee payments.

For more information go to www.utrgv.edu/conveniencefee.

Residency Classification for Tuition Purposes

The Office of the Registrar is responsible for determining residence status of students for purposes of tuition. The office is guided by the Texas Education Code, Section 54.052, et seq., the Rules and Regulations for Determining Residence Status of the Texas Higher Education Coordinating Board, and University Regulations. Under the state statutes and regulations, for tuition purposes, a student or prospective student is classified either as a resident of Texas, nonresident (U.S. citizens from another state) or students who are citizens from another country.

- A resident of the state of Texas for tuition purposes is an individual or dependent who has physically resided (or whose parent has physically resided) in the state of Texas for a period of 12 continuous months prior to enrollment, or is an individual who graduated from a Texas high school and has maintained a residence in Texas continuously for at least three years prior to the date of that graduation and one year prior to enrollment. Individuals seeking to establish resident status under the second definition, and who are not citizens or permanent residents, must provide an affidavit stating that the individual will file an application to become a permanent resident at the earliest opportunity of eligibility. Students are required to complete the Core Residency Questionnaire as part of the application process. Residency for tuition purposes will be based on this questionnaire and other information/ documents submitted by the student.
- A nonresident for tuition purposes is a U.S. citizen or permanent resident alien who has not lived and worked in the state of Texas for a period of 12 months prior to enrollment.
- A foreign student is a person who is a citizen of another country.

Residency for tuition purposes for a dependent is established on the residency of the parents or legal guardian.

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 of residing and gainful employment in Texas prior to enrollment. Individuals classified as a nonresident or foreign student may qualify for resident tuition rates and other charges while continuing to be classified as a nonresident or a foreign student under the following exceptions:

- Students who receive academic competitive scholarships
- Teaching or research assistants
- Faculty employment
- Special types of visas
- Military

Additional information on residency, reclassification, tuition exceptions and waivers is available at:

Office of the Registrar		
One West University Blvd. The Tower, Main, Rm. 1.101 Brownsville, TX 78520	1201 West University Dr. Student Services Bldg., 1 st Floor Edinburg, TX 78539	registrar@utrgv.edu Phone: 956-665-2201

Students are required to sign an oath of residency as part of the application process. Residency for tuition purposes will be based on this oath and other information/documents submitted by the student.

Tuition and Mandatory Fees

Tuition, fees, and charges are assessed to students based on credit hours, at a fixed rate per semester, by course or for specific services. Tuition and fees are subject to change by legislative or regental action and become effective on the date enacted. The Texas Legislature, except for basic tuition, does not set the specific amount for any particular student fee. The student fees assessed are authorized by state statute; however, the University Administration and The University of Texas System Board of Regents make the specific fee amounts and the determination to increase fees in accordance with state law.

Tuition and mandatory fees are the academic costs required of all students for general enrollment. Included are fees charged to support the student union, recreation center, medical services, student services, and university services.

Rates are guaranteed to not increase for up to 4 years. Undergraduates are given a guarantee tuition between 1 and 4 years. Masters students will receive a 2 year guarantee and doctoral students (except medical students) will receive a 4 year guarantee.

Each student will be locked into a guaranteed tuition plan (GTP) rate code based on the semester of initial college enrollment following high school graduation and, if first enrolling before Fall 2014, prior earned college hours. This determination will be finalized by the official census date which falls on the 12th class day of fall and spring semesters, the 4th class day for summer sessions, and the 5th class day for accelerated online program sessions.

If changes in the student record are made after the census date which would justify a change in the assigned GTP rate, the revised rate will be applied starting with the following semester. Charges for current and prior semesters will not be restated. This includes changes resulting from submission of additional transcripts by the student after the census date.

In addition, resident tuition, and mandatory fees are capped at 12 semester credit hours.

Review UTRGV's tuition and mandatory fee charges at www.utrgv.edu/tuition-fees.

Payment by Installment

Section 54.007 of the Texas Education Code provides for payment by installment of tuition and mandatory fees in the fall and spring semesters. Students electing to use the installment plan must be enrolled for a minimum of one class and must apply on ASSIST online at my.utrgv.edu.

Eligible students have the following Installment payment option during fall and spring registration:

- One-fourth payment on the first tuition due date.
- One-fourth payment on the first business day of the month after the fifth classweek.
- One-fourth payment on the first business day of the month after the tenth classweek.
- The final one-fourth payment on the first business day of the month before the last classday.

Once the Installment Payment option has been selected, it may not be changed; however, advance payments will be accepted.

Students electing to sign up for an Installment Plan must sign/acknowledge a promissory note via ASSIST. A nonrefundable Tuition Installment Incidental Charge of \$30 will be collected to defray the cost to the university of providing this delayed payment service.

The second and any subsequent installment must be made before the class week indicated above. 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 will be assessed in addition to the installment amount.

After the first three class days of the class week indicated above, late installments will still be accepted, but a nonrefundable reinstatement fee of \$25 will be assessed in addition to the installment amount.

A student who fails to provide full payment of tuition and fees, including assessed late fees, to the university when the payments are due is subject to one or more of the following actions at the university's option:

- a. Being withdrawn from the university.
- b. Being barred from readmission to the institution.
- c. The withholding of the student's grades, degree, and official transcript.
- d. All penalties and actions authorized by law.

Refund of Registration Fees

To officially withdraw from the university or drop a course, a student must go to the Office of the Registrar. A student withdrawing officially and completely during a fall or spring semester will receive a refund of total tuition and fees (excluding nonrefundable fees) according to the following scale (Section 54.006, Texas Education Code):

- 100 percent before the first day of classes.
- 80 percent during the first five class days.
- 70 percent during the second five class days.
- 50 percent during the third five class days.
- 25 percent during the fourth five class days.
- No refund after the fourth five class day period.

Refund of total tuition and fees (excluding nonrefundable fees) during a summer term to students withdrawing officially and completely will be made according to the following scale:

- 100 percent before the first day of classes.
- 80 percent during the first class day.
- 50 percent during the second class day.
- No refund after the third class day.

NOTE: The term "class days" refers to days the university schedules classes, not the individual student's schedule. Students officially dropping courses but remaining enrolled at the university receive a full refund of tuition and mandatory fees actually paid for the dropped classes through the 12th class day (official census day) during a fall or spring semester or the fourth class day (official census day) during a

summer term, minus the other nonrefundable fees assessed for each course dropped beginning with the first day of classes. Students will not receive refunds for classes dropped after these dates. Additionally, per the Texas Higher Education Coordinating Board rules and regulations, students may not enroll in a course after the official census date (Ch. 9, Subchapter B, 9.31a).

Refund checks will be mailed within 45 days to the student's billing address on file at the Office of the Registrar (within 30 days if the student did not receive some form of financial assistance through the university). Refunds for a student under the installment plan will be first applied to the student's unpaid balance.

Students who do not officially withdraw through the Office of the Registrar will be responsible for tuition, fees and any circumstances arising from failure to withdraw.

* Texas Education Code, Section 54.504 – Incidental Fees and 55.16 Board Responsibility authorizes the governing board to fix and collect fees and charges. The averages are not given for college and course related fees (laboratory, incidental, supplemental/individual fees) since charges vary according to academic program and courses; actual fees are published in the institutional catalog and/or other publications.

**The Texas Legislature, except for basic tuition, does not set the specific amount for any particular student fee. The student fees assessed are authorized by state statute; however, the university administration and UT System Board of Regents determine specific fee amounts and make the decision to increase fees.

***House Bill 3015 authorizes the governing boards of institutions of higher education to charge any student Designated Tuition in any amount necessary for the effective operation of the institution effective Sept. 1, 2003. These amounts are approximate as additional charges for course or program related fees may be incurred.

Withdrawal for Military Service

A student who withdraws as a result of being called to active military service may choose:

1. To receive a refund of tuition and fees for the semester;
2. If eligible, to be assigned an incomplete (I) in each course; or
3. At the instructor's discretion receive a final grade in courses where he or she has completed a substantial amount of coursework and has demonstrated sufficient mastery of the course material.

Policies affecting students who are absent for military service but do not withdraw are provided in the "Military Absences" on p. 64.

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

When federal Title IV grant or loan assistance is disbursed and the recipient does not complete the enrollment period, the law requires that The University of Texas Rio Grande Valley calculate the amount that must be returned by the school and/or student to Title IV program accounts.

The date the student initiates the withdrawal is used for calculating the percentage used in the formula for Return of Title IV funds. The number of days from the 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 withdrawal date is after the 60 percent point of the semester, the student has earned 100 percent of the Title IV funds.

If a student fails to earn a passing grade in at least one class, The University of Texas Rio Grande Valley is required to calculate the amount for Return of Title IV funds based on the last day of enrollment. If last day of attendance cannot be determined, UTRGV may use the midpoint of the period (in lieu of an official withdrawal date) as documentation of the student's last date of attendance. Unless the student can provide acceptable documentation that shows the student was enrolled more than 60 percent of the semester, the student may owe a refund back to UTRGV and the federal government.

Federal Financial Aid Policy when a Student Receives No Passing Grades

If a student receiving federal financial aid who began attendance and has not officially withdrawn fails to earn a passing grade in at least one course during the semester, UTRGV will assume, for Federal Title IV purposes, that the student has unofficially withdrawn, unless UTRGV can document that the student completed the semester. Federal regulations require the school to determine if the student earned the failing grades or if the student dropped out of school. If UTRGV is unable to determine that the student completed the semester, then it must assume that the student withdrew unofficially and must apply the Return of Title IV Funds Policy. The consequence of applying the Return of Title IV Funds Policy is that some financial aid funds may have to be returned to the federal aid accounts, causing the student to owe a balance to the school or to the federal government. The balance must be paid within 45 days or the student's account will be reported to the U.S. Department of Education for collections. The student will be notified of the responsibility to repay unearned funds to the appropriate program and/or to UTRGV.

Outstanding Student Balances

For students with outstanding balances, that are no longer attending UTRGV will adhere to the following policy for requesting University services, including but not limited to transcripts – payment of 100% of total balance must be paid prior to release of transcript.

For students with outstanding balances, that are currently enrolled students, will adhere to the following policy, including registration– payment of 50% of total balance, hold will be lifted to allow registration and the remaining balance will be paid in four monthly installments (weekly for summer sessions).

Academic Common Market

At the graduate level, Texas participates in the Academic Common Market of the Southern Regional Education Board that enables students to take advantage of graduate programs not offered in the student's home state. Nonresident students participating in programs that

are offered through the Academic Common Market may be eligible to pay tuition at resident rates. Contact the Graduate College Office for eligible programs and nonresident status.

For more information on residency classification for tuition purposes, see p. 35.

Use of Institutional Funds to Cover Outstanding Student Balances

The use of institutional funds, such as Texas Grants and scholarships, will be applied to student account balances as follows:

- Tuition and mandatory fees
- Additional course fees
- Incidental use fees

Some students are normally awarded sufficient financial aid (mostly referred to as Title IV funds; examples include Pell Grant, SEOG, Direct Loans, etc.) and non-Title IV funds or institutional funds (Texas Grants, scholarships, etc.) to cover all tuition and related fees. However, in situations where this financial aid is not sufficient, students are responsible for 100% of their remaining balance.

When students withdraw before the end of the semester, this may result in the reversal of Title IV funds that were previously awarded and may create a balance in the student's account. In most cases, this student account balance is created after all student refunds for the term have been processed. This balance is now owed to UTRGV and known as a student account receivable.

To address student account balances stemming from Title IV reversals, UTRGV reserves the right to apply pending institutional refunds from the current term retroactively to any unpaid prior term balance(s). After this application, remaining credit balances, if any, will be processed as a disbursement (refund) to the student.

FINANCIAL ASSISTANCE

General Information

Financial aid plays a vital role at the University of Texas Rio Grande Valley where a large percentage of students receive some type of financial assistance.

Tuition and fees at UTRGV are significantly lower than private colleges and equal to, or lower than, most public colleges. This, together with the availability of financial aid funds, makes UTRGV an outstanding educational value.

There are several sources of graduate student aid, including federal, state, institutional and private funds. Financial assistance comes in the form of grants, scholarships, student loans, and work-study.

For more information about the various types of financial assistance, you may visit us at:

U Central		
1201 West University Dr. Student Services Bldg., 1 st Floor Edinburg, TX 78539	One West University Blvd. The Tower, Main 1.101 Brownsville, TX 78520	Phone: 1-888-882-4026 Web: www.utrgv.edu/finaid Hours: <ul style="list-style-type: none">Monday-Friday 8:00 am – 5:00 pm

To find out if the federal student financial aid application has been processed, or to see the information on the application, a student can call 1-800-433-3243 or visit the website at www.fafsa.gov.

Application Process

The University of Texas Rio Grande Valley is an equal opportunity institution in the administration of its financial aid programs. In keeping with this policy, financial aid is extended to students without regard to race, creed, sex, national origin, veteran status, religion, age or disability. In order to qualify for federal financial assistance, an applicant must meet the following criteria:

1. Be a U.S. citizen or eligible non-citizen or be eligible to be classified as a Texas resident under Senate Bill Law 1528.
2. Be registered with Selective Service (Students subject to selective service registration will be required to file a statement that the student has registered or is exempt from selective service registration in order to be eligible to apply for financial aid.)
3. Be enrolled as a regular student working toward a degree in an eligible program.
4. Have signed a statement of educational purpose certifying that any federal or state aid received will be used for educational purposes.
5. Be enrolled as a regular student working toward a degree in an eligible degree program.
6. Have not defaulted on any federal, state or institutional loan, and not owe a refund to any federal or state grant program.
7. Demonstrate financial need, except when applying for funds from a program that does not require financial need.

8. Be in satisfactory academic standing and making Satisfactory Academic Progress (as defined by the Satisfactory Academic Progress Policy described below) at the university.
9. Have completed a financial aid application and all required documentation is on file by the appropriate deadline.

IMPORTANT: Students MUST be ADMITTED to a degree-seeking graduate program to be eligible for financial aid. Students with CONDITIONAL ADMISSION (i.e., conditions that have been specified by the graduate program), participating in a CERTIFICATION PROGRAM, or participating in CONTINUING EDUCATION or PROFESSIONAL IMPROVEMENT are NOT eligible to receive financial aid.

How to Apply for Financial Aid

File your FAFSA over the Internet at www.fafsa.gov; you will need to obtain an FSA ID (a username and password) to be able to access and sign your FAFSA.

You may visit us either at our Edinburg or Brownsville locations for one-on-one electronic FAFSA submittal assistance. All required documents must be submitted before any aid can be awarded. Some applications are selected for verification of information submitted on the application.

If you are classified as a Texas Resident under Senate Bill 1528 law, you must complete a TASFA application. The TASFA application can be obtained online under the Financial Aid Forms section at www.utrgv.edu/finaid.

In order to apply for summer institutional grants, you must submit a Summer Notification at www.utrgv.edu/finaid in addition to a FAFSA or TASFA. The Summer Notification is available yearly on December 15.

Additional Information on the Federal Verification Procedure

As stated above, some FAFSA applicants are selected for verification. Verification is the process in which the school's financial aid office requests documentation from students based on the information provided on the FAFSA application submitted to Department of Education. If an applicant has been selected for verification, we will notify them by email and via their ASSIST account. In most cases the documents used to verify information are the prior year's federal tax return transcript and a Verification Worksheet; additional documents may be requested depending upon the information to be verified. Applicants are asked to submit the requested information to the Financial Aid Office within two weeks. The financial aid application is considered incomplete until verification is completed; that is, no aid offer will be made until verification is complete.

If corrections must be made as a result of verification, corrections to the ISIR will be submitted to the federal processor. If an aid offer must be adjusted because of information submitted as part of the verification process, the applicant will be notified via email through a revised Financial Aid Notification.

The UTRGV School Code for the FAFSA is **003599**.

Application Deadlines

To ensure processing before registration, the recommended priority dates for submission of the FAFSA are as follows:

- **Fall awards:** March 15
- **Spring awards:** Sept. 15
- **Summer awards:** Feb. 15

Final deadline to apply for financial aid is June 30 of the end of the award year. In order to award aid for an application submitted after the end of the spring semester, the student must be currently enrolled in a summer term. Aid is awarded on a funds-available basis, and priority is given to students that file by the March 15 priority deadline.

Students that did not apply for financial aid or submit required documents by the recommended priority dates may not have their aid awarded at the time payment is due. Arrangements will then need to be made by the student for an alternative method of payment.

Benefits of Applying Early

- You increase your chance of receiving some of the state and/or local aid, which is limited in funding.
- You get an award letter prior to the payment of tuition and fees.
- If your file needs corrections, these can be completed before the payment date of tuition and fees.

The Disbursement Process

Students receiving financial aid can expect to receive their aid in any of the following methods:

1. When the student accepts his/her award, the award will be credited to the student's account to pay for educational expenses 10 days before the first day of classes.
2. Stafford Loan funds will be credited to the student's account 10 days prior to the first class day for students who have successfully completed the required counseling session and master promissory note. If a student is a first-time freshman borrower, the funds will not be received until 30 calendar days after the first class day.
3. Financial aid cash disbursements: Any credit remaining in the student's account after all tuition/fees and all educational expenses have been paid will be disbursed during the week prior to the first class day. Direct deposit can be set up via the student's ASSIST account so that any disbursements are deposited into the student's bank account. If direct deposit has not been set up, any disbursements will be mailed to your mailing/billing address on the system. Changes of address can be made via your ASSIST account.

NOTE: Changes in class schedule or enrollment status may cause an adjustment or cancellation of your awards, which will require you to pay a balance or return funds.

Satisfactory Academic Progress

Introduction

Federal Title IV financial aid regulations require students receiving federal student financial aid to maintain Satisfactory Academic Progress (SAP) at the university in order to remain eligible for this aid. Satisfactory Academic Progress standards are also required for some state and institutional financial aid programs. The Financial Aid Office evaluates SAP at the end of each semester, once grades are posted. There are three components of SAP: a qualitative standard (i.e., GPA), pace of progression (number of credits attempted and earned for each year of study), and a maximum time frame to complete the degree or program. All semesters of enrollment including summer must be considered in the determination of SAP. SAP standards, including grade point average, pace, and maximum time frame, begin anew for students seeking a graduate or professional degree after completing an undergraduate degree.

Qualitative or Grade Point Average (GPA)

The student must maintain a GPA required for continued enrollment consistent with the University's graduation requirements. Students working on a master's or doctoral degree must maintain a 3.0 GPA.

All courses with a grade of A, B, C, and F are counted in the calculation of GPA. Satisfactory Academic Progress cannot be determined until all incomplete I (incomplete) grades are resolved. Transfer grades that are accepted by the University are not counted in the determination of GPA because they are not part of the total or native GPA. However, the credits from all attempts accepted by UTRGV are counted in the calculation of pace and the maximum time frame requirement because transfer credits will be applied to meet prerequisites and course requirements for a student's UTRGV degree. Repeated courses are included in the calculation of GPA, pace, and the maximum time frame requirements. Audited courses do not count toward the qualitative or quantitative standards. Credit is not granted for audited courses.

PACE (Progression Requirements)

The student must be progressing toward graduation requirements by completing the courses for which they enroll each semester. Courses or classes are measured in credit hours. Students must complete at least 75 percent of all credits attempted. For example, a master's student that has attempted 30 credit hours and has satisfactorily completed 24 of those credit hours would have completed 80 percent of attempted credits.

Credits attempted are all course credit hours for which the student is enrolled as of the semester census date, which is the 12th day of class in a semester for regular fall and spring and 4th class day for regular summer sessions (for terms shorter in length please check for census date), whether they have received a grade yet or not. Once grades are assigned, attempted credits include grades of A, B, C, D, F, P, NP, S, U, CR, NC, IP, I, DR, or W. Grades of DROPPED are counted as hours attempted if the student is enrolled in the class and charged for it as of the semester census date. Credits satisfactorily completed are classes for which the student receives a grade of A, B, C, D, P, CR or S.

Maximum Time Frame Requirements

Students must complete graduate degree requirements in a maximum time period according to federal regulation. Maximum time frame will be measured by the number of credit hours attempted. Students enrolled in a master's program have a maximum of 63 attempted credit hours to complete their degree requirements. Students attempting a second or subsequent master's degree are allowed 45 attempted credit hours. Students enrolled in the Physician Assistant Master's program have a maximum of 150 credit hours to complete their degree. Students enrolled in the Occupational Therapy Master's have a maximum of 109 credit hours to complete their degree. Students enrolled in the School of Psychology Master's have a maximum of 104 credit hours to complete their degree.

Students enrolled in a doctoral program have a maximum 99 attempted credit hours in order to complete Doctoral degree requirements.

Attempted credit hours, for purposes of calculating maximum time frame, include all courses with grades of A, B, C, D, F, P, NP, S, U, CR, NC, DR, W, or I and IP for courses for which grades have not yet been assigned. Transfer credits, AP credits, or CLEP credits accepted for the student's academic program or degree are also counted when measuring the maximum time frame to complete the degree or program.

Warning Period

Students who fail to meet the minimum requirements, other than maximum time frame, will be allowed one warning semester to restore satisfactory standing. Financial aid will be processed for one semester only. At the end of the warning semester, the student must have regained satisfactory SAP status in order to continue receiving financial aid. Students having reached the maximum time frame to complete a program cannot receive a warning semester.

Financial Aid Suspension

Students who fail to earn the minimum requirements during the warning semester will be considered as not making SAP and all financial assistance will be terminated or suspended until the student regains minimum satisfactory academic progress standards. Students may re-establish eligibility for upcoming periods by achieving the satisfactory progress standards. After a student has re-established eligibility, he/she may be considered for aid for upcoming periods but not for periods during which the standard had not been met.

Appeals

A student who is denied aid because of a failure to meet satisfactory progress standards after the warning semester may appeal this determination by completing a Financial Aid SAP Appeal by published deadlines. An appeal must be based on significant mitigating circumstances, circumstances that seriously affected academic performance. Examples of possible mitigating circumstances are serious illness, severe injury, death of a family member, and other similar situations. The appeal must include an explanation of why the student failed to meet SAP standards, and what has changed that will now allow the student to regain satisfactory SAP status. Appeals can only be approved if it appears that the student can regain satisfactory SAP status after the end of the following semester of enrollment, or if the student can regain satisfactory SAP status by following an academic plan that will lead to timely completion of the degree program. Students with approved appeals are placed in probationary status.

for one semester or placed in an academic plan lasting more than one semester. Students placed in an academic plan must meet all requirements of the academic plan in order to continue receiving financial aid. Probationary or academic plan status ends when the student regains SAP status or does not meet the requirements of the academic plan. Students whose appeals are denied remain in financial aid suspension until satisfactory progress standards are regained.

The Appeals Committee of the Financial Aid Office will review the appeal within ten business days of receiving a completed appeal and required documentation. Decisions are made after a careful evaluation of the student's unique circumstances, Federal Title IV regulations, and UTRGV guidelines. The student will be notified of the committee's decision via e-mail and the student portal. During this time, the student is responsible for any tuition and fees (including late fees) that are charged to their account. Students that are placed on Academic Plan will receive an e-mail indicating the conditions of this plan. Students can also view the conditions of the Academic Plan via the student portal.

The Appeals Committee is composed of professional staff from the financial aid office that function in a student advisory or administrative capacity and are knowledgeable of federal, state, and institutional financial aid regulations and policies and may include staff from other departments when deemed that their expertise may be necessary for a decision. Appeal decisions are final.

Note: Students from UTB-TSC who transferred during Fall 2015 thru Summer 2017 had their UTB-TSC SAP status migrated into UTRGV as their initial SAP status. Coursework transferred from the University of Texas at Brownsville/Texas Southmost College for students enrolled at UTRGV prior to Fall 2017 will be included in the calculation of the total GPA. All other Transfer students are considered new students unless their transfer-attempted hours exceed Max Time Frame.

Treatment of Title IV Aid When a Student Withdraws

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

The date the student initiates the withdrawal is used for calculating the percentage used in the formula for Return of Title IV Funds. The number of days from the 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 withdrawal date is after the 60 percent point of the semester, the student has earned 100 percent of the Title IV funds.

If a student fails to earn a passing grade in at least one class, UTRGV is required to calculate the amount for Return of Title IV Funds based on the last day of enrollment. The last day of attendance is provided by UTRGV faculty when entering a non-passing grade. If last day of attendance cannot be determined, UTRGV may use the midpoint of the period (in lieu of an official withdrawal date) as documentation of the student's last date of attendance. If the student was not enrolled more than 60 percent of the semester, the student may owe a refund back to UTRG and the federal government.

Attendance Verification

UTRGV requires faculty to report students who did not attend any class meetings between the beginning of a semester and census day (official 12th class day). For online classes, attendance is defined as logging into the course website and participating in an academically related activity. Federal regulations state that a student must begin attendance in all classes for which he/she enrolls in order to establish Title IV program eligibility (i.e. loans & grants). A student who is reported as non-attending will have his/her financial aid reduced and the cost of attendance budget adjusted.

Distance Learning

For students enrolling in Distance Learning who list UTRGV as their Home institution, financial aid funds will be disbursed to after the census date. Students are responsible for contacting their Host Institutions to make payment arrangements.

Study Abroad Program

Enrollment in a program of study abroad approved for credit by UTRGV may be considered enrollment at UTRGV for the purpose of applying for federal student aid.

Students who apply for financial assistance for study abroad should apply in the same manner as if they were planning on being in residence at UTRGV. A study abroad student must file a FAFSA and must be participating in a program that is pre-approved to be a financial aid eligible program. This is determined by the agreements that are set up by the Office of International Programs for each specific program. Students should verify with both the Office of International Programs and the Financial Aid Office to determine if the program they are interested in is an eligible program for financial aid purposes.

To be considered for Title IV funds, the study abroad applicant is expected to meet all financial aid application priority deadlines, to adhere to other financial aid deadlines, to meet all the eligibility requirements for Title IV awards and be making Satisfactory Academic Progress and meet minimum enrollment requirements for financial aid programs.

The study abroad applicant should also note that if awarded an institutional or outside scholarship, these awards may result in a reduction or cancellation of financial aid.

NOTE: Financial aid funds will be disbursed the week before the first day of the program for the respective semester. As a result, students will need to make payment arrangements with their respective study abroad programs.

Stafford Loans

Students who will be eligible for Federal Stafford loans, unsubsidized loans and/or Perkins loans should be aware that:

1. First-time borrowers will not receive loan proceeds until 30 days after the start of the term.
2. Completion of Entrance Loan Counseling and an approved Master Promissory Note (MPN) will be required for all loan applicants before any loan funds are disbursed.
3. Student loans require students to be enrolled at least half-time (6 hours).
4. For a student enrolled in one term, student loans will be disbursed in two equal disbursements (usually at the beginning of the term and at the term mid-point).

NOTE: If a student is not automatically awarded a Stafford loan, he/she may submit an additional Financial Aid Request available online at www.utrgv.edu/finaid.

Return to Title IV

Any time a student withdraws from the study abroad program, he or she will be responsible for repayment of federal financial aid funds, if applicable. Please refer to section on Return of Title IV in the catalog for additional information

Types of Financial Assistance

Grants

Texas Public Educational Grant (TPEG)

A Texas Public Educational Grant is a campus-based grant for undergraduate and graduate students with financial need. Funds for this program are very limited. Students will be awarded until all available funds are exhausted. It is recommended that students complete their FAFSA soon after it becomes available on October 1st to increase their potential for receiving the TPEG. If a student is awarded a TPEG at UTRGV, his/her account will be credited.

Graduate Tuition Assistance Grant (GTAG)

GTAG is a need-based grant awarded to students who demonstrate financial need as defined on the Free Application for Federal Student Aid (FAFSA). Funds for this program are very limited. Students will be awarded until all available funds are exhausted. It is recommended that students complete their FAFSA soon after it becomes available on October 1st to increase their potential for receiving the GTAG.

Student Loans

Students who are eligible for Federal Direct Stafford Loans, and/or Perkins Loans should be aware that a completed entrance loan counseling session and master promissory note are required for all loan applicants. Only Federal Unsubsidized Direct Stafford Loans are available for graduate study.

NOTE: A student already awarded a student loan that needs additional funds may submit an additional financial aid request available online at www.utrgv.edu/finaid.

The William D. Ford Federal Direct Loan (Stafford Direct Loans) Program

The Direct Loan Program is one of the federal student aid programs offered by the Department of Education, which provides students with a simple, inexpensive way to borrow money to pay for education after high school. The Direct Loan program offers unsubsidized Stafford Loans for students pursuing graduate degrees. The first step in the application process is the completion of the FAFSA. After the student's FAFSA is processed, the Financial Aid Office will review the results and advise the student as to his or her loan eligibility. Before receiving any loan disbursements through the Direct Loan program, every student borrower will have to complete an entrance counseling session and an electronic master promissory note and must be enrolled for at least half-time (6 hours for traditional graduate programs and 3 hours for Accelerated Online Programs). Once these requirements are complete, the Financial Aid Office will receive electronic confirmation that the information has been completed and funds will be credited to the student's university account 10 days before the first day of class. When loans are awarded for one semester only the first half is credited first and the second half is credited approximately mid-semester.

Federal Perkins Loan

UTRGV recognizes that loans are an increasingly important aspect of financing an education. Participating in the Federal Perkins Loan program allows funds to be made available with which a student may finance a substantial part of his or her education. When the borrower ceases to be enrolled at an accredited higher education institution at least half time or graduates, he/she has nine months after graduation or a break in enrollment before he/she begins repayment on their Federal Perkins Loan. Applicants are considered on the basis of financial need. Funds are limited and preference is given to renewal borrowers. Further information may be obtained from the Financial Aid Office.

Federal Work-Study Program (FWS)

The Federal Work-Study Program provides jobs for undergraduate and graduate students with financial need. This program allows the student to earn money to help pay educational expenses and also encourages community service work and work related to the student's course of study.

The FWS salary will be at least the current federal minimum wage. Students employed by UTRGV through the Federal Work-Study Program will be paid bi-monthly.

Work-study employment may be on campus or off campus. If off campus, the employer is usually a private nonprofit organization or public agency, and the work performed must be in the public interest. The amount a student receives in wages under work-study cannot exceed the total amount awarded.

The employer must consider the student's class schedule when preparing the work schedule. Funds are limited; therefore, funds are awarded on a rolling basis until funds are exhausted.

More information about work-study programs can be found at www.utrgv.edu/finaid

State Exemptions and Waivers

The Texas Education Coordinating Board administers various tuition assistance programs including programs for teachers and vocational nursing students. Further information about these programs may be obtained by visiting the Financial Aid website at www.utrgv.edu/finaid or visiting the Texas Higher Education Coordinating Board website at www.collegeforalltexas.com

After initially qualifying for a mandatory or discretionary exemption or waiver from the payment of all or part of the tuition or other fees for enrollment during a semester, a student may continue to receive the exemption or waiver if the student maintains a GPA for making satisfactory academic progress, and if an undergraduate student, does not complete an excessive number of credit hours.

Adopted Students Formerly in Foster or Other Residential Care

This program provides exemption of tuition and required fees for individuals who were adopted and were subject of an adoption assistance agreement under Subchapter D, Chapter 162, Family Code that provided monthly payments and medical assistance benefits and was not limited to providing only for the reimbursement of nonrecurring expenses.

Exemption for Students under Conservatorship of the Dept. of Family and Protective Services

This program provides exemption of tuition and required fees for persons who were in foster care or other residential care under the conservatorship of the Department of Protective and Regulatory Services on or after the day preceding their 18th birthday, the day of the student's 14th birthday if the student was eligible for adoption on or after that day, or the day the student received a high school

diploma or equivalent. In order to take advantage of this exemption the student must enroll as an undergraduate no later than the third anniversary of date of discharge from that care or the 25th birthday.

Senior Citizen Exemption

Senior citizens may be exempt from payment of tuition for up to six credit hours per term on a space-available basis. A senior citizen is defined as a student of age 65 or older.

Exemption for Texas Veterans (Hazlewood Act)

The purpose of the Hazlewood Act (Section 54.203) is to encourage U.S. veterans to pursue higher education. To qualify for the Hazlewood Act the applicant must be a veteran who at the time of entry into the U.S armed forces:

- Is a Texas resident.
- Designated Texas as home of record.
- Entered the service in Texas.
- Have served at least 181 days of active military duty, as indicated as “net active service” (the sum of 12(c) and 12(d) on the DD 214).
- Have received an honorable discharge or separation or a general discharge under honorable conditions.
- Have no federal veterans education benefits or have federal veterans education benefits dedicated to the payment of tuition and fees only (such as Chapter 33 or 31; Pell and SEOG are not relevant) for term or semester enrolled that do not exceed the value of Hazlewood benefits.
- Are not in default on a student loan made or guaranteed by the state of Texas.
- Enroll in classes for which the college receives tax support (i.e., a course that does not depend solely on student tuition and fees to cover its costs), unless the college’s governing board has ruled to let veterans receive the benefit while taking non-funded courses.

Students are entitled, not to exceed 150 credit hours, to an exemption from payment of all dues, fees, and charges (excluding only student property deposits, student service fees, books, lodging, board or clothing) that would otherwise be paid to attend UTRGV.

Hazlewood-Legacy Program (Transfer of Hazlewood Benefits)

Eligible veterans may assign unused hours of exemption eligibility to a child under certain conditions to be eligible, the child must:

- Be a Texas resident.
- Be the biological child, stepchild, adopted child, or claimed as a dependent in the current or previous tax year.
- Be 25 years or younger on the first day of the semester or term for which the exemption is claimed (unless granted an extension due to a qualifying illness or debilitating condition).
- Make satisfactory academic progress in a degree, certificate or continuing education program** as determined by the institution.

If the child to whom hours have been delegated fails to use all of the assigned hours, a veteran may assign the unused hours that are available to another dependent child.

Veteran’s spouses are not eligible to receive a transfer of un-used hours.

Students are entitled, not to exceed 150 credit hours, to an exemption of payment of tuition, fees (excluding student property deposit fees, student services fees, and any charges for lodging, board, or clothing) and other required charges, that would otherwise be paid to attend The University of Texas Rio Grande Valley.

Hazlewood Exemption for Eligible Dependents (Children and Spouses)

This program is for the children or the spouse of members of the U.S. armed forces who were killed in action, who die or died while in service, who are missing in action, whose death is documented to be directly caused by illness or injury connected with service in the U.S. armed forces, or who become totally disabled for purpose of employability according to the Dept. of Veterans Affairs disability rating as a result of a service-related injury. Children or spouses of a veteran who at the time of entry into the U.S. armed forces.

- Is a Texas resident.
- Designated Texas as home of record.
- Entered the service in Texas.
- Have a parent or is the spouse of a veteran of the U.S. armed forces, Texas National Guard, or Texas Air National Guard who died as a result of service-related injuries or illness, is missing in action, or became totally disabled for purposes of employability as a result of service-related injury or illness.
- Have no federal veterans education benefits or have federal veterans education benefits dedicated to the payment of tuition and fees only (such as Chapter 33 or 31; Pell and SEOG Grants are not relevant) for the term or semester enrolled that do not exceed the value of Hazlewood benefits.
- Are residents of Texas as of the term or semester in which they enrolled.
- Provide proof from Dept. of Defense or from the VA regarding veteran parent's death or disability related to service.

Children and spouses are entitled, not to exceed 150 credit hours, to an exemption from payment of all dues, fees, and charges (excluding only student property deposits, student service fees, books, lodging, board or clothing) that would otherwise be paid to attend The University of Texas Rio Grande Valley.

Tuition and Fee Exemption for Members of State Military Forces

Texas Education Code, Section 54.2155, provides an exemption for individuals certified by the adjunct general of the state military forces as having been awarded assistance for tuition and fees under Texas Government Code Section 431.090. Eligible students are exempt from tuition, not to exceed 12 credit hours charged at the Texas resident rate, and mandatory fees for any semester in which the tuition exemption is received.

Children of U.S. Military who are Missing in Action or Prisoner of War (MIA/POWs)

To provide an education benefit to the children of persons listed as Missing in Action or Prisoners of War by the U.S. Department of Defense.

- Are Texas residents.
- Are 21 or younger or 25 or younger and receiving most of his/her support from a parent.
- Have documentation from the Department of Defense that a parent, who is classified as a Texas resident, is missing in action or a prisoner of war.

- Enroll in classes for which the college receives tax support (i.e., a course that does not depend solely on student tuition and fees to cover its costs).
- Exemption covers tuition, service fees, lab fees, building use fees, and all other fees except room, board or clothing fees, or deposits in the nature of security for the return or proper care of property. No funds may be used to pay tuition for continuing education classes for which the college receives no state tax support.

Exemption for the Surviving Spouse and Minor Children of Certain Deceased Public Servants (Employees)

This program is available for the surviving spouse or children of certain public peace officers, probation officers, parole officers, jailers, police reservists, fire fighters and emergency medical personnel (Texas Code 615.003). Death must have occurred in the line of duty as a result of a risk inherent in the duty. The student must enroll full-time and is exempted from tuition and fees, student housing and food costs not to exceed bachelor’s degree or 200 hours.

Exemption for Peace Officers Enrolled in Law Enforcement or Criminal Justice Courses

This program is available for Peace Officers currently employed by the state of Texas or a political subdivision of Texas. Student must be enrolled in an undergraduate program leading to law enforcement or criminal justice degree. Courses not directly related to law enforcement or criminal justice are not eligible for reimbursement. Students must submit proof of employment as a paid officer no sooner than 30 days of the 12th class date of semester seeking exemption.

Exemption for Firefighters Enrolled in Fire Science Courses

Eligible students must be firefighters enrolled in course offered as a part of fire science curriculum. They are exempted from tuition and laboratory fees.

Exemption for Blind and Deaf Students

A blind disabled person or a person whose sense of hearing is nonfunctional and is a Texas resident may be eligible for exemption from payment of tuition and required fees if appropriately certified by a state vocational rehabilitation agency. Contact the Texas Department of Assistive and Rehabilitative Services for more information.

For additional information on any of these programs please go to:

U Central		
One West University Blvd. The Tower, Main, Rm. 1.101 Brownsville, TX 78520	1201 West University Dr. Student Services Bldg., 1 st Floor Edinburg, TX 78539	Web: www.utrgv.edu/ finaid Phone: 1-888-882-4026 Hours: Mon.-Fri., 8:00 am-5:00 pm

Also visit the Texas Higher Education Coordinating Board website at www.collegeforalltexas.com.

Scholarships

The University of Texas Rio Grande Valley offers a variety of scholarships through the University Scholarship Committee and departmental committees. These scholarships are based on various prerequisites and are intended to recognize students for their outstanding academic accomplishments and future potential. These awards are made possible through the generosity of local as well as national business firms, organizations, individuals and University endowed funds.

The majority of the scholarships are not automatically renewed. Students must apply each year for continued consideration. Although most awards are restricted to U.S. citizens and permanent residents of the United States, some are open to international students, who are encouraged to apply.

For a complete list of scholarships, visit www.utrgv.edu/scholarships to view the available scholarships. To be considered for scholarships at UTRGV, students must complete the online at www.utrgv.edu/applyscholarships. The scholarship process is very competitive, students are encouraged to apply early and make sure their applications are submitted and complete. Important: It is UTRGV's policy not to award institutional scholarships to students who have received aid (including institutional, state, federal and private sources) in excess of their cost of attendance. If your cost of attendance is exceeded, any UTRGV scholarship(s) may be reduced or cancelled.

Fifth-Year Accounting Student Scholarship Program

The Fifth-Year Accounting Student Scholarship Program was established to recognize and support outstanding scholars who plan to pursue careers in accounting and serve as Certified Public Accountants in the state of Texas.

The program can provide up to \$10,000 (lifetime maximum) to eligible students to assist with the cost of completing the educational requirements to sit for the CPA exam in Texas. In order to apply, students must:

- Be classified as residents of Texas.
- Be enrolled at least half time.
- Have completed at least 120 hours of college coursework (including at least 15 credit hours of accounting) at the beginning of the term in which the award is being made.
- Be making Satisfactory Academic Progress.
- Have not already taken the CPA exam, but plan to take the CPA examination in the state of Texas and are willing to sign a written statement confirming the intent to take the written examination conducted by the Texas State Board of Public Accounting for the purpose of being granted a certificate of Certified Public Accountant.
- Register for the Selective Service or be exempt from this requirement.
- Demonstrate financial need.
- Applications are available within Robert C. Vackar College of Business & Entrepreneurship at the Accounting department. Funding is limited; therefore, only complete applications will be considered.

Outside Scholarships

Many agencies, employers, military and service organizations award funds to students. Receipt of these external awards may result in a reduction of your financial aid from UTRGV. Therefore, if you are a

financial aid recipient, you must notify the Financial Aid Office of any scholarships you are awarded from sources other than UTRGV. To the extent possible, we will adjust loan awards before reducing grants.

It is also the student's responsibility to notify the Financial Aid Office of any special instructions or billing information regarding external scholarships. All checks for these awards should be made payable to The University of Texas Rio Grande Valley and sent to either of our locations:

<p>Scholarships One West University Blvd. The Tower, Main, Rm. 1.101 Brownsville, TX 78520</p>	<p>1201 West University Dr. Student Services Bldg., 1st Floor Edinburg, TX 78539</p>	<p>utrgv.edu/scholarships Phone: 956-665-2935 Hours: Mon.-Fri., 8:00 am-5:00 pm</p>
---	---	--

No credit will be entered on your account before the check arrives. It is UTRGV's policy to equally divide external scholarships between fall and spring.

Mexican Nationals

Citizens of Mexico may apply for a Nonresident Tuition Waiver. To be eligible, a student must have or obtain an F-1 student status, enroll full time and must apply before the required deadline dates. Students who have filed for permanent residency are not eligible. For information about this program, contact the Office of International Admissions and Student Services.

Good Neighbor Scholarship

A limited number of Good Neighbor Scholarships (as prescribed by the Texas Higher Education Coordinating Board), which provide exemption of tuition, are available to native-born citizens and residents from nations of the Western Hemisphere other than the United States. Information is available from the Office of International Admissions and Student Services.

Other payment options

Short-Term Loans

Made possible through donations from a number of individuals and organizations, these funds are administered by the Financial Aid Office and are available to students for short-term loans. Loans are limited in funding and must be repaid within the semester for which they are borrowed. The loans are designed to aid students who do not have sufficient funds to purchase books and supplies or to assist students when emergencies arise. A \$5 processing fee is assessed to each loan and funding is limited. Students interested in applying for short-term loans are advised to apply in person at the Financial Aid Office at the beginning of each semester.

Emergency Tuition and Fee Loans

Emergency loans are available to UTRGV students needing assistance in paying registration costs. Emergency loans must be paid back to the University during the same semester in which they are borrowed. An applicant will be assessed a 1% processing fee per semester. Students may borrow up to the amount of tuition and applicable fees. For more information, please contact the Emergency Loan Office

ENROLLMENT

General Information

Classification

Degree-seeking graduate students are those who have earned a bachelor's degree and have been accepted to The University of Texas Rio Grande Valley for graduate study in master's or doctoral programs.

Non-degree seeking graduate students are those who have earned a bachelor's degree and are taking graduate courses for professional improvement.

Post-baccalaureate students are those who hold a bachelor's degree or higher from an accredited institution and are not enrolled in a graduate program but are enrolled in undergraduate classes.

Course Information

Graduate classroom course information, including a list of courses to be offered each semester, syllabi (including textbook information) and faculty curriculum vita of each regular instructor, may be accessed through the ASSIST portal found at my.utrgv.edu (Texas Education Code, Section 51.974). The information concerning the courses offered by each department or school (college for interdisciplinary courses) will be found in the Graduate Academic Programs section at the end of each program of study. The listing includes the following information:

- **Student Learning Outcomes:** Each degree program has identified learning outcomes that it expects its graduates to achieve by the end of the program. These student learning outcomes are reflected in the courses offered by the program.
- **Course Number, Title and Contact Hours:** If the course has defined weekly contact hours, these will be shown in brackets [] following the course title, with lecture hours first, laboratory hours second and clinical hours, if any, third. These contact hours are for the fall and spring semesters. Summer weekly contact hours will be adjusted according to the length of the summer session. (See p. 610 in the Glossary for more information and examples.)
- **Course Numbers:** Courses are numbered to show both the collegiate level at which they are offered and the hour value of the course. The first digit shows the level, and the second digit shows the credit hours. The last two digits are departmental designations. For example, Spanish 1301 shows that the course is taught at the freshman level and carries three hours of credit per semester. All lower-division undergraduate courses ending in the numbers 87 and 88 are honors courses.
 - 0000 courses are developmental level, lower division
 - 1000 courses are freshman level, lower division
 - 2000 courses are sophomore level, lower division
 - 3000 courses are junior level, upper division
 - 4000 courses are senior level, upper division
 - 5000-7000 courses are master's level
 - 8000-9000 courses are doctoral level
 - 8000-8499 courses are associated with the first year of medical school

- 8500-8999 courses are associated with the second year of medical school
- 9000-9499 courses are associated with the third year of medical school
- 9500-9999 courses are associated with the fourth year of medical school

Students must have been accepted into a graduate program or accepted as a non-degree seeking graduate student with permission of the department or graduate program to officially enroll in or audit master's or doctoral level coursework.

Grading Policies

Grading System

The University of Texas Rio Grande Valley uses a 4.0 system. The following grades are used to designate achievement in coursework. Their corresponding grade values and points for students in graduate programs are indicated below.

A	Excellent Good	(4 grade points per hour) (3
B	Satisfactory	grade points per hour) (2
C	Failure Passing	grade points per hour) (0
F	No Pass	grade points per hour)
P	Satisfactory	(not considered in calculating grade points or attempted hours)
NP	Unsatisfactory	(not considered in calculating grade points or attempted hours)
S	In Progress	(not considered in calculating grade points or attempted hours)
U	Incomplete	(not considered in calculating grade points or attempted hours)
IP	Credit	(not considered in calculating grade points or attempted hours)
I		(not considered in calculating grade points or attempted hours)
CR	No Credit	(not considered in calculating grade points or attempted hours;
	Course Dropped	however, hours are counted in total earned hours)
NC	Withdrawal	(not considered in calculating grade points or attempted hours)
DR		(not considered in calculating grade points or attempted hours)
W		(not considered in calculating grade points or attempted hours)

Total Grade Point Average (Replacing Native GPA) The total grade point average (GPA) at The University of Texas Rio Grande Valley is calculated on the basis of courses taken at the university and excludes transferred grades. Coursework transferred from the University of Texas at Brownsville/Texas Southmost College for students enrolled at UTRGV prior to Fall 2017 will be included in the calculation of the Institutional GPA.

Calculation of Graduate Grade Point Average (GPA)

The grade point average (GPA) is computed by dividing the total grade points earned by the total semester hours attempted. The Cumulative Grade Point Average is calculated using total coursework attempted. The current semester grade point average is calculated using only coursework attempted within a specific semester. Replacement of grades for courses previously taken is not allowed in the Graduate College. Attempted hours are the total number of hours for courses that a student has attempted including failing grades such as F, DR and W. Grade points are assigned based on the grade received multiplied by the number of credit hours. For example, a grade of A is equivalent to four grade points. If the course was offered for three credit hours, the grade points would be calculated as follows:

- 4 (for grade of A) X 3 (hours) = 12 grade points

An illustration of the method of calculation of the GPA follows:

Course No.	Grade	Hours		Points Attempted		Total Points
ENGL 6300	A	3 hrs.	x	4 pts. per hr.	=	12
COMM 6340	B	3 hrs.	x	3 pt. per hr.	=	9
ENGL 6360	A	3 hrs.	x	4 pts. per hr.	=	12
TOTAL ATTEMPTED HOURS =						
9 TOTAL GRADE POINTS = 33						

To calculate the GPA for this example, divide the grade points by the attempted hours as follows:

- 33 divided by 9 = 3.66

Incomplete Grades

An incomplete (I) grade is a temporary grade given only during the last one-fourth of a term/semester and only if:

1. The student is passing the course to date;
2. The student will not have completed the required coursework within the allotted time of a regular semester or summer session; and
3. The instructor determines that the reason for the work being incomplete is valid and that the grade of "I" is justified.

A written agreement between the student and the instructor specifying the work to be made up and the deadline for its accomplishment must be filed in the office of the Department Chair at the time that the "I" is submitted. The work agreed upon must be satisfactorily completed and the "I" changed no later than the end of the next regular (Fall or Spring) semester from the date the "I" was received (unless an extension is requested by the instructor) or the grade will automatically be recorded as the grade alternatively assigned by the faculty at the time of submitting the written agreement.

The Office of the Registrar must receive the complete Request for Grade of Incomplete Form with all required signatures by the published deadline for faculty to enter grades, or an NR grade will be entered.

Grade Change

If an error in computation, evaluation or recording warrants a grade change, only the instructor may process a Change of Grade Form through the Office of the Dean of his or her college. If the grade change is made after graduation for a course taken prior to graduation, the change request form must have written justification by the instructor and the approval of the college dean. Change of Grade Forms may not be released to students and must be sent directly from the appropriate academic department to the Dean of the College, then to the Office of the Registrar. A student may access his or her grades by using ASSIST.

REGISTRATION

Procedures

Registration

Students register for their courses online using ASSIST. Students will not be added to the official class rosters or grade sheets after the registration periods have ended. Per the Texas Higher Education Coordinating Board Rules and Regulations, students may not enroll in a course after the official census date (Ch. 9, Subchapter B, Sec.9.31a). Per Texas Administrative Code (Title 19, Part 1, Chapter 21, Subchapter A, Rule 21.4), students must pay all tuition and fees by the 20th class day in a regular semester (fall or spring), or by the 15th class day in a summer session. Students who do not pay tuition and fees in full or request installment plans when available will have their classes dropped for that term.

Advanced Services for Student Information Supported by Technology (ASSIST) Registration on the Web

In order to provide students with easy access to student information, The University of Texas Rio Grande Valley developed Advanced Services for Student Information Supported by Technology (ASSIST). With ASSIST technology, students may access general academic and financial information from home or any place they have access to the web. Personal information is protected by the student's UTRGV username and password. Students receive these as a part of the admissions process. For assistance, students may contact the [IT Help Desk](#) located in the Academic Services Building, Rm. 1.102.

Registration on the Web (ASSIST Registration) is available to currently enrolled students and students who apply by the published admission deadline. Academic advisement is mandatory to be eligible for registration. Students with admission, disciplinary, or financial holds will not be permitted to register until each hold has been cleared.

Students may make changes to their schedule prior to the beginning of the semester, or during the add/drop period at the beginning of each term. Registration information is available online at www.utrgv.edu. Students who register during the add/drop period will be assessed a late registration fee. Computers are available at [UCentral](#) on the UTRGV Edinburg Campus and UTRGV Brownsville Campus for Web registration.

Centers on the UTRGV Edinburg and Brownsville Campuses for Web registration.

Dropping/Withdrawing

If a student chooses not to attend a class or classes s/he is responsible for officially dropping or withdrawing from the course(s). Students must drop their classes online in ASSIST by the posted deadline. Students wishing to withdraw from the university (drop all of their classes) must do so in person at [UCentral](#) on the UTRGV Edinburg Campus or UTRGV Brownsville Campus. (See the sections on Dropping a Course and on Withdrawal from the University p. 59.) Students who decide not to attend and do not officially complete the drop or withdrawal process through the [Office of the Registrar](#) will be responsible for tuition, fees and any other consequences or financial penalties resulting from failure to officially drop or withdraw. Students must not assume that they will "automatically" be dropped from their classes if they do not attend or do not pay. (If a student has requested some form of financial

assistance, payment may have been posted to his or her account.) Refer to the refund schedules published online for refund deadlines and details.

In accordance with Texas Education Code, 51.907, undergraduate students who first entered college in the Fall 2007 semester, or later, may not drop more than a total of six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. A student may appeal a drop, if s/he shows good cause. Contact the Office of the Registrar for details concerning the appeals process or visit UCentral).

Degree Plan

Students are expected to meet with their graduate advisor and file an official degree plan during their first semester of enrollment. The degree plan is agreed upon with the graduate program adviser and signed by the department chair and dean and submitted to the Graduate College for inclusion in the student's official file. In general, a student may follow the degree requirements listed in this catalog by the respective departments of the university, thus planning a schedule of courses. However, having a degree plan on file is a requirement for graduation and helps to avoid taking courses that will not satisfy degree requirements. If the student wishes to make changes to the filed degree plan, a signed change form must be submitted to the Graduate College. Students must submit a new official degree plan when their plan of study changes.

Advisement

Prior to registering, students go through academic advisement through their graduate program to be advised concerning the best selection of courses.

Guidelines Related to Registration in Doctoral Courses

1. Registration in an individual studies, research or similar course shall imply an expected level of effort on the part of the student comparable to that associated with the same credit value.
2. A doctoral student not on campus who is required to register solely for the purpose of satisfying a continuous enrollment requirement shall be required to register for no more than three hours during each long semester (fall and spring).
3. Only in unusual circumstances shall a doctoral student register for more than 12 hours in a given semester or summer session and then only if approved in advance by the dean of the college and the Dean of the Graduate College.

Maximum Period for Completion - Doctoral Degrees

A student has a maximum of 10 years from the date of first entry into doctoral-level courses to complete the degree. Under special circumstances, an extension for an additional year may be granted by the student's Doctoral Dissertation Committee (DDC) with the approval of the Dean of the Graduate College. If the student surpasses the 10-year limit, his or her DDC will determine if the student will be permitted to continue in the program and what additional coursework or activities will be required to complete the degree.

For information on maximum period for completion for students pursuing a master's degree, see master's degree requirements on p. 71.

Registration Policies

Dropping a Course

A student is “dropping” a class or classes if he or she remains enrolled in a minimum of one credit hour after all class drops have been completed. Students who drop all classes for which they are enrolled are considered to have withdrawn from the university for that semester. (For more information on Withdrawal, see the section below on Withdrawal from the University.)

To drop a class or classes after the official census date (12th class day in a fall or spring semester; each term’s census date is published in the university’s academic calendar), a student must log in to ASSIST and request the drop by the deadline as listed in the university’s academic calendar.

All class drops must be completed during the first 75% of the semester or term (refer to the [University Academic Calendar](#) in this catalog or the [Student Services Center](#) website for deadline dates). Students dropping during this time will receive a grade of DR. After the deadline for drops and withdrawals, the student remains on the class roster and will receive the letter grade he/she earns.

Withdrawal from the University

To withdraw from the university (drop all classes), a student must complete a formal withdrawal process through UCentral by the posted deadline for drops and withdrawals.

A student withdrawing during the first 75% of the semester or term (refer to the university calendar in this catalog or the Registration Bulletin for deadline dates) will receive grades of W in the classes s/he was registered for in that term. After the deadline the student remains on the class roster and receives the letter grade s/he earns. Refer to the UCentral [website](#) for refund periods.

Auditing Classes

Students must obtain special permission from the instructor of record to audit or visit a class. Students who wish to audit graduate classes (5000-9000 level) must be eligible to enroll in the course for credit before they will be allowed to audit. Students auditing classes do not receive academic credit. One may enroll as an auditor no later than the Census Day of the term by:

1. Obtaining a “Class Audit” Form from the Student Services Center,
2. Having it approved by the instructor of the class to be audited,
3. Paying the required fee at the Office of Payments and Collections on or by the Census Day, and
4. Using the receipt as an admission card to the class.

Such approval may be granted only if space is available and if the instructor permits the student to audit the class. Instructors reserve the right to refuse any request to audit or visit a course. Enrollment as an auditor does not permit the enrollee to take examinations, to have tests or other papers checked by the instructor, or to participate in the class discussion. Audit fees (\$50 per course) are nonrefundable and may not be appealed. Individuals who are not regularly enrolled students at the university are also eligible to audit classes subject to the regulations stated above, although there will be no transcribed record of the individual having taken the class.

A person 65 years of age or older may enroll as an auditor without credit and without payment of an audit fee.

Residency

Residency for tuition purposes is determined by regulations set forth by the state of Texas. Students are required to sign an oath of residency as part of the application process. Residency for tuition purposes will be based on this oath and other information submitted by the student. The requirements are outlined on p. 35 of the Fiscal Policies section of this catalog.

Other Procedures

Identification Cards

Every student enrolled at The University of Texas Rio Grande Valley must possess an official identification card, issued by the university. The ID card remains the property of the university. The card must be presented for:

- Any university or department-sponsored activity.
- Admission to all intercollegiate athletic events.
- Identification for cashing checks on campus.
- Authorization to resell books to the University Bookstore or Student Book Exchange.
- Checking out equipment from the Office for Student Involvement and the Student Union Recreation Room.
- Identification for receipt of transcripts and other documents at UCentral.
- Identification for receipt of awards from Student Financial Services.
- Use of the university food service meal plans.
- Use of recreation facilities.
- Use of the Health Services.
- Purchase of campus parking permit.
- Campus library privileges.
- Voting in campus elections and referendums.
- Identifying oneself to a University official when requested to do so.
- Use of computer equipment in computer labs.

This card is non-transferable. Beginning freshmen and first-time entering transfer students will receive their original ID cards at no charge. A service charge of \$12 will be required for cards generated during subsequent semesters and for replacement cards. Worn cards can be replaced for \$5.00. Loss or mutilation of cards must be reported to the V OneCard Office in the Academic Services Building, Rm. 1.101 or call 956-665-7276. Fees are subject to change.

Students may not have in their possession more than one student ID card any one time.

Name Change

A student or former student may change the full, legal name on his/her permanent academic record by completing a [Change of Name Form](#) and submitting the appropriate documentation as follows to the UCentral:

1. **Misspelling:** Student must present a copy of the birth certificate.
2. **New Legal Name:** Student must present a copy of the signed court order showing the authorized new legal name.

3. **Marriage:** If a student wishes to assume his or her spouse's name, the student must present a copy of the marriage certificate along with either an updated government-issued photoID.
4. **Divorce:** Students who wish to discontinue the use of a married name and resume the use of their former name, or another name, must present a divorce decree or signed court order showing court restoration of the former, or other, name. A copy of the first page of the decree is required along with a copy of the page formalizing the name change (if not included on the first) and the page including presiding officials' signatures.

Change of Address and/or Telephone Number

If a student changes his/her address or telephone number, she or he is expected to make the changes online in ASSIST. The student may also complete a Change of Information Form and email it to UCentral or drop it off in person during business hours. The student will be held responsible for any communication from University offices sent to the address last provided.

No special consideration will be given to students who move and fail to receive official communication as a result of their failure to notify the University of their new address.

Official Means of Communication with Students and UTRGV

The official means of communication with students from The University of Texas Rio Grande Valley regarding administrative issues is the UTRGV email address (V-Mail) assigned by the university. Important information, such as financial aid award notification, billing notices, payment reminders, registration information, class wait list notifications, and how to access grades, and apply for graduation, is sent to the student's UTRGV email address. It is the student's responsibility to activate this address upon admission and check it often.

Web for Students

Grade, registration and financial information can be accessed on the Web at my.utrgv.edu. Web services include:

- Registration (UTRGV username and password required)
 - Registration for classes
 - Change your class schedule (during the add/drop period published in the official calendar)
 - View class availability
 - Add your name to the waiting list for a closed class
 - Student Schedule (graphic)
 - Student Schedule (detailed)
 - View Fee Assessment
- Class Schedules
- Financial Aid Awards (UTRGV username and password required)
- University Catalogs
- Payment Services
 - Credit card
 - E-check
 - Emergency Loan Applications
 - Short Term Loan
 - Installment Plan
 - Student Refund-Direct Deposit
- Student Records (UTRGV username and password required)
 - View address information
 - Update address
 - Update phone numbers
 - View grades
 - Request and pay for official academic transcripts
 - View and print unofficial academic transcripts at no charge
 - View Account Summary

Enrollment Verification

Enrollment verification for lending agencies and other parties should be requested from the National Student Clearinghouse at www.studentclearinghouse.org, Phone: 703-742-7791, Fax: 703-742-7792. Enrollment verifications for personal use (i.e., insurance companies, employment) can also be requested at the National Student Clearinghouse.

- **Full-time Graduate:** A graduate student who is enrolled for at least nine hours of credit during a regular semester, or six hours of credit during the summer sessions (six hours can be taken during one summer session or split between the two summer sessions). Graduate students in an accelerated online program are considered fulltime upon enrollment in six credit hours in any two seven-week accelerated modules that comprise a traditional academic semester (fall, spring or summer).
- **Half-time Graduate:** A graduate student who is enrolled for at least six hours of credit during a regular semester or three hours of credit during the summer sessions. Graduate students in an accelerated online program are considered part-time upon enrollment in three credit hours in any two seven-week accelerated modules that comprise a traditional academic semester (fall, spring or summer).

Transcripts

A student may secure an official transcript of his/her UTRGV academic record by presenting picture identification at UCentral, by requesting the transcript in writing from the Office of the Registrar, or by submitting a request on the Web using the Transcript Request Form online. Transcripts will be issued at a cost of \$5 per transcript. The term “transcript of record” is understood to refer to the recorded results of the student’s work in the classroom, and it is a comprehensive record of an individual’s total academic progress at The University of Texas Rio Grande Valley. This statement will contain all the important facts pertaining to the student’s academic level and academic achievements. No partial or incomplete classroom records (for example, with grades of F omitted) will be given. Students who owe debts to the university, are delinquent or in default on a student loan, or owe a repayment on a student grant overpayment will have their official transcripts withheld until the university debts are paid or satisfactory arrangements have been made to repay the student loan or student grant over payment.

ATTENDANCE POLICIES

Attendance

Responsibility for class attendance rests with the student. Regular and punctual attendance of all scheduled classes is expected. Instructors report non-attendance following the census date of each term in accordance with federal regulations. Students reported as not attending classes may be responsible for returning financial aid disbursed to them. Reporting of non-attendance is also a requirement of instructors when reporting final grades. Instructors may also request a student be dropped for excessive absences from class.

Absences on Religious Holy Days

UTRGV will excuse students from attending classes or other required activities, including examinations, for the observance of religious holy days, including travel for that purpose. In addition, UTRGV will permit these students to take an examination or complete an assignment scheduled for the day of absence within a reasonable time after the absence if, not later than the census date of the term, students notify the applicable instructors that they will be absent for a religious holy day. A religious holy day is a holy day observed by a religion whose places of worship are exempt from property taxation under 11.20 of the Texas Tax Code.

Absences for University-recognized Activities

UTRGV will also excuse students from attending classes or other required activities, including examinations, for active military service or authorized participation in officially sponsored university functions such as athletic events or academic activities. The student should contact the instructor in advance of the excused absence and arrange with the instructor to make up missed work or examinations. Instructors will provide those students an opportunity to make up the work or otherwise adjust the grading to ensure that the student is not penalized for the absence. Failure to notify the instructor or failure to comply with the arrangements to make up the work will void the excused absence.

Special Populations

Veterans

The Military and Veterans Success Center (MVSC) certifies veterans to receive educational benefits for attendance at The University of Texas Rio Grande Valley. The MVSC is located on the UTRGV Edinburg Campus in the University Center, Rm. 113; Phone: 956-665-7934 and on the UTRGV Brownsville Campus at Main, Rm. 1.000; Phone: 956-882-8980 (Additional information about MVSC is on p. 88). Students receiving VA educational benefits must make progress toward a degree as specified in this catalog under Satisfactory Progress and Scholastic Probation and Suspension (see p. 43). Students receiving educational benefits must report any changes made to their schedule to the Military and Veterans Success Center. Students who do not report changes in their schedule may be subject to repayment by the Veterans Administration.

Military Absence

Under certain circumstances, a student who is required to participate in active military service is excused from scheduled classes or other required activities and will be allowed to complete an assignment or exam within a reasonable time after the absence. The excused absence is permitted only if the student will not miss more than 25% of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is enrolled at the beginning of the period of active military service.

Readmission guidelines for a student who withdraws to perform active military services are as follows. These guidelines apply to a student who withdraws from an institution of higher education to perform active military service as a member of the U.S. armed forces or the Texas National Guard, except that this section does not apply to a student who withdraws from an institution solely to perform one or more training exercises as a member of the Texas National Guard. For any academic term that begins after the date a student is released from active military service but no later than the first anniversary of that date, the institution of higher education from which the student withdrew shall admit the student, without requiring re-application or charging a fee for readmission, if the student is otherwise eligible to register for classes at the institution. On readmission of the student under this subsection, UTRGV shall:

1. Provide the student any financial assistance previously provided by the institution to the student before the student's withdrawal if the student meets current eligibility requirements for the assistance, other than any requirement directly affected by the student's service, such as continuous enrollment or another similar training requirement.
2. Allow the student the same academic status that the student had before the student's withdrawal including any course credit awarded to the student by the institution.

UTRGV requires reasonable proof from a student of the fact and duration of the student's active military absence.

In accordance with Education Code Section 51.3042, eligible former members of the armed forces admitted as an undergraduate student or readmitted as an undergraduate student (after having withdrawn to perform military service) will be given course credit:

1. For all physical education courses The University of Texas Rio Grande Valley requires for an undergraduate degree and
2. For additional credit hours, not to exceed 12, to satisfy any elective course requirements for the student's degree program for courses outside the student's major or minor.

To be eligible, a veteran must have graduated from an accredited public or private high school or a high school operated by the U.S. Department of Defense, and be honorably discharged from the U.S. armed forces after completing two years of service or discharged because of disability. To receive credit, a DD-214 verifying eligibility must be provided to the Office of Admissions.

The University of Texas Rio Grande Valley follows the guidelines established by the American Council on Education's Guide to the Evaluation of Educational Experiences in the armed services to assess potential transferability of Military Occupational Specialties.

Acceptable forms of documentation include:

- AARTS Transcript (Army ACE Registry Transcript)
- CCAF Transcript (Community College of the Air Force transcript)
- SMART Transcript (Sailor/Marine ACE Registry Transcript)
- Form DD-214 (Report of Separation)
- Form DD-295 (Application for the Evaluation of Learning Experience During Military Service)

To be considered official, any of the credentials above (except Form DD-214) must be sent to The University of Texas Rio Grande Valley directly from the issuing agency. Students/applicants may submit an original DD-214; a certified copy will be made for office use and the original returned.

Credentials (except form DD-214) should be sent to:

Office of Admissions	
1 st Floor Student Services Bldg. 1201 West University Drive Edinburg, Texas 78539	The Tower, Main 1.100 1 West University Boulevard Brownsville, Texas 78520

Unlike college or high school transcripts, submission of military credentials for potential transfer credit is optional and is neither required for undergraduate admission nor subject to admission deadlines. But any credit awarded counts toward admissibility, so official documents should arrive as early as possible.

Continuous Enrollment

All graduate students are expected to enroll and pay tuition and fees by the required deadline of the fall and spring semester of each academic year until graduation. When the student reaches the thesis/research paper/project or dissertation stage of their graduate program, enrollment in the thesis, affiliated studies or dissertation course is required each fall and spring semester until completion. Students applying for summer graduation must be enrolled in the dissertation/ thesis/ project course during the summer session in which he or she intends to graduate. Departments can determine the number of hours required each semester to accomplish continuous enrollment. The only alternative to continuous enrollment is a leave of absence (see following section).

If the student who is not approved for a leave of absence fails to enroll by the required deadline for enrollment, she/he may not return to the University without applying for readmission. The student must apply for readmission to the Graduate College and must pay the application fee if absent for more than one year. The student may be accepted for readmission, or the student may be denied readmission by either the Graduate College or graduate program.

Leave of Absence

Graduate students may apply in writing for a leave of absence for no more than two long semesters. This request must be approved in advance of the leave by the graduate adviser, program director, dean of the college, and the Dean of the Graduate College. The student on leave must reapply for admission in order to return to the University, but readmission during the approved period of the leave is automatic and the application fee is waived. A leave of absence does not change the time limit for completion of the student's graduate program of study.

Scholastic Probation and Suspension

In order for a degree-seeking student in a master's program to remain in good academic standing, the student must maintain a cumulative grade point average of 3.0 (3.0=B on a 4.0 scale). A student whose overall GPA falls below a 3.0 in a given semester is automatically placed on academic probation the following semester. Master's students are ineligible to continue if they receive a grade of C or lower in 9 semester hours of credit attempted for graduate credit, regardless of the student's classification, whether or not in repeated courses. A student whose overall GPA falls below 3.0 in a given semester is automatically placed on academic probation the following semester. Within the following nine semester credit hours, the overall GPA must return to 3.0 or the student will be suspended for a minimum of one semester.

A student who receives an F in any course is automatically dismissed from the graduate program.

In order for a degree-seeking doctoral student to remain in good academic standing, the student must maintain a 3.25 grade point average during the program. A student who receives a grade of C or lower in 9 semester hours of credit attempted toward the doctoral degree, regardless of the student's classification, whether or not in repeated courses, is ineligible for any advanced degree and will not be permitted to re-enroll. A doctoral student whose overall GPA falls below 3.25 in a given semester is automatically placed on academic probation the following semester. Within the following nine semester credit hours, the overall GPA must return to 3.25 for doctoral students or the student will be suspended for a minimum of one semester. A student who receives an F in any course is automatically dismissed from the graduate program. A suspended graduate student may petition for readmission.

To petition for readmission into a graduate program, the suspended student must submit a written request through the Director of Graduate Program and the Dean of the College to the Graduate College Dean. The Graduate College Dean may approve or deny admission to the graduate program.

GRADUATE DEGREE INFORMATION

Degree Programs

The University of Texas Rio Grande Valley offers the following types of graduate curricula:

1. Graduate curricula leading to:
 - Doctor of Philosophy (Ph.D.) with a major in Business Administration or a major in Rehabilitation Counseling
 - Doctor of Education (Ed.D.) with a major in Educational Leadership or a major in Curriculum and Instruction
 - Pharm.D. in Pharmacy in cooperation with The University of Texas at Austin
 - Doctor of Philosophy (Ph.D.) in Physics in cooperation with the University of Texas at Arlington
2. Graduate curricula leading to certification for teachers and administrators at the master's degree level.
3. Graduate curricula leading to one of the following master's degrees conferred by the University:
 - Master of Accountancy (MACC)
 - Master of Arts (MA)
 - Master of Arts in Interdisciplinary Studies (MAIS)
 - Master of Business Administration (MBA)
 - Master of Education (M.Ed.)
 - Master of Fine Arts (MFA)
 - Master of Public Administration (MPA)
 - Master of Science (MS)
 - Master of Science in Engineering (MSE)
 - Master of Science in Criminal Justice (MSCJ)
 - Master of Science in Nursing (MSN)
 - Master of Science in Interdisciplinary Studies (MSIS)
 - Master of Science in Social Work (MSSW)
 - Master of Physician Assistant Studies (MPAS)
4. Graduate curricula leading to certification at the master's degree level and certificates.

A complete list of degrees UT Rio Grande Valley offers is located on pp.10-15.

Graduate Degrees and Certificates/Certifications

Doctoral Degrees

Robert C. Vackar College of Business and Entrepreneurship

Business Administration (Ph.D.)

College of Education and P-16 Integration

Curriculum and Instruction (Ed.D.)
Educational Leadership (Ed.D.)

College of Health Affairs

Pharmacy (Pharm.D.) in cooperation with the University of Texas at

Austin Rehabilitation Counseling (Ph.D.)

College of Sciences

Physics (Ph.D.) in cooperation with the University of Texas at Arlington

Master's Degrees

Robert C. Vackar College of Business and Entrepreneurship

Accountancy (MACC) Business
Administration (MBA)

College of Education and P-16 Integration

Bilingual Education (M.Ed.)
Counseling and Guidance (M.Ed.)
Curriculum and Instruction (M.Ed.)
Early Childhood (M.Ed.)
Educational Diagnostician (M.Ed.)
Educational Leadership (M.Ed.)
Educational Technology (M.Ed.)
Reading and Literacy (M.Ed.)
School Psychology (MA)
Special Education (M.Ed.)

College of Engineering and Computer Science

Computer Science (MS) Electrical
Engineering (MSE) Engineering
Management (MS) Information
Technology (MS) Mechanical
Engineering (MSE)
Manufacturing Engineering (MSE)

College of Fine Arts

Art (MFA)
Creative Writing (MFA)
Interdisciplinary Studies (MAIS)
Art History
Music (MM)

College of Health Affairs

Communication Sciences and Disorders (MS)
Exercise Science (MS)
Family Nurse Practitioner (MSN)
Health Sciences (MS)
Kinesiology (MS)
Nursing Administration (MSN)
Nursing Education (MSN)
Occupational Therapy (MS)
Physician Assistant Studies (MPAS)
Physician Assistant Studies – Bridge Program (MPAS)

Clinical Rehabilitation Counseling
(MS) Social Work (MSSW)

College of Liberal Arts

Clinical Psychology (MA)
Communication (MA)
Criminal Justice (MS)
Disaster Studies (MA)
English (MA)
English as a Second Language (MA)
Experimental Psychology (MA)
History (MA)
Interdisciplinary Studies (MAIS)
 Anthropology
 English
 History
 Mexican American Studies
Public Affairs (MPA)
Sociology (MS)
Spanish (MA)
Spanish Translation and Interpreting (MA)

College of Sciences

Agricultural, Environmental and Sustainability Sciences
(MS) Biology (MS)
Chemistry (MS)
Interdisciplinary Studies (MSIS)
 Science & Technology
Mathematics (MS)
Ocean, Coastal and Earth Sciences (MS)
Physics (MS)

Certification Programs

College of Education and P-16 Integration

Assessment of Exceptional Learners
Master Reading Teacher
Teacher Certification (Principal or Superintendent)

Certificate Programs

Robert C. Vackar College of Business and Entrepreneurship

Advanced Business Administration
Customs and International Trade
Health Care Administration Leadership

College of Education and P-16 Integration

Digital Literacy Leader
E-Learning
Technology Leadership in Education
TxVSN Digital Literacies

College of Engineering and Computer Science

Materials Mechanics
and Design Thermal
Fluid Science

College of Fine Arts

Design
Latin American Art History

College of Health Affairs

Psychiatric/Mental Health Nurse

Practitioner College of Liberal Arts

Advanced Placement Spanish Literature Board
Certified Behavioral Analyst Communication
Training and Consulting Court Interpreting
Gender and Women's Studies
Healthcare Interpreting
Literacy Translation
Localization and Audiovisual Translation
Media Relations and Strategic
Communication Mexican American Studies
Secondary English Language Arts
Spanish Translation and Interpreting

Graduate Curriculum

1. The curriculum in each graduate program will provide the opportunity to acquire knowledge of the literature of the discipline.
2. The curriculum in each graduate program will promote ongoing student engagement in research and/or appropriate professional practice and training experiences.
3. Faculty with appropriate credentials as required by the Graduate College will teach graduate courses and provide thesis/dissertation supervision.

Doctoral Degree Requirements

For specific requirements, see the catalog sections on:

- Ph.D. in Business Administration on pp. 107-10519.
- Ed.D. in Curriculum and Instruction on pp. 204-222.
- Ed.D. in Educational Leadership on pp. 187-195.
- Ph.D. in Rehabilitation Counseling on pp. 391-397.

- Cooperative Doctorate in Pharmacy in cooperation with the University of Texas at Austin on pp. 333-336.
- Cooperative Doctorate in Physics in cooperation with the University of Texas at Arlington on pp.592-594.

Once a student registers for the dissertation, he/she must continue to enroll in the appropriate dissertation course each succeeding semester (except summer sessions) until the dissertation is completed.

Residency: One-third of the credits towards a graduate degree must be earned through instruction offered by UTRGV. Transfer students may be required to complete additional hours above those on their degree plan to meet this requirement.

Master's Degree Requirements

The following are requirements for a master's degree:

1. A student cannot receive two master's degrees at the same time. A student who wishes to pursue degrees that fall under different disciplines must decide at the point of graduation the type of degree he/ she will receive at that time. For students wishing to pursue a new degree, please refer to the section of "Additional Master's Degrees" on p.73.
2. No more than six hours earned in one master's degree may count towards a second master's degree and each master's degree must have a minimum of 30 unique hours. Please refer to "Additional Master's Degrees" on p. 73.
3. A minimum of 30 hours of coursework, or with the thesis option a minimum of 24 hours of coursework plus six hours for the thesis is required for a master's degree. Once a student registers for the thesis, he/she must continue to enroll each succeeding semester (except summer sessions) until the thesis is completed. Credit is counted only once per thesis course level unless additional hours are required by the degree program. For more information, see the sections of the catalog that pertain to the specific degree programs.
4. During or at the end of the student's final semester of work, the student may be given a comprehensive written examination as required by the graduate degree program. Students must arrange comprehensive examinations with their adviser prior to graduation.
5. Degree programs may allow a student the option to include a maximum of six semester hours of work that is not a part of the student's major field. It is the option of each graduate program to determine if graduate courses taken outside of the college are acceptable.
6. A maximum of 18 hours in 5000-level courses may be taken for graduate credit toward a master's degree and/ or as required by program accreditation standards.
7. Seven-Year Time Limit: All requirements must be completed within one seven-year period. Work more than seven years old will not meet graduation requirements and can be reinstated only by special permission of the Dean for the Graduate College.
8. A student must have a cumulative GPA of at least 3.0 in master's coursework.
9. Residency: One-third of the credits towards a graduate degree must be earned through instruction offered by UTRGV. Transfer students may be required to complete additional hours above those on their degree plan to meet this requirement.

Dissertation and Thesis Requirements

Each college and/or department may have its own guidelines for the development and completion of the dissertation or thesis, including the formation of the committee. The student shall choose a dissertation or thesis committee in consultation with their faculty advisor, according to the following guidelines:

- A thesis/dissertation committee must be comprised of a minimum of three members.
- One member can be from outside the department.
- One member can be from outside UTRGV.
- The majority of the committee members need to be from the department

A master's student considering the thesis option should contact the graduate program director for specific procedures. A doctoral student should refer to the dissertation requirements and procedures in the program's degree information or contact the doctoral program director.

A manual that details the University requirements for the format and submission of a dissertation or thesis is available on the Graduate College's website.

Deadlines for the submission of the draft (generally a month before the last day of the semester) and the final copy of the thesis or dissertation (generally three to four days before the last day of the semester) can be found on the graduate website. Extensions to the draft deadline may be requested in writing to the Graduate College. Students who do not submit a draft by the draft deadline will not have their thesis or dissertation title listed in the commencement ceremony program. Extensions to the final submission deadline will be granted by the Dean of the Graduate College only when special circumstances warrant doing so.

All submissions and payments for copies of manuscripts and copyright are done online at the ProQuest website. A minimum of two copies must be ordered online – for the library and graduate program – and the student may order additional personal copies at his or her discretion. A department may require additional copies of the thesis (at additional binding expense to the student). Copies of theses and dissertations are made available to interested members of the public in the library.

The thesis and dissertation requirement will not be considered complete until the student has uploaded a final copy on the ProQuest website that has been approved by the Graduate College and the student submits a signed "Certification of Completion of Thesis or Dissertation" form to the Graduate College.

Interdisciplinary Programs

UTRGV offers two interdisciplinary degree programs at the graduate level, the Master of Arts in Interdisciplinary Studies (MAIS) and the Master of Science in Interdisciplinary Studies (MSIS). These degrees offer the student the option of obtaining a broader background at the master's level, rather than specializing in a particular area. The degrees both have the same basic structure:

Non-thesis Option

- 18 hours in Discipline One (concentration area)
- 9 hours in Discipline Two
- 9 hours in Discipline Three

Thesis Option

The thesis option provides a similar distribution of hours, but with the thesis being completed in place of six hours of coursework. The thesis should be in the main discipline.

- 18 hours in Discipline One (concentration area)
- 6 hours Thesis
- 12 hours in Discipline Two and Three

Special Requirements for Interdisciplinary Degrees

1. 18 hours of graduate work must be taken in the primary area of concentration in addition to any thesis hours.
2. At least six hours of coursework in the area of concentration must be upper-level graduate work (6000-level).
3. At least three hours of coursework must be taken in research methods or statistics in the area of concentration.
4. Non thesis – At least 18 hours must be taken outside the field of concentration. These courses must be taken from at least two additional disciplines.
5. Students must submit a plan for their interdisciplinary studies to be approved by the Graduate program director in the concentration area during the first semester.
6. No more than 12 hours of coursework may be taken from the College of Education and P-16 Integration. A maximum of six hours may be taken in the Robert C. Vackar College of Business Administration and Entrepreneurship.
7. All requirements must be completed within one seven year period. Work more than seven years old will not meet graduation requirements unless reinstated by special permission of the Dean of the Graduate College.

Master of Arts in Interdisciplinary Studies

The following areas — Anthropology, Art History, English, History, and Mexican American Studies have defined the courses required for a concentration in their area. See pp. 502, 293, 430, 459, and, 435, respectively.

Master of Science in Interdisciplinary Studies

The area of Science and Technology has defined the courses required for a concentration in their area. See pp. 597.

Additional Master's Degrees

A student seeking an additional master's degree must:

- Complete a minimum of 30 hours of additional graduate credit in UTRGV courses for each additional master's degree sought.
- Complete all requirements for the additional major including admissions as set forth in this catalog or by the graduate degree program.
- Complete all requirements for the additional degree including GPA requirements, elective courses, etc. as set forth in this catalog.

- A maximum of six hours of credit for courses from one master's degree may count toward the credit requirements for other master's degrees. See the appropriate graduate adviser for details.

Graduation under a Specific Catalog

The degree requirements that must be completed for graduation will be those in effect at the time of the student's entrance or those provided in a subsequent catalog. In any case, the catalog used to determine the degree requirements must not be more than seven years old for students seeking a master's degree and 10 years old for students seeking a doctoral degree.

Any changes in the degree plan to comply with a later catalog must be approved by the department chair and the dean of the college.

Degree Plan

All graduate students must submit a degree plan outlining their coursework by the end of their first long semester of graduate coursework. The degree plan must be signed by an adviser, department chair and dean, then submitted to the Graduate College for inclusion in the student's official file.

Graduation Policies and Procedures

Application for Degree

All students who intend to receive a degree from UTRGV must submit a completed Application for Degree Form to the Graduate College by the published deadlines in the University Calendar. Applications received after the deadlines may be processed for the next available graduation date. These deadlines are necessary in order for prospective graduates to be notified of any deficiencies in time to register for the appropriate coursework.

Graduation Fee

A nonrefundable graduation fee of \$32 is charged for undergraduate and graduate degrees. This fee will be charged to the student's UTRGV online account. This fee is used to pay for the processing of applications for graduation, music, graduation speakers, postage, diplomas, and other expenses associated with graduation.

Transfer of Graduation Date

Prospective graduates who have submitted their Application for Degree Form and do not meet graduation requirements for that graduation date must "transfer" their application to a later graduation date. Students will be required to pay an additional \$10 fee each time the graduation date is transferred.

Comprehensive Exams and Other Degree Exit Options

Students must be enrolled in the semester in which they complete their exit option. The comprehensive exam may not be scheduled prior to the student's final semester of coursework or the student's completion of required core courses. 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 academic department prepares, administers and grades the

comprehensive exam. The Graduate College notifies students when they have been cleared to take the exam and informs exam takers of the results.

Results of the comprehensive exam will be one of the following:

- PASS with recommendation that candidate be cleared to receive the degree
- FAIL stipulating conditions that must be met before the candidate is eligible to take the exam a second time.

Colleges/programs will determine the policy regarding repeating the comprehensive exam or exit options in the event of a failing grade. A review period of not less than 90 days or more than 1 year after the student is notified of the results of the first exam is required before a second exam may be completed. Conditions for a second exam may be imposed by the faculty advisor or department chair. After retaking the exam and earning a second grade of FAIL, the program may make a recommendation that the candidate be dismissed from the program.

Commencement Exercises

The University of Texas Rio Grande Valley holds commencement exercises and confers degrees two times each year in December and May.

All students participating in the commencement ceremony are required to purchase the proper graduation regalia from the University Bookstore. (No students will be permitted to participate without the proper regalia.)

Correspondence

In order to ensure that information regarding graduation requirements, deficiencies and commencement exercises are received on a timely basis, the student's correct address must be on file with the Office of the Registrar. Prospective graduates will not receive special consideration for lack of knowledge of graduation requirements, deficiencies or deadlines.

ACADEMIC SUPPORT SERVICES

Language Institute

The Language Institute provides English language instruction to students, professionals, and other individuals whose first language is not English; enhances ESL students' ability to participate and integrate successfully in the American culture; and academically prepares students to pursue a degree at an American university. In order to meet the needs of the Rio Grande Valley, The Language Institute has instructional sites in the UTRGV Edinburg Campus and in the UTRGV Brownsville Campus.

Language Institute		
1601 East Price Rd., Suite "E" Resaca Village Plaza Brownsville, TX 78521 Phone: 956-882-4178	1407 East Freddy Gonzalez Dr. CESS Bldg., Rm. 1.700 Edinburg, TX 78539 Phone: 956-665-2133	li@utrgv.edu

The Learning Center

The goal of the UTRGV Learning Center (LC) is to assist students by promoting academic success at all levels from freshman core courses all the way through upper-level and graduate courses. Our tutors and peer leaders are recommended and hand selected by our faculty based on their content knowledge as well as their ability to work with students who are at various levels of their academic career. The following academic support services are available for tutoring and SI: one-to-one, small group, study group, workshop, and online. The LC is made up of various units on both the UTRGV Edinburg Campus and UTRGV Brownsville Campus which consist of the same services. These services include all tutorial centers, tutoring at residence halls - Casa Bella and Unity Hall, embedded tutoring, online tutoring, Supplemental Instruction (SI), and Peer-led Team Learning (PLTL).

The Learning Center		
One West University Blvd. Student Union, Rm. 2.10 Brownsville, TX 78520 Phone: 956-882-8208	1201 West University Dr. Learning Center Bldg., Rm. 100 Edinburg, TX 78539 Phone: 956-665-2585	utrgv.edu/tutoring

Tutoring

Working in a small group, on an individual basis, within selected classes, or online, tutoring helps students improve their comprehension of coursework and develop successful academic skills and practices by providing them with support provided by professional staff and peer tutors. Tutoring is available in the subject areas of: American Sign Language, French, Spanish, History, Political Science, Psychology/Sociology, Philosophy, Statistics, Engineering, Biology, Chemistry, Physics, Math, Accounting and more.

Embedded tutors are available in some courses, such as developmental and the competency based BioMed courses. Embedded tutoring is oriented toward increasing student success in students' courses so that they may successfully transition into their subsequent courses and program of study in a timely

manner. This is accomplished by providing embedded tutors to improve the faculty-student course ratio and improve student engagement during class time.

Online tutoring offers students the same benefits as traditional tutoring but is done in a technology-based learning environment, such as Blackboard Collaborate. Students can access highly qualified “live” online tutors in the evenings and on the weekends from the comfort of their own homes. The online tutors provide immediate feedback and work with students one-on-one or in small groups on similar problems in an online tutoring environment. Online tutoring is offered for a variety of general education courses.

Writing tutoring across the disciplines is available in the [Writing Center](#).

All tutors are provided training throughout the semester on tutor pedagogy. Our Learning Centers’ training program is certified by the College Reading and Learning Association (CRLA).

Course-based Learning/Peer Learning

Supplemental Instruction (SI) offers weekly review sessions for students enrolled in historically difficult courses. These sessions, facilitated by trained SI Leaders, are opportunities for you to get together with students in your class to organize your material, compare notes, discuss important concepts, develop strategies for studying the subject, and be well prepared for taking your tests and exams. Peer-led Team Learning (PLTL) is an embedded academic support model that encourages active and collaborative learning in a structured manner. PLTL involves mandatory attendance for all students below a predetermined cutoff. Unlike tutoring, PLTL targets courses rather than students. PLTL workshops are strategically paired with courses that have historically high failure and high student withdrawal rates.

University Libraries

The [University Library](#) serves as the chief information center on campus for students during their time at the university. Librarians provide both one-on-one and group instruction helping students navigate academic research and assignments. The library provides access to books, articles, course materials and equipment, such as laptops and digital cameras, for check out. The library has over 300 computers for student use and a lab to help UTRGV students with their multimedia production needs for class related projects and presentations. The library has individual and group study spaces and is open 24 hours during final exams.

Detailed information about hours and services may be obtained through the Library website at www.utrgv.edu/library, or by calling 956-665-2005 (UTRGV Edinburg Campus) or 956-882-7205 (UTRGV Brownsville Campus). University Libraries:

One West University
Blvd. Brownsville, TX
78520 Phone:
956-882-7205

1201 West University
Dr. Edinburg, TX 78539
Phone: 956-665-2005

utrgv.edu/library

Writing Center

The Writing Center (WC), located on the UTRGV Brownsville Campus in 3.206 of the University Library and on the UTRGV Edinburg Campus in 3.119 of the Student Academic Center, offers UTRGV students assistance with academic writing in all disciplines. Peer consultants, certified by the College Reading and Learning Association, assist students throughout all stages of their writing process. Individual writing consultations may include the following: clarifying an assignment; assisting with the drafting process from ideas, notes and outlines; revising and editing an essay for effective organization, clarity, and word choice; creating appropriate voice and tone; identifying errors and methods for correction; assisting with all documentation styles; and assisting with incorporating source materials. In addition to offering face-to-face individual and small group consultations, the WC offers online support via synchronous Skype and asynchronous weekend writing consulting. The WC also has computers for student drop-in use.

Writing Center		
One West University Blvd. University Library, Rm. 3.206 Phone: 956-882-7065	1201 West University Dr. Student Academic Center, Rm. 3.119 Phone: 956-665-2538	utrgv.edu/writingcenter

Student Services Departments

Dean of Students

The role of the Dean of Students is to ensure that individual and collective student issues are properly addressed. Students are encouraged to have the most enriching college experience possible and to prepare themselves with the leadership skills for life during their student careers and beyond UTRGV. This can be accomplished by offering meaningful educational, social, cultural, wellness and leadership programs which encourage self-fulfilling goals achievement and improve self-esteem.

Dean of Students		
One West University Blvd. Cortez Hall, Rm. 204 Brownsville, TX 78520 Phone: 956-882-5141	1201 West University Dr. University Center, Rm. 323 Edinburg, TX 78539 Phone: 956-665-2260	dos@utrgv.edu utrgv.edu/dos

Child Development Center

The Child Development Center provides students, faculty, and staff with access to affordable child care and early education for their children in a secure and nurturing environment. Student parents are enabled to achieve their pursuit for academic and career success with confidence that their child is receiving quality childcare and education.

Child Development Center		
800 West Van Week St. Edinburg, TX 78539 Phone: 956-665-2469		utrgv.edu/childcare

Counseling Center

The UTRGV Counseling Center is a place that provides free and confidential counseling services to address mental health concerns and to promote personal growth for currently enrolled UTRGV students. Counseling services are provided by either licensed mental health professionals or graduate-level interns under the supervision of a licensed counselor.

Students being seen for counseling may work on a wide variety of issues. Examples include: Stress, Family Problems, Depression, Sexual Assault, Anxiety, Abuse, Eating Disorders, Grief/Loss, Self-Esteem, Anger Management, Sexuality, Parenting, Divorce, Academic Difficulties, Harassment, Partner/Relationship Problems, Suicidal Ideation, Domestic Violence, Health Issues, Post-Traumatic Stress, Substance Abuse, and Obsessive-Compulsive Disorder. In some cases, such as with more severe or complex conditions, a student may be referred out for additional or more appropriate treatment options.

Counseling Center		
One West University Blvd. Cortez Hall, Rm. 237 Brownsville, TX 78520 Phone: 956-882-3897	1201 West University Dr. University Center, Rm. 109 Edinburg, TX 78539 Phone: 956-665-2574	counseling@utrgv.edu utrgv.edu/counseling Vaqueros Crisis Line 956-665-5555 24/7 phone counseling

UTRGV Collegiate Recovery Program

The Collegiate Recovery Program offers services to help students work through the process of recovery from addiction/substance use disorder or other addictive behaviors. It is an opportunity to find support by connecting with fellow students who are also going through recovery. It is also a way to connect with professional help if needed. We offer peer-to-peer support groups, 12-step meetings, SMART Recovery groups, and groups for students who may be struggling with a loved one's substance use.

UTRGV Collegiate Recovery Program		
One West University Blvd. Cortez Hall, Rm. 220 Brownsville, TX 78520 Phone: 956-882-7283	1201 West University Dr. University Center, Rm. 102 Edinburg, TX 78539 Phone: 956-665-2674	utrgv.edu/recovery

Health Services

The clinic offers the same types of services available from the student's family doctor and much more. Services include general medical care as well as specialty clinics in women's wellness, skin care and STD screening. Routine immunizations and tuberculosis (TB) testing are also available. Office visits are free of charge as are most educational services. Health Services offers low-cost charges for medicines, supplies and any needed lab tests. The Class D pharmacy can fill most prescriptions written in the clinic and carries a selection of over-the-counter items. Health Services is accredited by the Accreditation Association for Ambulatory Health Care (AAAHC). Students can use our online portal to make appointments and fill out required forms. Go to <https://onlinestudenthealth.utrgv.edu>. Log-in with UTRGV username and password and select options on the left side of the screen.

Health Services		
One West University Blvd. Cortez Hall, Rm. 237 Phone: 956-882-3896	613 North Sugar Rd. Edinburg, TX 78539 Phone: 956-665-2511	healthservices@utrgv.edu u utrgv.edu/ healthservices

Services Offered

- **Eligibility Payments:** Registered students pay a Medical Service Fee each semester, which entitles them to a wide variety of Health Services. With a validated UTRGV ID, they are entitled to office visits to see a health care provider as many times per semester as they need with no office visit charge. There are charges for many services and procedures to diagnose and treat illnesses and injuries, such as for laboratory and pharmacy services, but these charges are much lower than those for comparable services provided elsewhere. Services rendered may be paid by cash, check, and most credit cards. Payment arrangements are available.
- **General Medicine:** Students with common medical problems are diagnosed and treated on a limited walk-in basis; however, appointments are preferred and necessary for students requesting elective procedures. Referrals to outside providers are made when necessary.
- **Physical Exams:** UTRGV students requiring a physical exam prior to admittance to a school program can have a physical exam done at Health Services for a nominal fee. Call Health Services to schedule an appointment.

- **Pharmacy:** A fully licensed Class D pharmacy is conveniently available on the UTRGV Edinburg campus. The pharmacy carries both prescription and over-the-counter medications. The costs of medications are greatly reduced compared to retail prices.
- **Laboratory:** A full-service, economical lab is equipped to do routine procedures as well as specimen collections for more sophisticated procedures that must be sent to a reference lab for testing.
- **Women Wellness Clinics:** These services include Pap smears, family planning education and counseling, treatment of sexually transmitted diseases, pregnancy testing and other women's health issues.
- **HIV Testing:** Free confidential HIV testing and counseling is available weekly. Call for scheduled days.
- **Other Services:** Health education resources, nutritional counseling, vision screenings, and weight and blood pressure screenings are also available.

Important Information about Bacterial Meningitis

The 77th Texas Legislature (2001) required all public institutions of higher education in Texas to notify all new students about bacterial meningitis (Chapter 51, Education Code, Section 51.9191; Chapter 38, Education Code, Section 38.0025).

This information is being provided to all new college students in the state of Texas. Bacterial meningitis is a serious, potentially deadly disease that can progress extremely fast, so take utmost caution. It is an inflammation of the membranes that surround the brain and spinal cord. The bacteria that causes meningitis can also infect the blood. This disease strikes about 3,000 Americans each year, including 100-125 on college campuses, leading to 5-15 deaths among college students every year. There is a treatment, but those who survive may develop severe health problems or disabilities.

WHAT ARE THE SYMPTOMS?

- | | |
|----------------------------------|----------------------------|
| • High fever | • Stiff neck |
| • Severe headache | • Confusion and sleepiness |
| • Rash or purple patches on skin | • Nausea |
| • Vomiting | • Lethargy |
| • Light sensitivity | • Seizures |

There may be a rash of tiny, red-purple spots caused by bleeding under the skin. These can occur anywhere on the body. The more symptoms, the higher the risk. When these symptoms appear seek immediate medical attention.

HOW IS BACTERIAL MENINGITIS DIAGNOSED?

Diagnosis is made by a medical provider and is usually based on a combination of clinical symptoms and laboratory results from spinal fluid and blood tests. Early diagnosis and treatment can greatly improve the likelihood of recovery.

HOW IS IT TRANSMITTED?

The disease is transmitted when people exchange saliva (such as by kissing, or by sharing drinking containers, utensils, cigarettes, toothbrushes, etc.) or come in contact with respiratory or throat secretions.

HOW DO YOU INCREASE YOUR RISK OF GETTING BACTERIAL MENINGITIS?

- Exposure to saliva by sharing cigarettes, water bottles, eating utensils, food, kissing, etc.
- Living in close conditions (such as sharing a room/suite in a dorm or group home).

WHAT ARE THE POSSIBLE CONSEQUENCES OF THE DISEASE?

- Death (in 8 to 24 hours from perfectly well to dead)
- Permanent brain damage
- Kidney failure
- Learning disability
- Hearing loss, blindness
- Limb damage (fingers, toes, arms, legs) that requires amputation
- Gangrene
- Coma
- Convulsions

CAN THE DISEASE BE TREATED?

Antibiotic treatment, if received early, can save lives and chances of recovery are increased. However, permanent disability or death can still occur.

Vaccinations are available and should be considered for:

- Those living in close quarters
- College students 25 years old or younger

Vaccinations are effective against 4 of the 5 most common bacterial types that cause 70% of the disease in the U.S. (but does not protect against all types of meningitis). Vaccinations take 7-10 days to become effective, with protection lasting 3-5 years. The cost of vaccine varies, so check with your health care provider. Vaccination is very safe. Most common side effects are redness and minor pain at injection site for up to two days. Contact Health Services at 956-665-2511 (UTRGV Edinburg campus) or 956-882-3896 (UTRGV Brownsville Campus) for details about vaccination.

HOW CAN I FIND OUT MORE INFORMATION?

- Contact your own health care provider.
- Contact Health Services at: 613 North Sugar Road, Edinburg, TX 78539 or Health Services at Cortez Hall 237, Brownsville, TX 78520.
- Contact the regional Texas Department of Health office at: Health Service Region 11: Harlingen, 601 W. Sesame Drive; Harlingen, TX 78550, Mail Code 1907; Phone: 956-423-0130; Fax: 956-444-3298
- Contact websites: CDC Disease Information www.cdc.gov/ncidod/dbmd/diseaseinfo/American or College Health Association www.acha.org/

IMMUNIZATION REQUIREMENT FOR STUDENTS

Senate Bill 62 (SB62) was passed during the 2013 legislative session and signed into law. For incoming students to UTRGV, this new law, effective January 1, 2014, requires that all entering students 21 years of age and younger attending an institution of higher education in the state of Texas, including transfer students, show evidence of having received the Meningococcal Meningitis Vaccination no more than 5 years and no less than 10 days prior to the start of the semester or 10 days prior to the student taking up residence in on-campus housing. The law also allows for exemptions on medical grounds or reasons of conscience, including religious belief.

Students must return the Meningococcal Meningitis Vaccination Requirement Form along with one of the following documents:

- A “Bacterial Meningitis Immunization Record” signed by a health practitioner evidencing that the student has been vaccinated against bacterial meningitis or any other official state or local immunization record. Confirmation of the MCV4 (Menactra or Menveo) vaccine will satisfy as the requirement. The MPSV4 (Menomune) vaccination may be accepted if administered or boosted within the past 5 years. Vaccinations must be administered no fewer than 10 days prior to the first day of the semester for which the student is enrolling.
- A “Refusal of Immunization for Medical Reasons” signed by a physician who is licensed and registered to practice medicine in the United States which states the physician’s opinion that the required vaccination would be injurious to the health and wellbeing of the student. A “Texas Department of State Health Services Conscientious Exemption” signed by the student stating that the student has declined the vaccination for reasons of conscience, including religious belief.

Students who fail to satisfy this requirement will not be able to attend the university. Failure to submit documentation of the required vaccination does not alleviate the student’s responsibility under any contractual relationship with the university. The Meningococcal Meningitis Vaccination Requirement Form and documentation can be mailed, faxed, emailed or hand delivered to the [Office of the Registrar](#). The immunization waiver received from the Texas Department of State Health Services must be mailed or hand delivered.

For questions about the vaccination requirement, please contact:

Office of the VP for Strategic Enrollment		
One West University Blvd. The Tower, Main, Rm. 1.101 Brownsville, TX 78520	1201 West University Dr. Visitors Center, Rm. 1.113 Edinburg, TX 78539	Phone: 1-888-882-4026

Communicable Diseases

Communicable diseases include, but are not limited to, measles, influenza, viral hepatitis-A (infectious hepatitis), viral Hepatitis-B (serum hepatitis), Human Immunodeficiency Virus (HIV infection), Acquired Immune Deficiency Syndrome (AIDS), leprosy, Methicillin-resistant Staphylococcus aureus (MRSA), and tuberculosis. Educational pamphlets on HIV infection developed by the Texas Department of Health are available to students at all Health Services locations.

Students with communicable diseases, whether acute or chronic, are subject to the following provisions:

1. The information that a student has a communicable disease shall be confirmed when the student brings the information to the attention of The University of Texas Rio Grande Valley and the student confirms the information when asked. If the university president or designee has reasonable cause to believe that a student has a communicable disease, the student may be asked to submit to a college-funded medical examination (a) to determine whether the student’s physical condition interferes with participation in an educational program or activity,

or poses a threat to self or others or (b) a test or medical examination is necessary to manage accidental exposure to blood or other bodily fluids or airborne pathogens (but only when the test or examination is conducted in accordance with the Communicable Disease Prevention and Control Act (Article 4419(b)-1, Section 902(d) of Vernon's Annotated Civil Statutes of the State of Texas).

2. The results of such examination shall be kept confidential in accordance with the Communicable Disease Prevention and Control Act, (Article 4419(b)-1, Vernon's Annotated Civil Statutes of the State of Texas), except that the president or designee shall be informed of restrictions and necessary accommodations. Health care and safety personnel may also be informed to the extent appropriate if the condition is one that might require emergency treatment.

IMMUNIZATIONS

Immunization is required for admission to certain programs of study at The University of Texas Rio Grande Valley unless the student submits to the admitting official at least one (1) of the following:

- An affidavit or a certificate signed by the student's physician (M.D. or D.O.) who is duly registered and licensed to practice medicine in the United States and who has examined the student.
- An affidavit signed by the student or, if a minor, the student's parent or guardian stating that the student declines immunization for reasons of conscience, including a religious belief.
- Proof that he or she is currently up to date with required immunizations.
- Serological proof of immunity to specific diseases

The Texas Board of Health immunization requirements apply to all students enrolled in health-related courses that will involve direct patient contact in medical or dental care facilities and to veterinary medical students whose course work involves direct contact with animals or animal remains as required by the Texas Board of Health, Education Code 51.933; 25 TAC 97.64. The following immunizations are required for these students:

- **Tetanus/diphtheria:** One dose of vaccine within the past 10 years.
- **Hepatitis B:** At least two doses of the three-dose series. The third dose must be received before the student completes the first professional semester. Students may also show serologic confirmation of immunity to the hepatitis B virus via appropriate documentation.
- **Varicella:** One dose, for students who received this vaccine prior to 13 years of age, or two doses, for students who were not vaccinated before their 13th birthday. A history of varicella illness (chicken pox), validated by serologic confirmation of immunity, is acceptable in lieu of vaccination.

Texas Administrative Code Section 21.610 et seq.: Information to students consistent with regulations newly enacted by the Texas Higher Education Coordinating Board pertaining to immunization requirements for students who reside or who have been approved to reside in campus housing.

Housing and Residence Life

[The Department of Housing and Residence Life](#) provides convenient and affordable housing to students attending the university. Living on campus is a great way for you to get connected, meet friends, and be involved. UTRGV Housing and Residence Life offers a wide array of housing options designed to meet your needs and provides an environment that supports academic growth and community respect by

offering opportunities for leadership, involvement, and connections for residents that live it up on campus. Students living on campus will also be able to participate in social and educational events hosted by the Residence Life staff.

UTRGV Residence Life will offer student housing at the UTRGV Brownsville Campus featuring apartment style living at Casa Bella. At Edinburg, TX we have three Residence Halls: Unity, Heritage & Troxel and The Village Apartments.

Residence halls provide an opportunity for you to meet people and get involved in a close-knit community that combines all the comforts of home with all the excitement of the traditional college experience.

Apartments provide an opportunity for you to live a more autonomous lifestyle with the opportunity to still be involved in campus life, stay connected to campus resources and the apartment community while living only minutes from your classes. Residence Life offers both traditional residence hall and apartment style housing that is located in close proximity to university resources such as the University Library, Wellness Recreation Sports Complex, and classrooms. Students who live on campus will also have a meal plan that will provide meals at the University Dining Hall or other on-campus venues through the use of Dining Dollars.

Scholarships, grants and loans are available through the Financial Aid Office to assist you in your housing cost. Our office offers affordable pricing and payment plans with no credit checks to meet your financial needs. Our contracts work with the academic year and semesters so that you are only in housing while attending classes.

Steps to apply:

1. Visit my.utrgv.edu and Log in with your UTRGV Credentials.
2. Click on the Student Housing Icon which will reroute you to the StarRez HousingPortal
3. Click on the Application Link and select the term Fall 2017-Spring 2018.
4. Have your credit card ready to pay online the \$100 refundable deposit and \$50 application fee to advance to contract page.
5. Complete all 15 sections and submit application.
6. Wait for email from home@utrgv.edu on room assignments and further instructions.

If you have trouble with the Residence Life Application Portal or if you are an individual with disabilities who requires assistance or special accommodations, please contact 956-665-3439 or email home@utrgv.edu

Housing and Residence Life		
2651 FJRM Ave. Casa Bella Brownsville, TX 78520 Phone: 956-882-7191	1201 West University Dr. University Center, Rm. 305 Edinburg, TX 78539 Phone: 956-665-3439	home@utrgv.edu utrgv.edu/housing

The Department of Housing and Residence Life can be referenced in the Resident Handbook. The Resident Handbook can be downloaded from our website at www.utrgv.edu/housing or you can pick up a copy at any of our offices.

Student Accessibility Services

Student Accessibility Services exists to facilitate students' equal access to university programs and services, promote student learning and development, foster independence and self-advocacy, promote an environment that is free of physical and attitudinal barriers, and provide leadership to the campus on disability issues.

To receive services from UTRGV Student Accessibility Services (SAS), the student, according to the Americans with Disabilities Act (ADA), must have a physical or mental disability that substantially limits one or more major life activities. These disabilities can include, but are not limited to learning, hearing, visual, psychiatric, psychological, health and physical disabilities. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. Temporary services may be provided for weeks, months or the remainder of the semester depending on the severity of the impairment.

Students with disabilities are encouraged to contact Student Accessibility Services for additional information or to schedule an intake appointment. Individualized accommodations are provided to students with documented disabilities that may affect their ability to fully participate in course activities.

Student Accessibility Services		
One West University Blvd. Cortez Hall, Rm. 129 Brownsville, TX 78520 Phone: 956-882-7374	1201 West University Dr. University Center, Rm. 108 Edinburg, TX 78539 Phone: 956-665-7005	ability@utrgv.edu utrgv.edu/accessibility Video Phone: 956-683-6003 or 1-877-570-7645

Student Involvement

Student Involvement is the heart of campus life and involvement at UTRGV. We offer students the opportunity to build life skills, challenge themselves, engage with people from diverse perspectives, cultivate a competitive edge, and connect to university resources. As a Vaquero, you can participate in events, leadership programs, community service, and student organizations. Students can join our Fraternity and Sorority Life community to develop lifelong friendships in a values-based organization. Explore issues of social justice and diversity through our intercultural program offerings. Participate in university traditions: Charreada, Homecoming, Best Week Ever, and Week of Welcome. Join Student Media in producing The Rider newspaper, UTRGV Radio, UTRGV-TV, and Pulse magazine. Take full advantage of your Vaquero experience and all that Student Involvement has to offer.

Visit V Link (www.utrgv.edu/vlink) to get involved and stay up-to-date with student life. Students can search for student organizations to join, events to attend, and keep track of their involvement. The Corq app can be used to connect to V Link through a mobile device.

Student Involvement		
One West University Blvd. Student Union, Rm. 1.28 Brownsville, TX 78520 Phone: 956-882-5111	1201 West University Dr. University Center, Rm. 205 Edinburg, TX 78539 Phone: 956-665-2660	involvement@utrgv.edu utrgv.edu/involvement

Student Rights and Responsibilities

The Student Rights and Responsibilities office educates students of their rights and responsibilities as community members, to help them understand the balance between individual and community rights, and to foster a community atmosphere conducive to academic success. Our goal is to create a learning environment that ensures a fair and objective process that upholds behavioral and academic standards expressed in the student code of conduct. Staff members are also trained to assist students with the resolution of complaints and with assistance in filing grievances.

Vaqueros Report It! (www.utrgv.edu/ReportIt) are online forms that can be used to report any behaviors of concern that occur involving UTRGV students, whether these behaviors occur inside or outside of the classroom setting, on or off-campus. Reportable behaviors may include Student Code of Conduct concerns, Academic Integrity violations, Sexual Harassment or Sexual Misconduct or concerns about student well-being. In addition, this form can be used for students to report complaints about UTRGV faculty, staff or departments.

Student Rights and Responsibilities

One West University Blvd.
Cortez Hall, Rm. 205
Brownsville, TX 78520
Phone: 956-882-5141

1201 West University Dr.
University Center, Rm. 315
Edinburg, TX 78539
Phone: 956-665-5375

srr@utrgv.edu
utrgv.edu/reportit
utrgv.edu/srr

Student Union

The Student Union is the community center of the university that serves students, faculty, staff, alumni, and guests. The building hosts numerous campus events and provides services and conveniences for students.

The Student Union is located on the 1st floor.

On the UTRGV Edinburg Campus, the Food Court offers Tacos Ponchos, Su Café (Starbucks coffee), Chick-fil-A, Mein Bowl, Slice of Life, and SubConnection. The Information Desk is available to provide assistance to students who need information and also to borrow magazines, board games or other equipment. Billiards, air hockey and video games are offered in the 2nd floor Game Room. The building offers various amenities including an ATM machine, wireless printing, cell phone charging station, a convenience store, TV lounge areas and study rooms. Meeting rooms are available for all registered student organizations and departments.

Student Union

One West University Blvd.
Student Union
Brownsville, TX 78520

1201 West University Dr.
Student Union
Edinburg, TX 78539

studentunion@utrgv.edu
Phone: 956-665-7989

University Recreation

University Recreation is committed to positively engaging every member of the university community and supporting academic productivity by promoting active healthy lifestyles through dynamic programs that provide holistic personal growth. Programs offered include Intramurals, Sport Clubs, Group Exercise, Personal Training, Fitness Assessments, Aquatics Programs, Outdoor Adventures, Wellness Programming, and Open Recreation.

University Recreation		
2000 West University Blvd. Brownsville, TX 78520 Phone: 956-882-7176	615 North Sugar Rd. Edinburg, TX 78539 Phone: 956-665-7808	urec@utrgv.edu utrgv.edu/urec

UTRGV Edinburg Campus

The University Recreation Building (EUREC) is a state-of-the-art facility that opened in August 2007, and includes the following facility spaces: main gym, multipurpose gym, racquetball courts, weight room, dance studios, climbing wall, indoor track (1/10th mile), classroom/ audiovisual theater, relaxation lounges, wellness energy zone, and a fitness assessment room. The outdoor area includes a swimming pool, hot tub, basketball courts, beach volleyball courts, tennis courts, palapa/barbecue area, softball field, and intramural sports fields. Students also have access to the HPE-1 indoor swimming pool during rec-swim hours.

UTRGV Brownsville Campus

The Recreation, Education, and Kinesiology Center (BREKC) is a state-of-the-art facility that opened in August 2008. The facility is owned and operated by Texas Southmost College, but is accessible to all UTRGV students. The facility includes the following facility spaces: main gym, racquetball courts, weight room, dance studio, and swimming pool. Students also have access to programmed activities that take place at the Soccer Complex and Garza Gym.

Military and Veterans Success Center (MVSC)

The Military and Veterans Success Center (MVSC) at The University of Texas Rio Grande Valley (UTRGV) is dedicated to serving student veterans, guardsmen, reservist and their dependents. The MVSC serves as a liaison between students receiving military educational benefits and the Department of Veteran Affairs and assists students in the pursuit of their educational goals.

The MVSC assists students in certifying education benefits, advocating for services, developing projects to unite the university with our local community, provides counseling services specifically for veterans and promotes student involvement through the Student Veterans of America National Organization. We are proud to serve those who have served our country and are committed to helping military students and their dependents start or continue their education. Our ultimate goal at The University of Texas Rio Grande Valley is to provide an academically challenging environment to help you succeed in the next phase of your professional life.

Military and Veterans Success Center (MVSC)

One West University Blvd. Cortez Hall, Rm. 224 Brownsville, TX 78520 Phone: 956-882-8980	1201 West University Dr. University Center, Rm. 113 Edinburg, TX 78539 Phone: 956-665-7934	veteranservices@utrgv.edu u utrgv.edu/veterans
---	---	--

STUDENT RIGHTS AND RESPONSIBILITIES

Purchase of Textbooks

The University of Texas Rio Grande Valley advises students that they are not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer including an online retailer. (Texas Education Code, Section 51.9705; 19 TAC 4.215). Information regarding textbooks and supplemental materials for specific courses including the International Standard Book Number and retail price information is included in the course schedule which can be accessed through my.utrgv.edu.

Student Travel

The University of Texas Rio Grande Valley has set forth University rules and procedures regarding student and pre-college University program participant travel and to comply with The University of Texas System policy and State Law (Texas Education Code, Section §51.949) relating to student travel. University students may travel off campus when representing a student organization, University department or engaging in intercollegiate competition or academic activities. Examples of student travel include, but are not limited to, class field trips and assignments; attendance at scholarly or professional conferences; University-funded student organization travel; class trips for educational or cultural enrichment; athletic, student publication, dramatic, music or forensic competition or performances; student leadership conferences; placement forums; and graduate school visits. All student travel must be registered with and approved by the Dean of Students or his or her designee.

Vehicle Registration and Parking Permits

All students, whether full- or part-time, who operate a motor vehicle in the campus area must register the vehicle with the University Parking and Transportation Department. A hangtag permit or decal to be placed on the vehicle indicating the permit number and parking privileges will be provided. The University of Texas Rio Grande Valley enforces all Texas Vehicle inspection codes (Texas Education Code, Sec. 51.207). All vehicles that park on the campus premises must have current inspection stickers and a current parking permit properly displayed. Parking and Traffic rules and regulations are available at the Parking and Transportation Department or at www.utrgv.edu/pts.

Note: A disabled veteran with a disabled veteran license plate may park with either a free University permit or without a University permit (as determined by University parking regulations) in a disabled parking space for an unlimited period of time.

Annual Security and Fire Safety Report

The Annual Security and Fire Safety Report (previously known as the Student Right to Know and Campus Security Act) contains critical information you should familiarize yourself with about campus safety and security. Described in detail is the University Police Department (UPD): law enforcement arrest authority; crime reporting policies, procedures and responses; working relationships with state and local police; encouragement of prompt reporting of crimes; and access control procedures. Additionally, there is information concerning drug and alcohol abuse prevention, sexual assault information, weapons on campus, and policies on missing students who reside in on-campus housing and fire safety

information. The Annual Security and Fire Safety Report contains data about crime statistics for the three previous calendar years detailing the reported crimes that occurred on the UTRGV Brownsville Campus, UTRGV Edinburg Campus, UTRGV McAllen Teaching Site, UTRGV at Starr County Facility, and the support facilities to include property owned or controlled by The University of Texas Rio Grande Valley and on public property or property immediately adjacent to and accessible from the campuses.

This information is required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act and the Higher Education Reauthorization Act and is provided by The University Police Department. The Annual Security and Fire Safety Report is available on the Web at www.utrgv.edu/police/clery or a hard copy will be provided if you contact the [Office of Student Rights & Responsibilities](#) at 956-665-5375.

During emergency situations the [University Police Department](#) can be reached by calling 911 or dialing “HELP” (ext. 4357) from any University phone. For non-emergencies the police can be reached by dialing 956-665-7151. The University Police Department is located at 501 N. Sugar Road or they can be reached at police@utrgv.edu. Crimes reported on The University of Texas Rio Grande Valley campus can be accessed at the following Web address: www.utrgv.edu/police/clery.

Any law enforcement information provided by state law enforcement agencies concerning registered sex offenders may be obtained from the [University Police Department](#) at 956-665-7151.

Annual Fire Safety Report

The [UTRGV Department of Environmental Health, Safety, and Risk Management](#) is charged with oversight of the Fire Safety Program which ensures compliance with National Fire Protection Association (NFPA) mandates and Best Management Practices associated with fire and facilities safety in an institutional environment. All faculty, staff and students are required to comply with these specific mandates. In accordance with the HEOA, UTRGV publishes an Annual Fire Safety Report, which outlines key information relating to the fire safety related systems associated with UTRGV campus housing. Included in the report is a description of the fire safety system for each on-campus student housing facility, the number of fire drills held the previous year, UTRGV’s policies or rules on portable electrical appliances, smoking, and open flames, procedures for student housing evacuation, policies for fire safety education and training programs, reporting mechanisms in the event of a fire, and plans for future improvements in fire safety. Also included in this report are Fire Safety Statistics, which outline the number of fires and the cause of each fire, the number of injuries or deaths, and the value of any property damage. In addition to the Annual Fire Safety Report, a Fire Log is maintained by the DEHS which lists any fires that occurred in an on campus housing facility. For each fire, information regarding the location of the fire, the nature of the fire, the date the fire occurred, and the time of day the fire occurred is included.

A hard copy of the Annual Fire Safety Report and the Fire Log is available by visiting the DEHS offices, located at Lamar Bldg. 1.202, 1201 West University Dr., Edinburg, Texas, or it can be requested by contacting the [Department of Environmental Health, Safety, and Risk Management](#) at 956-665-3690. In addition, a copy of the report can be accessed at www.utrgv.edu/police/clery.

Making a False Alarm or Report

Pursuant to section 42.06 of the Texas Penal Code, it is a state jail felony to report a present, past, or future bombing, fire, offense, or other emergency that a person knows to be false relating to an institution of higher education.

Important Phone Numbers

Department	UTRGV Brownsville Campus	UTRGV Edinburg Campus
University Police-Emergency	956-882-2222	956-HELP (4357)
University Police-Non-Emergency	956-882-8232	956-665-7151
Dean of Students	956-882-5141	956-665-2260
Counseling and Psychological Services	956-882-3896	956-665-2574
Health Services	956-882-7643	956-665-2511
Student Rights and Responsibilities	956-882-5141	956-665-5375
Accessibility Services	956-882-7374	956-665-7005
Title IX/Sexual Misconduct	956-882-5141	956-665-5375
Substance Abuse/Recovery Services	956-882-3896	956-665-2674

Higher Education Opportunity Act (HEOA)

The Higher Education Opportunity Act (HEOA) specifies The University of Texas Rio Grande Valley requirements for hate crime reporting, emergency response and evacuation procedures, as well as missing student notification and fire safety related issues for UTRGV's on campus housing facilities.

Emergency Response and Evacuation

The University of Texas Police Department, in conjunction with the [Department of Environmental Health, Safety, and Risk Management](#) is charged with the Emergency Response Program on the UTRGV campus. The program's primary goal is to ensure that, in the event of an emergency, the UTRGV responds in a manner that protects the lives and health of the UTRGV community and any visitors; protects university facilities, property and equipment; and provides for the restoration of university facilities, functions and services. It is vital that all faculty, staff and students be familiar with emergency procedures associated with a man-made or natural disaster that may occur on campus. In accordance with the HEOA, UTRGV has developed a policy statement that outlines Emergency Response and Evacuation Procedures utilized to immediately notify the campus community upon the confirmation of a significant emergency or dangerous situation. The procedures include a list of organizations responsible for carrying out the emergency process, a description of the process the institution will use to determine the extent of the emergency, who to notify, the content of the notification, and the mechanisms used to initiate the notification system. In addition, procedures are also included for disseminating the emergency information to the larger community.

A hard copy of the Emergency Response and Evacuation Procedures are available by visiting the DEHS offices, located at Lamar Bldg. 1.202, 1201 West University Dr., Edinburg, TX, or it can be requested by contacting the Department of Environmental Health, Safety, and Risk Management at 956-665-3690. In addition, the procedures can be accessed via the Department of Environmental Health, Safety, and Risk Management.

Gang-Free Zones

Premises owned, rented or leased by The University of Texas Rio Grande Valley and areas within 1,000 feet of the premises are “gang-free” zones. Certain criminal offenses, including those involving gang-related crimes, will be enhanced to the next highest category of offense if committed in a gang-free zone by an individual 17 years or older. See Texas Penal Code, Section 71.028.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and the Texas Public Information Act, Texas Government Code §552.001 et seq., are respectively federal and state laws that provide for the review and disclosure of student educational records. In accordance with these laws, The University of Texas Rio Grande Valley has adopted the following policy. Individuals are informed of their rights under these laws through this policy, which is included in the [UTRGV Handbook of Operating Procedures](#) and this catalog.

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

1. To appropriate University officials who require access to educational records in order to perform their legitimate educational duties.
2. To officials of other schools in which a student seeks or intends to enroll, is enrolled in or receives services from, upon request of these officials.
3. To federal, state or local officials or agencies authorized by law.
4. In connection with a student’s application for, or receipt of, financial aid.
5. To 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 for which it was obtained.
6. To the parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1954.
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 students or other persons.
9. To an alleged victim of any crime of violence, the results of the alleged perpetrators disciplinary proceeding may be released.

Additionally, any law enforcement information provided by state law enforcement agencies concerning registered sex offenders may be released from the [University Police Department](#). The police department can be contacted at 956-665-7151 (UTRGV Edinburg campus) or 956-882-8232 (UTRGV Brownsville Campus). The University will release information in student education records to appropriate University or University of Texas System officials as indicated in no. 1 above when there is a legitimate educational interest. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor or collection agent); a person serving on The University of Texas System Board of Regents; or a student serving on an official committee or assisting another school official in performing his or her tasks. A

school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the university discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Where required by regulations, a record of requests for disclosure and such disclosure of personally identifiable information from student education records shall be maintained by the custodian of the public record for each student and will also be made available for inspection pursuant to this policy. If the university discovers that a third party who has received student records from the university has released or failed to destroy such records in violation of this policy, the university will determine any future access by that third party and may take further appropriate action. 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, the university may release directory information, which shall include:

- Name, address, telephone number
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Dates of attendance
- Most recent previous educational institutions attended
- Classification
- Degrees and honors received
- Date of graduation
- Physical factors (height and weight) of athletes
- Institutional e-mail address
- Photographs

Students may withhold directory information by notifying the [Office of the Registrar](#) in writing. The institution will honor requests for nondisclosure until the student grants permission in writing, to release the information.

Access to File

Upon written request, the university shall provide a student with access to his or her educational records. The Executive Vice President for Finance and Administration at The University of Texas Rio Grande Valley 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 Executive Vice President for Finance and Administration 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 Office of the Executive Vice President for Business Affairs. This list includes:

Academic Records

Department	UTRGV Brownsville Campus	UTRGV Edinburg Campus
Office of Undergraduate Admissions	Main, Rm. 1.100	SSB, 1st floor
Office of the Registrar	Main, Rm. 1.100	SSB, 1 st floor
Graduate College	SABH, Rm. 1.202	MASS, Rm. 1.158

Department	UTRGV Brownsville Campus	UTRGV Edinburg Campus
Student Affairs/Student Services Records	Cortez Hall, Rm. 206	STHC, Rm. 1.105
Counseling and Psychological Services	Cortez Hall, Rm. 237	UC, Rm. 109
Learning Center: Executive Director	Student Union, Rm. 2.10	UC, Rm. 104
Dean of Students	Cortez Hall, Rm. 204	UC, Rm. 104
Residence Life	Casa Bella	UC, Rm. 315
Career Center	Cortez Hall, Rm. 129	SSB, Rm. 2.101

Educational Records do not include:

- Financial records of the student's parents or guardian.
- Confidential letters of recommendations that were placed in the educational records of a student prior to January 1, 1975.
- Records of instructional, administrative and educational personnel that are kept in the sole possession of the maker and are not accessible or revealed to any other individual.
- Records of law enforcement units.
- Medical and psychological records.
- Records that only contain information about an individual built or acquired by the university 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 educational records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or their rights, may discuss their problems informally with the department that generated the record in dispute. If an agreement is reached with respect to the student's request, the appropriate records will be amended. If an agreement is not reached, the student will be notified within a reasonable period of time that the records will not be amended, and he or she will be informed by the head of that department of his or her right to a formal hearing.

A student's requests for a formal hearing must be made in writing to the Executive Vice President for Finance and Administration who, within a reasonable period of time after receiving such requests, will inform the student 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 who will adjudicate such challenges will be appointed by the Executive Vice President for Finance and Administration in non-academic matters and by the Provost/Vice President for academic affairs in academic matters.

Decisions of the hearing officer 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 on 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 university.

Copies

Students may access their academic records using ASSIST. Furthermore, students may have copies of documents included in their educational records and this policy. These copies will be made at the student's expense at rates authorized in the Texas Public Information Act. (There is no charge for student transcripts.) Official copies of academic records or transcripts will not be released for students who have a delinquent financial obligation or financial "hold" at the university.

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.C. 20202-4605.

Drug and Alcohol Policy

The University of Texas Rio Grande Valley is a drug-free school and complies with the Drug Free Workplace Act of 1990. The Drug Free School and Communities Act of 1989 requires institutions of higher education to adopt and implement programs to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol. Information concerning these programs must be distributed to students annually. For information regarding these policies please refer to the following: Drug Free School and Communities Act provided by the Dean of Students at www.utrgv.edu/dos.

UTRGV is committed to maintaining a safe and healthy environment for the campus community. Alcohol and other drugs should not interfere with the university's educational mission. All UTRGV students, faculty members, staff members, administrators and visitors are subject to local state and federal laws regarding the unlawful possession, distribution, or use of alcohol or illegal drugs.

The following university policies can be found in the [UTRGV Handbook of Operating Procedures](#). The possession, transportation, and/or consumption of alcohol by individuals less than 21 years of age is strictly prohibited. University police officers enforce laws regulating the use of alcoholic beverages and underage drinking with court appearance citations, referral to the [Office of Student Rights and Responsibilities](#) and/or arrest. Alcoholic beverages may not be consumed or possessed in public areas of the university. Additional policies regarding alcohol apply at campus housing areas. If a student is found responsible for violating the alcohol policies, sanctions range from educational programs to expulsion. In addition, according to the UTRGV Student Code of Conduct the use, manufacture, possession, sale, or distribution on the campus of the sub-stances defined and regulated under Chapters 481, 484 and 485 of the Texas Health and Safety Code, except as may be allowed by the provisions of such articles. If a student is found responsible of the illegal use, possession, or sale of a drug or narcotic on campus, the minimum penalty shall be suspension from the institution for a specified period of time; and/or suspension of rights and privileges.

Hazing

Hazing in state educational institutions is prohibited by both state law (Sections 51.936 & 37.151 et seq., Texas Education Code) and by the Regents' Rules and Regulations (Rule 50101). Individuals or organizations engaging in hazing could be subject to fines and charged with criminal offenses. Additionally, the law does not affect or in any way restrict the right of the university to enforce its own rules against hazing.

Individuals

A person commits an offense if the person: engages in hazing; solicits, encourages, directs, aids or attempts to aid another engaging in hazing; Recklessly permits hazing to occur; or 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 Dean of Students or other appropriate official of the institution.

Organizations

An organization commits an offense if the organization condones or encourages hazing or if an officer or 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 or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization. Hazing includes, but is not limited to:

- Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.
- Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subject the student to unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity involving the consumption of a food, liquid, alcoholic beverage, liquor, drug or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame or humiliation, 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.
- Any activity that induces, causes, or requires the student to perform a duty or task that 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. The University of Texas System Board of Regents' Rules and Regulations, Rule 50101, Sec. 2.8 provides that, "Any student who, acting singly or in concert with others, engages in hazing is subject to discipline. Hazing in state educational institutions is prohibited by state law (Texas Education Code, Section

51.936). Hazing with or without the consent of a student whether on or off campus is prohibited, and a violation of that prohibition renders both the person inflicting the hazing and the person submitting to the hazing subject to discipline. Initiations or activities of organizations may include no feature that is dangerous, harmful, or degrading to the student, and a violation of this prohibition renders both the organization and participating individuals subject to discipline.”

Hazing with or without the consent of a student is prohibited by the System, and a violation of that prohibition renders both the person inflicting the hazing and the person submitting to the hazing subject to discipline. Initiations or activities by organizations may include no feature which is dangerous, harmful, or degrading to the student, and a violation of this prohibition renders both the organization and participating individuals subject to discipline. Activities which under certain conditions constitute acts that are dangerous, harmful, or degrading, in violation of Rules include but are not limited to: calisthenics, such as sit-ups, push-ups, or any other form of physical exercise; total or partial nudity at any time; the eating or ingestion of any unwanted substance; the wearing or carrying of any obscene or physically burdensome article; paddle swats, including the trading of swats; pushing, shoving, tackling, or any other physical contact; throwing oil, syrup, flour, or any harmful substance on a person; rat court, kangaroo court, or other individual interrogation; forced consumption of alcoholic beverages either by threats or peer pressure; lineups intended to demean or intimidate; transportation and abandonment (road trips, kidnaps, walks, rides, drops); confining individuals in an area that is uncomfortable or dangerous (hot box effect, high temperature, too small); any type of personal servitude that is demeaning or of personal benefit to the individual members; wearing of embarrassing or uncomfortable clothing; assigning pranks such as stealing; painting objects; harassing other organizations; intentionally messing up the house or room for clean up; demeaning names; yelling and screaming; and requiring boxing matches or fights for entertainment.

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 Dean of Students 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.

Student Conduct

The University of Texas Rio Grande considers cultivation of self-discipline by its students to be of great importance in the development of responsible citizens. Therefore, the university expects its students to maintain standards of personal discipline that are in harmony with the education goals and purpose of the university. Although the university is committed to the full support of the constitutional rights of its students, including due process, it also has an equal obligation to protect its educational purpose and the interest of the student body. The University must therefore be concerned with the actions of

individuals or groups that are in conflict with the welfare and integrity of the institution or in disregard of the rights of other students or faculty.

Attendance at a tax-supported educational institution of higher learning is optional and voluntary. By such voluntary entrance into the academic community of the university, students voluntarily assume the obligations of performance and behavior imposed by the university relevant to its lawful missions, processes, and functions. When students enter the university, it is assumed that they have a serious purpose and a sincere interest in their own social and intellectual development. They are expected to learn to cope with problems with intelligence, reasonableness, and consideration for the rights of others; to obey laws and ordinances of the nation, state, and community for which they, as well as the university, are a part. As students prize rights and freedoms for themselves, they are expected to respect the rights and freedoms of others.

The administration of student discipline at the university is a responsibility shared by students, faculty, and administrative staff. In many cases, peer group influence, counseling, admonition, and example may resolve problems of student conduct. Where these preferred means fail, resort is made to disciplinary procedures. Any academic or administrative official, faculty member, or student may file a complaint against any student for misconduct. A student may be penalized herein, even though he or she is also punished by state or federal authorities for the same act.

Students are subject to federal, state, and local laws as well as University rules and regulations. Students are subject to reasonable disciplinary action, including suspension and expulsion in appropriate cases, for breach of federal, state, or local laws or University rules and regulations. Individuals who are not currently enrolled at the university remain subject to the disciplinary process for conduct that occurred during any period of enrollment, and for statements, acts, or omissions related to application for enrollment or the award of a degree.

Rules and regulations relating to the students of the university are enacted with the view towards protecting the best interests of the individual, the general welfare of the entire student body, and the educational objectives of the university. These rules and regulations are few, and most students will not find them unduly restrictive. Violations of institutional rules and regulations, including those, which may subsequently be enacted, may subject a student to disciplinary action.

The Student Conduct Code and the student disciplinary hearing and appeals procedure can be found in the [UTRGV Handbook of Operating Procedures](#).

Copyrighted Material

Using peer-to-peer (P2P) file-sharing applications to illegally share copyrighted music and movies is the number one way students violate federal copyright law. Students, faculty and staff are all obligated to comply with federal law and university policy regarding appropriate use of information technology and avoiding copyright infringement.

Bandwidth

The university enforces network policies regarding bandwidth usage and limits. Under some circumstances, the university may activate monitoring tools designed to detect abnormal or potentially infringing traffic in order to determine its appropriateness and, if necessary, initiate disciplinary procedures.

Copyright Complaints and Legal Content Alternatives

If you copy and distribute copyrighted material without legal permission, you may be found liable for civil or criminal copyright infringement. Civil penalties for Federal Copyright infringement range from \$750 per song to \$150,000 in damages for each willful act. Criminal penalties can run up to five years in prison and \$250,000 in fines.

The university cannot protect you from a copyright complaint. The university may also be required by law to disclose information about you to a complainant for use in pursuing legal action against you. The process for handling DMCA notices received by the university is outlined in the Digital Millennium Copyright Act (DMCA) policy. The penalties for violation of copyright law can range from university sanctions to civil and criminal prosecution.

You are not protected from financial penalty just because you received material at no cost or are distributing material with no charge. Your only protection is to not possess or distribute any unlicensed copyrighted material. There are many websites that provide legal online music, movies, and other content. Refer to the Keep It Legal page for a list of services that comply with the DMCA.

Peer-to-peer Software

Peer-to-peer (P2P) applications such as BitTorrent, BearShare, Limewire, Morpheus, iMesh and KaZaA make it easy for you to share files, and there are legitimate uses for this class of software. However, please keep the following guidelines in mind.

Network Bandwidth

Most P2P applications are configured so other users can access your hard drive and share your files all the time. This constant file transfer can degrade your computer's performance and generate heavy traffic loads on the university network. P2P applications can consume your weekly allocation very quickly. The university's network bandwidth consumption is monitored. If your usage impacts the overall performance of the network, your computer may be blocked.

If you use a P2P application to share content legally, you should know how to control or disable the application.

Privacy

If you are running a P2P application, you may be inadvertently sharing personal information, such as e-mail messages or credit card information. You need to make sure you know which files and data the application is sharing. You should know how to control or disable your P2P application to ensure that you are not inadvertently sharing personal information.

Security

Viruses are easily spread using P2P applications. Many P2P applications include "malware" in the download, so you may be unintentionally infecting your computer. To protect your computer, keep your anti-virus program up-to-date and only install programs acquired from reputable sources. You can download anti-virus software on the UTRGV Downloads site.

Resource Use

Some P2P applications use your computer as a computational or storage resource for another organization's use. This may not be an acceptable use of state-owned resources such as the university network or university-owned computers. Do not permit any such use of your system without the consent of the university. For assistance, please contact the Information Security Office at ciso@utrgv.edu.

University Policy and Assistance

By running a P2P application, you may be consuming excessive network bandwidth and/or violating copyright law, both of which are violations of the university's rules for acceptable use of information technology. You may also be sharing confidential information and/or making your computer insecure.

If you have questions about P2P applications, please call the [IT Help Desk](#) at 956-665-2020 (Edinburg/McAllen/Rio Grande Valley) or 956-882-2020 (Brownsville/Harlingen/South Padre Island).

Sexual Assault

Introduction

The University of Texas Rio Grande Valley is committed to creating and maintaining a community in which students, faculty, and staff can work and study in an atmosphere free from all forms of harassment, exploitation, or intimidation. Every member of the university community should be aware that the university does not tolerate student harassment, including sexual assault, dating violence, domestic violence, or stalking, and that such behavior is prohibited by both federal and state law and by University policy. UTRGV will take action to prevent, correct, and if necessary, discipline or prosecute behavior that violates this policy and the law. All forms of sexual assault, sexual harassment, dating violence, domestic violence, and stalking, and all attempts to commit such acts, are regarded as serious University offenses that will result in disciplinary action which may include, suspension, required withdrawal, expulsion, or termination.

UTRGV is committed to assisting all victims and survivors of, sexual harassment, including sexual violence. A member of the university community who wishes to file a complaint or who has information regarding a violation of university policy has various options regarding filing a report including contacting the Title IX Coordinator, [University Police Department](#) or filing an anonymous report at www.utrgv.edu/ReportIt. Prosecution can also take place in accordance with Texas criminal law, independent of University actions.

Students, faculty and staff are also encouraged to seek assistance through the [Office for Victim Advocacy & Violence Prevention \(OVAVP\)](#) at 956-665-8287, OVAVP@utrgv.edu, or www.utrgv.edu/OVAVP. Services through advocates at OVAVP are confidential and advocates can assist in navigating campus and community reporting, available resources, and accommodations for victims/survivors.

A chart illustrating the reporting options and detailing the services available campus can be found on the website for the Title IX Office at www.utrgv.edu/Equity.

Title IX

Sexual harassment, including sexual assault, dating violence, domestic violence, and stalking can have serious effects on a student's school performance, in addition to many other significant effects. Title IX provides that all students have the right to receive an education free from sex discrimination. UTRGV will take immediate action to eliminate such crimes when they occur on campus, prevent recurrence, and address the effects of such crimes, regardless of where they occurred.

Students, faculty, and staff of UTRGV, as well as family, friends, or bystanders, are encouraged to report suspected incidents of sexual harassment, including sexual assault, dating violence, domestic violence, or stalking to the university's Title IX Coordinator – www.utrgv.edu/Equity. Any faculty or staff member who receives a report of one of these crimes, and who is not bound by professional confidentiality (advocates, counselors, and healthcare providers are confidential resources on campus), is required to report it to the Title IX Coordinator.

What to Do If You Think You Have Been Sexually Assaulted or Have Experienced Sexual Harassment, Dating Violence, Domestic Violence, or Stalking

Sexual Assault

Students are strongly encouraged to report attempted or completed sexual assaults to the [University Police Department](#) 956-665-7151 (UTRGV Edinburg Campus) or 956-882-3832 (UTRGV Brownsville Campus). Reporting the incident does not mean that the victim/survivor must proceed with prosecution. Immediately following an attack, the victim/survivor should try to write down everything she or he remembers about the incident, including the physical description of the suspect(s) and any further information about the identity or location of the suspect(s).

If you or someone you know is unsure about whether you want to call the police, there are confidential victim advocates available 24/7 who can offer more information through campus (OVAVP – 956-665-8287 from 9:00 am – 6:00 pm and OVAVP@utrgv.edu after hours) and through community organizations (Mujeres Unidas in Hidalgo County – 956-630-4878 or 800-580-4879 for the 24-hour crisis hotline, Friendship of Women in Brownsville: 956-544-7412, and Family Crisis Center in Harlingen: 956-423-9305 or 866-423-9304 for the 24-hour hotline).

If you have been sexually assaulted, McAllen Medical Center (956-632-4000) in Hidalgo County and Valley Baptist Medical Center (956-389-1100) in Harlingen have dedicated SAFE nurses (SAFE = Sexual Assault Forensic Examiner) available 24/7 in private, dedicated spaces to conduct rape exams. Performing a rape exam does not obligate a victim or survivor to proceed with prosecution and rape exams are stored for two years in case a victim or survivor wishes to proceed with prosecution at a later date. The University Police Department and OVAVP advocates can assist in transporting sexual assault victims for a rape exam. The hospital will not charge a victim or survivor for performing a rape exam.

Notification of Law Enforcement

Victims of sexual assault or persons who have information regarding a sexual assault are strongly encouraged to report the incident to the University Police Department (956-665-7151 or 956-882-3832) immediately. It is the policy of the University Police Department to conduct investigations of all sexual assault complaints with sensitivity, compassion, patience, and respect for the victim. Investigations are conducted in accordance with guidelines established by the Texas Penal Code, Code of Criminal Procedure and the Hidalgo County District Attorney's Office and the Cameron County District Attorney's office.

All information and reports of sexual assault are kept strictly confidential. In accordance with the Texas Code of Criminal Procedures Art. 57, victims may use a pseudonym to protect their identity. A pseudonym is a set of initials or a fictitious name chosen by the victim to be used in all public files and records concerning the sexual assault. Victims of sexual assault are not required to file criminal charges or seek judicial actions through the university disciplinary process. However, victims are encouraged to report the assault in order to provide the victim with physical and emotional assistance. Students may also contact local law enforcement agencies. Members of the University Police Department, OVAVP advocates, and other University offices will assist the student in notifying the appropriate agency in the applicable jurisdiction.

Accommodations for Victims and Survivors

OVAVP advocates and the Dean of Students Office can assist victims and survivors with issues including, but not limited to, class schedule changes, withdrawal procedures, or campus housing relocation. If the reporting student provides credible evidence that the accused student presents a continuing danger to person or property or poses an ongoing threat of disrupting the academic process, the Office of Student Rights and Responsibilities may take interim disciplinary action against the accused student as appropriate.

Procedures for Campus Disciplinary Action

A student may also choose to report an assault to the Office of Student Rights and Responsibilities for disciplinary action regardless of whether or not the student has decided to press criminal charges. A student may also file a report of sexual assault against another student, or a faculty or staff member, by directly contacting the [Associate Dean for Student Rights and Responsibilities](#) 956-665-5375 (UTRGV Edinburg Campus) or 956-882-5141 (UTRGV Brownsville Campus) or www.utrgv.edu/ReportIt. Procedures for resolving complaints regarding sexual assault, sexual harassment, dating violence, domestic violence, and stalking are detailed in the [UTRGV Handbook of Operating Procedures](#). In any case, both the accuser and the accused are entitled to the same opportunities to have others present during any disciplinary proceedings. Both the accuser and the accused will be informed of the outcome of any proceedings.

During any complaint proceeding, the university has a wide range of latitude when developing sanctions. Those sanctions may range from probation to expulsion from the university.

Sexual Harassment, Dating Violence, Domestic Violence, and Stalking

More information and national hotlines are available for these crimes:

- Domestic Violence and Dating Violence: www.thehotline.org
- Stalking: National Stalking Resource Center: www.victimsofcrime.org/our-programs/stalking-resource-center
- Sexual harassment: www2.ed.gov/about/offices/list/ocr/sexharassresources.html
- OVAVP advocates are available to assist in directing victims and survivors to campus and community resources (956-665-8287, OVAVP@utrgv.edu, www.utrgv.edu/OVAVP).
- Victims and survivors of these crimes are strongly encouraged to contact the University Police Department 956-665-7151 (UTRGV Edinburg campus) or 956-882-3832 (UTRGV Brownsville Campus) or the UTRGV Title IX Coordinator (956-665-2103).

Education and Prevention Programs

There are many campus resources that can help campus community members to understand, address, and prevent sexual assault, sexual harassment, dating violence, domestic violence, and stalking, including services from the following.

- **Student Rights and Responsibilities:** Multiple programs are offered focusing on how to be an active bystander, healthy relationships, what to do if you are a victim of sexual assault and assault awareness throughout the year. More information can be obtained by calling 956-665-5375 (UTRGV Edinburg Campus) or 956-882-5141 (UTRGV Brownsville Campus). [Student Rights and Responsibilities](#) can also connect students with resources in the region.
- **The Office for Victim Advocacy & Violence Prevention (OVAVP):** provides proactive educational programs to raise awareness/reduce the likelihood of sexual assault of both women and men. In addition, OVAVP provides comprehensive services for victims of sexual assault including Sexual Assault Advocates. OVAVP staff are available to provide specialized trainings, informational sessions, and talks. More information can be obtained by calling 956-665-8287, emailing OVAVP@utrgv.edu, or visiting www.utrgv.edu/OVAVP.
- **University Police Department:** The University Police Department offers prevention programs and specialized talks for campus groups. More information can be obtained by visiting www.utrgv.edu/police.

Solicitation on Campus

The University's policy on solicitation is outlined in the [UTRGV Handbook of Operating Procedures](#). The term solicitation means the sale, lease, rental or offer for sale, lease, rental of any property, product, merchandise, publication, or service, whether for immediate or future delivery; an oral statement or the distribution or display of printed material, merchandise or products that is designed to encourage the purchase, use or rental of any property, product, merchandise, publication or service; the receipt of or request for any gift or contribution; or the request to support or oppose or to vote for or against a candidate, issue or proposition appearing on the ballot at any election held pursuant to state or federal law or local ordinances. Solicitation is prohibited on any property, street, or sidewalk, or in any building, structure, or facility owned or controlled by the university or the University of Texas System. Please refer to the policy for a list of permissible activities.

STUDENT ACADEMIC RESPONSIBILITIES AND APPEALS

Academic Responsibilities

Students are expected to inform themselves thoroughly concerning the regulations of the university and the course requirements for degrees, and to make inquiries in case of doubt.

Regulations will not be waived, nor exceptions to requirements made, on a plea of ignorance of the regulations and requirements. Students, therefore, should become familiar with all of the information related to the program contained in the Graduate Catalog, on the university website, and in other official publications.

Each student, by registering, enters an academic college of the university and is under its jurisdiction with regard to the student's program of study and degree requirements. Students should work directly with the person in their major department who is assigned the responsibility of supervising their programs concerning course requirements and options, deficiencies, degree plan and special regulations. Requests to waive regulations and/or requirements should be directed in writing to the dean of the college.

Academic Appeals

Students wishing to appeal final grades or decisions regarding academic standards should first discuss the matter with the instructor of the class. If no resolution occurs, and the student wishes to pursue the matter further, the student may appeal in writing to the appropriate department chair within one long semester after the disputed grade or decision is issued. The department chair will respond in writing to the student within 14 calendar days (excluding holidays) of the receipt of the student's written appeal.

Pursuant appeals will be written and directed within 14 calendar days (excluding holidays) of the date of the department chair's decision to the school, college, or division College Academic Appeals Committee. The committee will consist of a panel of three faculty members, two of whom may not be from the department in which the appeal originated. The dean or director will appoint the panel members upon receipt of the written appeal and notify the student in writing of the date, time and location of the hearing and the names of the members of the panel. The student and the faculty member involved may appear in person before the panel and present evidence. The hearing will be closed to the public, and no person other than the student, the faculty member involved and panel members may be present. No person may represent the student or the faculty member.

After the College Academic Appeals Committee has heard the appeal, it will deliberate and come to a decision. The committee's decision will be written and mailed, or delivered in person, to the student and faculty member within three class days of the close of the hearing. The student may appeal in writing within 14 calendar days to the dean/director (excluding holidays). The dean's/director's decision will be final, and it must be mailed or delivered in person to the student within 14 calendar days (excluding holidays) of the receipt of the student's written appeal.

Student Complaint Procedures

Purpose

The University of Texas Rio Grande Valley endeavors to provide fair and objective procedures for hearing student complaints. Students are protected from coercion, intimidation, interference, harassment, retaliation, or discrimination for filing a complaint or assisting in an investigation.

Student Advisement for Concerns/Complaints

University policies and procedures direct students about how to file a complaint. The applicable policy will depend on the nature of the complaint. If a student has questions about the applicable policy, The Office for Student Rights and Responsibilities, located in the University Center, Rm. 315, on the UTRGV Edinburg Campus and in Cortez Hall, Rm. 205 on the UTRGV Brownsville Campus, can assist a student who has questions regarding existing policies and procedures. Methods to file complaints are outlined more fully in the [UTRGV Handbook of Operating Procedures](#).

GRADUATE ACADEMIC PROGRAMS

Robert C. Vackar College of Business and Entrepreneurship.....	107
College of Education and P-16 Integration	144
College of Engineering and Computer Science	237
College of Fine Arts	290
College of Health Affairs	327
College of Liberal Arts	414
College of Sciences.....	547

Robert C. Vackar College of Business and Entrepreneurship

Our mission is to be the agent of innovation, knowledge discovery, and economic development in South Texas, Northern Mexico, and beyond, by offering a rigorous curriculum informed by experiential learning, high quality research, and community partnerships.

Doctoral Programs

- Business Administration (PhD)

Program of Study - Business Administration (PhD)

Mission

The Ph.D. Program in business administration is designed primarily to prepare students for careers in research and teaching. Flexibility in the program design allows for students who seek career opportunities in the global business environment. The program seeks to create an intellectual climate that embraces rigorous scholarship, diversity and global awareness. The program prepares students to be highly effective researchers and business leaders by providing academically rigorous and state-of-the-art training in business administration. The program is focused on developing scholars that contribute to the advancement of business and industry through the creation and dissemination of knowledge and innovation in business administration. Drawing from its strategic location as a “Gateway to the Americas” and strength of the University of Texas System, the program trains students of all backgrounds that transform businesses in Rio Grande Valley, Texas, the United States and the world.

Objectives

- To provide students with an intellectual environment conducive to the development of analytical and problem-solving skills;
- To provide students with wide array of theoretical and methodological tools required for conducting high quality research that creates innovation and discovery of knowledge among business organizations.
- To provide students, through a process of continuous review, a state-of-the-art curriculum that fosters critical thinking, ethical decision making and an understanding of the relationship between business and the global society;
- To cultivate a learning environment that fosters scholarly inquiry, exchange of ideas and the development of excellent research skills;
- To provide students with opportunities to utilize the bicultural environment in which the University is located to study diverse global business practices, interrelationships and interdependencies

Scope

The doctoral degree in business administration at a minimum consists of 63 academic hours. Each student selects a functional area major from finance, management, marketing, or information systems. In consultation with his or her advisory committee, the student selects courses to create an individual

degree program. All students are expected to complete quantitative methods and major field courses designed to provide an understanding of the theoretical and empirical foundations of their discipline.

Students complete core course work requirements within the first two years of their training. Students complete core course work requirements within the first two years of their training. After required coursework is completed, students take comprehensive examinations followed by the writing and defending of the dissertation. Each dissertation is expected to make a significant contribution to the field of knowledge encompassing global business administration.

Admission Requirements

To be admitted to the doctoral program in business administration, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GMAT exam or GRE test with scores submitted by February 1st
2. Submission of three letters of recommendation from academic sources
3. Submission of a personal statement describing goals, experiences, scholarly accomplishments, reasons for pursuing the degree, and possible research questions or topics of interest
4. Submission of a resume or curriculum vitae

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply. The doctoral program admits in Management and Marketing concentrations every even years and Finance and Information Systems concentrations every odd years.

Admission decisions for the doctoral program are made by a college-level admissions committee. The committee members make a determination with respect to the probability of success. Thus, the student should provide materials that will be helpful in making this decision.

Applications are for entrance to the program in the fall semester. For fall admission, all documents should be received by the doctoral program by February 1st preceding the fall of entrance desired. No students are admitted to begin in spring or summer. Part-time admissions to the program are not allowed.

Foundation (Leveling) Coursework

All students entering the Ph.D. Program are required to have a business administration foundation. The foundation may be achieved by holding an MBA degree, an MS in a business field or a selection of coursework designed to provide the foundation. Students joining the program without a business educational background must complete “leveling” or foundation courses before enrolling in PhD Seminars. During the first year of the doctoral program or subject to the advice of the student's program advisor for other time limits, a student must complete the following background coursework (and associated prerequisites):

ACCT	6320	Accounting and Financial Analysis
ECON	6350	Managerial Economics
FINA	6340	Advanced Corporate Finance
INFS	6330	Information Systems for Managers
MARK	6310	Marketing Strategy
MGMT	6330	Organizational Behavior
QUMT	6310	Business Research

Students entering the Information Systems concentration that may be deficient in their IT background, may be required to take one or more of the following foundation courses:

INFS	3310	Introduction to Business Programming
INFS	3335	Database Management
INFS	3336	Systems Analysis
INFS	3338	Computer Networks and the Internet

Coursework Transfer and Substitution

Up to nine hours of doctoral course credit may be transferred toward the degree at UT Rio Grande Valley. However, hours are not automatically transferred. Students must apply to the Ph.D. Program director (PPD) to have specific courses evaluated for inclusion in their degree plans. In general, courses transferred must have been taken in a time frame that permits the student to complete degree requirements at UT Rio Grande Valley within a 10-year span from the date of first enrollment in transferred courses.

No substitutions of courses are permitted without authorization from the PhDACC committee. Any substitution request should be processed prior to taking a course. To process a substitution, a Request for Substitution form should be submitted to the Program Director.

Program Requirements

Information Systems Concentration:

Required Courses	21
BADM 9313: Teaching Preparedness and Professional Development	3
INFS 8308: Theories in Cognitive and Behavioral Information Systems Research	3
INFS 8318: Theories in Managerial and Organizational Information Systems Research	3
INFS 8328: Economics of Information Systems	3
INFS 8338: Design Science Information Systems Research	3
INFS 8348: Data Mining and Business Analytics	3
INFS 8358: Digital Society	3
Research Method Courses	15
INFS 8322: Scholarship Seminar	3
INFS 8330: Information Systems Research Methods	3
INFS 8388: Social Media Analytics	3
QUMT 8310: Applied Multivariate Data Analysis I	3
QUMT 8311: Applied Multivariate Data Analysis II	3
Electives	12
INFS 8368: Selected Topics in Information Systems*	3
INFS 8378: Independent Study	3
QUMT 8315: Advanced Quantitative Analysis	3
Graduate course(s) as approved by academic advisor	
Capstone Requirement	
Dissertation	15
BADM 9690: Dissertation Residency (<i>taken twice</i>)	12
BADM 9391: Dissertation Extension	3

* Can be taken 3 times for credit with varying topics.

Total graduate hours for degree: 63

Finance Concentration:

Required Courses 21

BADM 9313: Teaching Preparedness and Professional Development	3
FINA 8350: Math for Finance	3
FINA 8360: Theory of Finance	3
FINA 8365: Theory of Investments	3
FINA 8370: International Finance Management	3
FINA 8375: Corporate Finance	3
FINA 8380: Financial Markets and Institutions	3

Research Method Courses 15

ECON 8370: Econometrics I	3
ECON 8375: Econometrics II	3
FINA 8322: Scholarship Seminar	3
QUMT 8310: Applied Multivariate Data Analysis I	3
QUMT 8311: Applied Multivariate Data Analysis II	3

Electives 12

The following are suggested electives:

ECON 8351: Seminar in Economic Topics*	
ECON 8360: Macroeconomic Theory	
ECON 8365: International Trade	
FINA 8341: Seminar in Finance Topics*	
Graduate course(s) as approved by academic advisor	

Capstone Requirement

Dissertation 15

BADM 9690: Dissertation Residency (<i>taken twice</i>)	12
BADM 9391: Dissertation Extension	3

*Can be repeated for credit with varying topics

Total graduate hours for degree: 63

Management Concentration:

Required Courses 21

BADM 9313: Teaching Preparedness and Professional Development	3
MGMT 8333: Seminar in Organization Theory	3
MGMT 8334: Seminar in Operations Management	3
MGMT 8335: Seminar in Strategic Management	3
MGMT 8336: Seminar in Entrepreneurship	3
MGMT 8337: Seminar in Organizational Behavior	3
MGMT 8338: Seminar in International Management	3

Research Method Courses	15
MGMT 8331 or MARK 8309: Research Methods I	3
MGMT 8332: Research Methods II	3
MGMT 8322: Scholarship Seminar	3
QUMT 8310: Applied Multivariate Data Analysis I	3
QUMT 8311: Applied Multivariate Data Analysis II	3

Electives	12
MGMT 8339: Special Topics in Management*	
Graduate course(s) as approved by academic advisor	

Capstone Requirement	
Dissertation	15
BADM 9690: Dissertation Residency (<i>taken twice</i>)	12
BADM 9391: Dissertation Extension	3

* Not a required elective, but can be repeated as topic changes to fulfill 12 hours of elective.

Total graduate hours for degree: 63

Marketing Concentration:

Required Courses	21
BADM 9313: Teaching Preparedness and Professional Development	3
MARK 8310: Marketing Strategy	3
MARK 8311: Consumer Behavior	3
MARK 8312: Marketing Theory	3
MARK 8314: Markets and Globalization	3
MARK 8315: Services Marketing	3
MARK 8320: Philosophy of Science	3

Research Method Courses	15
MARK 8309 or MGMT 8331: Research Methods I	3
MARK 8313: Qualitative Research Methods	3
MARK 8322: Scholarship Seminar	3
QUMT 8310: Applied Multivariate Data Analysis I	3
QUMT 8311: Applied Multivariate Data Analysis II	3

Electives	12
<i>The following are suggested electives:</i>	
MARK 8371: Seminar in Marketing Topics *	
MARK 8372: Marketing Seminar *	
Graduate course(s) as approved by academic advisor	

Capstone Requirement	
Dissertation	15
BADM 9690: Dissertation Residency (<i>taken twice</i>)	12
BADM 9391: Dissertation Extension	3

*Can be repeated for credit with varying topics

Total graduate hours for degree:

63

Scholarship Seminar

Upon completing the first two long semesters in their first year, students are required to begin working on their scholarship seminar research project. This is a 3 SCH seminar with the purpose of improving student competency in research and writing at a level to publish in top journals. The student will work with a faculty member of their choice starting at the beginning of the Summer following her/his second regular semester—regular semesters being the Fall and Spring semesters—to prepare a high quality publishable paper under the faculty member’s guidance. This paper will be presented to a group of doctoral faculty in her/his field during the student’s third regular semester. The area doctoral faculty attending the presentation will decide whether the student has produced a publishable paper. If yes, the student has completed the requirements for the 3 SCH. If not, the student will be given the chance to improve the paper and will present it again to a group of faculty during her/his fourth regular semester. The student will register for this seminar during the fourth regular semester and a grade of ‘Pass’ or ‘Fail’ will be assigned by the supervising instructor following the completion of the research paper.

Comprehensive Examinations

All students must take and pass a comprehensive examination (in their specialization area) prior to progression to the dissertation stage of the program. Students must take the written comprehensive exam as soon as they have completed the core coursework prescribed for the degree. The written exams will be scheduled in the month of June, right after the 4th semester of the student in the program. An oral examination may be required if the student's performance on the written exam is marginal and will be scheduled within three weeks after the written exam. Successful completion of the exam is required before the student may enroll in dissertation hours. The Comprehensive Examination will take place over two consecutive days for a total of twelve (12) hours. The first day will cover the major field exam questions in the candidate’s area for a period of eight (8) hours. The second day will cover the statistical analysis and research methods questions for a period of four (4) hours. If a student does not pass the exam in June, the student may retake another comprehensive exam in August. A failure for the second time results in the student’s expulsion from the program. Students should complete the comprehensive examination within 3 years of starting the program.

Dissertation

The dissertation is a report on original research that is a contribution to knowledge in the selected field. Upon successful completion of the Comprehensive Examinations, students must enroll for hours of Dissertation-Residency and Dissertation-Extension as needed over a period of time that will allow the student to complete the final defense of the dissertation within the 10 year time-to degree limit. The proposal defense process will be completed within 2 years of successful completion of the comprehensive exams. There are no extensions to the 2 year limit outside of a formal “leave of absence” that a doctoral student may take through regular procedures. The content and format of the proposal are determined by the Doctoral Dissertation Committee (DDC). Satisfactory defense of the proposal will authorize the student to complete the dissertation. Beyond 12 Dissertation-Residency hours, the student must enroll in a minimum of 3 hours of Dissertation-Extension in each semester until the dissertation is completed and defended or the student leaves the program or the student is suspended or dismissed. Each year the DDC will evaluate the progress of the candidate's dissertation. Upon

judgment by the committee that the dissertation is complete and ready for defense, the DDC will schedule a public forum for the defense to which all doctoral students and graduate faculty are invited.

Academic Standing

Students are expected to make consistent, satisfactory progress toward completion of the degree. The PhD Program Director in consultation of with area doctoral faculty will conduct an annual student evaluation.

Upon receipt of a grade of “C” the student will be on academic probation. In such a case the student must make an appointment with his or her academic advisor and the PPD to discuss future courses and expectations. In collaboration with the advisor and the PPD, the student will develop a written plan for improvement. Upon successful execution of the terms of the plan, the student will be released from academic probation.

Upon receipt of a second grade of “C” the student will be suspended from the program for one full semester, effective immediately upon receipt of the grade. The student will be unable to participate in any part of the doctoral program, including comprehensive exams, unless approved by appeal. The suspension also includes forfeiture of any doctoral study financial aid. Returning to the program does not carry a guarantee of reinstatement of financial aid. The student may be asked to follow a program of improvement to be decided by the academic advisor in consultation with the PPD.

Receipt of a third “C” or a grade of “F”, will result in the student’s dismissal from the program. A student desiring to appeal such dismissal may first discuss his/her concern with the seminar instructor. If the concern is not satisfactorily addressed, he/she will then appeal to the department chair. If the student appeal is denied, he/she can then appeal to the PhDACC committee. The appeal must be in writing and should be received within 10 days of notification of dismissal. A final appeal may be made to the Dean of the College of Business Administration and Entrepreneurship.

If a student’s cumulative GPA falls below 3.25, he or she will forfeit any financial aid from the doctoral program. Raising the GPA to above 3.25 in subsequent semesters does not guarantee reinstatement of financial aid.

Maximum Period for Completion

A student has a maximum of 10 years from the date of first entry into doctoral-level courses to complete the degree. Under special circumstances, an extension for an additional year may be granted by the student’s Doctoral Dissertation Committee. If a student exceeds the 10-year limit, the Doctoral Dissertation Committee will determine if the student will be permitted to continue in the program and what additional coursework or activities will be required to complete the degree.

Assistantships

The college has limited funds available exclusively for Ph.D. students. Assistantships are assigned on a competitive basis, and the judgment of the admissions committee regarding distribution of assistantships is final. Incoming applicants requesting assistantships from the college should submit their request with their application materials. The allocation of graduate assistantship positions to newly admitted and existing PhD students is determined by PhDACC in consultation with the PhD Program Director (PPD).

In order to receive and maintain a graduate assistantship position, PhD students should have good academic standing and meet all requirements as specified in the PhD Student Handbook. Every admission cycle, each department admitting new PhD students submits to PhDACC a list of its recommended applicants eligible for the available graduate assistantships. PhDACC determines which

applicants in each specialization will receive graduate assistantship and notifies PPD, who in turn allocates graduate assistantships. In the event there are eligible new (incoming admitted students) and existing (first, second and third year) applicants, the priority in graduate assistantship allocation will be with the former group. In cases where a graduate assistantship position becomes vacant and there is no eligible existing student requesting assistantship, the PPD will present the issue to PHDACC for decision as to whether to assign the assistantship to another program area. Academic performance will be reviewed each year to ensure that the student is making satisfactory progress. The Ph.D. Program director will notify continuing students of the time lines for renewing or applying for assistantships.

At a minimum the student must be in good academic standing, enrolled in nine hours as a graduate student during the fall and/or spring semester. The maximum amount of time allowed for assigned teaching and research duties is 20 hours per week. Assessment of student performance during the assistantship will be made by the PPD in consultation with the PhDACC committee. Students should contact Student Financial Services to determine if other sources of financial aid are available.

Professional Conduct Expectations

Doctoral students are expected to conduct themselves in a professional, collegial, and ethical manner. Students are here to develop as professionals and to learn to teach and conduct research. Behaviors that disrupt the learning process, create destructive conflict, or bring undeserved discredit to the program are considered to be unsatisfactory and may be grounds for consideration for dismissal from the program. The Vackar College of Business & Entrepreneurship faculty is committed to abiding by, teaching, and enforcing the highest standards of academic honesty and integrity. Academic dishonesty of any type violates the UTRGV disciplinary codes and will not be tolerated. Students suspected of academic dishonesty will be referred to the Dean of Students for investigation and possible disciplinary action. Students found guilty of academic dishonesty may be suspended or expelled from the university.

Course Descriptions

BADM 9313: Teaching Preparedness and Professional Development [3-0]

This course exposes students to the various challenges associated with teaching face to face and online courses especially as a first time instructor. Contents covered in this course include syllabus design, development of teaching philosophy, classroom management and preparation of a teaching portfolio.

BADM 9391: Dissertation Extension

Students register for this course in each long semester and during the summer following completion of BADM 9690 until the dissertation is defended. May be repeated.

BADM 9690: Dissertation Residency

Students register for this course following completion of all other doctoral course requirements and successfully completing the comprehensive examinations. This course must be registered for a minimum of two consecutive long semesters of six hours each. If the dissertation is not completed following the 12-hour requirement, the student must register in three hours of BADM 9391 each semester in continuous enrollment, including one summer session, until successful defense of the dissertation. May be repeated.

ECON 8351: Seminar in Economic Topics [3-0]

Selected topics in economics as they relate to current issues. Various contemporary subjects will be developed by the instructor of this course. Course may be repeated for credit with different topics.

- ECON 8360: Macroeconomic Theory [3-0]
 This course will review theories of productivity, output and employment, as well as consumption saving and investment decisions. An introduction to long-run economic growth, an extension of savings and investment to the open economy and the functioning of the money market will be provided next. Business cycles and the IS-LM/AD-AS models as general frameworks will be discussed, along with exchange rates and macroeconomic policies in the open economy. Monetary policy and the operating procedures of the Federal Reserve System will pave the way for the literature on rules versus discretion. Recent representative articles from professional journals will complement the basic material.
- ECON 8365: International Trade [3-0]
 This course covers theories on international trade including: comparative advantage, resource allocation, income distribution and foreign trade.
- ECON 8370: Econometrics I [3-0]
 This course covers cross-sectional data analysis. **Prerequisite:** QUMT 8311.
- ECON 8375: Econometrics II [3-0]
 This course covers time-series data analysis. **Prerequisite:** QUMT 8311.
- FINA 8322: Scholarship Seminar [3-0]
 Doctoral students will have a one to one contact with a faculty member. The purpose of this seminar is to build up the student's paper development and writing skills toward producing a premier journal article.
- FINA 8341: Seminar in Finance Topics [3-0]
 Selected topics in finance as they relate to current issues. Various contemporary subjects will be developed by the instructor of this course. Course may be repeated for credit with different topics.
- FINA 8350: Math for Finance [3-0]
 This course introduces the mathematical concepts necessary for pursuing microeconomic theory at the Ph.D. level: theory and application of linear algebra and constrained optimization.
- FINA 8360: Theory of Finance [3-0]
 This course entails a rigorous development of the fundamental theories within the field of finance. Topics include utility theory, decision-making under uncertainty, information and capital market efficiency, agency theory and dividend policy.
- FINA 8365: Theory of Investments [3-0]
 This course covers issues in investment analysis. The first part of the class is devoted to asset pricing theories beginning with Markowitz Portfolio Analysis and moving on to the Capital Asset Pricing Model, the Arbitrage Pricing Theory and the Fama-French Three-Factor Model. The course then delves into current issues related to investment analysis focusing on market efficiency and over-reaction under-reaction phenomena. The last part of the course explores derivative pricing theories.
- FINA 8370: International Finance Management [3-0]
 This course covers international monetary environments and institutions; determinants of foreign exchange rates and risk management; and foreign investment analysis.

FINA 8375: Corporate Finance [3-0]
Financial theory applied to capital structure; investment decisions; corporate valuation; and corporate financial policies.

FINA 8380: Financial Markets and Institutions [3-0]
This course will provide students with an understanding of the mechanisms of various financial markets. It aims to develop a critical awareness of the theoretical and practical problems associated with regulating financial markets. The course will investigate how the market structures potentially cause and mitigate financial risk to market participants and end users. Also financial scandals and crises will be reviewed.

INFS 8308: Theories in Cognitive and Behavioral Information Systems Research [3-0]
This course examines IT and human behavior at the individual and pair levels related to cognitive and behavioral aspects such as trust, creativity, cooperation, acceptance and intention to use IT products. Students will learn how to develop strong theory-driven research through reading seminal models and theories in human interaction with information technology in all forms, critiquing research manuscripts, and developing a research project of their own.

INFS 8318: Theories in Managerial and Organizational Information Systems Research [3-0]
This course examines topics of historical, current and future relevance in the implementation, adoption, use and management of information systems at the group and organizational levels using readings, case studies and lectures. This course takes both a theoretical and practical approach to business problem solving through the administration of IT-related resources. Students will be exposed to topics such as group decision support systems, innovation diffusion, enterprise systems, among others, and learn how to develop strong theory-driven research through readings, critiquing research manuscripts, and developing a research project of their own.

INFS 8322: Scholarship Seminar [3-0]
Doctoral students will have a one to one contact with a faculty member. The purpose of this seminar is to build up the student's paper development and writing skills toward producing a premier journal article.

INFS 8328: Economics of Information Systems [3-0]
This course introduces students to classic and contemporary research on economics of information systems using methodologies such as econometrics and analytical modeling. Examples of topics covered include IT business value, open source software, IS security and privacy, information goods, digital markets, online auctions, digital word-of-mouth, mobile commerce, social media and social networks, and crowdsourcing and crowdfunding.

INFS 8330: Information Systems Research Methods [3-0]
This seminar introduces doctoral students to qualitative and quantitative methods commonly used in information systems research. Students will get exposure to topics such as case studies, grounded theory, action research, psychometrics, survey questionnaire development, experiment design, quasi experimentation, multi-level analysis, among others. Based on the understanding, each student will develop a research design, and conduct a pilot/empirical study to collect and analyze sample data.

INFS 8338: Design Science Information Systems Research [3-0]
This course focuses on developing skills for implementing and evaluating the techniques and methods used in design science research. The defining characteristics of design science research are discussed and contrasted to other types of research. Research methods and techniques are presented. A number of examples of design science research are presented and analyzed. The exemplars are from a variety of information systems areas including software engineering, database and knowledge-based systems, and communication systems. Design science research focuses on developing solutions to problems that are of a particularly complex nature. Design science research utilizes and applies knowledge for the creation of novel or innovative artifacts that engender change or improvement in existing situations.

INFS 8348: Data Mining and Business Analytics [3-0]
This course introduces students to data and Web mining techniques and their applications in business analytics. Students will learn the algorithm and software to conduct data/Web mining and analytics using regression tree, regression splines, classification tree, neural networks and other methods. The business analytics applications deal with the collection and organization of both structured and unstructured data using databases, data warehouses and other sources as well as the result interpretation and utilizations in specific business contexts.

INFS 8358: Digital Society [3-0]
The increasing use of digital products is fundamentally changing the way people lead their lives. Digitization now affects everyday life, personal identity, groups, culture, safety, and virtually all aspects of existence. This course covers, but is not limited to gaming, sub-cultures, social networks, e-governance, social impact of IT usage and role of IT in making the world a better place.

INFS 8368: Selected Topics in Information Systems [3-0]
Topics of historical, current and future relevance in the design, development, installation and management of computer information systems are examined using readings, case studies and lectures.

INFS 8378: Independent Study [3-0]
A doctoral student enrolls in this course to conduct independent research under the supervision of a faculty member.

INFS 8388: Social Media Analytics [3-0]
This course introduces students to tools and techniques used to analyze social media data, as well as applications of these methods in business research. Topics covered include analysis of individual, social, organizational and contextual networks using sophisticated network techniques and graph theories to identify connections and relationships among individuals and groups, and analysis of unstructured text data from social media such as Twitter, Facebook, blogs, and online communities using both qualitative and quantitative techniques.

MARK 8309: Research Methods I [3-0]
This seminar covers the philosophical, conceptual, methodological, and analytical dimensions of scientific curiosity, data collection, analysis, and reporting. It is an interdisciplinary journey to psychological, social and behavioral approaches to conceptual and empirical science. The seminar equips students with an introductory set of knowledge and skills that enables them to use methods appropriate for their own research projects.

- MARK 8310: Marketing Strategy [3-0]
The seminar will familiarize students with several recurring marketing research issues with major emphasis on the development of strategic thought in marketing for students to appreciate how research streams have developed over the years. Central topics include the scope of marketing strategy, the globalization of specific marketing strategies (starting with the 4P's) and the interface between marketing and other business functions.
- MARK 8311: Consumer Behavior [3-0]
This seminar brings social science concepts, principles and theories to the study of factors that influence the acquisition, consumption and disposition of products, services and ideas with contributions from social and psychological sciences which inform the discussion of consumer behavior, which is global in nature.
- MARK 8312: Marketing Theory [3-0]
This seminar is about rethinking marketing and the theories and debates that have dominated its discourses. Meaning of theory, criteria for assessing the strengths and weaknesses of theories in marketing, their positive and negative contributions to society and humanity and the potentials and challenges to the futures of marketing will be explored.
- MARK 8313: Qualitative Research Methods [3-0]
The seminar is designed to help familiarize students with the historical and theoretical foundations of qualitative research methods, to develop the ability to evaluate research employing qualitative methods and to acquire skills in conducting qualitative research in marketing and management settings. Issues related to the reliability and validity of qualitative research findings and qualitative analyses will be addressed.
- MARK 8314: Markets and Globalization [3-0]
Through the study of recent theories of globalization, this seminar will explore the role of markets and consumers in this phenomenon, the effects of globalization on the structures of markets and the formation of new markets around the world and the effects of marketing on globalization streams for an historical understanding of the phenomenon as well as its contemporary nature.
- MARK 8315: Services Marketing [3-0]
This seminar is designed to develop an in-depth understanding and knowledge of services marketing and relevant theories, to improve skills in reading the academic literature in services for thorough understanding, interpretation, critical evaluation and relevancy to the discipline and to improve abilities to develop and implement services-related research.
- MARK 8320: Philosophy of Science [3-0]
This seminar will introduce academic research fundamentals to doctoral students and prepare them for the follow-up tasks of reviewing published research and writing research papers by exploring the various philosophies of science used in research. In addition, this seminar will help doctoral students prepare for their dissertation tasks and future publications.
- MARK 8322: Scholarship Seminar [3-0]
Doctoral students will have a one to one contact with a faculty member. The purpose of this seminar is to build up the student's paper development and writing skills toward producing a premier journal article.

MARK 8371: Seminar in Marketing Topics

Examination of marketing topics focused on current literatures and research interests of faculty and students. Course may be repeated for credit with different topics.

MARK 8372: Marketing Seminar

[3-0]

An advanced examination of marketing topics focused on current literatures and research interests of faculty and students. Course may be repeated for credit with different topics.

MGMT 8322: Scholarship Seminar

[3-0]

Doctoral students will have a one to one contact with a faculty member. The purpose of this seminar is to build up the student's paper development and writing skills toward producing a premier journal article.

MGMT 8331: Research Methods I

[3-0]

This seminar covers the philosophical, conceptual, methodological, and analytical dimensions of scientific curiosity, data collection, analysis, and reporting. It is an interdisciplinary journey to psychological, social and behavioral approaches to conceptual and empirical science. The seminar equips students with an introductory set of knowledge and skills that enables them to use methods appropriate for their own research projects.

MGMT 8332: Research Methods II

[3-0]

This course is designed to train Ph.D. students to conduct high quality research and to write a strong research paper publishable in a Type A/Premium scholarly journal. To achieve these objectives, we will study in-depth the research process and methodologies. In addition, students are required to analyze and critique published studies in their field to gain expanded appreciation of how high quality research is conducted and disseminated. Students are also required to write and present a high quality research paper. This class is a Ph.D. seminar and, therefore, is an intensive learning experience. A necessary but not sufficient condition for success in this course is a commitment to excellence on the student's part.

MGMT 8333: Seminar in Organization Theory

[3-0]

The main purpose of this course is to familiarize doctoral students with the overall conceptualizations and contexts of the modern organization. Specifically, the contents of this course explore how the modern form of organizations evolved, how these organizations interact, influence and get influenced by their immediate and remote environments as well as how they organize their internal configurations. Five major theories of organizations will be discussed.

MGMT 8334: Seminar in Operations Management

[3-0]

The main goal of this course is to introduce Ph.D. students to the field of operations management. Operations management is concerned with making strategic operations decisions, designing the operating systems and developing the operations planning and control processes for managing the resources in accordance with the overall business strategy. During the last three decades the strategic value of operations management to businesses has been widely recognized. Although each student can relate topics of the course to his or her discipline, the primary focus of the course is on operations management. The topics that will be covered include but are not limited to the in-depth study and analysis of operations strategy, research methods used in the field of operations management, capacity strategy, process/product management, service operations, lean systems, quality management, supply chain management, and sustainability. Course also focuses on producing a research paper for a selected research question(s) in the field of operations management.

MGMT 8335: Seminar in Strategic Management [3-0]
This seminar introduces doctoral students to classic and contemporary thinking in the field of strategic management by examining both the theoretical and empirical developments in the last couple of decades as well as critiques and emerging research opportunities. More specifically, the course focuses on examining various concepts related to the conceptualization of corporate and business level strategies relating to sustainable competitive advantage of firms.

MGMT 8336: Seminar in Entrepreneurship [3-0]
This course is designed as a broad survey of major topics in the field of entrepreneurship. Its objective is to familiarize doctoral students with the primary theoretical underpinnings of the field as well as some of the common and/or promising methodological approaches to the study of entrepreneurial phenomena. Topics covered in the course include: a theoretical traditions in entrepreneurship, the nature of entrepreneurship research, foundations of the discipline, opportunity recognition, creativity and innovation, resource acquisition and management, venture performance, and special topics of entrepreneurs, such as international, corporate, and social entrepreneurs, among others.

MGMT 8337: Seminar in Organizational Behavior [3-0]
This doctoral seminar will provide an overview of classic and contemporary theory and research in the field of Organizational Behavior. Organizational Behavior examines the impact of individuals, groups, and structure on behavior within organizations. Some of the topic areas that we will cover include: job satisfaction and job attitudes, motivation, leadership, emotions and affect in organizations, organizational citizenship behavior, and work teams. In this course, critical review of current research in organizational behavior will be emphasized, as well as classic issues and theories within the field. Throughout the semester, we will also examine applications of this knowledge to real-world organizational contexts.

MGMT 8338: Seminar in International Management [3-0]
This doctoral seminar is a broad survey of major topics in the field of international management. The objective of the course is to familiarize doctoral students with the theory and research trends in the field. We will review important research papers in the area of national culture, general international business, as well as “micro” – cross-cultural organizational behavior and international human resource management – and “macro” – international strategy and entrepreneurship – areas of management. This review will include methodological and research process issues. The course will follow a seminar format where students will act as experts in a student-based discussion. Students are expected to write an academic research paper of publishable quality in the field of international management during the course.

MGMT 8339: Special Topics in Management [3-0]
Seminar topics will vary with the interests of the instructor or students. Readings and discussions will carry a research orientation with the goal to produce manuscripts suitable for submission to academic conferences or journals. Course may be repeated for credit with different topics.

QUMT 8310: Applied Multivariate Data Analysis I [3-0]
Multivariate statistical topics: heuristic review of univariate and bivariate statistical analysis, data examination to include missing data, outliers and assumptions of multivariate analysis, multiple regression analysis, discriminate analysis, logistic regression, and multivariate analysis of variance. Computer applications using appropriate statistical software packages will be presented, discussed and

analyzed. Critical analysis of published research using these techniques will be performed. **Prerequisite:** QUMT 6303 or the equivalent.

QUMT 8311: Applied Multivariate Data Analysis II [3-0]
Multivariate statistical topics: Cluster analysis, multidimensional scaling, exploratory factor analysis, confirmatory factor analysis, structural equation modeling and emerging techniques in multivariate analysis. Computer applications using appropriate statistical software packages will be presented, discussed and analyzed. Critical analysis of published research using these techniques will be performed. **Prerequisite:** QUMT 8310.

QUMT 8315: Advanced Quantitative Analysis [3-0]
This course introduces students to advanced quantitative methods and their applications in academic research. Course may cover one or more of the following topics: bootstrapping, survival analysis, spatial analysis, Bayesian statistics, stochastic process, and nonparametric methods. **Prerequisite:** QUMT 8310, QUMT 6303 or equivalent.

MBA Programs

- Business Administration (MBA)
- Advanced Business Administration (Certificate)
- Healthcare Administration and Leadership (Certificate)

Program of Study - Business Administration (MBA)

The MBA Program provides students with advanced study in a multicultural business environment with the goal of enhancing their business and administrative careers. Specifically, the program is designed to meet the career needs of those who:

1. wish to enhance their professional opportunities in executive or administrative positions in business, industry, government and service industries.
2. seek to broaden their knowledge in the functional business areas in order to increase the effectiveness and self-assurance in their management abilities.
3. are initiating their own business or business career.
4. are preparing to seek admission to a doctoral program.

Scope

The MBA degree is a broad-based 36-hour program designed to empower students with management and analytical decision-making skills needed to function in a changing business environment. The program may be completed within two academic years. Program courses are scheduled during evening hours or online to accommodate the large number of students with full-time day jobs.

The MBA Program is open to students who have a bachelor's degree in any discipline. However, MBA Foundation Courses or their equivalents must be taken prior to enrolling in Core Courses.

Admission Requirements

To be admitted to the graduate program in business administration, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

5. Complete the GMAT Exam with a minimum score 400 or the GRE test with minimum scores of 146 Verbal and 146 Quantitative
6. Submission of two letters of recommendation
7. Respond to five short answer questions to demonstrate writing competency and communication skills
8. Students with a GPA lower than 3.0 but higher than 2.75 will be considered on a case-by-case basis.

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

A waiver of the GMAT requirement will be granted to applicants who show proof of one of the following:

- Another graduate degree (master's or doctoral)
- An undergraduate GPA of 3.80 or higher on a 4 point scale
- A waiver may be granted to those students who have more than four years of upper managerial experience in supervisory roles, control of budgets, and decision-making

Interested students may apply prior to the deadlines published by the Graduate College.

Program Requirements

Foundation Courses

All students entering the MBA Program can comply with the Foundation Courses requirement by completing equivalent undergraduate coursework with a grade of B- or higher. Students without the required background must complete the following courses as applicable:

ACCT	6301	Accounting for Managers
ECON	6301	Principles of Economics
FINA	6303	Introduction to Finance
MARK	6300	Foundations of Marketing
MGMT	6301	Foundations of Management
QUMT	6303	Statistical Foundations

Required Courses

	27
ACCT 6320: Accounting and Financial Analysis	3
ECON 6350: Managerial Economics	3
FINA 6340: Advanced Corporate Finance	3
INFS 6330: Information Systems for Managers	3
MARK 6310: Marketing Strategy	3
MGMT 6330: Organizational Behavior	3
MGMT 6360: Production and Operations Management	3
MGMT 6390: Strategic Management	3
QUMT 6310: Business Research	3

Electives*	9
-------------------	----------

Choose one of the following specializations:

General Specialization

Choose any 9 hours of MBA electives

Business Analytics Specialization

Required:

INFS 6350: Foundations of Business Analytics

Choose 6 hours from the following courses:

INFS 6351: Application Development of Business Analytics

INFS 6352: Data Mining for Business Analytics

QUMT 6350: Decision Modeling for Business Analytics

Financial Planning Specialization

Choose 9 hours from the following courses:

FINA 6345: Contemporary Issues in Global Financial Markets

FINA 6351: Fundamentals of Financial Planning

FINA 6353: Retirement Planning

FINA 6355: Wealth Management

FINA 6359: Capstone in Financial Planning

Health Care Administration Specialization

Choose 9 hours from the following courses:

ACCT 6305: Healthcare Accounting

FINA 6350: Healthcare Finance

INFS 6340: Health Computer Information Systems

MARK 6350: Competing Through Service

MARK 6360: Health Care Marketing

MGMT 6333: Human Resource Management in Healthcare

MGMT 6372: Organizational Leadership and Change

International Trade Specialization

BLAW 6331 International Commerce Law

INTB 6304: International Business

INTB 6391: Seminar in Global Topics (*Topics will vary*)

Philanthropy and Non-Profit Organizations Specialization

ACCT 6362: Wealth, transfers, Trusts and Estates

FINA 6357: Introduction to Charitable Giving

Choose 3 hours from the following courses:

MARK 6311: Marketing Strategy for Non-Profits

MGMT 6309: Strategic Fundraising Planning for Non-Profit Organizations

Total graduate hours for degree:

36

**For students interested in writing a thesis, 6 thesis hours will form part of the 9 hours of electives*

Thesis Option

A student may elect to write a thesis in lieu of six hours of graduate elective coursework. The thesis is normally covered in two consecutive semesters.

Academic Standing

Three C Rule

A student who earns three C's in the MBA Program will be placed on suspension and is ineligible to continue. The student may appeal the suspension to the MBA Committee.

"F" Rule

A student who receives a grade of F will be automatically dismissed from the MBA Program. The student may appeal the dismissal from the MBA Program to the MBA Committee.

Graduate Assistants

The College of Business Administration and Entrepreneurship at UT Rio Grande Valley employs graduate students as teaching or research assistants, depending upon the needs and budget of the college. Assistantships are awarded each semester with renewal based on successful academic and graduate assistant performance. Full-time graduate assistants are required to devote approximately 20 hours per week per semester to their assignment, while maintaining an enrollment in a minimum of nine hours of graduate coursework (six hours during summer sessions). Reappointment of a graduate assistant shall be limited to a maximum of two years.

Applications for assistantship awards are available through the business master's programs. The completed application must be submitted to the Program Director. New students applying for an assistantship must submit a letter stating that they intend to enroll in a master's program in the College of Business Administration and Entrepreneurship.

Decisions to award graduate assistantships are made on a competitive basis by the Program Director. Graduate students placed on academic probation or suspension are ineligible to serve as graduate assistants.

Course Descriptions

ACCT 6301: Accounting for Managers [3-0]
An examination of financial and managerial accounting theory and concepts and their application in financial and managerial decision making. Does not count towards the MACC degree.

ACCT 6305: Healthcare Accounting [3-0]
This is an applied finance and accounting healthcare course, designed to provide decision makers with fundamental concepts in healthcare finance, accounting, budgeting, planning and forecasting. Does not count towards the MACC degree.

ACCT 6320: Accounting and Financial Analysis [3-0]
The objectives of this course are to review certain elements of financial reporting, to develop financial analysis skills, and to gain experience in using accounting information for decision making.
Prerequisite(s): ACCT 6301 or ACCT 2301 and ACCT 2302 or equivalent.

- ACCT 6322: Special Topics in Accounting [3-0]
 A study of current and special topics in accounting. This course has variable content and may be repeated for credit. **Prerequisites:** 15 hours of accounting, including ACCT 3321, ACCT 3323 and ACCT 3324 or its equivalent.
- ACCT 6325: Accounting for Management Planning and Control [3-0]
 This course is designed for those who aspire to be managers, management consultants, financial specialists, or human resource specialist. It teaches accounting and control issues and mechanisms from a managerial perspective. **Prerequisites:** ACCT 6301 or ACCT 2301 and ACCT 2302 or equivalent.
- ACCT 6329: Corporate and Partnership Taxation [3-0]
 This course addresses the federal taxation of corporations, partnerships, and limited liability companies. **Prerequisite:** ACCT 3323 or equivalent.
- ACCT 6330: International Taxation [3-0]
 This course will introduce the fundamentals of international taxation, including the taxation of foreign source income of U.S. citizens and residents and the taxation of U.S. source income of foreign persons. **Prerequisite:** ACCT 3323 or equivalent.
- ACCT 7300: Thesis I [3-0]
 Research and writing of the thesis.
- ACCT 7301: Thesis II [3-0]
 Research and writing of the thesis. **Prerequisite:** ACCT 7300.
- BLAW 6301: Legal Environment of Business [3-0]
 This course is an intensive study of the legal environment of business. The course begins with an overview of the court system, constitutional law and torts. It progresses into areas of law directly applicable to the business environment.
- BLAW 6331 International Commerce Law [3-0]
 This course examines the sources of international business law, comparative law among the US, Mexico and other major trading partners, the choice of law in international business disputes, the special issues that arise when doing business with foreign governments, the law governing international sales and the shipment of goods, and international intellectual property protection. In addition, the relationships between law and culture involved in international business transactions will be examined.
- ECON 6301: Principles of Economics [3-0]
 This course is an introduction to basic economic concepts. Macroeconomic topics will include national income and output, unemployment, inflation and economic, social and political structures and institutions. Microeconomic topics will include consumer choice, the firm's supply decision, product and resource markets, resource allocation and efficiency, and market structures. International/global comparisons will also be discussed when appropriate.
- ECON 6350: Managerial Economics [3-0]
 This course applies economic analysis to managerial issues in the business world. Specific topics considered include demand analysis, production and costs, pricing policies and market structures. Extensive use is made of case analysis. **Prerequisites:** ECON 6301 or ECON 2301 and ECON 2302.

- ECON 6351: Topics in Economics [3-0]
 This course is an in-depth study of specific topics in economics; subject matter varies from semester to semester. This course may be repeated for credit when the topic changes.
- ECON 6354: Health Economics [3-0]
 This course presents an overview of health and medical care economics. Topics covered include the production of health, cost and benefit analysis, health care systems and institutions, the demand for health insurance and medical care, medical care production and costs, the physician and hospital services industry, and health care reform.
- ECON 7300: Thesis I [3-0]
 Research and writing of the thesis.
- ECON 7301: Thesis II [3-0]
 Research and writing of the thesis.
- FINA 6303: Introduction to Finance [3-0]
 This course introduces fundamental concepts of financial tools and analysis for making effective managerial decisions. Topics include the role of the financial manager in the organization, decisions affecting the internal management of the firm, financial statement analysis, and operational planning and budgeting.
- FINA 6340: Advanced Corporate Finance [3-0]
 The study of advanced topics and cases in corporate managerial finance. The course builds on the foundation finance course; and covers topics including valuation of securities, valuation of business and investment decisions, capital structure, cost of capital, mergers and acquisitions, working capital management, international corporate finance and risk management. **Prerequisite:** FINA 6303 or FINA 3380 or equivalent.
- FINA 6341: Financial Management Seminar [3-0]
 This course covers the responsibilities of the financial manager as these relate to working capital management, capital budgeting and the determinants of the firm's cost of capital.
Prerequisite: Twelve hours of graduate business courses.
- FINA 6342: Financial Topics Seminar [3-0]
 This course is a survey of selected topics in finance. This course may be repeated for credit.
Prerequisite: Twelve hours of graduate business courses.
- FINA 6345: Contemporary Issues in Global Financial Markets [3-0]
 This course covers the most pressing contemporary issues in international financial markets. The first emphasis of the course is on how international financial markets, including foreign exchange markets, international money markets and international equity markets operate and inter-relate to each other. The second focus of the course is on risk factors faced by a multinational firm in its global operations and defensive hedging strategies to protect the firm from such risk factors. **Prerequisite:** FINA 6303 or FINA 3380 or equivalent.

FINA 6350: Healthcare Finance [3-0]
This course provides an introduction to the essential tools and techniques of health care financial management, including health care accounting and financial statements, managing cash flow, billings and collections, making major capital investments, determining cost and using cost information in decision-making in a health care environment. The course also covers such fundamental concepts as time value of money, the evaluation of financial statements, and pricing of financial instruments with an emphasis on their application to the health care environment. Students will also get exposure to developments in health care laws and regulations such as the Affordable Care Act.

FINA 6351: Fundamentals of Financial Planning [3-0]
This course is designed as an introductory course to the Personal Financial Planning profession at the graduate level. The course will focus on time value of money, personal financial statements, cash and debt management, education and retirement planning. The course will also provide learning activities that facilitate student growth and development in higher-level thinking, communication skills and peer networking.

FINA 6353: Retirement Planning [3-0]
This course is designed to examine topics of retirement planning and retirement plans from both the employer/employee and individual client settings. A case study approach will be used to apply and integrate the material, and evaluation of financial alternatives will be emphasized. In addition, the course will provide learning activities that will facilitate student growth and development, communication skills, and critical thinking.

FINA 6355: Wealth Management [3-0]
This course is designed to introduce students to the wealth management aspects of financial planning. The course will provide an overview of the theory and practice of wealth management to include the investment process portfolio design and implementation, tax management, and fund selection and evaluation.

FINA 6357: Introduction to Charitable Giving [3-0]
This course introduces students to techniques of charitable planning as viewed from the perspective of donors, financial planners, and fundraising professionals. The course focuses on the motivations of charitable giving with an emphasis on application within a professional context for fundraising professionals.

FINA 6359: Capstone in Financial Planning [3-0]
This course focuses on the application of the knowledge base acquired in the prerequisite courses as part of the financial planning concentration. The course will be case study based and emphasis will be on the analysis of data, critical thinking with regard to the client's circumstances, and the subsequent recommendations to a client.

FINA 7300: Thesis I [3-0]
Research and writing of the thesis.

FINA 7301: Thesis II [3-0]
Research and writing of the thesis.

INFS 6310: Project Management [3-0]
The concept of project management and its applicability to all types of business firms will be explored. Students will be exposed to the theoretical concepts of project management and their practical application, mathematical concepts necessary for planning and tracking projects and Microsoft Project, the leading project planning software. **Prerequisites:** ACCT 6301, ECON 6301, FINA 6301, MARK 6300, MGMT 6301 or approval from instructor.

INFS 6330: Information Systems for Managers [3-0]
Alternative approaches to managing the resources (computers, networks, software, data, & people) that organizations utilize in applying information systems. The roles of the user/manager identifying opportunities, obtaining computer applications and creatively using information technology to improve operational, tactical and strategic planning and performance. Topics that will be covered include enterprise systems, managerial support systems, decision support systems, e-commerce applications.

INFS 6335: Selected Topics in Health Information Systems [3-0]
An in-depth analysis of contemporary health computer information systems (HCIS) topics with emphasis on electronic health records (EHR) and health information exchange (HIE). It addresses Stages I, II and III of "Meaningful Use" requirement by the U.S. government. Can be retaken for credit for a maximum of nine hours.

INFS 6336: Global Information Technologies [3-0]
The purpose of this course is to investigate the role of information technology in multinational settings. This course will examine the international business environment and how information systems and technology can be effectively utilized in multinational organizations. **Prerequisite:** INFS 6330 or equivalent, or by permission of the instructor.

INFS 6340: Health Computer Information Systems [3-0]
This course provides the knowledge about fundamentals of health Information Systems and the role of Information systems in efficient operation of healthcare organizations. The course specifically focuses on: Evolution of HMIS, HMIS components and basic HMIS functions, technology infrastructure for healthcare organizations, basic concepts such as HER, HIE, CPOE, and CDSS, HMIS standards such as HIPPA, HL7, and DICOM, strategic information systems planning for healthcare organizations, systems analysis and project management, information security issues, and role of HMIS professionals in health organizations.

INFS 6350: Foundations of Business Analytics [3-0]
This course discusses the process of business analytics based on data modeling including problem definition, data preparation, descriptive and predictive analyses, evaluation of results, implementation and deployment. Data oriented methods using spreadsheet and structured query language (SQL) are emphasized for business transaction capturing, data aggregation and online analytic processing (OLAP). Students will perform analyses with various software packages in business contexts.

INFS 6351: Application Development for Business Analytics [3-0]
This course teaches students how to apply computing tools to novel analytic challenges in organizational contexts. For a series of organizational analysis case problems, students will learn how to choose appropriate data, store and format it for analysis, create customized computing solutions based on programming and scripting languages, and present the results in a variety of forms, including tabular

and graphic/visualization methods. Students will apply software languages such as R and Python, in desktop, cloud and high-performance computing contexts. **Prerequisite:** QUMT 6303 or QUMT 3341 or equivalent.

INFS 6352: Data Mining for Business Analytics [3-0]

This course provides students with knowledge and skills in the various decision analytical techniques for managerial decision making including big data analytics. A number of well-defined data mining techniques such as classification, estimation, prediction, affinity grouping and clustering, and data visualization will be covered. The Cross Industry Standard Process for Data Mining (CRISP-DM) will also be discussed. The data mining techniques will be applied to diverse business applications including: target marketing, credit risk management, credit scoring, fraud detection, medical informatics, telecommunications and web analytics. **Prerequisite:** QUMT 6303 or QUMT 3341 or equivalent.

INFS 6391: Information Security and Assurance Management [3-0]

This course is targeted towards graduate students and practitioners as it focuses on the significance of Information Security in present-day business organizations. The objective of this course is to provide students with a comprehensive understanding of the problems related to Information Security, and solutions to these problems. Students will receive theoretical and practical instructions in both managerial and technical aspects of securing information in organizations. The course will be helpful to students who are interested in attaining Certified Information Systems Security Professional certification and/or careers in Information Security. **Prerequisite:** INFS 6330 or equivalent, or by permission of the instructor.

INFS 7300: Thesis I [3-0]

Research and writing of the thesis.

INFS 7301: Thesis II [3-0]

Research and writing of the thesis.

INTB 6391: Seminar in Global Topics [3-0]

Course will examine various pertinent elements in the global business environment. Topics may include: customs, trans-border operations, multicultural management, multicultural marketing, amongst others. **Prerequisite:** Business Foundation Courses.

INTB 6304: International Business [3-0]

Course covers the foundation of the marketing and management disciplines in an international context. The course will use a graduate-level international business text as the core text, with special emphasis on material covering management and marketing issues. Supplemental readings will be required and will be from international marketing and international management literature. **Prerequisite:** Admission to MBA.

MARK 6300: Foundations of Marketing [3-0]

This course provides discussion about a range of topics related to the marketing field, its functions and institutional structure at the macro level, as well as an analysis of marketing strategies and policies at the micro level. In addition, it includes issues related to the psychological, social and cultural factors influencing marketing decisions at the business and consumer level.

MARK 6310: Marketing Strategy [3-0]

This course is an advanced study of marketing policy and decision-making based upon a consumer orientation, innovation and creative adaptation to change, cultural implication of marketing action, and the role of theory in marketing. It investigates how marketing affects overall corporate and business decisions and gives students an opportunity to look at high-level strategic marketing decisions in product planning, promotion pricing and distribution.

MARK 6311: Marketing Strategy for Non-Profits [3-0]

This course will focus on examining the determinants and motivations in charitable giving with an emphasis on applying the findings in a professional context for fundraisers and other relevant professionals. The course aims to provide students with a clear understanding of the role of marketing in a non-profit setting, including its impact on fundraising, client services, government relations, and volunteer management.

MARK 6320: Consumer Behavior [3-0]

The consumption process is key to understanding motivation, perception and decision making of consumers around the world. This course examines psychological, cultural, social and contextual influences on the consumption process and equips students with tools useful for increasing customer satisfaction.

MARK 6330: Business Ethics [3-0]

This multidisciplinary course in the area of business is designed to: 1) introduce the student to ethics examination on the basis of a scientific (in the analysis) and managerial (in the decision-making) approach to individual and organizational problems involving ethics; 2) review key ethical concepts and frameworks for the study of morality normative ethics justice and economic distribution, the nature of the business and the corporations, ethical issues in the workplace and the moral choices facing employees, consumers and the environment; 3) examine key ethical problems in business of our time, such as the current mortgage and financial crisis, fraud in online and offline commerce, and emerging problems in international management and cross-cultural marketing.

MARK 6340: Market Research Methods [3-0]

Topics of this course encompass the entire research process from formulating research problem(s) and determining research design to analyzing and interpreting data to help managers and researchers gain actionable information that will lead to intelligent decisions. Techniques for determining a problem or research issue are examined along with the proper methodologies and techniques for collecting and analyzing data. Computer statistical analysis techniques and programs are explored. Also stressed is the proper use of data in the decision making process as well as written and oral communication of research output.

MARK 6350: Competing Through Service [3-0]

This course focuses on the vital role services play in the economy and its future. It shows how the advanced economies of the world are now dominated by service(s), and virtually all companies, including those traditionally known as manufacturers, view services as critical to retaining their consumers today and in the future and surviving in the marketplace. Students will be exposed to the state-of-the-art in services management and marketing.

MARK 6360: Health Care Marketing [3-0]
Health care is a dynamic industry and continues to undergo dramatic reform and transformation. Within this fast changing environment, there are several trends that demand organizations to be effective marketers and to provide value to stakeholders, including patients. This course looks at contemporary trends in health care services including the increasing involvement of consumers in the health care process and the access to e-information, the impact of interactive technology and the emphasis on the need for transparency within the medical professional, but also privacy of medical records, as well as increasing competition and the shifting and reshaping of the health care landscape. Collectively and independently, these factors reinforce the relevance of marketing theory, practice and research in the context of health care services.

MARK 6370: Social Media in Business [3-0]
This course explains how strategic business communication has changed due to the rise of social media, and equips students with relevant knowledge and skills to develop business communication strategies that incorporate social media and cutting-edge consumer-to-consumer social interactions. Since social media is heavily technology-driven, the course will also cover related aspects of electronic and mobile commerce and marketing.

MARK 6390: Marketing Seminar [3-0]
A study of historical and current thought in marketing theory and practice. This course has variable content and course may be repeated for credit.

MARK 7300: Thesis I [3-0]
Research and writing of the thesis.

MARK 7301: Thesis II [3-0]
Research and writing of the thesis.

MGMT 6301: Foundations of Management [3-0]
This course exposes students to the fundamental concepts of organizations and management. It emphasizes the role of a manager as a decision maker and how managers in every organization plan, organize, motivate, and control in rapidly changing environments.

MGMT 6309: Strategic Fundraising Planning for Non-Profit Organizations [3-0]
Study of relationship between philanthropy and organizational mission and objectives. Examination of the strategic planning, implementation and evaluation of fundraising plans. Acquisition of analytical techniques pertaining to organizational capability development, competitive analysis, philanthropic integration of resource generation models, and management of fundraising in the shared economy.

MGMT 6330: Organizational Behavior [3-0]
An analysis of formal organizational theory and the interrelationship of individuals in organizations. A study of the organization as a system of authority, status, leadership, direction, culture, ethics, communication and influence. **Prerequisite:** MGMT 6301 or MGMT 3361.

MGMT 6331: Human Resource Management [3-0]
An analysis of the functions of personnel administration and of the relationship between the personnel-industrial relations system and the total organization system. Contemporary industrial relations, philosophies, and practices.

MGMT 6332: Management Seminar [3-0]

This course is designed to provide a broad overview of leadership and organizational change theories, practices and research. Special attention will be given to critical thinking skills and the students' ability to communicate and lead effectively in the discussion chat room format.

MGMT 6333: Human Resource Management in Healthcare [3-0]

This course is designed to acquaint students with basic principles and concepts of human resource management within a health care organization. Topics to be covered include recruitment, selection, compensation, employee retention, training and development, and legal compliance. Students will have the opportunity to study human resource related problems faced by various healthcare systems such as hospitals, integrated health care systems, managed care settings, private practices, and public health clinics.

MGMT 6334: International Management [3-0]

The course focuses on the study of the global management practices of planning, organizing, staffing, communicating, negotiating, leading, and controlling across nations. The course includes the adaptation of these management functions across social, cultural, economic, legal, ethical, and political environments. The course includes the intersection of international management topics with current global business events.

MGMT 6335: Entrepreneurship [3-0]

This course deals with the critical factors of initiating and managing new growth-oriented ventures. There is a primary focus on the behaviors of entrepreneurs (both successful and unsuccessful), the venture creation process, new venture strategies, identification and evaluation of new venture opportunities, new venture financing, legal and tax considerations, and other key aspects of the entrepreneurial process.

MGMT 6360: Production and Operations Management [3-0]

The study of the role of the production function in the business system and its relationship to marketing and finance. The focus is on the decision-making necessary for productivity improvement in the transformation process of manufacturing and non-manufacturing service organizations. Strategies of production system design, capacity management, quality management; production planning, inventory planning and control, facility location and supply chain management are explored. Systems studies include Just-in-Time, Total Quality Management and Flexible Manufacturing Systems. **Prerequisite:** MGMT 6301 or MGMT 3361.

MGMT 6365: Supply Chain Management [3-0]

This course allows the students to develop an understanding of key design and operational issues in supply chain management. The following topics are covered with emphasis on Best Practices: logistics network design, warehousing, transportation, procurement, facilities, inventory rationalization, human factors and supply chain execution software. **Prerequisites:** ACCT 6301, ECON 6301, FINA 6303, MGMT 6301 and MARK 6301.

MGMT 6372: Organizational Leadership and Change [3-0]

This course is designed to provide a broad overview of Leadership and Organizational change theories, practices and research. Special attention will be given to critical thinking skills and the students' ability to communicate and lead effectively in the discussion chat room format.

MGMT 6390: Strategic Management [3-0]
This capstone course integrates knowledge in functional areas and covers strategy formulation, implementation and evaluation. Different types of organizations in all kinds of environments and industries are studied. Technology, culture and ethics are important environmental variables considered. **Prerequisites:** Eighteen hours of MBA core courses. ACCT 6320, MGMT 6330, FINA 6340, ECON 6350, MGMT 6360, and MARK 6370.

MGMT 7300: Thesis I [3-0]
Research and writing of the thesis.

MGMT 7301: Thesis II [3-0]
Research and writing of the thesis.

QUMT 6303: Statistical Foundations [3-0]
An introduction to statistical methodology to include probability concepts, inference techniques, analysis of variance, regression analysis, chi square and other non-parametric analyses. This course focuses on the use of the computer in performing statistical analysis. **Prerequisite:** Admission to the MBA Program.

QUMT 6310: Business Research [3-0]
Business research techniques and methodologies. Topics include scientific method, business information sources, research proposal development and evaluation, research design, scaling and instrument design, sampling design, statistical packages and applications, research reporting and writing and ethical considerations in business research. **Prerequisite:** QUMT 6303 or QUMT 3343 or equivalent.

QUMT 6350: Decision Modeling for Business Analytics [3-0]
This course introduces students to various prescriptive analytic techniques and tools that can be used to analyze business decision problems and create business value. Topics may include deploy analytics such as aggregate planning models and complex problem solving. Analytical packages and modeling software such as Excel solver for linear and integer programming will be extensively used throughout the course. The emphasis of this course will be placed on the application of techniques and interpretation of the results.

Program of Study - Advanced Business Administration

The certificate in Advanced Business Administration (CABA) Program is a graduate program that provides students with the fundamentals of business concepts, theories and practices. Students who earn the certificate will be prepared to apply the learned concepts to real business situations in a variety of Industries. The CABA Program is especially designed to meet the needs of college graduates with non-business degrees, who seek either a better understanding of relevant business practices or admission to the MBA Program.

Admission Requirements

To be admitted to the certificate program in advanced business administration, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley.

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	18
ACCT 6301: Accounting for Managers	3
ECON 6301: Principles of Economics	3
FINA 6303: Introduction to Finance	3
MARK 6300: Foundations of Marketing	3
MGMT 6301: Foundations of Management	3
QUMT 6303: Statistical Foundations	3
Total hours required for completion:	18

Course Descriptions

ACCT 6301: Accounting for Managers [3-0]
An examination of financial and managerial accounting theory and concepts and their application in financial and managerial decision making. Does not count towards the MACC degree.

ECON 6301: Principles of Economics [3-0]
This course is an introduction to basic economic concepts. Macroeconomic topics will include national income and output, unemployment, inflation and economic, social and political structures and institutions. Microeconomic topics will include consumer choice, the firm's supply decision, product and resource markets, resource allocation and efficiency, and market structures. International/global comparisons will also be discussed when appropriate.

FINA 6303: Introduction to Finance [3-0]
This course introduces fundamental concepts of financial tools and analysis for making effective managerial decisions. Topics include the role of the financial manager in the organization, decisions affecting the internal management of the firm, financial statement analysis, and operational planning and budgeting.

MARK 6300: Foundations of Marketing [3-0]
This course provides discussion about a range of topics related to the marketing field, its functions and institutional structure at the macro level, as well as an analysis of marketing strategies and policies at the micro level. In addition, it includes issues related to the psychological, social and cultural factors influencing marketing decisions at the business and consumer level.

MGMT 6301: Foundations of Management [3-0]
This course exposes students to the fundamental concepts of organizations and management. It emphasizes the role of a manager as a decision maker and how managers in every organization plan, organize, motivate, and control in rapidly changing environments.

QUMT 6303: Statistical Foundations [3-0]
An introduction to statistical methodology to include probability concepts, inference techniques, analysis of variance, regression analysis, chi square and other non-parametric analyses. This course focuses on the use of the computer in performing statistical analysis.

Program of Study - Health Care Administration and Leadership

The Certificate in Health Care Administration and Leadership is a graduate program designed to prepare students to plan, direct, coordinate, and deliver health care services. The Certificate Program consists of 12 credit hours of courses emphasizing administrative and leadership skills in the health care industries.

Admission Requirements

To be admitted to the certificate program in advanced business administration, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley. Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	12
<i>Choose 12 hours from the following:</i>	
ACCT 6305: Health Care Accounting	3
ECON 6354: Health Economics	3
MARK 6360: Health Care Marketing	3
MGMT 6333: Human Resource Management in Health Care	3
MGMT 6372: Organizational Leadership and Change	3
NURS 6307: Health Care Policy, Organization and Financing	3
SPAN 6360: Language Access and Planning in Healthcare	3
Total hours required for completion:	12

Course Descriptions

ACCT 6305: Health Care Accounting [3-0]
This is an applied finance and accounting healthcare course, designed to provide decision makers with fundamental concepts in healthcare finance, accounting, budgeting, planning and forecasting. Does not count towards the MACC degree.

ECON 6354: Health Economics [3-0]
This course presents an overview of health and medical care economics. Topics covered include the production of health, cost and benefit analysis, health care systems and institutions, the demand for health insurance and medical care, medical care production and costs, the physician and hospital services industry, and health care reform.

MARK 6360: Health Care Marketing [3-0]
Health care is a dynamic industry and continues to undergo dramatic reform and transformation. Within this fast changing environment, there are several trends that demand organizations to be effective marketers and to provide value to stakeholders, including patients. This course looks at contemporary trends in health care services including the increasing involvement of consumers in the health care process and the access to e-information, the impact of interactive technology and the emphasis on the need for transparency within the medical professional, but also privacy of medical records, as well as increasing competition and the shifting and reshaping of the health care landscape. Collectively and

independently, these factors reinforce the relevance of marketing theory, practice and research in the context of health care services.

MGMT 6333: Human Resource Management in Health Care [3-0]

This course is designed to acquaint students with basic principles and concepts of human resource management within a health care organization. Topics to be covered include recruitment, selection, compensation, employee retention, training and development, and legal compliance. Students will have the opportunity to study human resource related problems faced by various healthcare systems such as hospitals, integrated health care systems, managed care settings, private practices, and public health clinics.

MGMT 6372: Organizational Leadership and Change [3-0]

This course is designed to provide a broad overview of Leadership and Organizational change theories, practices and research. Special attention will be given to critical thinking skills and the students' ability to communicate and lead effectively in the discussion chat room format.

NURS 6307: Health Care Policy, Organization and Financing [3-0]

This course focuses on health care policy, organization and financing. The advanced practice nurse's role in the provision of quality cost-effective care, participation in design and implementation of health care in a variety of health care systems, and leadership in managing human, fiscal and physical health care resources is emphasized. **Prerequisite:** Graduate student status.

SPAN 6360: Language Access and Planning in Healthcare [3-0]

Introduction to quantitative and qualitative research methodologies appropriate to the study of language in healthcare settings. Review of major social and behavioral theories that inform research on language issues in healthcare settings.

School of Accountancy

- Accountancy (MAcc)

Program of Study - Accountancy (MAcc)

The Master of Accountancy (MAcc) program is designed to enable students to compete for professional accounting positions in business and government as well as in public accounting firms. The degree satisfies the 150-hour requirements of the Texas State Board of Public Accountancy to sit for the Certified Public Accountant examination, and permits specialization in accounting beyond that provided by the undergraduate accounting degree (Bachelor of Business Administration).

The MAcc program provides a learning environment that develops a diverse set of skills in students (including technical, analytical, critical thinking, communication, and technological skills) to prepare them for professional careers in a dynamic world. The foregoing statement reflects the desired learning outcomes from both the undergraduate and graduate programs. The MAcc program substantially enhances those learning outcomes.

The MAcc program assumes that the student either has an undergraduate degree in accounting or has taken the leveling courses necessary to succeed in the program. It meets the needs of past graduates in accounting as well as those who may wish to retrain themselves to be accountants.

Admission Requirements

To be admitted to the graduate program in accountancy, prospective candidates must meet all the requirements for graduate admission to UT Rio Grande Valley. The decision to admit a student to the MACC program will be based on:

9. GMAT score
10. Two letters of recommendation
11. A letter of intent
12. A curriculum vitae

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

A waiver of the GMAT requirement may be granted to applicants who show proof of one of the following:

- Have an active Certified Public Accountant (CPA) license
- Hold a graduate degree from an Association to Advance Collegiate Schools of Business (AACSB) accredited university
- Graduated with an undergraduate GPA of 3.25 or higher on a 4 point scale overall and in all their accounting course work

Program Requirements

Required Courses	9
ACCT 6331: Financial Accounting Theory	3
ACCT 6333: Business Law for Accountants ^a	3
ACCT 6380: Professional Ethics ^b	3
 <i>Choose one of the following concentrations:</i>	
<u>Auditing Concentration</u>	12
ACCT 6310: Auditing	3
ACCT 6363: Fraud Examination	3
ACCT 6370: Internal Auditing	3
ACCT 6375: Financial Statement Analysis	3
 <u>Taxation Concentration</u>	 12
ACCT 6329: Corporate and Partnership Taxation ^c	3
ACCT 6330: International Taxation	3
ACCT 6360: Tax Research and Communication	3
ACCT 6362: Wealth, Transfers, Trusts and Estates	3
 Graduate Business Electives	 6
 Capstone	 3
ACCT 6341: Accounting Research and Communication	3
 Total graduate hours for degree:	 30

- a. Students who have taken BLAW 3338 (or an equivalent undergraduate business law class) must take a graduate-level accounting elective instead.
- b. Students who have taken ACCT 4350 (or an equivalent undergraduate ethics class) must take a graduate-level accounting elective instead.
- c. Students who have taken ACCT 4329 (or an equivalent undergraduate corporate tax class) must take a graduate-level accounting elective instead.

Notes:

1. Business Electives may include any graduate-level non-accounting courses, excluding the foundation courses in the MBA program, subject to approval of the MACCDirector.
2. ACCT 6320 and ACCT 6375 (previously MACC 6375) cannot both be counted towards the MACC degree.
3. The MACC program offers some classes in the traditional classroom setting and some Online. A student must have the permission of the Director of the School of Accountancy to enroll in more than nine hours of graduate work during a single semester regardless of the mode of delivery.
4. Students who do not have an undergraduate degree in accounting have to take (or must have taken) the following remedial courses before enrolling in MACC classes:
 - ACCT 3321 – Intermediate Accounting I
 - ACCT 3322 – Intermediate Accounting II
 - ACCT 3323 – Income Taxation
 - ACCT 3324 – Cost Accounting and Management
 - ACCT 4327 – Auditing, and
 - ACCT 4331 – Advanced Accounting

Early Admission

Students with a declared BBA major in accounting who have completed at least 90 semester hours of coursework (including at least four upper-level accounting courses) and have a minimum GPA of 3.50 both overall and in their upper-level accounting classes may apply for early admission to the Graduate College. These students will be admitted to the MACC program conditional on: (1) maintaining the 3.5 GPAs upon completing the 120-hour undergraduate accounting degree requirements; and (2) conferral of their undergraduate degree. Students conditionally admitted to the MACC program may take up to six hours of MACC classes in their senior year to facilitate a five-year completion time for both BBA and MACC degrees. In addition, the GMAT requirement is waived for these students. However, students must meet all other requirements of the Graduate College to receive a MACC degree.

Academic Standing

Three C Rule

A Master's degree candidate is ineligible to continue in the program if a grade of C or lower is received in any three courses taken to complete the requirements of the MACC degree. Receipt of a higher grade in a course that has been repeated does not cause the original grade to be disregarded in the application of this rule; all earned grades are included.

"F" Rule

A Master's degree student who receives a grade of "F" will be automatically dismissed from the program. The student may appeal the dismissal from the MACC Program to the Dean of the College.

Course Descriptions

- ACCT 6310: Auditing [3-0]
A study of the contemporary problems facing the auditing profession and the research that addresses these problems and other auditing issues. **Prerequisite:** ACCT 4327 or equivalent.
- ACCT 6320: Accounting and Financial Analysis [3-0]
The objectives of this course are to review certain elements of financial reporting, to develop financial analysis skills, and to gain experience in using accounting information for decision making. **Prerequisite(s):** ACCT 6301 or ACCT 2301 and ACCT 2302 or equivalent.
- ACCT 6322: Special Topics in Accounting [3-0]
A study of current and special topics in accounting. This course has variable content and may be repeated for credit. **Prerequisites:** 15 hours of accounting, including ACCT 3321, ACCT 3323 and ACCT 3324 or equivalents.
- ACCT 6323: Accounting Seminar [3-0]
Seminar on contemporary international and domestic accounting issues. **Prerequisites:** 9 hours of graduate-level accounting classes.
- ACCT 6325: Accounting for Management Planning and Control [3-0]
This course is designed for those who aspire to be managers, management consultants, financial specialists, or human resource specialist. It teaches accounting and control issues and mechanisms from a managerial perspective. **Prerequisites:** ACCT 6301 or ACCT 2301 and ACCT 2302 or equivalent.
- ACCT 6328: Tax Topics [3-0]
An examination of the reasoning underlying the federal rules governing income taxation of individuals, partnerships, and corporations through an analysis of prominent tax cases and related readings. **Prerequisite:** ACCT 3323 or equivalent.
- ACCT 6329: Corporate and Partnership Taxation [3-0]
This course addresses the federal taxation of corporations, partnerships, and limited liability companies. **Prerequisite:** ACCT 3323 or equivalent.
- ACCT 6330: International Taxation [3-0]
This course will introduce the fundamentals of international taxation, including the taxation of foreign source income of U.S. citizens and residents and the taxation of U.S. source income of foreign persons. **Prerequisite:** ACCT 3323 or equivalent.
- ACCT 6331: Financial Accounting Theory [3-0]
An examination of contemporary accounting theories and their impact on the evolution of financial accounting and reporting requirements. **Prerequisite:** ACCT 3322 or equivalent.
- ACCT 6333: Business Law for Accountants [3-0]
An in-depth study of issues of business law relevant to the accounting profession. Ethical and global issues are emphasized. **Prerequisite:** BLAW 3337 or equivalent.
- ACCT 6340: Managerial Accounting [3-0]

This course examines advanced cost and managerial accounting topics with an emphasis on contemporary issues in strategic management and control. **Prerequisite:** ACCT 3324 or equivalent.

ACCT 6341: Accounting Research and Communication [3-0]

This course involves performing research in accounting and communicating the results (both orally and in writing). It is designed to integrate students' knowledge of various areas of accounting and develop specific skills and abilities in students that are deemed essential for success in the accounting profession. **Prerequisite:** 15 hours of graduate-level accounting classes.

ACCT 6345: Business Restructuring [3-0]

This course examines issues in accounting, corporate finance and corporate governance relating to the choice of organizational form, mergers and acquisitions, spinoffs, and other forms of corporate restructuring. **Prerequisite:** Admission to a graduate business program.

ACCT 6350: Information Technology for Accounting and Control [3-0]

An extensive examination of technology and audit tools as well as accounting and control systems. **Prerequisite:** ACCT 3326 or equivalent.

ACCT 6360: Tax Research and Communication [3-0]

A study of authoritative tax law sources, tax research methodology, and research documentation and reporting. The course involves conducting research on typical tax problems and communicating the results. **Prerequisite:** ACCT 3323 or equivalent.

ACCT 6362: Wealth, Transfers, Trusts and Estates [3-0]

A study of the estate, gift and income tax treatment of the accumulation and transfer of wealth through estates and by lifetime transfers. Includes a review of estate-planning tools and use of trusts and other techniques to achieve desired goals. **Prerequisite:** ACCT 6328 or equivalent.

ACCT 6363: Fraud Examination [3-0]

The objective of this course is to provide students with the knowledge, skills, and experiences that are essential in fraud detection, litigation support, and business valuation and analysis. **Prerequisite:** ACCT 6310, ACCT 3321, and ACCT 3322 or equivalents.

ACCT 6365: Business Analysis and Valuation [3-0]

Addresses the use of financial statements and other information to analyze and value firms with different models. **Prerequisite:** ACCT 3321 and ACCT 3322 or equivalents.

ACCT 6370: Internal Auditing [3-0]

An introduction to the principles, techniques, and standards of internal auditing, with emphasis on the assurance and value-adding role of internal auditing in risk management, internal controls, and governance processes. **Prerequisite:** ACCT 4327 or equivalent.

ACCT 6375: Financial Statement Analysis [3-0]

The objective of this course is to introduce students to the analysis and interpretation of financial statements and related disclosures for forecasting and valuation purposes. Emphasis is placed on assessing the quality of financial information and other disclosures. ACCT 6375 and ACCT 6320 cannot both be counted towards the MACC degree. **Prerequisite:** Admission to the MACC program.

ACCT 6380: Professional Ethics [3-0]
An introduction to ethical reasoning, core values, and professional issues in accounting and business. Decision-making within the framework of professional standards and the legal environment is also discussed. **Prerequisite:** ACCT 3322 and ACCT 4327 or equivalents.

ACCT 6385: Global Accounting Regulation [3-0]
A study of International Financial Reporting Standards (IFRS) and the differences between IFRS and US GAAP. Consideration is given to geopolitical issues, international organizations, and the role of regulators in the standard setting process. **Prerequisite:** ACCT 3321 and ACCT 3322 or equivalents.

ACCT 6392: Advanced Financial Reporting [3-0]
An advanced and in-depth coverage of the theory and practice of financial reporting. **Prerequisite:** Admission to the MACC program.

Certificates

- Customs and International Trade

Program of Study - Customs and International Trade

This certificate is designed to provide those with a baccalaureate degree an enhanced level of knowledge in customs and international trade. It will provide graduates with the skillsets in this field to allow them to become more competitive in the global environment.

Admission Requirements

To be admitted to the certificate program in advanced business administration, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Minimum of 3 years applicable experience
2. Resume (*used to determine experience*)

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	12
INTB 6391: Seminar in Global Topics - International Customs Law	3
INTB 6391: Seminar in Global Topics - Commercial Transactions Law and Policy	3
INTB 6391: Seminar in Global Topics - United States Customs Law and Border Regulation	3
INTB 6391: Seminar in Global Topics - Principles of Compliance Management	3
Total hours required for completion:	12

Course Descriptions

INTB 6391: Seminar in Global Topics - International Customs Law [3-0]
This course introduces students to the relationship between the domestic responsibilities of customs and border regulatory administrations and the international legal obligations to which they give effect.

The course addresses customs and national sovereignty, the relationship between domestic customs law and international law, and territorial jurisdiction and border concepts. The course also examines the international organizations, treaties and conventions that impact on custom activities, with particular focus on the impact of the World Customs Organization (WCO), the World Trade Organization (WTO) and the United Nations. Students will become familiar with the Convention establishing the Customs Cooperation Council/WCO, the Revised Kyoto Convention on the Simplification and Harmonization of Customs Procedures, the WCO's Framework on Supply Chain Security, and the UN Drug Conventions and other border-related treaties and conventions.

INTB 6391: Seminar in Global Topics - Commercial Transactions Law and Policy [3-0]

This course introduces students to the commercial issues associated with business transactions involving the movement of goods across international borders and the ways in which such commercial issues impact customs and border regulatory requirements as well as supply chain cost efficiency. Students will become familiar with international transportation processes in multiple modes, examine commercial and legal aspects of the international sale and carriage of goods, terms of trade (INCOTERMS®) and apportionment of risk, the financing of international transactions (including letters of credit), liability, insurance and related matters. Students will also learn how to identify sources of information about international business transactions and apply their knowledge to their work as administrators or compliance managers; in particular they will learn how to increase their ability to deal effectively with key issues of international trade contracts, terms of trade, and associated matters as they relate to business management and the regulatory management of the cross-border movements of goods.

INTB 6391: Seminar in Global Topics - United States Customs Law and Border Regulation [3-0]

This course examines the legal underpinnings of US Customs Law in the Constitution and federal law, key statutory developments in the 20th Century through the present day, and follow the historical development of US Customs from its founding in 1789 to its present-day status as US Customs and Border Protection, a unit of the Department of Homeland Security. Students will be given a comprehensive overview of US obligations to declare goods on import and export and the roles and responsibilities of commercial parties, carriers and service providers in the cross-border environment. Customs duties and fees will be examined, along with US trade remedies, duty relief and deferral programs and preferential trading arrangements, including NAFTA. Post 9/11 supply-chain security related measures will be reviewed, as will key import safety-related restrictions and reporting requirements. The course will cover issues related to the filing of export declarations and provide an introductory overview of US export controls.

INTB 6391: Seminar in Global Topics - Principles of Compliance Management [3-0]

This course introduces students to contemporary methods of regulatory compliance management and the use of risk management principles in ensuring regulatory compliance from the perspective of government regulator as well as from the perspective of business. Students are introduced to compliance management policies and practices that achieve an appropriate balance between facilitation and regulatory control in the government context, and cost-effective compliance in the business context. This includes an analysis of international trends that impact on regulatory compliance management, such as emerging technologies, commercial imperatives and security-and-safety-related concerns. Comparisons are drawn between the compliance management strategies employed by

customs authorities in leading economics as well in corporate environments, including through the use of case studies. Compliance metrics and reporting methodologies are analyzed in the public and private sector context of the course participants. From a government perspective, issues related to intra-agency, international, and private-sector cooperation and building management support for compliance initiatives is a subject of focus, as is effective interaction with government.

COLLEGE OF EDUCATION AND P-16 INTEGRATION

The College of Education and P-16 Integration's mission is to

- provide rigorous programs of study founded on the belief that scholarship and life experience are strengthened when integrated, that diversity in all its manifestations is a fundamental component of excellence in education, and that partnerships that foster authentic social and community engagement is vital;
- engage in continuous improvement through curricular and technological innovation in order to remain responsive to the changing educational and global reality;
- develop highly qualified, multi-culturally responsive and sustaining, innovative scholars, learning leaders, and education professionals who challenge the status quo and serve as change agents who make a difference by promoting social justice, embracing diversity in its broadest definition, inspiring thought leadership, and pursuing lifelong learning; and
- lead through evidence-based decision making and data literacy in order to share our story with the academic and broader research communities, as well as our public school partners, families, and policy makers.

Department of Bilingual and Literacy Studies

- Bilingual Education (MED)
- Reading and Literacy (MED)
- Digital Literacy Leader (Certificate)
- Master Reading Teacher (Teacher Credentialing)
- TxVSN Digital Literacies (Certificate)

Program of Study - Bilingual Education (MED)

A central goal of educators is to provide equitable educational opportunities to all children, regardless of race, ethnicity, gender, language, culture, or socioeconomic status. One of the most controversial school programs, bilingual education, is committed to this goal. UTRGV's innovative and unique Master of Education in Bilingual Education is designed to develop master teachers and advocates with a thorough understanding of effective enrichment bilingual education and practices that not only meet the educational needs of Spanish speakers, but also provide bilingual/biliterate/bicultural enrichment opportunities for all children. Students in this degree program take coursework in language development, second language acquisition, and models of effective practice, linguistics, and assessment.

While all students take core courses, the program features three specializations. Each student chooses the area they are interested in: Dual Language Education, ESL, or Educational Leadership.

- In the *Dual Language Specialization*, coursework is in Spanish and focuses on dual language Spanish/English settings.
- In the *ESL Specialization*, coursework is in English and prepares English as a Second Language teachers who have a strong understanding of bilingualism across PreK-12 settings.
- In the *Educational Leadership Specialization*, coursework is in English and focuses on building expertise about emergent bilinguals among campus and district administrators.

Unique among master's degrees in bilingual education, our degree program prepares "dual experts" in various areas to promote and support enrichment bilingual education.

Students completing the degree will be able to provide expert instruction, advise administrators, participate in program development, and lead professional development for schools and districts. Above all, students will become agents of change by advocating for bilingual learners and equitably implementing education policy for bilingual and their communities.

The M. Ed. in Bilingual Education is a 36-hour degree consisting of 27 hours (including bilingual education core and research methods and evaluation) plus 9 hours in the selected Specialization.

Admission Requirements

To be admitted to the graduate program in bilingual education, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

13. Minimum undergraduate GPA of 3.0
14. If applicant does not meet the minimum undergraduate GPA criterion, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission
15. Submission of two letters of recommendation from professional or academic sources
16. Submission of a personal statement essays (complete both a and b)
 - a. Write 250 words in English explaining your interest in graduate studies
 - b. Write 250 words for your chosen specialization:
 - i. Dual Language Specialization: En español, explique su interés en ambientes y aulas bilingües
 - ii. ESL Specialization: In English, explain your interest in students who speak languages other than English.
 - iii. Educational Leadership Specialization: In English, explain your interest in leadership for bilingual environments.
17. Submission of a resume which includes educational and background and work experience
18. Documentation of one of the following:
 - Teacher certification in the U.S. or
 - Licenciatura or equivalent from another country, in a field related to education or language, or
 - Employment in a charter school, private school, or a community college,
 - For applicants without teaching certification or experience, conditional admission may be considered.

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	27
EDFR 6300: Research Methods in Education	3
EDFR 6388: Introduction to Historical and Socio-Cultural Foundations of Education	3
EDBE 6322: Bilingualism/Multiculturalism: Critical Issues and Practices	3
EDBE 6324: Dual Language Enrichment Education	3

EDBE 6335: Bilingual Content Areas Across the Curriculum	3
EDBE 6350: The Bilingual Reading Process	3
EDBE 6351: Research on Language Development in Bilingual Environments	3
EDBE 6365: Action Research in Dual Language and ESL Education	3
EDBE 6367: Assessing Emergent Bilinguals	3

Designated Electives **9**

Choose one of the following areas of specialization:

Dual Language Specialization (These courses are taught in Spanish)

EDBE 6363: Literatura Infantil	3
EDBE 6364: Principles and Practices of Biliteracy Development in Spanish and English	3
EDBE 6366: Academic Spanish Across the Content Area	3

ESL Specialization

EDSL 6323: Approaches and Current Practices in Second Language Instruction	3
EDSL 6325: ESL for Bilingual and Multicultural Settings	3
EDSL 6351: Linguistics for ESL	3

Educational Leadership Specialization

Select 3 of the following courses:

EDUL 6300: Data Management for School Improvement	3
EDUL 6320: Curriculum Leadership for School Improvement	3
EDUL 6325: Instructional Leadership	3
EDUL 6330: Instructional Leadership for Diverse Learners	3
EDUL 6335: Supervision of Instruction	3

Capstone Requirement

Non-Thesis

Written Comprehensive Exam

Thesis

EDBE 7300: Thesis I	3
EDBE 7301: Thesis II	3

With the thesis option, students must complete the thesis sequence instead of 6 hours from the degree plan with the guidance from the graduate advisor and /or thesis committee chair.

Total hours required for completion: **36**

Course Descriptions:

EDBE 6317: Special Topics in Bilingual Education [3-0]
 Extensive study in topics related to the education of bilingual and multilingual learners. May be repeated for credit when topic varies.

EDBE 6322: Bilingualism/Multiculturalism: Critical Issues and Practices [3-0]
 Students review social, cultural, political and educational issues that affect bilingualism/multiculturalism in education, especially those that impact the education of Latino students. The course reviews the history, effective models, and best practices of bilingual and ESL education.

EDBE 6324: Dual Language Enrichment Education [3-0]
This course provides a thorough understanding of research, programs and pedagogical issues in dual language enrichment models of education. It will emphasize the research-based trend regarding the movement of bilingual education instructional models from remedial paradigms of learning to an enrichment paradigm. It will also examine equity and policy issues regarding academic achievement of students from varied backgrounds participating in remedial ESL/bilingual programs versus dual language enrichment programs.

EDBE 6335: Bilingual Content Areas Across the Curriculum [3-0]
This course emphasizes a variety of advanced instructional strategies appropriate for teaching elementary mathematics, science and social studies through the Spanish and English language to the bilingual child. Specifically, competency will be assessed in the areas of planning, teaching/learning, communication, management, concept development and assessment. Appropriate classroom application of content-area terminology in Spanish/English will be emphasized.

EDBE 6350: The Bilingual Reading Process [3-0]
This course presents the knowledge, skills and attitudes related to the bilingual reading process in the classroom by examining rationale, goals, diagnosis, placement, transfer, learning strategies, instructional materials and assessment procedures for the reading process in a dual-language classroom environment.

EDBE 6351: Research on Language Development in Bilingual Environments [3-0]
This course will focus on the development of the first and second language as it relates to the dual language enrichment education and other bilingual instructional environments. Research on the similarities and differences between the first and second language acquisition process, including English as a Second Language (ESL) methodology theory and practice, will be analyzed and applied to the bilingual/ESL instructional settings. Analyses will focus on effective development of social and academic linguistic proficiency of learners in the Spanish and English language.

EDBE 6363: Literatura Infantil [3-0]
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.

EDBE 6364: Principles and Practices of Biliteracy Development in Spanish and English [3-0]
This course, taught in Spanish, examines different theories, approaches, and current practices of literacy development and their implications for biliteracy instruction for Spanish-speaking bilingual students.

EDBE 6365: Action Research in Dual Language and ESL Education [3-0]
The course emphasizes the value of teacher research through which critical issues in the fields of ESL and bilingual education of Latinos in particular are investigated. Students will identify research questions, review current literature, and complete action research projects related to bilingual/ESL teaching and learning.

- EDBE 6366: Academic Spanish Across the Content Area [3-0]
 This course, taught in Spanish, focuses on the use of academic Spanish in the teaching of science, mathematics, social science, music, art, and language arts, and current approaches of teaching those subjects in bilingual classrooms. The course includes the study of standard academic Spanish as well as dialects of Spanish.
- EDBE 6367: Assessing Emergent Bilinguals
 Students will be provided with the knowledge and skills needed to assess emergent bilingual students in ways that are valid, reliable and fair.
- EDBE 7300: Thesis I [3-0]
 Students may take this course to begin and/or complete thesis work. Registration requires approval from the student's academic advisor. May be repeated.
- EDBE 7301: Thesis II [3-0]
 Students may take this course to begin and/or complete thesis work. Registration requires approval from the student's academic advisor. May be repeated.
- EDFR 6300: Research Methods in Education [3-0]
 A survey of quantitative, qualitative, and mixed methods research designed to introduce students to educational research. This course will include research design, literature review, critiquing research, and action research.
- EDFR 6388: Introduction to Historical and Socio-Cultural Foundations of Education [3-0]
 Analyzing historical and sociocultural forces of education with regard to education through philosophical, sociological, historical and anthropological perspectives.
- EDBE 6317: Special Topics in the Education of ESL Learners [3-0]
 Extensive study in topics related to the education of ESL learners. May be repeated for credit when topic varies.
- EDSL 6323: Approaches and Current Practices in Second Language Instruction [3-0]
 This course will provide students with approaches and current practices for teaching reading and writing to second language learners.
- EDSL 6325: ESL for Bilingual and Multicultural Settings [3-0]
 This course will emphasize intercultural teaching practices, stressing second language instruction in bilingual and multicultural settings.
- EDSL 6351: Linguistics for ESL [3-0]
 This course explores the linguistic basis of the reading process. Students will consider the implications of the basic concepts from phonology, orthography, morphology and syntax for teaching reading and for teaching English language learners.
- EDUL 6300: Data Management for School Improvement [3-0]
 This course focuses on analyzing and interpreting campus data for decision-making necessary to promote the success of all children. Special emphasis will be on developing action plans to meet student performance goals. Additionally, the course focuses on the development of educators as leaders in

assessment, research, and evaluation. Applicable laws, policies and regulations including local, state, and federal accountability standards will be emphasized.

EDUL 6320: Curriculum Leadership for School Improvement [3-0]

In this course students will learn to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning. Emphasis is on the alignment of curriculum, curriculum resources, and assessment, and the use of various forms of assessment to measure student performance. It will include the research of successful strategies for identified student groups. Applicable laws, policies and regulations will be emphasized.

EDUL 6325: Instructional Leadership [3-0]

This course examines effective instructional approaches and programs used in schools. It explores critical issues specific to curriculum, innovative instructional methods, and the role of educators as school leaders. Additionally, the course focuses on the development of educators as leaders in assessment, research and evaluation. Applicable laws, policies, and regulations will be emphasized.

EDUL 6330: Instructional Leadership for Diverse Learners [3-0]

This course provides a study of the delivery of differentiated instruction for diverse learners to include Bilingual Education/ESL, Gifted & Talented, Migrant, Special Education, 504, Career & Technology Education (CATE), and other special programs. Emphasis is placed on the principal's role of elementary and secondary school programs. Applicable laws, policies, and regulations will be emphasized.

EDUL 6335: Supervision of Instruction [3-0]

This course provides an overview of the supervision and evaluation of instructional personnel, including the analysis of classroom instruction and the development of teachers to ensure high levels of learning in the classroom with applicable laws, policies, and regulations emphasized. A minimum of 20 hours of field-based experience are required.

Program of Study - Reading and Literacy (MED)

The purpose of the Master of Education in Reading and Literacy is to increase professional and scholarly knowledge about literacy development, learning and teaching in monolingual, bilingual and multilingual contexts. Students in the program choose a concentration to follow: literacy, biliteracy, adolescent literacy, or K-12 reading specialist certification. The program provides graduates with a deep understanding of:

1. The ways that literacy is constructed socially, culturally, and ideologically in an increasingly globalized world.
2. Language and literacy development across multiple linguistic and cultural contexts.
3. Instructional design, delivery, and assessment in literacy education for students with diverse backgrounds including students from culturally diverse backgrounds, emergent bilinguals and multilinguals, transnational students, and those with reading difficulties or challenges.
4. Effective oral and written communication for scholarly and professional purposes; collaboration with administrators, literacy colleagues, parents/families, and community members; and leadership skills and techniques.

Admission Requirements

To be admitted to the graduate program in reading and literacy, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, the GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical is required for conditional admission
2. Submission of two letters of recommendation from individuals knowing the applicant in a professional or academic capacity
3. Submission of a one to two page letter of intent indicating reasons for pursuing the degree
4. Submission of a resume
5. Minimum of 15 hours undergraduate hours in reading or a related field

Students who are applying for the Reading Specialist concentration will also need the following requirements:

6. Submission of a valid teaching certificate and teacher service record showing a minimum of two years of teaching experience
7. Personal interview

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	18
EDFR 6300: Research Methods in Education	3
RLIT 6305: Conducting Literacy Research	3
RLIT 6307: Sociocultural Foundations of Literacy	3
RLIT 6309: Theoretical Foundations of Reading and Literacy	3
RLIT 6310: Children's and Adolescent Literature	3
RLIT 6345: Transnational and Immigrant Literacies	3

Choose one of the following concentrations:

Reading Specialist Concentration:

Reading Specialist Courses	12
RLIT 6313: Literacy Development and Language Study	3
RLIT 6329: Literacy Assessment and Instructional Decision-Making	3
RLIT 6356: Practicum I	3
RLIT 6357: Practicum II	3

Choose one of the following options:

<u>Thesis Option</u>	6
RLIT 7300: Thesis I	3
RLIT 7301: Thesis II	3
RLIT 7100: Advanced Thesis (<i>optional course-does not count toward degree</i>)	1

<u>Non Thesis Option</u>	6
Six hours of literacy-related electives approved by advisor	
Capstone Requirement	
Cumulative Portfolio	
Total graduate hours for degree:	36
<u>Literacy Concentration:</u>	
Literacy Courses	12
RLIT 6313: Literacy Development and Language Study	3
RLIT 6320: Writing in the Reading Classroom	3
RLIT 6329: Literacy Assessment and Instructional Decision-Making	3
RLIT 6330: Teaching Struggling Readers	3
<i>Choose one of the following options:</i>	
<u>Thesis Option</u>	6
RLIT 7300: Thesis I	3
RLIT 7301: Thesis II	3
RLIT 7100: Advanced Thesis (<i>optional course-does not count toward degree</i>)	1
<u>Non Thesis Option</u>	6
Six hours of literacy-related electives approved by advisor	
Capstone Requirement	
Cumulative Portfolio	
Total graduate hours for degree:	36
<u>Biliteracy Concentration:</u>	
Biliteracy Courses	12
RLIT 6311: Crossing Borders with Literature for Young People	3
EDBE 6350: The Bilingual Reading Process	3
EDBE 6351: Research on Language Development in Bilingual Environments	3
SPAN or EDBE course approved by advisor	3
<i>Choose one of the following options:</i>	
<u>Thesis Option</u>	6
RLIT 7300: Thesis I	3
RLIT 7301: Thesis II	3
RLIT 7100: Advanced Thesis (<i>optional course-does not count toward degree</i>)	1
<u>Non Thesis Option</u>	6
Six hours of literacy-related electives approved by advisor	

Capstone Requirement
Cumulative Portfolio

Total graduate hours for degree: 36

English/Adolescent Literacy:

English/Adolescent Literacy Courses 12

ENGL 6360: Introduction to Descriptive Linguistics for Teachers	3
RLIT 6320: Writing in the Reading Classroom	3
RLIT 6351: Adolescent Literacy	3
ENGL course approved by advisor	3

Choose one of the following options:

Thesis Option 6

RLIT 7300: Thesis I	3
RLIT 7301: Thesis II	3
RLIT 7100: Advanced Thesis (<i>optional course-does not count toward degree</i>)	1

Non Thesis Option 6

Six hours of literacy-related electives approved by advisor

Capstone Requirement
Cumulative Portfolio

Total graduate hours for degree: 36

Digital Literacy Concentration:

Digital Literacy Courses 18

RLIT 6301: Digital Literacies and Reading for Young Children	3
RLIT 6302: Adolescent Digital Literacies and Reading	3
RLIT 6303: Diverse Learner Digital Literacies and Reading	3
RLIT 6306: Assessment Practices in Digital Literacies and Reading	3
RLIT 6308: Digital Literacies and Reading Leadership	3
Literacy-related elective approved by advisor	3

Capstone Requirement
Cumulative Portfolio

Total graduate hours for degree: 36

Exit Option

In addition to coursework, students in all concentrations must successfully complete either a thesis or a cumulative graduate portfolio in order to graduate.

Additional Information about the Reading Specialist Certification Concentration

This concentration allows students to prepare for K-12 Reading Specialist certification. Students who wish to pursue Reading Specialist certification must meet additional admission requirements (see above). Students are not allowed to enter the program in another concentration and then switch to the Reading Specialist concentration. Once students complete all program requirements and pass the Reading Specialist TExES exam, they will be eligible to apply for Reading Specialist certification. Applying for certification is the student's responsibility. Students should apply for certification as soon as they are eligible.

This concentration is designed to academically prepare individuals for the role of reading specialist. However, satisfying the curriculum and testing requirements alone does not mean UTRGV will recommend a candidate to the State of Texas for Reading Specialist certification. As part of meeting the program objectives for Reading Specialists, students are expected to conduct themselves in an ethical, responsible, and professional manner. This conduct is evaluated through the Fitness to Practice (FTP) policy as an element of student's performance in the program. The purpose of the FTP review process is to regularly monitor students' professional and personal development to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as reading specialists. Students who do not comply with the FTP policy may be exited from the program. Please visit the program website for the full text of the policy.

Course Descriptions

EDBE 6350: The Bilingual Reading Process [3-0]

This course presents the knowledge, skills and attitudes related to the bilingual reading process in the classroom by examining rationale, goals, diagnosis, placement, transfer, learning strategies, instructional materials and assessment procedures for the reading process in a dual-language classroom environment.

EDBE 6351: Research on Language Development in Bilingual Environments [3-0]

This course will focus on the development of the first and second language as it relates to the dual language enrichment education and other bilingual instructional environments. Research on the similarities and differences between the first and second language acquisition process, including English as a Second Language (ESL) methodology theory and practice, will be analyzed and applied to the bilingual/ESL instructional settings. Analyses will focus on effective development of social and academic linguistic proficiency of learners in the Spanish and English language.

EDFR 6300: Research Methods in Education

A survey of quantitative, qualitative, and mixed methods research designed to introduce students to educational research. This course will include research design, literature review, critiquing research, and action research

ENGL 6360: Introduction to Descriptive Linguistics for Teachers [3-0]

An introduction to the methods of linguistics science with emphasis on problem solving techniques and the application to specific problems. This course includes a research project exploring the application of linguistics to specific situations.

RLIT 6301: Digital Literacies and Reading for Young Children [3-0]
This course focuses on digital literacies for young children of diverse linguistic and cultural backgrounds. Students will research digital literacies. They will reflect on instructional practices and materials involving traditional and digital literacies, as well as how digital literacies can impact change in educational contexts.

RLIT 6302: Adolescent Digital Literacies and Reading [3-0]
Candidates learn and teach strategies to address the multi-modal literacy needs and practices of adolescents from diverse linguistic and cultural backgrounds across all content areas. Metacognitive and collaborative strategies for adolescents' 21st Century success are addressed.

RLIT 6303: Diverse Learner Digital Literacies and Reading [3-0]
This course examines how diverse learners engage with traditional and digital literacies. Candidates understand: dyslexia, accessibility mandates, local support personnel, online privacy, language, background, and learning style needs. They develop differentiated online lesson plans and interventions for diverse K-12 learners, and ensure equitable multi-modal instruction and assessment.

RLIT 6305: Conducting Literacy Research [3-0]
Students design and implement a research study as they examine major traditions of literacy research, with a focus on contemporary research of interest to teachers and researchers in the Rio Grande Valley. Strategies in interpreting and analyzing the professional literature will also be emphasized. **Prerequisite:** EDFR 6300.

RLIT 6306: Assessment in Digital Literacies and Reading [3-0]
This course highlights reflective assessment and instruction in traditional and digital literacies. Candidates assess and teach diverse learners using formal and informal assessments. Candidates develop leadership skills, create and teach an online course, and interact with parents and struggling learners.

RLIT 6307: Sociocultural Foundations of Literacy [3-0]
Participants will explore how social, political, economic, and cultural forces shape beliefs about race, class, language, gender, and literacy. Implications for teaching, learning and educational change will be examined.

RLIT 6308: Digital Literacies and Reading Leadership [3-0]
This course focuses on leadership in digital literacies and reflective practice in schools and programs serving linguistically and culturally diverse students. Students examine policy and research in organizational change, mentoring, and leading adult learners. Literacy and digital literacies program evaluation as well as parent and community involvement are highlighted.

RLIT 6309: Theoretical Foundations of Reading and Literacy [3-0]
This course examines major theories of reading and literacy and the influence of cognitive, sociocultural, multimodal and critical approaches to literacy on current understandings of how children and adults learn literacy in and out of school.

RLIT 6310: Children's and Adolescent Literature [3-0]
This course will provide a broad knowledge of quality children's and adolescent literature including theoretical perspectives and issues in the field such as transactional theory, critical literacy, multimodal

experiences with literature, and issues of authenticity and representation. Participants will also engage with methods for using literature in the monolingual, bilingual, and multilingual literacy classroom.

RLIT 6311: Crossing Borders with Literature for Young People [3-0]

Participants will explore children's and young adult literature that crosses physical, cultural and linguistic borders. This includes multicultural and multiethnic literature, Latino literature; literature reflecting the immigrant /transnational experience, and bilingual texts. Issues pertaining to cultural authenticity and representation, translation and language use, and global literature will also be discussed.

RLIT 6313: Literacy Development and Language Study [3-0]

This course examines theories of oral language development in monolingual, bilingual, and multilingual contexts and the role of language as a foundation for literacy. Participants will explore phonology, morphology, orthography, syntax, and semantics. In addition, participants will explore instructional methods for teaching students how words and language works.

RLIT 6317: Special Topics [3-0]

Extensive study in topics related to literacy and the teaching of reading. May be repeated for credit when the topic varies.

RLIT 6320: Writing in the Reading Classroom [3-0]

This course examines the integration of reading and writing processes in monolingual, bilingual, and multilingual contexts. Participants will explore writing development, the interconnections between reading and writing, strategies for teaching writing in K-12 reading classrooms, and writing across the curriculum.

RLIT 6329: Literacy Assessment and Instructional Decision-Making [3-0]

Participants will explore and critique formal and informal assessments suitable to the monolingual, bilingual, and multilingual literacy classroom. They will learn to develop or select, administer, and interpret appropriate assessments. Participants will also learn to make instructional decisions based on the results of these assessments.

RLIT 6330: Teaching Struggling Readers [3-0]

Participants learn cognitive, neurological, emotional, and sociocultural reasons some students struggle with literacy. Participants will explore what curricular structures and instructional strategies will build on student strengths to support these students in monolingual, bilingual, and multilingual contexts. Fluency and comprehension will also be addressed. **Prerequisite:** RLIT 6329.

RLIT 6345: Transnational and Immigrant Literacies [3-0]

This course introduces the local and global literacy forms and practices of immigrant children, youth, and families, with special emphasis on the multilingual literacies of the U.S.-Mexico borderregion. Participants will study home, family, work, and community literacies of immigrant readers and writers. Participants will compare these to the literacies expected of learners in school settings, and identify curriculum, materials, and instructional strategies to help transnational and immigrant learners succeed in school.

RLIT 6351: Adolescent Literacy [3-0]

Participants will examine the literacy interests and needs of adolescents, including literacy demands in the content areas at the middle-school and high-school levels and the intersections of technology and

literacy. This course also introduces strategies to support content area reading and vocabulary learning in monolingual, bilingual, and multilingual contexts.

RLIT 6356: Practicum I [3-0]

Participants will complete a supervised practicum at a local school district as they explore the multiple facets of the Reading Specialist role. In addition, during regular class meetings participants will learn how to identify, assess and instruct readers who need extra support. **Prerequisites:** Literacy core courses, RLIT 6313, RLIT 6329 and admission to reading specialist/MRT option.

RLIT 6357: Practicum II [3-0]

Participants will complete a supervised practicum at a local school district. In addition, during regular class meetings participants will examine the multiple facets of the Reading Specialist, particularly mentoring teachers, providing appropriate professional development and being a literacy leader in their schools and communities. **Prerequisites:** Literacy core courses, RLIT 6313, RLIT 6329, RLIT 6356 and admission to reading specialist/MRT option.

RLIT 7100: Advanced Thesis [1-0]

Students may take this course for continuation of thesis work. Registration requires approval from the student's academic advisor. **Prerequisites:** RLIT 7300 and RLIT 7301.

RLIT 7300: Thesis I [3-0]

In this course students begin work on their thesis under the supervision of a thesis committee.

RLIT 7301: Thesis II [3-0]

In this course students continue work on their thesis under the supervision of a thesis committee.

Prerequisite: RLIT 7300.

Program of Study - Digital Literacy Leader*

The purpose of the program is to supply schools with teachers who can provide leadership in the area of digital literacy development. The courses in this program are all offered online.

Admission Requirements

To be admitted to the digital literacy leader certificate program, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley.

Students may take this program as a non-degree seeking student or may complete it as part of a graduate degree program.

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses **12**

RLIT 6301: Digital Literacies and Reading for Young Children 3

RLIT 6302: Adolescent Digital Literacies and Reading 3

RLIT 6303: Diverse Learner Digital Literacies and Reading 3

RLIT 6308: Digital Literacies and Reading Leadership 3

Total hours required for completion: **12**

**This certificate is internal to UTRGV and is not affiliated with TEA*

Course Descriptions

RLIT 6301: Digital Literacies and Reading for Young Children [3-0]

This course focuses on digital literacies for young children of diverse linguistic and cultural backgrounds. Students will research digital literacies. They will reflect on instructional practices and materials involving traditional and digital literacies, as well as how digital literacies can impact change in educational contexts.

RLIT 6302: Adolescent Digital Literacies and Reading [3-0]

Candidates learn and teach strategies to address the multi-modal literacy needs and practices of adolescents from diverse linguistic and cultural backgrounds across all content areas. Metacognitive and collaborative strategies for adolescents' 21st Century success are addressed.

RLIT 6303: Diverse Learner Digital Literacies and Reading [3-0]

This course examines how diverse learners engage with traditional and digital literacies. Candidates understand: dyslexia, accessibility mandates, local support personnel, online privacy, language, background, and learning style needs. They develop differentiated online lesson plans and interventions for diverse K-12 learners, and ensure equitable multi-modal instruction and assessment.

RLIT 6308: Digital Literacies and Reading Leadership [3-0]

This course focuses on leadership in digital literacies and reflective practice in schools and programs serving linguistically and culturally diverse students. Students examine policy and research in organizational change, mentoring, and leading adult learners. Literacy and digital literacies program evaluation as well as parent and community involvement are highlighted.

Program of Study - Master Reading Teacher

The purpose of the Master Reading Teacher Credential program is to increase professional knowledge about literacy development, learning, and teaching in monolingual, bilingual, and multilingual contexts as students become literacy leaders in their schools and communities. The program provides completers with a deep understanding of:

1. Language and literacy development across multiple linguistic and cultural contexts.
2. Instructional design, delivery, and assessment in literacy education for students with diverse backgrounds including students from culturally diverse backgrounds, emergent bilinguals and multilinguals, transnational students, and those with reading difficulties or challenges.
3. Effective oral and written communication for scholarly and professional purposes; collaboration with administrators, literacy colleagues, parents/families, and community members; and leadership skills and techniques

Admission Requirements

To be admitted to the Master Reading Teacher credential program, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of two letters of recommendation from individuals knowing the applicant in a professional or academic capacity

2. Submission of a one to two page letter of intent indicating reasons for pursuing the certificate
3. Minimum of 15 hours undergraduate hours in reading or a related field
4. Submission of teaching certificate and teacher service record showing a minimum of two years of teaching experience
5. Personal interview

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	18
RLIT 6309: Theoretical Foundations of Reading and Literacy	3
RLIT 6313: Literacy Development and Language Study	3
RLIT 6329: Literacy Assessment and Instructional Decision-Making	3
RLIT 6330: Teaching Struggling Readers	3
RLIT 6356: Practicum I	3
RLIT 6357: Practicum II	3
Total hours required for completion:	18

Fitness to Practice Policy and Certification

The Master Reading Teacher Credential program is designed to academically prepare individuals for the role of master reading teacher. However, satisfying the curriculum and testing requirements alone does not mean a candidate will be recommended to the State of Texas for master reading teacher certification. As part of meeting the program objectives, students are expected to conduct themselves in an ethical, responsible, and professional manner. This conduct is evaluated through the Fitness to Practice (FTP) policy as an element of student's performance in the program. The purpose of the FTP review process is to regularly monitor students' professional and personal development to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as master reading teachers. Students must comply with the program Fitness to Practice policy in order to continue in the program and be recommended for Master Reading Teacher certification. Please see the program website for the full text of the Fitness to Practice policy.

Once students pass all program requirements and the Master Reading Teacher TExMaT exam, they will be eligible to apply for Master Reading Teacher certification. Applying for certification is the student's responsibility. Students should apply for certification as soon as they are eligible.

Course Descriptions

RLIT 6309: Theoretical Foundations of Reading and Literacy [3-0]
 This course examines major theories of reading and literacy and the influence of cognitive, sociocultural, multimodal and critical approaches to literacy on current understandings of how children and adults learn literacy in and out of school.

RLIT 6313: Literacy Development and Language Study [3-0]
 This course examines theories of oral language development in monolingual, bilingual, and multilingual contexts and the role of language as a foundation for literacy. Participants will explore phonology,

morphology, orthography, syntax, and semantics. In addition, participants will explore instructional methods for teaching students how words and language works

RLIT 6329: Literary Assessment and Instructional Decision-Making [3-0]
Participants will explore and critique formal and informal assessments suitable to the monolingual, bilingual, and multilingual literacy classroom. They will learn to develop or select, administer, and interpret appropriate assessments. Participants will also learn to make instructional decisions based on the results of these assessments.

RLIT 6330: Teaching Struggling Readers [3-0]
Participants learn cognitive, neurological, emotional, and sociocultural reasons some students struggle with literacy. Participants will explore what curricular structures and instructional strategies will build on student strengths to support these students in monolingual, bilingual, and multilingual contexts. Fluency and comprehension will also be addressed. **Prerequisite:** RLIT 6329.

RLIT 6356: Practicum I [3-0]
Participants will complete a supervised practicum at a local school district. In addition, during regular class meetings participants will examine the multiple facets of the Reading Specialist, particularly identifying and working with readers who need extra support. **Prerequisites:** Literacy core courses, RLIT 6313, RLIT 6329 and admission to reading specialist/MRT option.

RLIT 6357: Practicum II [3-0]
Participants will complete a supervised practicum at a local school district. In addition, during regular class meetings participants will examine the multiple facets of the Reading Specialist, particularly mentoring teachers, providing appropriate professional development and being a literacy leader in their schools and communities. **Prerequisites:** Literacy core courses, RLIT 6313, RLIT 6329, RLIT 6356 and admission to reading specialist/MRT option.

Program of Study - TxVSN Digital Literacies*

The purpose of the program is to supply schools with teachers who can teach and assess children effectively online. This certificate has been approved by the Texas Virtual Schools Network. The courses for this program are all offered online.

Admission Requirements

To be admitted to the TXVSN Digital Literacies certificate program, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley. Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	12
RLIT 6302: Adolescent Digital Literacy and Reading	3
RLIT 6303: Diverse Learner Digital Literacies and Reading	3
RLIT 6306: Assessment Practices in Digital Literacies and Reading	3
RLIT 6308: Digital Literacies and Reading Leadership	3

Total graduate hours for certificate:

12

**This certificate is internal to UTRGV and is not affiliated with TEA*

Course Descriptions

RLIT 6302: Adolescent Digital Literacies and Reading [3-0]

Candidates learn and teach strategies to address the multi-modal literacy needs and practices of adolescents from diverse linguistic and cultural backgrounds across all content areas. Metacognitive and collaborative strategies for adolescents' 21st Century success are addressed.

RLIT 6303: Diverse Learner Digital Literacies and Reading [3-0]

This course examines how diverse learners engage with traditional and digital literacies. Candidates understand: dyslexia, accessibility mandates, local support personnel, online privacy, language, background, and learning style needs. They develop differentiated online lesson plans and interventions for diverse K-12 learners, and ensure equitable multi-modal instruction and assessment.

RLIT 6306: Assessment Practices in Digital Literacies and Reading [3-0]

This course highlights reflective assessment and instruction in traditional and digital literacies. Candidates assess and teach diverse learners using formal and informal assessments. Candidates develop leadership skills, create and teach an online course, and interact with parents and struggling learners.

RLIT 6308: Digital Literacies and Reading Leadership [3-0]

This course focuses on leadership in digital literacies and reflective practice in schools and programs serving linguistically and culturally diverse students. Students examine policy and research in organizational change, mentoring, and leading adult learners. Literacy and digital literacies program evaluation as well as parent and community involvement are highlighted.

Department of Counseling

- Counseling and Guidance (MED)

Program of Study - Counseling and Guidance (MED)

Mission

The mission of the Guidance and Counseling M.Ed. program is to prepare highly competent professionals who can respond to the lifespan mental health needs of a multicultural community. The Master of Education in Counseling and Guidance offers two programs: community counseling and school counseling. Graduates of the UTRGV Counseling and Guidance program are committed to advocacy and leadership in the communities they serve.

Upon completion, the professional school counselor is prepared to be an integral part of the academic services in P-16 schools, trained to facilitate the growth and learning of students by providing services in guidance curriculum, responsive services, individual planning and systems support. The professional school counselor also provides direct services to students and coordinates services with programs and agencies within the school and in the community.

The community counselor receives instruction in the required professional content areas, and practicum hours to apply for national and/or state Licensure. Upon licensure, the counselor is prepared to provide services across the lifespan in the areas of individual and group counseling in public, private, state and/or federal agencies.

Admission Requirements

To be admitted to the graduate program in counseling and guidance, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

19. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission
20. Submission of three letters of recommendation at least one of which must be from a former professor
21. Submission of a letter of intent
22. Submission of a resume
23. Personal interview
24. Criminal background check

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Appeal Process for Students Denied Admission

Students who are denied admission for any reason may appeal to the Counseling Department Appeals Committee in the following manner:

1. File a letter of appeal to the committee for consideration in the next regular semester.
2. Provide an essay that details significant life events, with an emphasis on achievements and responsibilities that would indicate an ability to undertake graduate work and a probability for success in the field of counseling.
3. Complete an interview by the Counseling Department Appeals committee. The Appeals committee may accept the appeal, deny the appeal or accept the appeal with

conditions, e.g., additional academic work, personal counseling, and/or similar experiences.

Program Requirements

Required Courses	57
COUN 6301: Introduction to Research Methods in Counseling	3
COUN 6304: Human Growth and Development for Counseling Professionals	3
COUN 6310: Introduction to Guidance and Counseling	3
COUN 6311: Professional, Ethical, and Legal Issues in Counseling	3
COUN 6313: Personal/Social Development of the Counselor	3
COUN 6314: Assessment of Counseling and Development	3
COUN 6327: Counseling Theories, Methods and Techniques I	3
COUN 6328: Counseling Theories, Methods and Techniques II	3
COUN 6340: Diagnosis and Treatment Plan in Counseling	3
COUN 6345: Career Developmental Theories	3
COUN 6347: Addictions Counseling	3
COUN 6349: Child and Adolescent Counseling	3
COUN 6351: Crisis Counseling	3
COUN 6361: Introduction to Marriage and Family Therapy	3
COUN 6364: Multicultural Counseling	3
COUN 6365: Counseling Practicum	3
COUN 6368: Group Counseling	3
COUN 6369: Counseling Internship I	3
COUN 6370: Counseling Internship II	3

Choose one of the following options:

<u>School Counseling</u>	3
COUN 6344: School Counseling and Guidance	3
<u>Clinical Mental Health Counseling</u>	3
COUN 6367: Clinical Mental Health Counseling	3

Capstone Requirement

Counselor Preparation Comprehensive Exam (CPCE)

Total graduate hours for degree: 60

Admitted students are required to attend the Counseling Department Student Orientation. Students are expected to abide by all counseling-related ethical codes and legal statutes, including but not limited to those set forth by the American Counseling Association, the American School Counseling Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. **Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling program faculty, including dismissal from the program.**

A student must earn a 'B' or better in every course. In the event that a student does not meet the aforementioned requirement, the student must seek advisement to schedule the course repeat. Students earning more than two Cs during the program may be exited from the program.

Counseling and Guidance candidates must successfully complete five benchmarks to ensure progress through the program. Benchmarks include:

1. A grade of 'B' or better on the theoretical orientation paper in COUN6328
2. A grade of 'B' or better on counseling videos assessing counseling skills in COUN6365
3. A satisfactory rating on goodness-of-fit to practice conducted each semester by faculty team meeting (students who receive unsatisfactory ratings will be placed on a growth plan with recommendations to successfully improve in the program; see the program website for the full text of this policy)
4. Successful completion of the Counselor Preparation Comprehensive Examination (CPCE) as determined by one (1) standard deviation below the national mean

Exit Requirements

1. Completion of all course requirements with a minimum 3.0 grade point average.
2. Satisfactory completion of all benchmarks.

Once all program requirements are completed for the Counseling and Guidance M.Ed., students are eligible to take the School Counseling TExES exam, and, if successful, can apply for state School Counseling certification. It is the student's job to apply for certification. Students should apply for certification as soon as they are eligible. If TEA certification standards change between the time a student completes the program and the time he or she applies for certification, the student will be required to meet the new standards before being certified. This may mean taking additional courses or completing additional requirements.

Community Counseling (LPC) Program

Once all program requirements are completed for the Counseling and Guidance M.Ed., students are eligible to begin the application process for the Licensed Professional Counselor credential from the State of Texas. Information is available via the Texas Department of Health website at <http://www.dshs.state.tx.us/counselor/>.

Program completers who have passed the licensure exam should pursue licensure immediately. If licensure standards change between the time a student completes the program and the time he or she applies for licensure, the student will be required to meet the new standards before being licensed. This may mean taking additional courses or completing additional requirements.

Course Descriptions

COUN 6301: Introduction to Research Methods in Counseling [3-0]
Introduction to research methods and statistical analysis in counseling. Emphasizes data-gathering techniques in social and behavioral science databases; critical review of literature used in clinical assessment, intervention and evaluation; planning and design of research proposal; and instruction in APA style.

COUN 6304: Human Growth and Development for Counseling Professionals [3-0]
Advanced study in the application of life span developmental theories to human behavior, learning, and personality. Includes understanding the nature and needs of all people at all developmental levels from prenatal through old age.

COUN 6310: Introduction to Guidance and Counseling [3-0]
Students will be introduced to the role of counselors in a variety of settings including their role in advocacy and social justice. They will become familiar with the history of counseling, preparation standards, professional organizations, ethical standards and legal issues pertaining to counseling, and the dynamics of the counseling process.

COUN 6311: Professional, Ethical, and Legal Issues in Counseling [3-0]
This course focuses on the ethics codes of professional organizations (APA & ACA) with a major emphasis on professional standards, ethical principles and legal considerations in the counseling profession. **Prerequisite:** COUN 6310.

COUN 6313: Personal/Social Development of the Counselor [3-0]
The course facilitates the personal/social development of the counselor through self-understanding (intrapersonal) and understanding of self and others (interpersonal). Knowledge, skills and attitudes necessary for effective human relationships and for creating a climate of mutual respect in systems will be emphasized.

COUN 6314: Assessment of Counseling and Development [3-0]
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. **Prerequisites:** COUN 6301.

COUN 6327: Counseling Theories, Methods and Techniques I [3-0]
The following theories of individual and group counseling will be examined: Psychoanalytic, Adlerian, and Humanistic. Focus will be on understanding the importance of theory in counseling, building a theoretical knowledge base for counseling and critical examination of theories most appropriate for individual and group counseling. Assessment and intervention techniques for each theory will be addressed. Demonstrated competence for each theory will be required. Ethical and Legal issues will be examined for each. **Prerequisites:** COUN 6310, COUN 6313.

COUN 6328: Counseling Theories, Methods and Techniques II [3-0]
The following theories of individual and group counseling will be examined: Behavioral, Cognitive, and Postmodern. Additional theories may be included as needed. Focus will be on understanding the importance of theory in counseling, building a theoretical knowledge base for counseling and critical examination of theories most appropriate for individual and group counseling. Assessment and intervention techniques for each theory will be addressed. Demonstrated competence for each theory will be required. Ethical and Legal issues will be examined for each. **Prerequisites:** COUN 6310, COUN 6313, 6327.

COUN 6340: Diagnosis and Treatment Plan in Counseling [3-0]
The course in counseling introduces students to the concepts of psychopathology and to major diagnostic categories of the current DSM. Emphasis is placed on differential diagnosis and understanding of how cultural, biological, social, psychopharmacology and psychological factors are necessary when developing a holistic and ethical model of assessment and treatment planning. **Prerequisites:** COUN 6310, 6313, 6314, 6327, 6328.

COUN 6344: School Counseling and Guidance [3-0]
Students will learn the essential roles and responsibilities of school counselors as they relate to planning, implementation and evaluation of counseling and guidance programs. Students learn research-based practices in school counseling. Ethical, legal and multicultural issues are emphasized. **Prerequisites:** COUN 6310, 6313, 6327, 6328.

COUN 6345: Career Developmental Theories [3-0]
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. **Prerequisites:** COUN 6310, 6313.

COUN 6347: Addictions Counseling [3-0]
This course will prepare individuals to counsel drug users, addicts and family members using various preventive strategies and treatment regimes. Includes instruction in outreach, patient education, therapeutic intervention methods, diagnostic procedures and addiction symptomology. **Prerequisites:** COUN 6327, 6328.

COUN 6349: Child and Adolescent Counseling [3-0]
This course is an introduction to counseling theories and techniques applied to children and adolescents. Appropriate developmental and cultural issues will be presented. The course is designed to teach students about current research and approaches for working with this population. **Prerequisites:** COUN 6310, 6313, 6327, 6328.

COUN 6351: Crisis Counseling [3-0]
The course provides an overview of the psychology of crisis and contemporary theory and practice of crisis intervention. Special emphasis is given to basic features of normative and extreme psychological reactions to crisis and trauma, to the process of successful crisis resolution counseling, and to best practices emergency first-responders actively promote. **Prerequisite:** COUN 6310, 6313, 6327.

COUN 6361: Introduction to Marriage and Family Therapy [3-0]
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. **Prerequisites:** COUN 6310, 6313, 6327.

COUN 6364: Multicultural Counseling [3-0]
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. **Prerequisites:** COUN 6310, 6313.

COUN 6365: Counseling Practicum [3-0]
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:** COUN 6301, 6310, 6311, 6313, 6314, 6327, 6328, 6340, 6345, 6368, EPSY 6304, and program approval.

COUN 6367: Clinical Mental Health Counseling [3-0]
This course helps students gain knowledge and understanding of community counseling issues including historical foundations, the role and function of the community counselor, and working with specific populations. The administration and function of community counseling agencies are studied with emphasis on the ethical issues confronting various agencies. **Prerequisites:** COUN 6310, 6313, 6327, 6328.

COUN 6368: Group Counseling [3-0]
This course develops an understanding of group processes, theories and techniques. Demonstrated competence in this knowledge and in applying group procedures will be required. **Prerequisites:** COUN 6310, 6313, 6327, 6328.

COUN 6369: Counseling Internship I [3-0]
Supervised internship in counseling in an approved agency or school setting. **Prerequisites:** COUN 6365 and program approval.

COUN 6370: Counseling Internship II [3-0]
Supervised internship in counseling in an approved agency or school setting. **Prerequisite:** COUN 6369 and program approval.

COUN 7300: Thesis in Counseling I [3-0]
Pass or Fail grade. **Prerequisite:** Approval of graduate advisor

COUN 7301: Thesis in Counseling II [3-0]
Pass or Fail grade. **Prerequisite:** Approval of graduate advisor

Department of Human Development and School Services

- Early Childhood (MED)
- Educational Diagnostician (MED)
- School Psychology (MA)
- Special Education (MED)
- Assessment of Learners (Teacher Credentialing)

Program of Study - Early Childhood Education (MED)

The Masters of Education in Early Childhood Education is aimed at accomplishing the following goals:

- Students completing the program will develop expertise in the domain areas related to Early Childhood Education.
- Students completing the program will conduct, analyze, and apply scholarly results in their practice.
- Demonstrate an understanding of language development, early literacy, second language acquisition, developmentally appropriate practices, the stages of literacy development and child development, early childhood programs and curriculum.
- Students who complete the program will serve as early childhood specialist/advocates at their in their community.
- Students completing this program will present professional conferences.
- Students will develop a research agenda on a topic relevant to early childhood education. This research may result in a manuscript submitted for publication.

Admission Requirements

To be admitted to the graduate program in early childhood education, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

25. If applicant does not meet the minimum undergraduate GPA criterion, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission
26. Submission of a letter of intent
27. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	21
ECED 6301: Major Theories in Early Childhood Education	3
ECED 6302: Developmentally Appropriate Practices, Planning, and Curriculum	3
ECED 6303: Young Multilingual Learners	3
ECED 6304: Dynamics of Play and Learning in Early Childhood Education	3
ECED 6305: Early Care and Education of Infants and Toddlers	3
ECED 6306: Literacy in Early Childhood Education	3
ECED 6307: Internship I: Special Topics in Early Childhood	3

Professional Development:	6
EDFR 6300: Research Methods in Education (<i>required</i>)	3
EDCI 6304: Assessment of Learning	3
OR	
EPSY 6350: Introduction to Statistics	3

Choose one of the following options:

<u>Other Early Childhood Professionals</u>	9
ECED 6308: Children’s Literature	3
ECED 6309: Internship II: Ethics and Leadership in Early Childhood Education	3
EDCI 7334: Curriculum Problems and Processes	3

Capstone Requirement

Midpoint Oral Assessment Exam
Written Comprehensive Exam

<u>Classroom Teacher</u>	9
ECED 6308: Children’s Literature	3
ECED 6309: Internship II: Ethics and Leadership in Early Childhood Education	3
ECED 6310: Developmentally Appropriate Assessment	3

Capstone Requirement

Midpoint Oral Assessment Exam
Written Comprehensive Exam

<u>Thesis/Research</u>	9
EDCI 6308: Advanced Education Research	3
ECED 7300: Thesis I	3
ECED 7301: Thesis II	3

Capstone Requirement

Successful completion and defense of thesis
Midpoint Oral Assessment Exam
Written Comprehensive Exam

Total hours required for degree: 36

Course Descriptions:

ECED 6301: Major Theories in Early Childhood Education [3-0]
This course will include major historical and current theoretical perspectives of early childhood education. These foundations will be used to examine special educational program models, family-focused initiatives and curriculum development. The application of theoretical principles will be examined through group and individual projects, classroom practice, research and reflection papers.

ECED 6302: Developmentally Appropriate Practices, Planning, and Curriculum [3-0]

This course will include the major principles of curriculum planning, organization, scope, and sequence of a constructivist model. Special emphasis will be given to research on developmentally appropriate learning materials and resources. A major portion of this course will include field-based experiences.

ECED 6303: Young Multilingual Learners [3-0]

This course will focus on early childhood multilingualism. The theoretical principles of native and other language acquisitions will be examined in the context of family, immigration, and community variables. The content of the course will include environments and materials that promote positive multilingualism. **Prerequisite:** ECED 6301.

ECED 6304: Dynamics of Play and Learning in Early Childhood Education [3-0]

This course is designed to increase the understanding of the important role of research, advocacy, and leadership with respect to children's play. Theories of play and the use of play as a foundation for learning are explored. Students will learn effective methods of planning for research, teaching, and advocacy through internet, service learning, and engaged projects on play.

ECED 6305: Early Care and Education of Infants and Toddlers [3-0]

The course will emphasize a curricular framework that includes theory, environment, materials, methods, and practices that are developmentally appropriate for infants and toddlers. Assessment, classroom management, and lesson planning will be addressed in the context of classroom setting. Field based activities will be integrated in the course.

ECED 6306: Literacy in Early Childhood Education [3-0]

This course will focus on a constructivist model of literacy, how early childhood teachers integrate best practices, and family literacy learning in the classroom. This course will incorporate a framework of bilingual and multilingual learners. Students will engage in individual and group projects. **Prerequisite:** ECED 6301

ECED 6307: Internship I: Special Topics in Early Childhood [3-0]

This on-site internship will enable the student to focus on the holistic development of the young child through reflective practice, on-site analysis of practice, and observation of instruction and environment. Inquiry into professional practice will involve extensive reflection of standards, research, and current trends in early education. **Prerequisites:** ECED 6302, 6303, 6304.

ECED 6308: Children's Literature [3-0]

This course will focus on children's multicultural literature. This course will cover various literacy genres and how to apply them to the classroom context. Students will evaluate children's literature through a variety of individual and group projects. Field-based activities may be included in the course.

Prerequisite: ECED 6301.

ECED 6309: Internship II: Ethics and Leadership in Early Childhood Education [3-0]

Graduate students in early childhood education will work in early intervention and preschool placements. The students will gain wide range of experience in settings such as early care and education, family service centers, child mental health consultation agencies, child care resource and referral agencies, legislative offices, public benefit law firms, and charitable foundations, under the guidance of faculty and site supervisors.

- ECED 6310: Developmentally Appropriate Assessment [3-0]
The course will introduce the students to various appropriate methods in assessment. Assessment will be examined in the context of programs in Early Childhood Programs Serving Children from Birth through Age 8 focusing on age, linguistic, cultural and individual appropriateness.
- ECED 7300: Thesis I [3-0]
Students may take this course for continuation of thesis work. Registration requires approval from the student's academic advisor.
- ECED 7301: Thesis II [3-0]
Students may take this course for continuation of thesis work. Registration requires approval from the student's academic advisor.
- EDCI 6304: Assessment of Learning [3-0]
Students will explore the designs, constructions and administration of tests with an emphasis on achieving test validity. Student performance on teacher-made, textbook-supplied or standardized tests will be analyzed to determine relevance and appropriateness for informed curricular and instructional decisions. Mandated measures of pupil performance will be investigated with particular regard to their impact on educational practice in schools.
- EDCI 6307: Research, Issues and Trends in Education [3-0]
Research as well as current issues and trends within the field of education. A course designed to broaden the professional's understanding of the impact and implications of research, controversial issues and trends both within the society and within the field of education. May be repeated for credit for maximum of nine hours when topics vary.
- EDCI 6308: Advanced Educational Research [3-0]
An examination of the role in education of the discipline or field of study selected by the student. Includes an intensive study of research findings, scholarly publications and advanced experimentation with a focus on the improvement of instruction.
- EDCI 7334: Curriculum Problems and Processes [3-0]
This course examines approaches in developing, implementing and evaluating curricula. Principles and practices in the production and use of curriculum frameworks, guides, textbooks, technologies and other curriculum materials will be included.
- EDFR 6300: Research Methods in Education [3-0]
A survey of quantitative, qualitative, and mixed methods research designed to introduce students to educational research. This course will include research design, literature review, critiquing research, and action research.
- EPSY 6350: Introduction to Statistics [3-0]
The content of this course will include central tendency; variance; exploratory data analysis; normal, t, chi square and F distributions; bivariate correlation and regression analysis, t-test between means, goodness of fit and test of independence of chi square; one-way, two-way, and three-way factorial ANOVA. There will be an emphasis on hypothesis testing; Type I and II errors; and understanding of statistical significance, and practical or functional significance/effect size.

Program of Study - Educational Diagnostician (MED)

The educational diagnostician works within the special education department in public school systems and is the professional who is primarily responsible for conducting and coordinating the initial full individual evaluation of students suspected of having a disability. Educational diagnosticians also conduct and coordinate re-evaluations of students currently receiving special education and related services.

This 45 hour nationally recognized program prepares the prospective educational diagnostician to conduct full individual evaluations and compose written reports.

Students in the program also are prepared to interpret the results of evaluation data to parents and other professionals; work with the multidisciplinary team to plan and incorporate appropriate teaching methods, materials and mastery level into the individual education plans of students with disabilities; assist public schools by possessing knowledge of compliance issues regarding federal and state laws, rules and regulations that affect students with disabilities; and understand the importance of the child-centered process in all aspects of education.

Students have the option of completing the 45 hour program or, for those applicants who already have a graduate degree, coming into the program as a certification only candidate. Students who currently hold a master's degree and would like to pursue educational diagnostician certification should contact the Educational Diagnostician Program Coordinator to determine needed coursework. Admission criteria to the Educational Diagnostician program are the same for candidates who are entering the master's degree program and candidates who are seeking certification only.

Admission Requirements

To be admitted to the educational diagnostician program, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. If applicant does not meet the minimum undergraduate GPA criterion, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission
2. Submission of three letters of recommendation
3. Submission of a statement of purpose
4. Submission of a resume
5. Submission of most recent Professional Development and Appraisal System (PDAS)
6. Submission of documentation of teaching certificate
7. Criminal background check

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program admission is not based on any single criterion; multiple criteria are considered. Students who are denied admission for any reason may appeal to the faculty of the Educational Diagnostician Program.

Program Requirements

This is a 45-hour program that students may begin in any semester. It requires approximately three years to complete. During the third year of the program, students are eligible and encouraged to work as an educational diagnostician within a local school district.

Students are not permitted to take courses until they have been accepted to the program.

In addition to coursework requirements, students must pass the Core Assessment and Specialty Assessment before graduation. Students must complete their special education core classes before they can be approved for the Core Assessment. Once students have passed the Core Assessment and are in their final semester of coursework, they are eligible to take the Specialty Assessment.

Required Courses	45
EDFR 6300: Research Methods in Education	3
EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3
EPSY 6300: Advanced Individual Differences	3
EPSY 6303: Evidence-Based Practices for Students with High Incidence Disabilities	3
EDFR 6302/EPSY 6304: Foundations of Learning, Cognition and Human Development	3
EPSY 6305: Multiculturalism, Bilingualism, and the Exceptional Learner	3
EPSY 6307: Legal Foundations of Special Education	3
EPSY 6311: Introduction to Applied Behavior Analysis and Positive Behavior Supports	3
EPSY 6316: Foundations of Assessment in Special Education	3
EPSY 6375: Autism Spectrum Disorders	3
EPSY 6380: Introduction to Cognitive and Academic Assessment	3
EPSY 6381: Advanced Cognitive and Academic Assessment	3
EPSY 6382: Bilingual and Multicultural Psycho-educational Assessment	3
EPSY 6390: Practicum in Diagnostic and Intervention Procedures I	3
EPSY 6391: Practicum in Diagnostic and Intervention Procedures II	3

Capstone Requirement:

Written comprehensive exam focusing on specialization area
 Special Education Qualifying Core Content Exam

Total hours required for completion: **45**

Course Descriptions:

EDFR 6300: Research Methods in Education [3-0]
 A survey of quantitative, qualitative, and mixed methods research designed to introduce students to educational research. This course will include research design, literature review, critiquing research, and action research.

EDFR 6302: Foundations of Learning, Cognition and Human Development [3-0]
 Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes specific models of cognition and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. Crosslisted with EPSY 6304.
Prerequisite: Admission to graduate school.

EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education [3-0]
 Analyzing historical and sociocultural forces of education with regard to education through philosophical, sociological, historical and anthropological perspectives.

EPSY 6300: Advanced Individual Differences [3-0]
 This course focuses on the nature of individual differences with emphasis on how individual characteristics affect learning and how research and theory translate into special education practice.

Psychological, socio-cultural, and physical characteristics of exceptional individuals are discussed. Analysis of research regarding contemporary trends/issues and programs for exceptional individuals is included. **Prerequisite:** Admission to graduate school.

EPSY 6303: Evidence-Based Practices for Students with High Incidence Disabilities [3-0]

This course focuses on evidence-based instructional theories and practices for students with high incidence disabilities. The course targets curricular and instructional design for students who need individualized instruction for successful learning. Effective reading, writing, and math strategies are discussed. **Prerequisite:** Admission to graduate school.

EPSY 6304: Foundations of Learning, Cognition and Human Development [3-0]

Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes specific models of cognition and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. Crosslisted with EDFR 6302. **Prerequisite:** Admission to graduate school.

EPSY 6305: Multiculturalism, Bilingualism, and the Exceptional Learner [3-0]

This course provides an overview of ethnic, linguistic, cultural, and socioeconomic diversity and its significance in the evaluation, planning, and instruction of exceptional children. An emphasis is placed on first and second language acquisition, nondiscriminatory assessment procedures, and culturally responsive instruction. **Prerequisite:** Admission to graduate school.

EPSY 6307: Legal Foundations of Special Education [3-0]

This course focuses on the history and development of special education laws and the requirements of those laws. An emphasis is placed on the legal requirements of providing a free appropriate public education to students with disabilities. The course provides case analysis of legal and ethical principles in special education practice and offers learning opportunities in presenting professional development workshops. **Prerequisite:** Admission to graduate school.

EPSY 6311: Introduction to Applied Behavior Analysis and Positive Behavior Supports [3-0]

This course provides an overview of the history and principles of applied behavior analysis including ethical and responsible uses. Applications in the educational setting are emphasized within the context of positive behavior support as it relates to classroom and school wide interventions. **Prerequisite:** Admission to graduate school.

EPSY 6316: Foundations of Assessment in Special Education [3-0]

This course focuses on formal and informal assessment of exceptional children. Curriculum-based assessment, curriculum-based measurement, and standardized testing will be covered. An emphasis is placed on interpreting assessment results and making decisions that benefit students instructionally and programmatically. **Prerequisite:** Admission to graduate school.

EPSY 6375: Autism Spectrum Disorders [3-0]

This course surveys the history, prevalence, categories, and etiology of ASD. Emphasis is placed on assessment for diagnosis. In addition, characteristics associated with ASD and research-based interventions are discussed. **Prerequisite:** EPSY 6316.

EPSY 6380: Introduction to Cognitive and Academic Assessment [3-0]
Examines educational and clinical applications of individual assessment; specific diagnostic measures of intelligence and academic achievement; and supervised instruction in administration, scoring, and interpretation. Practica is required. **Prerequisites:** EPSY 6370 or EPSY 6316.

EPSY 6381: Advanced Cognitive and Academic Assessment [3-0]
Theory and application of specific instruments and techniques, including administration and scoring. Emphasis on analysis, interpretation, and integration of intelligence, achievement, and other developmental measures; report-writing is emphasized; results for diagnostics as well as treatment planning. Practica is required. **Prerequisite:** EPSY 6380.

EPSY 6382: Bilingual and Multicultural Psycho-educational Assessment [3-0]
In this course students will be presented with the psychometric theories, issues and strategies to consider in assessing children and adolescents from various cultural, ethnic and linguistic backgrounds, including nondiscriminatory assessment. Students will have an opportunity to administer and score a variety of assessments, including utilizing techniques that are useful with these populations. Emphasis on analysis, interpretation, and integration of language assessment and cultural data and its potential effects on intelligence and achievement. Report-writing is emphasized; results for diagnostics as well as treatment planning. Practica required. **Prerequisite:** EPSY 6380 and EPSY 6381.

EPSY 6390: Practicum in Diagnostic and Intervention Procedures I [3-0]
This course will provide the field experience in implementing psycho-educational individualized assessment. In addition to administering standardized measures, participants will be instructed on procedures relating to informal assessment, student observation, collecting and recording data, and interviewing parents, teachers and students. Participants will be trained to recommend and activate instructional and behavioral interventions. Consultations/collaborations methods and curricular modifications procedures to assist students with disabilities will be reviewed. Participants will practice individualized assessment procedures, data intervention, and report writing. **Prerequisite:** EPSY 6380.

EPSY 6391: Practicum in Diagnostic and Intervention Procedures II [3-0]
This course will provide the field experience in implementing psycho-educational individualized assessment. In addition to administering standardized measures, participants will be instructed on procedures relating to informal assessment, student observation, collecting and recording data, and interviewing parents, teachers and students. Participants will be trained to recommend and activate instructional and behavioral interventions. Consultations/collaborations methods and curricular modifications procedures to assist students with disabilities will be reviewed. Participants will practice individualized assessment procedures, data intervention, and report writing. **Prerequisite:** EPSY 6390.

Program of Study - School Psychology (MA)

The purpose of the 69-hour School Psychology Master of Arts degree program is to prepare school psychologists to work with children, adolescents, and families from diverse socio-cultural and linguistic backgrounds. The degree program includes a year-long supervised internship. The UTRGV School Psychology program is in accordance with the scientist-practitioner model of training, which emphasizes school psychologists to use empirical research in practice. The program training includes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and school systems.

School Psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy,

and supportive learning environments that strengthen connections between home, school, and the community for all students. In the state of Texas, the license that is required by the Texas State Board of Examiners of Psychologists (TSBEP) to provide school psychological services in Texas public schools is the Licensed Specialist in School Psychology (LSSP).

Admission Requirements

To be admitted to the graduate program in school psychology, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Bachelor's or master's degree in a related field preferred
2. Graduate Record Examination (GRE)
3. If applicant does not meet the minimum undergraduate GPA criterion, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission
4. Submission of three letters of recommendation from individuals in a position to judge the professional and academic potential of the applicant. At least one should be from a university professor in the applicant's major area of study
5. Submission of a letter of intent indicating reasons for pursuing the degree

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program admission is not based on any single criterion; multiple criteria are considered.

Program Requirements

The degree of Master of Arts in school psychology provides a 69-hour non-thesis program. The choice of courses in the major and minor fields, as well as the nature of the supporting work, will be determined through consultation between the student and his or her graduate advisor.

Required Courses	66
COUN 6327: Theories of Psychotherapy	3
COUN 6328: Methods of Techniques in Psychotherapy	3
EDUL 6305: Socio-Cultural Contexts of Education	3
EPSY 6301: Child and Adolescent Psychopathology	3
EPSY 6310: Legal, Ethical, and Professional Issues in School Psychology	3
EPSY 6314: Academic Assessment and Intervention	3
EPSY 6315: Behavior Assessment and Intervention	3
EPSY 6320: Consultation and Collaboration in Inclusive Settings	3
EPSY 6340: Mental Health Services in the Schools	3
EPSY 6350: Introduction to Statistics	3
EPSY 6358: Introduction to Research	3
EPSY 6370: Psychological Measurement	3
EPSY 6380: Introduction to Cognitive and Academic Assessment	3
EPSY 6381: Advanced Cognitive and Academic Assessment	3
EPSY 6382: Bilingual and Multicultural Psycho-educational Assessment	3
EPSY 6383: Personality and Behavior Assessment of Children and Adolescents	3
EPSY 7340: Practicum in School Psychology	3

EPSY 7350: Internship in School Psychology I	3
EPSY 7351: Internship in School Psychology II	3
PSYC 6320: Neuropsychology	3
PSYC 6325: Conditioning and Learning	3
PSYC 6330: Developmental Psychology	3

Designated Electives **3**

Select 3 hours from the following:

EDUL 6325: Instructional Leadership	3
EDUL 6330: Instructional Leadership for Diverse Learners	3

Free Electives (not required for completion of degree)

EPSY 6351: Intermediate Statistics	3
EPSY 6352: Multivariate Analysis	3
EPSY 6353: Seminar in Statistical Analysis	3

Capstone Requirements

Praxis Exam – School Psychology

Total graduate hours required for degree: **69**

Academic Standing

1. A student must maintain a GPA of 3.0 or greater.
2. A student may earn two grades of C. However, upon earning a third C, he/she will be terminated from the program in school psychology.

NOTE: Students must comply with the program Fitness to Practice policy in order to continue in the program and be recommended as a Licensed Specialist in School Psychology to the Texas State Board of Examiners of Psychologists (TSBEP). This Fitness to Practice Policy applies to all students upon enrollment in the School Psychology Program, and remains in effect until completion of the program. Satisfying the curricular requirements is not sufficient for completion of the School Psychology Program. In addition to satisfactory completion of the academic requirements and standards of the UTRGV Graduate School (delineated in the Graduate Catalog), all candidates are expected to demonstrate skills sufficient to provide psychological and educational services to children, families, and schools. Progress in the Program is a result of successful completion of university coursework *and* the demonstration of important characteristics and dispositions identified below as Fitness to Practice Standards. These Standards are guided by the School Psychology Program Principles, which are based on the profession's values and reflect goals for those graduating from the Program. The Fitness to Practice Standards are especially critical given the nature of the services provided by school psychologists, and program faculty reserve the right to recommend or not recommend students' continuation in the Program on the basis of whether students demonstrate Fitness to Practice as outlined in the full text of the Fitness to Practice policy located on the program website.

Course Descriptions

COUN 6327: Theories of Psychotherapy [3-0]
A survey of prominent theories in psychotherapy and counseling. Specialized approaches such as group therapy, play therapy and family therapy will be studied. **Prerequisites:** COUN 6310, 6313.

COUN 6328: Methods of Techniques in Psychotherapy [3-0]
Primary focus is on techniques and interviewing skills utilized during counseling sessions. In addition, this course addresses how these techniques are applied to special topics and issues such as career counseling, group counseling and family counseling. **Prerequisites:** COUN 6310, 6313.

EDUL 6305: Socio-Cultural Contexts of Education [3-0]
This course develops an understanding of how socio-cultural forces and emerging issues impact the school leader's role in creating culturally responsive learning environments. Attention will be given to leadership strategies and best practices essential for addressing diverse learners. Future leaders learn to promote the success of all students and shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the full community. Applicable laws, policies, and regulations will be emphasized.

EDUL 6325: Instructional Leadership [3-0]
This course examines effective instructional approaches and programs used in schools. It explores critical issues specific to curriculum, innovative instructional methods, and the role of educators as school leaders. Additionally, the course focuses on the development of educators as leaders in assessment, research and evaluation. Applicable laws, policies, and regulations will be emphasized.

EDUL 6330: Instructional Leadership for Diverse Learners [3-0]
This course provides a study of the delivery of differentiated instruction for diverse learners to include Bilingual Education/ESL, Gifted & Talented, Migrant, Special Education, 504, Career & Technology Education (CATE), and other special programs. Emphasis is placed on the principal's role of elementary and secondary school programs. Applicable laws, policies, and regulations will be emphasized.

EPSY 6301: Child and Adolescent Psychopathology [3-0]
Course addresses DSM classification to discuss major emotional and behavioral disorders experienced by non-adult populations. Current state of knowledge with regard to the characteristics, etiological factors, and developmental outcomes of psychological disorders of childhood and adolescence will be considered.

EPSY 6310: Legal, Ethical, and Professional Issues in School Psychology [3-0]
History of professional psychology with emphasis on school psychology; legal, ethical and credentialing issues in psychology; scholarly writing; models of providing clinical child and special educational services.

EPSY 6314: Academic Assessment and Intervention [3-0]
Examines educational and clinical applications of individual achievement assessment within the context of response-to-intervention; specific diagnostic measures of academic skills, including curriculum-based assessment; supervised instruction in administration, scoring, and interpretation; and using academic assessment results to inform intervention. **Prerequisite:** Admission to Graduate College.

- EPSY 6315: Behavior Assessment and Intervention [3-0]
 This course examines behavioral learning theory and operant conditioning principles; overview of behavioral assessment and classroom management strategies with an emphasis on systematic observations of behavior and interviews; functional behavior assessment and applied behavior analysis as systematic assessment-intervention approaches to behavior modification; and specific behavior therapy approaches for use with children and adolescents of diverse backgrounds.
- EPSY 6320: Consultation and Collaboration in Inclusive Settings [3-0]
 This course will include theory, techniques and research concerns in home-school-agency-system based consultation services or indirect service delivery models for individuals or clients who are from a society which is linguistically, socioeconomically, and socio-culturally pluralistic. There will be an emphasis on knowledge and concepts related to consultation with special and general education teachers, parents and families, community agencies and systems who deliver services to individuals and clients.
Prerequisite: Admission to Graduate College.
- EPSY 6340: Mental Health Services in the Schools [3-0]
 This course will cover selected psychotherapeutic and comprehensive intervention approaches for treating childhood and adolescent emotional and behavioral disorders that interfere with learning. Topics include play therapy, solution-focused strategies, cognitive-behavioral techniques, group and individual therapies, case management, involvement of the family and other service providers, and crisis response. Emphasis will be placed on empirically-supported services within a school systemic framework. **Prerequisites:** EPSY 6301 and EPSY 6310.
- EPSY 6350: Introduction to Statistics [3-0]
 The content of this course will include central tendency; variance; exploratory data analysis; normal, t, chi square and F distributions; bivariate correlation and regression analysis, t-test between means, goodness of fit and test of independence of chi square; one-way, two-way, and three-way factorial ANOVA. There will be an emphasis on hypothesis testing; Type I and II errors; and understanding of statistical significance, and practical or functional significance/effect size.
- EPSY 6351: Intermediate Statistics [3-0]
 The content of this course will include general linear model; partial, semi-partial, and multiple correlation and regression analysis; discriminant analysis; experimental design Models I, II, III; ANOVA: repeated measures, higher-order factorial crossed and nested analysis, analysis of covariance; methods of multiple comparisons; MANOVA; Hotelling's T-squared, Wilk's lambda, Lawley-Hotelling Trace, Roy's GCR. There will be an emphasis on the blending of research design and statistical analysis.
- EPSY 6352: Multivariate Analysis [3-0]
 The content of this course will include exploratory and confirmatory factor analysis; principal component theory; number of factor extracted; path analysis; canonical analysis; and analysis of covariance structures; and nested hierarchical/nested multilevel data structures.
- EPSY 6353: Seminar in Statistical Analysis [3-0]
 The content of this course will include various advanced topics in statistical analysis. This course may be repeated once for credit.

EPSY 6358: Introduction to Research [3-0]
This course will provide an overview of research methods used in educational settings. Both quantitative and qualitative methods will be covered. Ethical and legal issues associated with conducting research will be addressed. Students will demonstrate their knowledge and skills by completing a project.

EPSY 6370: Psychological Measurement [3-0]
The content of this course will include scaling; variance; scores derived through linear and nonlinear transformations; traditional item analysis and item response theory (IRT/ICC) models; partitioning true and measurement error variance, and measurement error variance into its different source; validity; content, predictive, concurrent/diagnostic, and construct/theoretical; models of unbiased assessment. These topics will be related to the construction and interpretation of norm and criterion reference measures; survey, and observational scales.

EPSY 6380: Introduction to Cognitive and Academic Assessment [3-0]
Examines educational and clinical applications of individual assessment; specific diagnostic measures of intelligence and academic achievement; and supervised instruction in administration, scoring, and interpretation. Practica is required. **Prerequisites:** EPSY 6370 or EPSY6316.

EPSY 6381: Advanced Cognitive and Academic Assessment [3-0]
Theory and application of specific instruments and techniques, including administration and scoring. Emphasis on analysis, interpretation, and integration of intelligence, achievement, and other developmental measures; report-writing is emphasized; results for diagnostics as well as treatment planning. Practica is required. **Prerequisite:** EPSY 6380.

EPSY 6382: Bilingual and Multicultural Psychoeducational Assessment [3-0]
In this course students will be presented with the psychometric theories, issues and strategies to consider in assessing children and adolescents from various cultural, ethnic and linguistic backgrounds, including nondiscriminatory assessment. Students will have an opportunity to administer and score a variety of assessments, including utilizing techniques that are useful with these populations. Emphasis on analysis, interpretation, and integration of language assessment and cultural data and its potential effects on intelligence and achievement. Report-writing is emphasized; results for diagnostics as well as treatment planning. Practica required. **Prerequisite:** EPSY 6380 and EPSY 6381.

EPSY 6383: Personality and Behavior Assessment of Children and Adolescents [3-0]
This course covers the evaluation of personality, mental status, and behavior. This includes the theoretical bases, construction, administration, scoring, and interpretation of structured and projective personality tests with integrative report writing emphasizing the assessment of emotional disturbance and behavior disorders. Practica required. **Prerequisite:** EPSY 6370, 6380, 6381, and 6301.

EPSY 7340: Practicum in School Psychology [3-0]
Supervised field-based experience in approved public school and mental health settings in school psychology. Supervision provided by on-site supervisors and university faculty. Emphasis is on orientation to school settings; learning the role of the school psychologist within the larger context; evaluation of psychological and academic difficulties; consultation with parents and teachers; and direct counseling interventions with students. May be repeated for up to 6 hours credit. **Prerequisite:**

Completion of Practicum Form indicating required coursework has been completed, consent of instructor.

EPSY 7350: Internship in School Psychology I [3-0]
Full-time, supervised field-based experience in approved professional employment settings in school psychology. Supervision provided by on-site supervisors and university faculty. Students will complete a minimum of 600 clock hours of clinical work per semester, during which they will integrate and apply knowledge gained through coursework and begin to develop a professional identity. Can be taken only when all other required coursework in the School Psychology program has been completed. This is a Fall Semester course only. **Prerequisite:** Completion of Internship Form indicating required coursework has been completed, consent of instructor.

EPSY 7351: Internship in School Psychology II [3-0]
Full-time, supervised field-based experience in approved professional employment settings in school psychology. Supervision provided by on-site supervisors and university faculty. Students will complete a minimum of 600 clock hours of clinical work per semester, during which they will integrate and apply knowledge gained through coursework and begin to develop a professional identity. Can be taken only when all other required coursework in the School Psychology program has been completed. This is a Spring semester course only. **Prerequisite:** Consent of instructor.

PSYC 6320: Neuropsychology [3-0]
In-depth study of the relationship between the human brain and behavior. Emphasis is on how neurological disorders change behavior.

PSYC 6325: Conditioning and Learning [3-0]
A study of the principles of laws of respondent and operant conditioning in determining behavior. Emphasis will be placed on the experimental analysis of behavior with attention to other learning theories that have been extensively studied in the laboratory and productively applied to problems of human behavior. **Prerequisites:** PSYC 3405, PSYC 4318, or with consent of instructor.

PSYC 6330: Developmental Psychology [3-0]
The study of growth and development processes throughout the life cycle. Physical, social and psychological factors involved in life change are addressed. An overview, as well as selected current special topics within lifespan human development are addressed.

Program of Study - Special Education (MED)

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

- typical and atypical child development
- major issues and trends within special education
- historical and philosophical foundations of special education
- legal aspects of special education
- perspectives of leaders in the field
- nondiscriminatory testing and evaluation techniques
- remediation and intervention strategies
- curriculum, instruction and classroom management in special education
- the application of assistive technology in the assessment and instructional process
- language acquisition issues relevant to the border population

Courses should be taken in sequence. Students are required to meet with their advisor their first semester and create a program of study that must be followed each semester.

Admission Requirements

To be admitted to the graduate program in special education, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. If applicant does not meet the minimum undergraduate GPA criterion, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission
2. Submission of two letters of recommendation
3. Submission of a letter of intent
4. Submission of a resume
5. Demonstrated knowledge of special education or knowledge of individual differences through (a) state certification in special education; (b) three hours of undergraduate coursework in special education with a grade of 'B' or better; or (c) coursework in a related field such as psychology, early childhood education, or speech pathology

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Inclusion Concentration:

Required Courses	30
EPSY 6300: Advanced Individual Differences	3
EPSY 6302: Teaching Individuals with Low Incidence Disabilities in Inclusive Settings	3
EPSY 6303: Evidence-Based Practices for Students with High Incidence Disabilities	3
EPSY 6305: Multiculturalism, Bilingualism, and the Exceptional Learner	3
EPSY 6307: Legal Foundations of Special Education	3
EPSY 6311: Introduction to Applied Behavior Analysis and Positive Behavior Supports	3
EPSY 6316: Foundations of Assessment in Special Education	3
EPSY 6320: Consultation and Collaboration in Inclusive Settings	3
EPSY 6356: Action Research for Inclusive Settings	3
EPSY 6385: Strategies for Developing Communication and Social Skills	3
Total graduate hours for degree:	30

Early Childhood Concentration:

This program is funded by an OSEP grant and selection of candidates is competitive. Accepted students will be required to sign a federal OMB service commitment contract and participate in other grant related activities.

Applicants who are not accepted to the program may submit a letter of appeal to the program coordinator to have their application reconsidered. The letter of appeal should explain why the applicant would be a good fit for the program and explain any issues in meeting the admission requirements.

Required Courses	42
ECED 6301: Major Theories in Early Childhood Education	3
ECED 6302: Developmentally Appropriate Practice, Planning and Curriculum	3
ECED 6306: Literacy in Early Childhood Education	3
EDFR 6300: Research Methods in Education	3
EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development	3
EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3
EPsy 6300: Advanced Individual Differences	3
EPsy 6303: Evidence-Based Practices for Students with High Incidence Disabilities	3
EPsy 6305: Multiculturalism, Bilingualism, and the Exceptional Learner	3
EPsy 6307: Legal Foundations of Special Education	3
EPsy 6308: Supportive Intervention and Assistive Technology	3
EPsy 6311: Introduction to Applied Behavior Analysis and Positive Behavior Supports	3
EPsy 6316: Foundations of Assessment in Special Education	3
EPsy 6323: Evaluation and Intervention in Early Childhood	3

Capstone Requirement

Special Education Qualifying Core Content Exam
Electronic Portfolio

Total graduate hours for degree: **42**

Course Descriptions

ECED 6301: Major Theories in Early Childhood Education [3-0]
This course will include major historical and current theoretical perspectives of early childhood education. These foundations will be used to examine special educational program models, family-focused initiatives and curriculum development. The application of theoretical principles will be examined through group and individual projects, classroom practice, research and reflection papers.
Prerequisite: Admission to graduate school.

ECED 6302: Developmentally Appropriate Practices, Planning, and Curriculum [3-0]
This course will include the major principles of curriculum planning, organization, scope, and sequence of a constructivist model. Special emphasis will be given to research on developmentally appropriate learning materials and resources. A major portion of this course will include field-based experiences.

ECED 6306: Literacy in Early Childhood Education [3-0]
This course will focus on a constructivist model of literacy, how early childhood teachers integrate best practices, and family literacy learning in the classroom. This course will incorporate a framework of bilingual and multilingual learners. Students will engage in individual and group projects. **Prerequisite:** EDEC 6301

EDFR 6300: Research Methods in Education [3-0]
A survey of quantitative, qualitative, and mixed methods research designed to introduce students to educational research. This course will include research design, literature review, critiquing research, and action research.

EDFR 6302: Foundations of Learning, Cognition and Human Development [3-0]
Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes specific models of cognition and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. Crosslisted with EPSY 6304.
Prerequisite: Admission to graduate school.

EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education [3-0]
Analyzing historical and sociocultural forces of education with regard to education through philosophical, sociological, historical and anthropological perspectives.

EPSY 6300: Advanced Individual Differences [3-0]
This course focuses on the nature of individual differences with emphasis on how individual characteristics affect learning and how research and theory translate into special education practice. Psychological, socio-cultural, and physical characteristics of exceptional individuals are discussed. Analysis of research regarding contemporary trends/issues and programs for exceptional individuals is included. **Prerequisite:** Admission to graduate school.

EPSY 6302: Teaching Individual with Low Incidence Disabilities in Inclusive Settings [3-0]
This course will focus on assessment, curriculum planning, and instruction of individuals with severe intellectual, orthopedic, sensory, behavioral and functional impairments generally occurring in less than 1% of the population (i.e., low incidence). These individuals typically require significantly more and significantly different support than their same aged peers in public schools. Although the course will focus on instructional techniques in all settings, it will focus primarily on instruction in public school settings and in inclusive classrooms. A brief review of the definitions and eligibility categories most often associated with the term low incidence will be provided along with a discussion on how low incidence disabilities affect families and family systems. Students will describe and practice specialized assessment techniques and instruments used with low incidence populations. Students will then identify, select, and demonstrate appropriate teaching strategies and behavioral support for various situations and individuals with low incidence disabilities. Students will learn special procedures for health care issues, motor disabilities, communication, and socialization skills. Considerations for developing skills in the home, community, and workplace will be described and applied to case studies. Students will describe transition and adulthood issues. **Prerequisite:** Admission to graduate school.

EPSY 6303: Evidence-Based Practices for Students with High Incidence Disabilities [3-0]
This course focuses on evidence-based instructional theories and practices for students with high incidence disabilities. The course targets curricular and instructional design for students who need individualized instruction for successful learning. Effective reading, writing, and math strategies are discussed. **Prerequisite:** Admission to graduate school.

EPSY 6304: Foundations of Learning, Cognition and Human Development [3-0]
Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes specific models of cognition and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. Crosslisted with EDFR 6302
Prerequisite: Admission to graduate school.

EPSY 6305: Multiculturalism, Bilingualism, and the Exceptional Learner [3-0]
This course provides an overview of ethnic, linguistic, cultural, and socioeconomic diversity and its significance in the evaluation, planning, and instruction of exceptional children. An emphasis is placed

on first and second language acquisition, nondiscriminatory assessment procedures, and culturally responsive instruction. **Prerequisite:** Admission to graduate school.

EPSY 6307: Legal Foundations of Special Education [3-0]
This course focuses on the history and development of special education laws and the requirements of those laws. An emphasis is placed on the legal requirements of providing a free appropriate public education to students with disabilities. The course provides case analysis of legal and ethical principles in special education practice and offers learning opportunities in presenting professional development workshops. **Prerequisite:** Admission to graduate school.

EPSY 6308: Supportive Intervention and Assistive Technology [3-0]
This course presents research-based interventions and best practices in school settings for supportive assistive technology. Students will demonstrate a critical approach to learning environments as they develop a broad view of interventions and innovative practices related to curricular methods, materials, and media, across learning environments. **Prerequisite:** Admission to graduate school.

EPSY 6311: Introduction to Applied Behavior Analysis and Positive Behavior Supports [3-0]
This course provides an overview of the history and principles of applied behavior analysis including ethical and responsible uses. Applications in the educational setting are emphasized within the context of positive behavior support as it relates to classroom and school wide interventions. **Prerequisite:** Admission to graduate school.

EPSY 6316: Foundations of Assessment in Special Education [3-0]
This course focuses on formal and informal assessment of exceptional children. Curriculum-based assessment, curriculum-based measurement, and standardized testing will be covered. An emphasis is placed on interpreting assessment results and making decisions that benefit students instructionally and programmatically. **Prerequisite:** Admission to graduate school.

EPSY 6320: Consultation and Collaboration in Inclusive Settings [3-0]
This course will include theory, techniques and research concerns in home-school-agency-system based consultation services or indirect service delivery models for individuals or clients who are from a society which is linguistically, socioeconomically, and socio-culturally pluralistic. There will be an emphasis on knowledge and concepts related to consultation with special and general education teachers, parents and families, community agencies and systems who deliver services to individuals and clients. **Prerequisite:** EPSY 6370.

EPSY 6323: Evaluation and Intervention in Early Childhood [3-0]
This course includes the best practices of evaluation of young infants, toddlers, and preschool children with special needs including developmental disorders such as autism and intellectual disability. These methods are linked to specific empirically based interventions supported by the standards of the professional organizations of special education and early childhood. **Prerequisite:** EPSY6316.

EPSY 6356: Action Research for Inclusive Settings [3-0]
This course will provide an overview analysis and interpretation of quantitative and qualitative research methodologies used in the extant literature on pedagogical techniques. Single subject design research methods and their application within special education will be emphasized. A variety of single-subject research designs will be examined, and the strengths and weaknesses of each design will be identified.

Issues related to analysis of data, social validity and ethical use research methodologies will be discussed. **Prerequisite:** Admission to graduate school.

EPSY 6385: Strategies for Developing Communication and Social Skills [3-0]
This course focuses on issues of social learning and behavior in special education with specific attention given to classroom dynamics and ways of addressing the needs of students with moderate/severe disabilities including ASD. Various models of learning and motivation are explored. The course engages students in active study of classrooms and enable them to work collaboratively with parents and other professionals in developing and implementation strategies that support pro-social behavior among children. **Prerequisite:** Admission to graduate school.

Program of Study - Assessment of Exceptional Learners

Admission Requirements

To be admitted to the Assessment of Exceptional Learners credential program, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Hold a graduate degree from an accredited institution of higher education in education or related field
2. Three letters of recommendation from professional or academic sources.
3. Personal statement detailing professional goals and reasons for pursuing this degree.
4. Criminal background check
5. Proof of Professional Liability Insurance

For those seeking educational diagnostician certification in the state of Texas, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Hold a graduate degree from an accredited institution of higher education recognized by the Texas Higher Education Coordinating Board in education or related field
2. Three letters of recommendation from professional or academic sources.
3. Personal statement detailing professional goals and reasons for pursuing this degree.
4. Criminal background check
5. Proof of Professional Liability Insurance
6. Hold a valid teaching certification

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	15
EPSY 6380: Introduction to Cognitive and Academic Assessment	3
EPSY 6381: Advanced Cognitive and Academic Assessment	3
EPSY 6382: Bilingual and Multicultural Psychoeducational Assessment	3
EPSY 6390: Practicum in Diagnostic and Intervention Procedures I	3
EPSY 6391: Practicum in Diagnostic and Intervention Procedures II	3
Total hours required for completion:	15

Course Descriptions

EPSY 6380: Introduction to Cognitive and Academic Assessment [3-0]
Examines educational and clinical applications of individual assessment; specific diagnostic measures of intelligence and academic achievement; and supervised instruction in administration, scoring, and interpretation. Practica is required. **Prerequisites:** EPSY 6370 or EPSY 6316.

EPSY 6381: Advanced Cognitive and Academic Assessment [3-0]
Theory and application of specific instruments and techniques, including administration and scoring. Emphasis on analysis, interpretation, and integration of intelligence, achievement, and other developmental measures; report-writing is emphasized; results for diagnostics as well as treatment planning. Practica is required. **Prerequisite:** EPSY 6380.

EPSY 6382: Bilingual and Multicultural Psycho-educational Assessment [3-0]
In this course students will be presented with the psychometric theories, issues and strategies to consider in assessing children and adolescents from various cultural, ethnic and linguistic backgrounds, including nondiscriminatory assessment. Students will have an opportunity to administer and score a variety of assessments, including utilizing techniques that are useful with these populations. Emphasis on analysis, interpretation, and integration of language assessment and cultural data and its potential effects on intelligence and achievement. Report-writing is emphasized; results for diagnostics as well as treatment planning. Practica required. **Prerequisites:** EPSY 6380 and EPSY 6381.

EPSY 6390: Practicum in Diagnostic and Intervention Procedures I [3-0]
This course will provide the field experience in implementing psycho-educational individualized assessment. In addition to administering standardized measures, participants will be instructed on procedures relating to informal assessment, student observation, collecting and recording data, and interviewing parents, teachers and students. Participants will be trained to recommend and activate instructional and behavioral interventions. Consultations/collaborations methods and curricular modifications procedures to assist students with disabilities will be reviewed. Participants will practice individualized assessment procedures, data intervention, and report writing. **Prerequisite:** EPSY 6380.

EPSY 6391: Practicum in Diagnostic and Intervention Procedures II [3-0]
This course will provide the field experience in implementing psycho-educational individualized assessment. In addition to administering standardized measures, participants will be instructed on procedures relating to informal assessment, student observation, collecting and recording data, and interviewing parents, teachers and students. Participants will be trained to recommend and activate instructional and behavioral interventions. Consultations/collaborations methods and curricular modifications procedures to assist students with disabilities will be reviewed. Participants will practice individualized assessment procedures, data intervention, and report writing. **Prerequisite:** EPSY 6390.

Department of Organization and School Leadership

- Educational Leadership (EdD)
- Educational Leadership (MED)
- Principal Certification (Teacher Credentialing)
- Superintendent Certification (Teacher Credentialing)

Program of Study - Educational Leadership (EDD)

The mission of the Doctor of Education (Ed. D. degree) in Educational Leadership is to provide its faculty and students opportunities to extend educational leadership knowledge and research in PK-12, higher education, and community settings.

Overview

The Doctor of Education degree emphasizes preparation for leadership careers in a variety of settings in the field of education: PK-12 education, community colleges, vocational schools, and universities. Additionally, graduates may secure faculty positions in Educational Leadership departments at universities. The program trains individuals to apply research and theory to practical problems. It enhances students' management skills that assist them to exhibit informed leadership. The dissertation is expected to inform practice towards the solution of important education and human development problems. The educational objectives of the program are:

1. To prepare professional individuals capable of achieving the highest levels of educational competence in daily practice.
2. To prepare outstanding academic and administrative leaders for educational agencies at the campus, district, higher education institution, county, regional, state and national levels, with emphasis on leadership skills required to educate minorities, particularly Hispanics.
3. To provide deeper understanding of the legal, financial and operational demands on the professional educator, as well as adequate historical and contemporary contexts that influence their role.
4. To provide an understanding of the theories and research methodologies that illuminate the significant role of the professional education practitioner.
5. To provide professional educators with problem solving and applied research skills.
6. To offer access to a doctoral-level program in educational leadership to all Rio Grande Valley citizens who have the qualifications and motivation to pursue it.
7. To assist in the formation of professionals who will serve in administrative and policy positions in order to enhance the educational and economic opportunities of persons who need the most development of their human potential.
8. To provide uniquely qualified leadership, teaching and research skills required to meet the special needs of the culturally diverse student population in this area.

Admission Requirements

To be admitted to the doctoral program in educational leadership, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Earned master's degree in Education or related field with a minimum GPA of 3.0
2. Submission of three professional letters of recommendation from academic or professional sources

3. Submission of a personal statement maximum of five pages double spaced, including the following headings: Purpose for Pursuing an Ed.D. in Educational Leadership; Description of Professional Goals; and Commitment and Dedication
4. Submission of a resume showing professional presentations, publications, grants, recognitions, (e.g., honors and awards for leadership, teaching, academics), five years full-time leadership, supervisory experiences or classroom experience (college/university level, school/district, business, military, regional, state-level, international, other), leadership activity in community organizations, professional associations, or community service
5. Submission of a writing sample following the guideline provided by the program
6. Participation of finalists in the program's Assessment Center, a day-long session to evaluate the applicant's verbal, written, and analytical skills

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

The student, upon admission to the program, becomes a member of a doctoral cohort.

Program Requirements

A minimum of 63 semester hours of post-masters' degree coursework, plus six semester hours of dissertation are required for the Doctor of Education degree at UTRGV. Courses at the 6000, 7000 and 8000 level may be applied toward the degree. The majority of the coursework will be at the 8000 level.

Higher Education Administration Concentration:

Research Component Required Courses **12**

EDRE 8300: Introduction to Research Methods	3
EDRE 8301: Qualitative Research	3
EDRE 8302: Quantitative Research	3

Choose 3 hours from the following:

EDRE 8303: Advanced Qualitative Research	3
EDRE 8304: Advanced Quantitative Research	3
EDRE 8305: Program Evaluation	3
EDRE 8306: Multivariate Educational Research	3
EDRE 8307: Selected Topics in Research	3

Core Courses **21**

EDUL 8301: Leadership and Organizational Behavior	3
EDUL 8302: Theories of Learning and Instruction	3
EDUL 8303: Educational Politics and Policy	3
EDUL 8304: Social and Cultural Contexts of Education	3
EDUL 8306: Ethics and Values in Educational Administration	3
EDUL 8307: Organizational Theory in Education	3
EDUL 8330: Education Law Seminar	3

OR

EDUL 8340: Higher Education Law	3
---------------------------------	---

Designated Electives **6**

Choose from the following:

EDUL 8305: Economics of Education	3
EDUL 8308: History of Education	3
EDUL 8336: Problems in Education	3
EDUL 8381: Problems in Organization and Administration of Public Schools	3
Resource and Field Based Courses	18
EDUL 8350: Doctoral Internship	3
<i>Choose 15 hours from the following:</i>	
EDUL 8334: Topical Seminar (<i>may be repeated</i>)	3
EDUL 8336: Problems in Education (<i>may be repeated</i>)	3
EDUL 8340: Higher Education Law	3
EDUL 8341: Student Affairs in Higher Education	3
EDUL 8342: Policy, Politics, and Governance in Higher Education	3
EDUL 8343: Higher Education Finance	3
EDUL 8344: The American Community College	3
Free Electives	6
Courses at the 6000, 7000, and 8000 level, approved by advisor	
Dissertation	6
EDUL 8390: Dissertation Proposal Development	3
EDUL 8395: Dissertation Research and Writing	3
Capstone Requirement	
Written Comprehensive Exam	
Dissertation Proposal Defense	
Dissertation Defense	
Total graduate hours required for degree:	69
<u>Needs-Based Concentration:</u>	
Research Courses	12
EDRE 8300: Introduction to Research Methods	3
EDRE 8301: Qualitative Research	3
EDRE 8302: Quantitative Research	3
<i>Choose 3 hours from the following:</i>	
EDRE 8303: Advanced Qualitative Research	3
EDRE 8304: Advanced Quantitative Research	3
EDRE 8305: Program Evaluation	3
EDRE 8306: Multivariate Educational Research	3
EDRE 8307: Selected Topics in Research	3
Core Courses	21
EDUL 8301: Leadership and Organizational Behavior	3
EDUL 8302: Theories of Learning and Instruction	3

EDUL 8303: Educational Politics and Policy	3
EDUL 8304: Social and Cultural Contexts of Education	3
EDUL 8306: Ethics and Values in Educational Administration	3
EDUL 8307: Organizational Theory in Education	3
EDUL 8330: Education Law Seminar	3
Designated Electives	6
<i>Choose from the following:</i>	
EDUL 8305: Economics of Education	3
EDUL 8308: History of Education	3
EDUL 8336: Problems in Education	3
EDUL 8381: Problems in Organization and Administration of Public Schools	3
Resource and Field Based Courses	18
EDUL 8350: Doctoral Internship	3
Courses at the 6000, 7000, and 8000 level, approved by advisor	15
Free Electives	6
Courses at the 6000, 7000, and 8000 level, approved by advisor	
Dissertation	6
EDUL 8390: Dissertation Proposal Development	3
EDUL 8395: Dissertation Research and Writing	3
Capstone Requirement	
Written Comprehensive Exam	
Dissertation Proposal Defense	
Dissertation Defense	
Total graduate hours required for degree:	69

A maximum of 9 semester hours of relevant coursework may be transferred to the doctoral program and applied to the degree plan. No course with a grade lower than B may be transferred.

In addition to these requirements, courses are offered at UTRGV in a variety of fields which may be related to the doctoral student's particular area of interest. Many graduate courses currently in UTRGV's inventory may be used as supporting work. Students may choose from among those courses with the advice from their advisor in order to support their career and research goals.

Individual Student Evaluation and Academic Standing

A student in the program is expected to enroll continuously in coursework. Once a student is eligible to enroll in dissertation courses (EDUL 8390 and 8395), the continuous enrollment policy only apply to fall and spring terms.

In order for students to be in good academic standing students are expected to maintain a GPA of 3.33 or higher during the entire program of study, and receive grades above a C in core and research courses. Upon receipt of a grade of C or F in a course the student will be on academic probation. In such a case **the student must make an appointment with his or her Academic Advisor and the Doctoral Program Director** to discuss future courses and expectations. In collaboration with the Advisor and the

Doctoral Program Director the student will develop a written plan for improvement and retake the course. Upon successful execution of the terms of the plan, the student will be released from academic probation.

Upon receipt of a second grade of C in a course the student will be suspended from the program for one full semester, effective immediately upon receipt of the grade. Returning to the program does not carry a guarantee of reinstatement of financial aid. The student may be asked to follow a plan of improvement to be decided by the Academic Advisor and the Doctoral Program Director. Upon receipt of a second F the student will be dismissed from the program.

Upon receipt of a third C the student will be dismissed from the program. A student desiring to appeal such dismissal may petition the doctoral program director. The appeal must be received within 10 days of notification to the student of dismissal. A final appeal may be made to the dean of the College of Education and P-16 Integration.

Maximum Period for Completion

A student has a maximum of 10 years from the date of first entry into doctoral-level courses to complete the degree. Under special circumstances, an extension for an additional year may be granted.

Course Descriptions:

EDRE 8300: Introduction to Research Methods [3-0]

This course introduces the research process, and focuses on the various quantitative, qualitative and mixed methods inquiry strategies including the epistemological differences between these approaches. Attention is given to formulating problem statements, posing research questions and hypotheses, and devising appropriate research designs.

EDRE 8301: Qualitative Research [3-0]

An examination of qualitative research methods including ethnography, case studies, grounded theory, narrative and other qualitative inquiries applied to education is the focus of this course. **Prerequisite:** EDRE 8300.

EDRE 8302: Quantitative Research [3-0]

An examination of quantitative research methods including descriptive, experimental, correlational and other inquiries. Strength, weaknesses, and appropriate uses of quantitative methods of inquiry will be stressed. **Prerequisite:** EDRE 8300.

EDRE 8303: Advanced Qualitative Research [3-0]

The purpose of advanced qualitative research is to develop a deeper understanding of qualitative designs, data collection, and data analysis. **Prerequisite:** EDRE 8300 and EDRE 8301.

EDRE 8304: Advanced Quantitative Research [3-0]

The purpose of advanced quantitative research is to develop a deeper understanding of quantitative designs, data collection, and data analysis. **Prerequisite:** EDRE 8300 and EDRE 8302.

EDRE 8305: Program Evaluation [3-0]

Methods related to planning and implementing evaluation of educational programs, including formative and summative evaluations are the focus of this course. National standards are examined for assessing the quality of evaluations relative to utility, feasibility, propriety, and accuracy. **Prerequisite:** EDRE 8300, EDRE 8301, and EDRE 8302.

EDRE 8306: Multivariate Educational Research [3-0]
The content of this course will include introduction to exploratory and confirmatory factor analysis; principal component theory; number of factor extracted; path analysis; canonical analysis; and analysis of covariance structures. **Prerequisite:** EDRE 8300, EDRE 8302 and EDRE 8304.

EDRE 8307: Selected Topics in Research [3-0]
Group and individual projects in research design and methodologies, and research execution in response to student needs and interests, and faculty expertise. Course may be repeated for credit. **Prerequisite:** EDRE 8300, EDRE 8301, and EDRE 8302.

EDRE 8308: Proposal Writing and Conceptual Framework Development [3-0]
This course is designed to empower students in their dissertation research endeavors through developing a research proposal. Emphasis will be on constructing a problem statement, designing research questions, reviewing and identifying theories and frameworks to be used with research, reviewing literature, and identifying methodologies in which to approach their research problem. The class activities relate to planning and conducting research, with an emphasis on developing a draft document of a three-chapter proposal. **Prerequisite:** EDRE 8300, EDRE 8301, and EDRE 8302.

EDUL 8190: Dissertation Proposal Development [1-0]
Students will develop and defend a dissertation proposal before his or her committee. Students must be enrolled in a 3-credit hour dissertation proposal development course at the time of a proposal defense. **Prerequisite:** Pass written comprehensive exam.

EDUL 8195: Dissertation Research and Writing [1-0]
Students will submit an application to conduct research to the University of Texas Rio Grande Valley Institutional Review Board and secure permission to conduct research prior to beginning any data collection, if applicable. Students must be enrolled in a 3-credit hour dissertation research and writing course at the time of a dissertation defense. **Prerequisite:** Successful dissertation proposal defense, EDUL 8390.

EDUL 8300: Scholarly Writing [3-0]
This course will provide students with the skills and knowledge to write a literature review, a scholarly paper, and to organize a research proposal through conceptualization, design and writing that includes the major components of a research plan. Students will enhance their researcher capacity and their ability to critically analyze research-based publications, proposals, reports and reviews of literature.

EDUL 8301: Leadership and Organizational Behavior [3-0]
Application of theories of organization to the problems of educational institutions. Subjects such as motivation, work and careers, power and influence, communication and perceptions, group dynamics, work design and organizational control considered from the perspective of the leader and decision-maker.

EDUL 8302: Theories of Learning and Instruction [3-0]
Examination of various theories of learning and instruction and their impact on current teaching practices. Instructional leadership will receive emphasis.

- EDUL 8303: Educational Politics and Policy [3-0]
Survey of theoretical and empirical literature related to educational politics and policy, including political systems theory, intergovernmental relations, power and conflict, community relations and intergroup theory, and policies dealing with equity, quality, efficiency and choice.
- EDUL 8304: Social and Cultural Contexts of Education [3-0]
The relationship of contemporary educational institutions, both public school and higher education, to their social setting.
- EDUL 8305: Economics of Education [3-0]
Survey of theoretical and empirical literature related to the economic context of educational institutions, including scarcity, income determination, expenditures, resource allocation and perspectives on progressivity and economic development.
- EDUL 8306: Ethics and Values in Educational Administration [3-0]
Examination, from the point of view of various ethical systems, of issues of equity, distributive justice, codes of ethics in educational professions, treatment of students and other issues that face administrators of educational systems. Designed to sensitize prospective educational leaders to the ethical content of educational decisions.
- EDUL 8307: Organizational Theory in Education [3-0]
Application of theories of organization to problems of educational institutions; designed to develop diagnostic skills necessary for successful administration of complex educational enterprises.
- EDUL 8308: History of Education [3-0]
The development of American education, formal and informal, from colonial times until the present. Areas of emphasis include the historical influences on educational development, the issues of each time period and current trends.
- EDUL 8330: Education Law Seminar [3-0]
Analysis of legal problems in education, sources of law and the methods of legal research.
- EDUL 8334: Topical Seminar [3-0]
Topics of interest in educational leadership or new courses in development can be offered under this course number. May be repeated for credit when the topics vary.
- EDUL 8336: Problems in Education [3-0]
Major emphasis on current innovations in education. Students will conduct research related to selected problems, including action research, and working with educational determinants, new education programs, classroom teachers and/or persons in the community in order to improve the educational program. Credit may be applied toward the graduate programs in education when the appropriate problem is chosen by the student. This course may be repeated once for credit.
- EDUL 8340: Higher Education Law [3-0]
An overview of historic and contemporary influences of the United States and state constitutions, federal and state statutes, case law and agency regulations that impact higher education institutions and their administrators, faculties and students.

EDUL 8341: Student Affairs in Higher Education [3-0]
Student affairs in higher education is a study of the professional foundations and conceptual models for student affairs administration, programs, and services in community colleges and four-year institutions. Also included will be the development of higher education administrative skills, including those of particular relevance to student affairs.

EDUL 8342: Policy, Politics, and Governance in Higher Education [3-0]
This course is an advanced study of problems, issues and trends related to governance, organization and control of higher educational institutions.

EDUL 8343: Higher Education Finance [3-0]
Higher Education Finance is a study of contemporary policies and practices in the finance of American higher education. The interpretation and uses of financial data in the administration of institutions; sources and methods of securing funds; budget processes; and policies and issues regarding the finance of higher education are some of the topics considered.

EDUL 8344: The American Community College [3-0]
The American Community College is a study of the institutional components of the community college including a review of history, purposes, clientele, organization, finance, programs, and societal functions. Current issues facing community colleges are studied.

EDUL 8350: Doctoral Internship [3-0]
As stated in the THECB standards for Ed.D. programs in educational administration/leadership, "Each doctoral student will participate in, and be extensively evaluated in, an internship in an operational setting distinct from prior or concurrent work experience". The site will be determined by agreement between the student and her/his advisor. Each student will have this experience during the final 30 hours of the program. The advisor, in cooperation with the on-site cooperating supervisor, will provide continuous monitoring and advisement of the student's experience, beginning with the selection of a set of objectives for the student for the period of the internship. The practicing school leaders used to coordinate field experiences will also be involved selectively in doctoral internships. May be repeated for credit once.

EDUL 8381: Problems in Organization and Administration of Public Schools [3-0]
Research, readings and thorough study of the organization and administration of elementary and secondary schools; a careful analysis of the role of middle management personnel in the improvement of instruction; an analysis of administrative function and leadership style will be emphasized

EDUL 8390: Dissertation Proposal Development [3-0]
Students will develop and defend a dissertation proposal before his or her committee. Students must be enrolled in a 3-credit hour dissertation proposal development course at the time of a proposal defense.
Prerequisite: Pass written comprehensive exam.

EDUL 8395: Dissertation Research and Writing [3-0]
Students will submit an application to conduct research to the University of Texas Rio Grande Valley Institutional Review Board and secure permission to conduct research prior to beginning any data collection, if applicable. Students must be enrolled in a 3-credit hour dissertation research and writing course at the time of a dissertation defense. **Prerequisite:** Successful dissertation proposal defense, EDUL 8390.

EDUL 8690: Dissertation Proposal Development [6-0]
Students will develop and defend a dissertation proposal before his or her committee. Students must be enrolled in a 3-credit hour dissertation proposal development course at the time of a proposal defense.
Prerequisite: Pass written comprehensive exam.

EDUL 8695: Dissertation Research and Writing [6-0]
Students will submit an application to conduct research to the University of Texas Rio Grande Valley Institutional Review Board and secure permission to conduct research prior to beginning any data collection, if applicable. Students must be enrolled in a 3-credit hour dissertation research and writing course at the time of a dissertation defense. **Prerequisite:** Successful dissertation proposal defense, EDUL 8390.

Program of Study - Educational Leadership (MED)

The Department of Organization and School Leadership offers a Master of Education (M.Ed.) in Educational Leadership. All students pursuing the M.Ed. degree must meet UTRGV, College of Education & P16 Integration, and department graduate admission requirements, successfully pass all course requirements, and pass a comprehensive written examination at the end of the program.

The department provides a comprehensive and challenging graduate program for a Master of Education degree. The program prepares students for careers in school leadership positions.

- The department chair along with the Faculty Admissions Committee makes admissions decision.
- Graduate students must adhere to the university admission deadlines.
- Graduate students are admitted every semester in cohorts and move through the program in cohorts.
- Graduate students may take two assigned courses each semester.
- Graduate students must adhere to the Leadership and Fitness Dispositions Policy found in the Student Handbook**
- Students must attend the Student Orientation before beginning the program.
- Graduate students must pass the comprehensive examination.
- Graduate students will be required to purchase software to store key documents, field-based work and assessments.

**Students are expected to conduct themselves in an ethical, responsible, and professional manner. This conduct is evaluated through the Leadership and Fitness Dispositions (LFD) policy as an element of student's performance in the program. The purpose of the LFD review process is to regularly monitor students' professional and personal development to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice school leaders. Students who do not comply with the LFD policy may be removed from the program. [Click here to view the full policy.](#)

Admission Requirements

To be admitted to the 30 hour graduate program in Educational Leadership, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

- 28. If applicant does not meet the minimum undergraduate GPA criterion of 3.0 for clear admission, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission
 - 29. Submission of a letter of intent
 - 30. Submission of a resume
 - 31. Submission of teaching certificate with a minimum of two years of teaching experience
- Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	30
EDUL 6300: Data Management for School Improvement	3
EDUL 6305: Socio-Cultural Contexts of Education	3
EDUL 6310: Organizational Leadership	3
EDUL 6315: Ethics and School Law	3
EDUL 6320: Curriculum Leadership for School Improvement	3
EDUL 6325: Instructional Leadership	3
EDUL 6330: Instructional Leadership for Diverse Learners	3
EDUL 6345: School Community Relations	3
EDUL 6350: The Principalship	3
EDUL 6355: Administration of Human Resources and Budgeting	3

Capstone Requirement

Written Comprehensive Exam

Total hours required for degree: 30

Courses may require field-based hours which will be completed outside of class time.

Summer Semesters

The department will offer a full complement of day and night courses during the summer terms. Please check with the department office for summer class hours.

Transfer Hours

A maximum of nine (9) semester hours of relevant coursework may be transferred to the master's degree and applied to the degree plan if approved by the department chair. No course lower than a B may be transferred.

Changes to the Degree Plan

Any deviations from the degree plan must be approved by the program coordinator. Students must complete a *Petition to Change Degree Plan* form and give it to the program coordinator for processing. The degree plan change is NOT approved until the petition has been signed by the program coordinator, the department chair and the Dean of the College of Education & P16 Integration. Once the change is approved, the form will be sent to the Office of the Registrar.

Comprehensive Exam

During the last semester of coursework, students must apply to take the comprehensive examination with the department secretary. All students must complete and pass a Comprehensive Exam in order to fulfill degree requirements for graduation. If students fail an item on the comprehensive examination, they must retake that part of the exam. Should they fail the item a second time, they will need to retake the course related to the item.

Course Descriptions:

EDUL 6300: Data Management for School Improvement [3-0]

This course focuses on analyzing and interpreting campus data for decision-making necessary to promote the success of all children. Special emphasis will be on developing action plans to meet student performance goals. Additionally, the course focuses on the development of educators as leaders in assessment, research, and evaluation. Applicable laws, policies and regulations including local, state, and federal accountability standards will be emphasized.

EDUL 6305: Socio-Cultural Contexts of Education [3-0]

This course develops an understanding of how socio-cultural forces and emerging issues impact the school leader's role in creating culturally responsive learning environments. Attention will be given to leadership strategies and best practices essential for addressing diverse learners. Future leaders learn to promote the success of all students and shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the full community. Applicable laws, policies, and regulations will be emphasized.

EDUL 6310: Organizational Leadership [3-0]

This course examines major organizational leadership models and their applicability in various school settings. Cultural and political realities that school leaders must understand in order to lead successful schools will be emphasized. Students will be engaged in identifying major models and comparing them through field based activities, with current leadership styles at school district and local campus levels, as these pertain to decision making, problem solving and leading organizational change.

EDUL 6315: Ethics and School Law [3-0]

This course focuses on ethical principles and integrity in decision-making, actions, and behaviors. It will serve as the foundation for individual student assessment and guide to professional development. Key laws that significantly impact the day to day operations of school and a review of significant court decisions pertaining to educational operations will be addressed, as will the rights and responsibilities of teachers and students.

EDUL 6320: Curriculum Leadership for School Improvement [3-0]

In this course students will learn to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning. Emphasis is on the alignment of curriculum, curriculum resources, and assessment, and the use of various forms of assessment to measure student performance. It will include the research of successful strategies for identified student groups. Applicable laws, policies and regulations will be emphasized.

EDUL 6325: Instructional Leadership [3-0]

The course covers supervisory functions in the elementary and secondary schools that relate to the administrator's role in the supervision, improvement and evaluation of classroom instruction. Students

will view instructional supervision as a function of leadership carried out through both principal and teacher leaders.

EDUL 6330: Instructional Leadership for Diverse Learners [3-0]
This course provides a study of the delivery of differentiated instruction for diverse learners to include Bilingual Education/ESL, Gifted & Talented, Migrant, Special Education, 504, Career & Technology Education (CATE), and other special programs. Emphasis is placed on the principal's role of elementary and secondary school programs. Applicable laws, policies, and regulations will be emphasized.

EDUL 6345: School Community Relations [3-0]
This course examines the relationships between the school and its internal and external constituencies. The course focuses on collaborative strategies to involve families and community members to shape the campus culture in responding to diverse community interests and needs, and to mobilize community resources for success of all student learners. Applicable laws, policies, and regulations will be emphasized. A minimum of 10 hours of field-based experiences are required.

EDUL 6350: The Principalship [3-0]
This course examines a study of the unique functions of the principalship as they relate to the administration of elementary, middle, and high schools. Special emphasis will be focused on the leadership role of the principal in the management and instructional aspects of the school programs. Applicable laws, policies, and regulations will be emphasized. A minimum of 20 hours of field-based experiences are required.

EDUL 6355: Administration of Human Resources and Budgeting [3-0]
This course provides a study of human resources and school budgeting functions. Emphasis is on understanding and applying local district and campus practices: e.g.: recruitment, retention, evaluation. For budgeting the emphasis is on aligning the budget to the campus plan and understanding how the various funding sources may be allocated. Applicable laws, policies, and regulations will be covered.

Program of Study - Principal Certification Program

Program Overview

The Department of Organization and School Leadership offers Principal Certification for both students who have a master's degree in Educational Leadership and for students who have a master's degree in a related field. All students pursuing the principal certificate must meet UTRGV, College of Education & P16 Integration, and department graduate admission requirements.

- The department chair along with the Faculty Admissions Committee makes admissions decisions.
- Graduate students must adhere to the university admission deadlines.
- Graduate students must adhere to the Leadership and Fitness Dispositions Policy found in the Student Handbook**
- Graduate students will be required to purchase software to store key documents, field-based work and assessments.

**Students are expected to conduct themselves in an ethical, responsible, and professional manner. This conduct is evaluated through the Leadership and Fitness Dispositions (LFD) policy as an element of

student’s performance in the program. The purpose of the LFD review process is to regularly monitor students’ professional and personal development to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice school leaders. Students who do not comply with the LFD policy may be removed from the program. Please visit the program website for the full [text](#) of the policy.

Students who have completed the Educational Leadership Master's degree

Most of the courses for principal certification are embedded in the coursework for the master's degree. Once the master's degree is completed, students who wish to pursue principal certification must apply to the certification program. Once admitted to the program, students will take two principal practicum courses. Students will be required to purchase a software license to store key documents, field-based work and assessments.

Admission Requirements

To be admitted to the principal credential program, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Master’s degree in Educational Leadership
2. 3.0 GPA
3. Three (3) years teaching experience
4. Presentation of the following to the Faculty Admissions Committee. (1 hour)
 - A. Evidence of Teaching Effectiveness
 1. Presentation of how you use student performance data to improve instruction
 - B. Evidence of Leadership Activities
 1. Presentation of End-product from M.Ed. program
 2. Presentation of school site leadership roles/responsibilities
 3. Evidence of Teaching certificate (Updated)
 4. Evidence of Teacher Service Record
 5. Criminal Background Check

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Required Courses	6
EDUL 6390: Pre-Practicum	3
EDUL 6391: Practicum	3
Total hours required for completion:	6

Students who have earned a master's degree in a related field

Students who have a master's degree in a related area, such as bilingual education, reading, school counseling, or other areas are also eligible to apply for the Principal Credential Program. Qualified students will be admitted into the Accelerated Summer Principal's Credential Program, which is only available in the summer. In this program, five required courses are taken over five weeks. Each course meets every day, Monday-Friday from 8-5 p.m. The practicum courses are then taken the following fall

and spring semesters. Students will be required to purchase a software license to store key documents, field-based work and assessments.

Admission Requirements

To be admitted to the principal credential program, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Master’s degree in a related field
2. 3.0 GPA
3. Five (5) years teaching experience, of which two years may be in a professional supervisory position.
4. Presentation of the following to the Faculty Admissions Committee. (1 hour)
 - A. Evidence of Teaching Effectiveness
 1. Presentation of how you use student performance data to improve instruction
 - B. Evidence of Leadership Activities
 1. Presentation of End-product from M.Ed. program
 2. Presentation of school site leadership roles/responsibilities
 3. Evidence of Teaching certificate (Updated)
 4. Evidence of Teacher Service Record
 5. Criminal Background Check

Required Courses	21
EDUL 7301: Management of School Personnel and Budgets	3
EDUL 7302: School Leadership	3
EDUL 7303: Organizational Leadership and Change	3
EDUL 7304: Leading with Data	3
EDUL 7305: Curriculum and Instruction for Diverse Learners	3
EDUL 6390: Pre-Practicum	3
EDUL 6391: Practicum	3
Total hours required for completion:	21

Certification

Once program requirements have been completed, students will be eligible to take the state Principal TExES exam. Students will receive information regarding registration for the TExES while enrolled in the pre-practicum course. After completion of the two practicum courses and passing the TExES examination, students should apply for principal certification immediately. If TEA certification standards change between the time you complete the program and the time you apply for certification, you will be required to meet the new standards before being certified. This may mean taking additional courses or completing additional requirements.

Course Descriptions

EDUL 6390: Pre-Practicum [3-0]
 EDUL 6390 is a pre-requisite for EDUL 6391. The course provides students the opportunity to practice competencies and state standards in preparation to assume responsibility as principals in school districts

and to pass the state principal certification exam. Applicable laws, policies, and regulations will be emphasized. Students who pass their TExES exam may earn a maximum of 30 hours of field based hours. * Students must pass the TExES exam before enrolling in EDUL 6391; this course may be repeated.

EDUL 6391: Practicum [3-0]

This course is based on Texas Education Agency regulations. Students practice TExES competencies, state standards, and theories as they engage in principal responsibilities in school districts. Applicable laws, policies, and regulations will be emphasized. A minimum of 160 hours of field-based activities are required. **Prerequisite:** EDUL 6390.

EDUL 7301: Management of School Personnel and Budgets [3-0]

This course provides a study of human resources and school budgeting functions. An overview of the supervision of classroom instruction and evaluation of instructional personnel will be covered. Applicable laws, policies, and regulations will be addressed. Ethical principles and integrity in decision-making, actions, and behaviors will also be emphasized.

EDUL 7302: School Leadership [3-0]

This course will focus on the executive leadership functions related to administration and instructional roles of the principal. Special emphasis will be on communication, change management, school improvement, professional growth, positive student behavior, and safe school environment. Applicable laws, policies, and regulations will be emphasized.

EDUL 7303: Instructional Leadership and Supervision [3-0]

This course covers supervisory functions in the elementary and secondary schools that relate to the administrator's role in the supervision, improvement and evaluation of classroom instruction. Students will view instructional supervision as a function of leadership carried out through both principal and teacher leaders. Applicable laws, policies, and regulations will be emphasized.

EDUL 7304: Leading with Data [3-0]

This course focuses on concepts of curriculum. Curricular issues will be explored and instructional leadership models for schools will be developed. Campus data will be analyzed and interpreted for decision-making necessary to promote the success of all students. Specific attention will be given to the creation of campus learning environments based on data that are conducive to all students' learning and the professional growth of staff. Applicable laws, policies, and regulations will be emphasized.

EDUL 7305: Cultural Foundations and Community Engagement [3-0]

This course focuses on collaborative strategies to engage families and community members to shape the campus culture in responding to diverse community interests and needs. The course examines the multicultural factors in society that affect public schools and their influences upon learning and the acquisition of skills important to be successful. Particular emphasis will be placed upon understanding the culture of the Mexican-American child. Applicable laws, policies, and regulations will be emphasized.

Program of Study - Superintendent Certification

The student must complete the 15 credit hours outlined below. After completing the program courses and the practicum, the student must pass the superintendent credential exam (TExES) in order to be certified.

Admission Requirements

To be admitted to the superintendent credential program, prospective candidates must meet all requirements listed below:

1. Master's or higher degree from a regionally accredited institution of higher learning
2. Submission of official transcripts from all universities previously attended
3. Submission of a copy of the Texas Educator Certificate
4. Submission of two letters of recommendation with at least one from a superintendent or assistant superintendent
5. Submission of a resume
6. Submission of a statement of leadership and career aspirations
7. Submission of Teacher Service Record
8. Two years administrative experience
9. Personal interview

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	15
EDUL 7312: Socio-Political Problems of the Superintendent	3
EDUL 7313: Ethics and Decision Making	3
EDUL 7314: The Superintendent	3
EDUL 7315: Texas School Finance and Facilities Administration	3
EDUL 7398: Superintendent Practicum	3
Total hours required for completion:	15

Probationary Certificate

The department will only recommend for probationary certificate those students who are formally admitted to the program and who have been offered a position of superintendent by a school board. In order to hold the probationary certificate, the student must be enrolled in coursework, including the internship at UTRGV. The term of the Probationary Certificate is for a one year period, renewable for a total of two years.

Certification

Once program requirements have been completed and students have taken a benchmark exam, students will be eligible to take the state Superintendent TExES exam. Program finishers who have passed the certification exam should pursue certification immediately. If TEA certification standards change between the time you complete the program and the time you apply for certification, you will be required to meet the new standards before being certified. This may mean taking additional courses or completing additional requirements.

Course Descriptions:

EDUL 7312: Socio-Political Problems of the Superintendent [3-0]
The course examines the interrelationships of local districts with other political subdivisions through: a study of the impact of power structures upon local education; a review of the influence of professional

and non-professional organizations; a study of the influence of community power structures; an analysis of internal forces; and an analysis of board/superintendent governance issues on educational decision making. School Community relations are also emphasized. This course will require 20 clock hours of field based, internship, activities.

EDUL 7313: Ethics and Decision Making [3-0]

The course analyzes the decision making issues and dilemmas that confront the school superintendent in today's society. Students are immersed in the decision making process through the use and development of case studies and other simulations that demonstrate how the personal values and ethics of school leaders impact their decision making process. This course will require 20 clock hours of field based, internship, activities.

EDUL 7314: The Superintendent [3-0]

The course includes a comprehensive study of the complex role of the school superintendent. The course focuses on strategic planning, policy development, staff/superintendent/board relations, curriculum and instruction, legal issues, finance, budgeting, and problem solving and decision making in the day to day life of the superintendent. This course will require 20 clock hours of field based, internship, activities.

EDUL 7315: Texas School Finance and Facilities Administration [3-0]

The course examines the basic concepts of Texas School Finance including issues involving federal, state and local financial support of education, state financial systems, taxation, budgeting and fiscal management. The course also focuses on the finance of capital programs and includes the planning, maintaining and management of public school facilities; and the organizational management, leadership and decision making processes for effective and efficient finance and operations. This course will require 20 clock hours of field based, internship activities.

EDUL 7398: Superintendent Practicum [3-0]

The course offers the student, field based, on-the- job training experiences under the guidance and mentorship of a practicing school superintendent and his/her upper level leadership team; and the supervision of a member of the university faculty, preferably, one who has served as a superintendent. This course will require 160 clock hours of internship activities.

Department of Teaching and Learning

- Curriculum and Instruction (EdD)
- Curriculum and Instruction (MED)
- Educational Technology (MED)
- E-Learning (Certificate)
- Technology Leadership in Education (Certificate)

Program of Study - Curriculum and Instruction (EDD)

The Doctoral Program in Curriculum and Instruction is designed to prepare individuals with expertise to formulate and lead educational programs and organizations in higher education and corresponding entities. In addition, the program will enable candidates to teach in colleges and universities. Graduates will be able to:

- lead and administer curriculum programs with a high degree of competence;
- supervise professionals and paraprofessionals in a variety of educational settings;
- using multiple assessment methodologies;
- develop, apply and evaluate assessments, curricular materials, and scientifically research based instructional methods,
- synthesize in-depth knowledge of major theories, philosophies, and current issues in curriculum;
- design, conduct, assess and evaluate qualitative and quantitative research studies in Curriculum and Instruction and in specialization areas; and
- analyze knowledge demonstrated by original research and scholarly contributions to the field of Curriculum and Instruction through publication and presentation of research findings at the local, state, regional, national and/or international levels.

Students may specialize in one of the following areas: bilingual studies, early childhood, educational technology, higher education teaching, literacy, mathematics education or science education.

Admission Requirements

To be admitted to the doctoral program in curriculum and instruction, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

7. Earned master's degree from a regionally accredited United States institution or a recognized international equivalent with a minimum grade point average (GPA) of 3.25 on all graduate work
8. GRE general test
9. Submission of three professional letters of recommendation from individuals with first-hand knowledge of the applicant's professional qualities and scholarly potential with reference forms
10. Documentation of five years of experience in education or equivalent experiences in relevant professional fields
11. Submission of a personal statement describing goals, experiences, scholarly accomplishments, reasons for obtaining this degree, and possible research questions or topics of interest
12. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Final admission to the doctoral program will be made by a selection committee comprised of Curriculum and Instruction faculty members.

Program Requirements

Bilingual Studies Specialization:

Required Courses

Research 9

EDFR 8300: Research Methods and Design 3

EDFR 8301: Qualitative Research 3

EDFR 8302: Quantitative Research 3

Designated Research Elective 3

Select one course from the following:

EDFR 8303: Advanced Qualitative Research 3

EDFR 8304: Advanced Quantitative Research 3

EDFR 8305: Program Evaluation 3

EDFR 8306: Multivariate Analysis in Educational Research 3

EDFR 8307: Selected Topics in Research 3

Curriculum and Instruction Core 21

EDCI 8320: Advanced Curriculum Design and Development 3

EDCI 8321: Adult Learning Strategies 3

EDCI 8323: Advanced Models of Teaching 3

EDCI 8324: Literacy Across the Curriculum 3

EDCI 8325: Mentoring and Professional Development 3

EDFR 8322: Advanced Historical and Sociocultural Inquiry in Education 3

EPSY 8318: Advanced Human Development and Cognition 3

Specialization 15

BILC 8340: History, Politics, and Models of Bilingual Education 3

BILC 8341: Bilingualism and Second Language Acquisition 3

BILC 8342: Content Area Instruction in Bilingual Programs 3

BILC 8343: Literacy and Biliteracy Development 3

BILC 8344: Language Use in Bilingual Classrooms 3

Designated Elective 9

BILC 8345: Seminar in Bilingual Studies 3

BILC 8346: Issues and Assessment in Bilingual/ESL Programs 3

BILC 7362: **Principles of Curriculum Development in Dual Language and ESL Classrooms** 3

Capstone Requirement

Dissertation 9

*EDCI 8380: Dissertation 3

*EDCI 8690: Dissertation 6

**EDCI 8191: Dissertation Revision 1

*Students will continuously enroll in either EDCI 8380 or EDCI 8690 until they complete their Dissertation.

** EDCI 8191 may only be taken subsequent to dissertation defense with approval from advisor and may not be repeated.

Written Comprehensive Exam
Dissertation Defense

Total graduate hours required for degree: 66

Early Childhood Specialization:

Required Courses

Research 9

EDFR 8300: Research Methods and Design 3

EDFR 8301: Qualitative Research 3

EDFR 8302: Quantitative Research 3

Designated Research Elective 3

Select one course from the following:

EDFR 8303: Advanced Qualitative Research 3

EDFR 8304: Advanced Quantitative Research 3

EDFR 8305: Program Evaluation 3

EDFR 8306: Multivariate Analysis in Educational Research 3

EDFR 8307: Selected Topics in Research 3

Curriculum and Instruction Core 21

EDCI 8320: Advanced Curriculum Design and Development 3

EDCI 8321: Adult Learning Strategies 3

EDCI 8323: Advanced Models of Teaching 3

EDCI 8324: Literacy Across the Curriculum 3

EDCI 8325: Mentoring and Professional Development 3

EDFR 8322: Advanced Historical and Sociocultural Inquiry in Education 3

EPSY 8318: Advanced Human Development and Cognition 3

Specialization 15

ECED 8350: Advanced Theories in Early Childhood Education 3

ECED 8351: Research in Early Childhood Education 3

ECED 8352: Advanced Curriculum in Early Childhood Education 3

ECED 8353: Families, Schools and Community Partnerships 3

ECED 8354: Leadership in Early Childhood Education 3

Free Electives 9

Select 3 courses from the following:

EDCI 6325: ESL for International and Intercultural Settings 3

EDCI 6336: Problems in Education 3

ECED 6301: Major Theories in Early Childhood Education 3

ECED 6302: Developmentally Appropriate Practices, Planning, and Curriculum 3

ECED 6306: Literacy in Early Childhood Education	3
ECED 6311: Problems in Early Childhood Education	3

Capstone Requirement

Dissertation	9
*EDCI 8380: Dissertation	3
*EDCI 8690: Dissertation	6
**EDCI 8191: Dissertation Revision	1

*Students will continuously enroll in either EDCI 8380 or EDCI 8690 until they complete their Dissertation.

** EDCI 8191 may only be taken subsequent to dissertation defense with approval from advisor and may not be repeated.

Written Comprehensive Exam
Dissertation Defense

Total graduate hours required for degree: 66

Educational Technology Specialization:

Required Courses

Research 9

EDFR 8300: Research Methods and Design	3
EDFR 8301: Qualitative Research	3
EDFR 8302: Quantitative Research	3

Designated Research Elective 3

Select one course from the following:

EDFR 8303: Advanced Qualitative Research	3
EDFR 8304: Advanced Quantitative Research	3
EDFR 8305: Program Evaluation	3
EDFR 8306: Multivariate Analysis in Educational Research	3
EDFR 8307: Selected Topics in Research	3

Curriculum and Instruction Core 21

EDCI 8320: Advanced Curriculum Design and Development	3
EDCI 8321: Adult Learning Strategies	3
EDCI 8323: Advanced Models of Teaching	3
EDCI 8324: Literacy Across the Curriculum	3
EDCI 8325: Mentoring and Professional Development	3
EDFR 8322: Advanced Historical and Sociocultural Inquiry in Education	3
EPSY 8318: Advanced Human Development and Cognition	3

Specialization 15

EDTC 8371: Theories and Practices in Effective Online Pedagogy	3
EDTC 8372: Advanced Instructional Design	3
EDTC 8373: Evaluation and Assessment in Instructional Technology	3
EDTC 8374: Course Management and Instructional Systems in K-16	3

EDTC 8375: Trends in Educational Technology K-16 3

Designated Electives 9

Select 3 courses from the following:

EDTC 6320: Instructional Technology 3

EDTC 6321: Instructional Design 3

EDTC 6323: Multimedia/Hypermedia 3

EDTC 6325: Educational Communications 3

EDTC 6329: Selected Topics in Educational Technology 3

Capstone Requirement

Dissertation 9

*EDCI 8380: Dissertation 3

*EDCI 8690: Dissertation 6

**EDCI 8191: Dissertation Revision 1

*Students will continuously enroll in either EDCI 8380 or EDCI 8690 until they complete their Dissertation.

** EDCI 8191 may only be taken subsequent to dissertation defense with approval from advisor and may not be repeated.

Written Comprehensive Exam

Dissertation Defense

Total graduate hours required for degree: 66

Higher Education Teaching Specialization:

Required Courses

Research 9

EDFR 8300: Research Methods and Design 3

EDFR 8301: Qualitative Research 3

EDFR 8302: Quantitative Research 3

Designated Research Elective 3

Select one course from the following:

EDFR 8303: Advanced Qualitative Research 3

EDFR 8304: Advanced Quantitative Research 3

EDFR 8305: Program Evaluation 3

EDFR 8306: Multivariate Analysis in Educational Research 3

EDFR 8307: Selected Topics in Research 3

Curriculum and Instruction Core 21

EDCI 8320: Advanced Curriculum Design and Development 3

EDCI 8321: Adult Learning Strategies 3

EDCI 8323: Advanced Models of Teaching 3

EDCI 8324: Literacy Across the Curriculum 3

EDCI 8325: Mentoring and Professional Development 3

EDFR 8322: Advanced Historical and Sociocultural Inquiry in Education 3

EPSY 8318: Advanced Human Development and Cognition	3
Specialization	15
EDFR 8380: Comparative Higher Education	3
EDFR 8382: History and Philosophy of Higher Education	3
HIED 8381: Advanced Human Learning and Motivational Development	3
HIED 8383: Higher Education Equity, Inclusion, and Diversity	3
HIED 8384: Current Issues in Higher Education	3
Free Electives	9
<i>Select 3 courses from the following:</i>	
EDCI 6336: Problems in Education	3
EDCI 8336: Topics in Higher Education	3
EDUL/HIED 8340: Higher Education Law	3
EDUL/HIED 8341: Student Affairs in Higher Education	3
Capstone Requirement	
Dissertation	9
*EDCI 8380: Dissertation	3
*EDCI 8690: Dissertation	6
**EDCI 8191: Dissertation Revision	1
*Students will continuously enroll in either EDCI 8380 or EDCI 8690 until they complete their Dissertation.	
** EDCI 8191 may only be taken subsequent to dissertation defense with approval from advisor and may not be repeated.	
Written Comprehensive Exam	
Dissertation Defense	
Total graduate hours required for degree:	66
<u>Literacy Specialization:</u>	
Required Courses	
Research	9
EDFR 8300: Research Methods and Design	3
EDFR 8301: Qualitative Research	3
EDFR 8302: Quantitative Research	3
Designated Research Electives	6
<i>Select from the following:</i>	
EDFR 8303: Advanced Qualitative Research	3
EDFR 8304: Advanced Quantitative Research	3
EDFR 8305: Program Evaluation	3
EDFR 8306: Multivariate Analysis in Educational Research	3
EDFR 8307: Selected Topics in Research	3
Curriculum and Instruction Core	21

EDCI 8320: Advanced Curriculum Design and Development	3
EDCI 8321: Adult Learning Strategies	3
EDCI 8323: Advanced Models of Teaching	3
EDCI 8324: Literacy Across the Curriculum	3
EDCI 8325: Mentoring and Professional Development	3
EDFR 8322: Advanced Historical and Sociocultural Inquiry in Education	3
EPSY 8318: Advanced Human Development and Cognition	3
Specialization	15
RLIT 8370: Literacy Research, Assessment and Theory	3
RLIT 8371: Transnational and Border Literacies	3
RLIT 8372: Traditional and Digital Literacies	3
RLIT 8373: Critical Literacies	3
RLIT 8374: Literacy Policy and Leadership	3
Free Electives	6
<i>Chosen from the following:</i>	
RLIT 6300: Foundations of Reading and Digital Literacies	3
RLIT 6301: Digital Literacies and Reading for Young Children	3
RLIT 6302: Adolescent Digital Literacies and Reading	3
RLIT 6303: Diverse Learner Digital Literacies and Reading	3
RLIT 6305: Conducting Literacy Research	3
RLIT 6306: Assessment in Digital Literacies and Reading	3
RLIT 6307: Sociocultural Foundations of Literacy	3
RLIT 6308: Digital Literacies and Reading Leadership	3
RLIT 6310: Children's and Adolescent Literature	3
RLIT 6311: Crossing Borders with Literature for Young People	3
RLIT 6313: Literacy Development and Language Study	3
RLIT 6320: Writing in the Reading Classroom	3
RLIT 6330: Teaching Struggling Readers	3
Capstone Requirement	
Dissertation	9
*EDCI 8380: Dissertation	3
*EDCI 8690: Dissertation	6
**EDCI 8191: Dissertation Revision	1
*Students will continuously enroll in either EDCI 8380 or EDCI 8690 until they complete their Dissertation.	
** EDCI 8191 may only be taken subsequent to dissertation defense with approval from advisor and may not be repeated.	
Written Comprehensive Exam	
Dissertation Defense	
Total graduate hours required for degree:	66

Mathematics Education Specialization:

Required Courses

Research 9

EDFR 8300: Research Methods and Design	3
EDFR 8301: Qualitative Research	3
EDFR 8302: Quantitative Research	3

Designated Research Elective 3

Select one course from the following:

EDFR 8303: Advanced Qualitative Research	3
EDFR 8304: Advanced Quantitative Research	3
EDFR 8305: Program Evaluation	3
EDFR 8306: Multivariate Analysis in Educational Research	3
EDFR 8307: Selected Topics in Research	3

Curriculum and Instruction Core 21

EDCI 8320: Advanced Curriculum Design and Development	3
EDCI 8321: Adult Learning Strategies	3
EDCI 8323: Advanced Models of Teaching	3
EDCI 8324: Literacy Across the Curriculum	3
EDCI 8325: Mentoring and Professional Development	3
EDFR 8322: Advanced Historical and Sociocultural Inquiry in Education	3
EPSY 8318: Advanced Human Development and Cognition	3

Specialization 15

EDCI 7360: Teaching and Learning Space, Dimension and Measurement Concepts	3
EDCI 7353: Teaching and Learning Algebraic Concepts	3
EDCI 8361: Theories of Learning and Teaching Mathematics	3
EDCI 8362: Assessing Cognitive, Conceptual and Fluency Structures Related to Learning and Teaching Mathematics	3
EDCI 8364: Teaching and Learning Data Analysis and Probability	3

Designated Electives 9

EDCI 6336: Problems in Education	3
EDCI 8350: Selected Topics in Science Education	3
EDCI 8363: Teaching and Learning Mathematics with Diverse Learners	3

Capstone Requirement

Dissertation 9

*EDCI 8380: Dissertation	3
*EDCI 8690: Dissertation	6

**EDCI 8191: Dissertation Revision 1

*Students will continuously enroll in either EDCI 8380 or EDCI 8690 until they complete their Dissertation.

** EDCI 8191 may only be taken subsequent to dissertation defense with approval from advisor and may not be repeated.

Written Comprehensive Exam

Dissertation Defense

Total graduate hours required for degree: 66

Science Education Specialization:

Required Courses

Research 9

EDFR 8300: Research Methods and Design 3

EDFR 8301: Qualitative Research 3

EDFR 8302: Quantitative Research 3

Designated Research Elective 3

Select one course from the following:

EDFR 8303: Advanced Qualitative Research 3

EDFR 8304: Advanced Quantitative Research 3

EDFR 8305: Program Evaluation 3

EDFR 8306: Multivariate Analysis in Educational Research 3

EDFR 8307: Selected Topics in Research 3

Curriculum and Instruction Core 21

EDCI 8320: Advanced Curriculum Design and Development 3

EDCI 8321: Adult Learning Strategies 3

EDCI 8323: Advanced Models of Teaching 3

EDCI 8324: Literacy Across the Curriculum 3

EDCI 8325: Mentoring and Professional Development 3

EDFR 8322: Advanced Historical and Sociocultural Inquiry in Education 3

EPSY 8318: Advanced Human Development and Cognition 3

Specialization 15

EDCI 8340: Technology in the Science Classroom 3

EDCI 8342: Addressing the Needs of English Language Learners in the Science Classroom 3

EDCI 8344: Diversity Issues in Science Education 3

EDCI 8346: Instructional Change and Reform for Science Education Leaders 3

EDCI 8348: The Historical Context of Science and Science Teaching 3

Designated Electives 9

EDCI 6336: Problems in Education 3

EDCI 8350: Selected Topics in Science Education 3

EDCI 7360: Teaching and Learning Space, Dimension and Measurement Concepts 3

Capstone Requirement

Dissertation 9

*EDCI 8380: Dissertation 3

*EDCI 8690: Dissertation 6

**EDCI 8191: Dissertation Revision 1

*Students will continuously enroll in either EDCI 8380 or EDCI 8690 until they complete their Dissertation.

** EDCI 8191 may only be taken subsequent to dissertation defense with approval from advisor and may not be repeated.

Written Comprehensive Exam
Dissertation Defense

Total graduate hours required for degree: 66

In addition to all coursework requirements, students must successfully pass the comprehensive exam before beginning dissertation hours. Once this exam is passed, students will write and defend their dissertation proposal before beginning dissertation research. At the conclusion of the dissertation process, students must successfully complete an oral dissertation defense.

Course Descriptions

BILC 7362: Principles of Curriculum Development in Dual Language and ESL Classrooms [3-0]
Students will connect research and theory to best practices for English Language Learners in dual language and ESL settings. This includes an understanding of how culture influences language learning and school achievement. Students will apply their understanding of best practices to planning curriculum.

BILC 8340: History, Politics, and Models of Bilingual Education [3-0]
Historical, theoretical, and legal foundations of bilingual/ESL education, including the evolution of program models will be investigated.

BILC 8341: Bilingualism and Second Language Acquisition [3-0]
Theories and research in bilingualism, multiculturalism, and second language acquisition will be addressed. Specific emphasis will be given to the linguistic, cognitive, and motivational factors in language acquisition.

BILC 8342: Content Area Instruction in Bilingual Programs [3-0]
This course studies the rationale, theory, and research that support content-based instruction in bilingual education. Student projects will include dual language and ESL research and practice.

BILC 8343: Literacy and Biliteracy Development [3-0]
This course is taught in Spanish, reviews literacy practices in bilingual education and addresses the theory and research related to the development of biliteracy. Students explore literacy in its broader sociocultural context and review the history of the teaching of reading and writing in both Spanish and English.

BILC 8344: Language Use in Bilingual Classrooms [3-0]
Students will examine and compare the linguistic structures of Spanish and English, including phonology, morphology, and syntax. Students will analyze discourse patterns in bilingual education such as dual language and ESL.

BILC 8345: Seminar in Bilingual Studies [3-0]
The focus of this course may include such issues as assessment, advocacy, cultural studies, language policies, language planning, and bilingual education.

BILC 8346: Issues and Assessment in Bilingual/ESL Programs [3-0]
Students will be provided with the knowledge and strategies to evaluate Bilingual/ESL Programs, related materials, methodologies, and assessment. It addresses a number of issues in the assessment of English language learners, including purpose, validity, reliability, and bias. It also reviews guidelines for appropriate test use.

ECED 6301: Major Theories in Early Childhood Education [3-0]
This course will include major historical and current theoretical perspectives of early childhood education. These foundations will be used to examine special educational program models, family-focused initiatives and curriculum development. The application of theoretical principles will be examined through group and individual projects, classroom practice, research and reflection papers.

ECED 6302: Developmentally Appropriate Practices, Planning, and Curriculum [3-0]
This course will include the major principles of curriculum planning, organization, scope, and sequence of a constructivist model. Special emphasis will be given to research on developmentally appropriate learning materials and resources. A major portion of this course will include field-based experiences.

ECED 6306: Literacy in Early Childhood Education [3-0]
This course will focus on a constructivist model of literacy, how early childhood teachers integrate best practices, and family literacy learning in the classroom. This course will incorporate a framework of bilingual and multilingual learners. Students will engage in individual and group projects. **Prerequisite:** ECED 6301

EDEC 6311: Problems in Early Childhood Education [3-0]
Topics will include analysis of theory, research, policy and practice such as: Children's Play and Play Environment, Peer Relationships: Personality and Social Development, Parent and Community Involvement for the Early Childhood Classroom, and Early Childhood Education for the Exceptional Child.

ECED 8350: Advanced Theories in Early Childhood Education [3-0]
This course will involve a collaborative exploration of major theories related to early childhood education. The focus of the course is on learning fundamental theories with historical perspectives and expansion on theoretical frameworks regarding current educational practice and policy. Current and critical theories in education will be discussed. **Prerequisite:** Admission to the doctoral program.

ECED 8351: Research in Early Childhood Education [3-0]
This course will cover current and historical research in early childhood education. The historical research will include foundations of early childhood research. Current research will include topics such as research methodology and ethics for researching young children. **Prerequisite:** Admission to the doctoral program.

ECED 8352: Advanced Curriculum in Early Childhood Education [3-0]
This course will examine the foundations related to early childhood curriculum. The major curriculum models/approaches in early childhood education will be presented. Currently accepted best practices in early childhood education will be analyzed and critiqued. Research in Early Childhood curriculum development will be interpreted. **Prerequisite:** Admission to the doctoral program.

ECED 8353: Families, Schools and Community Partnerships [3-0]
This course examines the role families, schools, and community partnerships play as a critical element of whole-school educational reform. As a learning community, we will examine our own beliefs about each role; analyze the research on the impact of home/school and community partnership on student learning. **Prerequisite:** Admission to the doctoral program.

ECED 8354: Leadership in Early Childhood Education [3-0]
This course focuses on the major principles of leadership, ethics and advocacy in Early Childhood Education. It involves research into models of leadership, ethics, personal leadership qualities and skills, cultural and personal inclusion and effective collaboration. **Prerequisite:** Admission to the doctoral program.

EDCI 6325: ESL for International and Intercultural Settings [3-0]
This course will emphasize comparative international and intercultural teaching practices, stressing second language instruction in an international setting. Cooperation with community agencies, selection and assignment of personnel, allocation of resources, pupil personnel management and other instructional programs will be emphasized.

EDCI 6336: Problems in Education [3-0]
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 researchers and other people in the community to improve the education program.

EDCI 7353: Teaching and Learning Algebraic Concepts [3-0]
This course covers learning theories related to the teaching of school algebra, as well as strategies for teaching algebraic concepts. Topics include best practices based on research, development of materials for supporting the learning of foundational algebraic concepts. Students will utilize technology and tools.

EDCI 7354: Teaching and Learning Geometric Concepts [3-0]
This course covers learning theories related to learning geometry, as well as strategies for teaching geometric concepts. Topics include best practices based on research, and the development of materials that support the learning of geometric concepts through the use of technology and other "tools".

EDCI 7360: Teaching and Learning Space, Dimension and Measurement Concepts [3-0]
This course examines research related to learning concepts on space, dimension and measurement concepts and pedagogical content knowledge, and technology. Contemporary issues on the teaching and learning in K-12 classrooms including standards and assessments are emphasized.

EDCI 8191: Dissertation Revision [1-0]
Students complete to specific corrections as detailed by committee feedback during defense.
Prerequisite: Dissertation defense completed.

EDCI 8320: Advanced Curriculum Design and Development [3-0]
Planning the implementation and evaluation of curriculum and instruction as innovations in educational settings. This includes design, development, and evaluation of program materials.

EDCI 8321: Adult Learning Strategies [3-0]
A study of learning in adulthood, how to facilitate that learning, and the characteristics of adult learners will be addressed. Particular emphasis will be placed on models, goals, organization, methodology, career development, and evaluation of adult learners in P-16 environments

EDCI 8323: Advanced Models of Teaching [3-0]
Social, information processing, personal, and behavioral systems models will be examined, synthesized and applied. Research in teacher effectiveness and demonstration of models is required.

EDCI 8324: Literacy Across the Curriculum [3-0]
This course will focus on reading and writing across the curriculum. Additional emphasis will be placed on research and current classroom implementation.

EDCI 8325: Mentoring and Professional Development [3-0]
Research and models of mentoring, induction, and professional development will be explored. Local, state, and national programs will be analyzed in terms of meeting the needs of adult learners, effecting change, and long term instructional improvement.

EDCI 8336: Topics in Higher Education [3-0]
Major emphasis is on current innovations and demands in education and education related settings. Students will conduct research related to selected problems and new developments. This research may include conducting action research, working with educational determinants, new education programs, and/or emerging philosophies intended to improve the education programs. Credit may be applied toward graduate and post-graduate programs in education when the student chooses or is provided an appropriate problem. Course may be used for all Specializations in the Ed.D. C&I Program. **Prerequisite:** Approval of Graduate Advisor and/or Specialization Coordinator.

EDCI 8338: Special Topics in Curriculum [3-0]
Engages students in conceptual and practical problems of curriculum development, implementation and evaluation in educational contexts. Specific context of course foci rotate to accommodate needs of students across specializations.

EDCI 8340: Technology in the Science Classroom [3-0]
This course provides an in-depth study and analysis of the constantly changing use of technology applications in the science classroom, focusing on cognitive theory and assessment. Methods for evaluating the impact of emerging science classroom technology to improve student understanding of science concepts will be investigated.

EDCI 8342: Addressing the Needs of English Language Learners in the Science Classroom [3-0]
The course explores instructional strategies that simultaneously promote science learning and English proficiency for ELLs. It also addresses specific areas of research such as ELL students' "funds of knowledge" as a foundation for learning scientific ideas and practices.

EDCI 8344: Diversity Issues in Science Education [3-0]
Students will explore diversity issues that lead to marginalization of students in science and technology, engineering, and mathematics careers. The course will focus on equity issues related to gender, race, ethnicity, socioeconomic status, and special education in science education.

EDCI 8346: Instructional Change and Reform for Science Education Leaders [3-0]
Critical analysis of state, national, and international reform initiatives is the focus of this course. The course develops student's an understanding of policy and practices that have shaped reform at various levels and develop expertise in forming new polices and directing successful implementation.

EDCI 8348: The Historical Context of Science and Science Teaching [3-0]
The course explores the growth of scientific knowledge over time and its adoption in schools and universities. The course includes a substantial hands-on component in which students recreate some of the landmark experiments in the historical development of the physical and life sciences.

EDCI 8350: Selected Topics in Science Education [3-0]
Group and individual projects in science education research design, assessment strategies, research methodologies and research execution in response to student needs, interests and faculty expertise.

EDCI 8361: Theories of Learning and Teaching Mathematics [3-0]
This course presents theoretical bases for the learning and teaching of mathematics, including an examination of the research supporting the theoretical bases

EDCI 8362: Assessing Cognitive, Conceptual and Fluency Structures Related to Learning and Teaching Mathematics [3-0]
This course introduces diagnostic and assessment procedures in mathematics and their potential for identifying problem areas related to children's acquisition of mathematical skills; number and quantity concepts.

EDCI 8363: Teaching and Learning Mathematics with Diverse Learners [3-0]
This course examines the pedagogical strategies to meet the needs of diverse learners through the use diagnostic and assessment procedures in mathematics for identifying problem areas related to children's acquisition of mathematical skills; number and quantity concepts.

EDCI 8364: Teaching and Learning Data Analysis and Probability [3-0]
The course examines the pedagogical content knowledge, technology and research on teaching and student learning of concepts and skills in probability, and statistics, including discussion of contemporary issues in K-12 curriculum, standards, and assessment.

EDCI 8380: Dissertation [3-0]
Under supervision of the dissertation chair, in this 3 hour course, students will design, develop and complete their dissertation. **Prerequisite:** Successful completion of the Comprehensive Examinations.

EDCI 8690: Dissertation 3
Under the supervision of the dissertation chair, in this 6 hour course students will design, develop and complete their dissertation. **Prerequisite** Permission of advisor.

EDFR 8300: Research Methods and Design [3-0]
This course introduces the research process and focusses on the various quantitative, qualitative, and mixed methods inquiry strategies including the epistemological differences between these approaches. Attention is given to formulating problem statements, posing research questions and hypotheses, devising appropriate research designs.

- EDFR 8301: Qualitative Research [3-0]
An examination of qualitative research methods including ethnography, case studies, grounded theory, narrative and other qualitative inquiries applied to education is the focus of this course. **Prerequisite:** EDFR 8300.
- EDFR 8302: Quantitative Research [3-0]
This course is an introduction to quantitative research methods in education, including descriptive, experimental, correlational, and other inquiries. Strengths, weaknesses, and appropriate uses of these quantitative methods of inquiry will be stressed.
- EDFR 8303: Advanced Qualitative Research [3-0]
The purpose of advanced qualitative research is to develop a deeper understanding of qualitative designs, and data collection. **Prerequisites:** EDFR 8300 and EDFR 8301.
- EDFR 8304: Advanced Quantitative Research [3-0]
The purpose of this advanced quantitative research is to develop a deeper understanding of qualitative designs, data collection, and analysis methods. **Prerequisites:** EDFR 8300 and EDFR 8301.
- EDFR 8305: Program Evaluation [3-0]
Methods related to planning and implementing evaluation of educational programs, including formative and summative evaluation are the focus of this course. National standards are examined for assessing the quality of evaluations relative to utility, feasibility, propriety, and accuracy. **Prerequisites:** EDFR 8300, EDFR 8301, and EDFR 8302.
- EDFR 8306: Multivariate Analysis in Educational Research [3-0]
Heuristic review of univariate and bivariate data analysis, multiple regression analysis, canonical correlation, cluster analysis, discriminant analysis of variance, factor analysis, and related topics are covered. **Prerequisites:** EDFR 8300, EDFR 8302, and EDFR 8304.
- EDFR 8307: Selected Topics in Research [3-0]
Group and individual projects in research design, research methodologies, and research execution in response to student needs and interests, and faculty expertise. **Prerequisites:** EDFR 8300, EDFR 8301, and EDFR 8302.
- EDFR 8322: Advanced Historical and Sociocultural Inquiry in Education [3-0]
A sociocultural and historical analysis of education as a social institution and a setting for social interaction, to include such topics as social stratification, gender, ethnicity, race, social organization, social change, cultural diversity, group dynamics, religion and leadership.
- EDFR 8380: Comparative Higher Education [3-0]
Current knowledge of the methodology and traditions of the field of Comparative Education applied to national systems of higher education compared to U.S. Analysis of emerging concepts surrounding globalization, Birth-12 or PK-16 education, postgraduate, scientific research and innovation worldwide with special emphasis in North, Central and South America and Europe.
- EDFR 8382: History and Philosophy of Higher Education [3-0]
An overview of historical development of Higher Education is focused on American education and its growth and development since the founding of Harvard. Philosophical issues, e.g., access to higher

education, undergraduate curriculum, academic freedom, role of universities in society, and the balance of teaching, research and service will be addressed.

EDTC 6320: Instructional Technology [3-0]

This course provides a history and overview of the field of instructional technology. Demonstrations of technologies in different educational settings are explored. Practical and theoretical means for ascertaining the needs of learners, implementations of specific technologies to meet those needs, and assessment of effectiveness of those technologies in meeting learner's needs are presented.

EDTC 6321: Instructional Design [3-0]

This course uses an instructional systems design model to guide the student in systematically developing effective Instruction. Theoretical and practical issues in instructional systems design are examined. Other instructional design models are introduced.

EDTC 6323: Multimedia/Hypermedia [3-0]

This course concentrates on the development and utilization of hypermedia and multimedia in education. Students are expected to demonstrate the ability to develop an interactive instruction by utilizing audiovisual technologies and computer-based/Web-based technologies in a meaningful, educational context. **Prerequisite:** EDTC 6321.

EDTC 6325: Educational Communications [3-0]

This course addresses the development of instruction for e-learning environments. Learners will use a research-based rationale for the selection and utilization of technologies for designing, developing, implementing, and evaluating instruction using an open source courseware management system. Learners will also explore the potential of 3-D virtual environments for instructional applications.

EDTC 6329: Selected Topics in Educational Technology [3-0]

This course addresses the study of significant topic related to utilization of technology in educational settings. With approval of advisor, course can be repeated if topic varies.

EDTC 8371: Theories and Practices in Effective Online Pedagogy [3-0]

This online course examines contemporary research relevant to the theoretical foundations of teaching and learning online. Through examination of current literature relevant to effective online instruction, students will analyze the pedagogical implications for teaching and developing effective online courses and learning communities incorporating current and future technological tools.

EDTC 8372: Advanced Instructional Design [3-0]

This online course is designed to extend students' knowledge and application of the instructional design process in K-16 e-learning environments. Emphasis is placed on the selection of appropriate pedagogies, processes, and tools for designing, developing, and evaluating online instructional materials. Students will solve a real-world instructional or performance problem.

EDTC 8373: Evaluation and Assessment in Instructional Technology [3-0]

The online course is intended for students to become competent in mainstream and alternative models of evaluation. Students will also target a real life instructional system within an organization, propose an appropriate evaluation model with a research-based justification, and appraise the target system professionally to meet the organization's goal.

EDTC 8374: Course Management and Instructional Systems in K-16 [3-0]

This entirely online course provides a framework by which distance educators can analyze three core issues involved in successfully implementing courseware/learning management systems in K-16 environments. Students will research the managerial and administrative, technical, and pedagogic issues involved in offering instruction at a distance using CMS/LMS or similar systems.

EDTC 8375: Trends in Educational Technology K-16 [3-0]

This course investigates approaches, techniques, tools, and philosophies as they apply to current and future trends in educational technology and online learning in the K-16 educational environments.

EPSY 8318: Advanced Human Development and Cognition [3-0]

This is a seminar course in advanced applications in Educational Psychology. A variety of topics in relevant and current research in the fields of cognition, motivation, and perspectives within the domains in human development through the life span will be discussed.

HIED/EDUL 8340: Higher Education Law [3-0]

An overview of historic and contemporary influences of the United States and state constitutions, federal and state statutes, case law and agency regulations that impact higher education institutions and their administrators, faculties and students.

HIED/EDUL 8341: Student Affairs in Higher Education [3-0]

A study of the professional foundations and conceptual models for student affairs administration, programs, and services in community colleges and four-year institutions. Also included will be the development of higher education administrative skills, including those of particular relevance to student affairs.

HIED 8381: Advanced Human Learning and Motivational Development [3-0]

The course focuses on advanced theories and current research in learning and motivation. Readings and discussions will focus on the implications of major learning and motivational theories on our understanding of cognitive, emotional, and social-cultural growth to foster a working knowledge of a doctoral-level scholarly inquiry, research, and writing.

HIED 8383: Higher Education Equity, Inclusion, and Diversity [3-0]

Students will critically examine historical and contemporary issues related to equity, inclusion, and diversity, as well as analyze current trends and coming challenges in higher educational research, theory, policy, and practice.

HIED 8384: Current Issues in Higher Education [3-0]

The study of contemporary higher education as a specialized field of inquiry and as a professional area in which to work will be addressed. Students will explore institutional missions as well as entities such as teaching and administration in relationship to current issues centered on faculty and students.

RLIT 6300: Foundations of Reading and Digital Literacies [3-0]

This course focuses on research and theory related to New Literacy Studies and the foundations of digital literacy, while building on traditional literacies.

RLIT 6301: Digital Literacies and Reading for Young Children [3-0]
This course focuses on digital literacies for young children of diverse linguistic and cultural backgrounds. Students will research digital literacies. They will reflect on instructional practices and materials involving traditional and digital literacies, as well as how digital literacies can impact change in educational contexts.

RLIT 6302: Adolescent Digital Literacies and Reading [3-0]
Candidates learn and teach strategies to address the multi-modal literacy needs and practices of adolescents from diverse linguistic and cultural backgrounds across all content areas. Metacognitive and collaborative strategies for adolescents' 21st Century success are addressed.

RLIT 6303: Diverse Learner Digital Literacies and Reading [3-0]
This course examines how diverse learners engage with traditional and digital literacies. Candidates understand: dyslexia, accessibility mandates, local support personnel, online privacy, language, background, and learning style needs. They develop differentiated online lesson plans and interventions for diverse K-12 learners, and ensure equitable multi-modal instruction and assessment.

RLIT 6305: Conducting Literacy Research [3-0]
Students design and implement a research study as they examine major traditions of literacy research, with a focus on contemporary research of interest to teachers and researchers in the Rio Grande Valley. Strategies in interpreting and analyzing the professional literature will also be emphasized. **Prerequisite:** EDFR 6300.

RLIT 6306: Assessment Practices in Digital Literacies [3-0]
This course highlights reflective assessment and instruction in traditional and digital literacies. Candidates assess and teach diverse learners using formal and informal assessments. Candidates develop leadership skills, create and teach an online course, and interact with parents and struggling learners.

RLIT 6308: Digital Literacies and Reading Leadership [3-0]
This course focuses on leadership in digital literacies and reflective practice in schools and programs serving linguistically and culturally diverse students. Students examine policy and research in organizational change, mentoring, and leading adult learners. Literacy and digital literacies program evaluation as well as parent and community involvement are highlighted.

RLIT 6310: Children's and Adolescent Literature [3-0]
This course will provide a broad knowledge of quality children's and adolescent literature including theoretical perspectives and issues in the field such as transactional theory, critical literacy, multimodal experiences with literature, and issues of authenticity and representation. Participants will also engage with methods for using literature in the monolingual, bilingual, and multilingual literacy classroom.

RLIT 6311: Crossing Borders with Literature for Young People [3-0]
Participants will explore children's and young adult literature that crosses physical, cultural and linguistic borders. This includes multicultural and multiethnic literature, Latino literature, and literature reflecting the immigrant/transnational experience, and bilingual texts. Issues pertaining to cultural authenticity and representation, translation and language use, and global literature will also be discussed.

RLIT 6313: Literacy Development and Language Study [3-0]
This course examines theories of oral language development in monolingual, bilingual, and multilingual contexts and the role of language as a foundation for literacy. Participants will explore phonology, morphology, orthography, syntax, and semantics. In addition, participants will explore instructional methods for teaching students how words and language works.

RLIT 6320: Writing in the Reading Classroom [3-0]
This course examines the integration of reading and writing processes in monolingual, bilingual, and multilingual contexts. Participants will explore writing development, the interconnections between reading and writing, strategies for teaching writing in K-12 reading classrooms, and writing across the curriculum.

RLIT 6330: Teaching Struggling Readers [3-0]
Participants learn cognitive, neurological, emotional, and sociocultural reasons some students struggle with literacy. Participants will explore what curricular structures and instructional strategies will build on student strengths to support these students in monolingual, bilingual, and multilingual contexts. Fluency and comprehension will also be addressed. **Prerequisite:** RLIT 6329.

RLIT 8370: Literacy Research, Assessment and Theory [3-0]
Students will develop an advanced understanding of diverse models and theories, and assessments of literacies through a critical examination of research and historical trends. They will research the instructional and curricular implications of the different models and theories, and assessments, as well as their application for diverse learners. **Prerequisite:** Admission to the doctoral program.

RLIT 8371: Transnational and Border Literacies [3-0]
In this course students will gain advanced knowledge in community and family literacy practices in transnational settings. **Prerequisite:** Admission to the doctoral program.

RLIT 8372: Traditional and Digital Literacies [3-0]
This course examines the role of reading, writing, and digital literacy in education through evaluating practices, politics, problems, and possibilities, and enabling a deeper understanding of ways to incorporate traditional and digital literacies into 21st century education. **Prerequisite:** Admission to the doctoral program.

RLIT 8373: Critical Literacies [3-0]
Contextualized uses of literacy, multiple ways of knowing, and language and power will be course foci. Students will construct and deconstruct texts from critical perspectives; reconsider the potentiality of texts, literacy, and signs from multiple perspectives; and develop theoretical tools for interpreting and producing scholarship and critical literacies. **Prerequisite:** Admission to the doctoral program.

RLIT 8374: Literacy Policy and Leadership [3-0]
This course focuses on analyzing, implementing and leading literacy programs based on best practice research. The issues of change, professional growth, and policy at local, state, and national levels will be explored as they relate to the successful development and implementation of literacy programs. **Prerequisite:** Admission to the doctoral program.

Program of Study - Curriculum and Instruction (MED)

The Master of Education in Curriculum and Instruction with specializations is a graduate-level program that prepares practicing teachers and education professionals for the purpose of developing curricula and programs in a variety of educational settings. Students can specialize in digital literacy, elementary math and science education, mathematics education, secondary science education, or social studies education. The candidates in this program are involved in educational and program research and evaluation and explore and develop expertise in curriculum design and instructional implementation that may allow them to pursue studies beyond the bachelor degree and prepare candidates for the doctoral degree.

The program is designed to accomplish the following educational objectives:

- Augment the student's competence in the content, theories, principles, and practices in curriculum and instruction.
- Support candidates that use their graduate degree for to support career advancement and placement in schools, local, state, or national education agencies.
- Prepare students to enter higher education programs leading up to a doctoral degree.
- Develop the graduate students ability to take leadership positions in curriculum and instruction related careers.
- Extend the value of the candidate as a contributing practitioner in the educational research enterprise.

Admission Requirements

Students may be admitted each semester in to the Master of Education in Curriculum and Instruction and their specializations. Usually cohorts will be admitted in the fall of the year. Prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

32. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission
33. Submission of a 250-500 word essay with statement of goals, including academic and professional objectives. Explain how graduate study will help you attain your goals.
34. Submission of a resume

Students not meeting these requirements may appeal and have their application be reviewed by the program admissions committee and, if merited, approved by the dean of the college of education.

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

The Master of Education degree in curriculum and instruction with specializations requires the successful completion of 30 graduate semester credit hours. Students must maintain an overall 3.0 grade point average at all times. Any student who receives two Cs in the core will be terminated from the program, while receiving two Cs in the electives or one C in an elective and one C in a core course will result in the student being placed on academic probation.

Curriculum and Instruction - Content Specialization:

Required Courses **15**

EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development	3
EDCI 6304: Assessment of Learning	3
EDCI 7334: Curriculum Problems and Processes	3
EDFR 6300: Research Methods in Education	3
EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3

Specialization Courses **15**

Courses to be selected from another area of education or an academic discipline with approval of Graduate Advisor. With selection of specialization courses, students can meet requirements for temporary certificate I administration.

Total graduate hours required for degree: **30**

Elementary Mathematics and Science Education Specialization:

Required Courses **15**

EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development	3
EDCI 6304: Assessment of Learning	3
EDCI 7334: Curriculum Problems and Processes	3
EDFR 6300: Research Methods in Education	3
EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3

Specialization Courses **15**

EDCI 6342: Models and Methods in Science Education	3
EDCI 6348: Mathematics and Science Education Project	3
EDCI 6351: Teaching Mathematics for Understanding	3
EDCI 7353: Teaching and Learning Algebraic Concepts	3
EDCI 7354: Teaching and Learning Geometric Concepts	3

Capstone Requirement

Oral Comprehensive Examination
Written Comprehensive Examination
Portfolio

Total graduate hours required for degree: **30**

Mathematics Education Specialization

Required Courses **15**

EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development	3
EDCI 6304: Assessment of Learning	3
EDCI 7334: Curriculum Problems and Processes	3
EDFR 6300: Research Methods in Education	3
EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3

Mathematics Education Specialization Courses **9**

<i>Choose from the following:</i>	
EDCI 6348: Mathematics and Science Education Project	3
EDCI 7353: Teaching and Learning Algebraic Concepts	3
EDCI 7354: Teaching and Learning Geometric Concepts	3
EDCI 7355: Current Issues and Research in Mathematics Education	3
Designated Electives	6
<i>Choose from the following:</i>	
EDCI 6345: Teaching Advanced Secondary Mathematics Topics	3
EDCI 6350: Assessment in the Mathematics Classroom	3
EDCI 6351: Teaching Mathematics for Understanding	3
Capstone Requirement	
Oral Comprehensive Examination	
Written Comprehensive Examination	
Portfolio	
Total graduate hours required for degree:	30
<u>Science Education Specialization:</u>	
Required Courses	15
EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development	3
EDCI 6304: Assessment of Learning	3
EDCI 7334: Curriculum Problems and Processes	3
EDFR 6300: Research Methods in Education	3
EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3
Science Education Specialization Courses	9
EDCI 6342: Models and Methods in Science Education	3
EDCI 6348: Mathematics and Science Education Project	3
EDCI 7315: Special Topics in Science Education	3
Designated Electives	6
<i>Choose from the following:</i>	
EDCI 6352: The Frontiers of Scientific Understanding	3
EDCI 6354: Development of Laboratory and Field Experiences	3
EDCI 6356: Themes in the Structure of Science	3
EDCI 6358: Student Research in the K-12 Science Curriculum	3
Capstone Requirement	
Oral Comprehensive Examination	
Written Comprehensive Examination	
Portfolio	
Total graduate hours required for degree:	30

Social Studies Education Specialization:

Required Courses **15**

EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development	3
EDCI 6304: Assessment of Learning	3
EDCI 7334: Curriculum Problems and Processes	3
EDFR 6300: Research Methods in Education	3
EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3

Specialization Courses **15**

Courses to be selected from approved graduate social studies courses with the approval of Graduate Advisor.

Capstone Requirement

Oral Comprehensive Examination

Written Comprehensive Examination

Portfolio

Total graduate hours required for degree: **30**

Course Descriptions

EDBE 6324: Dual Language Enrichment Education [3-0]

This course provides a thorough understanding of research, programs and pedagogical issues in dual language enrichment models of education. It will emphasize the research-based trend regarding the movement of bilingual education instructional models from remedial paradigms of learning to an enrichment paradigm. It will also examine equity and policy issues regarding academic achievement of students from varied backgrounds participating in remedial ESL/bilingual programs versus dual language enrichment programs.

EDBE 6364: Principles and Practices of Biliteracy Development in Spanish and English [3-0]

This course, taught in Spanish, examines different theories, approaches, and current practices of literacy development and their implications for biliteracy instruction for Spanish-speaking bilingual students.

EDBE 6366: Academic Spanish Across the Content Areas [3-0]

This course, taught in Spanish, focuses on the use of academic Spanish in the teaching of science, mathematics, social science, music, art, and language arts, and current approaches of teaching those subjects in bilingual classrooms. The course includes the study of standard academic Spanish as well as dialects of Spanish.

EDBE 6367: Assessing Emergent Bilinguals [3-0]

Students will be provided with the knowledge and skills needed to assess emergent bilingual students in ways that are valid, reliable and fair.

EDCI 6304: Assessment of Learning [3-0]

An introduction to basic concepts, techniques and issues in assessment of student learning and learning environments. [Prescribed elective for all students who do not have a required assessment course in their specialization]

- EDCI 6342: Models and Methods in Science Education [3-0]
The course covers multiple topics in science education related to science content and pedagogy which may include inquiry and didactic models of science instruction, interdisciplinary approaches, and laboratory/field methods, Technology and field work is required.
- EDCI 6345: Teaching Advanced Secondary Mathematics Topics [3-0]
This course addresses the teaching of various mathematics topics relative to the 4 -12 classrooms such as statistics, functions and modeling. Teaching strategies are presented for the appropriate grade level
- EDCI 6348: Mathematics and Science Education Project [3-0]
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.
- EDCI 6350: Assessment in the Mathematics Classroom [3-0]
This course focuses on both formal and informal methods of assessment. The importance of classroom-based assessment is emphasized so that curricular leaders will be better prepared to assist mathematics classroom teachers to design, develop, and implement a variety of assessment strategies.
- EDCI 6351: Teaching Mathematics for Understanding [3-0]
This course covers learning theories related to the mathematics teaching at all levels. Topics include best practices based on research, and the development of materials that support the learning of mathematics through the use of technology and other “tools.” Students will be introduced to pedagogical strategies that have the best chance to foster mathematics understanding.
- EDCI 6352: The Frontiers of Scientific Understanding [3-0]
The delay between scientific discovery and its incorporation into the curriculum is a perennial issue in science teaching. This course explores ways that the science educator can stay abreast of the latest developments in the various scientific disciplines, and how the excitement of current research can be brought to the science classroom. In the process, the course will survey the latest frontiers in the physical, earth, space, and life sciences.
- EDCI 6354: Development of Laboratory and Field Experiences [3-0]
In this course students will critically appraise the various functions of laboratory investigation in science classrooms. Students will design, test, and refine new and original laboratory and field investigations that incorporate data collection technologies, inquiry approaches, and informal learning opportunities. Fieldwork may be required.
- EDCI 6356: Themes in the Structure of Science [3-0]
This course helps students design curriculum, instruction, and assessments that address the overarching themes in science. Students will learn to incorporate unifying themes of form and function, systems and order, change over time, and energy into the science classroom.
- EDCI 6358: Student Research in the K-12 Science Curriculum [3-0]
This course helps students design curriculum, instruction, and assessments that address ways to teach authentic science in the classroom. The goal is for students to develop scientific research projects that can be implemented in the classroom. The course will include a field mentorship component.

EDCI 7315: Special Topics in Science Education [3-0]
Individual project in science education research design, and assessment in response to student needs, interests and faculty expertise. Course may be repeated once for credit with approval of the student's advisor.

EDCI 7334: Curriculum Problems and Processes [3-0]
This course examines approaches in developing, implementing and evaluating curricula. Principles and practices in the production and use of curriculum frameworks, guides, textbooks, technologies and other curriculum materials will be included.

EDCI 7335: Curriculum Inquiry [3-0]
This course focuses on methods of curriculum research and evaluation and issues related to contemporary curriculum inquiry. Students will apply methods of curriculum inquiry to an independent research project as part of this course. **Prerequisite:** EDCI 7334.

EDCI 7353: Teaching and Learning Algebraic Concepts [3-0]
This course covers learning theories related to the teaching of school algebra, as well as strategies for teaching algebraic concepts. Topics include best practices based on research, development of materials for supporting the learning of foundational algebraic concepts. Students will utilize technology and tools.

EDCI 7354: Teaching and Learning Geometric Concepts [3-0]
This course covers learning theories related to learning geometry, as well as strategies for teaching geometric concepts. Topics include best practices based on research, and the development of materials that support the learning of geometric concepts through the use of technology and other "tools".

EDCI 7355: Current Issues and Research in Mathematics Education [3-0]
This course 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.

EDFR 6300: Research Methods in Education [3-0]
A survey of quantitative, qualitative, and mixed methods research designed to introduce students to educational research. This course will include research design, literature review, critiquing research, and action research.

EDFR 6302: Foundations of Learning, Cognition and Human Development [3-0]
Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes specific models of cognition and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. Crosslisted with EPSY 6304. **Prerequisite:** Admission to graduate school.

EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education [3-0]
Analyzing historical and sociocultural forces of education with regard to education through philosophical, sociological, historical and anthropological perspectives.

EDSS 6301: Contemporary Special Topics in Social Studies Education [3-0]

This course will explore various contemporary trends and sociocultural and sociopolitical topics that affect practices in social studies education. These may include, but are not limited to issues related to border history and politics, social justice in contemporary topics like immigration and wars (i.e. on terrorism, overseas, violence), implied and explicit oppression of local cultures and broader state and national communities. These will be discussed in terms of how they pose both general and specific challenges to the social studies teacher, both in developing a community of learners and targeting topics of relevance in a sensitive and critically minded manner.

EDSS 6302: Advanced Methods in Social Studies Instruction [3-0]

This course will explore various instructional methods for both elementary and secondary social studies instruction, within a border culture that is both linguistically and culturally diverse. Methods explored will include those that increase student engagement and critical thinking in social studies, such as inquiry and problem based learning, discovery methods, games and simulations, and other relevant frameworks for a more justice oriented curriculum.

EDSS 6303: Research and Inquiry in the Social Disciplines [3-0]

In social studies, research must be approached from a historical and ethnographic framework in order to sift through both the current and left behind evidence of human interaction with the world. In this course, the student will engage in practices of historiography and ethnography that can yield deeper understanding of evidence, as well as ways that it can be brought into in the classroom by a process of inquiry. **Prerequisite:** EDFR 6300.

EDSS 6304: Action Research for Social Studies Teacher Researchers [3-0]

Action research places action at the center of research; its primary goal is to solve a problem that will lead to improvement in individual or organizational practice. Action research prioritizes "insider" status rather than assuming an outside, "detached" stance. Practitioners have used action research to answer questions about their community organizations, schools, and classrooms, as an assessment tool for intervention purposes. In this course, students will engage in action research, either in action or as a study of action research practices. **Prerequisite:** EDFR 6300.

EDSS 6305: The Dynamics of Culture in a Globalized Society [3-0]

This course will examine the multifaceted nature of culture, as well as major strands of theory and research in education, sociology, political science, history, and anthropology, as they connect to the teaching of culture. This approach will embed theories and instructional practices that promote multicultural approaches in a globalized society, as well as how they promote social justice and tolerance.

EDSS 6306: Educating for Democracy in a Networked World [3-0]

Preparing teachers now includes the responsibility of fostering student engagement in social and civic issues. New demands born of a more networked world and web 2.0 practices now have expanded our view of participatory citizenship. This course will examine ways that social studies educators can meet the opportunities and challenges of global citizenship, in order to promote youth's social and civic participation. The concept of democracy well shed light on practices that engender participatory citizenship in the community and the digital realms.

EDTC 6340: Integration of Advanced Technologies in Education and Training [3-0]
This course emphasizes the use of current technologies for teachers/trainers including effective

integration of: multimedia, web-based and Web 2.0 applications, and social media as reflected in scientifically-based research of instructional technology in online learning environments.

EDTC 6341: Student Centered Learning Using Technology [3-0]
This course provides the teacher/trainer with the skills and conceptual knowledge for instructional design and development of student-centered learning activities in learning environments. The course also addresses critical issues in the instructional design and development process, including effective modifications of instruction that uses advanced technologies for special needs students, and mentoring other faculty members.

EPSY 6304: Foundations of Learning, Cognition and Human Development [3-0]
Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes specific models of cognition and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. Crosslisted with EDFR 6302.
Prerequisite: Admission to graduate school.

Program of Study - Educational Technology (MED)

The Master of Education in Educational Technology is designed to prepare teachers and other educators to:

- Use instructional technology (computers, telecommunications and related technology) as resources for and deliverers of instruction
- Serve as facilitators or directors of instructional technology in educational settings, develop instructional programs and materials for the new technologies.

The program will focus on the theory, research and applications related to the field of educational technology. This program is offered completely online.

Admission Requirements

To be admitted to the graduate program in educational technology, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. If applicant does not meet the minimum undergraduate GPA criterion, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission
2. Submission of a letter of intent
3. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	27
EDFR 6300: Research Methods in Education	3
EDTC 6320: Instructional Technology	3
EDTC 6321: Instructional Design	3
EDTC 6323: Multimedia/Hypermedia	3

EDTC 6325: Educational Communications	3
EDTC 6329: Selected Topics in Educational Technology	3
EDTC 6332: Practicum in Educational Technology	3
EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education	3
EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development	3

Electives **9**

Capstone Requirement

Graduate E-Portfolio

Total hours required for degree: **36**

Electives

Students will select 9 graduate hours based upon their professional needs and academic interests. Students working in higher education or e-learning industries have the option of earning an E-Learning Certificate. Students who seek to assume a technology leadership role in their schools or organizations have the option of earning a Technology Leadership in Education Certificate. Either or both certificates may be earned without having to take additional classes beyond the 36 hours.

Professional Portfolio

Students will develop, submit, and defend an e-portfolio at completion of all coursework requirements. The first review of this portfolio is due after completing 18 credit hours. In addition to successfully completing all other program requirements, the student must also receive a “Pass” judgment on the e-portfolio from at least 2 of 3 faculty reviewers in order to graduate. Students whose e-portfolios are deemed “not ready” for final review are returned to the student for further development with detailed feedback. If students can make the needed modifications in time for graduation, their e-portfolios will be re-evaluated. Otherwise, students will need to resubmit their e-portfolios in the following semester.

Course Descriptions:

EDFR 6300: Research Methods in Education

A survey of quantitative, qualitative, and mixed methods research designed to introduce students to educational research. This course will include research design, literature review, critiquing research, and action research.

EDFR 6302: Foundations of Learning, Cognition and Human Development [3-0]

Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes specific models of cognition and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. Crosslisted with EPsy 6304.

Prerequisite: Admission to graduate school.

EDFR 6388: Introduction to Historical and Sociocultural Foundations of Education [3-0]

Analyzing historical and sociocultural forces of education with regard to education through philosophical, sociological, historical and anthropological perspectives.

- EDTC 6320: Instructional Technology [3-0]
This course provides a history and overview of the field of instructional technology. Demonstrations of technologies in different educational settings are explored. Practical and theoretical means for ascertaining the needs of learners, implementations of specific technologies to meet those needs, and assessment of effectiveness of those technologies in meeting learner's needs are presented.
- EDTC 6321: Instructional Design [3-0]
This course uses an instructional systems design model to guide the student in systematically developing effective Instruction. Theoretical and practical issues in instructional systems design are examined. Other instructional design models are introduced.
- EDTC 6323: Multimedia/Hypermedia [3-0]
This course concentrates on the development and utilization of hypermedia and multimedia in education. Students are expected to demonstrate the ability to develop an interactive instruction by utilizing audiovisual technologies and computer-based/Web-based technologies in a meaningful, educational context. **Prerequisite:** EDTC 6321.
- EDTC 6325: Educational Communications [3-0]
This course addresses the development of instruction for e-learning environments. Learners will use a research-based rationale for the selection and utilization of technologies for designing, developing, implementing, and evaluating instruction using an open source courseware management system. Learners will also explore the potential of 3-D virtual environments for instructional applications.
- EDTC 6329: Selected Topics in Educational Technology [3-0]
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.
- EDTC 6332: Practicum in Educational Technology [3-0]
Guided observation and practice in the applications of technology to a specified educational setting are emphasized. **Prerequisites:** Must be within six hours of completion of program; approval of graduate advisor.
- EDTC 6340: Integration of Advanced Technologies in Education and Training [3-0]
This course emphasizes the use of current technologies for teachers/trainers including effective integration of: multimedia, web-based and Web 2.0 applications, and social media as reflected in scientifically-based research of instructional technology in online learning environments.
- EDTC 6341: Student-Centered Learning Using Technology [3-0]
This course provides the teacher/trainer with the skills and conceptual knowledge for instructional design and development of student-centered learning activities in learning environments. The course also addresses critical issues in the instructional design and development process, including effective modifications of instruction that uses advanced technologies for special needs students, and mentoring other faculty members.
- EDTC 6342: Technology Leadership [3-0]
Techniques, strategies, resources, and tools for designing, developing, implementing and evaluating critical aspects of leadership in instructional technology issues will be addressed.

EDTC 6351: Web-Based Multimedia in Instruction [3-0]

This course provides a framework by which distance educators can infuse learner-centered principles into the design and development of multimedia for online education. In this course you will learn how to create, capture, prepare, and publish audio/video products using a variety of multimedia authoring tools.

EDTC 6358: Theory and Practice of E-Learning [3-0]

This is the capstone course for the E-Learning Graduate Certificate Program. Students are expected to apply previously learned skills and knowledge to plan and manage an e-learning project in a real-life context. **Prerequisites:** Must be within 6 hours of completion of program. Approval of Program Coordinator.

EPSY 6304: Foundations of Learning, Cognition and Human Development [3-0]

Advanced study in the specialization of life-span developmental theories to human behavior, learning and cognition. Includes specific models of cognition and relevant research. This course includes the nature of needs of people at all developmental levels from prenatal through old age. **Prerequisite:** Admission to graduate school.

Program of Study - E-Learning

Overview

The Educational Technology program is committed to offering the E-Learning Certificate, a fully online, graduate-level, non-degree program in the area of distance education with an emphasis on e-learning. The 12-hour certificate program targets e-learning practitioners seeking a graduate certificate and those who show interest in teaching/learning online initiatives in higher education or at e-learning industries.

The goal of the E-Learning Certificate program is intended for student candidates to be able to serve as effective online educators by advancing knowledge and skills in electronic learning, both conceptual and practical. With the advanced studies in the graduate program, these candidates are also able to meet changing job requirements in response to current trends in e-learning.

Upon completion of the program, student candidates will have mastered the following skills, both systematically and systemically:

- Students will analyze the differences and similarities between electronic learning and face-to-face learning
- Students will assess a real-life e-learning situation by determining an overarching goal, its underlying objectives, and resources needed to meet them
- Students will design an e-learning “package” by outlining performance objectives and strategizing learning events
- Students will develop a quality and effective e-learning package
- Students will manage an e-learning project with confidence and efficiency
- Students will judge an e-learning solution by conducting formative and summative evaluations
- Student will demonstrate the ability to provide e-learning leadership by triangulating information from assessment and evaluation and making informed decisions

This program is delivered completely online through a course management system (currently Blackboard) in conjunction with a conference management system

Admission Requirements

To be admitted to the E-learning graduate certificate, prospective candidates must meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, GRE general test with minimum scores of 150 Verbal, 141 Quantitative, and 4.0 Analytical are required for conditional admission

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

NOTE: Students admitted only to a certificate program are not eligible to obtain a student visa from UTRGV.

Program Requirements

Required Courses	12
EDTC 6321: Instructional Design	3
EDTC 6323: Multimedia/Hypermedia	3
EDTC 6358: Theory and Practice of E-Learning	3
Elective (<i>Chosen with approval of advisor</i>)	3
Total hours required for certificate:	12

This program is delivered completely online through a course management system in conjunction with a conference management system. The program does not accept any transferred courses internally or externally.

Course Descriptions

EDTC 6321: Instructional Design [3-0]
This course uses an instructional systems design model to guide the student in systematically developing effective Instruction. Theoretical and practical issues in instructional systems design are examined. Other instructional design models are introduced.

EDTC 6323: Multimedia/Hypermedia [3-0]
This course concentrates on the development and utilization of hypermedia and multimedia in education. Students are expected to demonstrate the ability to develop an interactive instruction by utilizing audiovisual technologies and computer-based/Web-based technologies in a meaningful, educational context. **Prerequisite:** EDTC 6321.

EDTC 6358: Theory and Practice of E-Learning [3-0]
This is the capstone course for the E-Learning Graduate Certificate Program. Students are expected to apply previously learned skills and knowledge to plan and manage an e-learning project in a real-life context. **Prerequisites:** Must be within 6 hours of completion of program. Approval of Program Coordinator.

Program of Study - Technology Leadership in Education

The Technology Leadership in Education certificate is geared toward providing skills and knowledge needed to be an effective leader in technology. Principals, superintendents and technology leaders currently in roles as administrators as well as teachers who seek to take a leadership role in their district will benefit from this nine-hour UTRGV certificate.

Upon completion of the program, students will have mastered the following skills, both systematically and systemically:

- Provide instructional leadership in technology integrated curriculum
- Develop student centered, technology-enriched instruction
- Use new and innovative technologies
- Understand technology funding issues and how to obtain needed funding
- Evaluate technology integration and mentor teachers to effectively use technology

Admission Requirements

To be admitted to the technology leadership graduate certificate, prospective candidates must meet all requirements for graduate admission to UT Rio Grande Valley, in addition to the requirements below:

1. If the applicant does not meet the minimum undergraduate GPA requirement of 3.0, GRE scores on the general test of 150 Verbal, 141 Quantitative, and 4.0 Analytical must be submitted.

Program Requirements

Required Courses	9
EDTC 6340: Integration of Advanced Technologies in Education and Training	3
EDTC 6341: Student-Centered Learning Using Technology	3
EDTC 6342: Technology Leadership	3
Total hours required for certificate:	9

The first course will prepare educator leaders for the role that modern technology, including a variety of social media, is playing in the classroom. The second course will explore student-centered, problem-based learning, gaming in the classroom, online learning and the pedagogy of flipped classroom learning. The final course will address evaluation of the technology integrated classroom, securing funding for technology, and mentoring educators.

This program is delivered completely online through a course management system in conjunction with a conference management system. The program does not accept any transferred course internally or externally.

Course Descriptions

EDTC 6340: Integration of Advanced Technologies in Education and Training [3-0]
This course emphasizes the use of current technologies for teachers/trainers including effective integration of: multimedia, web-based and Web 2.0 applications, and social media as reflected in scientifically-based research of instructional technology in online learning environments.

EDTC 6341: Student-Centered Learning Using Technology [3-0]

This course provides the teacher/trainer with the skills and conceptual knowledge for instructional design and development of student-centered learning activities in learning environments. The course also addresses critical issues in the instructional design and development process, including effective modifications of instruction that uses advanced technologies for special needs students, and mentoring other faculty members.

EDTC 6342: Technology Leadership [3-0]

Techniques, strategies, resources, and tools for designing, developing, implementing and evaluating critical aspects of leadership in instructional technology issues will be addressed.

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

The College provides a path to a better life through a comprehensive education for student-success delivered by accomplished and passionate scholars supported by professional and caring staff. We will transform the Rio Grande Valley through innovative academic programs integrated with research that has global impact.

Department of Computer Science

- Computer Science (MS)
- Information Technology (MS)

Program of Study - Computer Science (MS)

Admission Requirements

To be admitted to the graduate program in computer science, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Bachelor's degree in computer science or a bachelor's degree in another field and courses and/or experience that prepare the applicant for graduate work in computerscience
3. Submission of a letter of intent
4. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Master of Science in Computer Science students complete 36 semester hours, including 12 semester hours of required computer science lecture and seminar courses with a grade of B or higher, 15 or more semester hours of computer science prescribed elective courses with an optional master's thesis or project. Students may also complete up to six hours of other computer science courses. For the project and coursework options, a final written examination is required.

Required Courses	12
CSCI 6174: Open Problems in Computer Science and Information Technology	1
CSCI 6175: Seminar in Computer Science (<i>must be taken twice</i>)	2
CSCI 6323: Design and Analysis of Algorithms	3
CSCI 6335: Advanced Computer Architecture	3
CSCI 6339: Theoretical Foundations of Computer Science	3

Choose one of the following options:

Coursework Option

Designated Electives	18-24
CSCI 6326: Numerical Methods	3
CSCI 6333: Advanced Database Design and Implementation	3
CSCI 6334: Advanced Operating Systems	3

CSCI 6336: Programming Languages and Compilers	3
CSCI 6340: Advanced Software Engineering	3
CSCI 6345: Advanced Computer Networks	3
CSCI 6350: Advanced Artificial Intelligence	3
CSCI 6351: Expert Systems	3
CSCI 6354: Performance Evaluation	3
CSCI 6355: Bioinformatics	3
CSCI 6356: Parallel Computing	3
CSCI 6360: Advanced Computer Graphics	3
CSCI 6361: Computer Visualization	3
CSCI 6363: Human Computer Interaction	3
CSCI 6364: Advanced Digital Forensics	3
CSCI 6365: Network Management and Security	3
CSCI 6366: Data Mining and Warehousing	3
CSCI 6367: Digital Image Processing	3
CSCI 6368: Computer Vision	3
CSCI 6370: Topics in Computer Science	3

Free Electives **0-6**

CSCI 6180: Problems in Computer Science	3
CSCI 6303: Principles of Information Technology Systems	3
CSCI 6307: Foundations of Systems in Computer Science	3
CSCI 6312: Advanced Internet Applications Programming	3
CSCI 6314: E-Commerce Systems and Implementation	3
CSCI 6315: Applied Database Systems	3
CSCI 6316: Design for Information Technology Systems	3
CSCI 6318: Cybersecurity and Forensics	3
CSCI 6381: Independent Research and Study	3

Capstone Requirement

Written Comprehensive Exam

Total graduate hours for degree: **36**

Project Option

Designated Electives **15-21**

CSCI 6326: Numerical Methods	3
CSCI 6333: Advanced Database Design and Implementation	3
CSCI 6334: Advanced Operating Systems	3
CSCI 6336: Programming Languages and Compilers	3
CSCI 6340: Advanced Software Engineering	3
CSCI 6345: Advanced Computer Networks	3
CSCI 6350: Advanced Artificial Intelligence	3
CSCI 6351: Expert Systems	3
CSCI 6354: Performance Evaluation	3
CSCI 6355: Bioinformatics	3
CSCI 6356: Parallel Computing	3
CSCI 6360: Advanced Computer Graphics	3
CSCI 6361: Computer Visualization	3

CSCI 6363: Human Computer Interaction	3
CSCI 6364: Advanced Digital Forensics	3
CSCI 6365: Network Management and Security	3
CSCI 6366: Data Mining and Warehousing	3
CSCI 6367: Digital Image Processing	3
CSCI 6368: Computer Vision	3
CSCI 6370: Topics in Computer Science	3

Free Electives **0-6**

CSCI 6180: Problems in Computer Science	3
CSCI 6303: Principles of Information Technology Systems	3
CSCI 6307: Foundations of Systems in Computer Science	3
CSCI 6312: Advanced Internet Applications Programming	3
CSCI 6314: E-Commerce Systems and Implementation	3
CSCI 6315: Applied Database Systems	3
CSCI 6316: Design for Information Technology Systems	3
CSCI 6318: Cybersecurity and Forensics	3
CSCI 6381: Independent Research and Study	3

Capstone Requirement

CSCI 6390: Master's Project	3
Written Comprehensive Exam	

Total graduate hours for degree: **36**

Thesis Option

Designated Electives **15-18**

CSCI 6326: Numerical Methods	3
CSCI 6333: Advanced Database Design and Implementation	3
CSCI 6334: Advanced Operating Systems	3
CSCI 6336: Programming Languages and Compilers	3
CSCI 6340: Advanced Software Engineering	3
CSCI 6345: Advanced Computer Networks	3
CSCI 6350: Advanced Artificial Intelligence	3
CSCI 6351: Expert Systems	3
CSCI 6354: Performance Evaluation	3
CSCI 6355: Bioinformatics	3
CSCI 6356: Parallel Computing	3
CSCI 6360: Advanced Computer Graphics	3
CSCI 6361: Computer Visualization	3
CSCI 6363: Human Computer Interaction	3
CSCI 6364: Advanced Digital Forensics	3
CSCI 6365: Network Management and Security	3
CSCI 6366: Data Mining and Warehousing	3
CSCI 6367: Digital Image Processing	3
CSCI 6368: Computer Vision	3
CSCI 6370: Topics in Computer Science	3

Free Electives	0-3
CSCI 6180: Problems in Computer Science	3
CSCI 6303: Principles of Information Technology Systems	3
CSCI 6307: Foundations of Systems in Computer Science	3
CSCI 6312: Advanced Internet Applications Programming	3
CSCI 6314: E-Commerce Systems and Implementation	3
CSCI 6315: Applied Database Systems	3
CSCI 6316: Design for Information Technology Systems	3
CSCI 6318: Cybersecurity and Forensics	3
CSCI 6381: Independent Research and Study	3
Capstone Requirement	6
Thesis	
CSCI 7300: Master's Thesis I	3
CSCI 7301: Master's Thesis II	3
Total graduate hours for degree:	36

Course Descriptions

CSCI 6174: Open Problems in Computer Science and Information Technology [1-0]
 A survey of current research areas in computer science. Topics are discussed in an informal seminar setting. **Prerequisite:** Consent of instructor.

CSCI 6175: Seminar in Computer Science [1-0]
 Presentation and analysis of literature in a selected area. May be repeated for credit as topics vary. A total of six hours may be counted toward fulfillment of degree requirements. **Prerequisite:** Consent of instructor.

CSCI 6180: Problems in Computer Science [1-0]
 An area of computer science is examined under the direction of a faculty member prior to enrollment in master's thesis or project courses. **Prerequisite:** Consent of instructor.

CSCI 6303: Principles of Information Technology Systems [3-0]
 An introduction to information technology and computer systems. Specific topics provide an overview of databases, knowledge-based systems, e-commerce, software engineering, software tools, programming, and Internet. **Prerequisites:** Knowledge of a high level programming language and consent of instructor.

CSCI 6307: Foundations of Systems in Computer Science [3-0]
 In-depth analysis of operating systems, computer architecture, and distributed processing, focusing on principles of organization and applications across systems.

CSCI 6312: Advanced Internet Applications Programming [3-0]
 Course covers theoretical and practical methods and techniques for programming on the Internet with a focus on the Web server side. Students will be able to develop highly interactive Web-based applications. **Prerequisite:** Consent of instructor.

- CSCI 6314: E-Commerce Systems and Implementation [3-0]
Presents the principles E-commerce implementation, examining specific examples in depth. Students implement a working prototype site as class projects. **Prerequisites:** CSCI 6302 and consent of instructor.
- CSCI 6315: Applied Database Systems [3-0]
Course covers the application of a modern database system. Concepts covered include relational model, normalization, structured query language, Internet data formats, and server and client side technologies. The course is targeted at students who are interested in the development of application programs using a database system such as Oracle, or Microsoft SQL. **Prerequisite:** CSCI 6302 or equivalent.
- CSCI 6316: Design for Information Technology Systems [3-0]
Provides design techniques for information technology systems, including web and mobile technologies. Students complete projects focusing on the critique of existing systems and design of new application systems.
- CSCI 6318: Cybersecurity and Forensics [3-0]
Computer security fundamentals and standard of good practice, and Incident response strategies will be presented. Topics will include analyzing volatile and nonvolatile data, collecting network based evidence, forensic analysis techniques, web, email and registry activity reconstruction, and study of available tools. **Prerequisite:** CSCI 6303.
- CSCI 6323: Design and Analysis of Algorithms [3-0]
Advanced topics in data structures and algorithms, including dynamic programming and classification of algorithms. Applications of various algorithms and data structures will be discussed and implemented. **Prerequisite:** CSCI 6305, or consent of instructor.
- CSCI 6326: Numerical Methods [3-0]
The topics include root finding, interpolation and numerical differentiation, polynomial interpolation, estimating derivatives, numerical integration, problems of linear equations, approximation by spline functions, and smoothing of data. **Prerequisite:** CSCI 3333 and MATH 2414 or consent of instructor.
- CSCI 6333: Advanced Database Design and Implementation [3-0]
Focuses on distributed database systems. Includes file allocation, directory systems, deadlock detection and prevention, synchronization, query optimization, and fault tolerance. The course will include one or more programming projects demonstrating implementation of concepts introduced. **Prerequisite:** CSCI 6305, or consent of instructor.
- CSCI 6334: Advanced Operating Systems [3-0]
An in-depth treatment of operating systems concepts. Major course topics include process and processor management, primary and secondary storage management, system performance, network considerations (both local area and wide area) and system security. A significant programming project involving concurrent resource management is required. **Prerequisite:** CSCI 6307, or consent of instructor.

CSCI 6335: Advanced Computer Architecture [3-0]

Covers trends and measuring and reporting of improvements in computer technology; instruction set principles, hardware techniques for instruction level parallelism (ILP) as applied to reduced instruction set architecture (RISC) such as dynamic scheduling and thread-level parallelism; loop unrolling and enhancing loop level parallelism; memory hierarchy mapping and miss rate reduction techniques and performance calculations; and interconnection network and clusters related issues. This course is equivalent to ELEE 6335. **Prerequisite:** CSCI 6307.

CSCI 6336: Programming Languages and Compilers [3-0]

Formal and applied methods of program and language description, including denotational, operational and axiomatic semantics. **Prerequisite:** CSCI 6305 or consent of instructor.

CSCI 6339: Theoretical Foundations of Computer Science [3-0]

Examines classes of languages and abstract machines including finite state automata, pushdown automata, Turing machines and the Chomsky hierarchy of formal languages, including regular sets, context-free languages, context-sensitive languages and recursively enumerable languages.

Prerequisite: CSCI 6305, or consent of instructor.

CSCI 6340: Advanced Software Engineering [3-0]

An overview of the software engineering process, including software project management, system and software requirements analysis, structured analysis, object-oriented analysis, design and implementation of software. Data-flow, object-oriented, user interface and real-time design methods. Software quality assurance and testing methods. Use of CASE tools. Will include a major design project.

Prerequisite: CSCI 6305 or consent of instructor.

CSCI 6345: Advanced Computer Networks [3-0]

In-depth study of theory, design, implementation and performance of computer and communications networks. Current network types, including point-to-point, satellite, packet switch, local area and wide area networks, are studied, as well as evolving technologies such as ATM. Provides an introduction to queuing analysis and includes network programming projects.

CSCI 6350: Advanced Artificial Intelligence [3-0]

Issues of knowledge representation, including a survey of important knowledge-based systems. Current research issues, including neural networks, object-oriented programming in AI, natural language understanding, device understanding, and perception. **Prerequisite:** CSCI 6305 or consent of instructor.

CSCI 6351: Expert Systems [3-0]

This course covers the theoretical and practical principles of modern expert systems construction. Topics include logic and reasoning, knowledge representation, rule-based reasoning, inexact reasoning, ontologies, and knowledge acquisition. **Prerequisite:** CSCI 6350 or departmental approval.

CSCI 6354: Performance Evaluation [3-0]

Methods and concepts of system performance evaluation are introduced and discussed. Topics include stochastic processes, measurement techniques, monitor tools, statistical analysis of performance experiments, simulation models, analytic modeling and queuing theory, and workload characterization.

Prerequisites: MATH 4337 or equivalent background in probability, or consent of instructor.

CSCI 6355: Bioinformatics [3-0]
Examines the creation and development of advanced information and computational techniques for problems in the biosciences, including biology, biochemistry, biotechnology, and medicine. Presents advanced concepts and techniques of bioinformatics and computational biology tools to solve problems in topics such as sequence alignment, gene and motif finding, restriction mapping, microarray data analysis and gene expressions. **Prerequisites:** CSCI 6305 or consent of instructor

CSCI 6356: Parallel Computing [3-0]
Studies models, architectures, languages, and algorithms of parallel computing. Topics include parallel computing models, algorithm designs, software tools, parallel architectures, and performance evaluation. **Prerequisite:** CSCI 6323 or consent of instructor.

CSCI 6360: Advanced Computer Graphics [3-0]
Advanced topics, including illumination models, three dimensional graphics and efficient algorithms, as well as graphics hardware. The role of user interfaces in software systems. Programming project required using windowing system and graphics standard such as Open GL. **Prerequisite:** CSCI 6305 or consent of instructor.

CSCI 6361: Computer Visualization [3-0]
Visualization systems augment quantitatively based systems for presentation of data in a manner facilitating understanding and insight. This course provides an in-depth study of the theory, design, and implementation of computer-based visualization systems. In addition to scientific visualization, visualization of semantic information is also examined. **Prerequisite:** CSCI 6307.

CSCI 6363: Human Computer Interaction [3-0]
Presents theory of human-computer interaction, as well as development methods for interfaces, such as user-centered design, prototyping, and participatory design. Course presents evaluation and testing techniques, such as heuristic evaluation, the cognitive walkthrough, and usability testing, as well as user-interface programming and ethical and societal issues. **Prerequisite:** CSCI 6302 or equivalent.

CSCI 6364: Advanced Digital Forensics [3-0]
An introduction to the science, technology, procedures, and laws of acquiring and analyzing evidence from digital media and computing devices. Current forensics tools will be surveyed, and case studies will be assigned and presented in class. **Prerequisites:** CSCI 6345.

CSCI 6365: Network Management and Security [3-0]
This course covers topics in the administration of a secure network. Topics covered include: proper planning and installation of a network operating system, administrations of groups, users and resources, challenges and vulnerabilities, authentication and authorization, public key encryption, key management, and Internet protocol security architecture.

CSCI 6366: Data Mining and Warehousing [3-0]
As a multidisciplinary field, draws on work from areas including database technology, artificial intelligence, machine learning, neural network, statistics, information retrieval, and data visualization. Theoretical and practical methods will be presented on knowledge discovery and systems design and implementation. **Prerequisite:** CSCI 6305.

CSCI 6367: Digital Image Processing [3-0]
This course covers the basic techniques used in acquiring, processing and displaying of digital images and video. Topics include image acquisition, spatial and frequency domain representation, image filtering, image compression, image analysis, morphological image processing and image understanding. Efficient implementation of image processing algorithms in a structured computer language is emphasized. **Prerequisites:** MATH 2414 and CSCI 3333 or departmental consent.

CSCI 6368: Computer Vision [3-0]
This course covers the fundamental and advanced ideas of developing computerized procedures to extract numeric and symbolic information from images. Key ideas include image formation, acquisition, calibration, object recognition, video understanding, stereo imaging, optical flow and classification methods. System implementation and applications in communications, medicine, robotics and manufacturing are introduced. **Prerequisite:** CSCI 6367.

CSCI 6370: Topics in Computer Science [3-0]
In-depth study of specific issues in computer science. Subject matter varies from semester to semester. May be repeated when subject matter changes. A total of six hours may be counted toward fulfillment of degree requirements. **Prerequisite:** Consent of instructor.

CSCI 6381: Independent Research and Study [3-0]
Independent study of an area of current research allowing students to work with faculty in performing research, participating in ongoing faculty research, or reading in depth on a topic. **Prerequisite:** Consent of instructor.

CSCI 6390: Master's Project [3-0]
Specification, design, completion and documentation of a programming project employing current practice in computer science. **Prerequisite:** CSCI 6380 and consent of instructor.

CSCI 7300: Thesis I [3-0]
Thesis research. May be repeated. A total of six hours of CSCI 7300 and 7301 may be counted toward fulfillment of degree requirements. Enrollment in this course or CSCI 7301 is required each term in which the thesis is in progress.

CSCI 7301: Thesis II [3-0]
Thesis research. May be repeated. A total of six hours of CSCI 7300 and 7301 may be counted toward fulfillment of degree requirements. Enrollment in this course or CSCI 7300 is required each term in which the thesis is in progress.

Program of Study - Information Technology (MSIT)

Admission Requirements

To be admitted to the graduate program in information technology, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Bachelor's degree in computer science or a bachelor's degree in another field and courses and/or experience that prepare the applicant for graduate work in computerscience
2. Submission of a letter of intent
3. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Students complete 36 semester hours, including 19 semester hours of required computer science lecture and seminar courses with a grade B or higher, and 11 or more semester hours of prescribed elective courses. Students complete up to three hours of other elective courses in computer science. A final written examination is required.

Required Courses 19

CSCI 6174: Open Problems in Computer Science and Information Technology	1
CSCI 6302: Foundations of Software and Programming Systems for Information Technology	3
CSCI 6303: Principles of Information Technology Systems	3
CSCI 6305: Foundations of Algorithms and Programming Languages	3
CSCI 6314: E-Commerce Systems and Implementation	3
CSCI 6315: Applied Database Systems	
OR	
CSCI 6333: Advanced Database Design and Implementation	3
CSCI 6345: Advanced Computer Networks	3

Designated Electives

(Minimum of 11 hours)

CSCI 6175: Seminar in Computer Science	1
CSCI 6307: Foundations of Systems in Computer Science	3
CSCI 6312: Advanced Internet Applications Programming	3
CSCI 6316: Design for Information Technology	3
CSCI 6318: Cybersecurity and Forensics	3
CSCI 6340: Advanced Software Engineering	3
CSCI 6350: Advanced Artificial Intelligence	3
CSCI 6355: Bioinformatics	3
CSCI 6360: Advanced Computer Graphics	3
CSCI 6361: Computer Visualization	3
CSCI 6363: Human Computer Interaction	3
CSCI 6365: Network Management and Security	3
CSCI 6366: Data Mining and Warehousing	3

Free Electives

(Maximum 3 hours)

CSCI 6180: Problems in Computer Science	1
CSCI 6323: Design and Analysis of Algorithms	3
CSCI 6334: Advanced Operating Systems	3
CSCI 6335: Advanced Computer Architecture	3
CSCI 6336: Programming Languages and Compilers	3
CSCI 6339: Theoretical Foundations of Computer Science	3
CSCI 6354: Performance Evaluation	3
CSCI 6356: Parallel Computing	3
CSCI 6370: Topics in Computer Science	3
CSCI 6380: Problems in Computer Science	3

CSCI 6381: Independent Research and Study	3
CSCI 6382: Foundations of Programming	3

Capstone Requirement

Written Comprehensive Exam

Total graduate hours for degree: 36

Course Descriptions

CSCI 6174: Open Problems in Computer Science and Information Technology [1-0]

A survey of current research areas in computer science. Topics are discussed in an informal seminar setting. **Prerequisite:** Consent of instructor.

CSCI 6175: Seminar in Computer Science [1-0]

Presentation and analysis of literature in a selected area. May be repeated for credit as topics vary. A total of six hours may be counted toward fulfillment of degree requirements. **Prerequisite:** Consent of instructor.

CSCI 6180: Problems in Computer Science [1-0]

An area of computer science is examined under the direction of a faculty member prior to enrollment in master's thesis or project courses. **Prerequisite:** Consent of instructor.

CSCI 6302: Foundations of Software and Programming Systems for Information Technology [3-0]

Focusing on a high level object oriented language (e.g., Java, C++), provides foundational study of algorithms, data structures, and programming systems in the context of information technology systems. **Prerequisite:** Knowledge of a high level programming language and consent of instructor.

CSCI 6303: Principles of Information Technology Systems [3-0]

An introduction to information technology and computer systems. Specific topics provide an overview of databases, knowledge-based systems, e-commerce, software engineering, software tools, programming, and Internet. **Prerequisites:** Knowledge of a high level programming language and consent of instructor.

CSCI 6305 Foundations of Algorithms and Programming Languages [3-0]

In-depth analysis of computing algorithms and data structures for implementation in the context of software engineering design using structured programming languages. **Prerequisites:** CSCI 6302 or CSCI 6382.

CSCI 6307: Foundations of Systems in Computer Science [3-0]

In-depth analysis of operating systems, computer architecture, and distributed processing, focusing on principles of organization and applications across systems.

CSCI 6312: Advanced Internet Applications Programming [3-0]

Course covers theoretical and practical methods and techniques for programming on the Internet with a focus on the Web server side. Students will be able to develop highly interactive Web-based applications. **Prerequisite:** Consent of instructor.

- CSCI 6314: E-Commerce Systems and Implementation [3-0]
Presents the principles E-commerce implementation, examining specific examples in depth. Students implement a working prototype site as class projects. **Prerequisites:** CSCI 6302 and consent of instructor.
- CSCI 6315: Applied Database Systems [3-0]
Course covers the application of a modern database system. Concepts covered include relational model, normalization, structured query language, Internet data formats, and server and client side technologies. The course is targeted at students who are interested in the development of application programs using a database system such as Oracle, or Microsoft SQL. **Prerequisite:** CSCI 6302 or equivalent.
- CSCI 6316: Design for Information Technology Systems [3-0]
Provides design techniques for information technology systems, including web and mobile technologies. Students complete projects focusing on the critique of existing systems and design of new application systems.
- CSCI 6318: Cybersecurity and Forensics [3-0]
Computer security fundamentals and standard of good practice, and Incident response strategies will be presented. Topics will include analyzing volatile and nonvolatile data, collecting network based evidence, forensic analysis techniques, web, email and registry activity reconstruction, and study of available tools. **Prerequisite:** CSCI 6303.
- CSCI 6323: Design and Analysis of Algorithms [3-0]
Advanced topics in data structures and algorithms, including dynamic programming and classification of algorithms. Applications of various algorithms and data structures will be discussed and implemented. **Prerequisite:** CSCI 6305, or consent of instructor.
- CSCI 6333: Advanced Database Design and Implementation [3-0]
Focuses on distributed database systems. Includes file allocation, directory systems, deadlock detection and prevention, synchronization, query optimization, and fault tolerance. The course will include one or more programming projects demonstrating implementation of concepts introduced. **Prerequisite:** CSCI 6305, or consent of instructor.
- CSCI 6334: Advanced Operating Systems [3-0]
An in-depth treatment of operating systems concepts. Major course topics include process and processor management, primary and secondary storage management, system performance, network considerations (both local area and wide area) and system security. A significant programming project involving concurrent resource management is required. **Prerequisite:** CSCI 6307, or consent of instructor.
- CSCI 6335: Advanced Computer Architecture [3-0]
Covers trends and measuring and reporting of improvements in computer technology; instruction set principles, hardware techniques for instruction level parallelism (ILP) as applied to reduced instruction set architecture (RISC) such as dynamic scheduling and thread-level parallelism; loop unrolling and enhancing loop level parallelism; memory hierarchy mapping and miss rate reduction techniques and performance calculations; and interconnection network and clusters related issues. This course is equivalent to ELEE 6335. **Prerequisite:** CSCI 6307.

CSCI 6336: Programming Languages and Compilers [3-0]
Formal and applied methods of program and language description, including denotational, operational and axiomatic semantics. **Prerequisite:** CSCI 6305 or consent of instructor.

CSCI 6339: Theoretical Foundations of Computer Science [3-0]
Examines classes of languages and abstract machines including finite state automata, pushdown automata, Turing machines and the Chomsky hierarchy of formal languages, including regular sets, context-free languages, context-sensitive languages and recursively enumerable languages.
Prerequisite: CSCI 6305, or consent of instructor.

CSCI 6340: Advanced Software Engineering [3-0]
An overview of the software engineering process, including software project management, system and software requirements analysis, structured analysis, object-oriented analysis, design and implementation of software. Data-flow, object-oriented, user interface and real-time design methods. Software quality assurance and testing methods. Use of CASE tools. Will include a major design project.
Prerequisite: CSCI 6305 or consent of instructor.

CSCI 6345: Advanced Computer Networks [3-0]
In-depth study of theory, design, implementation and performance of computer and communications networks. Current network types, including point-to-point, satellite, packet switch, local area and wide area networks, are studied, as well as evolving technologies such as ATM. Provides an introduction to queuing analysis and includes network programming projects.

CSCI 6350: Advanced Artificial Intelligence [3-0]
Issues of knowledge representation, including a survey of important knowledge-based systems. Current research issues, including neural networks, object-oriented programming in AI, natural language understanding, device understanding, and perception. **Prerequisite:** CSCI 6305 or consent of instructor.

CSCI 6354: Performance Evaluation [3-0]
Methods and concepts of system performance evaluation are introduced and discussed. Topics include stochastic processes, measurement techniques, monitor tools, statistical analysis of performance experiments, simulation models, analytic modeling and queuing theory, and workload characterization.
Prerequisites: MATH 4337 or equivalent background in probability, or consent of instructor.

CSCI 6355: Bioinformatics [3-0]
Examines the creation and development of advanced information and computational techniques for problems in the biosciences, including biology, biochemistry, biotechnology, and medicine. Presents advanced concepts and techniques of bioinformatics and computational biology tools to solve problems in topics such as sequence alignment, gene and motif finding, restriction mapping, microarray data analysis and gene expressions. **Prerequisites:** CSCI 6305 or consent of instructor

CSCI 6356: Parallel Computing [3-0]
Studies models, architectures, languages, and algorithms of parallel computing. Topics include parallel computing models, algorithm designs, software tools, parallel architectures, and performance evaluation. **Prerequisite:** CSCI 6323 or consent of instructor.

- CSCI 6360: Advanced Computer Graphics [3-0]
Advanced topics, including illumination models, three dimensional graphics and efficient algorithms, as well as graphics hardware. The role of user interfaces in software systems. Programming project required using windowing system and graphics standard such as Open GL. **Prerequisite:** CSCI 6305 or consent of instructor.
- CSCI 6361: Computer Visualization [3-0]
Visualization systems augment quantitatively based systems for presentation of data in a manner facilitating understanding and insight. This course provides an in-depth study of the theory, design, and implementation of computer-based visualization systems. In addition to scientific visualization, visualization of semantic information is also examined. **Prerequisite:** CSCI 6307.
- CSCI 6363: Human Computer Interaction [3-0]
Presents theory of human-computer interaction, as well as development methods for interfaces, such as user-centered design, prototyping, and participatory design. Course presents evaluation and testing techniques, such as heuristic evaluation, the cognitive walkthrough, and usability testing, as well as user-interface programming and ethical and societal issues. **Prerequisite:** CSCI 6302 or equivalent.
- CSCI 6365: Network Management and Security [3-0]
This course covers topics in the administration of a secure network. Topics covered include: proper planning and installation of a network operating system, administrations of groups, users and resources, challenges and vulnerabilities, authentication and authorization, public key encryption, key management, and Internet protocol security architecture.
- CSCI 6366: Data Mining and Warehousing [3-0]
As a multidisciplinary field, draws on work from areas including database technology, artificial intelligence, machine learning, neural network, statistics, information retrieval, and data visualization. Theoretical and practical methods will be presented on knowledge discovery and systems design and implementation. **Prerequisite:** CSCI 6305.
- CSCI 6370: Topics in Computer Science [3-0]
In-depth study of specific issues in computer science. Subject matter varies from semester to semester. May be repeated when subject matter changes. A total of six hours may be counted toward fulfillment of degree requirements. **Prerequisite:** Consent of instructor.
- CSCI 6380: Problems in Computer Science [3-0]
An area of computer science is examined under the direction of a faculty member prior to enrollment in master's thesis or project courses. **Prerequisite:** Consent of instructor.
- CSCI 6381: Independent Research and Study [3-0]
Independent study of an area of current research allowing students to work with faculty in performing research, participating in ongoing faculty research, or reading in depth on a topic. **Prerequisite:** Consent of instructor.
- CSCI 6382: Foundations of Programming [3-0]
This is an introductory course in computer programming. Topics include basic concepts in object oriented and structured programming, testing and debugging, abstract data types, basic searching and sorting techniques, and recursion. **Prerequisite:** MATH 1314 or MATH 2412 or MATH 2413.

Department of Electrical Engineering

- Electrical Engineering (MSE)

Program of Study - Electrical Engineering (MSE)

Admission Requirements

To be admitted to the graduate program in electrical engineering with clear admission status, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

35. GRE general test
36. Bachelor's degree in Electrical Engineering, Computer Engineering, or similarly named program with content equivalent to an Accreditation Board for Engineering and Technology (ABET)-accredited BS in Electrical Engineering
37. Submission of a letter of intent/statement of purpose
38. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Applicants not meeting the above program specific criteria may be considered for conditional admission. Prospective students with a BS degree in other areas or having transcripts showing lack of background courses as in a typical BS in Electrical Engineering curriculum may also be required to take undergraduate leveling courses. Students with conditional admission status are required to have minimum GPA of 3.0 for the first 9 graduate hours toward the MSE-EE degree at UTRGV.

Program Requirements

Thesis Option:

Elective Courses in Electrical Engineering 18

18 credit hours of graduate level standard courses in electrical engineering, with approval of graduate advisor. (Standard courses do not include independent study, thesis, internships, transfer courses, or courses in other disciplines)

Elective Courses in a Science or Engineering Discipline 6

6 credit hours of graduate level courses in a science or engineering discipline, with approval of graduate advisor. (May include standard electrical engineering courses as well as independent study, internships, transfer courses, or courses in other disciplines. Does not include thesis.)

Capstone Requirement

Thesis 6

ELEE 7300: Thesis I 3

ELEE 7301: Thesis II 3

Once taken, must be repeated each semester until thesis is successfully defended.

Oral Comprehensive Exam

Total graduate hours for degree: 30

Non-Thesis Option:

Elective Courses in Electrical Engineering

30

30 credit hours of graduate level standard courses in electrical engineering, with approval of graduate advisor. (Standard courses do not include independent study, thesis, internships, transfer courses, or courses in other disciplines)

Elective Courses in a Science or Engineering Discipline

6

6 credit hours of graduate level courses in a science or engineering discipline, with approval of graduate advisor. (May include standard electrical engineering courses as well as independent study, internships, transfer courses, or courses in other disciplines. Does not include thesis.)

Capstone Requirement

Written Comprehensive Exam in three subject areas selected by candidate

Total graduate hours for degree:

36

Thesis Option

1. The thesis option for the master's degree requires a minimum of 30 hours of graduate work, including six thesis credits identified as ELEE 7300 and ELEE 7301.

2. The graduate program director will help the student prepare an initial plan of study to begin his/her first semester of work. During the first semester, the student is urged to discuss potential research topics with several faculty members in order to choose a topic that interests him/her and a major professor to act as his/her thesis advisor. When a thesis topic has been selected, a Graduate Committee composed of at least three graduate faculty members shall be formed in conjunction with the thesis advisor and department chair. The committee should include at least two electrical engineering faculty members from UTRGV and may include one faculty member from another department. A final plan of study must be prepared and approved by the thesis advisor, the department chair and the dean no later than the second semester of work.

3. Each student should submit a proposal to the Graduate Committee that describes the thesis topic in sufficient detail. A copy of the proposal should also be submitted to the department. The proposal should normally be submitted before the student signs up for his/her first thesis course ELEE 7300. Students should bear in mind that a master's thesis could be published in the technical literature and should represent original work in the field.

4. Each student is required to present a seminar on the thesis topic as part of his/her thesis defense. Notice of the oral presentation of the master's thesis should be given at least one week in advance to all faculty and students in the department. A draft copy of the master's thesis should be available to all faculty members serving on the student's Graduate Committee at least one week before the oral presentation. Students are expected to make changes to the final copy of their master's thesis based on feedback obtained from the oral presentation. Students should expect to be asked fundamental questions during the oral presentation. If the student fails the thesis defense, he/she may be allowed to take a second defense contingent upon the approval of the Graduate Committee, the department chair and the dean. If approved, the timing and requirements of the second defense will be specified by the Graduate Committee, but in no case will the student be able to defend his/her thesis for the second time until at least one semester has passed. After two failures, no further thesis defense is allowed.

5. After successfully defending the thesis, the student must be sure that the approval from the Graduate Committee is submitted to the Graduate College. Students are also responsible for preparing and copying the final thesis. One copy must be provided to the thesis advisor and one copy to the department in addition to copies required by the Graduate College. Members of the students Graduate

Committee are required to be provided with a copy of the thesis. It is the responsibility of the student to adhere to the University requirements for the format and submission of a thesis.

6. All candidates for the Master of Science program must maintain a minimum GPA of 3.0 throughout their program of study. Any student with clear admission whose GPA falls below 3.0 will be placed on probation. To remain in the graduate program, the student must restore his/her GPA to 3.0 by the end of the following semester.

7. No more than six credit hours total may be counted toward the degree from the following categories: (a) transfer courses, (b) courses taken outside the electrical engineering department, or (c) independent study courses

8. No more than three hours of ELEE 6385 (Independent Study) may be counted toward the degree.

Non-Thesis Option

1. The non-thesis option for the masters' degree requires a minimum of 36 hours of graduate work.

2. The graduate program director will help the student prepare a plan of study during his/her first semester of work. The final plan study must be approved by the graduate program director, the department chair, and the dean.

3. In addition to course requirements, each student in the non-thesis option will be required to pass a comprehensive examination during or at the end of the student's final semester of work. The examination will be administered by a Comprehensive Exam Committee formed by three faculty members with whom the student has taken one or more graduate courses. The Comprehensive Exam Committee will be appointed by the graduate program director with approval of the department chair and will evaluate the student's depth of knowledge in the field of study and his/her competence in presenting the technical material. It is the responsibility of the student to contact the graduate program director to schedule the examination at least four weeks before the examination date. If the student fails the comprehensive examination, he/she may be allowed to take a second examination contingent upon the approval of the Comprehensive Exam Committee, the department chair and the dean. If approved, the timing and requirements of the second attempt will be specified by the Comprehensive Exam Committee, but in no case will the second examination be given until at least one semester has passed. After two failures, no further examination is allowed.

4. All candidates for the Master of Science program must maintain a minimum GPA of 3.0 throughout their program of study. Any student with clear admission whose GPA falls below 3.0 will be placed on probation. To remain in the graduate program, the student must restore his/her GPA to 3.0 by the end of the following semester.

5. No more than six credit hours total may be counted toward the degree from the following categories: (a) transfer courses, (b) courses taken outside the electrical engineering department, or (c) independent study courses.

6. No more than three hours of ELEE 6385 (Independent Study) may be counted toward the degree.

Change between Thesis-Option and Non-Thesis-Option

1. Students may change between non-thesis option and thesis option by a written request with justifications submitted to the graduate program director/thesis advisor, department chair, and dean. If there is a change of plan of study, a request for change of plan must be included.
2. Thesis option students receive higher priority when applying for assistantships.
3. Thesis courses ELEE 7300 and ELEE 7301 cannot be counted in the degree plan for non-thesis students.

Course Descriptions

- ELEE 6310: Radio Communication Circuits and Systems [3-0]
Principles, analysis, and design of radio frequency and microwave circuits and systems. Subjects include s-parameters, noise generation and noise figure, harmonic and intermodulation distortion, and high frequency active devices; with applications to amplifiers, oscillators and frequency synthesis.
- ELEE 6315: Applied Electromagnetics [3-0]
Applications of electromagnetic fields and waves, with subjects varying from semester to semester. Topics could include: electromagnetic compatibility (EMC), electromagnetics in satellite and wireless communications, and electromagnetic measurements. May be repeated for credit as topics vary.
- ELEE 6320: Semiconductor Devices [3-0]
Theory and application of advanced semiconductor devices including heterostructures, integrated circuits, semiconductor memories, charge transfer devices and microwave devices.
- ELEE 6330: Linear Dynamic Systems [3-0]
Introduction to linear dynamic systems; state-space analysis; stability theory; applications to feedback control; elements of optimal control.
- ELEE 6331: Nonlinear Systems [3-0]
Introduction to analysis of nonlinear systems. Lyapunov stability analysis. Advanced stability analysis. Input-Output stability. Analysis of feedback systems. Analysis of singular perturbation models. Nonlinear feedback control. Feedback linearization. Lyapunov-based design.
- ELEE 6332: Optimization [3-0]
Introduction to linear and nonlinear optimization. Simplex and non-simplex methods. Nonlinear constrained optimization methods. Genetic algorithms. Engineering Optimization applications. Numerical methods for optimization of engineering systems.
- ELEE 6335: Advanced Computer Architecture [3-0]
Covers trends and measuring and reporting of improvements in computer technology; instruction set principles, hardware techniques for instruction level parallelism (ILP) as applied to reduced instruction set architecture (RISC) such as dynamic scheduling and thread-level parallelism; loop unrolling and enhancing loop level parallelism; memory hierarchy mapping and miss rate reduction techniques and performance calculations; and interconnection networks and clusters related issues. This course is equivalent to CSCI 6335.
- ELEE 6345: Digital Signal Processing I [3-0]
Properties of discrete signals and systems. Reconstruction of continuous waveforms from discrete signals. FFT, DFT, and Z transforms. Digital filter design for noisy deterministic and stochastic signals.
- ELEE 6347: Image Processing [3-0]
This course covers topics in image processing. The course covers vision strategies, perception, color image processing, image segmentation, morphology and texture analysis.
- ELEE 6350: Microprocessor System Design and Applications [3-0]
Microprocessor design fundamentals, design methods, interfacing, bus architectures, peripherals, embedded applications, development systems, software.

- ELEE 6360: High Speed Networks [3-0]
Introduction to networking concepts, latest networking architecture and protocols for high-speed communications. Local Area Networks (LANs), Wide Area Networks (WANs), IP/ATM, SONET.
- ELEE 6361: Broadband Communications [3-0]
Introduction to broadband networking concepts, latest broadband networking technologies and protocols. Broadband backbone and access networks, DSL networks, Fiber-to-the-Curb (FTTC) networks, broadband switching architecture and protocols. Traffic management, congestion control, buffering issues, quality of service for broadband networks.
- ELEE 6362: Internet Protocols [3-0]
This course introduces students to the architecture and the protocols of the Internet. This course focuses on the protocols used by the Internet and investigates how the Internet works and where it will possibly go. Some of the important topics include application protocols, transport protocols, routing protocols, management protocols, quality of service, domain name services and mail services. Basic knowledge of computer networks is required for students taking this course.
- ELEE 6372: Parallel and Distributed Systems [3-0]
Study of parallel and distributed computing, including models algorithms, languages, compilers, interconnection networks and architectures. Distributed data, formal models of concurrency, protection and security in computer networks. **Prerequisites:** ELEE 6335 or equivalent.
- ELEE 6374: Advanced Digital System Design [3-0]
Modern logic design methodologies of large digital systems with standard SSI, MSI and LSI, including CPLD's and microprocessors. Multilevel digital simulation and hardware language description; principles and techniques of testability design and testing of digital logic circuits.
- ELEE 6375: VLSI System Design [3-0]
Fundamentals of VLSI design, VLSI design strategies. Chip design options, design methods, design capture tools and design verification tools. Topics include area-optimization, floor-plan and functional block placement, routing and functional testing for large systems, subsystem design and system design examples.
- ELEE 6385: Independent Study [3-0]
Individual research, design, or analysis in advanced topics in electrical and computer engineering, conducted under the direct supervision of a faculty member.
- ELEE 6399: Topics in Electrical Engineering [3-0]
Advanced topics of contemporary interest in electrical or computer engineering. May be repeated for credit when topic varies.
- ELEE 7300: Thesis I [3-0]
First part of two course sequence.
- ELEE 7301: Thesis II [3-0]
Second part of two course sequence. **Prerequisite:** ELEE 7300

Department of Manufacturing and Industrial Engineering

- Engineering Management (MS)
- Manufacturing Engineering (MSE)

Program of Study - Engineering Management (MS)

Program Overview

The University of Texas Rio Grande Valley's Department of Manufacturing and Industrial Engineering offers a graduate program in engineering management leading to a Master of Science. The department offers thesis and non-thesis options.

The engineering management major is designed for students to develop an understanding of the engineering relationships between the management tasks of planning, organization, leadership, control and the human element in production, research and service organizations. There are strong synergies between the MS in engineering management, the MS in computer science and information technology, the existing MSE programs in electrical engineering, manufacturing engineering, mechanical engineering and the College of Business and Entrepreneurship. Students are provided an opportunity to strengthen their technological education and acquire the skills to manage and lead engineers and engineering systems.

The graduate program in engineering management requires 30-36 semester credit hours, 15 of which are required of all students. There are two choices of programs in engineering management: 1) thesis and 2) coursework only. The thesis option requires 24 hours of coursework and 6 hours of thesis. The 24 hours of coursework is divided into 15 hours of required coursework, and 9 hours of engineering management electives. The coursework only option requires 36 hours of coursework divided into 15 required hours, 9-21 hours of engineering management electives and 0 - 12 hours of non-engineering management electives.

Students make an oral presentation on the thesis to the faculty advisory committee. Students not enrolled in the thesis option must satisfactorily pass a written comprehensive exam to complete the requirements for the Master of Science in engineering management.

The thesis option gives students an opportunity to pursue research and continue their studies at the doctoral level. The coursework option is designed to provide technical breadth. The coursework only path is designed to meet the needs of practicing engineers and engineering managers who do not intend to pursue further graduate studies.

Students may be required to take some leveling courses to satisfy prerequisites, depending on their undergraduate major and experience. The departmental graduate advisor or the student's Graduate Faculty Advisory Committee (GFAC) specifies each student's leveling work.

Admission Requirements

To be admitted to the graduate program in engineering management, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Bachelor's degree in engineering, science, computer science, or business.
3. Submission of a letter of intent
4. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Leveling Courses

Students whose undergraduate major is not manufacturing engineering are required to take some leveling courses from the list given below with approval of the students Graduate Faculty Advisory Committee. Leveling courses are determined for each student by the student's advisory committee based on his/her course background and experience in manufacturing.

MANE	2332	Engineering Statistics
MANE	3337	Engineering Economics
MANE	3340	Fundamentals of Industrial Engineering

Program Requirements

Required Courses	15
MANE 6304: Industrial Cost Analysis	3
MANE 6319: Quality Management Systems	3
MANE 6340: Operations Research and Analysis	3
MANE 6345: Engineering Management	3
MANE 6380: Engineering Project Management	3

Choose one of the following options:

Thesis Option:

Elective Courses in Engineering Management	9
---	----------

Capstone Requirement

Thesis	6
MANE 7300: Thesis I	3
MANE 7301: Thesis II	3

Total graduate hours for degree:	30
---	-----------

Non-Thesis Option:

Elective Courses in Engineering Management	9-21
---	-------------

Non Engineering Management Electives	0-12
---	-------------

Capstone Requirement

Written Comprehensive Exam

Total graduate hours for degree:	36
---	-----------

Non-Engineering Management Electives

Engineering management non-thesis students may select additional graduate elective courses other than the courses listed under engineering management electives with their committee's approval. Coursework option students are limited to 12 hours of non-engineering management electives.

Students may elect to strengthen their technical education by selecting non-engineering management graduate courses offered by the College of Engineering and Computer Science. Students desiring to strengthen their education in management may enroll in graduate courses offered by the

Robert C. Vackar College of Business and Entrepreneurship (RCVCOBE). A partial list of electives from the COBE is shown below:

FINA	6340	Advanced Corporate Finance
MGMT	6330	Organizational Behavior
MGMT	6331	Human Resource Management
MGMT	6334	International Management
MGMT	6335	Entrepreneurship
MGMT	6360	Production and Operations Management
MGMT	6372	Organizational Leadership and Change

Course Descriptions

MANE 6190: Engineering Project [0-1]
Special construction projects, research activities or supervised engineering studies. May be repeated for credit. **Prerequisite:** Consent of instructor.

MANE 6304: Industrial Cost Analysis [3-0]
This course provides a background in quantitative techniques in Engineering Management with emphasis on industrial cost analysis models and techniques. Financial models and methods are discussed with emphasis on capital budgeting and topics related to advanced engineering economics. Valuation and reporting methods are reviewed. Basic costing practices are discussed along with cost modeling and control methods. **Prerequisite:** MANE 3337

MANE 6308: History of Manufacturing [3-0]
This course provides the student with an introduction to the evolution of manufacturing and manufacturing systems, as well as a look into the possible future. The course involves extensive reading assignments, presentations and projects. **Prerequisite:** Consent of instructor.

MANE 6311: Advanced Quality Control [3-0]
Deming continuous improvements concepts, Q.C. 7-tools, basic problem solving procedures, control chart practice and applications, design of experiments and Taguchi methods. ISO 9000 and TQM will be introduced. **Prerequisite:** MANE 2332.

MANE 6313: Design of Experiments [3-0]
Randomization and blocking, significance tests and confidence intervals, factorial designs, applications of factorial designs, model building with least squares, response surface methods. **Prerequisite:** MANE 2332.

MANE 6314: Maintenance Systems [3-0]
The maintenance, repair, and remanufacture of products has not, until recently, been supported by a solid, scientific basis. In this course this deficiency is addressed and, via mathematical models and simulation, investigated. **Prerequisite:** Consent of instructor.

MANE 6315: Reliability Engineering [3-0]
System level reliability, redundancy, maintainability, availability analysis and modeling, life testing, acceleration, parametric, and non-parametric models. **Prerequisite:** MANE 2332.

- MANE 6319: Quality Management Systems [3-0]
 Introduces philosophies, tools and methodologies of TQM, quality systems (ISO 9000, ISO 14000, 6-sigma), bench marking, quality function deployment, Taguchi method, Failure Mode and Effect Analysis (FMEA) and management tools. **Prerequisite:** Consent of instructor.
- MANE 6321: Robotics and Automation [3-0]
 Application of industrial robots and their role in industrial systems. Relationships among product design process control, robot kinematics and flexible automation are covered.
Prerequisite: MANE 3302 or equivalent.
- MANE 6323: Advanced Computer Aided Design [3-0]
 Theory and applications of computer-aided design in engineering. Design of engineering parts using parametric solid modeling software. Automated drafting and dimensioning, geometric tolerancing.
Prerequisite: MANE 3300 or equivalent.
- MANE 6328: Dynamic System Modeling and Forecasting [3-0]
 System identification using time series, Green's function and stability analysis, forecasting, multiple series and applications for on-line manufacturing process control. **Prerequisite:** MANE 2332.
- MANE 6331: Advanced Manufacturing Planning and Control [3-0]
 Forecasting, aggregate planning, inventory control, pull and push production systems, operations and project scheduling and recent advances in operations planning and control. **Prerequisite:** MANE 3364 or equivalent.
- MANE 6333: Introduction to Scheduling and Sequencing [3-0]
 Scheduling and sequencing for production, assembly, supply chain, logistics, and service operations; relevant solution methods including algebraic, branch and bound, Lagrangian relaxation, facet generation, branch and price, heuristics and simulation; computational complexity issues.
- MANE 6334: Optimization of Industrial Systems [3-0]
 Introductory level graduate course in the planning and analysis of integrated manufacturing systems. The systems perspective of product movement through the production system in the context of using real-time design, operation and control of manufacturing processes.
- MANE 6337: Lean Manufacturing and Engineering Systems [3-0]
 Application of lean engineering principles with the fundamentals of queueing theory in the analysis and modeling of different manufacturing and service systems.
- MANE 6340: Operations Research and Analysis [3-0]
 Concepts in mathematical modeling, stochastic processes, queueing theory, linear programming, integer programming, dynamic programming, non-linear programming, and inventory models. **Prerequisite:** Consent of instructor.
- MANE 6341: Advanced Operations Research and Analysis [3-0]
 Concepts in mathematical modeling, stochastic processes, queueing theory, dynamic programming and non-linear programming. **Prerequisite:** MANE 6340.

MANE 6342: Decision Support Systems [3-0]
Engineering decision-making, sequential decision procedures, design of engineering systems, knowledge acquisition and representation, hybrid systems and engineering applications. **Prerequisite:** Consent of instructor.

MANE 6343: Queueing Models for Manufacturing Systems [3-0]
This is a course on the application of stochastic models and Queueing theory in design and control of manufacturing systems. We will start from review of elementary probability theory; we will then cover conditional expectation; the Poisson process; renewal theory; Markov chains; and queueing theory. Emphasis will be given to Queueing models and their application in manufacturing systems, transportation and stocking systems, and other types of service delivery systems. Student will be able to apply Queueing models in the design of these systems, and other types of service delivery systems. Student will be able to apply Queueing models in the design of these systems in terms of layout, capacities and control. **Prerequisite:** MANE 2332

MANE 6345: Engineering Management [3-0]
Fundamental principles of planning, estimating, budgeting, scheduling, implementation, evaluation and controlling engineering and research projects. Common engineering management concerns such as labor scheduling, human resources management and related governmental compliance also explored. **Prerequisite:** Consent of instructor.

MANE 6346: Polymer Engineering [3-0]
Study of engineering properties of polymer materials and selection of polymers for use in engineering applications. Manufacturing properties of polymer materials and their effects on manufacturing processes. **Prerequisite:** MANE 3364 or equivalent.

MANE 6347: Facilities Layout [3-0]
An analytical approach to the planning and design of manufacturing facilities and material handling systems. **Prerequisite:** Consent of instructor.

MANE 6348: Systems Engineering [3-0]
Systems Engineering covers translation of customer needs into product requirements, management of the interface, and interaction of systems and subsystems. It also includes coordination of design reviews, analysis of alternatives, consideration of component testing and verification, within cost and schedule constraints. Additional issues include the interface with the human user, system reliability, logistic support, and system safety. This course discusses tools that help the Systems Engineer to complete complex projects with success. **Prerequisite:** Consent of the instructor.

MANE 6349: Advanced Work Science [3-0]
Design methods for work and work systems; scientific and engineering basis of work and its analysis. **Prerequisite:** Consent of instructor.

MANE 6350: Flexible Integrated Manufacturing [3-0]
Application of industrial programmable logic controllers, machine vision system, selection of tools for robot end effector, sensor technology, machine-human systems such as expert system and flexible automation system design. **Prerequisite:** MANE 3302 or equivalent.

MANE 6351: Intelligent Decision Systems [3-0]

This course provides an introduction to the methods and applications of the methods which form the basis of Intelligent Decision making via the employment of techniques from Artificial Intelligence (e.g., expert systems, neural networks, genetic algorithms, and self-organizing systems) and Operations Research (e.g., ontogenic neural networks, cluster analysis, discriminant analysis, and genetic search). Recent advances and applications are covered. **Prerequisite:** Consent of instructor.

MANE 6352: Manufacturing Systems Simulation [3-0]

Simulation and modeling of discrete-event systems, input data analysis, model development, model verification, validation, output analysis and applications to manufacturing. **Prerequisite:** MANE 2332.

MANE 6353: Optimizing Factory Performance [3-0]

An introduction to the systems which comprise production lines, supply chains, and business processes and coverage of the models and methods employed to reduce unnecessary complexity and excessive variability within such systems. Introduction to new, improved performance metrics (e.g., LACTE) as employed in the pursuit of fast cycle time and significant, sustainable improvement. Both mathematical modeling and discrete simulation are employed in the analysis. **Prerequisite:** Consent of instructor.

MANE 6354: Advanced Engineering Economy [3-0]

Advanced techniques of engineering economic analysis; evaluation of alternative capital investments considering income taxes, depreciation and inflation; discounted cash flow analysis of competing projects, break-even analysis and determination of rate of return on investment, risk and uncertainty in engineering analysis. **Prerequisite:** MANE 3337.

MANE 6355: Design for Manufacture [3-0]

This course deals with the factors influencing product design and the manufacturing cycle and explores methods to enhance the efficiency of product development and design. Topics include component design and analysis, design for manufacturability, design for manual and automated assembly, and concurrent engineering. Also covers the development of design and production tolerances, 6 sigma methods for tolerancing and Taguchi's approach to tolerance design. Students learn how to reduce material and parts costs, assembly time and the number of parts in the product. **Prerequisite:** Graduate admission or senior standing with the approval of advisor. (Bachelors degree in Mechanical /Manufacturing Engineering or Technology)

MANE 6357: Ergonomics [3-0]

Functional anatomy and physiology of musculo-skeletal system and their applications in work design. Work physiology, manual materials handling, hand tools, and repetitive motions. **Prerequisite:** Consent of instructor.

MANE 6364: Advanced Manufacturing Processes [3-0]

The objective of this course is to obtain an understanding of some of the manufacturing processes used in industry today and to become familiar with some of the recent advances that have been made. This course focuses on specific manufacturing processes including heat treatment, metal forming, metal cutting, non-traditional processes, rapid prototyping and electronics manufacturing. The physical principles underlying the manufacturing processes are discussed and analyses of the process are conducted. **Prerequisite:** MANE 3364 or consent of the instructor.

MANE 6365: Tool Design and Analysis [3-0]
Fundamentals of different areas of tools used in manufacturing. Tool making, tool materials, cutting tools, locating and clamping, jigs and fixtures. Design of fixtures for numerical control machines and modular fixturing. **Prerequisite:** MANE 6323.

MANE 6366: Advanced Machining [3-0]
This is a course in advanced machining that is used to make final products. The physical principles underlying the manufacturing processes will be discussed. The students will become familiar with the commonly used manufacturing processes, understand the effects of manufacturing processes on the properties of materials machined, and develop an understanding of how to select materials and develop the manufacturing plan to make a product. **Prerequisite:** MANE 3334 or MECE 2340.

MANE 6367: Principles of Additive Manufacturing and 3D Printing [3-0]
This course brings to students recent technology development in additive manufacturing (AM) and 3D printing technologies. An overview of most used AM processes will be covered first. We will then discuss advantages and disadvantages for each process and its best applications. We will then spend time on how material properties such as powder size and distribution, and its morphology might affect the final quality of fabricated products. Based on this, an understanding of the material requirement for each process can be developed. We will discuss failures in AM caused by a poor design, and ways to avoid the failures. The last part of the class will be centered on the current development and future of AM.

MANE 6368: Logistics Engineering [3-0]
Analysis of integration of support functions in the development, operations and maintenance of complex engine systems. **Prerequisite:** Consent of instructor.

MANE 6369: Mold Design and Analysis [3-0]
Design of injection molding molds, mold components and design of parts for effective injection molding. Analysis of mold filling, fluid flow, mold temperature, residual stresses and other factors that affect the quality of mold. **Prerequisite:** MANE 3300 or equivalent.

MANE 6371: Advanced Coatings and Surface Engineering [3-0]
This course provides an overview of the surface treatment, surface modification, coatings synthesis and deposition technologies. Students will learn the conventional and most advanced techniques and processes of coatings and thin films disposition. Surface interface phenomena occurring during the coatings or thin films disposition (such as agglomeration, adsorption, diffusion, nucleation, microstructure development etc.) will be covered. Coatings techniques, monitoring, performance evaluation, characterization and applications of advanced coatings in industry will be covered. This course provides hands-on laboratory experience in understanding the coatings formation and characterization. The course enhances learning retention through a comprehensive curriculum including real case studies, laboratory workshops plus interactive presentations detailing the proper installation and use of high performance coatings. **Prerequisite:** Consent of instructor.

MANE 6372: Advanced Engineering Analysis [3-0]
Use of mathematical techniques to model and analyze problems encountered in engineering. Topics include linear algebra, ordinary differential equations, numerical methods and optimization techniques. **Prerequisite:** MANE 3351.

- MANE 6374: Corrosion Engineering [3-0]
This course provides an overview on the examination and identification of corrosion and metallurgical problems that occur in industry. The course provides hands-on laboratory experience in understanding the process of corrosion. The course enhances learning retention through a comprehensive curriculum including real case studies, laboratory workshops plus interactive presentations detailing the proper installation and use of corrosion-resistant products. **Prerequisite:** Consent of instructor.
- MANE 6375: Human Factors [3-0]
Methods of measurement of human performance, psychological and physiological background of human information processing, principles and techniques of display and information system design, human error and reliability. **Prerequisite:** Consent of instructor.
- MANE 6376: Advanced Materials [3-0]
This course introduces advanced materials for engineers, emphasizing the types, synthesis and production/mechanical, chemical, electrochemical, physical properties and industrial applications of a number of advanced materials/coatings and thin films. The course will focus on the industrial applications and future of advanced materials mainly for Aerospace, Automotive, Biomedical and Oil and Gas applications. Topics include nanomaterials (nanocomposites and nanoceramics) biomaterials (materials in medicine and dentistry), smart coatings and materials, smart polymers, bio-inspired materials, high temperature refractory materials and coatings, shape memory alloys, magnetic materials. **Prerequisite:** Consent of instructor.
- MANE 6380: Engineering Project Management [3-0]
Planning, scheduling and control of engineering projects, network models, CPM, PERT, resource allocation and time-cost tradeoff. **Prerequisite:** Consent of instructor.
- MANE 6383: Analysis of Polymer Systems [3-0]
This course is intended for manufacturing engineers requiring an introduction to the experimental chemistry of plastics with experimental and measurement techniques and the interpretation and representation of the results. The operation principles of various analytical equipment and applications are discussed. **Prerequisite:** MANE 3364.
- MANE 6384: Polymer Structures, Properties, and Applications [3-0]
This is an intermediate to advanced course in the relationship between polymer structure, properties, and applications that are of importance to manufacturing engineers working in the various manufacturing environment from automobile to aerospace industry. The difference in properties of various plastics and their structure is discussed. **Prerequisite:** MANE 3364.
- MANE 6385: Plastics Product Design and Engineering [3-0]
This is an intermediate course in the plastics product design for injection molding process that is widely used to make from consumer product to aerospace application. The design principles and use of plastics to achieve competitive design of plastic parts is discussed. **Prerequisite:** MANE 3364.
- MANE 6390: Engineering Project [3-0]
Special construction projects, research activities or supervised engineering studies. May be repeated for credit. **Prerequisite:** Consent of instructor.

MANE 6399: Topics in Manufacturing Systems [3-0]
Topics selected from current issues of concern in manufacturing industries. May be repeated for credit when topics change. **Prerequisite:** Consent of instructor.

MANE 7300: Thesis I [3-0]
First part of a two course sequence. **Prerequisite:** Graduate standing and consent of thesis advisor.

MANE 7301: Thesis II [3-0]
Second part of a two course sequence. **Prerequisite:** MANE 7300.

Program of Study - Manufacturing Engineering (MSE)

Program Overview

The University of Texas Rio Grande Valley's Department of Manufacturing and Industrial Engineering offers a graduate program in manufacturing engineering leading to a Master of Science in Engineering degree. The department offers thesis and coursework options. Students may further specialize within the major through selection of elective courses.

The manufacturing engineering major is designed to help practicing engineers and managers with extensive engineering experience in manufacturing and graduates in engineering, the physical sciences and business to further their education for better opportunities in manufacturing industries. The major provides technical and engineering management skills, provides education in cutting-edge technology to manufacturing professionals so they can be competitive in the global market, and prepares students for doctoral programs in manufacturing engineering.

The graduate program in manufacturing engineering requires 30-36 semester credit hours, nine of which are required of all students. The nine hours are selected such that there is a course from each of three area lists in quality, design and systems. There are two options for completing an MSE in manufacturing engineering: 1) thesis and 2) coursework only. The thesis option requires 24 hours of coursework plus 6 hours for the thesis. The coursework only option requires 36 hours of courses. There is a requirement of 18 hours of manufacturing engineering coursework for the thesis option, and 30 hours manufacturing engineering coursework for the coursework option from manufacturing engineering. The remaining hours of coursework for the thesis option or coursework only option may be from manufacturing engineering, mechanical engineering, electrical engineering, mathematics or computer science with the approval of the students Graduate Faculty Advisory Committee (GFAC).

Students who choose the thesis option shall make an oral presentation on the thesis to the faculty advisory committee. Students who opt for the coursework option take a written comprehensive exam to complete the requirements for the Master of Science in Engineering Degree. The thesis option gives students an opportunity to pursue research and continue a doctoral program in manufacturing engineering or related fields. The coursework-only option is designed to give technical depth in the manufacturing disciplines while allowing the breadth by six hours of coursework from outside the manufacturing engineering area. The coursework only path is expected to meet the needs of practicing engineers who do not intend to pursue further graduate work in engineering and only desire to follow an industrial career path.

Students may be required to take some leveling courses to meet the prerequisites, depending on their undergraduate major and experience in manufacturing engineering. The student's Graduate Faculty Advisory Committee specifies each student's leveling work.

Admission Requirements

To be admitted to the graduate program in manufacturing engineering, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Bachelor's degree in engineering, science, computer science, or business.
3. Submission of a letter of intent
4. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Leveling Courses

Students whose undergraduate major is not manufacturing engineering are required to take some leveling courses from the list given below with approval of the students Graduate Faculty Advisory Committee. Leveling courses are determined for each student by the student's advisory committee based on his/her course background and experience in manufacturing.

MANE	1204	Manufacturing Engineering Graphics
MANE	2332	Engineering Statistics
MANE	2403	Engineering Mechanics
MANE	3340	Fundamentals of Industrial Engineering
MANE	3351	Manufacturing Engineering Analysis
MANE	3364	Manufacturing Processes
MANE	3437	Thermal and Fluid Systems
ELEE	2317	Electrical and Electronic Systems

Program Requirements

Students are required to take at least one course from each of the three areas given below. The remaining 15-27 hours depending on the option (thesis or coursework only) may be taken from any of the three areas in manufacturing engineering which are Quality, Design, and Systems. Courses should be approved by the student's Graduate Faculty Advisory Committee.

Required Courses 9

One course from each of following three areas:

Quality

MANE 6311: Advanced Quality Control	3
MANE 6313: Design of Experiments	3
MANE 6315: Reliability Engineering	3
MANE 6319: Quality Management Systems	3
MANE 6399: Topics in Manufacturing Systems (for Quality Subjects)	3

Design

MANE 6323: Advanced Computer Aided Design	3
MANE 6346: Polymer Engineering	3
MANE 6357: Ergonomics	3
MANE 6365: Tool Design and Analysis	3

MANE 6368: Logistics Engineering	3
MANE 6369: Mold Design and Analysis	3
MANE 6375: Human Factors	3
MANE 6399: Topics in Manufacturing Systems (for Design Subjects)	3
MECE 6320: Fracture Mechanics	3
MECE 6321: Intermediate Composite Material Design	3
MECE 6322: Ceramic Materials Engineering	3
MECE 6362: Finite Element Analysis	3

Systems

MANE 6321: Robotics and Automation	3
MANE 6328: Dynamic System Modeling and Forecasting	3
MANE 6331: Advanced Manufacturing Planning and Control	3
MANE 6340: Operations Research and Analysis	3
MANE 6342: Decision Support Systems	3
MANE 6352: Manufacturing Systems Simulation	3
MANE 6380: Engineering Project Management	3
MANE 6399: Topics in Manufacturing Systems (for Systems Subjects)	3
MECE 6331: Intermediate Dynamics of Mechanical Systems	3
MECE 6332: Intermediate Mechanical Vibrations	3
ELEE 6330: Linear Dynamic Models	3
ELEE 6350: Microprocessor System Design and Applications	3

Choose one of the following options:

Thesis Option:

Elective Courses in Manufacturing Engineering	9
Free Electives	6

Six hours from business, manufacturing, mechanical or electrical engineering, computer science, or mathematics chosen with the consent of the student's advisor.

Capstone Requirement

Thesis	6
MANE 7300: Thesis I	3
MANE 7301: Thesis II	3

Non-Thesis Option:

Elective Courses in Manufacturing Engineering	21
--	-----------

Free Electives	6
-----------------------	----------

Six hours from business, manufacturing, mechanical or electrical engineering, computer science, or mathematics chosen with the consent of the student's advisor.

Capstone Requirement

Written Comprehensive Exam

Total graduate hours for degree:	36
---	-----------

Course Descriptions

MANE 6190: Engineering Project [0-1]
Special construction projects, research activities or supervised engineering studies. May be repeated for credit. **Prerequisite:** Consent of instructor.

MANE 6304: Industrial Cost Analysis [3-0]
This course provides a background in quantitative techniques in Engineering Management with emphasis on industrial cost analysis models and techniques. Financial models and methods are discussed with emphasis on capital budgeting and topics related to advanced engineering economics. Valuation and reporting methods are reviewed. Basic costing practices are discussed along with cost modeling and control methods. **Prerequisite:** MANE 3337.

MANE 6308: History of Manufacturing [3-0]
This course provides the student with an introduction to the evolution of manufacturing and manufacturing systems, as well as a look into the possible future. The course involves extensive reading assignments, presentations and projects. **Prerequisite:** Consent of instructor.

MANE 6311: Advanced Quality Control [3-0]
Deming continuous improvements concepts, Q.C. 7-tools, basic problem solving procedures, control chart practice and applications, design of experiments and Taguchi methods. ISO 9000 and TQM will be introduced. **Prerequisite:** MANE 2332.

MANE 6313: Design of Experiments [3-0]
Randomization and blocking, significance tests and confidence intervals, factorial designs, applications of factorial designs, model building with least squares, response surface methods. **Prerequisite:** MANE 2332.

MANE 6314: Maintenance Systems [3-0]
The maintenance, repair, and remanufacture of products has not, until recently, been supported by a solid, scientific basis. In this course this deficiency is addressed and, via mathematical models and simulation, investigated. **Prerequisite:** Consent of instructor.

MANE 6315: Reliability Engineering [3-0]
System level reliability, redundancy, maintainability, availability analysis and modeling, life testing, acceleration, parametric, and non-parametric models. **Prerequisite:** MANE 2332.

MANE 6319: Quality Management Systems [3-0]
Introduces philosophies, tools and methodologies of TQM, quality systems (ISO 9000, ISO 14000, 6-sigma), bench marking, quality function deployment, Taguchi method, Failure Mode and Effect Analysis (FMEA) and management tools. **Prerequisite:** Consent of instructor.

MANE 6321: Robotics and Automation [3-0]
Application of industrial robots and their role in industrial systems. Relationships among product design process control, robot kinematics and flexible automation are covered. **Prerequisite:** MANE 3302 or equivalent.

- MANE 6323: Advanced Computer Aided Design [3-0]
Theory and applications of computer-aided design in engineering. Design of engineering parts using parametric solid modeling software. Automated drafting and dimensioning, geometric tolerancing. **Prerequisite:** MANE 3300 or equivalent.
- MANE 6328: Dynamic System Modeling and Forecasting [3-0]
System identification using time series, Green's function and stability analysis, forecasting, multiple series and applications for on-line manufacturing process control. **Prerequisite:** MANE 2332.
- MANE 6331: Advanced Manufacturing Planning and Control [3-0]
Forecasting, aggregate planning, inventory control, pull and push production systems, operations and project scheduling and recent advances in operations planning and control. **Prerequisite:** MANE 3364 or equivalent.
- MANE 6340: Operations Research and Analysis [3-0]
Concepts in mathematical modeling, stochastic processes, queuing theory, linear programming, integer programming, dynamic programming, non-linear programming, and inventory models. **Prerequisite:** Consent of instructor.
- MANE 6341: Advanced Operations Research and Analysis [3-0]
Concepts in mathematical modeling, stochastic processes, queuing theory, dynamic programming and non-linear programming. **Prerequisite:** MANE 6340.
- MANE 6342: Decision Support Systems [3-0]
Engineering decision-making, sequential decision procedures, design of engineering systems, knowledge acquisition and representation, hybrid systems and engineering applications. **Prerequisite:** Consent of instructor.
- MANE 6343: Queueing Models for Manufacturing Systems [3-0]
This is a course on the application of stochastic models and Queueing theory in design and control of manufacturing systems. We will start from review of elementary probability theory; we will then cover conditional expectation; the Poisson process; renewal theory; Markov chains; and queueing theory. Emphasis will be given to Queueing models and their application in manufacturing systems, transportation and stocking systems, and other types of service delivery systems. Student will be able to apply Queueing models in the design of these systems, and other types of service delivery systems. Student will be able to apply Queueing models in the design of these systems in terms of layout, capacities and control. **Prerequisite:** MANE 2332.
- MANE 6345: Engineering Management [3-0]
Fundamental principles of planning, estimating, budgeting, scheduling, implementation, evaluation and controlling engineering and research projects. Common engineering management concerns such as labor scheduling, human resources management and related governmental compliance also explored. **Prerequisite:** Consent of instructor.
- MANE 6346: Polymer Engineering [3-0]
Study of engineering properties of polymer materials and selection of polymers for use in engineering applications. Manufacturing properties of polymer materials and their effects on manufacturing processes. **Prerequisite:** MANE 3364 or equivalent.

MANE 6347: Facilities Layout [3-0]
An analytical approach to the planning and design of manufacturing facilities and material handling systems. **Prerequisite:** Consent of instructor.

MANE 6348: Systems Engineering [3-0]
Systems Engineering covers translation of customer needs into product requirements, management of the interface, and interaction of systems and subsystems. It also includes coordination of design reviews, analysis of alternatives, consideration of component testing and verification, within cost and schedule constraints. Additional issues include the interface with the human user, system reliability, logistic support, and system safety. This course discusses tools that help the Systems Engineer to complete complex projects with success. **Prerequisite:** Consent of the instructor.

MANE 6349: Advanced Work Science [3-0]
Design methods for work and work systems; scientific and engineering basis of work and its analysis. **Prerequisite:** Consent of instructor.

MANE 6350: Flexible Integrated Manufacturing [3-0]
Application of industrial programmable logic controllers, machine vision system, selection of tools for robot end effector, sensor technology, machine-human systems such as expert system and flexible automation system design. **Prerequisite:** MANE 3302 or equivalent.

MANE 6351: Intelligent Decision Systems [3-0]
This course provides an introduction to the methods and applications of the methods which form the basis of Intelligent Decision making via the employment of techniques from Artificial Intelligence (e.g., expert systems, neural networks, genetic algorithms, and self-organizing systems) and Operations Research (e.g., ontogenic neural networks, cluster analysis, discriminant analysis, and genetic search). Recent advances and applications are covered. **Prerequisite:** Consent of instructor.

MANE 6352: Manufacturing Systems Simulation [3-0]
Simulation and modeling of discrete-event systems, input data analysis, model development, model verification, validation, output analysis and applications to manufacturing. **Prerequisite:** MANE 2332.

MANE 6353: Optimizing Factory Performance [3-0]
An introduction to the systems which comprise production lines, supply chains, and business processes and coverage of the models and methods employed to reduce unnecessary complexity and excessive variability within such systems. Introduction to new, improved performance metrics (e.g., LACTE) as employed in the pursuit of fast cycle time and significant, sustainable improvement. Both mathematical modeling and discrete simulation are employed in the analysis. **Prerequisite:** Consent of instructor.

MANE 6354: Advanced Engineering Economy [3-0]
Advanced techniques of engineering economic analysis; evaluation of alternative capital investments considering income taxes, depreciation and inflation; discounted cash flow analysis of competing projects, break-even analysis and determination of rate of return on investment, risk and uncertainty in engineering analysis. **Prerequisite:** MANE 3337.

MANE 6357: Ergonomics [3-0]
Functional anatomy and physiology of musculo-skeletal system and their applications in work design. Work physiology, manual materials handling, hand tools, and repetitive motions. **Prerequisite:** Consent of instructor.

MANE 6364: Advanced Manufacturing Processes [3-0]
The objective of this course is to obtain an understanding of some of the manufacturing processes used in industry today and to become familiar with some of the recent advances that have been made. This course focuses on specific manufacturing processes including heat treatment, metal forming, metal cutting, non-traditional processes, rapid prototyping and electronics manufacturing. The physical principles underlying the manufacturing processes are discussed and analyses of the process are conducted. **Prerequisite:** MANE 3364 or consent of the instructor.

MANE 6365: Tool Design and Analysis [3-0]
Fundamentals of different areas of tools used in manufacturing. Tool making, tool materials, cutting tools, locating and clamping, jigs and fixtures. Design of fixtures for numerical control machines and modular fixturing. **Prerequisite:** MANE 6323.

MANE 6368: Logistics Engineering [3-0]
Analysis of integration of support functions in the development, operations and maintenance of complex engine systems. **Prerequisite:** Consent of instructor.

MANE 6369: Mold Design and Analysis [3-0]
Design of injection molding molds, mold components and design of parts for effective injection molding. Analysis of mold filling, fluid flow, mold temperature, residual stresses and other factors that affect the quality of mold. **Prerequisite:** MANE 3300 or equivalent.

MANE 6372: Advanced Engineering Analysis [3-0]
Use of mathematical techniques to model and analyze problems encountered in engineering. Topics include linear algebra, ordinary differential equations, numerical methods and optimization techniques. **Prerequisite:** MANE 3351.

MANE 6375: Human Factors [3-0]
Methods of measurement of human performance, psychological and physiological background of human information processing, principles and techniques of display and information system design, human error and reliability. **Prerequisite:** Consent of instructor.

MANE 6380: Engineering Project Management [3-0]
Planning, scheduling and control of engineering projects, network models, CPM, PERT, resource allocation and time-cost tradeoff. **Prerequisite:** Consent of instructor.

MANE 6383: Analysis of Polymer Systems [3-0]
This course is intended for manufacturing engineers requiring an introduction to the experimental chemistry of plastics with experimental and measurement techniques and the interpretation and representation of the results. The operation principles of various analytical equipment and applications are discussed. **Prerequisite:** MANE 3364.

- MANE 6384: Polymer Structures, Properties, and Applications [3-0]
This is an intermediate to advanced course in the relationship between polymer structure, properties, and applications that are of importance to manufacturing engineers working in the various manufacturing environment from automobile to aerospace industry. The difference in properties of various plastics and their structure is discussed. **Prerequisite:** MANE 3364.
- MANE 6385: Plastics Product Design and Engineering [3-0]
This is an intermediate course in the plastics product design for injection molding process that is widely used to make from consumer product to aerospace application. The design principles and use of plastics to achieve competitive design of plastic parts is discussed. **Prerequisite:** MANE 3364.
- MANE 6390: Engineering Project [3-0]
Special construction projects, research activities or supervised engineering studies. May be repeated for credit. **Prerequisite:** Consent of instructor.
- MANE 6399: Topics in Manufacturing Systems [3-0]
Topics selected from current issues of concern in manufacturing industries. May be repeated for credit when topics change. **Prerequisite:** Consent of instructor.
- MANE 7300: Thesis I [3-0]
First part of a two course sequence. **Prerequisite:** Graduate standing and consent of thesis advisor.
- MANE 7301: Thesis II [3-0]
Second part of a two course sequence. **Prerequisite:** MANE 7300.
- ELEE 6330: Linear Dynamic Models [3-0]
Introduction to linear dynamic systems; state-space analysis; stability theory; applications to feedback control; elements of optimal control.
- ELEE 6350: Microprocessor System Design and Applications [3-0]
Microprocessor design fundamentals, design methods, interfacing, bus architectures, peripherals, embedded applications, development systems, software.
- MECE 6320: Fracture Mechanics [3-0]
Development of the tools of linear and nonlinear fracture mechanics with coverage of theoretical considerations. The primary focus of the course is applications of tools to solution of practical problems in fracture prediction and failure analysis. Significant attention is paid to the phenomenology of fracture in metals, polymers, ceramics and composites. **Prerequisites:** Graduate standing in engineering.
- MECE 6321: Intermediate Composite Material Design [3-0]
An introduction to the theory of mechanics of solids for elastic and viscoelastic composite materials. Emphasis on analysis and design of structural laminate composite including failure mechanism, e.g., fatigue, delamination and dynamics of composites including effective moduli and material damping. **Prerequisite:** Graduate standing in engineering.
- MECE 6322: Ceramic Materials Engineering [3-0]
A survey of the fundamental properties of ceramic and glass materials which are utilized in electronic, electro-optic, thermal and mechanical systems. Includes an introduction to the manufacturing processes

specific to ceramics with an emphasis on their interaction with the design process. Probabilistic design schemes for mechanical components are covered and students perform a detailed component or process design. Several laboratory demonstrations and assignments are included. **Prerequisite:** Graduate standing in engineering.

MECE 6331: Intermediate Dynamics of Mechanical Systems [3-0]
Intermediate dynamics, including Newton-Euler, Lagrange, and Hamilton's principles; gyroscopic effects in mechanical systems; analysis of stability of systems; numerical simulation. **Prerequisite:** Graduate standing in engineering.

MECE 6332: Intermediate Mechanical Vibrations [3-0]
An examination of linear, multi-degree of freedom and continuous vibratory systems, both conservative and non-conservative. Free and forced vibration problems using generalized coordinates are also examined. **Prerequisite:** Graduate standing in engineering.

MECE 6362: Finite Element Analysis [3-0]
An introduction to the theory of finite element methods, with application to stress analysis, natural frequency extraction and heat transfer. Strategies for meshing and applying boundary conditions are also examined. Existing codes are used for determining finite element solutions. **Prerequisite:** Graduate standing in engineering.

Department of Mechanical Engineering

- Mechanical Engineering (MSE)
- Materials (Certificate)
- Mechanics and Design (Certificate)
- Thermal- Fluid Sciences (Certificate)

Program of Study - Mechanical Engineering (MSE)

The Mechanical Engineering Department offers a graduate program leading to a Master of Science in engineering degree. The program has a general Mechanical Engineering concentration and a Materials Engineering concentration, with a thesis option and a coursework only option in each. Coursework is offered in areas including mechanics and design, materials, and thermal/fluid sciences. Potential research opportunities exist in combustion, nanotechnology, MEMS and NEMS, smart structures, biomechanics, robotics, mechatronics, acoustics and vibrations, materials science, solid mechanics, laser material processing, experimental heat transfer and fluid mechanics, thermal and dynamic analysis of railroad bearings, and bearing condition monitoring.

Admission Requirements

To be admitted to the graduate program in mechanical engineering, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Bachelor's degree in Mechanical Engineering or a Bachelor's degree in another field with courses and/or experience that prepare the applicant for graduate work in Mechanical Engineering or materials science engineering depending upon the concentration the student opts to follow
2. Submission of three letters of recommendation from professional or academic sources
3. Submission of a letter of intent detailing professional goals and reasons for pursuing the graduate degree
4. Submission of a resume
5. GRE general test

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Applicants who do not satisfy the specific program criteria above will be considered for conditional admission. Those with a bachelor's degree in a field other than mechanical engineering may be admitted subject to completion of a set of undergraduate leveling courses prescribed by the graduate program director. Students admitted conditionally must successfully complete all leveling courses, if any, and successfully complete their first six hours of graduate work with a grade of B or higher.

Leveling Courses

Students whose undergraduate major is not mechanical engineering are required to take some or all of the leveling courses from the list given below with approval of the Graduate Program Director. Leveling courses are determined for each student by the Graduate Program Director based on his/her course background and experience in mechanical engineering. Students must also have the prerequisites required to take the leveling courses.

		Leveling Courses	
Materials Track	Mechanical Engineering General Track	MECE2304 Dynamics	
		MECE 3315 Fluids	
		MECE3360 Heat Transfer	
		MECE 3304 System Dynamics	
		MECE 2303 Statics	
		MECE 3321 Mechanics of Solids	
		MECE 2340/2140 Engineering Materials	
		MECE 2335 Thermodynamics I	
		MECE 3450 Mechanical Engineering Analysis II	

Program Requirements

General Concentration:

Required Courses	12
MECE 6310: Intermediate Engineering Analysis	3
MECE 6320: Fracture Mechanics	3
MECE 6341: Modeling of Physical Systems	3
MECE 6372: Viscous Flow I	3

Choose one of the following options:

Thesis Option:

Designated Electives (6 hours must be in Mechanical Engineering)	6-12
MECE 6190: Engineering Seminar	1
MECE 6316: Advanced Materials Engineering	3
MECE 6317: Corrosion Engineering	3
MECE 6318: Intermediate Biomaterials	3
MECE 6319: Thin Films Surface Engineering	3
MECE 6321: Intermediate Composite Material Design	3
MECE 6322: Ceramic Materials Engineering	3
MECE 6323: Polymer Processing	3
MECE 6324: Viscoelasticity Theory	3
MECE 6325: Composite Structures Engineering	3
MECE 6327: Intermediate Nanotechnology	3
MECE 6328: Spectroscopic Techniques	3
MECE 6331: Intermediate Dynamics of Mechanical Systems	3
MECE 6332: Intermediate Mechanical Vibrations	3
MECE 6333: Nonlinear Dynamics and Chaos	3
MECE 6334: Modeling MEMS and NEMS	3
MECE 6335: Orthopedic Biomechanics	3
MECE 6342: Modern Control Systems	3
MECE 6343: Digital Control Systems	3
MECE 6344: Nonlinear Control Systems	3
MECE 6360: Advanced Mechanics of Materials	3
MECE 6362: Finite Element Analysis	3
MECE 6373: Viscous Flow II	3
MECE 6375: Engineering Acoustics	3

MECE 6379: Gas Dynamics	3
MECE 6380: Combustion Engineering	3
MECE 6384: HVAC System Design	3
MECE 6385: Thermal Systems	3
MECE 6399: Topics in Mechanical Engineering	3

Free Electives **0-6**

Students can select up to 6 credit hours of graduate coursework from any of the other departments within the College of Engineering and Computer Science but **MUST** have the written consent of the Graduate Program Director.

Capstone Requirement

Thesis	6
MECE 7300: Thesis I	3
MECE 7301: Thesis II	3

Students in this option **MUST** produce a written thesis in a relevant Mechanical Engineering topic of study and defend their thesis in front of their formed Thesis Committee.

Total graduate hours for degree: **30**

Non-Thesis Option:

Designated Electives (18 hours must be in Mechanical Engineering) **18-24**

Chosen from the following:

MECE 6190: Engineering Seminar	1
MECE 6316: Advanced Materials Engineering	3
MECE 6317: Corrosion Engineering	3
MECE 6318: Intermediate Biomaterials	3
MECE 6319: Thin Films Surface Engineering	3
MECE 6321: Intermediate Composite Material Design	3
MECE 6322: Ceramic Materials Engineering	3
MECE 6323: Polymer Processing	3
MECE 6324: Viscoelasticity Theory	3
MECE 6325: Composite Structures Engineering	3
MECE 6327: Intermediate Nanotechnology	3
MECE 6328: Spectroscopic Techniques	3
MECE 6331: Intermediate Dynamics of Mechanical Systems	3
MECE 6332: Intermediate Mechanical Vibrations	3
MECE 6333: Nonlinear Dynamics and Chaos	3
MECE 6334: Modeling MEMS and NEMS	3
MECE 6335: Orthopedic Biomechanics	3
MECE 6342: Modern Control Systems	3
MECE 6343: Digital Control Systems	3
MECE 6344: Nonlinear Control Systems	3
MECE 6360: Advanced Mechanics of Materials	3
MECE 6362: Finite Element Analysis	3
MECE 6373: Viscous Flow II	3

MECE 6375: Engineering Acoustics	3
MECE 6379: Gas Dynamics	3
MECE 6380: Combustion Engineering	3
MECE 6384: HVAC System Design	3
MECE 6385: Thermal Systems	3
MECE 6399: Topics in Mechanical Engineering	3

Free Electives **0-6**

Students can select up to 6 credit hours of graduate coursework from any of the other departments within the College of Engineering and Computer Science but MUST have the written consent of the Graduate Program Director.

Capstone Requirement

Oral Comprehensive Exam (administered as part of MECE 6190 Engineering Seminar Course)
 Written Comprehensive Exam (students MUST successfully pass a written exam in each one of the four required (core) courses with a grade of >70%.

Total graduate hours for degree: **36**

Materials Concentration:

Required Courses **12**

MECE 6310: Intermediate Engineering Analysis	3
MECE 6316: Advanced Materials Engineering	3
MECE 6320: Fracture Mechanics	3
MECE 6327: Intermediate Nanotechnology	3

Choose one of the following options:

Thesis Option:

Designated Electives (6 hours must be in Mechanical Engineering) **6-12**

Chosen from the following:

MECE 6190: Engineering Seminar	1
MECE 6317: Corrosion Engineering	3
MECE 6318: Intermediate Biomaterials	3
MECE 6319: Thin Films Surface Engineering	3
MECE 6321: Intermediate Composite Material Design	3
MECE 6322: Ceramic Materials Engineering	3
MECE 6323: Polymer Processing	3
MECE 6324: Viscoelasticity Theory	3
MECE 6325: Composite Structures Engineering	3
MECE 6326: Polymer Engineering	3
MECE 6328: Spectroscopic Techniques	3
MECE 6360: Advanced Mechanics of Materials	3
MECE 6362: Finite Element Analysis	3
MECE 6399: Topics in Mechanical Engineering	3

Free Electives **0-6**

Students can select up to 6 credit hours of graduate coursework from any of the other departments

within the College of Engineering and Computer Science but MUST have the written consent of the Graduate Program Director.

Capstone Requirement

Thesis	6
MECE 7300: Thesis I	3
MECE 7301: Thesis II	3

Students in this option **MUST** produce a written thesis in a relevant Mechanical Engineering topic of study and defend their thesis in front of their formed Thesis Committee.

Total graduate hours for degree: 30

Non-Thesis Option:

Designated Electives (18 hours must be in Mechanical Engineering) 18-24

Chosen from the following:

MECE 6190: Engineering Seminar	1
MECE 6317: Corrosion Engineering	3
MECE 6318: Intermediate Biomaterials	3
MECE 6319: Thin Films Surface Engineering	3
MECE 6321: Intermediate Composite Material Design	3
MECE 6322: Ceramic Materials Engineering	3
MECE 6323: Polymer Processing	3
MECE 6324: Viscoelasticity Theory	3
MECE 6325: Composite Structures Engineering	3
MECE 6326: Polymer Engineering	3
MECE 6328: Spectroscopic Techniques	3
MECE 6360: Advanced Mechanics of Materials	3
MECE 6362: Finite Element Analysis	3
MECE 6399: Topics in Mechanical Engineering	3

Free Electives 0-6

Students can select up to 6 credit hours of graduate coursework from any of the other departments within the College of Engineering and Computer Science but MUST have the written consent of the Graduate Program Director.

Capstone Requirement

Oral Comprehensive Exam (administered as part of MECE 6190 Engineering Seminar Course)
 Written Comprehensive Exam (students **MUST** successfully pass a written exam in each one of the four required (core) courses with a grade of >70%.

Total graduate hours for degree: 36

Course Descriptions

MECE 6190: Engineering Seminar [1-0]

This one hour seminar course is geared toward helping graduate students develop and improve their oral presentation skills and provide them with technical expertise in their field of study. The class will feature engineering presentations prepared by faculty and graduate students from various engineering disciplines and backgrounds. Students enrolled in this class will gain great oral presentation experience by presenting their work in front of an audience and by learning from other featured speakers. The experience gained from this seminar course will prove invaluable for students in their future careers.

Prerequisite: Graduate standing in engineering.

MECE 6310: Intermediate Engineering Analysis [3-0]

Topics include vector algebra, coordinate systems, vector differential calculus, vector integral calculus, tensor analysis and applications, calculus of variations, and variational analysis. **Prerequisite:** Graduate standing in engineering.

MECE 6316: Advanced Materials Engineering [3-0]

Course provides an overview, at the graduate level, of the broad area of materials engineering. Major topics include analytical and spectroscopic techniques of use to the engineer and kinetics of nucleation and growth as applied to polymers, metals, and ceramics. The physics and applications of electronic, thermal, and optical properties of materials are explored and tools and techniques for phase diagrams of binary, ternary, and quaternary systems are covered. **Prerequisite:** Graduate standing in engineering.

MECE 6317: Corrosion Engineering [3-0]

The corrosion phenomena are complex due to the coexistence of electrochemical, metallurgical, biological and environmental parameters which can act at the surfaces. The Corrosion Engineering course will provide an understanding of the mechanisms of corrosion, characterization of the process, protection by coatings and lifetime prediction. The fundamentals of thermodynamics and kinetic concepts will be used to describe destructive chemical interactions of materials with their environment. Particular emphasis will be placed on the identification and solution of practical corrosion problems in real engineering situations. **Prerequisite:** Graduate standing in engineering.

MECE 6318: Intermediate Biomaterials [3-0]

In-depth study of specific areas in mechanical engineering. Subject matter varies from semester to semester. May be repeated for credit when subject matter changes. **Prerequisite:** Graduate standing in engineering.

MECE 6319: Thin Films Surface Engineering [3-0]

Techniques and processes of thin film deposition and surface treatment; Vacuum science and technology; Fundamental processes occurring during thin film deposition (adsorption, surface diffusion, nucleation, and microstructure development); major thin film deposition processes: evaporation, sputtering, chemical and the coating systems; Testing, characterization and applications of novel thin films (precision mechanical engineering, electronic devices, aerospace industries). **Prerequisite:** Graduate standing in engineering.

MECE 6320: Fracture Mechanics [3-0]
Development of the tools of linear and nonlinear fracture mechanics with coverage of theoretical considerations. The primary focus of the course is applications of tools to solution of practical problems in fracture prediction and failure analysis. Significant attention is paid to the phenomenology of fracture in metals, polymers, ceramics and composites. **Prerequisites:** Graduate standing in engineering.

MECE 6321: Intermediate Composite Material Design [3-0]
An introduction to the theory of mechanics of solids for elastic and viscoelastic composite materials. Emphasis on analysis and design of structural laminate composite including failure mechanism, e.g., fatigue, delamination and dynamics of composites including effective moduli and material damping. **Prerequisite:** Graduate standing in engineering.

MECE 6322: Ceramic Materials Engineering [3-0]
A survey of the fundamental properties of ceramic and glass materials which are utilized in electronic, electro-optic, thermal and mechanical systems. Includes an introduction to the manufacturing processes specific to ceramics with an emphasis on their interaction with the design process. Probabilistic design schemes for mechanical components are covered and students perform a detailed component or process design. Several laboratory demonstrations and assignments are included. **Prerequisite:** Graduate standing in engineering.

MECE 6323: Polymer Processing [3-0]
Course designed to provide fundamental understanding of polymer processing techniques. The course presents information that relates the thermo-physical, mechanical and rheological properties of polymeric materials with particular processing techniques. Manufacturing polymer processes such as mixing, extrusion, injection molding, calendaring, fiber spinning and processes related to nanoreinforced polymer fabrication are studied. **Prerequisite:** Graduate standing in engineering.

MECE 6324: Viscoelasticity Theory [3-0]
Introduction to the mathematical theory of linear viscoelasticity with a focus on solution of real problems. Coverage of transform techniques, numerical models, design of viscoelastic components and experimental determination of viscoelastic constitutive relations. **Prerequisite:** Graduate standing in engineering.

MECE 6325: Composite Structures Engineering [3-0]
The course is devoted to the theory and/or analysis of composite materials (i.e. composite laminates) and structures in particular. The principles and method for the analysis and design of structural components, from micromechanics through macromechanics to structural analysis, are presented along with the discussion of how these theories may be used in practical design problems. **Prerequisite:** Graduate standing in engineering.

MECE 6326: Polymer Engineering [3-0]
Introductory course designed to provide a polymer materials science background to engineering students that will enable them to design polymer components. **Prerequisite:** Graduate standing in engineering.

MECE 6327: Intermediate Nanotechnology [3-0]
Course designed to introduce fundamental nanotechnology and nanoscience aspects as well as to study a variety of technologies and potential applications that fall under the nanotech umbrella. The nanotechnology revolution provides an opportunity for the students to foster creative thinking given the vast potential in the area. **Prerequisite:** Graduate standing in engineering.

MECE 6328: Spectroscopic Techniques [3-0]
Course designed to introduce students to spectroscopic techniques used in the identification of organic compounds. Techniques such as mass spectrometry, infrared, wave dispersive spectrometry, x-ray photoelectron spectroscopy and elemental dispersive spectroscopy will be studied. Students will have an opportunity to get practical experience in operating some of the studied techniques. **Prerequisite:** Graduate standing in engineering.

MECE 6331: Intermediate Dynamics of Mechanical Systems [3-0]
Intermediate dynamics, including Newton-Euler, Lagrange, and Hamilton's principles; gyroscopic effects in mechanical systems; analysis of stability of systems; numerical simulation. **Prerequisite:** Graduate standing in engineering.

MECE 6332: Intermediate Mechanical Vibrations [3-0]
An examination of linear, multi-degree of freedom and continuous vibratory systems, both conservative and non-conservative. Free and forced vibration problems using generalized coordinates are also examined. **Prerequisite:** Graduate standing in engineering.

MECE 6333: Nonlinear Dynamics and Chaos [3-0]
This course covers the essentials of nonlinear dynamics and chaos in mechanical engineering. Topics include: Principles of dynamics, principle of virtual work, Hamilton principle, Lagrange equations, continuous systems applications. Nonlinear models and nonlinear phenomena. One-degree-of-freedom systems, qualitative analysis, equilibrium, stability, limit cycles, bifurcation, chaos, strange attractors and fractals; quantitative analysis, approximate asymptotic techniques; conservative systems, nonconservative systems, forced systems, subharmonic and superharmonic resonances, parametrically excited systems. Finite-degree-of-freedom systems, free oscillations of gyroscopic systems, forced oscillations of quadratic or cubic nonlinear systems, parametrically excited systems. Nonlinear continuous systems, beams, strings, plates. Experimental nonlinear dynamics and chaotic vibrations. Utilization of MATLAB in mechanical engineering applications related to nonlinear dynamics and chaos. **Prerequisite:** Graduate standing in engineering.

MECE 6334: Modeling MEMS and NEMS [3-0]
This course covers modeling and analysis of microelectromechanical and nanoelectromechanical systems. Topics include: introduction; continuum mechanics: heat conduction, elasticity, linear thermo elasticity, fluid dynamics, electromagnetism, numerical methods; scaling; thermally driven systems; modeling elastic structures; beams, membranes, plates; modeling coupled thermal-elastic systems; modeling electrostatic-elastic systems: membranes, beams, plates; modeling magnetically actuated systems: micro fluidics; and nonlinear dynamics of MEMS and NEMS. **Prerequisite:** Graduate standing in engineering.

- MECE 6335: Orthopedic Biomechanics [3-0]
This course covers the following topics: loads and motion in the musculoskeletal system; tissue mechanics; structural analysis; bone-implant systems; total hip replacements; total knee replacements; articulating surfaces; introduction to and utilization of computational packages in orthopedic biomechanics; computer aided design of implants; and finite element analysis. **Prerequisite:** Graduate standing in engineering.
- MECE 6341: Modeling of Physical Systems [3-0]
This course reviews principles that govern the behavior of dynamic systems and introduces lumped-parameter methods for building mathematical models and simulations of engineering systems. An energetic approach based on bond graph techniques, invented in 1959 by Henry M. Paynter, is introduced and used to model, simulate and analyze mechanical, electrical, magnetic electromechanical, hydraulic and thermal systems. Advanced topics include nonlinear mechanics, Lagrange's Equations and distributed-parameter systems. **Prerequisite:** Graduate standing in engineering.
- MECE 6342: Modern Control Systems [3-0]
This course is an introduction to state variable methods for design and analysis of control systems. Concepts including controllability, observability, calculus of variations, linear quadratic regulator, optimal control, Lyapunov stability criteria and Pontryagin's Minimum Principle are covered for discrete- and continuous-time systems. **Prerequisites:** MECE 6341 or equivalent and graduate standing in engineering.
- MECE 6343: Digital Control Systems [3-0]
This course presents the theory of digital control systems required to design, simulate and implement a control strategy using computers and discrete data manipulation. The development of microprocessors, microcontrollers and digital signal processors allow taking sampled data measurements of the system output and compute a feedback control signal to make decisions and generate a desired system performance. Digital control systems are highly flexible, can implement complex control strategies and are easily reprogrammable. Analysis and design tools will be studied for the design of digital controllers. MATLAB/Simulink will be used to design and simulate the digital controllers. **Prerequisites:** MECE 6341 or equivalent and graduate standing in engineering.
- MECE 6344: Nonlinear Control Systems [3-0]
This course is meant to be an introduction to advanced nonlinear control methods including variable structure systems, feedback linearization and sliding mode control. It covers methods of stability analysis and controller design of nonlinear controls. The course will review such topics as phase-plane analysis and Lyapunov Stability Criteria and advanced topics including adaptive control methods. **Prerequisites:** MECE 6341 or equivalent and graduate standing in engineering.
- MECE 6360: Advanced Mechanics of Materials [3-0]
The topics covered in this course include: theory of elasticity, principles of stress and strain, inelastic material behavior, applications of energy methods, bending and torsion of general cross-sections, curved beams, elastic and inelastic stability of columns and flat plates. **Prerequisite:** Graduate standing in engineering.

MECE 6362: Finite Element Analysis [3-0]
An introduction to the theory of finite element methods, with application to stress analysis, natural frequency extraction and heat transfer. Strategies for meshing and applying boundary conditions are also examined. Existing codes are used for determining finite element solutions. **Prerequisite:** Graduate standing in engineering.

MECE 6372: Viscous Flow I [3-0]
Course is aimed towards familiarizing the student with the properties of a fluid, viscous flow phenomena and the fundamental equations of compressible viscous flow, such as the conservation of mass and momentum equations and the energy equation. Solutions to some of the most common Newtonian viscous flow equations, such as the Couette and Poiseuille flows and some unsteady duct flows will also be explored. Laminar boundary layers will be studied in detail. **Prerequisite:** Graduate standing in engineering.

MECE 6373: Viscous Flow II [3-0]
This course is a continuation of MECE 6372 Viscous Flow I. Coverage begins with a detailed study of laminar boundary layers, a select few boundary-layer solutions and two finite-difference approaches will be presented. Stability theory and the latest engineering predictions of laminar to turbulent transition will be examined. Incompressible turbulent mean flow and turbulence modeling will be explored. **Prerequisite:** MECE 6372 or equivalent and graduate standing in engineering.

MECE 6375: Engineering Acoustics [3-0]
Course is designed to develop an understanding of the fundamentals of acoustics, such as traveling waves in one- and two-dimensions, the derivation and nature of the fundamental fluid acoustic equations, the phenomena associated with reflection, transmission, radiation, reception, absorption and attenuation of sound, and the phenomena associated with cavities and waveguides, including sound propagation in pipes, resonators and filters. **Prerequisite:** Graduate standing in engineering.

MECE 6379: Gas Dynamics [3-0]
This course is designed to provide a fundamental understanding and a cohesive picture of compressible flow from a modern perspective which is supportive mixture of classical analysis along with computational techniques. This course covers the basics of one-dimensional compressible flow, integral forms of conservation equations for inviscid flow, shocks and expansion waves, unsteady wave motion and linearized flow. **Prerequisite:** Graduate standing in engineering.

MECE 6380: Combustion Engineering [3-0]
The topics covered in this course include: role of combustion in energy, environment and fire problems, thermodynamics of combustion (thermochemistry), fuels (gas, liquid, solid), chemical kinetics, combustion of gaseous and vaporized fuels (flames), combustion of liquid fuels, combustion of solid fuels, pollutant emissions, and modern measurements. **Prerequisite:** Graduate standing in engineering.

MECE 6384: HVAC System Design [3-0]
Heating, ventilating, air conditioning and refrigeration is a specific application of the principles of thermodynamics, heat transfer and fluid mechanics to the design and analysis of systems that maintain the environmental conditions of controlled space. An emphasis is placed on the practical application of principles to design and analysis of HVAC systems in building and the use of HVAC software. **Prerequisite:** Graduate standing in engineering.

MECE 6385: Thermal Systems [3-0]
Modeling and simulating the steady-state and dynamic thermal behavior of components and systems; advanced modeling of properties; and optimization applied to the design of thermal systems.
Prerequisite: Graduate standing in engineering.

MECE 6399: Topics in Mechanical Engineering [3-0]
In-depth study of specific areas in mechanical engineering. Subject matter varies from semester to semester. May be repeated for credit when subject matter changes. **Prerequisite:** Graduate standing in engineering.

MECE 7300: Thesis I [3-0]
Preparation of a thesis to fulfill the requirement for the master's degree under the thesis option. The equivalent of three lecture hours a week for one semester. Offered on a letter- grade basis only.
Prerequisites: Graduate standing in mechanical engineering and consent of the graduate advisor.

MECE 7301: Thesis II [3-0]
Preparation of a thesis to fulfill the requirement for the master's degree under the thesis option. The equivalent of three lecture hours a week for one semester. Offered on a letter- grade basis only.
Prerequisites: Graduate standing in mechanical engineering and consent of the graduate advisor.

Certificate Programs

The Department of Mechanical Engineering will provide students and professionals a quality education to prepare them for the practice of engineering.

Background

Students and professionals interested in obtaining additional broad-based technical education in a selected mechanical engineering area of concentration will have the option of pursuing a graduate certificate program. The current mechanical engineering research and graduate teaching areas include: mechanics and design, materials, and thermal-fluid sciences.

The certificate program is a professional-oriented program designed for individuals who possess at least one degree in engineering or closely-related field and desire additional specialized training in an area of mechanical engineering.

The certificate program makes available to working professionals valuable advanced training and professional development. The program is structured so that current employees can enhance skills relevant to employers' needs without leaving for training.

Overview

This is a twelve hour program consisting of four graduate courses. Most of the mechanical engineering graduate courses are offered during the evening, which is convenient for working professionals. The number of courses offered may vary per semester. Students receive a certificate upon completion of four graduate courses at UT Rio Grande Valley in a chosen area from the mechanical engineering graduate courses' list with a minimum cumulative grade point average of 3.0 on a 4.0 scale.

Admission Requirements

To be admitted to the certificate program in mechanical engineering, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Bachelor's degree in Mechanical Engineering or a Bachelor's degree in another field with courses and/or experience that prepare the applicant for graduate work in Mechanical Engineering or materials science engineering depending upon the concentration the student opts to follow
2. Submission of three letters of recommendation from professional or academic sources
3. Submission of a letter of intent detailing professional goals and reasons for pursuing the graduate degree
4. Submission of a resume
5. GRE general test

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

UT Rio Grande Valley undergraduate students are eligible to enroll in courses upon graduation.

Applicants who do not satisfy the specific program criteria above will be considered for conditional admission. Those with a bachelor's degree in a field other than mechanical engineering may be admitted subject to completion of a set of undergraduate leveling courses prescribed by the graduate program director. Students admitted conditionally must successfully complete all leveling courses, if any, and successfully complete their first six hours of graduate work with a grade of B or higher.

Conditions and Limitations

All courses for the certificate must be taken at the Department of Mechanical Engineering. Transfer graduate courses are NOT considered for the certificate.

The maximum time limit for completion of the certificate program is four years. In the fifth year, a student must begin with four new graduate courses to earn his/her certificate.

The credit for classes may be applied toward the Master of Science in mechanical engineering should the student decide later to pursue an advanced degree. For instance, obtaining three different certificates will grant the professional a master's degree in mechanical engineering upon completion of an oral and written comprehensive examination.

Program of Study - Materials

Program Requirements

Required Courses 12

Chosen from the following:

MECE 6310: Intermediate Engineering Analysis	3
MECE 6316: Advanced Materials Engineering	3
MECE 6317: Corrosion Engineering	3
MECE 6319: Thin Films Surface Engineering	3
MECE 6320: Fracture Mechanics	3
MECE 6321: Intermediate Composite Material Design	3
MECE 6322: Ceramic Materials Engineering	3
MECE 6323: Polymer Processing	3
MECE 6324: Viscoelasticity Theory	3
MECE 6325: Composite Structures Engineering	3

MECE 6326: Polymer Engineering	3
MECE 6327: Intermediate Nanotechnology	3
MECE 6328: Spectroscopic Techniques	3
MECE 6362: Finite Element Analysis	3
MECE 6399: Topics in Mechanical Engineering	3
Total graduate hours for certificate:	12

Program of Study - Mechanics and Design

Program Requirements

Required Courses	12
<i>Chosen from the following:</i>	
MECE 6310: Intermediate Engineering Analysis	3
MECE 6331: Intermediate Dynamics of Mechanical Systems	3
MECE 6332: Intermediate Mechanical Vibrations	3
MECE 6333: Nonlinear Dynamics and Chaos	3
MECE 6334: Modeling MEMS and NEMS	3
MECE 6335: Orthopedic Biomechanics	3
MECE 6341: Modeling of Physical Systems	3
MECE 6342: Modern Control Systems	3
MECE 6343: Digital Control Systems	3
MECE 6344: Nonlinear Control Systems	3
MECE 6360: Advanced Mechanics of Materials	3
MECE 6362: Finite Element Analysis	3
MECE 6399: Topics in Mechanical Engineering	3
Total graduate hours for certificate:	12

Program of Study - Thermal-Fluid Sciences

Program Requirements

Required Courses	12
<i>Chosen from the following:</i>	
MECE 6310: Intermediate Engineering Analysis	3
MECE 6341: Modeling of Physical Systems	3
MECE 6362: Finite Element Analysis	3
MECE 6372: Viscous Flow I	3
MECE 6373: Viscous Flow II	3
MECE 6375: Engineering Acoustics	3
MECE 6379: Gas Dynamics	3
MECE 6380: Combustion Engineering	3
MECE 6384: HVAC System Design	3
MECE 6385: Thermal Systems	3
MECE 6399: Topics in Mechanical Engineering	3
Total graduate hours for certificate:	12

U.S. Citizenship and Immigration Services Considerations

Mexican nationals who will be living in Mexico while studying at UTRGV are considered border commuter students. Border commuter students can apply for a student visa to study part-time at UTRGV. However, international students, including Mexican nationals, who will be living in the United States while studying, can only apply for a student visa to study full-time at UTRGV (at least nine credits per semester).

Course Descriptions

MECE 6310: Intermediate Engineering Analysis [3-0]
Topics include vector algebra, coordinate systems, vector differential calculus, vector integral calculus, tensor analysis and applications, calculus of variations, and variational analysis. Prerequisite: Graduate standing in engineering.

MECE 6316: Advanced Materials Engineering [3-0]
Course provides an overview, at the graduate level, of the broad area of materials engineering. Major topics include analytical and spectroscopic techniques of use to the engineer and kinetics of nucleation and growth as applied to polymers, metals, and ceramics. The physics and applications of electronic, thermal, and optical properties of materials are explored and tools and techniques for phase diagrams of binary, ternary, and quaternary systems are covered. Prerequisite: Graduate standing.

MECE 6317: Corrosion Engineering [3-0]
The corrosion phenomena are complex due to the coexistence of electrochemical, metallurgical, biological and environmental parameters which can act at the surfaces. The Corrosion Engineering course will provide an understanding of the mechanisms of corrosion, characterization of the process, protection by coatings and lifetime prediction. The fundamentals of thermodynamics and kinetic concepts will be used to describe destructive chemical interactions of materials with their environment. Particular emphasis will be placed on the identification and solution of practical corrosion problems in real engineering situations. Prerequisite: Graduate standing in engineering.

MECE 6319: Thin Films Surface Engineering [3-0]
Techniques and processes of thin film deposition and surface treatment; Vacuum science and technology; Fundamental processes occurring during thin film deposition (adsorption, surface diffusion, nucleation, and microstructure development); major thin film deposition processes: evaporation, sputtering, chemical and the coating systems; Testing, characterization and applications of novel thin films (precision mechanical engineering, electronic devices, aerospace industries). Prerequisite: Graduate standing in engineering.

MECE 6320: Fracture Mechanics [3-0]
Development of the tools of linear and nonlinear fracture mechanics with coverage of theoretical considerations. The primary focus of the course is applications of tools to solution of practical problems in fracture prediction and failure analysis. Significant attention is paid to the phenomenology of fracture in metals, polymers, ceramics and composites. Prerequisites: Graduate standing in engineering.

MECE 6321: Intermediate Composite Material Design [3-0]
An introduction to the theory of mechanics of solids for elastic and viscoelastic composite materials. Emphasis on analysis and design of structural laminate composite including failure mechanism, e.g.,

fatigue, delamination and dynamics of composites including effective moduli and material damping.
Prerequisite: Graduate standing in engineering.

MECE 6322: Ceramic Materials Engineering [3-0]
A survey of the fundamental properties of ceramic and glass materials which are utilized in electronic, electro-optic, thermal and mechanical systems. Includes an introduction to the manufacturing processes specific to ceramics with an emphasis on their interaction with the design process. Probabilistic design schemes for mechanical components are covered and students perform a detailed component or process design. Several laboratory demonstrations and assignments are included. Prerequisite: Graduate standing in engineering.

MECE 6323: Polymer Processing [3-0]
Course designed to provide fundamental understanding of polymer processing techniques. The course presents information that relates the thermo-physical, mechanical and rheological properties of polymeric materials with particular processing techniques. Manufacturing polymer processes such as mixing, extrusion, injection molding, calendaring, fiber spinning and processes related to nanoreinforced polymer fabrication are studied. Prerequisite: Graduate standing in engineering.

MECE 6324: Viscoelasticity Theory [3-0]
Introduction to the mathematical theory of linear viscoelasticity with a focus on solution of real problems. Coverage of transform techniques, numerical models, design of viscoelastic components and experimental determination of viscoelastic constitutive relations.
Prerequisite: Graduate standing in engineering.

MECE 6325: Composite Structures Engineering [3-0]
The course is devoted to the theory and/or analysis of composite materials (i.e. composite laminates) and structures in particular. The principles and method for the analysis and design of structural components, from micromechanics through macromechanics to structural analysis, are presented along with the discussion of how these theories may be used in practical design problems. Prerequisite: Graduate standing in engineering.

MECE 6326: Polymer Engineering [3-0]
Introductory course designed to provide a polymer materials science background to engineering students that will enable them to design polymer components. Prerequisite: Graduate standing in engineering.

MECE 6327: Intermediate Nanotechnology [3-0]
Course designed to introduce fundamental nanotechnology and nanoscience aspects as well as to study a variety of technologies and potential applications that fall under the nanotech umbrella. The nanotechnology revolution provides an opportunity for the students to foster creative thinking given the vast potential in the area. Prerequisite: Graduate standing in engineering.

MECE 6328: Spectroscopic Techniques [3-0]
Course designed to introduce students to spectroscopic techniques used in the identification of organic compounds. Techniques such as mass spectrometry, infrared, wave dispersive spectrometry, x-ray photoelectron spectroscopy and elemental dispersive spectroscopy will be studied. Students will have

an opportunity to get practical experience in operating some of the studied techniques. Prerequisite: Graduate standing.

MECE 6331: Intermediate Dynamics of Mechanical Systems [3-0]
Intermediate dynamics, including Newton-Euler, Lagrange, and Hamilton's principles; gyroscopic effects in mechanical systems; analysis of stability of systems; numerical simulation. Prerequisite: Graduate standing in engineering.

MECE 6332: Intermediate Mechanical Vibrations [3-0]
An examination of linear, multi-degree of freedom and continuous vibratory systems, both conservative and non-conservative. Free and forced vibration problems using generalized coordinates are also examined. Prerequisite: Graduate standing in engineering.

MECE 6333: Nonlinear Dynamics and Chaos [3-0]
This course covers the essentials of nonlinear dynamics and chaos in mechanical engineering. Topics include: Principles of dynamics, principle of virtual work, Hamilton principle, Lagrange equations, continuous systems applications. Nonlinear models and nonlinear phenomena. One-degree-of-freedom systems, qualitative analysis, equilibrium, stability, limit cycles, bifurcation, chaos, strange attractors and fractals; quantitative analysis, approximate asymptotic techniques; conservative systems, nonconservative systems, forced systems, subharmonic and superharmonic resonances, parametrically excited systems. Finite-degree-of-freedom systems, free oscillations of gyroscopic systems, forced oscillations of quadratic or cubic nonlinear systems, parametrically excited systems. Nonlinear continuous systems, beams, strings, plates. Experimental nonlinear dynamics and chaotic vibrations. Utilization of MATLAB in mechanical engineering applications related to nonlinear dynamics and chaos. Prerequisite: Graduate standing in engineering.

MECE 6334: Modeling MEMS and NEMS [3-0]
This course covers modeling and analysis of microelectromechanical and nanoelectromechanical systems. Topics include: introduction; continuum mechanics: heat conduction, elasticity, linear thermo elasticity, fluid dynamics, electromagnetism, numerical methods; scaling; thermally driven systems; modeling elastic structures; beams, membranes, plates; modeling coupled thermal-elastic systems; modeling electrostatic-elastic systems: membranes, beams, plates; modeling magnetically actuated systems: micro fluidics; and nonlinear dynamics of MEMS and NEMS. Prerequisite: Graduate standing in engineering.

MECE 6335: Orthopedic Biomechanics [3-0]
This course covers the following topics: loads and motion in the musculoskeletal system; tissue mechanics; structural analysis; bone-implant systems; total hip replacements; total knee replacements; articulating surfaces; introduction to and utilization of computational packages in orthopedic biomechanics; computer aided design of implants; and finite element analysis. Prerequisite: Graduate standing in engineering.

MECE 6341: Modeling of Physical Systems [3-0]
This course reviews principles that govern the behavior of dynamic systems and introduces lumped-parameter methods for building mathematical models and simulations of engineering systems. An energetic approach based on bond graph techniques, invented in 1959 by Henry M. Paynter, is introduced and used to model, simulate and analyze mechanical, electrical, magnetic electromechanical,

hydraulic and thermal systems. Advanced topics include nonlinear mechanics, Lagrange's Equations and distributed-parameter systems. Prerequisite: Graduate standing in engineering.

MECE 6342: Modern Control Systems [3-0]

This course is an introduction to state variable methods for design and analysis of control systems. Concepts including controllability, observability, calculus of variations, linear quadratic regulator, optimal control, Lyapunov stability criteria and Pontryagin's Minimum Principle are covered for discrete- and continuous-time systems. **Prerequisites:** MECE 6341 or equivalent and graduate standing in engineering.

MECE 6343: Digital Control Systems [3-0]

This course presents the theory of digital control systems required to design, simulate and implement a control strategy using computers and discrete data manipulation. The development of microprocessors, microcontrollers and digital signal processors allow taking sampled data measurements of the system output and compute a feedback control signal to make decisions and generate a desired system performance. Digital control systems are highly flexible, can implement complex control strategies and are easily reprogrammable. Analysis and design tools will be studied for the design of digital controllers. MATLAB/Simulink will be used to design and simulate the digital controllers.

Prerequisites: MECE 6341 or equivalent and graduate standing in engineering.

MECE 6344: Nonlinear Control Systems [3-0]

This course is meant to be an introduction to advanced nonlinear control methods including variable structure systems, feedback linearization and sliding mode control. It covers methods of stability analysis and controller design of nonlinear controls. The course will review such topics as phase-plane analysis and Lyapunov Stability Criteria and advanced topics including adaptive control methods.

Prerequisites: MECE 6341 or equivalent and graduate standing in engineering.

MECE 6360: Advanced Mechanics of Materials [3-0]

The topics covered in this course include: theory of elasticity, principles of stress and strain, inelastic material behavior, applications of energy methods, bending and torsion of general cross-sections, curved beams, elastic and inelastic stability of columns and flat plates. **Prerequisite:** Graduate standing in engineering.

MECE 6362: Finite Element Analysis [3-0]

An introduction to the theory of finite element methods, with application to stress analysis, natural frequency extraction and heat transfer. Strategies for meshing and applying boundary conditions are also examined. Existing codes are used for determining finite element solutions. Prerequisite: Graduate standing in engineering.

MECE 6372: Viscous Flow I [3-0]

Course is aimed towards familiarizing the student with the properties of a fluid, viscous flow phenomena and the fundamental equations of compressible viscous flow, such as the conservation of mass and momentum equations and the energy equation. Solutions to some of the most common Newtonian viscous flow equations, such as the Couette and Poiseuille flows and some unsteady duct flows will also be explored. Laminar boundary layers will be studied in detail. **Prerequisite:** Graduate standing in engineering.

MECE 6373: Viscous Flow II [3-0]

This course is a continuation of MECE 6372 Viscous Flow I. Coverage begins with a detailed study of laminar boundary layers, a select few boundary-layer solutions and two finite-difference approaches will be presented. Stability theory and the latest engineering predictions of laminar to turbulent transition will be examined. Incompressible turbulent mean flow and turbulence modeling will be explored.

Prerequisite: MECE 6372 or equivalent and graduate standing in engineering.

MECE 6375: Engineering Acoustics [3-0]

Course is designed to develop an understanding of the fundamentals of acoustics, such as traveling waves in one- and two-dimensions, the derivation and nature of the fundamental fluid acoustic equations, the phenomena associated with reflection, transmission, radiation, reception, absorption and attenuation of sound, and the phenomena associated with cavities and waveguides, including sound propagation in pipes, resonators and filters. **Prerequisite:** Graduate standing in engineering.

MECE 6379: Gas Dynamics [3-0]

This course is designed to provide a fundamental understanding and a cohesive picture of compressible flow from a modern perspective which is supportive mixture of classical analysis along with computational techniques. This course covers the basics of one-dimensional compressible flow, integral forms of conservation equations for inviscid flow, shocks and expansion waves, unsteady wave motion and linearized flow. **Prerequisite:** Graduate standing in engineering.

MECE 6380: Combustion Engineering [3-0]

The topics covered in this course include: role of combustion in energy, environment and fire problems, thermodynamics of combustion (thermochemistry), fuels (gas, liquid, solid), chemical kinetics, combustion of gaseous and vaporized fuels (flames), combustion of liquid fuels, combustion of solid fuels, pollutant emissions, and modern measurements. **Prerequisite:** Graduate standing in engineering.

MECE 6384: HVAC System Design [3-0]

Heating, ventilating, air conditioning and refrigeration is a specific application of the principles of thermodynamics, heat transfer and fluid mechanics to the design and analysis of systems that maintain the environmental conditions of controlled space. An emphasis is placed on the practical application of principles to design and analysis of HVAC systems in building and the use of HVAC software.

Prerequisite: Graduate standing in engineering.

MECE 6385: Thermal Systems [3-0]

Modeling and simulating the steady-state and dynamic thermal behavior of components and systems; advanced modeling of properties; and optimization applied to the design of thermal systems.

Prerequisite: Graduate standing in engineering.

MECE 6399: Topics in Mechanical Engineering [3-0]

In-depth study of specific areas in mechanical engineering. Subject matter varies from semester to semester. May be repeated for credit when subject matter changes. **Prerequisite:** Graduate standing in engineering.

COLLEGE OF FINE ARTS

The Arts inform everything we do in the Valley and beyond and it's our industry that provides the pizzazz we all look for to enchant, ennoble, and enjoy our daily lives. The College of Fine Arts welcomes all with the creativity, resourcefulness and resolution to pursue your passion and develop your craft.

School of Art

- Art (MFA)
- Art History (MAIS)
- Design (Certificate)
- Latin American Art History (Certificate)

Program of Study - Art (MFA)

Purpose

This program is designed for those who desire to pursue advanced studies in art. The MFA degree program will provide art students with the opportunity for concentrated study in their major area; the concentrations will result in the expansion of their expressive capabilities for personal, professional and academic reasons. The objective of this degree program is to provide advanced study in preparation for careers as practicing artists/teachers at the college or university level, or as professionals in other art-related enterprises. The emphasis in the program is to further conceptual development; it is assumed that the student has already achieved technical excellence in his or her studio area.

Scope

The studio art program is organized within a two-dimensional and three-dimensional structure; however, within that structure the student may specialize in drawing, painting, printmaking, photography, design, sculpture, ceramics, jewelry, performance or mixed media.

Admission Requirements

To be admitted to the graduate program in Art, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of three letters of recommendation
2. Submission of a statement of purpose describing artistic direction and professional goals
3. Minimum of 60 hours of Art at the undergraduate level
4. Submission of 20 digital images or web address of recent works in major area of concentration

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

The MFA in art with a concentration in studio art requires the completion of a total of 60 semester hours of coursework that includes 33 hours of studio courses. 24 hours must be taken in the student's

area of concentration and 9 hours will be taken in a minor studio area. The student must take 12 hours of graduate art history seminar courses and a three-hour seminar, ART 6384 The Art Profession. The final semester includes ART 7300 Graduate Exhibition and ART 7301 Graduate Paper or ART 7303 Graduate Thesis. Six hours of free electives, which must be approved by the graduate coordinator, are allowed.

The MFA in art with a concentration in design also requires the completion of a total of 60 semester hours of coursework that includes 24 hours of design courses and 9 hours of studio courses. The student must take 12 hours of graduate art history seminar courses and a three-hour seminar, ART 6384 The Art Profession. The final semester includes ART 7300 Graduate Exhibition (3 credits) and ART 7301 Graduate Paper (3 credits) or ART 7300 Graduate Exhibition (3 credits) and ART 7303 Graduate Thesis (3 credits). Six hours of free electives, which must be approved by the Graduate Director, are allowed.

Required Course	3
ARTS 6384: The Art Profession	3

Choose one of the following concentrations:

2D Studio Art Concentration:

Art History	12
--------------------	-----------

Chosen from the following:

ARTS 6350: Art History Seminar I: Topics in European Art	3
ARTS 6351: Art History Seminar II: Topics in American Art	3
ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521	3
ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521	3
ARTS 6354: Topics in Art History	3
ARTS 6355: Art History Seminar V: Topics in Viceregal Latin American Art	3
ARTS 6356: Art History Seminar VI: Research Methods in Latin American Art and Architectural History	3
ARTS 6357: Advanced Studies in Art History and Criticism	3

Art Studio (Major)	24
---------------------------	-----------

ARTS 6301: Studio Experience (2-D) <i>(Repeatable for a total of 12 hours)</i>	
ARTS 6605: Graduate Studio (2-D) <i>(Repeatable for a total of 12 hours)</i>	

Art Studio (Minor)	9
---------------------------	----------

ARTS 6304: Graduate Studio Techniques (3-D) <i>(Repeatable for a total of 9 hours)</i>	9
--	---

Electives (Outside the Art Department)	6
---	----------

Capstone Requirements	6
------------------------------	----------

Choose one of the following options:

ARTS 7300: Graduate Exhibition	3
ARTS 7301: Graduate Paper	3
OR	
ARTS 7300: Graduate Exhibition	3

ARTS 7303: Graduate Thesis 3

Total graduate hours for degree: 60

3D Studio Art Concentration:

Art History 12

Chosen from the following:

ARTS 6350: Art History Seminar I: Topics in European Art 3

ARTS 6351: Art History Seminar II: Topics in American Art 3

ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521 3

ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521 3

ARTS 6354: Topics in Art History 3

ARTS 6355: Art History Seminar V: Topics in Viceregal Latin American Art 3

ARTS 6356: Art History Seminar VI: Research Methods in Latin American Art and Architectural History 3

ARTS 6357: Advanced Studies in Art History and Criticism 3

Art Studio (Major) 24

ARTS 6302: Studio Experience (3-D) (*Repeatable for a total of 12 hours*)

ARTS 6606: Graduate Studio (3-D) (*Repeatable for a total of 12 hours*)

Art Studio (Minor) 9

ARTS 6303: Graduate Studio Techniques (2-D) (*Repeatable for a total of 9 hours*) 9

Electives (*Outside the Art Department*) 6

Capstone Requirements 6

Choose one of the following options:

ARTS 7300: Graduate Exhibition 3

ARTS 7301: Graduate Paper 3

OR

ARTS 7300: Graduate Exhibition 3

ARTS 7303: Graduate Thesis 3

Total graduate hours for degree: 60

Design Concentration:

Art History 12

Chosen from the following:

ARTS 6350: Art History Seminar I: Topics in European Art 3

ARTS 6351: Art History Seminar II: Topics in American Art 3

ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521 3

ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521 3

ARTS 6354: Topics in Art History 3

ARTS 6355: Art History Seminar V: Topics in Viceregal Latin American Art 3

ARTS 6356: Art History Seminar VI: Research Methods in Latin American Art and Architectural History 3

ARTS 6357: Advanced Studies in Art History and Criticism	3
Art Design (Major)	24
ARTS 6303: Graduate Studio Techniques (2-D) (<i>Repeatable for a total of 9 hours</i>)	
ARTS 6304: Graduate Studio Techniques (3-D) (<i>Repeatable for a total of 9 hours</i>)	
ARTS 6337: Design Seminar (2-D) (<i>Repeatable for a total of 9 hours</i>)	
ARTS 6338: Design Lab (<i>Repeatable for a total of 12 hours</i>)	
ARTS 6639: Design Studio (<i>Repeatable for a total of 12 hours</i>)	
Art Studio (Minor)	9
ARTS 6303: Graduate Studio Techniques (2-D) (<i>Repeatable for a total of 9 hours</i>)	
OR	
ARTS 6304: Graduate Studio Techniques (3-D) (<i>Repeatable for a total of 9 hours</i>)	
Electives (Outside the Art Department)	6
Capstone Requirements	6
<i>Choose one of the following options:</i>	
ARTS 7300: Graduate Exhibition	3
ARTS 7301: Graduate Paper	3
OR	
ARTS 7300: Graduate Exhibition	3
ARTS 7303: Thesis	3
Total graduate hours for degree:	60

Graduate Assistantships

Graduate assistantships are available to exceptional applicants. Students who are interested in applying for an assistantship should contact the Graduate Director. Assistantships are awarded in the spring for the following academic year.

Course Descriptions

- ARTS 6301: Studio Experience (2-D) [3-0]
 Exploration of personal vision within a two-dimensional framework. Emphasis on group discussion and clarification of direction. Repeatable for a total of 12 hours. **Prerequisite:** Graduate standing.
- ARTS 6302: Studio Experience (3-D) [3-0]
 Exploration of personal vision within a three-dimensional framework. Emphasis on group discussion and clarification of direction. Repeatable for a total of 12 hours. **Prerequisite:** Graduate standing.
- ARTS 6303: Graduate Studio Techniques (2-D) [3-0]
 This course is intended for pursuing a minor area. Emphasis will be given to working in a technical direction outside the student's designated major area. Repeatable for a total of nine hours.
Prerequisite: Graduate standing.

- ARTS 6304: Graduate Studio Techniques (3-D) [3-0]
This course is intended for pursuing a minor area. Emphasis will be given to working in a technical direction outside the student's designated major area. Repeatable for a total of nine hours.
Prerequisite: Graduate standing.
- ARTS 6311: Graduate Studio Problems in Drawing Arts [3-0]
Technical, formal and conceptual aspects of drawing. **Prerequisites:** Graduate standing. Bachelor's degree that included six hours of advanced undergraduate drawing. Candidates must submit a portfolio of their art work and be interviewed by the graduate art faculty or graduate advisor before registering for this course.
- ARTS 6321: Graduate Studio Problems in Painting [3-0]
Technical, formal and conceptual aspects of painting. **Prerequisites:** Graduate standing. Bachelor's degree that included six hours of advanced undergraduate painting. Candidates must submit a portfolio of their art work and be interviewed by the graduate art faculty or graduate advisor before registering for this course.
- ARTS 6337: Design Seminar (2-D) [3-0]
Concentration on design processes, research, and methodologies. Students work on project-specific assignments and assigned readings for discussion. Repeatable for a total of 9 hours. **Prerequisite:** Graduate standing.
- ARTS 6338: Design Lab [3-0]
Provides students the opportunity to test and expand their ideas through implementation of design research in a lecture, exhibition, or publishing environment. Repeatable for a total of 12 hours.
Prerequisite: Graduate standing.
- ARTS 6341: Graduate Studio Problems in Sculpture [3-0]
Technical, formal and conceptual aspects of three-dimensional design and sculpture. **Prerequisites:** Graduate standing. Bachelor's degree that included six hours of advanced undergraduate sculpture. Candidates must submit a portfolio of their art work and be interviewed by the graduate art faculty or graduate advisor before registering for this course.
- ARTS 6350: Art History Seminar I: Topics in European Art [3-0]
Seminar/lecture on selected topics of European art history will be presented. Paper required.
Prerequisite: Graduate standing.
- ARTS 6351: Art History Seminar II: Topics in American Art [3-0]
Seminar/lecture on selected topics in American art history will be presented. Paper required.
Prerequisite: Graduate standing.
- ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521 [3-0]
Seminar/lecture on selected topics in Latin American art prior to A.D. 1521 will be presented. Paper required. **Prerequisite:** Graduate standing.
- ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521 [3-0]
Seminar/lecture on selected topics in Latin American art since A.D. 1521 will be presented. Paper required. **Prerequisite:** Graduate standing.

ARTS 6354: Topics in Art History [3-0]
Seminar/lecture concerned with the philosophical overviews of selected art epochs will be presented. Paper required. **Prerequisite:** Graduate standing.

ARTS 6355: Art History Seminar V: Topics in Viceregal Latin American Art [3-0]
Seminar/lecture on selected topics of Viceregal Latin American art and architecture from the founding of the city of Santa Domingo in 1502 to the end of Spanish hegemony in 1821. **Prerequisite:** Graduate standing.

ARTS 6356: Art History Seminar VI: Research Methods in Latin American Art History [3-0]
Seminar on the major theoretical and critical lines of inquiry and their application to advanced research in selected topics of Latin American, Mexican or Latin@ art or architecture. Paper required. This is the capstone course for the Master of Arts in Interdisciplinary Studies in Art History. **Prerequisite:** Graduate standing.

ARTS 6357: Advanced Studies in Art History and Criticism [3-0]
Analysis of selected areas of art history and criticism from established periods and styles of art. **Prerequisites:** Graduate standing. Bachelor's degree that included six hours of advanced art history. Candidates must submit a portfolio of their art work and be interviewed by the graduate art faculty or graduate advisor before registering for this course.

ARTS 6358: Design History and Criticism [3-0]
In a broad sense the seminar examines the history and ethnography of material objects. This includes utilitarian and symbolic invested things. To close the gap between this vast agenda and our closest interest, the history of graphic design, we focus our concern on printed materials, looking even closer to the combination of text and image in the mass printed page from antiquity to the digital era. **Prerequisites:** Graduate Standing, interview with instructor, and submission of a portfolio.

ARTS 6359: Topics in Museum Studies [3-0]
This course explores museum theory and practice in a changing technological, social, and political environment. It examines technology's critical role in today's museum and investigates new models of education, exhibition, and business strategies while considering the institutional role of the museum in society.

ARTS 6371: Graduate Studio Problems in Ceramics [3-0]
The variety of pottery as a sculptural medium. Development of individual expression through the use of volume, form, space and mass. **Prerequisites:** Graduate standing. Bachelor's degree that included six hours of advanced undergraduate ceramics. Candidates must submit a portfolio of their art work and be interviewed by the graduate art faculty or graduate advisor before registering for this course.

ARTS 6381: Current Topics in Art Education [3-0]
Exploration of the ever-changing environment of schools, curriculum and the general problems of the working art educator in today's educational environment. Tools and strategies relevant to art education and teaching. **Prerequisites:** Graduate standing, Bachelor's degree and Texas Teacher's Certification.

ARTS 6382: Art Education in Western History [3-0]
An examination of art education in Western history, from its origins to the present, focusing on social context, philosophical background and relevance and events in art history and culture that have shaped its development. **Prerequisites:** Graduate standing, Bachelor's degree and Texas Teacher's Certification.

ARTS 6383: Art Education Studio [3-0]
Overall view of advanced plastic arts creativity in both 2- and 3-dimensional disciplines, emphasizing a holistic and generalist approach to studio activities. This experience will translate into a wide range of studio activities for future classroom instruction. **Prerequisites:** Graduate standing, Bachelor's degree and Texas Teacher's Certification.

ARTS 6384: The Art Profession [3-0]
Strategies for professional representation, establishing an art business and considerations for teaching in higher education are discussed in a seminar format. A review of financial opportunities is also included. Paper required. **Prerequisite:** Graduate standing.

ARTS 6387: Special Topics Studio [3-0]
Special Topics Studio Topics for graduate instruction. Immersion within an artistic discipline to study specialized studio art topics outside the established curriculum. **Prerequisite:** Graduate Standing.

ARTS 6605: Graduate Studio (2-D) [6-0]
Students are expected to develop professional competence in the area of their special studio direction. Research relating to the student's topic will be pursued. Repeatable for a total of 12 hours.
Prerequisite: Acceptance to MFA candidacy.

ARTS 6606: Graduate Studio (3-D) [6-0]
Students are expected to develop professional competence in the area of their special studio direction. Research relating to the student's topic will be pursued. Repeatable for a total of 12 hours. **Prerequisite:** Acceptance to MFA candidacy.

ARTS 6639: Design Studio [6-0]
A structures course based upon advanced design issues. Students work in a collaborative environment using design as an effective method of change and research. Repeatable for a total of 12 hours.
Prerequisite: Graduate standing.

ARTS 7300: Graduate Exhibition [3-0]
Planning and producing an exhibition for work previously prepared for this course. This course will be taken during the student's final semester of study and is an integral part of ARTS 7301 or ARTS 7303.

ARTS 7301: Graduate Paper [3-0]
A description paper focused on the considerations that were made manifest through the works included in the Graduate Exhibition. This will be the final requirement for completion of the MFA degree and will be taken in conjunction with ART 7300. The paper will be presented to the student's graduate committee.

ARTS 7303: Graduate Thesis [3-0]
 Student will complete a thesis in accord with the regulations of the Graduate College during the final semester of study. *Studio and Design Majors*, this will be the final requirement for completion of the MFA degree and will be taken in conjunction with ARTS 7300.

Program of Study - Art History (MAIS)

Admission Requirements

To be admitted, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley.

Before admission to candidacy by the Art Department, applicants must have completed, or must complete as leveling work, eighteen hours of undergraduate upper division art history courses unless they have already earned a Master of Fine Arts degree or its equivalent from an accredited institution. Graduate art history majors are required to consult with the Graduate Director concerning coursework and schedules until admitted to candidacy. Candidates may elect a thesis option or a non-thesis option for this degree.

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Course	3
ARTS 6356: Art History Seminar VI: Research Methods in Latin American Art and Architectural History	3

Choose one of the following options:

Thesis Option:

Art History Courses	9
<i>Chosen from the following:</i>	
ARTS 6350: Art History Seminar I: Topics in European Art	3
ARTS 6351: Art History Seminar II: Topics in American Art	3
ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521	3
ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521	3
ARTS 6354: Topics in Art History	3
ARTS 6355: Art History Seminar V: Topics in Viceregal Latin American Art	3
ARTS 6357: Advanced Studies in Art History and Criticism	3

Electives from two academic fields outside of Art and Art History (9 hours from each)	18
---	-----------

Capstone Requirement	6
Thesis	
ARTS 7303: Thesis	3
ARTS 7304: Thesis II	3
Oral presentation at the close of the first semester of ARTS 7303	
Oral Thesis defense at the close of the second semester of ARTS 7303	

Total graduate hours for degree: 36

Non-Thesis Option:

Art History Seminar Elective Courses 15

Chosen from the following:

ARTS 6350: Art History Seminar I: Topics in European Art 3

ARTS 6351: Art History Seminar II: Topics in American Art 3

ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521 3

ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521 3

ARTS 6354: Topics in Art History 3

ARTS 6355: Art History Seminar V: Topics in Viceregal Latin American Art 3

ARTS 6357: Advanced Studies in Art History and Criticism 3

Electives from two academic fields outside of Art and Art History 18

(9 hours from each)

Capstone Requirement

Written Comprehensive Exam

Total graduate hours for degree: 36

Course Descriptions

ARTS 6350: Art History Seminar I: Topics in European Art [3-0]

Seminar/lecture on selected topics of European art history will be presented. Paper required.

Prerequisite: Graduate standing.

ARTS 6351: Art History Seminar II: Topics in American Art [3-0]

Seminar/lecture on selected topics in American art history will be presented. Paper required.

Prerequisite: Graduate standing.

ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521 [3-0]

Seminar/lecture on selected topics in Latin American art prior to A.D. 1521 will be presented. Paper

required. **Prerequisite:** Graduate standing.

ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521 [3-0]

Seminar/lecture on selected topics in Latin American art since A.D. 1521 will be presented. Paper

required. **Prerequisite:** Graduate standing.

ARTS 6354: Topics in Art History [3-0]

Seminar/lecture concerned with the philosophical overviews of selected art epochs will be presented.

Paper required. **Prerequisite:** Graduate standing.

ARTS 6355: Art History Seminar V: Topics in Viceregal Latin American Art [3-0]

Seminar/lecture on selected topics of Viceregal Latin American art and architecture from the founding of

the city of Santa Domingo in 1502 to the end of Spanish hegemony in 1821. **Prerequisite:** Graduate standing.

ARTS 6356: Art History Seminar VI: Research Methods in Latin American Art and Architectural History [3-0]
Seminar on the major theoretical and critical lines of inquiry and their application to advanced research in selected topics of Latin American, Mexican or Latin@ art or architecture. Paper required. This is the capstone course for the Master of Arts in Interdisciplinary Studies in Art History. **Prerequisite:** Graduate standing.

ARTS 6357: Advanced Studies in Art History and Criticism [3-0]
Analysis of selected areas of art history and criticism from established periods and styles of art. **Prerequisites:** Graduate standing. Bachelor's degree that included six hours of advanced art history. Candidates must submit a portfolio of their art work and be interviewed by the graduate art faculty or graduate advisor before registering for this course.

ARTS 6358: Design History and Criticism [3-0]
In a broad sense the seminar examines the history and ethnography of material objects. This includes utilitarian and symbolic invested things. To close the gap between this vast agenda and our closest interest, the history of graphic design, we focus our concern on printed materials, looking even closer to the combination of text and image in the mass printed page from antiquity to the digital era. **Prerequisites:** Graduate Standing, interview with instructor, and submission of a portfolio.

ARTS 6359: Topics in Museum Studies [3-0]
This course explores museum theory and practice in a changing technological, social, and political environment. It examines technology's critical role in today's museum and investigates new models of education, exhibition, and business strategies while considering the institutional role of the museum in society.

ARTS 7303: Thesis [3-0]
Student will complete a thesis in accord with the regulations of the Graduate College during the final semester of study. *Studio and Design Majors*, this will be the final requirement for completion of the MFA degree and will be taken in conjunction with ARTS 7300.

ARTS 7304: Thesis II [3-0]
For *Art History Majors* this is a continuation of ARTS 7303. Student will complete a thesis in accord with the regulations of the Graduate College during the final semester of study.

Program of Study - Design

Admission Requirements

To be admitted to the graduate certificate in design, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Bachelors of Fine Arts or Bachelor of Arts degree
2. Submission of a letter of recommendation from a faculty member
3. Submission of a statement of purpose describing artistic direction and professional goals
4. Submission of 20 digital images or web address of recent works

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	18
ARTS 6337: Design Seminar (2-D) (<i>Must be taken once and repeatable for a total of 9 hours</i>)	3-9
ARTS 6338: Design Lab (<i>Must be taken once and repeatable for a total of 9 hours</i>)	3-9
ARTS 6639: Design Studio (<i>Must be taken once and repeatable for a total of 12 hours</i>)	6-12
Total hours required for completion:	18

Course Descriptions

ARTS 6337: Design Seminar (2-D)	[3-0]
Concentration on design processes, research, and methodologies. Students work on project-specific assignments and assigned readings for discussion. Repeatable for a total of 9 hours. Prerequisite: Graduate standing.	
ARTS 6338: Design Lab	[3-0]
Provides students the opportunity to test and expand their ideas through implementation of design research in a lecture, exhibition, or publishing environment. Repeatable for a total of 12 hours. Prerequisite: Graduate standing.	
ARTS 6639: Design Studio	[6-0]
A structures course based upon advanced design issues. Students work in a collaborative environment using design as an effective method of change and research. Repeatable for a total of 12 hours. Prerequisite: Graduate standing.	

Creative Writing Program

- Creative Writing (MFA)

Program of Study - Creative Writing (MFA)

Purpose

The MFA in Creative Writing is a 42-hour program of advanced study and practice of literary craft. This studio/research program provides aspiring writers with the ongoing support and challenge of a workshop environment, along with individualized guidance by faculty members who are published authors themselves. The objective of this degree program is to prepare students for careers as writers, teachers at the college or university level, editors, literary translators, and other related professional careers. The program provides further training in the art of contemporary literary writing and publishing, the artistic inspiration of other writers as peers and mentors, and a deepened understanding and appreciation of literary traditions, including those of the Rio Grande Valley and elsewhere. The program's small workshop sizes concentrate student energies, promote success, and encourage a sense of community.

Admission Requirements

To be admitted to the graduate program in creative writing, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of three letters of recommendation
2. Submission of a letter of intent
3. Submission of a portfolio of creative work

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

The choice of courses to satisfy the requirements will be determined in consultation between the student and a designated advisor in the genre concentration chosen by the student (fiction, poetry, creative nonfiction screenwriting, play writing, or literary translation).

Each student must complete a creative thesis consisting of a significant body of creative work in addition to a critical introduction which places that work in the context of a literary tradition. The thesis will be formally defended before the student's thesis committee.

Required Courses 3

Chosen from the following:

ENGL 6334: Introduction to the Profession of Creative Writing	3
ENGL 6351: Teaching Creative Writing	3
ENGL 6325: Studies in Composition Techniques	3

Workshop Courses 12

Chosen from the following:

ENGL 6343: Literary Translation Workshop	3
ENGL 6344: Special Topics in Writing Literary Genres	3
ENGL 6345: Fiction Workshop	3

ENGL 6346: Creative Nonfiction Workshop	3
ENGL 6347: Poetry Workshop	3
ENGL 6348: Playwriting Workshop	3
ENGL 6349: Screenwriting Workshop	3
ENGL 6350: Graphic Literature Workshop	3
ENGL 6352: Special Topics Workshop in Creative Writing	3

OR

Up to 6 hours chosen from the following:

SPAN 6330: Spanish Creative Writing: Short Story	3
SPAN 6331: Spanish Creative Writing: Poetry	3
SPAN 6332: Spanish Creative Writing: Playwriting	3
SPAN 6333: Special Studies in Creative Writing	3
TRSP 6343/SPAN 6343: Translation Workshop: English-Spanish	3
TRSP 6347/SPAN 6347: Translation Technologies	3

Form and Theory Seminars **6**

Chosen from the following:

ENGL 6335: Special Topics in Form and Theory of Creative Writing	3
ENGL 6336: Form and Theory – Short Fiction	3
ENGL 6337: Form and Theory – Nonfiction	3
ENGL 6338: Form and Theory – Poetry	3
ENGL 6339: Form and Theory – The Novel	3
ENGL 6340: Form and Theory – Playwriting	3
ENGL 6341: Form and Theory – Screenwriting	3
ENGL 6342: Form and Theory - Graphic Literature	3

Literature Seminars **9**

Required:

ENGL 6353: Diversity Writing and Reading	3
--	---

Choose 6 hours from the following:

ENGL 6301: Studies in Literary Theory	3
ENGL 6303: Studies in Genre	3
ENGL 6304: Studies in British Literature	3
ENGL 6305: Studies in American Literature	3
ENGL 6308: Studies in Mexican American Literature	3
ENGL 6310: Studies in Ethnic Literature	3
ENGL 6311: Studies in Gender and Literature	3
ENGL 6316: Special Topics in Literature	3

OR

Up to 6 hours chosen from the following:

SPAN 6320: Latin American Prose	3
SPAN 6321: Latin American Poetry and Drama	3
SPAN 6323: Spanish Peninsular Poetry and Drama	3
SPAN 6326: Transatlantic Literatures	3
SPAN 6327: Special Studies in Latin American Literature	3
SPAN 6328: Special Topics in Spanish Peninsular Literature	3
SPAN 6352: Latin American Prose	3

SPAN 6353: Latin American Poetry and Drama	3
Free Electives	6
Chosen in conjunction with an advisor	
Capstone Requirement	6
Thesis	
ENGL 7310: Thesis I	3
ENGL 7311: Thesis II	3
Total graduate hours for degree:	42

Course Descriptions

ENGL 6301: Studies in Literary Theory	[3-0]
Extensive study of major works, figures and topics in literary theory. May be repeated for credit when the topic varies.	
ENGL 6303: Studies in Genre	[3-0]
Focuses on the literary and cultural productions within the context of a particular genre, including poetry, short story, the novel, drama, autobiography, and epistolary literature. May be repeated for credit when the topic varies.	
ENGL 6304: Studies in British Literature	[3-0]
Usually offered three times per year. A study in English literature. May be repeated for credit when the topic varies. (<i>Specific topics to be announced in schedule of classes.</i>)	
ENGL 6305: Studies in American Literature	[3-0]
Usually offered three times per year. A study in American literature. May be repeated for credit when the topic varies. (<i>Specific topics to be announced in schedule of classes.</i>)	
ENGL 6306: Studies in Comparative Literature	[3-0]
The comparison of particular topics, motifs, or genres in the literature of two or more languages or cultures.	
ENGL 6308: Studies in Mexican American Literature	[3-0]
Advanced study of the literature by and about Mexican Americans, with emphasis on the literary techniques and the cultural reflections in this literature. May be repeated for credit when the topic varies.	
ENGL 6310: Studies in Ethnic Literature	[3-0]
Focuses on the literature of specific ethnic groups with special attention to critical race theory, cultural theory, and the cultural productions of traditionally underrepresented minority groups. May be repeated for credit when the topic varies.	
ENGL 6311: Studies in Gender and Literature	[3-0]
A study of literature and culture in relation to the question of gender identity, with special emphasis on feminist, gender, and queer theory as well as the literary conventions, movements, and histories that inform gender identity. May be repeated for credit when the topic varies.	

ENGL 6316: Special Topics in Literature [3-0]
Extensive study of topics in the area of literature and cultural studies. May be repeated for credit when the topic varies.

ENGL 6325: Studies in Composition Techniques [3-0]
Advanced study of composition theory and techniques and methods of teaching composition, with special emphasis on teaching English composition to college freshman. Required of all English teaching assistants. May be repeated for credit when the topic varies.

ENGL 6334: Introduction to the Profession of Creative Writing [3-0]
A course designed to orient students to the profession of creative writers and creative writing teachers covering such issues as journal and book publication, conference attendance, job hunting, professional presentation through CVs and query letters, and success within the profession.

ENGL 6335: Special Topics in Creative Writing Form and Theory [3-0]
A Form and Theory course devoted to a particular special topic in a genre. Students read, write and critique work in that genre or subgenre. May be repeated when topic changes.

ENGL 6336: Form and Theory – Short Fiction [3-0]
A workshop course devoted to the craft of fiction writing. Students read, write and critique literary fiction. **Prerequisite:** MFA Candidates only.

ENGL 6337: Form and Theory – Nonfiction [3-0]
Advanced study of creative nonfiction. Includes workshops of student writing, along with close analysis of published literary nonfiction and craft commentary by contemporary writers of creative nonfiction. **Prerequisite:** MFA Candidates only.

ENGL 6338: Form and Theory – Poetry [3-0]
Advances study of contemporary poetry, with an emphasis on writing original poems and discussing them in a workshop format, along with the close reading and analysis of published poems and poetry collections. **Prerequisite:** MFA Candidates only.

ENGL 6339: Form and Theory – The Novel [3-0]
Studies in the elements and structure of the novel, including narrative design, character development, voice, tone, dialogue, point of view, imagery, and plot. **Prerequisite:** MFA Candidates only.

ENGL 6340: Form and Theory – Playwriting [3-0]
A graduate level Form and Theory course designed to strengthen and enhance the student's writing while reading widely in the many forms of dramatic literature. **Prerequisite:** MFA Candidates only.

ENGL 6341: Form and Theory – Screenwriting [3-0]
A graduate level Form and Theory course designed to strengthen and enhance the student's writing while reading widely in the many forms of film literature. **Prerequisite:** MFA Candidates only.

ENGL 6342: Form and Theory - Graphic Literature [3-0]
A graduate level Form and Theory course designed to strengthen and enhance the student's writing while reading widely in the many forms of graphic literature.

- ENGL 6343: Literary Translation Workshop [3-0]
A workshop devoted to the craft of literary translation, primarily Spanish/English. **Prerequisite:** MFA Candidates only.
- ENGL 6344: Special Topics in Writing Literary Genres [3-0]
A graduate level course in reading literature as a writer whether in a single genre, across genres or defined by an historical moment or literary moment. May be repeated as topic changes.
- ENGL 6345: Fiction Workshop [3-0]
A workshop devoted to the craft of fiction writing. Students read, write and critique literary fiction. **Prerequisite:** MFA Candidates only.
- ENGL 6346: Creative Nonfiction Workshop [3-0]
Advanced study of creative nonfiction. Includes workshops of student writing, along with close analysis of published literary nonfiction and craft commentary by contemporary writers of creative nonfiction. **Prerequisite:** MFA Candidates only.
- ENGL 6347: Poetry Workshop [3-0]
Advances study of contemporary poetry, with an emphasis on writing original poems and discussing them in a workshop format, along with the close reading and analysis of published poems and poetry collections. **Prerequisite:** MFA Candidates only.
- ENGL 6348: Playwriting Workshop [3-0]
A workshop devoted to the craft of playwriting. Students will read, write, and critique dramatic fiction. The first time they take the course they will write (and rewrite) a one act play. The second time they take the course they will write (and rewrite) a full length play. **Prerequisite:** MFA Candidates only.
- ENGL 6349: Screenwriting Workshop [3-0]
A workshop course devoted to the craft of screenwriting. Students will read, write, and critique screenplays. The first time they take the course they will write (and rewrite) a 60 page screenplay. The second and third time they will write (and rewrite) a full length screenplay (120 pages). **Prerequisite:** MFA Candidates only.
- ENGL 6350: Graphic Literature Workshop [3-0]
A workshop course devoted to the writing of graphic literature with emphasis on students writing original graphic literature and discussing them in a workshop format along with the study of contemporary published writers in the field.
- ENGL 6351: Teaching Creative Writing [3-0]
The course will prepare potential creative writing instructors to teach creative writing at various education levels (the primary focus will be secondary education).
- ENGL 6352: Special Topics Workshop in Creative Writing [3-0]
Advanced study for creative writing with emphasis on a specific genre, includes workshops of student work and formal study of craft and genre. **Prerequisite:** MFA Candidates only.

- ENGL 6353: Diversity Writing and Reading [3-0]
A course that could cover study in Queer Studies, Jewish Literature, Mexican American Literature, African American Literature, Native American Drama, etc. depending upon the expertise and interest of the instructor.
- ENGL 7100: Completion of Graduate Thesis [3-0]
When a student has completed thesis hours (ENGL 7300 and ENGL 7301) but has not completed their thesis, they can take the 1 hour credit course while working towards their public defense.
- ENGL 7310: Thesis I [3-0]
The student will work under the direction of his/her Thesis Chair and Committee to begin preparation of their book length Creative Thesis and Critical Introduction. **Prerequisite:** MFA Candidates only.
- ENGL 7311: Thesis II [3-0]
The student will work under the direction of his/her Thesis Chair and Committee to complete their book length Creative Thesis and Critical Introduction. **Prerequisite:** MFA Candidates only.
- SPAN 6320: Latin American Prose [3-0]
Critical study of major works of Latin American prose fiction and nonfiction from the colonial period forward.
- SPAN 6321: Latin American Poetry and Drama [3-0]
Critical study of major works of Latin American poetry and drama from the colonial period forward.
- SPAN 6323: Spanish Peninsular Poetry and Drama [3-0]
Critical study of major works of Spanish peninsular poetry and drama from the medieval period forward.
- SPAN 6326: Transatlantic Literatures [3-0]
Critical study of literary works that explore the circulation of intellectual, political, and cultural influences among the Iberian Peninsula, Latin America, Africa, and the Caribbean.
- SPAN 6327: Special Studies in Latin American Literature [3-0]
Special topics in Latin American literature, including but not limited to colonial Latin American literature, Latin American novels, Latin American short stories, specific literary trends, or single authors.
- SPAN 6328: Special Topics in Spanish Peninsular Literature [3-0]
Special topics from the field of Spanish literature. This course may be taken three times as the topic varies.
- SPAN 6330: Spanish Creative Writing: Short Story [3-0]
This is a class in the writing of short fiction in Spanish; including an in depth study of the genre, class criticism of students and professional work.
- SPAN 6331: Spanish Creative Writing: Poetry [3-0]
This is a class in the writing of poetry in Spanish. Students will learn to read and write poetry, developing an understanding of the different literary forms and techniques employed in writing poetry.

SPAN 6332: Spanish Creative Writing: Playwriting [3-0]
A workshop course in the advance study of creative writing with emphasis in playwriting. This course is design to develop the craft of playwriting. Students will achieve experience writing in the dramatic genre. They will read, write, and analyze plays. Students will write one act plays.

SPAN 6333: Special Studies in Creative Writing [3-0]
Intensive study on different topics related to Creative Writing in Spanish including translation, testimonial, autobiographical writing, etc.

SPAN 6352: Latin American Prose [3-0]
This course will analyze the prose works required for Advanced Placement Literature Courses written by Latin American authors from the colonial period to the present.

SPAN 6353: Latin American Poetry and Drama [3-0]
This course will analyze the dramatic and poetic works required for Advanced Placement Literature Courses written by Latin American authors from the colonial period to the present.

TRSP 6343/SPAN 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP 3342/SPAN 3342 or TRSP 3343/SPAN 3343 or instructor's approval.

TRSP 6347/SPAN 6347: Translation Technologies [3-0]
An overview of current practices in the usage of computer software for translation, including, but not limited to, computer assisted translation, terminology management, software localization and webpage translation. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP 3342/SPAN 3342 or TRSP 3343/SPAN 3343 or TRSP 6342/SPAN 6342 or TRSP 6343/SPAN6343.

School of Music

- Music (MM)

Program of Study - Master of Music (MM)

Admission Requirements

To be admitted to the graduate program in music, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of three letters of recommendation
2. Submission of a letter of intent
3. Submission of an essay on professional goals
4. Submission of a resume
5. Personal interview
6. Additional requirements specific to concentration selected:
 - MM – Conducting** – The applicant will need to provide video recording of conduction a large ensemble.

MM – Music Education – The applicant will need to provide video recording of sample teaching including corresponding lesson plan. Length should be approximately 30 minutes. This recording may be either a guest coaching of a UTRGV ensemble (to be arranged by the graduate advisor and/or the ensemble director), or video of classroom/private teaching.

MM – Performance – The applicant must perform an audition, either for the spring audition committee or for a graduate faculty committee organized by the appropriate applied teacher or graduate advisor. Specific repertoire, scales, and memorization requirements are available from the appropriate applied professor. The applicant will also be asked to sight read. Following the audition, the committee will recommend or not recommend the applicant for admission. Voice students seeking a degree in Music Performance must meet prerequisites in both conversational language study and lyric diction in French, German, and Italian. Deficiency in any of these areas will require additional course work.

MM – Ethnomusicology – The applicant must submit a writing sample on a topic in music research. Any students seeking a degree in Ethnomusicology must take diagnostic exams to measure proficiency in Spanish and English. Deficiency in either of these areas will require additional course work.

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Students will select an area of concentration (conducting, music education, performance or ethnomusicology) and a faculty member to serve as mentor in the declared area of specialization. The student and faculty member will determine the curriculum within the guidelines of the degree program.

Conducting Concentration:

Required Course	3
MUSI 6334: Research Methods in Music	3
Music Theory	6
<i>Chosen from the following:</i>	
MUSI 6350: Music Theory - (topic varies)	3
MUSI 6351: Music Theory -20 th and 21 st Century	3
MUSI 6352: Music Theory - Counterpoint	3
MUSI 6353: Music Theory – Composition/Arranging	3
MUSI 6354: Music Theory – Analysis	3
Music History	6
<i>Chosen from the following:</i>	
MUSI 6360: Music History and Literature – (topic varies)	3
MUSI 6361: Music History and Literature – Classical and Romantic	3
MUSI 6362: Music History and Literature – 20th and 21st Century	3
MUSI 6363: Music History and Literature – Vocal/Choral	3
MUSI 6364: Music History and Literature – Orchestra	3
MUSI 6365: Music History and Literature – Keyboard	3
MUSI 6366: Music History and Literature – Wind Band	3
MUSI 6367: Music History and Literature – Medieval and Renaissance	3
MUSI 6368: Music History and Literature – Baroque	3
MUSI 6369: Music History and Literature – Music for the Stage	3
Applied Instrument and Pedagogy	18
MUEN 6121/6123: Core Ensemble (<i>taken 3 times</i>)	3
MUSI 6199: Solo Recital	1
MUSI 6201/6202: Instrumental Conducting Seminar/Choral Conducting Seminar (<i>taken 2 times</i>)	4
MUSI 6203/6204: Seminar in Instrumental Literature/Choral Literature and Resources	2
MUAP 6283: Applied Conducting (<i>taken 4 times</i>)	8
Music Elective	3
Chosen with advisor' consent (<i>MUSI 6208 is recommended for Choral Conducting track</i>)	
Capstone Requirement	
Oral Comprehensive Exam	
Written Comprehensive Exam	
Recital	
Total graduate hours for degree:	36

Ethnomusicology Concentration:

Required Courses	9
MUSI 6334: Research Methods in Music	3
MUSI 6337: Foundations of Ethnomusicology	3
MUSI 6338: Music Ethnography and Fieldwork Methods	3

Seminars in Culture Areas	3-6
<i>Chosen from the following:</i>	
MUSI 6335: Music of Greater Mexico	3
MUSI 6336: History of Border Music and Performance	3
MUSI 6373: Music of Africa and the African Diaspora	3
MUSI 6374: Music of Latin America and the Caribbean	3
Seminars in Music and Culture	
<i>Chosen from the following:</i>	
	3-6
MUSI 6370: Seminar in Music and Culture (topic varies)	3
MUSI 6371: World Music Cultures	3
MUSI 6372: Studies in Music and Gender	3
MUSI 6375: Music, Race, and Ethnicity	3
Ensemble Coursework	2
Choose from MUEN (ensemble) courses (<i>taken 2 times</i>)	2
Electives in Supporting Disciplines	6
<i>Chosen from the following:</i>	
ANTH 6333: US and Other World Cultures	3
ANTH 6345: Anthropological Method and Theory	3
ANTH 6348: Peoples and Cultures of Mexico	3
ANTH 6385: Topics in Anthropology	3
HIST 5340: Readings in Latin American History	3
HIST 5345: Readings in Borderlands History	3
SOCI 6362: Mexican-American Society	3
SOCI 6363: Border Studies	3
<i>Other appropriate electives approved by the Academic Advisor may be selected</i>	
Music Electives	
<i>Chosen from the following:</i>	
	1-7
Choose from MUAP (Applied Instrumental/Voice) courses numbered 6231-6283	2
Choose from MUEN (Performing Ensembles/Large or Chamber) courses	1
MUSI 6350-6354: Music Theory	3
MUSI 6340-6347: Music Education	3
MUSI 6360-6369: Music History and Literature	3
Capstone Requirement	6
Thesis	
MUSI 7300: Thesis I	3
MUSI 7301: Thesis II	3
Completion of thesis	
Oral Comprehensive Exam	
Written Comprehensive Exam	
Total graduate hours for degree:	36

Music Education Concentration:

Required Courses **6**

MUSI 6334: Research Methods in Music 3

MUSI 6341: Foundations of Music Education 3

Music Theory **6**

Chosen from the following:

MUSI 6350: Music Theory - (topic varies) 3

MUSI 6351: Music Theory -20th and 21st Century 3

MUSI 6352: Music Theory - Counterpoint 3

MUSI 6353: Music Theory – Composition/Arranging 3

MUSI 6354: Music Theory – Analysis 3

Music History **6**

Chosen from the following:

MUSI 6360: Music History and Literature – (topic varies) 3

MUSI 6361: Music History and Literature – Classical and Romantic 3

MUSI 6362: Music History and Literature – 20th and 21st Century 3

MUSI 6363: Music History and Literature – Vocal/Choral 3

MUSI 6364: Music History and Literature – Orchestra 3

MUSI 6365: Music History and Literature – Keyboard 3

MUSI 6366: Music History and Literature – Wind Band 3

MUSI 6367: Music History and Literature – Medieval and Renaissance 3

MUSI 6368: Music History and Literature – Baroque 3

MUSI 6369: Music History and Literature – Music for the Stage 3

Applied Instrument and Pedagogy **6**

Choose from MUAP (Seminar in Applied Music) courses numbered 6231-6281 (*taken twice*) 4

Choose from MUSI (Pedagogy of Instrument/Vocal) courses numbered 6232-6280 2

Music Education **6**

Chosen from the following:

MUSI 6340: Seminar in Music Education 3

MUSI 6342: Psychology in Music Education 3

MUSI 6343: Seminar in Advanced Conducting 3

MUSI 6344: Seminar in Elementary Music Education 3

MUSI 6345: Seminar in Secondary Music Education 3

MUSI 6346: Classroom Management 3

MUSI 6347: Technology in the Classroom 3

Capstone Requirement **6**

Choose one of the following options:

Thesis

MUSI 7300: Thesis I 3

MUSI 7301: Thesis II 3

Completion of Thesis

Oral Comprehensive Exam

Written Comprehensive Exam

Project

MUSI 6390: Final Project – Music Education	3
Completion of Final Project	
Additional music elective	3
Oral Comprehensive Exam	
Written Comprehensive Exam	

Total graduate hours for degree: 36

Performance Concentration:

Required Course 3

MUSI 6334: Research Methods in Music	3
--------------------------------------	---

Music Theory 6

Chosen from the following:

MUSI 6350: Music Theory - (topic varies)	3
MUSI 6351: Music Theory -20 th and 21 st Century	3
MUSI 6352: Music Theory - Counterpoint	3
MUSI 6353: Music Theory – Composition/Arranging	3
MUSI 6354: Music Theory – Analysis	3

Music History 6

Chosen from the following:

MUSI 6360: Music History and Literature – (topic varies)	3
MUSI 6361: Music History and Literature – Classical and Romantic	3
MUSI 6362: Music History and Literature – 20 th and 21 st Century	3
MUSI 6363: Music History and Literature – Vocal/Choral	3
MUSI 6364: Music History and Literature – Orchestra	3
MUSI 6365: Music History and Literature – Keyboard	3
MUSI 6366: Music History and Literature – Wind Band	3
MUSI 6367: Music History and Literature – Medieval and Renaissance	3
MUSI 6368: Music History and Literature – Baroque	3
MUSI 6369: Music History and Literature – Music for the Stage	3

Performance Coursework 15

Choose from MUAP (major instrument/voice) courses numbered 6231-6279 (<i>taken 4 times</i>)	8
Choose from MUEN (Large Core Ensemble) courses (<i>taken 2 times</i>)	2
Choose from MUEN (Chamber or Large Ensemble) courses (<i>taken 2 times</i>)	2
MUSI 6199: Solo Recital	1
Choose from MUSI (Pedagogy of Instrument/Vocal) courses numbered 6232-6280	2

Capstone Requirement 6

Choose one of the following options:

Thesis

MUSI 7300: Thesis I	3
---------------------	---

MUSI 7301: Thesis II	3
Completion of Thesis	
Oral Comprehensive Exam	
Written Comprehensive Exam	
Recital	

Non-Thesis

Additional music electives	6
<i>(Voice students are recommended to take: lyric diction, vocal/choral literature, 2nd performance project)</i>	
Oral Comprehensive Exam	
Written Comprehensive Exam	
Recital	

Total graduate hours for degree: 36

Additional Requirements

The performance degree requires a minimum of a 60-minute public recital (MUSI 6199) of music repertoire appropriate to the level of graduate study. A recital committee will decide what portion of the music will be performed from memory. The student must pass a pre-recital hearing a minimum of 10 days prior to the recital date.

The Thesis (MUSI 7300, MUSI 7301) will require a research study designed to produce new and original conclusions and knowledge. The student must prepare a formal proposal that must be approved by the thesis committee. Approval of the final paper by the thesis committee will be a required for graduation. The student must also successfully defend the thesis.

The Final Project (MUSI 6390) will require preparation of an original project approved by an advisory committee in the Department of Music and Dance. This final project can be completed by various means and should reflect the interests and expertise of each student.

All students in the Master of Music Program must pass a general written and oral comprehensive exam designed and administered by the student's advisory committee at the end of the degree program.

Course Descriptions

MUAP 6231: Applied Piano [2-0]
 Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6233: Applied Voice [2-0]
 Advanced individual instruction in an applied voice, focusing on vocal technique, advanced vocal repertoire, musical style and expression, and effective performance. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6235: Applied Percussion [2-0]
Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6241: Applied Trumpet [2-0]
Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6243: Applied French Horn [2-0]
Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6245: Applied Trombone [2-0]
Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6247: Applied Baritone/Euphonium [2-0]
Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6249: Applied Tuba [2-0]
Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6261: Applied Violin [2-0]
Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6263: Applied Viola [2-0]
Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6265: Applied Cello [2-0]

Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6267: Applied Double Bass [2-0]

Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6269: Applied Guitar [2-0]

Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6271: Applied Flute [2-0]

Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6273: Applied Oboe [2-0]

Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6275: Applied Clarinet [2-0]

Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6277: Applied Saxophone [2-0]

Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6279: Applied Bassoon [2-0]

Private lessons in any area of performance for which graduate instruction is available for one hour lesson per week. Quantity and difficulty of literature is indicative of graduate study, requiring considerable practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6281: Applied Composition [2-0]

Students will create original music for solo instruments, chamber groups, electronic media, and large ensembles. Compositional techniques will be acquired through listening, analysis, and practice. A maximum of eight hours may be applied towards a degree. **Prerequisite:** Audition and acceptance by the instructor required.

MUAP 6283: Applied Conducting [2-0]

This course consists of private instruction in the area of conducting. The principles of conducting will be approached through baton technique, score study, and score reading which are to be applied during sectionals, rehearsals, and concerts. **Prerequisite:** Audition and acceptance by the instructor required.

MUEN 6121: Wind Ensemble [1-0]

The Wind Ensemble studies and performs a wide variety of music representing the literature and genres of wind music throughout history. Membership is open to the entire University student population. May be repeated for additional credit. **Prerequisite:** Audition and acceptance by instructor required.

MUEN 6122: University Concert Band [1-0]

Instrumental music ensemble open by audition to all University students who play appropriate instruments. Each course may be repeated for credit. **Prerequisite:** Audition and acceptance by instructor required.

MUEN 6123: Symphony Orchestra [1-0]

The symphony Orchestra rehearses and performs symphonic literature composed and arranged for the symphonic or chamber orchestra. Membership is open to the entire University student population. Course may be repeated for additional credit. **Prerequisite:** Audition and acceptance by instructor required.

MUEN 6124: Guitar Orchestra [1-0]

The Guitar Orchestra emphasizes basic ensemble performance skills, reading ability, improvisation and repertoire. Membership is determined by permission of the director through audition. Advanced guitar skills required. Course may be repeated for additional credit. **Prerequisite:** Audition and acceptance by instructor required.

MUEN 6125: Piano Accompanying [1-0]

This is a course for college students who have an ability to play a piano and an interest in collaborating with other musicians. Each course may be repeated any number of times. **Prerequisite:** Permission of instructor is necessary.

MUEN 6126: Jazz Band [1-0]

This is an instrumental music organization open to all college students who have an ability to play an appropriate instrument. Membership is determined by audition. Organization rehearses and performs popular, rock and jazz music for its own musical development and to satisfy requests on and off the campus. Each course may be repeated any number of times. **Prerequisite:** Permission of instructor is necessary.

- MUEN 6127: Latin Band [1-0]
 This is an ensemble open to all college students who have an ability to play an appropriate instrument. This ensemble rehearses and performs pop, salsa, merengue, cumbia and other Latin styles of music to satisfy requests on and off the campus. Each course may be repeated any number of times.
Prerequisite: Permission of instructor is necessary.
- MUEN 6128: Mariachi Ensemble [1-0]
 This is an ensemble open to all college students who have an ability to play an appropriate instrument. This ensemble rehearses and performs to satisfy requests on and off the campus. Each course may be repeated any number of times. **Prerequisite:** Permission of instructor is necessary.
- MUEN 6131: Chamber Music for Winds [1-0]
 A course designated to promote collaboration of three or more musicians in various chamber music settings.
- MUEN 6132: Chamber Music for Jazz [1-0]
 A course designated to promote collaboration of three or more musicians in various chamber music settings.
- MUEN 6133: Chamber Music for Strings [1-0]
 A course designated to promote collaboration of three or more musicians in various chamber music settings.
- MUEN 6134: Chamber Music for Guitar [1-0]
 A course designated to promote collaboration of three or more musicians in various chamber music settings.
- MUEN 6135: Chamber Music for Piano [1-0]
 A course designated to promote collaboration of three or more musicians in various chamber music settings.
- MUEN 6136: Chamber Music for Percussion [1-0]
 A course designated to promote collaboration of three or more musicians in various chamber music settings.
- MUEN 6137: Music and Dance Collaboration Ensemble [1-0]
 A course designated to promote collaboration of dancers and musicians in various settings.
- MUEN 6140: Graduate Chamber Music [1-0]
 A course designated to promote collaboration of musicians in various chamber music settings.
- MUEN 6141: Chamber Music for Voice [1-0]
 A course designated to promote collaboration of three or more musicians in various chamber music settings.
- MUEN 6142: University Choir [1-0]
 The University Choir studies and performs a wide variety of choral music, from madrigals and folk songs to modern arrangements and masterworks. Membership is open to the entire University student population. May be repeated for additional credit.

MUEN 6143: Opera Workshop [1-0]
An ensemble that stages scenes or complete works from opera and Broadway theater, open by audition to all University students. Each course may be repeated any number of times.

MUSI 5350: Music Theory Survey [3-0]
This course is designed for entering Master of Music students who need to review music theory content due to low diagnostic exam score or at the suggestion of the advisor. This course does not count toward the 36 credit hours to complete MM degree.

MUSI 5360: Music History Survey [3-0]
This course is designed for entering Master of Music students who need to review music history content due to low diagnostic exam score or at the suggestion of the advisor. This course does not count toward the 36 credit hours to complete MM degree.

MUSI 6195: Independent Study [1-0]
Individual readings and/or research on a selected topic under the supervision of a faculty member.
Prerequisite: Graduate standing in music required and permission of instructor.

MUSI 6197: Performance Project [1-0]
A semester long project culminating in a public performance, offering graduate students performance experience in a specialized area of interest. Performance projects may include: a full length lecture recital on a literature, pedagogy, or other research topic, performance of a principal opera role with a university organization, or performance as soloist of a major oratorio or concert work with a major ensemble. Opera and Oratorio projects are subject to voice faculty approval.

MUSI 6198: Chamber Recital [1-0]
Preparation and presentation of a full-length Chamber recital. Literature and quality of performance must be indicative of graduate level study. Student must pass a qualifying recital hearing at least 10 days prior to performance. **Prerequisite:** Graduate standing in music required.

MUSI 6199: Solo Recital [1-0]
Preparation and presentation of a full-length recital in the student's major area of performance. Literature and quality of performance must be indicative of graduate level study. Student must pass a qualifying recital hearing at least ten days prior to performance. Repertoire memorization requirements are determined by the applied area. A requirement for graduation for students selecting the performance option. **Prerequisite:** At least 20 degree hours, including six hours of applied music. Graduate standing in music required

MUSI 6201: Seminar in Instrumental Conducting [2-0]
A study of the fundamentals of conducting a wind ensemble, to develop psychomotor and score-reading skills, and to expand repertoires of gestures for large and small ensembles. This course deals with methods of studying instrumental curricula, selecting repertoire, analysis, planning lessons, programming, teaching musical literacy and evaluation. **Prerequisite:** Graduate standing in music required.

MUSI 6202: Seminar in Choral Conducting [2-0]
A study of the fundamentals of conducting a choir, to develop psychomotor and score-reading skills, and to expand repertoire of gestures for large chorus and chamber choirs. This course deals with methods of studying voice curricula, selecting repertoire, analysis, planning lessons, programming, teaching musical literacy, and evaluation. **Prerequisite:** Graduate standing in music required.

MUSI 6203: Seminar in Instrumental Literature and Resources [2-0]
A detailed examination of the standard and atypical wind instrument repertoire for large and small ensembles. Graduate students will be expected to explore the compositions in a thorough scholarly manner as demonstrated through coursework. **Prerequisite:** Graduate standing in music required.

MUSI 6204: Seminar in Choral Literature and Resources [2-0]
A detailed examination of the standard and atypical choral repertoire for large and small ensembles. Graduate students will be expected to explore the compositions in a thorough scholarly manner as demonstrated through course work. **Prerequisite:** Graduate standing in music required.

MUSI 6208: Lyric Diction [2-0]
An advanced study of the rules of French, German, and Italian diction and of phonetic knowledge and skills, including use of the International Phonetic Alphabet, that can be applied to other languages represented in vocal repertoire. **Prerequisite:** Graduate standing in music required.

MUSI 6210: Topics in Vocal Literature [2-0]
Advanced study of specialized areas of vocal repertoire. Topics may include (but are not limited to): 19th and 20th Century Art Song, German Lieder, French Melodie, Hispanic Art Song, Opera Literature, Oratorio and Concert Literature, Orchestral Song. This course may be repeated for elective credit when topics vary to satisfy degree requirements. **Prerequisite:** Graduate standing in music required.

MUSI 6232: Piano Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied piano and studio teaching techniques. **Prerequisite:** Graduate standing in music required.

MUSI 6234: Voice Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied voice, including the structure and function of the singing mechanism; fundamentals of respiration, resonance, registration, and articulation; and studio teaching techniques including a supervised teaching practicum. **Prerequisite:** Graduate standing in music required.

MUSI 6236: Percussion Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied percussion and studio teaching techniques. **Prerequisite:** Graduate standing in music required.

MUSI 6242: Trumpet Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied trumpet and studio teaching techniques. **Prerequisite:** Graduate standing in music required.

MUSI 6244: French Horn Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied French horn and studio teaching techniques. **Prerequisite:** Graduate standing in music required.

- MUSI 6246: Trombone Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied trombone and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6248: Baritone/Euphonium Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6250: Tuba Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6262: Violin Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6264: Viola Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6266: Cello Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6268: Double Bass Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6270: Guitar Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6272: Flute Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6274: Oboe Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6276: Clarinet Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6278: Saxophone Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6280: Bassoon Pedagogy [2-0]
Advanced study of the skills and knowledge required for effective teaching of applied instrument and studio teaching techniques. **Prerequisite:** Graduate standing in music required.

MUSI 6295: Independent Study [2-0]
Individual readings and/or research on a selected topic under the supervision of a faculty member.
Prerequisite: Permission of instructor and graduate standing in music required.

MUSI 6334: Research Methods in Music [3-0]
Music bibliography and criticism. Survey of standard research tools in music. Development of research tools and techniques and methods of research design. Recommended to be taken near the beginning of graduate study. Required of all graduate students in music. **Prerequisite:** Graduate standing in music.

MUSI 6335: Music of Greater Mexico [3-0]
This course is an exhaustive survey of Music of Mexico focusing on regional folk and popular genres as well as art music traditions informed by indigenous and folk genres. The course will explore how economics, politics, migration and globalization have all affected the evolution of music in Mexico. Likewise we will discover the work of important composers, songwriters and performers who have helped shape Mexican music and popular culture. To that end, music in Mexican films will also be examined. **Prerequisite:** Graduate standing or permission of instructor.

MUSI 6336: History of Border Music and Performance [3-0]
This course is designed to promote a greater awareness of music's role in the US/Mexico border region, with special attention to the historical development of folk and popular genres in South Texas. However, just as much as this course is about history of music on the U.S.-Mexico border, it is also about exploring "the border" itself and how it is defined based on geographic, political, cultural, historical, ideological references. We explore this rather "fluid" notion of the border, which contributes to the conflict and contradictory circumstances of living on, near, and "in-between" the border space **Prerequisite:** Graduate standing or permission of instructor.

MUSI 6337: Foundations of Ethnomusicology [3-0]
A study of the history of ethnomusicology since the early 20th century; to provide an overview of the historical and bibliographic resources; to provide an understanding of the interdisciplinary relationship between ethnomusicology and other areas of musical processes and humanistic inquiry. **Prerequisite:** Graduate standing or permission of instructor.

MUSI 6338: Music Ethnography and Fieldwork Methods [3-0]
This course is an introduction to ethnographic fieldwork in ethnomusicology. The first part of the course introduces students to influential musical case studies written by ethnomusicologists, anthropologists and folklorists. In the second part, students will learn and critique research methodologies, approaches to interviewing and fieldwork, issues, and ideas, archiving strategies, and analytical methods from different world regions. **Prerequisite:** Graduate standing or permission of instructor.

MUSI 6340: Seminar in Music Education [3-0]
Intense examination of issues and problems related to teaching, learning and performance. Subject matter varies with each topic. May be repeated to a maximum of nine hours when topics vary to satisfy degree requirements. **Prerequisite:** Graduate standing in music required.

- MUSI 6341: Foundations of Music Education [3-0]
 This course will explore the structure, principles, and current issues in music teaching and learning, including music education philosophy, psychology, sociology, and history. **Prerequisite:** Graduate standing in music required.
- MUSI 6342: Psychology in Music Education [3-0]
 This course will explore topics such as music perception, music learning theories, physiological and psychological responses to music, acoustics of sound, music pedagogy, and assessment of music behaviors. **Prerequisite:** Graduate standing in music required.
- MUSI 6343: Seminar in Advanced Conducting [3-0]
 This course will develop conducting techniques for instrumental and vocal ensembles of varying sizes and types, including appropriate rehearsal techniques, score reading, score study, stylistic performance practice, symbiotic and empathic gestural communication, and expression. **Prerequisite:** Graduate standing in music required.
- MUSI 6344: Seminar in Elementary Music Education [3-0]
 This course is an in-depth study of teaching and learning in the elementary school music classroom and the processes by which children achieve musical growth, including teaching methods and philosophies, classroom management and materials. **Prerequisite:** Graduate standing in music required.
- MUSI 6345: Seminar in Secondary Music Education [3-0]
 This course will explore methods for teaching music in secondary school settings, including rehearsal techniques for large and small ensembles, classroom management and current issues in secondary school music teaching. **Prerequisite:** Graduate standing in music required.
- MUSI 6346: Classroom Management [3-0]
 This course is a systematic review of theory and research relevant to improving classroom management and social learning environments in music classrooms. **Prerequisite:** Graduate standing in music required.
- MUSI 6347: Technology in Classroom [3-0]
 This class will explore current technology available to the music teacher, including computer programs for music learning and composition, internet resources, basic sound processing techniques, synthesizer programming, sampling, MIDI, and other relevant technologies. **Prerequisite:** Graduate standing in music required.
- MUSI 6350: Music Theory [3-0]
 Advanced study of musical forms, structures and instrumentation. May be repeated to a maximum of six hours with varying topics to satisfy degree requirements. **Prerequisite:** Graduate standing in music required.
- MUSI 6351: Music Theory – 20th and 21st Century [3-0]
 This course will explore the compositional techniques of the twentieth and twenty-first centuries. Topics covered include polytonality, pandiatonicism, atonality, twelve-tone music, serial procedures, and set theory. Course will consist mostly of listening and score analysis. **Prerequisite:** Graduate standing in music required.

- MUSI 6352: Music Theory – Counterpoint [3-0]
This course will focus on modal and tonal counterpoint. Course work will consist of written exercises modeling the counterpoint styles of previous eras. Counterpoint has long been important training for composers and conductors. An understanding of counterpoint allows for a deeper understanding of how music is put together. It reveals the true mastery of the great composers of all periods. **Prerequisite:** Graduate standing in music required.
- MUSI 6353: Music Theory – Composition/Arranging [3-0]
This course will focus on basic composition and arranging skills for educators and performers. An analysis component will be incorporated to facilitate better arranging skills. A deeper insight into music will be gained through an understanding of how music is composed. **Prerequisite:** Graduate standing in music required.
- MUSI 6354: Music Theory – Analysis [3-0]
This course will explore advanced analytical methods such as Sonata Form Theory and Schenkerian analysis. Emphasis will be given to works from the Classical and Romantic periods. Concepts learned will provide additional analytical tools for the conductor and performer. **Prerequisite:** Graduate standing in music required.
- MUSI 6360: Music History and Literature [3-0]
Advanced study of the history and literature of music. May be repeated for a maximum of 6 hours with varying topics, to satisfy degree requirements. **Prerequisite:** Graduate standing in music required.
- MUSI 6361: Music History and Literature - Classical and Romantic [3-0]
This course will review aspects of orchestral, chamber and vocal music: from Haydn to Mahler-growth in the size of orchestras, length of works, and emotional scope of orchestral music, particularly the symphony, (including Beethoven, Brahms, and Bruckner); from Haydn to Brahms-growth in the length and emotional scope of chamber music, particularly the string quartet, (including Mozart, Beethoven, Schumann and Brahms); from Mozart to Wagner and Verdi-developments in vocal music, particularly opera (including Schubert, Weber, and Mendelssohn); and the war between absolute and program music. **Prerequisite:** Graduate standing in music required.
- MUSI 6362: Music History and Literature - 20th and 21st Century [3-0]
Resolution of the absolute/program music divide. Recalling earlier schools of composition, e.g. neo-Classical, neo-Baroque, etc. Exploration of electronic synthesized sounds, ethnomusicology, Jazz and other popular musics. Impressionism and expressionism as it grew out of Wagner and extended tonality, through atonality. Other concepts include: polytonality and extended techniques. **Prerequisite:** Graduate standing in music required.
- MUSI 6363: Music History and Literature – Vocal/Choral [3-0]
This course will explore genres for solo voice and voices in combination, with or without instrumental accompaniment, concentrating in, but not limited to Western Music. It will incorporate monophonic and polyphonic music, Gregorian Chant, the development of the art song and opera, and touch on 20th century blues and modern music. **Prerequisite:** Graduate standing in music required.

MUSI 6364: Music History and Literature– Orchestra [3-0]

This course will explore the evolution of the modern orchestra from pre-Haydn to the present. Developments in quality of instruments, instrumental pedagogy, and orchestration as composers learn to write for the improved instruments and players. Special attention will be paid to the instrumental concerto and refinement of the symphony concert to the present shape. **Prerequisite:** Graduate standing in music required.

MUSI 6365: Music History and Literature– Keyboard [3-0]

This course explores the development of keyboard music from virginal, harpsichord, celesta, piano, synthesizers, etc. and its application in genre such as chamber music, concerti, and sonatas including its use in contemporary music. Other topics may include types of tuning (temperaments), innovations, and significant composers from major musical periods. **Prerequisite:** Graduate standing in music required.

MUSI 6366: Music History and Literature – Wind Band [3-0]

This course explores the modern wind band, or Wind Ensemble, as a result of the evolutionary process over the past three hundred and fifty years. The role of a wind instrument player has changed from a minor role in the orchestral setting, to a supportive ceremonial role in military situations, to a key player in an all wind professional performance group. These changes have required instrument makers to improve the quality of their product and have inspired composers to write for a completely new genre of music. **Prerequisite:** Graduate standing in music required.

MUSI 6367: Music History and Literature – Medieval and Renaissance [3-0]

Topics to be reviewed are: Romanesque and Gothic, Gregorian Chant, organum, the transition from monophonic music to polyphony; The Notre Dame school, including Leonin, and Perotin, Machaut, the first non-anonymous composers. Adam d la Halle. Renaissance: the earliest “modern-sounding” music, with imperfect consonance becoming accepted. Sacred choral genres, the motet and the mass, and madrigal. Consideration of Troubadours/trouveres, minnesingers. Instrumental genres such as the canzona and the recercar and the phenomenal growth in the polyphony and the music of Josquin, Janequin, Palestrina, and Lassus. **Prerequisite:** Graduate standing in music required.

MUSI 6368: Music History and Literature– Baroque [3-0]

This course explores the developments in opera from its roots to its establishment as a genre in 1600 as recitative, to opera seria (including operatic abuses) to the employment of the castrato singer to the impending changes approaching the Classical Period. The opera overture: first the French overture, then the Italian overture, which evolved into the Symphony in the Classical Period. Exploration of sacred music, especially the Cantata and the Oratorio. Instrumental forms considered will include the fugue and the Concerto Grosso. **Prerequisite:** Graduate standing in music required.

MUSI 6369: Music History and Literature – Music for the Stage [3-0]

This course explores various subjects in relation to music for the stage. Focusing on opera and including other forms of musical theater in Western and non-Western traditions, course materials and activities address topics such as the aesthetic, philosophical, literary, and economic, and social developments of various genres of musical theater. **Prerequisite:** Graduate standing in music required.

MUSI 6370: Seminar in Music and Culture [3-0]
Historic and ethnographic studies focusing on a specific topic surrounding Western and Non-Western musical traditions, historical and stylistic periods and musical repertoires. Possible topics: The Politics of Music, Music and Globalization, Opera and Society. This course may be repeated for a maximum of nine hours. **Prerequisite:** Graduate standing in music.

MUSI 6371: World Music Cultures [3-0]
This course will introduce students to a variety of musical styles outside the Western art music and within cultural, social and/or political contexts. They will acquire knowledge about specific music traditions and will learn to write critically about music as an aspect of culture and society. The study of music from a cultural perspective illustrates the important role of music as a means of expression grounded in religious, political, social, and cultural identity. The course will cover a wide range of musical traditions from various parts of the world including Latin America, Africa, the Middle East, and Asia. **Prerequisite:** Graduate standing in music required.

MUSI 6372: Studies in Music and Gender [3-0]
This course brings together work in cultural theory, ethnomusicology, musicology feminism/queer theory, and music interpretation to explore connections between music, sexuality, and gender. Students will examine readings that seek to expand our knowledge of the musical activities of women, examine how concepts of gender and sexuality shape are shaped by musical practices and discourses, and investigate the construction of desire and sexuality through music. Discussions will be organized around particular topics (rather than chronology) and in relation to musical works, critical readings, and music from western classical, folk and popular traditions to non-western genres. **Prerequisite:** Graduate standing in music required.

MUSI 6373: Music of Africa and the African Diaspora [3-0]
The course introduces students to the broad issues involving the representation of traditional and popular African music, the role of music in African social life, and the ways in which African musical styles have impacted and been impacted by colonialism and globalization. Students also examine how African musical systems have traveled, changed, and incorporated new sounds, how the African experience differs around the globe and how displaced communities share core social processes and characteristics. Discussion will also center around the concept of blackness as a broad and heterogeneous set of qualities that extend beyond the boundaries of Africanism and African-Americanism. **Prerequisite:** Graduate standing in music required.

MUSI 6374: Music of Latin America and the Caribbean [3-0]
This course provides the student with an overview of music from diverse cultures in Latin American and the Caribbean. It will serve as an introduction to the many styles and traditions that grew out of pre and postcolonial Latin America and European-African-Caribbean developments. In particular, we will explore distinct European, African, and Indigenous aesthetic and instrumental influences as well as the social, cultural and religious contexts for musical expression and practices. **Prerequisite:** Graduate standing or permission of instructor.

MUSI 6375: Music, Race and Ethnicity [3-0]
Primarily drawing from social theories and case studies in musicology, ethnomusicology, anthropology, and cultural studies, this course explores intersections of musical notions and practices with concepts of race and ethnicity. The course problematizes the biological and cultural constructions of “race” and “ethnicity” and addresses their articulation in and through various musical contexts. **Prerequisite:** Graduate standing in music required.

MUSI 6390: Final Project – Music Education [3-0]
The preparation of an original project approved by an advisory committee in the Department of Music and Dance. This final project can be completed by various means and should reflect the interests and expertise of each student. Possible projects may include a conducting recital, a lecture recital, a lecture demonstration, creation of an instructional/method book, or development of a new curriculum. All projects must include a written document in addition to any other materials needed to complete the project. A student may enroll in MUS 6390 upon successful completion of 18 graduate hours toward the Master of Music (Music Education-without Thesis option) degree. **Prerequisite:** Graduate standing in music required. Successful completion of 18 graduate credit hours toward the Master of Music (Music Education-without Thesis option) degree.

MUSI 6395: Independent Study [3-0]
Individual readings and/or research on a selected topic under the supervision of a faculty member. **Prerequisite:** Permission of instructor and graduate standing in music required.

MUSI 7300: Thesis I [3-0]
Preparation of original research and approval of the thesis topic under the supervision of the student’s major professor and advisory committee. **Prerequisite:** Graduate standing in music required.

MUSI 7301: Thesis II [3-0]
Continuation of MUSI 7300. **Prerequisite:** Graduate standing in music required; completion of MUSI 7300.

COLLEGE OF HEALTH AFFAIRS

The College of Health Affairs will be the leading institution of excellence in health and human services, education, health care and research, producing highly skilled practitioners, educators, and researchers through high quality educational programs, meaningful experiential learning opportunities and the development of scientific and intellectual inquiry for the promotion of health equity in the Rio Grande Valley and beyond.

Department of Communication Sciences and Disorders

- Communication Sciences and Disorders (MS)

Program of Study - Communication Sciences and Disorders (MS)

Purpose

The Master of Science in Communication Sciences and Disorders program is designed to prepare graduates for the Clinical Fellowship Year (CFY), the Certificate of Clinical Competence in Speech Language Pathology (CCC-SLP) from the American Speech-Language-Hearing Association (ASHA), a license for the state of Texas, and eventually independent clinical practice in the profession of speech-language pathology.

Scope

The Master of Science degree in communication sciences and disorders is a clinical and academic degree. Students must possess a bachelor's degree in communication sciences and disorders to apply to the master's program. The graduate curriculum includes extensive supervised clinical practice, as well as coursework in the following areas:

- Research in communication disorders.
- Multicultural issues.
- Normal speech-language development across the life span.
- Procedures for diagnosing and assessing disorders of articulation and phonology, language, fluency, swallowing and voice in children and adults.
- Procedures for addressing the intervention needs of individuals with disorders of articulation and phonology, child and adult language, fluency and voice and swallowing.
- Procedures for audiological screening, assessment and interpretation of audiological test results.

Admission Requirements

To be admitted to the graduate program in communication sciences and disorders, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test taken within prior two years
2. Submission of three letters of recommendation or reference checklists
3. Submission of a 500-word essay on goals in pursuing degree
4. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Choose one of the following options:

Non-Thesis Option:

Required Courses	58
COMD 6180: Graduate Practicum: Audiology	1
COMD 6301: Clinical Practicum I: Speech Pathology	3
COMD 6302: Clinical Practicum II: Speech Pathology	3
COMD 6303: Clinical Practicum III: Speech Pathology	3
COMD 6304: Clinical Practicum IV: Speech Pathology	3
COMD 6310: Research in Communication Disorders	3
COMD 6320: Speech-Language and Hearing Science	3
COMD 6325: Childhood Language Disorders and Clinical Intervention	3
COMD 6330: Fluency Disorders	3
COMD 6335: Language Disorders in Adults	3
COMD 6340: Phonological Assessment/Intervention	3
COMD 6345: Voice Disorders	3
COMD 6350: Audiology II	3
COMD 6355: Normal and Abnormal Language Development of Culturally Diverse Populations	3
COMD 6360: Neuromotor Speech Disorders	3
COMD 6370: Seminar in Speech-Language Pathology	3
COMD 6385: Dysphagia	3
COMD 6395: Advanced Clinical Practicum I	3
COMD 6396: Advanced Clinical Practicum II	3
COMD 6397: Augmentative Alternative Communication	3

Capstone Requirement

Passing of National Exam
Completion of ASHA Clinical Practicum Hours

Total graduate hours for degree: 58

Thesis Option:

Required Courses	58
COMD 6180: Graduate Practicum: Audiology	3
COMD 6301: Clinical Practicum I: Speech Pathology	3
COMD 6302: Clinical Practicum II: Speech Pathology	3
COMD 6303: Clinical Practicum III: Speech Pathology	3
COMD 6304: Clinical Practicum IV: Speech Pathology	3
COMD 6310: Research in Communication Disorders	3
COMD 6320: Speech-Language and Hearing Science	3
COMD 6325: Childhood Language Disorders and Clinical Intervention	3
COMD 6330: Fluency Disorders	3
COMD 6335: Language Disorders in Adults	3
COMD 6340: Phonological Assessment/Intervention	3
COMD 6345: Voice Disorders	3
COMD 6350: Audiology II	3

COMD 6355: Normal and Abnormal Language Development of Culturally Diverse Populations	3
COMD 6360: Neuromotor Speech Disorders	3
COMD 6370: Seminar in Speech-Language Pathology	3
COMD 6385: Dysphagia	3
COMD 6395: Advanced Clinical Practicum I	3
COMD 6396: Advanced Clinical Practicum II	3
COMD 6397: Augmentative Alternative Communication	3
Capstone Requirement	6
Thesis	
COMD 7300: Thesis I	3
COMD 7301: Thesis II	3
Passing of National Exam	
Total graduate hours for degree:	64

Practicum

All students must enroll in Clinical Practicum each semester during the first year (fall, spring, summer I, summer II). A minimum of one semester of COMD 6180 (Audiology Practicum) and a minimum of two semesters of (Advanced Clinical Practicum, COMD 6395, 6396) are required. Per ASHA requirements, at least 375 clock hours of supervised clinical practice and 25 hours of clinical observation must be completed and documented in conjunction with the practicum courses. These requirements are subject to change based on changes by the ASHA for certification.

Written and Oral Comprehensive Exams

Written comprehensive exams are required for the master's degree. However, should a student successfully complete the PRAXIS exam in Speech Language Pathology, written examinations will be waived. The PRAXIS and/or the written comprehensive exam should be completed in the final year of the student's graduate studies.

Graduate Thesis Option

Those who choose thesis must register for COMD 7300 or 7301 during each semester of thesis work. Only six thesis credits may be counted toward graduation requirements. Students electing the thesis option must successfully defend the thesis.

Course Descriptions:

COMD 5320: Advanced Sign Language I [3-0]
 This elective, dual undergraduate and graduate-level course allows students to develop in-depth skills in American Sign Language and develop increased knowledge regarding the deaf community. Emphasis in the course is upon acquisition of comprehension and production skills. **Prerequisites:** Beginning and/or Intermediate Sign Language at the undergraduate level or consent of the instructor.

COMD 5330: Advanced Sign Language II [3-0]
 This elective, dual undergraduate and graduate-level course allows students to develop higher level American Sign Language skills for advanced communication with deaf and hard-of-hearing persons.

Prerequisites: Beginning and Intermediate Sign Language at the undergraduate level, or Advanced Sign Language I at the graduate level.

COMD 6180: Graduate Practicum: Audiology [1-0]
Supervised clinical practice in audiology. **Prerequisite:** Graduate standing and admission to the COMD graduate program.

COMD 6301: Clinical Practicum I: Speech Pathology [0-3]
Supervised clinical practice in the UTPA Speech and Hearing Center. Treatment of Mild to Moderate articulation, phonological & language disorders. Students should be available for a minimum of 12 hours each week during operating hours of the Speech and Hearing Center so that they may accrue their required clinical practicum hours. **Prerequisites:** Graduate standing and admission to the COMD graduate program.

COMD 6302: Clinical Practicum II: Speech Pathology [0-3]
Supervised clinical practice in the UTPA Speech and Hearing Center. Treatment of Moderate to Severe articulation, phonological & language disorders. Students should be available for a minimum of 12 hours each week during operating hours of the Speech and Hearing Center so that they may accrue their required clinical practicum hours. **Prerequisites:** Graduate standing and admission to the COMD graduate program, and COMD 6301.

COMD 6303: Clinical Practicum III: Speech Pathology [0-3]
Supervised clinical practice in the UTPA Speech and Hearing Center. Evaluation & Treatment of Mild to Moderate articulation, phonological, language, fluency & voice disorders. Students should be available for a minimum of 12 hours each week during operating hours of the Speech and Hearing Center so that they may accrue their required clinical practicum hours. **Prerequisites:** Graduate standing and admission to the COMD graduate program, and COMD 6301, 6302.

COMD 6304: Clinical Practicum IV: Speech Pathology [0-3]
Supervised clinical practice in the UTPA Speech and Hearing Center. Evaluation & Treatment of moderate to severe articulation, phonological, language, fluency & voice disorders. Students should be available for a minimum of 12 hours each week during operating hours of the Speech and Hearing Center so that they may accrue their required clinical practicum hours. **Prerequisites:** Graduate standing and admission to the COMD graduate program and COMD 6301, 6302, 6303.

COMD 6310: Research in Communication Disorders [3-0]
A study of the major methods of research in communication disorders. Basic statistical concepts will be introduced. Students will critique research projects that have been completed and published. Students will select a topic for research; write a clear statement of the problem; write a comprehensive review of the literature and outline the method proposed for addressing the problem. **Prerequisites:** Graduate standing and admission to the COMD graduate program.

COMD 6320: Speech-Language and Hearing Science [3-0]
A study of embryology and neurology and their relation to the speech and language processes and the physics of sound. Modern studies and research in the sciences related to speech and language will be addressed. **Prerequisite:** Graduate standing and admission to the COMD graduate program.

COMD 6325: Childhood Language Disorders and Clinical Intervention [3-0]
Following a brief review of characteristics of special populations that exhibit abnormal language development, an in-depth study of language development and methods language intervention will be presented. Family-based assessment and intervention will be addressed. **Prerequisites:** Graduate standing and admission to the COMD graduate program. **Prerequisite:** Graduate standing and admission to the COMD graduate program.

COMD 6330: Fluency Disorders [3-0]
A study of theories, research findings, rationales and techniques for clinical intervention of fluency disorders. **Prerequisites:** Graduate standing and admission to the COMD graduate program.

COMD 6335: Language Disorders in Adults [3-0]
An in-depth study of adult language disorders, including aphasia, head injury and the degenerative diseases. Includes intervention strategies for these disorders. **Prerequisite:** Graduate standing and admission to the COMD graduate program.

COMD 6340: Phonological Assessment and Intervention [3-0]
Following a review of phonological theory, a variety of phonological assessment and intervention techniques will be presented. Apraxia of speech will be addressed. **Prerequisites:** Graduate standing and admission to the COMD graduate program.

COMD 6345: Voice Disorders [3-0]
Following a review of anatomical and physiological bases for voice production, causes of voice disorders, characteristics, and approaches to intervention for a wide variety of voice disorders will be addressed. **Prerequisite:** Graduate standing and admission to the COMD graduate program.

COMD 6350: Audiology II [3-0]
Theories and principles of advanced audiological diagnostic measurement. Participation in advanced clinical activities with application of theoretical concepts to various hearing impairments in children and adults. **Prerequisite:** Graduate standing and admission to the COMD graduate program.

COMD 6355: Normal and Abnormal Language Development of Culturally Diverse Populations [3-0]
An in-depth analysis of normal and abnormal speech and language acquisition for bilingual and monolingual children. A review of cultural factors that affect the delivery of speech language pathology services to culturally and linguistically diverse populations. Particular emphasis is placed on differentiating communication disorders vs. differences. **Prerequisite:** Graduate standing and admission to the COMD graduate program.

COMD 6360: Neuromotor Speech Disorders [3-0]
Underlying pathophysiology and symptomatology of neuromotor speech disorders will be examined in the context of efficient and thorough evaluation of patients with neuromotor disorders, including aspects of differential diagnosis. Speech treatment methodologies for clients with dysarthria or apraxia will be covered in an evidenced-based approach. **Prerequisite:** Graduate standing and admission to the COMD graduate program.

COMD 6365: Language Assessment of Culturally and Linguistically Diverse Populations [3-0]
The study and application of current identification and assessment techniques for communication disorders in culturally and linguistically diverse populations. Special attention given to differential

diagnosis of communication disorders vs. communication differences. **Prerequisite:** Graduate standing and admission to the COMD graduate program.

COMD 6370: Seminar in Speech-Language Pathology [3-0]

The study of principles, methods and procedures for speech language theory, assessment and/or intervention. Subject matter varies from semester to semester, so that specific communication problems may be studied in depth. The course may be repeated for credit when subject matter changes. With approval, this elective may be substituted for a required course providing the requirement has a similar focus and providing that ASHA's minimum requirements are not compromised. Maximum credit: Six hours. **Prerequisites:** Graduate standing and admission to the COMD graduate program.

COMD 6385: Dysphagia [3-0]

Seminar includes contemporary research in normal and disordered processes of eating and swallowing, anatomy and physiology of the mechanisms, and evaluation and treatment procedures from infancy to geriatric. **Prerequisites:** Graduate standing and admission to the COMD graduate program.

COMD 6395: Advanced Clinical Practicum I

Students are required complete Advanced Clinical Practicum activities at a minimum of two distinctly different off-campus sites. Practicum applications must be submitted before the published deadline. Advanced Clinical Practicum I involves providing clinical services to individuals with Maximum to Moderate supervision. An off-campus supervisor will direct and evaluate the experience, with the assistance of a UTPA faculty as assigned. **Prerequisites:** Successful completion of COMD 6301, 6302, 6303, 6304 and all COMD courses.

COMD 6396: Advanced Clinical Practicum II

Students are required to complete Advanced Clinical Practicum activities at a minimum of two distinctly different off-campus sites. Practicum applications must be submitted before the published deadline. Advanced Clinical Practicum II involves providing clinical services to individuals with Minimum supervision. An off-campus supervisor will direct and evaluate the experience, with the assistance of a UTRGV faculty as assigned. **Prerequisites:** Successful completion of COMD 6301, 6302, 6303, 6304 and all COMD courses.

COMD 6397: Augmentative Alternative Communication [3-0]

This graduate-level course addresses new AAC technology and its communicative application to those handicapped individuals in need of augmentative and alternative systems and devices. Students will acquire practical skills in applying this technology. **Prerequisite:** Graduate standing and admission to the COMD graduate program.

COMD 7300: Thesis I [3-0]

A guided research project on topic of the student's area of interest. Exact guidelines are detailed in the Thesis Manual. May repeated for credit. Thesis credit may not count toward ASHA's minimum requirements. **Prerequisite:** Graduate standing and admission to the COMD graduate program.

COMD 7301: Thesis II [3-0]

A guided research project on topic of the student's area of interest. Exact guidelines are detailed in the Thesis Manual. May repeated for credit. Thesis credit may not count toward ASHA's minimum requirements. **Prerequisite:** COMD 7300.

Cooperative Pharmacy Program *(with University of Texas at Austin)*

- Cooperative Pharmacy (Pharm.D)

Program of Study - Cooperative Pharmacy Program

Introduction

The University of Texas Rio Grande Valley, in cooperation with The University of Texas at Austin College of Pharmacy, offers a minimum six-year curriculum leading to the Doctor of Pharmacy (Pharm.D.) degree.

The Pharm.D. degree is the sole entry-level degree offered in the United States for those interested in becoming a licensed pharmacist. The Pharm.D. is a professional doctorate designed to prepare pharmacist practitioners to provide patient-oriented care in contemporary settings including, but not limited to, community practice, hospital environments and long-term care facilities.

The Cooperative Pharmacy Program (CPP) was developed to encourage students to consider pharmacy as a career. The CPP offers students the opportunity to complete pre-pharmacy and pharmacy curriculum at UTRGV and in the surrounding Rio Grande Valley. The CPP offers two pathways, an early admissions pathway intended for graduating high school students, and a transitional pathway for students enrolled as pre-pharmacy majors at UTRGV. Students admitted into the CPP, who successfully complete the Memorandum of Agreement (MOA), will be guaranteed an interview for the UT Austin PharmD program in Austin, Texas. Final admission approval is afforded by UT Austin College of Pharmacy upon successful completion of pharmacy prerequisites and other CPP requirements.

UTRGV students who are not admitted into the CPP, yet are interested in pursuing pharmacy as a career, may apply directly to UT Austin College of Pharmacy upon completion of the required pharmacy prerequisites. Please visit the CPP web site for additional information about the profession of pharmacy and links to the other Texas pharmacy programs.

Mission Statement

The mission of the CPP is to enhance the knowledge, health and well-being of the people we serve in concert with the mission, vision and values of both cooperating campuses of The University of Texas System through the recruitment, training and retention of proficient Doctor of Pharmacy trained pharmacists. The program will strive to encourage the provision of pharmaceutical care by cultivation of our graduates' critical thinking skills and an appreciation for the need for life-long learning. The program will foster the development of clinical and transitional research and clinical pharmacy services with other health care providers in the region, state and nation.

Accreditation

The Commission on Colleges of the Southern Association of Colleges and Schools accredits both The University of Texas Rio Grande Valley and The University of Texas at Austin. In addition, The University of Texas at Austin College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109, 312/664-3575, 800/533-3606; fax 312/664-4652; Web site: www.acpe-accredit.org. Only graduates of accredited programs are eligible to sit for the North American Pharmacist Licensure Examination™ (NAPLEX®) and Multistate Pharmacy Jurisprudence Examination® (MPJE®), both of which are required for licensure in the state of Texas.

Admission to the Cooperative Pharmacy Program

Please refer to the CPP Web site for admissions requirements and application materials. The CPP Web site is easily accessible through the College of Health Affairs Web site at <http://www.utrgv.edu/pharmacy/cpp/apply/index.htm>.

The CPP Web site also contains faculty and staff contact information along with other resources.

Pharmacy Curriculum

The CPP is structured so that the students admitted into the program complete their pre-pharmacy requirements at UTPA, and then matriculate to UT Austin to complete their first two years of the pharmacy curriculum. Students then return to UTPA and the Rio Grande Valley to complete their third and fourth years of the pharmacy curriculum.

Pre-Pharmacy Years at UTRGV (see next section for details)

Coursework in English, Mathematics and the Natural Sciences.

Pharmacy Curriculum Years 1 and 2 at UT Austin

Year 1: A broad foundation in physiology, pathology, pharmaceutical sciences and pharmacy administration

Year 2: An interdisciplinary approach to disease management and patient care through case-based learning

Pharmacy Curriculum Years 3 and 4 at UTRGV and in the Rio Grande Valley

Year 3: Advanced coursework in disease management and patient care.

Year 4: Calendar year consisting of seven six-week experiential rotations at pharmacy practice sites around the Rio Grande Valley.

Pre-Pharmacy Course Requirements

The following is an overview of the pre-pharmacy curricular requirements for the CPP and UT Austin College of Pharmacy. Individual degree plans will be developed for students admitted into the CPP.

Natural Sciences (36 hours)

BIOL	1406	General Biology
		OR
BIOL	1487	Honors Biology
		AND
BIOL	1407	General Biology
		OR
BIOL	1488	Honors Biology
		AND
BIOL	3401	Microbiology
BIOL	3413	Genetics
CHEM	1311	General Chemistry I
CHEM	1111	General Chemistry Lab I
CHEM	1312	General Chemistry II
CHEM	1112	General Chemistry Lab II
CHEM	2323	Organic Chemistry I

CHEM	2123	Organic Chemistry I Lab
CHEM	2325	Organic Chemistry II
CHEM	2125	Organic Chemistry II Lab
PHYS	1401	General Physics

Mathematics (7 hours)

MATH	2413	Calculus I
		OR
MATH	2487	Honors Calculus I
		AND
MATH	1342	Survey of Elementary Statistics
		OR
MATH	3331	Applied Statistics I

English (9 hours)

ENG	1301	Composition
		OR
ENG	1387	Honors Rhetoric and Composition
		AND
ENG	1302	Rhetoric
		OR
ENG	1388	Honors Rhetoric and Literature
		AND ONE OF THE FOLLOWING
ENG	2341	Introduction to Literature
ENG	2326	Introduction to American Literature*
ENG	2321	Introduction to British Literature*
ENG	2331	Introduction to World Literature
ENG	2387	Honors Readings in World Literature
		OR
ENG	2388	Honors Readings in World Literature

*Recommended in order to petition for "Global Cultures" UT Austin requirement

Political Sciences (6 hours)

POLS	2301	United States and Texas Government and Politics
		OR
POLS	2387	Honors United States and Texas Government and Politics
		AND
POLS	2302	United States and Texas Government and Politics
		OR
POLS	2388	Honors United States and Texas Government and Politics

History (6 hours)

HIST	1301	US History I
		OR
HIST	1387	Honors US History I
		AND

HIST	1302	US History II
OR		
HIST	1388	Honors US History II

Electives (11 hours)

Social and Behavioral Sciences	3 hours
Arts and Humanities	3 hours
Philosophy	3 hours
Computer Information Systems	2 hours

*Courses with a "Global Cultures" perspective from the above disciplines are highly encouraged.

Total **70 hours (Pre-requisites)**

The following electives are recommended to improve candidacy and success in the first year of pharmacy school:

BIOL 2401	Anatomy and Physiology I
BIOL 2402	Anatomy and Physiology II
BIOL 3411	Mammalian Physiology
CHEM 3303/3103	Biochemistry Lecture and Lab
CHEM 3304/3104	Physical Chemistry Lecture and Lab
COMM 1315	Public Speaking
HRPT 2303	Medical Terminology
SPAN 2317	Spanish for Healthcare Professionals I
SPAN 2318	Spanish for Healthcare Professionals II

All CPP students will be required to take the Pharmacy College Admission Test (PCAT) prior to matriculating to UT Austin College of Pharmacy. PCAT score expectations and other additional CPP requirements will be discussed with the students upon admission.

Department of Health and Biomedical Sciences

- Health Sciences (MS)

Program of Study - Health Sciences (MS)

Purpose

The Master of Science in Health Science (MSHS) Degree is an advanced interdisciplinary, inter-professional program intended for persons in allied health fields. This degree prepares healthcare professionals for advanced leadership roles in the healthcare system. Courses cover the advanced knowledge and skills students need to serve as healthcare leaders, and prepare them for clinical, educational, administrative, and research-related advancement.

The program of study consists of 36 semester credit hours offered in an accelerated, fully-online format. Classes are 7 weeks in length, and are offered in a module format on either a full-time or part-time basis, allowing students to earn the degree in 1 to 2 years. Students take a common set of core courses relevant to all three healthcare disciplines (18 hours) and select one of three concentrations as an area of specialization (18 hours) in Healthcare Administration, Nutrition, or Clinical Laboratory Sciences.

Admission Requirements

Prospective candidates must meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Bachelor's degree in allied health science, business, or related field
2. Submission of two letters of recommendation
3. Submission of a letter of intent
4. For applicants to the Clinical Laboratory Concentration only: Documentation of certification or licensure to practice as a Medical Laboratory Scientist in the United States

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	18
INFS 6340: Healthcare Information Systems	3
HSCI 6300: Introduction to the Healthcare System and Quality Improvement	3
HSCI 6307: Healthcare Policy, Organization and Financing	3
HSCI 6310: Research in Health Sciences	3
HSCI 6345: Legal and Ethical Issues in Healthcare	3
HSCI 7302: Professional Proposal Writing	3

Choose one of the following concentrations:

<u>Clinical Laboratory Concentration:</u>	18
CLSC 6300: Pathophysiology of Disease	3
CLSC 6301: Advanced Clinical Practice in Hematology and Hemostasis	3
CLSC 6302: Advanced Practice in Clinical Chemistry	3
CLSC 6303: Advanced Practice in Clinical Laboratory Diagnosis of Infectious Disease	3
CLSC 6304: Advanced Practice in Immunohematology and Immunology	3
CLSC 6305: Clinical Applications in Molecular Diagnostics	3

<u>Healthcare Administration Concentration:</u>	18
ACCT 6305: Healthcare Accounting	3
FINA 6350: Healthcare Finance	3
HSCI 6346: Compliance and Risk Management	3
MARK 6350: Competing through Service	3
MGMT 6333: Human Resource Management in Healthcare	3
MGMT 6372: Organizational Leadership and Change	3

<u>Healthcare Informatics Concentration:</u>	18
HSCI 6347: Information Management Technology	3
HSCI 6348: Healthcare Database Management	3
HSCI 6349: Clinical Information Systems Life Cycle Management	3
HSCI 6350: Health Systems Project Management	3
HSCI 6351: Leadership in Health Informatics	3
HSCI 6352: Ethics and Legal Issues in Information Technology	3

<u>Nutrition Concentration:</u>	18
NUTR 6300: Pathophysiology of Disease	3
NUTR 6310: Nutrition throughout the Life Cycle	3
NUTR 6320: Prevention and Treatment of Obesity	3
NUTR 6330: Integrative Nutrition	3
NUTR 6340: Nutrition in Diabetes Patient Care	3
NUTR 6350: Perspectives and Treatment Modalities of Eating Disorders	3

Capstone Requirement

Written comprehensive exam

Total graduate hours for degree: 36

Course Descriptions

- ACCT 6305: Healthcare Accounting [3-0]
 This is an applied finance and accounting healthcare course, designed to provide decision makers with fundamental concepts in healthcare finance, accounting, budgeting, planning and forecasting. Does not count towards the MACC degree.
- CLSC 6300: Pathophysiology of Disease [3-0]
 This course explores the phenomena that produce changes in normal cellular and tissue functions as well as related physiologic processes resulting from aging and various disease processes.
- CLSC 6301: Advanced Clinical Practice in Hematology and Hemostasis [3-0]
 The pathogenesis, mechanism and morphological overview of hematological and coagulation disorders. Laboratory testing protocols, clinical pathways and interpretation of diagnostic tests will be covered.
- CLSC 6302: Advanced Practice in Clinical Chemistry [3-0]
 This course is designed to give an in-depth understanding of the practice of clinical chemistry. Topics include advanced analytical techniques, selection of methodologies, clinical pathways and the

application of biochemical testing to the diagnosis of disease. Current practice as well as an analysis of future trends in laboratory testing will be discussed.

CLSC 6303: Advanced Practice in the Clinical Laboratory Diagnosis of Infectious Disease [3-0]
Laboratory techniques used in the diagnosis of infectious diseases in humans. Emphasis will be placed on the differential diagnosis and correlation of microbiology results with other laboratory tests. Current research in these areas will be explored.

CLSC 6304: Advanced Practice in Immunohematology and Immunology [3-0]
This course focuses on the function of the immune system in both health and disease. Advanced concepts in immunology are covered in the areas of transplantation, clinical immunopathology, immunotherapy and transfusion practice. Current research in red cell, antigens and antibodies, autoantibodies, drug induced sensitization and problem solving techniques are explored.

CLSC 6305: Clinical Applications in Molecular Diagnostics [3-0]
This course provides foundation knowledge in molecular biology, genetics, and the molecular basis of selected human diseases. An over-view of molecular diagnostics techniques used in the diagnosis, monitoring, therapeutic decision-making, and the prediction of genetic, infectious, and malignant diseases is discussed. Pharmacogenomics and ethical issues are also addressed.

FINA 6350: Healthcare Finance [3-0]
This course provides an introduction to the essential tools and techniques of health care financial management, including health care accounting and financial statements, managing cash flow, billings and collections, making major capital investments, determining cost and using cost information in decision-making in a health care environment. The course also covers such fundamental concepts as time value of money, the evaluation of financial statements, and pricing of financial instruments with an emphasis on their application to the health care environment. Students will also get exposure to developments in health care laws and regulations such as the Affordable Care Act.

HSCI 6300: Introduction to the Healthcare System and Quality Improvement [3-0]
An introduction to the healthcare system beginning with a historical overview, analysis of organizational components, and an emphasis on the interaction of delivery systems, regulation, financial concerns, regulations and alternative strategies for healthcare organizations as well as quality assurance and its role in health care organizations.

HSCI 6307: Healthcare Policy, Organization and Financing [3-0]
This course focuses on health care policy, organization and financing. The advanced practice nurse's role in the provision of quality cost-effective care, participating in design and implementation of health care in a variety of health care systems, and leadership in managing human, fiscal and physical health care resources is emphasized. **Prerequisite:** Graduate student status.

HSCI 6310: Research in Health Science [3-0]
An exploration of qualitative and quantitative research methods and experimental designs with specific application to the Health Sciences as well as an introduction to evidence based medicine.

HSCI 6345: Legal and Ethical Issues in Healthcare [3-0]
Overview of legal and ethical issues associated with the delivery of healthcare in today's society. Specific areas of contemporary legal and ethical concern surrounding everyday practice will be emphasized.

HSCI 6346: Compliance and Risk Management [3-0]

This course will provide an overview of areas critical to the management of risk in healthcare organizations including areas of concern related to compliance with the wide variety of legal and statutory requirements mandated by current health policy.

HSCI 6347: Information Management Technology [3-0]

This course examines the role and function of information management in health care organizations. Content is comprised of the tools and techniques necessary for effective information flow related to the operational management of information technology. The representation of data within the electronic and personal health record is critically analyzed for interoperability and retrieval. **Prerequisite:** Admission to Graduate Studies.

HSCI 6348: Healthcare Database Management [3-0]

This course examines the effective use of data, information, and tools to manage, retrieve, and analyze healthcare data. Content is comprised of the principles of computer science as well as database models and systems. **Prerequisite:** Admission to Graduate Studies.

HSCI 6349: Clinical Information Systems LifeCycle Management [3-0]

This course examines the management of the clinical information system lifecycle including infrastructure, implementation, and evaluation. Content is comprised of practical issues related to system implementation, security, and maintenance. Best practices concerning human-computer interaction and systems building will be analyzed. **Prerequisite:** Admission to Graduate Studies.

HSCI 6350: Health Systems Project Management [3-0]

This course provides an integrated view of the many concepts, skills, tools and techniques related to healthcare project management. Fundamental project management concepts and effective project planning are presented in a theory to practice context. **Prerequisite:** Admission to Graduate Studies.

HSCI 6351: Leadership in Health Informatics [3-0]

This course provides a comprehensive understanding of how informatics relates to the healthcare industry. This course affords the student an advanced overview of health care informatics within the context of leading and managing information technology. Included in this course are healthcare concepts related to informatics, team building, change management, policy development, quality outcomes, and staff development. **Prerequisite:** Admission to Graduate Studies.

HSCI 6352: Ethics and Legal Issues in Information Technology [3-0]

This course provides an in depth overview of the legal, ethical, and societal issues associated with information technology. Included is practical business information for informatics specialists to examine different ethical situations that arise in information technology and practical ways to address these issues. **Prerequisite:** Admission to Graduate Studies.

HSCI 7302: Professional Proposal Writing [3-0]

This course will cover the knowledge, skills, and techniques used in the preparation of professional papers and grant proposals. Students will also be introduced to methods used in the identification of funding sources as well as the principles of successful grant management.

INFS 6340: Health Computer Information Systems [3-0]
This course provides the knowledge about fundamentals of health Information Systems and the role of Information systems in efficient operation of healthcare organizations. The course specifically focuses on: Evolution of HMIS, HMIS components and basic HMIS functions, technology infrastructure for healthcare organizations, basic concepts such as HER, HIE, CPOE, and CDSS, HMIS standards such as HIPPA, HL7, and DICOM, strategic information systems planning for healthcare organizations, systems analysis and project management, information security issues, and role of HMIS professionals in health organizations.

MARK 6350: Competing through Service [3-0]
This course focuses on the vital role services play in the economy and its future. It shows how the advanced economies of the world are now dominated by service(s), and virtually all companies, including those traditionally known as manufacturers, view services as critical to retaining their consumers today and in the future and surviving in the marketplace. Students will be exposed to the state-of-the-art in services management and marketing.

MGMT 6333: Human Resource Management in Healthcare [3-0]
This course is designed to acquaint students with basic principles and concepts of human resource management within a health care organization. Topics to be covered Include recruitment, selection, compensation, employee retention, training and development, and legal compliance. Students will have the opportunity to study human resource related problems faced by various healthcare systems such as hospitals, integrated health care systems, managed care settings, private practices, and public health clinics.

MGMT 6372: Organizational Leadership and Change [3-0]
This course is designed to provide a broad overview of Leadership and Organizational change theories, practices and research. Special attention will be given to critical thinking skills and the students' ability to communicate and lead effectively in the discussion chat room format.

NUTR 6300: Pathophysiology of Disease [3-0]
This course explores the phenomena that produce changes in normal cellular and tissue functions as well as related physiologic processes resulting from aging and various disease processes.

NUTR 6310: Nutrition throughout the Life Cycle [3-0]
This course explains the role of nutrition in the life cycle including pregnancy and lactation, infancy, childhood, adolescence, adulthood, and aging adults. Study of nutritional requirements during each period life cycle and its physiological basis, assessment of nutritional status, factors that determine food intake patterns in these age groups, and consequences of malnutrition will be discussed.

NUTR 6320: Prevention and Treatment of Obesity [3-0]
The course focuses on development of knowledge and skills for the learner to be able to set up and deliver an effective weight management program. Will cover topics such as management of obesity and prevention of co-morbidities, client assessment, dietary intervention, physical activity, and motivational interviewing and behavior change.

NUTR 6330: Integrative Nutrition [3-0]

This course will give an overview of complementary and alternative medicine and how to integrate it with nutrition. The course will cover topics including alternative medicine, nutritional supplements and other unconventional healing modalities as they relate to nutrition.

NUTR 6340: Nutrition in Diabetes Patient Care [3-0]

This course will review practical information regarding management of diabetes, education theories, pathophysiology, and critical process to patient education. Upon completion of the course, the learner will be able to provide diabetes-related medical nutrition therapy and be prepared to take the Certified Diabetes Educator (CDE) certification pending completion of the remaining requirements.

NUTR 6350: Perspectives and Treatment Modalities of Eating Disorders [3-0]

This course provides an overview of the etiology, diagnosis and treatment of eating disorders, including anorexia, nervosa, bulimia nervosa, binge eating disorder and other less common disorders. Treatment is considered from a team-based approach to include psychological, cognitive and physiological processes.

Department of Health and Human Performance

- Exercise Science (MS)
- Kinesiology (MS)

Program of Study - Exercise Science (MS)

Purpose

The Master of Science in Exercise Science is designed to help graduates gain a solid academic foundation, research capability, and necessary knowledge and experience in exercise science to help graduates to achieve their goals in the areas of health care practitioners, technical occupations and fitness fields. This program would develop professionals who can lead the work in exercise science and health-related fields to prevent and treat diseases including diabetes, obesity, hypertension that are becoming more common in the Hispanic community.

Admission Requirements

To be admitted to the graduate program in exercise science, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of two letters of recommendation or reference checklists
2. Submission of a statement of purpose in pursuing degree
3. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

If an applicant does not meet the minimum undergraduate GPA criterion of 3.0 but has a GPA of at least 2.5, a personal interview is required for consideration of conditional admission.

Program Requirements

Required Courses	24
KINE 5300: Lifespan Fitness and Human Performance	3
KINE 5305: Nutrition and Human Performance	3
KINE 5310: Applied Exercise Physiology	3
KINE 5315: Action Research in Health and Human Performance	3
KINE 5320: Motor Control and Learning	3
EDCI 6367: Statistical Methods	3
EDFR 6300: Research Methods in Education	3
EDFR 6302/EPsy 6304: Foundations of Learning, Cognition and Human Development	3
Electives	6-9
<i>Chosen from the following:</i>	
KINE 5325: Special Topics in Health and Human Performance	3
KINE 5330: Cultural and Social Aspects of Health	3
KINE 5335: Supervision and Administration in Health and Human Performance	3
KINE 5340: Activity and Exercise Prescription for Children with Special Needs	3
KINE 6350: Motor Learning	

Capstone Requirement	3-6
Thesis	
KINE 7300: Thesis I	3
KINE 7301 Thesis II	3

OR

KINE 7320: Independent Study	3
------------------------------	---

Total graduate hours for degree:	36
---	-----------

Course Descriptions

KINE 5300: Lifespan Fitness and Human Performance [3-0]

A comprehensive understanding of health and human performance requires knowledge related to the dynamics of the developing and aging human body. This course will address the developmental factors that influence health, fitness and motor performance from prenatal growth through the geriatric years.

KINE 5305: Nutrition and Human Performance [3-0]

This course provides an in-depth research-based examination of human nutrition and the roles it plays on physical performance from the recreational enthusiast to the elite athlete. Topics ranging from caloric balance to dietary supplements will be investigated.

KINE 5310: Applied Exercise Physiology [3-0]

This course is designed to provide in-depth insight into the science of sports conditioning. Current research on training the adolescent and post-adolescent athlete is given content priority. Laboratory experiences are included in this course.

KINE 5315: Action Research in Health and Human Performance [3-0]

This course is designed to provide students with knowledge and practical experience for conducting action research in the health and human performance fields. These experiences will culminate in student research projects. This course serves as a capstone course and is to be enrolled in the semester prior to graduation.

KINE 5320: Motor Control and Learning [3-0]

This course provides an in depth study of the major concepts, theories and related research within the field of human motor control. Both neural and behavioral levels of analyses will be discussed. The course is relevant to those who wish to understand how we control our movements.

KINE 5325: Special Topics in Health and Human Performance [3-0]

This course will cover contemporary issues in the health and human performance fields. Topics will vary based upon faculty expertise and current trends in the field. May be repeated once for credit when topic varies.

KINE 5330: Cultural and Social Aspects of Health [3-0]
This course will provide students with an overview of social and cultural theories and models that are pertinent to the development and application of health education programs. Problem etiology and change strategy theories are investigated through application to specific health behavior topics among culturally distinct and marginalized groups.

KINE 5335: Supervision and Administration in Health and Human Performance [3-0]
This course covers the study of the principles, practices and policies in the organization, supervision and administration of health, human performance, athletic and other non-teaching related programs in the public schools and in diverse physical activity settings.

KINE 5340: Activity and Exercise Prescription for Children with Special Needs [3-0]
This course examines the etiology and pathology of selected high-occurrence congenital disabilities in the pediatric population. Current medical research and curriculum interventions will be investigated.

KINE 6350: Motor Learning [3-0]
This course provides an in depth study of the major concepts, theories and related research within the field of motor learning. Both neural and behavioral levels of analyses will be discussed. The course content is relevant to those who wish to better understand how movement skills are learned and retained.

KINE 7300: Thesis I [3-0]
This course guides the first semester thesis-seeking student thorough the process of writing of Chapters 1 - 3 of the thesis. Students should only register for this course when they are ready to write up their research. The student must prepare and present a research proposal to the Institutional Review Board (IRB) for the proposed study. Additionally the student will be required to present a thesis proposal to his/her committee by the end of the semester.

KINE 7301: Thesis II [3-0]
This course is the summation semester the thesis-seeking student will take. The purpose of EDCI 7301 is to collect and analyze the data for the thesis. The data results and discussion will be written in Chapters 4 - 5 of the thesis. The course will conclude with the thesis defense to the candidate's thesis committee, submittal of the successfully defended thesis to the Office of Graduate Studies.

KINE 7320: Independent Study [3-0]
Individual investigation of a problem in kinesiology that involves one of the techniques of research. Students will work under a designated faculty member and must have their research approved prior to registering.

EDCI 6367: Statistical Methods [3-0]
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.

EDFR 6300: Research Methods in Education [3-0]
A survey of quantitative, qualitative, and mixed methods research designed to introduce students to educational research. This course will include research design, literature review, critiquing research, and action research.

EDFR 6302: Foundations of Learning, Cognition and Human Development [3-0]
Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes the nature of needs of people at all developmental levels from prenatal through old age. Crosslisted with EPSY 6304. **Prerequisite:** Admission to graduate school.

EPSY 6304: Foundations of Learning, Cognition and Human Development [3-0]
Advanced study in the specialization of life-span development theories to human behavior, learning and cognition. Includes the nature of needs of people at all developmental levels from prenatal through old age. Crosslisted with EDFR 6302. **Prerequisite:** Admission to graduate school.

Program of Study - Kinesiology (MS)

Graduate Program

Students may select either the thesis or non-thesis route; both are 36-hour programs. The choice of courses in the major and minor fields, as well as the nature of the supporting work, will be determined through consultation between the student and the graduate program coordinator. The mission of the Department of Health and Kinesiology's graduate program is to prepare graduate students to function professionally in a diverse and changing society, improve quality of life, and promote healthy lifestyles through the understanding and delivery of physical activity and wellness concepts.

For the Master of Science degree in kinesiology, courses can be taken in the traditional face-to-face [F2F] classroom at UTRGV, or you can select UTRGV as your Home Campus for the online M.S. degree in kinesiology. Students may select either the thesis or non-thesis route. Both are 36-hour programs. The choice of courses in the major and minor fields, as well as the nature of the supporting work, will be determined through consultation between the student and graduate program coordinator.

Four of The University of Texas System universities have collaborated to offer a web-based master's degree in kinesiology. UTRGV is part of the collaborative and is one of the degree-granting institutions. For more information, please visit the kinesiology website at The UT Online Consortium (UTOC), www.utcoursesonline.org.

Whether you take courses in the traditional face-to-face classroom (KIN courses) or you select UTRGV as your Home Campus for the online (KINO courses) M.S. degree in Kinesiology, the requirements are the same. You must complete 36 hours of coursework which includes the 12 semester-hour core required by UTPA.

Obtaining a Master of Science with a major in Kinesiology usually requires a minimum of two years as a full-time student. Prospective master's candidates should realize that the required courses in the traditional program cycle every two years and that missing a course may delay their graduation. Check with the online program to determine if the needed course is available. Once the program is begun, the candidate has seven years to complete the requirements.

Admission Requirements

To be admitted to the graduate program in kinesiology, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Bachelor's degree in Kinesiology or related field from a regionally accredited institution in the United States or a recognized international equivalent in a similar or related field.
2. Submission of two letters of recommendation or reference checklists
3. Submission of a statement of purpose in pursuing degree
4. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

If an applicant does not meet the minimum undergraduate GPA criterion of 3.0 but has a GPA of at least 2.5, a personal interview is required for consideration of conditional admission.

Applicants who do not have their undergraduate training in Kinesiology or related areas, will be required to complete 9-12 hours of undergraduate leveling work. Leveling work must be completed with a "B" - GPA of 3.0 or higher (based upon a 4.0 system) before acceptance into the program.

Leveling Courses

BIOL 2401: Anatomy and Physiology I

BIOL 2402: Anatomy and Physiology II

OR equivalent Kinesiology Anatomy and Physiology courses

KINE 3353: Physiology of Exercise **OR** KINE 3370: Biomechanics

KINE 4310: Measurement Techniques in Physical Education and Sport **OR** KINE 4375: Motor Learning

Program Requirements

Required Courses

12

KINE 6310: History and Philosophy of Kinesiology

3

KINE 6315: Research Methods

3

KINE 6320: Applied Test and Measurements in Kinesiology or Statistics

3

KINE 6325: Advanced Exercise Physiology

3

Electives

18-21

Chosen from the following:

KINE 5345: Health Seminar

3

KINE 6330: Workshop in Kinesiology

3

KINE 6335: Curriculum for the Students with Special Needs

3

KINE 6340: Curriculum Construction

3

KINE 6345: Planning and Use of Facilities

3

KINE 6350: Motor Learning

3

KINE 6355: Current Readings in Kinesiology

3

KINE 6360: Organizations and Administration of Sport Programs

3

KINE 6365: Legal Issues in Sport

3

KINE 6370: Governing Agencies for Sport

3

KINE 6375: Ethics in Sport

3

KINE 6380: Advanced Biomechanics

3

KINE 6385: Determinants and Perspective of Health and Illness

3

KINE 6390: Kinesiology Internship

3

KINE 6395: Internship in Sport

3

OR

*The following courses are only offered online via the UTOC***

KINO 6310: Exercise Physiology	3
KINO 6312: Training and Conditioning	3
KINO 6316: Applied Biomechanics	3
KINO 6320: Sport Psychology	3
KINO 6322: Applied Sport Psychology	3
KINO 6323: Advanced Exercise Psychology	3
KINO 6326: Motor Learning and Control	3
KINO 6330: Sport and Society	3
KINO 6340: History and Philosophy of Kinesiology	3
KINO 6350: Curricular Innovations	3
KINO 6352: Analysis of Teaching and Coaching	3
KINO 6354: Physical Activities for Young Children	3
KINO 6356: Issues of Women and Sport	3
KINO 6360: Administration of Physical Education and Athletic Programs	3
KINO 6363: Methods and Procedures for Coronary Heart Disease Risk Detection and Reduction	3
KINO 6365: Determinants and Perspectives of Health and Illness	3
KINO 6367: Planning and Use of Facilities	3
KINO 6369: Advanced Scientific Principles of Strength Training and Conditioning	3
KINO 6370: Statistics	3
KINO 6372: Research Methods	3

** Students may select to study for their Masters in Kinesiology degree via the online route. The University of Texas-Rio Grande Valley (UTRGV) is part of the University of Texas Online Consortium UTOC, (a collaboration with The University of Texas campuses at Permian Basin, El Paso, and San Antonio), that offers an online Master’s degree in kinesiology. Students who select UT-RGV as their home campus must follow the admission procedures for UTRGV. On the application, a potential student indicates they want to enroll in the online Kinesiology degree program and that exempts them from paying the out-of-state tuition rate. Online students are advised by a UTRGV faculty advisor, however, these students may take classes from any of the four UT System participating collaborating universities. The degree plans are the same for both the online and traditional programs.

Capstone Requirement **3-6**

Thesis

KINE 7300: Thesis I	3
KINE 7301: Thesis II	3

OR

Project **3**

KINE 7320: Independent Study	3
------------------------------	---

Total graduate hours for degree: **36**

Thesis Option

The Thesis option provides the opportunity to explore his/her research interest in two courses (Thesis I and II). A student selecting this option must complete 30 hours of coursework and six hours of Thesis credit.

Non-Thesis Option

The non-thesis option provides the opportunity to conduct original research in an interest area pertaining to sports and/or kinesiology. A student selecting this option must complete 33 hours of coursework and three hours of independent research credit (KINE 7320).

Graduate Online Advisor

Please consult with the graduate program advisor to determine the best coursework in which to enroll to achieve your goals and objectives as outlined in your degree plan. Make your selection with assistance from the Graduate Program Coordinator. By viewing the entire course offerings, you can see that there are several tracks or interest areas you may pursue. By clicking on Course List, you may view each telecampus course description.

Course Descriptions

KINE 5345: Health Seminar [3-0]
For administrators, teachers, nurses and community leaders. Topical discussion areas will center around the interests and needs of the participants and the communities.

KINE 6310: History and Philosophy of Kinesiology [3-0]
Historical development of kinesiology from primitive to modern times. Philosophy of modern kinesiology with application to present day educational programs.

KINE 6315: Research Methods [3-0]
This course is an introduction to research methodology in education. It focuses on the relationship between research problem, questions and design and introduces students to techniques for collecting and analyzing research data. The course emphasis is on writing an analysis and synthesis of research methodology and findings in empirical articles.

KINE 6320: Applied Test and Measurements in Kinesiology or Statistics [3-0]
A critical consideration of the importance and limitations of measurements in physical education. Emphasis is placed on those measurements that are most needed today. The statistical treatment and interpretation of research data.

KINE 6325: Advanced Exercise Physiology [3-0]
Background of kinesiology from biological, anatomical and physiological aspects.

KINE 6330: Workshop in Kinesiology [3-0]
This course is designed to provide in-depth experiences for the prospective teacher, coach and recreation leader in the development of both current theories and practices in presenting selected areas of kinesiology such as aquatics, dance, gymnastics and/or sports. The course may be repeated for credit, up to six hours, when the topic is different. **Prerequisite:** Twelve hours of graduate Kinesiology and permission of the department chair.

KINE 6335: Curriculum for the Students with Special Needs [3-0]
The selection and planning of kinesiology for students whose activity must be adapted due to demands imposed by gravity, trauma, injury, congenital defect, illness or disease. Laboratory work with students will be scheduled. **Prerequisite:** Permission of the department chair.

- KINE 6340: Curriculum Construction [3-0]
A critical study of principles, problems and procedures in the construction of a kinesiology program. Attention will be given to the application of these principles in the construction of a course of study for a specific situation.
- KINE 6345: Planning and Use of Facilities [3-0]
With new arenas, stadiums, health clubs, convention centers, and other facilities popping up all over the nation, many job opportunities are available in this discipline. Even in these tough economic times when some jobs are harder to find, there is still a significant need for properly trained sport facility managers with strong skills in finance, marketing, and risk management. This class will cover numerous issues from construction-related concerns to marketing facilities, naming rights, and concession concerns. Also covered will be topics related to the facility management side of the industry with special attention paid to back-house operations such as water, heating, cooling, and related activities. This is a comprehensive course focused on applied rather than theoretical knowledge. To learn some of the hands-on elements of running a facility, students will visit a facility of their choice (subject to instructor approval). There they will spend time with facility staffers to learn how each facility is operated.
- KINE 6350: Motor Learning [3-0]
This course provides an in depth study of the major concepts, theories and related research within the field of motor learning. Both neural and behavioral levels of analyses will be discussed. The course content is relevant to those who wish to better understand how movement skills are learned and retained.
- KINE 6355: Current Readings in Kinesiology [3-0]
Extensive readings and discussion of selected topics in the field.
- KINE 6360: Organizations and Administration of Sport Programs [3-0]
The organization and administration of major and minor sport programs including budgeting, staffing, equipment and public relations.
- KINE 6365: Legal Issues in Sport [3-0]
The application of legal issues in the sport industry with primary concentration on tort liability for sport administrators and teachers/coaches, gender issues and contract law.
- KINE 6370: Governing Agencies for Sport [3-0]
An in-depth study of governance agencies concerned with interscholastic, intercollegiate, amateur, international and professional organizations.
- KINE 6375: Ethics in Sport [3-0]
A study of ethical issues in sport related to the player, coach, parent, officials and administration associated with sport/athletic organizations.
- KINE 6380: Advanced Biomechanics [3-0]
Introduction to research and application in biomechanics which includes the mechanical components of human movement and the analysis of movement problem. Emphasis is on quantitative techniques of sport and exercise activities analysis. Other technologies and bibliographic research methods are covered. **Prerequisites:** BIOL 2401, BIOL 2402, KINE 3350, and KINE 3370 or equivalent courses.

Admission to department graduate program for majors and to the University graduate program for non-majors.

KINE 6385: Determinants and Perspective of Health and Illness [3-0]

This course considers factors that determine health and illness in populations. An understanding of social and behavioral issues which influence health status and care in the United States will be studied. Opportunities to learn about social and psychological aspects of disease, health care, delivery systems, political economy of health and illness and its impact and consequences will be presented. Debates and contrasting perspectives which characterize the field of medical sociology-health promotion along with current relevant topics comprise the course. Opportunity is provided for the graduate student to apply critical thinking strategies for understanding, evaluating and analyzing determinants and perspectives that affect health and illness.

KINE 6390: Kinesiology Internship [3-0]

This is an on-site internship in a public school setting focusing on the psychomotor, cognitive, and effective development of children. The student will select a site (elementary, middle, or secondary public school) and secure employment. Repeat for credit once. **Prerequisite:** 12 graduate hours (C or better) in the Graduate Teacher Education and Certification (G-TEC).

KINE 6395: Internship in Sport [3-0]

The student is to perform an internship under the supervision of a mentor with an organization and a university supervisor. A minimum of 120 contact hours is required.

KINE 7300: Thesis I [3-0]

This course guides the first semester thesis-seeking student through the process of writing of Chapters 1 - 3 of the thesis. Students should only register for this course when they are ready to write up their research. The student must prepare and present a research proposal to the Institutional Review Board (IRB) for the proposed study. Additionally the student will be required to present a thesis proposal to his/her committee by the end of the semester.

KINE 7301: Thesis II [3-0]

This course is the summation semester the thesis-seeking student will take. The purpose of KINE 7320 is to collect and analyze the data for the thesis. The data results and discussion will be written in Chapters 4 - 5 of the thesis. The course will conclude with the thesis defense to the candidate's thesis committee, submittal of the successfully defended thesis to the Office of Graduate Studies.

KINE 7320: Independent Study [3-0]

Individual investigation of a problem in kinesiology that involves one of the techniques of research. Students will work under a designated faculty member and must have their research approved prior to registering.

School of Nursing

- Family Nurse Practitioner (MSN)
- Nursing Administration (MSN)
- Nursing Education (MSN)
- Psychiatric Mental Health Nurse Practitioner (Post masters certificate)

Program of Study - Family Nurse Practitioner (MSN)

Graduate Outcomes

The major outcomes of the graduate programs are to develop the ability to:

1. Function as a scholar with critical thinking skills supported by theories from the behavioral, physical, and nursing sciences
2. Demonstrate organizational and systems leadership in the application of client/patient care interventions, incorporating informatics and health care technology to improve population health care outcomes
3. Collaborate as a member of an inter-professional health care team to advocate for safe and effective client/patient care, being cognizant of cultural, societal, economic, political, and ethicolegal issues
4. Promote quality improvement in the provision of culturally competent care to diverse populations through integration of health policy, planned programs, education, and advocacy
5. Translate and integrate scholarship and research into masters-level practice that is grounded in the sciences and humanities

Graduate Programs

Each student will be assigned an advisor to assist in preparing the graduate program of study before or during their first semester in the program. Advisors will be available throughout the program for guidance. Students must complete all course work prior to graduation.

Students who have been suspended may apply for readmission into an M.S.N. program by the procedures outlined in the Academic Probation and Suspension section of the Graduate Catalog. Such applications will be considered on a case by case basis, and readmission will be granted at the discretion of the MSN program's admissions committee.

Transfer courses from other graduate nursing programs will be evaluated on an individual basis for acceptance.

Registered nurses who have an earned bachelor's degree in a field other than nursing may qualify for application to the MSN Administration and MSN Education programs by completing the Transition to Graduate Nursing course (NURS 5600). A Bachelor of Science in Nursing Degree (BSN) is a requirement for the MSN Family Nurse Practitioner Program.

Purpose

The **Master of Science in Nursing (MSN) Family Nurse Practitioner Program** is designed to prepare the graduate to use an expanded skill, theory, research, and knowledge base in advanced practice nursing. The program emphasizes preparation of students to meet the dynamic needs of the international, multicultural, and multilingual society of the Rio Grande Valley. The curriculum promotes the development of advanced critical thinking and inter-collaborative skills to be used in conceptualizing, synthesizing, and evaluating nursing and health care.

Admission Requirements

To be admitted to the graduate program in nursing – family nurse practitioner, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Bachelor's degree in nursing (BSN)
2. Submission of three letters of recommendation
3. Submission of a letter of intent
4. Submission of a resume
5. Successful completion of undergraduate statistics course
6. Holding an unencumbered license as a Registered Nurse in the State of Texas
7. Criminal background check
8. Evidence of current immunizations required by the Texas Department of Health for students in health-related academic programs

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	31
NURS 6208: Nursing Informatics	2
NURS 6209: Professional Nursing Issues	2
NURS 6301: Theoretical Foundations in Nursing	3
NURS 6302: Research in Nursing	3
NURS 6303: Statistics in Nursing	3
NURS 6304: Advanced Pathophysiology in Nursing	3
NURS 6305: Advanced Health Assessment	3
NURS 6306: Pharmacology for Advanced Nursing Practice	3
NURS 6307: Health Care Policy, Organization and Financing	3
NURS 6310: Advanced Practice Health Promotion	3
NURS 6311: Advanced Practice Rural Health Nursing	3
Practice Courses	14
NURS 6247: Nurse Practitioner Role	2
NURS 6612: Family Nurse Practitioner I	6
NURS 6613: Family Nurse Practitioner II	6
Capstone Requirement	
<i>Choose one of the following options:</i>	
Thesis	6
NURS 7300: Thesis I - Proposal	3
NURS 7301: Thesis II	3
OR	
Project	3
NURS 7302: Practice Intervention Project	3
Total graduate hours for degree:	48/51

Licensure Updating

It is the responsibility of each student to update program records each time the nursing license is renewed. Students must maintain a current Texas License as a Registered Nurse at all times during their educational experience.

Liability Insurance

Student liability insurance is required when enrolled in any course with a clinical component having patient contact. Fees for the student program policy will be assessed in the Fall semester for the academic year and be included in registration fees. Students entering in a spring or summer semester will have a prorated fee assessed. Student liability insurance policy only provides protection for students while they are participating in clinical practice as required for their academic coursework and does not cover students in employment.

Inactive Status and Readmission

Students in good standing who desire not to enroll one term may do so. Students must submit a letter to the MSN Program Coordinator indicating their wish to remove themselves from the program for a term. Students must notify the Dean of the Graduate College and the MSN Student Development Committee in writing when they wish their files reactivated. Readmission is not automatic and dependent upon final recommendations from the MSN Student Development Committee and space availability.

Requirements for Progression

The grading system in the MSN program is based on a letter grade system using grades of A, B, C, and F. The mechanism for determining grades is described in each course syllabus. In order to remain in good standing and progress through the MSN program, a student must maintain a cumulative grade point average of 3.0 (B) or higher. A student whose cumulative grade point average falls below 3.0 will be placed on academic probation.

The student bears full responsibility for completing graduate study before his or her own time limitation date. A one-year extension may be granted by the MSN Student Development Committee upon submission of a petition by the student which contains:

- Documentation of extenuating circumstances
- Documentation of a history of satisfactory performance
- Preparation of a time table and plan to complete the requirements for the Master's degree within a reasonable period of time.

Requirements for the MSN

The general requirements for the masters in nursing are as follows:

- A degree plan approved by the Master of Science in Nursing Program coordinator.
- Satisfactory completion of all courses within five years of admission to the MSN FNP Program and within seven years of admission to the MSN Administrator and MSN Educator Programs.
- Satisfactory completion of the thesis or non-thesis option.

Course Descriptions

NURS 6208: Nursing Informatics [1-3]

This course provides the student the opportunity to use computer applications in nursing and healthcare. **Prerequisite:** Graduate student status.

NURS 6209: Professional Nursing Issues [2-0]

This course provides a forum for exploration and evaluation of concerns of contemporary nursing. The focus is the nursing profession and current major issues and problems concerning it. Social forces influencing changes in the nursing profession are analyzed in terms of historical antecedents and their current manifestations. National, state and regional political activity in nursing is also emphasized.

Prerequisite: Graduate student status.

NURS 6247: Nurse Practitioner Role [1-3]

This course focuses on the five roles of the advanced practice nurse. Incorporated are concepts of peer review, legal parameters of quality practice, ethical practice, caring business management and accountability. Theoretical concepts related to role theory, feminist theory and andragogy are included.

Prerequisite: Graduate student status, NURS 6305 and 6310.

NURS 6301: Theoretical Foundations in Nursing [3-0]

This course provides an examination of the philosophical and theoretical bases underlying concepts and operations inherent to nursing. Theories from behavioral, natural, social and applied sciences are considered with the aim of synthesis in the development and application to nursing theory.

Prerequisite: Graduate student status.

NURS 6302: Research in Nursing [3-0]

This course enables the student to develop a research-oriented approach to the improvement of the profession of nursing. The logic, methods and techniques of the research process are explored from problem formulation to analysis and interpretation. Quantitative and qualitative methodologies are addressed. The student is provided the opportunity to recognize a researchable problem in nursing and to develop a plan for its study. **Prerequisite:** Graduate student status, NURS 6303 (or concurrent enrollment).

NURS 6303: Statistics in Nursing [2-3]

This course focuses on the understanding of statistics as it relates to the research process. Both descriptive and inferential statistics are addressed with computer applications to selected research questions and hypotheses. **Prerequisite:** Graduate student status, credit for or concurrent enrollment in NURS 6208.

NURS 6304: Advanced Pathophysiology in Nursing [3-0]

This course explores changes in normal cellular and tissue functions and related physiologic processes of the major body systems caused by disease and aging. **Prerequisite:** Graduate student status.

NURS 6305: Advanced Health Assessment [2-3]

This course presents the theoretical and clinical principles for advanced health assessment in specialty nursing practice. Emphasis is placed on physical, psychosocial and cultural assessment to develop a comprehensive health data base. Integration of theory is tested in the laboratory setting.

Prerequisite: Graduate student status.

NURS 6306: Pharmacology for Advanced Nursing Practice [3-0]

The focus of this course is the pharmacologic and pharmacokinetic principles used in the therapeutic management of common health care problems in clients across the life span. Development of scientifically based clinical pharmacologic management of selected health problems is emphasized.

Prerequisite: Graduate student status.

NURS 6307: Health Care Policy, Organization and Financing [3-0]

This course focuses on health care policy, organization and financing. The advanced practice nurse's role in the provision of quality cost-effective care, participation in design and implementation of health care in a variety of health care systems, and leadership in managing human, fiscal and physical health care resources is emphasized. **Prerequisite:** Graduate student status.

NURS 6310: Advanced Practice Health Promotion [2-3]

This course focuses on the assessment and management of essentially healthy children and adults, including pregnant women, in a variety of health care settings. Conceptualization of health, health promotion and disease prevention related to age and cultural values is explored. The Mexican-American cultural dynamics receive special emphasis. Age appropriate primary and secondary prevention and risk reduction strategies and their research base are examined. **Prerequisite:** Graduate student status.

NURS 6311: Advanced Practice Rural Health Nursing [2-3]

This course focuses on the role of the advanced practice nurse in coordination and delivery of primary health care in rural settings. Health care related problems specific to rural communities and the Mexican-American culture are explored through epidemiological methods. Health promotion interventions which are community centered, research based and culturally competent are identified. The effect of state and federal regulations on rural primary health care access and quality is analyzed.

Prerequisite: Graduate student status.

NURS 6612: Family Nurse Practitioner I [2-12]

This course focuses on assessment, diagnosis and management of common episodic and chronic conditions of children and adults. Included is the study of their epidemiology, pathophysiology, symptom complexes and research-based treatments as well as appropriate patient education resources and protocol development. Attention is given to the integration and application of advanced health assessment skills, developmental and family theories, and health promotion strategies in the diagnostic and management processes of the advanced nurse practitioner role. **Prerequisites:** NURS 6311 and NURS 6247.

NURS 6613: Family Nurse Practitioner II [1-15]

This course provides the opportunity for the graduate student to integrate previously acquired knowledge into practice and to develop clinical expertise as a nurse practitioner. Assessment and management of additional selected health problems frequently seen in primary health care will be explored. Students will increase their responsibility for management of health and illness conditions as competence is validated by preceptors and faculty. **Prerequisite:** NURS 6612.

NURS 7300: Thesis I Proposal [3-0]
The student completes an individual research project under the direction and supervision of a graduate thesis committee. The thesis defended publicly and approved by a majority of the committee.
Prerequisites: Credit for or concurrent enrollment in advanced practice clinical courses. NURS 6302 and Graduate student status.

NURS 7301: Thesis II [3-0]
As a continuation of Thesis I, the student completes an individual research project under the direction and supervision of a graduate thesis committee. The thesis is defended publicly and approved by a majority of the committee. **Prerequisite:** NURS 7300.

NURS 7302: Practice Intervention Project [3-0]
This course is required for non-thesis students. It involves delineation of a problem/issue/project related to the student's clinical or functional area, review of pertinent literature and development of a proposed solution, along with implementation and evaluation. The student will give a written and oral presentation of the project to a selected audience. May be repeated for credit. **Prerequisites:** Credit for, or concurrent enrollment in NURS 6302.

Program of Study - Nursing Administration (MSN)

Graduate Outcomes

The major outcomes of the graduate programs are to develop the ability to:

1. Function as a scholar with critical thinking skills supported by theories from the behavioral, physical, and nursing sciences
2. Demonstrate organizational and systems leadership in the application of client/patientcare interventions, incorporating informatics and health care technology to improve population health care outcomes
3. Collaborate as a member of an inter-professional health care team to advocate for safe and effective client/patient care, being cognizant of cultural, societal, economic, political, and ethicolegal issues
4. Promote quality improvement in the provision of culturally competent care to diverse populations through integration of health policy, planned programs, education, and advocacy
5. Translate and integrate scholarship and research into masters-level practice that is grounded in the sciences and humanities

Graduate Programs

Each student will be assigned an advisor to assist in preparing the graduate program of study before or during their first semester in the program. Advisors will be available throughout the program for guidance. Students must complete all course work prior to graduation.

Students who have been suspended may apply for readmission into an M.S.N. program by the procedures outlined in the Academic Probation and Suspension section of the Graduate Catalog. Such applications will be considered on a case by case basis, and readmission will be granted at the discretion of the MSN program's admissions committee.

Transfer courses from other graduate nursing programs will be evaluated on an individual basis for acceptance.

Registered nurses who have an earned bachelor's degree in a field other than nursing may qualify for application to the MSN Administration and MSN Education programs by completing the Transition to

Graduate Nursing course (NURS 5600). A Bachelor of Science in Nursing Degree (BSN) is a requirement for the MSN Family Nurse Practitioner Program.

Purpose

The **Master of Science in Nursing (MSN) Administration** is designed for those who are interested in leadership and administration as nurse leaders. The degree in nursing administration utilizes knowledge through planned programs, education and advocacy. Demonstrating leadership in the application of interventions and technology is related to policy, research, organization and health care management.

Nurse Administrator Specialty Outcomes

The student successfully completing the **Master of Science in Nursing (MSN) Administration** will be able to:

1. Apply theories, research and conceptual models from nursing and related disciplines to facilitate clinical and administrative decision-making.
2. Integrate the use of communication skills, information systems and technology in relation to nursing administration.
3. Develop collaborative relationships and partnerships that are interdisciplinary to improve the environment in which health care is delivered.
4. Demonstrate leadership and ethical decision-making in conceptualization, design, implementation, and evaluation of health care delivery systems across the health care continuum.
5. Provide leadership in human resources development, education, and management to improve nursing care across diverse populations.

Admission Requirements

To be admitted to the graduate program in nursing administration, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Bachelor's degree in nursing (BSN) or other baccalaureate degree plus the successful completion of NURS 5600
2. Successful completion of undergraduate statistics course
3. Submission of a short essay including reason for seeking admission, anticipated personal gain, relevant preparation, and future professional plans
4. Holding an unencumbered license as a Registered Nurse in their state of residence
5. Criminal background check
6. Evidence of current immunizations required by the Texas Department of Health for students in health-related academic programs

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	21
NURS 6208: Nursing Informatics	2
NURS 6301: Theoretical Foundations in Nursing	3
NURS 6302: Research in Nursing	3

NURS 6303: Statistics in Nursing	3
NURS 6381: Holistic Approaches to Chronic Disorders	3
NURS 6382: Evidence-Based Nursing Practice	3
NURS 6474: Leadership, Policy and Population Health	4
Practice Courses	12
NURS 6370: Nursing Administration Concepts and Theories	3
NURS 6371: Health Care Change, Negotiation, and Conflict Resolution	3
NURS 6372: Health Care Finance	3
NURS 6374: Clinical Leadership in Nursing	3
Capstone Requirement	3
Project	
NURS 7302: Practice Intervention Project	3
Total graduate hours for degree:	36

Course Descriptions

NURS 6208: Nursing Informatics [1-3]
 This course provides the student the opportunity to use computer applications in nursing and healthcare. **Prerequisite:** Graduate student status.

NURS 6301: Theoretical Foundations in Nursing [3-0]
 This course provides an examination of the philosophical and theoretical bases underlying concepts and operations inherent to nursing. Theories from behavioral, natural, social and applied sciences are considered with the aim of synthesis in the development and application to nursing theory. **Prerequisite:** Graduate student status.

NURS 6302: Research in Nursing [3-0]
 This course enables the student to develop a research-oriented approach to the improvement of the profession of nursing. The logic, methods and techniques of the research process are explored from problem formulation to analysis and interpretation. Quantitative and qualitative methodologies are addressed. The student is provided the opportunity to recognize a researchable problem in nursing and to develop a plan for its study. **Prerequisite:** Graduate student status, NURS 6303 (or concurrent enrollment).

NURS 6303: Statistics in Nursing [2-3]
 This course focuses on the understanding of statistics as it relates to the research process. Both descriptive and inferential statistics are addressed with computer applications to selected research questions and hypotheses. **Prerequisite:** Graduate student status, credit for or concurrent enrollment in NURS 6208.

NURS 6370: Nursing Administration Concepts and Theories [3-0]
 Concepts and theories related to organizational structure and the administrative process are used to examine the roles and responsibilities of the nurse manager in health care organizations. The influence of environmental, technological and professional forces on the structure and functions of healthcare

and nursing service organization and on the role of the nurse manager is explored. **Prerequisite:** Graduate student status.

NURS 6371: Health Care Change, Negotiation, and Conflict Resolution [3-0]
This course examines organizational behavior, total quality management, change theory and team building application of implementing change, negotiation and managing conflict in an ever-changing health care environment. The course also addresses empowerment, shared governance and problem solving and negotiation models. **Prerequisite:** Graduate student status.

NURS 6372: Health Care Finance [3-0]
This course presents students with the financial aspects of management across health care settings. Students examine the financial issue in delivery models in such areas as managed care and explore techniques of cost analysis, strategic planning in budgeting and marketing, and forecasting. Analysis of staffing and case mix, regulatory impacts and financial interactions with resource allocations are also included. **Prerequisite:** Graduate student status.

NURS 6374: Clinical Leadership in Nursing [3-0]
Explores aspects of horizontal and vertical leadership central to the Clinical Nurse Leadership role. Quality management and improvement, communication processes and evidence-based practice initiatives within a microsystem are stressed. Strategies for the efficient use of resources while maintain safe and effective patient care are emphasized. **Prerequisite:** Graduate student status.

NURS 6381: Holistic Approaches to Chronic Disorders [3-0]
This course provides an overview of the holistic nursing approach, along with commonly encountered chronic conditions, ranging from diabetes to sleep disorders. The student will explore interventions for conditions including recommendations for diet, herbal supplements (if appropriate), and therapies such as acupuncture, guided imagery, and stress management. Treatment planning emphasized minimally invasive wellness approaches. The student identifies specific chronic disease and gives examples of holistic nursing assessment, a collaborative treatment plan with a list of possible interventions. **Prerequisite:** Graduate student status.

NURS 6382: Evidence-Based Nursing Practice [3-0]
This course focuses on clinical reasoning and clinical outcomes, information systems and management, evidence-based practice, and scholarship/scientific writing. It promotes the development of skills in using the research process to define clinical research problems with application to practice. **Prerequisite:** Graduate student status.

NURS 6474: Leadership, Policy and Population Health [4-0]
This course examines leadership within the context of nursing and the enactment of the leadership role. Students analyze the role of the nurse leader in working with aggregates; defining and prioritizing population health problems. Also explored, the reciprocity between health care policies and population health, and emphasized the relationship of behaviors as well as social and political structures to health outcomes.

NURS 7300: Thesis I - Proposal [3-0]
The student completes an individual research project under the direction and supervision of a graduate thesis committee. The thesis defended publicly and approved by a majority of the committee.

Prerequisites: Credit for or concurrent enrollment in advanced practice clinical courses. NURS 6302 and Graduate student status.

NURS 7301: Thesis II [3-0]

As a continuation of Thesis I, the student completes an individual research project under the direction and supervision of a graduate thesis committee. The thesis is defended publicly and approved by a majority of the committee. **Prerequisite:** NURS 7300.

NURS 7302: Practice Intervention Project [3-0]

This course is required for non-thesis students. It involves delineation of a problem/issue/project related to the student's clinical or functional area, review of pertinent literature and development of a proposed solution, along with implementation and evaluation. The student will give a written and oral presentation of the project to a selected audience. May be repeated for credit. **Prerequisites:** Credit for, or concurrent enrollment in NURS 6302.

Program of Study - Nursing Education (MSN)

Graduate Outcomes

The major outcomes of the graduate programs are to develop the ability to:

1. Function as a scholar with critical thinking skills supported by theories from the behavioral, physical, and nursing sciences
2. Demonstrate organizational and systems leadership in the application of client/patientcare interventions, incorporating informatics and health care technology to improve population health care outcomes
3. Collaborate as a member of an inter-professional health care team to advocate for safe and effective client/patient care, being cognizant of cultural, societal, economic, political, and ethicolegal issues
4. Promote quality improvement in the provision of culturally competent care to diverse populations through integration of health policy, planned programs, education, and advocacy
5. Translate and integrate scholarship and research into masters-level practice that is grounded in the sciences and humanities

Graduate Programs

Each student will be assigned an advisor to assist in preparing the graduate program of study before or during their first semester in the program. Advisors will be available throughout the program for guidance. Students must complete all course work prior to graduation.

Students who have been suspended may apply for readmission into an M.S.N. program by the procedures outlined in the Academic Probation and Suspension section of the Graduate Catalog. Such applications will be considered on a case by case basis, and readmission will be granted at the discretion of the MSN program's admissions committee.

Transfer courses from other graduate nursing programs will be evaluated on an individual basis for acceptance.

Registered nurses who have an earned bachelor's degree in a field other than nursing may qualify for application to the MSN Administration and MSN Education programs by completing the Transition to Graduate Nursing course (NURS 5600). A Bachelor of Science in Nursing Degree (BSN) is a requirement for the MSN Family Nurse Practitioner Program.

Purpose

The **Master of Science in Nursing (MSN) Education** is designed for BSN-prepared registered nurses who have a passion for mentoring and teaching in traditional and non-traditional programs, and are interested in pursuing or advancing in a position in nursing education. Master of Science in Nursing Education graduates will be prepared to meet the needs of a diverse student population in a variety of roles in nursing education, including patient educator, as well as the educator role in clinical and academic settings.

Nurse Educator Specialty Outcomes

The student successfully completing the **Master of Science in Nursing (MSN) Education** will be able to:

1. Utilize evidence in educational design, implementation, and evaluation of strategies for classroom and clinical teaching
2. Synthesize knowledge from nursing science and learning theory to demonstrate leadership and innovation in teaching
3. Employ instructional strategies that recognize the diverse learner
4. Implement assessment and evaluation methods in a variety of learning environments
5. Analyze the teaching, scholarship and service roles of the nurse educator

Admission Requirements

To be admitted to the graduate program in nursing education, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Bachelor’s degree in nursing (BSN) or other baccalaureate degree plus the successful completion of NURS 5600
2. Successful completion of undergraduate statistics course
3. Submission of a short essay including reason for seeking admission, anticipated personal gain, relevant preparation, and future professional plans
4. Holding an unencumbered license as a Registered Nurse in their state of residence
5. Criminal background check
6. Evidence of current immunizations required by the Texas Department of Health for students in health-related academic programs

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	21
NURS 6208: Nursing Informatics	2
NURS 6301: Theoretical Foundations in Nursing	3
NURS 6302: Research in Nursing	3
NURS 6304: Advanced Pathophysiology in Nursing	3
NURS 6305: Advanced Health Assessment	3
NURS 6306: Pharmacology for Advanced Practice Nursing	3
NURS 6474: Leadership, Policy, and Population Health in Nursing	4
 Practice Courses	 13
NURS 6363: Curriculum in Nursing	3

NURS 6365: Evaluation in Nursing Education	3
NURS 6366: Instructional Design and Online Teaching in Nursing	3
NURS 6464: Roles and Strategies in Nursing Education	4
Capstone Requirement	3
Project	
NURS 7302: Practice Intervention Project	3
Total graduate hours for degree:	37

Course Descriptions

NURS 6208: Nursing Informatics [1-3]
 This course provides the student the opportunity to use computer applications in nursing and healthcare. **Prerequisite:** Graduate student status.

NURS 6301: Theoretical Foundations in Nursing [3-0]
 This course provides an examination of the philosophical and theoretical bases underlying concepts and operations inherent to nursing. Theories from behavioral, natural, social and applied sciences are considered with the aim of synthesis in the development and application to nursing theory. **Prerequisite:** Graduate student status.

NURS 6302: Research in Nursing [3-0]
 This course enables the student to develop a research-oriented approach to the improvement of the profession of nursing. The logic, methods and techniques of the research process are explored from problem formulation to analysis and interpretation. Quantitative and qualitative methodologies are addressed. The student is provided the opportunity to recognize a researchable problem in nursing and to develop a plan for its study. **Prerequisite:** Graduate student status, NURS 6303 (or concurrent enrollment).

NURS 6304: Advanced Pathophysiology in Nursing [3-0]
 This course explores changes in normal cellular and tissue functions and related physiologic processes of the major body systems caused by disease and aging. **Prerequisite:** Graduate student status.

NURS 6305: Advanced Health Assessment [2-3]
 This course presents the theoretical and clinical principles for advanced health assessment in specialty nursing practice. Emphasis is placed on physical, psychosocial and cultural assessment to develop a comprehensive health data base. Integration of theory is tested in the laboratory setting. **Prerequisite:** Graduate student status.

NURS 6306: Pharmacology for Advanced Practice Nursing [3-0]
 The focus of this course is the pharmacologic and pharmacokinetic principles used in the therapeutic management of common health care problems in clients across the life span. Development of scientifically based clinical pharmacologic management of selected health problems is emphasized. **Prerequisite:** Graduate student status.

NURS 6363: Curriculum in Nursing [3-0]

This course focuses on the curriculum development process in nursing. Examines the philosophy, conceptual framework, objectives and program evaluation in curriculum development. Explores the relationship and significance of these elements and their impact on curriculum implementation. Examines external factors that impact decisions about curriculum design. **Prerequisite:** Graduate student status.

NURS 6365: Evaluation in Nursing Education [3-0]

This role support course introduces the student to the evaluation process in nursing education. The course provides basic knowledge of evaluation design and strategies for evaluating learning outcomes in nursing education along with overall curriculum and program evaluation. **Prerequisite:** Graduate student status.

NURS 6366: Instructional Design and Online Teaching in Nursing [3-0]

This course will examine processes for designing nursing instruction for effective and efficient delivery. Included is the process of instructional design in an online nursing education context. **Prerequisite:** Graduate student status.

NURS 6464: Roles and Strategies in Nursing Education [4-0]

This course focuses on the roles of nursing faculty. It includes an analysis of teaching and learning theories, teaching strategies, classroom climate, learning environments and evaluation of teaching and learning. Examination of distance education is included. The course involves the application of teaching and learning theories, strategies and evaluation in an actual education situation. **Prerequisite:** Graduate student status.

NURS 6474: Leadership, Policy, and Population Health [4-0]

This course explores aspects of horizontal and vertical leadership central to the Clinical Nurse Leadership role. Quality management and improvement, communication processes, and evidence-based practice initiatives within a micro system are stressed. Strategies for the efficient use of resources while maintaining safe and effective patient care are emphasized. Also explored the reciprocity between health care policies and population health, and emphasizes the relationship of behaviors as well as social and political structures to health outcomes. **Prerequisite:** Graduate student status.

NURS 7302: Practice Intervention Project [3-0]

This course is required for non-thesis students. It involves delineation of a problem/issue/project related to the student's clinical or functional area, review of pertinent literature and development of a proposed solution, along with implementation and evaluation. The student will give a written and oral presentation of the project to a selected audience. May be repeated for credit. **Prerequisites:** Credit for, or concurrent enrollment in NURS 6302.

Program of Study - Psychiatric/Mental Health Nurse Practitioner

Purpose

The **post Master's Certificate in Psychiatric/Mental Health Nursing** is designed as a specialty within graduate nursing education to include programming that will assist a student to acquire advanced knowledge and clinical skills to provide best practice and comprehensive care to clients across the lifespan. The course work and practicum will focus on a range of mental health care needs of individuals

and families whether in outpatient, inpatient or private practice settings. The foundation for advanced practice is focused on content included in core courses in physiology, pathophysiology, pharmacotherapeutics and health assessments. Retrieved from <http://www.apna.org/i4a/pages/index.cfm?pageid=3292>

Graduate Outcomes

The major outcomes of the graduate programs are to develop the ability to:

1. Function as a scholar with critical thinking skills supported by theories from the behavioral, physical, and nursing sciences
2. Demonstrate organizational and systems leadership in the application of client/patient care interventions, incorporating informatics and health care technology to improve population health care outcomes
3. Collaborate as a member of an inter-professional health care team to advocate for safe and effective client/patient care, being cognizant of cultural, societal, economic, political, and ethicolegal issues
4. Promote quality improvement in the provision of culturally competent care to diverse populations through integration of health policy, planned programs, education, and advocacy
5. Translate and integrate scholarship and research into masters-level practice that is grounded in the sciences and humanities

Psychiatric/Mental Health Nurse Practitioner Specialty Outcomes

The student successfully completing the **post Master's Certificate in Psychiatric/Mental Health Nurse Practitioner** will be able to:

1. Apply theories, research and conceptual models from nursing and related disciplines to facilitate best practice and clinical decision-making.
2. Integrate the use of communication skills, information systems, technology and systematic reviews in relation to client management across the lifespan
3. Develop collaborative and interdisciplinary relationships and partnerships that are critical in best practice health care environments.
4. Demonstrate leadership, ethical decision-making and safe practice in the conceptualization, design, implementation, and evaluation of health care delivery across the lifespan.
5. Provide leadership in human resources development, education, and management to improve nursing care across diverse populations.

Admission Requirements

To be admitted to the psychiatric mental health nurse practitioner graduate certificate, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Master of Science in Nursing
2. Master of Science in Nursing in Nurse Practitioner.
3. Successful completion of graduate-level courses in physical assessment, pharmacotherapeutics and pathophysiology
4. Licensed as a Registered Nurse in their state of residence
5. Criminal background check
6. Evidence of current immunizations required by the Texas Department of Health for student

in health-related academic programs

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required PMHNP Practice Courses	18
NURS 6260: Theoretical Diagnostics for Mental and Substance Use Disorders	2
NURS 6261: Clinical Diagnostics for Mental and Substance Use Disorders	2
NURS 6475: PMHNP 1: Diagnosis and Management across the Lifespan	4
NURS 6476: PMHNP 2: Diagnosis and Management across the Lifespan	4
NURS 6620: PMHNP 3: Clinical Therapeutics/Preceptorship	6
Total hours required for completion:	18

Course Descriptions

NURS 6260: Theoretical Diagnostics for Mental and Substance Use Disorders [2-0]

This course focuses on the theoretical foundations of psychiatric and mental health care across the lifespan and the role of the psychiatric mental health nurse practitioner in providing primary care in multiple settings. The theories will be examined for usefulness to various age and diverse populations groups.

NURS 6261: Clinical Diagnostics for Mental and Substance Use Disorders [0-2]

This course focuses on application of theoretical foundations of psychiatric and mental health care across the lifespan and the role of the psychiatric mental health nurse practitioner as provider of care. Comprehensive evaluation of patient symptoms, development of diagnostic skills using standard diagnostic frameworks and instruments to develop patient centered plans of care for various age and diverse populations groups will be demonstrated.

NURS 6475: PMHNP 1: Diagnosis and Management across the Lifespan [2-2]

This course provides the theoretical basis for the competencies of the Psychiatric Mental Health Nurse Practitioner (PMHNP) in health promotion, diagnosis and management in the psychiatric healthcare setting for infants, children, adolescents and their families. Problem-based and self-directed learning strategies are used to review acute and chronic psychiatric disorders in this group of patients and families. Emphasis is placed on differentiating signs and symptoms to formulate possible diagnoses and determining the effect of the illness on this diverse population. In addition, the nurse practitioner's role as a collaborative member of the inter-professional team will be evaluated.

NURS 6476: PMHNP 2: Diagnosis and Management across the Lifespan [2-2]

This course provides the theoretical basis for the competencies of the Psychiatric Mental Health Nurse Practitioner (PMHNP) in health promotion, diagnosis and management in the psychiatric healthcare setting for young and older adults and their families. Problem-based and self-directed learning strategies are used to review acute and chronic psychiatric disorders in this group of patients and families. Emphasis is placed on differentiating signs and symptoms to formulate possible diagnoses and

determining the effect of the illness on this diverse population. In addition, the nurse practitioner's role as a collaborative member of the inter-professional team will be evaluated.

NURS 6620: PMHNP 3: Clinical Therapeutics/Preceptorship

[0-6]

This course provides the clinical application of course content to develop the competencies of the Psychiatric Mental Health Nurse Practitioner (PMHNP) in health promotion, diagnosis and management in the psychiatric healthcare setting for infants, children, adolescents, young and older adults and their families. Problem-based and self-directed learning strategies in the clinical setting are used. Emphasis is placed on the implementation of the nurse practitioner's role as a direct care provider. In addition, the nurse practitioner's role as a collaborative member of the inter-professional team will be evaluated.

Department of Occupational Therapy

- Occupational Therapy (MS)

Program of Study - Occupational Therapy (MS)

Mission

The fundamental mission of the Department of Occupational Therapy supports the mission of UTRGV and College of Health Affairs by preparing graduate-level professionals capable of meeting the challenges of health care and community environments, and the unique needs of the growing international and multicultural populations of the South Texas region. Faculty and students engage in and promote scholarly inquiry and service which support the health and wellness of the community. The preservation, transmission, and creation of knowledge result in exemplary and caring practice.

Educational Outcomes

Upon completion of the program, students will be expected to demonstrate the following competencies:

- Graduates of the program will demonstrate creative problem solving abilities and caring professionalism.
- Graduates of the program will demonstrate competency as an entry-level occupational therapist.
- Graduates of the program will demonstrate the ability to integrate cultural and other contextual factors when interacting and treating clients.
- Graduates will develop professional behaviors such as positive approach to learning, respect for others, professional communication and ethical conduct.
- Graduates will incorporate public health concepts into practice, by being able to look beyond the individual and employ both individual and community programming.

Admission Requirements

The Occupational Therapy program considers for admission those applicants who possess the academic and professional promise necessary for development as competent, caring members of the health care community. To select these candidates a competitive admission framework has been established. Within this competitive admission framework, multiple criteria are used to select the most qualified candidates from an applicant pool that exceeds the number of seats available. Interested individuals are advised to complete their application as early as possible to ensure timely consideration.

No Admission Statement

An applicant not meeting the minimum graduate admission requirements for the University or the admission criteria for the graduate degree will not be admitted. Admission to the graduate program is not guaranteed. Applicant not admitted may follow the appeal process through the department chair or program director, the dean of the college of Health Affairs, and then the dean of the Graduate College whose decision is final.

Graduate School Admission

To be admitted to the graduate program in occupational therapy, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test. Minimum scores: 150 verbal, 140 quantitative, 2.5 analytical writing
2. Specified undergraduate coursework completed within five years of the February 1st application deadline with a grade of "C" or better and 3.0 GPA on all prerequisite coursework
3. Submission of three letters of recommendation
4. Submission of personal statement addressing (a) why you select OT as a career, (b) how an OT degree relates to your immediate and long term professional goals, and (c) describe how your personal, educational, and professional background will help you achieve your goals
5. Documented volunteer hours or experiences
6. Submission of application to Occupational Therapist Centralized Application Service (OTCAS)
7. Personal interview
8. Signed Family Educational Rights and Privacy Act (FERPA) Consent allowing community-based Occupational Therapists to evaluate application materials

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Application

The UTRGV Occupational Therapy program uses the Centralized Application Service for Occupational Therapy Schools (OTCAS) for students applying to the Program. All applicants to the Occupational Therapy program are required to submit their application to OTCAS (<http://www.portal.otcas.org>) with all required materials by the February 1st application deadline. Please refer to the OTCAS website for instructions on submission of the OTCAS application materials. Materials to be submitted to OTCAS include: application, official transcripts, letters of reference, and personal statement. The official GRE scores are sent to the University of Texas-Pan American Graduate School but are self-reported on OTCAS.

Transcripts

Official transcripts of all college and university work must be submitted directly to the UTRGV Graduate College and to OTCAS at OTCAS Verification Department, P.O. Box 9120, Watertown, MA 02471.

Prerequisites

Applicant must show evidence of satisfactory completion (minimum 3.0 GPA) of the following courses within 5 years of the application deadline. Prerequisite courses completed more than 5 years prior to the February 1st application deadline will not be considered.

- Anatomy & Physiology I (lecture & lab)
- Anatomy & Physiology II (lecture & lab)
- Basic Statistics
- Psychology of Lifespan
- Abnormal Psychology
- Anthropology or Sociology
- Biomechanics
- General Physics I (lecture & lab)
- Technical Writing

Medical Terminology

If there are questions about a prerequisite, fax or email the course description, catalog description of the course, or syllabus to the OT Department. (Fax: (956) 665-2476 or email at occtherapy@utrgv.edu. Be sure to provide your contact information.

A waiver and/or substitution of any required prerequisite course may be petitioned to the Chair of the Admission Committee. You may do this by providing a written request for a waiver along with supporting documents, your contact information, a copy of the course catalog or syllabus and transcripts to the OT department. (Fax: (956) 665-2476; email: occtherapy@utpa.edu)

Students may re-take prerequisite courses. The grades for the courses will be averaged together if they are taken within the 5 years' time frame. If more than 5 years has elapsed then grades outside the 5 years' time frame will not be averaged.

Graduate Record Examination (GRE)

The MS in Occupational Therapy program requires all parts of the Revised Graduate Record Examination (GRE) - verbal reasoning, quantitative reasoning, and analytical writing - for all applicants. The Revised GRE must be taken within 5 years of the application deadline. The minimum required score for each part is: 150 verbal, 140 quantitative, and 2.5 writing. Official GRE Scores are sent to UTRGV Graduate College but are self-reported on OTCAS.

Letters of Reference

Reference letters are to be submitted electronically through the online OTCAS application system (www.portal.otcas.org). Please refer to the OTCAS website for Instructions on submission of the OTCAS application materials.

Volunteer Experiences

There is no set number of volunteer hours or experiences that you need to complete in order to be considered for admission into the program. Nor are you required to complete hours in occupational therapy through work or observation. Volunteer experiences are unpaid work, assistant or service. Observations and/or shadowing are not considered as volunteer or experiences. Your volunteer experiences are submitted through the OTCAS application.

Personal Statement

The Personal Essay should address (a) why you selected OT as a career and (b) how an Occupational Therapy degree relates to your immediate and long-term professional goals and (c) describe how your personal, educational, and professional background will help you achieve your goals. The personal statement is an important part of your application for admission and provides an opportunity for you to clearly and effectively express your ideas. You are limited to approximately 1 page (4500 characters, including spaces). DO NOT personalize your essay for a particular degree institution. You CANNOT make any edits to your Personal Essay after you have e-submitted your completed application to OTCAS. Do not send a copy of the personal statement to the UTRGV Occupational Therapy Department.

Personal Interview

Applicants may be required to participate in a personal interview with the MS in Occupational Therapy Admissions Committee. If required, the Chair of the Admissions Committee will notify the applicant via phone, email or letter for an interview.

FERPA Consent Form

The admissions committee is composed of OT faculty and OTs from the community. Please sign the consent form allowing the OTs from the community to evaluate your application. If you do not wish to release your information please indicate this on the consent form. This will not affect the evaluation of your application. Signed form may be faxed to 956-665-2476.

Centralized Application Service for Occupational Therapy Schools (OTCAS) (www.portal.otcas.org/)

Review all OTCAS instructions and program-specific admission requirements before you begin your application.

- The February 1st deadline indicates the deadline by which your **verified** OTCAS application should be completed. All required material must be submitted to OTCAS by the deadline date.
- OTCAS is not responsible for any materials lost in the mail or for delays caused by the registrar's office. Express or certified mail does not guarantee expedient processing, nor does sending transcripts express or certified guarantee receipt by OTCAS.
- Allow up to 4 weeks for OTCAS to process and verify your application once your application, official transcripts, and fee are received.
- Carefully review the instructions on this web site early to prepare for the OTCAS application process.

Applicant Responsibilities

- Enter accurate and comprehensive data into the OTCAS application
- Compose a personal essay without assistance from others
- Arrange for OTCAS to receive official transcripts from every regionally accredited U.S. and Canadian college and university attended using the OTCAS Transcript Requestform
- Pay the correct OTCAS application fee
- Arrange for application materials to be sent to OTCAS as required
- Print a copy of the completed application before e-submitting it to OTCAS
- Check application status frequently by logging onto the OTCAS web application
- Frequently check email and login to the application for important messages from

OTCAS

- Personally respond immediately to all communication from OTCAS and programs
- Contact OTCAS customer support staff about any OTCAS issues or questions, such as GPAs or missing documents
- Maintain record of the OTCAS identification number

OTCAS Customer Service Information.

Customer Service is available Monday thru Friday from 9:00 am to 5:00 pm EST. Phone – (617) 612-2860, email – otcasinfo@otcas.org, website – <http://portal.otcas.org/>

OTCAS Address.

All official transcripts **MUST** be sent to OTCAS at the address below:

OTCAS Verification Department

P.O. Box 9120

Watertown, MA 02471

Paper letters of Recommendation.

If an applicant chooses to submit the paper Letter of Recommendation, OTCAS will accept the OTCAS Paper Request Form Only. All Paper Letter of Recommendation **MUST** be sent to OTCAS at the address below:

OTCAS Verification Department
P.O. Box 9120
Watertown, MA 02471

Application Process

To be considered for admission to the MS in Occupational Therapy program, applicants must first meet all the requirements for admission to the Graduate School of UT Rio Grande valley, as well as the requirements for the OT program as outlined above. Applicants are required to submit their application to OTCAS. Applicants are responsible for tracking the receipt of their application materials and ensuring submission of all required and verified documents. Only applicants who submit completed applications with all required materials will be considered for potential entrance into the program. **Start the application process early.** It is the student's responsibility to make sure that all documents are received by the application deadline.

Selection and Notification Process

The Occupational Therapy Admissions Committee meets as soon as possible after the deadline to review each application. If required, the Chair of the Admission Committee notifies the applicant via phone, email or letter for an interview. No information regarding the status of an applicant is given over the phone. Official admission offers will be made only by the Office of Graduate Studies. The UTRGV Graduate College will send notification to all applicants indicating whether or not they have been accepted into the OT Program. The status of your application will be available online at www.utrgv.edu/gradapply.

BE ADVISED:

- Applicants who acknowledge a felony conviction should be aware that the National Board for Certification in Occupational Therapy (NBCOT) might bar persons with a felony record from taking the certification examination. The Texas Board of Occupational Therapy Examiners (TBOTE) may deny persons with a felony record a state license to practice. For information regarding their requirements for certification following graduation, please contact:
 - National Board for Certification in Occupational Therapy (NBCOT)
<http://www.nbcot.org>
 - Texas Board of Occupational Therapy Examiners (TBOTE) <http://www.tbote.org>
- The College of Health Affairs requires a criminal background check before admission to the program.
- Some personal information may need to be disclosed during the educational experience. For example, the information may be required by a clinical education site or licensing board. Prior notification will be given to the students.

Required Practicum and Fieldwork Experiences

Four 40 hours (1 week) practicums (Level I) and the equivalent of 24 weeks of fieldwork (Level II) experience are required of all Master's students in Occupational Therapy. All students admitted to the OT program should expect to take at least one fieldwork experience outside the Rio Grande Valley. The practicum (Level I) is taken throughout the academic coursework component of the program and the fieldwork (Level II) experiences is after successful completion of all academic coursework and requirements.

Maintaining Graduate Status

OT Grades

Graduate students in Occupational Therapy are expected to maintain an overall 3.0 GPA in all OT coursework. A graduate OT student is ineligible to continue and will be dismissed from the program if

- A student receives a failing grade “F” in any course.
- A student receives a grade of “C” in three courses in the program. (Even if the course is repeated and a higher grade is received, the higher grade does not alter the C rule.)
- A student receives a grade of “C” in Clinical Anatomy and Biomechanics (OCCT 6305), Clinical Neuroscience (OCCT 6306), or any of the OT treatment courses (OCCT 6401, 7310, 7304, 7401, or 7402) and does not make a grade of “B” or better on the repeated course. Even though the student has no prior grades of “C”, the student must repeat that course and earn a grade of “B” or better.
- A student fails two Level II Fieldwork (OCCT 7305 or 7601). If a student fails one Level II Fieldwork, the course must be repeated and will be scheduled at the discretion of the program.

If a student gives evidence of unsafe and/or ineffective health care practice, the faculty of the Occupational Therapy Department reserves the right to refuse the opportunity to the student to care for patients or perform evaluation/testing procedures. A student may not render care, tests or evaluations when under the influence of prescribed or over-the-counter medication which may affect judgment or if the student imbibes and/or is under the influence of alcohol or illicit drugs. A student who is deemed to demonstrate unsafe practice will fail the course and be dropped from all clinical courses in which she/he is enrolled at that time. The student may be dismissed from the program.

Any student whose overall OT GPA falls below 3.0 or placed on academic probation by the Graduate College must meet with his or her academic advisor to develop a remedial action plan. This plan must be submitted to the program chair for final approval. If the student does not restore his or her OT GPA to 3.0 by the end of the next semester, the student will be terminated from the OT program.

Competency

At the end of the academic course work and fieldwork Level II, the students will be administered a comprehensive assessment to determine their understanding of OT principles and knowledge.

- Should a graduate OT student fail to obtain the required passing score on the departmental academic comprehensive exam which is taken at the completion of all academic coursework, the student will not be allowed to proceed to Fieldwork Level II. The student may repeat the exam 3 times to achieve a passing score; afterward the student will be required to repeat selected OT coursework and/or activities. If the student is still unable to achieve the passing score after 3 months the student may be dismissed from the program.
- Should a graduate OT student fail to achieve the required passing score on the NBCOT practice exam, the student will not be eligible for graduation. Student may repeat the practice exam as many times as needed prior to the end of the semester until the required passing score is achieved. Since this is a requirement for the Field Studies in OT courses (OCCT 7305 or OCCT 7601) during the final semester, if not achieved the student will receive a failing grade for the course.
- Students have 24 months after completion of academic coursework to complete Level II fieldwork requirements as declared by ACOTE. Students must complete and pass the

equivalent of a minimum of 24 weeks full time Level II fieldwork to graduate but more may be taken.

Maximal Length of Time to Completion

The maximal length of time to complete the MS in Occupational Therapy program is 5 years. This includes successful completion of all academic coursework and requirements as well as fieldwork experiences.

Program Requirements

Required Courses	59
OCCT 6101: Tools and Analysis in Occupational Therapy (<i>10 weeks</i>)	1
OCCT 6102: Health Promotion and Prevention	1
OCCT 6103: Practicum (<i>10 weeks</i>)	1
OCCT 6202: Health, Illness and Disability	2
OCCT 6203: Health Policy and Ethics	2
OCCT 6301: Human Occupation	3
OCCT 6302: Foundations of Occupational Therapy	3
OCCT 6303: Research Methods in Occupational Therapy	3
OCCT 6304: Systems Impacting Occupational Performance	3
OCCT 6305: Clinical Anatomy and Biomechanics	3
OCCT 6306: Clinical Neuroscience	3
OCCT 6307: Theories of Occupational Therapy	3
OCCT 6308: Evaluations and Assessments	3
OCCT 6309: Qualitative Research in Occupational Therapy	3
OCCT 6401: Intervention I – Psychosocial Health	4
OCCT 7101: Research Project (<i>May be taken up to 4 times</i>)	1
OCCT 7302: Management of Occupational Therapy Services	3
OCCT 7303: Population Based Research	3
OCCT 7304: Occupational Therapy Skills – Adult	3
OCCT 7310: Occupational Therapy Skills – Pediatrics	3
OCCT 7401: Intervention II – Pediatrics	4
OCCT 7402: Intervention III – Adults	4
Fieldwork Courses	12
<i>Must take 12 hours of the following, selecting either sequence A or B:</i>	
OCCT 7305: Field Studies in Occupational Therapy – A (<i>May be taken up to 4 times</i>)	3
OCCT 7601: Field Studies in Occupational Therapy – B (<i>May be taken up to 2 times</i>)	6
Total graduate hours for degree:	71

Practicum and Fieldwork Experiences

A minimum of one 10 week practicum (Level I) and the equivalent of 24 weeks of fieldwork (Level II) experience are required of all Master's students in Occupational Therapy. All students admitted to the OT program should expect to take at least one fieldwork experience outside the Rio Grande Valley. The practicum (Level I) is taken throughout the academic coursework component of the program and the

fieldwork (Level II) experiences is after successful completion of all academic coursework and requirements.

Course Descriptions

OCCT 6101: Tools and Analysis in Occupational Therapy (10 weeks) [1-0]
Provides students with hands-on skills with a variety of common tools used in occupational therapy and development of activity analysis skills. Course Attributes: Exempt from 3peat processing, Exempt from 6 drop processing. Field Placement Insurance. **Prerequisites:** OCCT 6301, OCCT 6302, OCCT 6305, OCCT 6306, OCCT 6307.

OCCT 6102: Health Promotion and Prevention [0-1]
Using customary public health theories and approaches, students will analyze elements of health promotion and prevention for individuals, groups, and populations with regard to occupations, quality of life, well-being, and health. **Prerequisites:** OCCT 6203, OCCT 6301, OCCT 6303, OCCT 6304, OCCT 6307.

OCCT 6103: Practicum (10 weeks) [0-1]
A field based experience with a minimum of 40 clock hours of supervised experience in a clinical or community setting. Include regular scheduled meetings with faculty for individual and group supervision. Students will be able to observe, describe, and analyze human performance across the life span within the context of everyday life. **Prerequisites:** OCCT 6203, OCCT 6301, OCCT 6302, OCCT 6304, OCCT 6305, OCCT 6306. Course Attributes: Field Placement Insurance.

OCCT 6202: Health, Illness and Disability [2-0]
This course examines health, illness and disability in relation to occupation, activities and social participation which affect occupational performance. Explore concepts of health and disability. **Prerequisites:** OCCT 6301, OCCT 6305 and/or concurrently with OCCT 6306.

OCCT 6203: Health Policy and Ethics [2-0]
An examination and analysis of health policies, models and fiscal systems, and health ethics as they are related to health and disability, using state, national and international resources. **Prerequisites:** Acceptance into the MS in OT program.

OCCT 6301: Human Occupation [2-3]
A study of the relationship between human occupation and health through the life span. This course will emphasize occupation in the context of social participation as it relates to the health and culture of individuals. **Prerequisite:** Acceptance into the MS in OT Program.

OCCT 6302: Foundations of Occupational Therapy [3-0]
An introduction to occupational therapy. It surveys the history, philosophy, theoretical concepts and clinical methods and techniques that support the practice of occupational therapy. This course emphasizes the origins, beliefs and values of occupational therapy across the continuum of time, sociopolitical factors and health systems. **Prerequisite:** Acceptance into the MS in OT Program.

OCCT 6303: Research Methods in Occupational Therapy [3-0]
An introduction to basic concepts and terminology in scientific inquiry and their application in interpreting published research as it impacts on evidence-based practice. Students will identify and examine examples of evidence that supports the relationship between human occupation and health, including various methodologies using quantitative designs. **Prerequisite:** Acceptance into the MSOT Program.

OCCT 6304: Systems Impacting Occupational Performance [3-0]
The study of systems theories as they relate to occupation, health and culture. Using principles of systems theory, students will examine the roles and functions of occupational therapy, in the context of local and regional environments, some of which will be health related. The impact on home, work, and community systems will be explored. Components of the environment (psychological, social, physical and natural) will also be studied. **Prerequisite:** OCCT 6301.

OCCT 6305: Clinical Anatomy and Biomechanics [2-3]
The examination and analysis of the structure, function and development of biological and physical systems that support occupational performance and their effects on human function. Emphasis is given to the anatomical, kinesiology, and biomechanical function of the human body. (This course must be passed with a grade of B or better in order to proceed.) **Prerequisites:** Acceptance into the MS in OT program.

OCCT 6306: Clinical Neuroscience [2-3]
Examination and analysis of the contribution of the structure, function and development of neurological systems as support for occupational performance and their effect on human function. (This course must be passed with a grade of "B" or better in order to proceed.) **Prerequisite:** OCCT 6305.

OCCT 6307: Theories of Occupational Therapy [3-0]
Analysis of occupational therapy theories with regard to concepts of body structure/function, activities, social participation and environmental context. **Prerequisites:** OCCT 6301, OCCT 6302.

OCCT 6308: Evaluations and Assessments [3-0]
Examination of the process of evaluation and assessment of individuals in occupational therapy. Topics will include the use of standardized and non-standardized assessments, psychometrics of assessments, and scoring and interpretation of results. **Prerequisites:** OCCT 6302, OCCT 6303, and/or concurrently with OCCT 6307.

OCCT 6309: Qualitative Research in Occupational Therapy [3-0]
A study of qualitative research methods and techniques as they apply to occupational therapy. Students will pursue a research question suitable for a scholarly pilot research project. **Prerequisites:** OCCT 6203, OCCT 6301, OCCT 6302, OCCT 6303.

OCCT 6401: Intervention I – Psychosocial Health [3-3]
Using a client or community centered approach within a system model, students will understand and design interventions for mental health disorders and psychosocial issues which affect occupational performance. The plan will include rationale for selection of appropriate theories, assessments and interventions as well as methods for delivery of services. Includes a 40 hour field-based practicum. (This course must be passed with a grade of "B" or better in order to proceed). **Prerequisites:** OCCT 6202, OCCT 6203, OCCT 6301, OCCT 6302, OCCT 6305, 6306, OCCT 6307, OCCT 6308.

OCCT 7101: Research Project [1-0]
The student will work under the direction and supervision of a faculty member on an applied research project. A minimum of 25 clock hours per credit hour is required. Repeatable up to 4 times.
Prerequisites: OCCT 6203, OCCT 6301, OCCT 6303, OCCT 6305, OCCT 6306, OCCT 6307, OCCT 6309 and consent of instructor.

OCCT 7302: Management of Occupational Therapy Services [3-0]
The application of principles of management and systems in the provision of occupational therapy services to individuals and organizations. **Prerequisites:** OCCT 6101, OCCT 6103, OCCT 6203, OCCT 6302, OCCT 6304, OCCT 6307, OCCT 6401, OCCT 7401, and/or currently with OCCT 7402.

OCCT 7303: Population Based Research [3-0]
Introduction to population-based research methods. Focus on the basic concepts, methods, and nomenclature of epidemiology and the application of these concepts and methods to current public health problems. The grant writing process will also be explored and applied. **Prerequisites:** OCCT 6102, OCCT 6203, OCCT 6302, OCCT 6303, OCCT 6304, OCCT 6307, OCCT 6309.

OCCT 7304: Occupational Therapy Skills– Adult [0-3]
Provides students with hands-on experiences designed to explore intervention strategies and methods related to the treatment of adults and the elderly. Includes skills training and a 40 hours field-based practicum. (This course must be passed with a grade of B or better in order to proceed). **Prerequisites:** OCCT 6101, OCCT 6202, OCCT, 6203, OCCT 6305, OCCT 6306, OCCT 6308, OCCT 6401, OCCT 7401, and/or concurrently with OCCT 7402.

OCCT 7305: Field Studies in Occupational Therapy– A [0-3]
The equivalent of 12 weeks part-time advanced field experience. Student must achieve a passing score on the NBCOT practice exam during the final semester. **Prerequisites:** Successful completion of all academic coursework and passing score on the academic comprehensive exam.

OCCT 7310: Occupational Therapy Skills– Pediatrics [3-0]
Provides students with hands-on experiences designed to explore intervention strategies and methods related to the treatment of infants, children and adolescents. Includes skills training and a 40 hours field-based practicum. (This course must be passed with a grade of B or better in order to proceed.)
Prerequisites: OCCT 6101, OCCT 6202, OCCT 6203, OCCT 6305, OCCT 6306, OCCT 6307, OCCT 6308, OCCT 6401, and/or concurrently with OCCT 7401.

OCCT 7401: Intervention II– Pediatrics [3-3]
Using a client-centered approach within a systems model, students will understand and design interventions for infants, children and adolescents. The plan will include a rationale for selection of appropriate theories, assessments and interventions as well as methods for delivery of services. (This course must be passed with a grade of B or better in order to proceed). **Prerequisites:** OCCT 6101, OCCT 6202, OCCT 6305, OCCT 6306, OCCT 6307, OCCT 6308, OCCT 6401.

OCCT 7402: Intervention III– Adults

[3-3]

Using a client or community center approach within a social system, students will understand and design interventions for adults and the elderly. The plans will include rationale for selection of appropriate theories, assessment and interventions as well as methods for delivery of services. (This course must be passed with a grade of B or better in order to proceed). **Prerequisite:** OCCT 6101, OCCT 6202, OCCT, 6305, OCCT 6306, OCCT 6307, OCCT 6401, OCCT 7310, OCCT 7401.

OCCT 7601: Field Studies in Occupational Therapy– B

[0-6]

The equivalent of 12 weeks full-time advance field experience. Student must achieve a passing score on the NBCOT practice exam during the final semester. **Prerequisite:** Successful completion of all academic coursework and passing score on the academic comprehensive exam.

Department of Physician Assistant Studies

- Physician Assistant Studies (MPAS)

Program of Study - Physician Assistant Studies (MPAS)

Purpose

The Master Physician Assistant Studies (MPAS) prepares graduates with intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and critical thinking skills. The graduate will be capable of medical patient assessment and developing a plan of action for addressing health concerns. The professional curriculum for PA education includes basic medical, behavioral, and social science, Introduction to clinical medicine, and supervised clinical practice, and health policy and professional practice issues.

Prerequisites

Although the pre-professional course of study may be accomplished at any accredited junior college, senior college or university, it is preferred that all science courses be taken at a senior college and/or university. All prerequisite coursework must be completed by the application deadline for that year's admissions cycle. Coursework must include the following:

- General Biology (I and II)
- Genetics
- Anatomy and Physiology (I and II)
- Microbiology
- General Chemistry (I and II)
- Organic Chemistry OR Biochemistry
- General Psychology OR Abnormal Psychology
- Statistics

Note: Pass or credit grades will not be accepted for any science prerequisite course. Credit by examination is accepted for Statistics and Psychology only. All prerequisite science courses must be taken for science majors. Science courses taken for non-science majors will not be accepted. Anatomy and Physiology with a HUMAN focus is preferred.

Note to applicants with foreign coursework: Every applicant must meet ALL prerequisite requirements. No prerequisite course waivers or substitutions will be granted. All matriculants must complete the entire professional curriculum.

Advanced Placement and Transfer Credit

Advanced placement and waiver of courses in the professional curriculum are not available to applicants or enrolled students in the department. All students and applicants must complete the entire professional curriculum in residence at the University of Texas Rio Grande valley. The Physician Assistant Studies Department does not admit students from other physician assistant studies programs. All currently or formerly enrolled physician assistant students at other physician assistant programs must participate in a competitive admissions process along with all other applicants.

NOTE: The above prerequisites represent the minimum prerequisites courses and hours. Classes begin annually every fall semester.

Admission Requirements

To be admitted to the graduate program in physician assistant studies, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Minimum undergraduate GPA of 3.0 on last 30 hours of course work
2. Completion of prerequisite coursework by the application deadline with a GPA of 3.0 or better
3. Submission of three letters of recommendation through CASPA
4. Submission of a personal statement through CASPA
5. Documentation of 50 hours of shadowing

Phase I: The Application

Online Applications: CASPA and UTRGV (must submit both)

1. Online Application: The application to UTRGV's graduate programs can be completed online at www.utrgv.edu/gradapply
2. Application Fee: The University application fee which can be paid online by credit card or electronic check (in the online application), or in the form of money order or check and sent to the Office of Payments and Collections. In the case of money order or check, the applicant is responsible for submitting a copy of the receipt to the Graduate College for documentation. All application fees are non-refundable.
3. Official Transcripts*: **Official college transcripts are to be sent to the Graduate College office directly from all the institutions attended.** If the applicant attended UTRGV at any time, those official transcripts will be handled by the Graduate College office; however, the applicant is responsible for requesting official transcripts to be sent directly from all other institution(s).

*Transcripts must be sealed and sent directly from the institution to be considered official. Transcripts will be considered unofficial if they are hand delivered by the applicant or third party regardless if sealed by the institution. Failure to submit a complete/correct application and official transcripts from all institutions attended will result in one of the following: rejection of application, withdrawal of admission offer or disciplinary action including expulsion if the student is enrolled. All submitted documents become the property of UTRGV and will not be returned. Admission documents will remain on file for one year if the applicant does not attend the University. Documents will be retained for seven years for students enrolled in a master's level program and for ten years for students enrolled in a doctoral program. Please review the [Student File Retention Schedule](#) for more details.

4. Central Application Service for Physician Assistants (CASPA) application <http://www.caspaonline.org>
5. Application Deadline is September 1st
Note: All prerequisites must be completed by the October 1 deadline. Prerequisites taken during the Fall or Spring semesters during or after the October 1 deadline will not be considered for interview or admission. All applicants who are accepted must have a completed Bachelor's degree, its equivalent or a higher degree upon matriculation to the Physician Assistant Department.

Phase II: The Admissions Process

1. Meet minimum Graduate School requirements

All applicants must first apply to the Graduate College online. Applicants meeting the minimum requirements for entry into the Graduate College will be forwarded to the Physician Assistant Program for further review.

2. CASPA Application Review

- a. Applicants meeting the minimum requirements for entry into the Graduate College will be considered for CASPA application review. CASPA applications for applicants not meeting Graduate College criteria will not be reviewed.
- b. The basis for inviting an applicant for interview is competitive. GPA's > 3.0 in the sciences and last 30 hours are most competitive. Offers of invitation for interview consider the applicant's academic performance represented by coursework, grades, and GPAs. In addition, application review includes, but is not limited to, consideration of non-academic qualifications listed below (listed in no particular order of preference or importance):
 - i. Awards and honors
 - ii. Health care experience
 - iii. Knowledge of and commitment to the PA profession
 - iv. Leadership
 - v. PA shadow time
 - vi. Primary care/South Texas-oriented
 - vii. Research background
 - viii. Scholastic achievements
 - ix. Service/volunteerism
 - x. Work experience

3. Interview

Admissions interviews are granted by the PA program by invitation only. Applicants are selected for interviews based on a holistic evaluation of the entire application and supporting materials. The interview includes questions to assess the applicant's knowledge of the PA profession, motivation and commitment, maturity, intellectual curiosity, interest patterns, interpersonal skills and academic history.

4. Admissions Committee Decisions

At the conclusion of all interviews, the admissions committee (comprised of the PA program faculty, and the medical director,) meets to review all applicants who were interviewed and will forward their selections to the program director and dean for approval. Once approved, those selected will be forwarded to the Graduate College for approval and official notification.

Program Requirements

Required Courses

<i>Didactic Phase</i>	48
CLSC 5227: Clinical Laboratory Methods*	2
PHAS 5101: Studies in the Physician Assistant Profession	1
PHAS 5109: Medical Physiology & Pathophysiology III	1
PHAS 5112: Health Policy and Health Management	1
PHAS 5114: Research and Statistical Methods in Healthcare	1

PHAS 5116: Electrocardiography Seminar	1
PHAS 5117: Evidence-Based Medicine and Research Design	1
PHAS 5118: Legal and Ethical Issues in Health Care	1
PHAS 5137: Preventative Medicine and Community Health	1
PHAS 5201: Medical Human Anatomy & Radiology I	2
PHAS 5202: Medical Human Anatomy & Radiology II	2
PHAS 5230: Pharmacology III	2
PHAS 5262: Clinical Clerkship*	2
PHAS 5306: Medical Physiology and Pathophysiology I	3
PHAS 5307: Medical Physiology & Pathophysiology II	3
PHAS 5326: Patient Encounter I	3
PHAS 5327: Patient Encounter II	3
PHAS 5328: Pharmacology I	3
PHAS 5329: Pharmacology II	3
PHAS 5401: Clinical Medicine I	4
PHAS 5402: Clinical Medicine II	4
PHAS 5403: Clinical Medicine III	4
Clinical Phase	36
PHAS 6101: Special Topics (<i>taken 4 times</i>)	4
PHAS 6431: Pediatric Rotation	4
PHAS 6433: Obstetrics and Gynecology Rotation	4
PHAS 6435: Surgery Rotation I	4
PHAS 6440: Medicine Rotation I	4
PHAS 6441: Medicine Rotation II	4
PHAS 6442: Emergency Medicine	4
PHAS 6443: Clinical Elective	4
PHAS 6444: Psychiatry Rotation	4
Capstone Phase	16
PHAS 7204: Capstone Research Experience	2
PHAS 7205: Capstone Review	2
PHAS 7401: Capstone Clinical Track I	4
PHAS 7402: Capstone Clinical Track II	4
PHAS 7403: Capstone Clinical Track III	4
*Course with Laboratory Component	
Capstone Requirement	
Oral Comprehensive Exam	
Written Comprehensive Exam	
Evidence Based Medicine Research Paper	
Total graduate hours for degree:	100

Upon successful completion of academic and clinical training requirements, the student is conferred the degree of Master of Science in Physician Assistant Studies.

The curriculum meets and exceeds the requirements outlined in the Essentials of an Approved Educational Program for the Assistant to the Primary Care Physician established by the Accreditation Review Commission on Education for the Physician Assistant. Graduates of the program are eligible to apply for membership in the American Academy of Physician Assistants or other nationally recognized organizations representing the Physician Assistant and to sit for the Physician Assistant National Certifying Examination. Successful completion of the examination leads to certification by the National Commission on Certification of Physician Assistants and is accepted by the many states as proof of competency.

The Bridge Program

The Bridge Master of Science Physician Assistant Studies is designed for the graduate Physician Assistant to advance their undergraduate PA degree to the Master's degree. This is a distance learning/online program, allowing graduates to continue working while earning their master's.

Application Deadline

Fall Semester: August 1st

Spring Semester: November 1st

Required Courses

	16
PHAS 7415: Bridge Clinical Track I	4
PHAS 7416: Bridge Clinical Track II	4
PHAS 7417: Bridge Clinical Track III	4
PHAS 7418: Bridge Research Experience	4

NOTE: Bridge Program Courses are only for those who have already completed a degree in physician assistant studies.

Course Descriptions

CLSC 5227: Clinical Laboratory Methods [1-3]
 Lecture and laboratory course that introduces the student to the medical laboratory. Emphasizes appropriate laboratory studies for specific disease, normal laboratory values and procedures for obtaining samples. Students are given the opportunity to perform routine lab studies. **Prerequisites:** Admission into the Physician Assistant Studies Program.

PHAS 5101: Studies in the Physician Assistant Profession [1-0]
 Examines the history and concept of the physician assistant profession. Discusses issues that are relevant to professional and legal practice. Discussion of future trends in the profession is also included. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 5109: Medical Physiology and Pathophysiology III [1-0]
 This course is the third in a three-course series. Clinical correlations support concurrent modular coursework involving the diagnosis and treatment of disease. This course is a continuation of PHAS 5308, Medical Physiology and Pathophysiology II. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 5112: Health Policy and Health Management [1-0]

This course will survey the U.S. health care delivery system and review the economic and policy issues that face our system. Particular focus will be on those issues that directly affect the practicing physician assistant. The student will undertake an in-depth review of managed care, reimbursement and other economic/financial issues and policies. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 5114: Research and Statistical Methods in Healthcare [1-0]

Philosophy and principles of research process with emphasis on scientific methods of inquiry. Topics include epidemiology and its relevance to clinical practice, types of research designs, sampling, measurements, data collection and analysis. Students will have the opportunity evaluate current literature from the medical journals in the light of research design and data collection.

Prerequisite: Admission into the Physician Assistant Studies Program.

PHAS 5116: Electrocardiography Seminar [1-0]

This seminar covers implementation and interpretation of electrocardiograms (ECG). The ECG interpretation section provides students with a systematic method of interpreting a 12-lead ECG with respect to rate, rhythm and blocks, electrical axis determination, hypertrophy, ischemia, injury, infarction, and miscellaneous drug, electrolyte, disease, and pacemaker effects. In addition, students will be required to successfully complete an Advanced Cardiac Life Support (A.C.L.S.) training course.

Prerequisite: Admission into the Physician Assistant Studies Program.

PHAS 5117: Evidence-Based Medicine and Research Design [1-0]

This course introduces students to the concepts of evidence based medicine and medical research design, while stressing the examination of evidence from clinical research as a basis for clinical decision-making. Physician assistant students learn how to construct well-built clinical questions based on patient problems and to perform medical literature searching strategies that yield optimal results. Methods for critically appraising the medical literature are emphasized throughout the course, as well as strategies for keeping up with new medical findings beyond physician assistant school. Basic techniques of medical writing are also discussed in relationship to the physician assistant student's development of a Master's project upon graduation. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 5118: Legal and Ethical Issues in Health Care [1-0]

Explores medical jurisprudence and licensing. Students will be introduced to the dynamics of the legal system, moral problems in health care, and the impact of both on professional and institutional interactions with patients. Students will be given opportunity to demonstrate 1) an understanding of ethical principles and legal factors which impinge upon health care, 2) the ability to apply ethical and legal concepts to the analysis of the roles and responsibilities of the health professional.

Prerequisite: Admission into the Physician Assistant Studies Program.

PHAS 5137: Preventative Medicine and Community Health [1-0]

Examines the bio-demographics of disease in the United States. Emphasis is on prevention from the perspective of the primary health care provider. Encourages community involvement. Discussions focused on prevention of disease. Special attention is given to the local medical practices and beliefs of the Rio Grande Valley and Texas-Mexico border region. Guest lectures include topics in rural and indigent health, community outreach, communicable disease awareness and prevention, sexual health, and folk and alternative medicine. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 5201: Medical Human Anatomy and Radiology I [1-3]
This course is the first in a two-course series. It provides students with a comprehensive and advanced review of gross anatomy using a regional systematic approach to the human body. Basic and advanced radiographic interpretation is correlated with anatomical structure. Lecture and laboratory components of this course emphasize the clinical relevance of each area considered. Human cadavers and computer-assisted learning modules are utilized in the laboratory setting. Clinical correlations support concurrent modular coursework involving the diagnosis and treatment of disease. Prerequisite: Admission into the Physician Assistant Studies Program.

PHAS 5202: Medical Human Anatomy and Radiology II [1-3]
This course is the second in a two-course series. Clinical correlations support concurrent modular coursework involving the diagnosis and treatment of disease. This course is a continuation of PHAS 5201, Medical Human Anatomy and Radiology I. Prerequisite: Admission into the Physician Assistant Studies Program.

PHAS 5230: Pharmacology III [2-0]
This course is the third in a three-course series. Clinical correlations support concurrent modular coursework involving the diagnosis and treatment of disease. This course is a continuation of PHAS 5329, Pharmacology II. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 5262: Clinical Clerkship [1-3]
This course covers the indications, contraindications, step-by-step procedures, and potential complications of multiple hands-on skills that are commonly performed by physician assistants in clinical practice. Examples include: phlebotomy, injections, IV therapy, urethral and nasogastric catheterization, pulmonary function testing, suturing, casting and splinting, various ENT procedures, and use of various types of monitoring devices and restraints. Students will have an opportunity to scrub, gown, and glove in an operating room environment. This course also covers documenting in the medical record. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 5306: Medical Physiology and Pathophysiology I [3-0]
This course is the first in a three-course series. It reviews the basic physiologic regulatory mechanisms responsible for maintenance of homeostasis in the normal human and introduces the pathophysiologic alterations which occur in these mechanisms leading to specific disease processes. It also presents a molecular and genetic basis for disease. Clinical correlations support concurrent modular coursework involving the diagnosis and treatment of disease. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 5307: Medical Physiology and Pathophysiology II [3-0]
This course is the second in a three-course series. Clinical correlations support concurrent modular coursework involving the diagnosis and treatment of disease. This course is a continuation of PHAS 5306, Medical Physiology and Pathophysiology I. **Prerequisite:** Admission into the Physician Assistant Studies Program and PHAS 5306.

PHAS 5326: Patient Encounter I [2-3]
This course is the first in a two-course series. It provides students with an introduction to medical history-taking and physical examination. Emphasis is placed on the normal adult patient. A patient-centered philosophy of health communication is used as a framework for obtaining the medical history. Physical examination of the patient is approached using a systematic model. Basic principles of

documentation and presentation of subjective and objective findings in professional healthcare settings is introduced. The laboratory setting employs clinical scenarios, case studies, simulated patients, and role-play situations as opportunities to practice the application of skills and techniques. Incremental course content builds a foundation for the development of clinical reasoning skills necessary to formulate differential diagnoses. Students are assessed using written, verbal, and practical exercises.

Prerequisite: Admission into the Physician Assistant Studies Program

PHAS 5327: Patient Encounter II

[2-3]

This course is the second in a two-course series. It extends students' basic knowledge of history-taking and physical examination to more complex levels of understanding and application. Emphasis is placed on special populations and the abnormal patient with patient-centered and systematic frameworks. Patient education is introduced as an important part of health literacy and patient empowerment. Implications of culture, religion, adversity, and difficult situations on both subjective and objective data collection from the patient are discussed. Students continue to develop more advanced levels of clinical reasoning by applying concepts to real patients in clinical assignments followed by documenting, presenting, and practicing clinical decision-making in an apprentice format. The laboratory setting employs clinical scenarios, case studies, simulated patients, and role-play situations as opportunities to practice the application of skills and techniques. Students are assessed using written, verbal, and practical exercises. This course is a continuation of PHAS 5326, Patient Encounter I. **Prerequisite:** Admission into the Physician Assistant Studies Program

PHAS 5328: Pharmacology I

[3-0]

This course is the first in a three-course series. It presents a broad survey of the general principles of pharmacology. Included are the principles of pharmacokinetics and pharmacodynamics, the mechanisms of action, toxicities and interactions of specific drugs and drug groups, and an introduction to medical therapeutics. The physiologic basis and clinical characteristics of disease states relative to pharmacologic therapy will also be discussed. The objective of the course is to lay cognitive foundation in pharmacology and therapeutics that can be refined and applied in clinic practice. Promotes the ability to recognize untoward side effects of medications. Enables the student to calculate dosages, write prescriptions, discuss pharmacokinetics, and determine the appropriate medication for a particular disease. Emphasis is placed on pharmacotherapeutics of disease. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 5329: Pharmacology II

[3-0]

This course is the second in a three-course series. Clinical correlations support concurrent modular coursework involving the diagnosis and treatment of disease. This course is a continuation of PHAS 5328, Pharmacology I. **Prerequisite:** Admission into the Physician Assistant Studies Program and PHAS 5328

PHAS 5401: Clinical Medicine I

[4-0]

This is the first of three didactic clinical medicine courses. The course will concentrate on the etiology, pathophysiology, clinical presentation, diagnosis, treatment, management and prevention of disease across the human life span; organized into an organ system modular approach. The course will also provide opportunity for students to demonstrate, in preparation for the major clinical year, the ability to work collaboratively, to apply their knowledge and solve clinical problems. Instructional methods include lectures to provide the core knowledge, case-based small group discussions, team-based learning exercises, and independent readings. The course structure and content is closely related and

aligned to the concurrent courses in the curriculum. Problem solving and medical decision-making skills will be emphasized. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 5402: Clinical Medicine II [4-0]
This is the second of three didactic clinical medicine courses. This course is a continuation of PHAS 5401, Clinical Medicine I. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 5403: Clinical Medicine III [4-0]
This is the third of three didactic clinical medicine courses. This course is a continuation of PHAS 5402, Clinical Medicine II. **Prerequisite:** Admission into the Physician Assistant Studies Program.

PHAS 6101: Special Topics [1-0]
This seminar course is delivered in alignment with all clinical rotations during the clinical phase semesters. Seminars focus on supplemental material and may include hands-on learning, workshops, distinguished speakers, etc. Topics will change every semester. The course must be repeated four times for credit. **Prerequisite:** Successful completion of the didactic PHAS professional curriculum.

PHAS 6431: Pediatric Rotation
This is a four-week general pediatric rotation that gives the student the opportunity to 1) elicit and record a complete pediatric history; 2) perform a complete examination; 3) formulate a management plan for common pediatric problems; 4) perform selected screening, diagnostic and treatment procedures as directed by the assigned preceptor; 5) advise and educate patients and their parents or guardians regarding optimal health of the child; and 6) monitor pediatric milestones. **Prerequisite:** Successful completion of the didactic PHAS professional curriculum.

PHAS 6433: Obstetrics and Gynecology Rotation [0-0-4]
This is a four-week obstetrics and gynecology rotation that gives the student the opportunity to: 1) elicit, organize, record and present a complete data base on an obstetric or gynecologic patient; 2) assist the physician effectively in procedures unique to the discipline; 3) advise the obstetric patient in pre and post-natal care; 4) instruct patients on matters of common gynecological problems. **Prerequisite:** Successful completion of the didactic PHAS professional curriculum.

PHAS 6435: Surgery Rotation I [0-0-4]
This four-week supervised clinical course provides the student with hands-on experience in the operating room setting. Both pre-operative and post-operative assessment and care will be emphasized. The student will be assigned to a general surgeon in private practice, where, under supervision, he/she engages in a wide variety of activities in each phase of surgical intervention: pre-operative, operative, and post-operative recovery. The student is given opportunities to explore the basic considerations involved in the fluid, electrolyte, and nutritional management of the surgical patient, infections, wound healing, and wound care. Students participate in daily rounds, conferences, and serve on call. **Prerequisite:** Successful completion of the didactic PHAS professional curriculum.

PHAS 6436: Surgery Rotation II [0-0-4]
This is a four-week surgery rotation in orthopedics surgery. The rotation will focus on outpatient and inpatient care of common orthopedic problems. The student will gain competence in evaluating pre and post-op patient care. **Prerequisite:** Successful completion of the didactic PHAS professional curriculum.

PHAS 6440: Medicine Rotation I [0-0-4]

This is a four-week general medicine rotation that gives the student the opportunity to: 1) elicit, organize, and record necessary data; 2) present data in a comprehensive or problem oriented fashion; 3) order or recommend appropriate laboratory, radiologic or other diagnostic studies; 4) formulate a management plan for a particular patient problem; 5) follow patient progress by record review and periodic examination; 6) assist the physician in appropriate procedures; 7) advise and educate the patient about health maintenance issues; and 8) understand and establish emergency medical care when necessary. Students will be exposed to a variety of patients and medical conditions, such as infectious diseases, respiratory diseases, cardiovascular diseases, and psychiatric conditions.

Prerequisite: Successful completion of the didactic PHAS professional curriculum.

PHAS 6441: Medicine Rotation II [0-0-4]

This is a four-week primary care medicine rotation that focuses on applying the knowledge gained in the Medicine I rotation and focuses in increasing the core competencies of medical knowledge, patient care, and practice based-learning in the area of primary care. **Prerequisite:** Successful completion of the didactic PHAS professional curriculum.

PHAS 6442: Emergency Medicine [0-0-4]

This is a four-week rotation that allows the student to develop skills in managing patients in the emergency room setting. These skills include those necessary for appropriate triage, stabilization, and initial management of patients with traumatic injuries and illnesses, the management of the less life threatening problems that present to the emergency room, working with the pre-hospital emergency medical service team, and making appropriate secondary referrals. Where possible, students participate in grand rounds, noon conferences and other clinically relevant didactic presentations. A set of cognitive objectives guides student reading in preparation for a written examination at the end of the rotation.

Prerequisite: Successful completion of the didactic PHAS professional curriculum.

PHAS 6443: Clinical Elective [0-0-4]

This four-week elective rotation gives the student the opportunity to: 1) understand and manage complex problems in the particular discipline chosen; 2) understand how additional knowledge and skills can be beneficial in the primary care setting; 3) understand how to be a better server in a primary care setting. This course may include extended clinical care hours, emergency or hospital and community service as deemed appropriate by the assigned preceptor. **Prerequisite:** Successful completion of the didactic PHAS professional curriculum.

PHAS 6444: Psychiatry Rotation [0-0-4]

This is a four-week clinical rotation that gives the student the opportunity to understand, diagnose, and treat patients with psychiatric disorders. Students conduct diagnostic interviews and perform comprehensive mental status examinations. In addition, this rotation exposes the student to a team-based approach for patient care. They learn to work with multidisciplinary teams to provide psychiatric treatment in inpatient, consult/liaison, outpatient, and emergency room settings.

Prerequisite: Successful completion of the didactic PHAS professional curriculum.

PHAS 7204: Capstone Research Experience [2-0]

This course is designed to enable graduate-level physician assistant students to apply knowledge, concepts, and skills learned in previous education (PHAS 5117 - Evidence-Based Medicine and Medical Research Design). Physician Assistant students research and prepare a written paper on a topic of relevance to clinical medicine using the principles of evidence-based medicine. Students utilize data gathered during PHAS 7401, 7402, and 7403 to plan, formulate, write and report their findings.

Prerequisite: Completion of both Didactic and Clinical Year courses.

PHAS 7205: Capstone Review [2-0]

This seminar course is designed to assess the cumulative didactic and clinical knowledge base developed throughout the entire PHAS curriculum. Performance on standardized examinations is used in conjunction with both formative and summative benchmarks to analyze readiness for graduation and professional clinical practice. Analysis of performance and synthesis of action plans to improve performance are stressed. Students must successfully complete the simulated PANCE examination in order to be certified to take the national PANCE examination. **Prerequisite:** Completion of both Didactic and Clinical Year courses or with permission from department.

PHAS 7401: Capstone Clinical Track I [4-0]

This course is the first in a three-course series. This is an advanced clinical course designed to both augment and update the existing clinical skills and knowledge of the graduating Physician Assistant student. Application of physician assistant core competencies to clinical practice in the selected clinical track is examined. **Prerequisite:** Completion of both Didactic and Clinical Year courses or with permission from the department.

PHAS 7402: Capstone Clinical Track II [4-0]

This course is the second in a three-course series. This is an advanced clinical course designed to both augment and update the existing clinical skills and knowledge of the graduating Physician Assistant student. Application of physician assistant core competencies to clinical practice in the selected clinical track is examined. This course is a continuation of PHAS 7401 – Capstone Clinical Track I. **Prerequisite:** Completion of both Didactic and Clinical Year courses or with permission from the department.

PHAS 7403: Capstone Clinical Track III [4-0]

This course is the third in a three-course series. This is an advanced clinical course designed to both augment and update the existing clinical skills and knowledge of the graduating Physician Assistant student. Application of physician assistant core competencies to clinical practice in the selected clinical track is examined. This course is a continuation of PHAS 7402 – Capstone Clinical Track II. **Prerequisite:** Completion of both Didactic and Clinical Year courses.

PHAS 7415: Bridge Clinical Track I

This is an advanced clinical course designed to augment and update the existing clinical skills and knowledge of the primary care Physician Assistant. Learning objectives will focus on increasing the core competencies for the PA profession with focus on the medical knowledge competency in the area of medical concentration track the student has chosen. **Prerequisite:** Acceptance to Bridge program. Note: Only Bridge program students are eligible for this course.

PHAS 7416: Bridge Clinical Track II

This is an advanced clinical course designed to augment and update the existing clinical skills and knowledge of the primary care Physician Assistant. Upon completing this course, students will be able to understand and clinically apply the core competencies of interpersonal and communication skills as well as patient care in the area of medical concentration track the student has chosen. Evaluation of advanced case studies and discussions highlight this area of concentration. **Prerequisite:** Acceptance to Bridge program. Note: Only Bridge program students are eligible for this course.

PHAS 7417: Bridge Clinical Track III

This is an advanced clinical course designed to augment and update the existing clinical skills and knowledge of the primary care Physician Assistant. Upon completing this course, students will be able to understand and clinically apply practice base and system base practice competencies in the area of medical concentration track the student has chosen. Evaluation of “best practice” case studies and discussions highlight this area of concentration. **Prerequisite:** Acceptance to Bridge program. Note: Only Bridge program students are eligible for this course.

PHAS 7418: Bridge Research Experience

This course acquaints the student with the philosophy and principles of the research process with emphasis on scientific methods of inquiry. Students will have the opportunity to evaluate current literature from the medical journals in light of research design and data collection. This course introduces student to the concepts of evidence-based medicine and medical research design, while stressing the examination of evidence from clinical research as a basis for clinical decision-making. Physician Assistant students learn how to construct well-built clinical questions based on patient problems and to perform medical literature searching strategies that yield optimal results. As a capstone, students research and prepare a written paper on a topic of relevance to clinical medicine using the principles of evidence-based medicine. Students utilize data gathered during their clinical Track I, II, and III senior capstone (PHAS 7415, 7417, and 7418) to plan, formulate, write and report their findings. **Prerequisite:** Acceptance to Bridge program. Note: Only Bridge program students are eligible for this course.

School of Rehabilitation Services and Counseling

- Rehabilitation Counseling (PhD)
- Clinical Rehabilitation Counseling (MS)

Program of Study - Rehabilitation Counseling (PhD)

Mission and Scope

The Ph.D. in Rehabilitation Counseling is a 66-hour degree program designed to meet the critical shortage of rehabilitation educators, administrators, and qualified rehabilitation counselors across the nation. The program is designed to provide students with a didactic learning experience combining theory and applied practice in advanced rehabilitation counseling. Students will acquire skills in conducting research and publication, teaching in-class and online, grant writing and grant management, and select from a variety of specialized advanced electives in rehabilitation counseling. The capstone experience in the Ph.D. will be to conduct original research by completing and successfully defending a dissertation.

Admission Requirements

To be admitted to the doctoral program in rehabilitation counseling, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Earned master's degree from an accredited institution in a field related to rehabilitation counseling with a minimum graduate GPA of 3.25
2. GRE general test
3. Submission of three letters of recommendation
4. Submission of a personal statement
5. Documentation of two years of professional experience with people with disabilities
6. Personal interview

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

All applications are reviewed by the Department of Rehabilitation's graduate faculty. Deadline for application each year is March 31, and incomplete applications will not be reviewed. Successful applicants will be notified by late April.

Foundation Coursework

All students entering the Ph.D. program are required to have a Rehabilitation Counseling foundation. This foundation may be achieved by holding a Masters' degree in Rehabilitation Counseling from a CORE accredited institution. Students with related degrees will most likely have taken similar coursework that will be equivalent to the required foundation courses. Foundation courses include the following:

REHS	6300	Introduction to Rehabilitation Foundations
REHS	6310	Case Management in Rehabilitation
REHS	6320	Psychosocial Aspects of Disability
REHS	6350	Job Placement
REHS	6360	Counseling Theories in Rehabilitation Counseling
REHS	6370	Techniques in Rehabilitation Counseling

Students with a related Master's degree will have their prior coursework evaluated to determine the foundation courses that will need to be completed.

Program Requirements

Required Courses	51
REHS 8300: Seminar in Dissertation Writing	3
REHS 8302: Grant Writing	3
REHS 8305: Qualitative Research in Rehabilitation	3
REHS 8306: Advanced Career Development and Disability	3
REHS 8310: Research Topics in Rehabilitation	3
REHS 8311: Seminar in Rehabilitation Research and Publication	3
REHS 8312: Advanced Counseling Practicum I	3
REHS 8314: Supervised Teaching Experience	3
REHS 8313: Rehabilitation Administration and Leadership	3
REHS 8315: Internship Supervision Experience	3
REHS 8317: Advanced Counseling Practices II (<i>100 Clinical Hours Practicum</i>)	3
REHS 8318: Distance Education Teaching	3
REHS 8350: Rehabilitation Introduction to Statistics	3
REHS 8351: Rehabilitation Intermediate Statistics	3
REHS 8352: Rehabilitation Multivariate Statistics	3
REHS 8600: Counseling Internship (<i>600 Clinical Hours of Internship</i>)	6
Free Electives	3
Capstone Requirement	12
<u>Dissertation</u>	
Written Comprehensive Exam	
Total graduate hours for degree:	66

Residency Requirements

Each student must complete a residency as a full-time student consisting of a minimum of two consecutive semesters with a minimum of nine hours in each semester.

Dissertation

The Ph.D. in Rehabilitation Counseling requires students to complete a dissertation. The manual that details University requirements for the format and submission of the dissertation are available at the Graduate College web site http://www.utrgv.edu/graduate/_files/documents/utrgv-dissertation-manual-101716.pdf. The student will also need to follow departmental guidelines for the development and completion of the dissertation.

Maximum Period for Completion

A student has a maximum of 10 years from the date of first entry into doctoral level courses to complete the degree. Under special circumstances, an extension for an additional year may be granted by the students Doctoral Dissertation Committee. If the student exceeds the 10-year limit, the Doctoral Dissertation Committee will determine if the student will be permitted to continue in the program and what additional coursework or activities will be required to complete the degree.

Financial Support and Assistantships

The University has limited funds available exclusively for Ph.D. students. Assistantships are made on a competitive basis. Incoming applicants requesting assistantships from the Department of Rehabilitation should submit their request with their application materials. Academic performance will be reviewed each year to ensure that the student is making satisfactory progress. The chair of the Department of Rehabilitation will make final determination regarding assistantships, and will notify continuing students of the timelines for renewing or applying for assistantships. At a minimum, the student must be in good academic standing, enrolled in nine hours or more as a graduate student during the fall and/or spring semester. The maximum amount of time allowed for assigned teaching and research duties is 20 hours per week. Students should contact UT Rio Grande Valley's Student Financial Services to determine if other sources of financial aid are available. The Department of Rehabilitation may also have a limited number of competitive scholarships from the Rehabilitation Services Administration. Students are encouraged to contact the Ph.D. Program Coordinator regarding the availability of these scholarships and the payback criteria.

Course Descriptions

REHS 8100: Internship [1-0]

A scheduled 100 hour internship in one of the following areas: counseling, teaching, supervising, research and scholarship, or leadership and advocacy.

REHS 8101: Independent Study [1-0]

This course involves prior approval with a professor who is able to work one-to-one with a student on a concentrated area of study or desired specialization. May be repeated for up to nine hours.

REHS 8200: Internship [2-0]

A scheduled 200 hour internship in one of the following areas: counseling, teaching, supervising, research and scholarship, or leadership and advocacy.

REHS 8300: Seminar in Dissertation Writing [3-0]

This course introduces students to the dissertation writing process and procedures. Stages of dissertation development, university approvals for using human participants, generating ideas for the dissertation and weighing the feasibility of various ideas are discussed.

REHS 8301: Independent Study [3-0]

Individualized study and investigation of a rehabilitation topic under the direct supervision of a faculty member.

REHS 8302: Grant Writing [3-0]
This course involves an understanding and in-depth analysis of grant writing as well as the process and procedures for competitions with various agencies. Students will learn about where to look for grants, and actively write and compete for grant funding. Skills in researching and literature review narrative creation, budget development, meeting grant priorities, and fiscal management are explored. All students will compete and submit an independent grant proposal for external funding at the conclusion of the course. May be repeated three times for credit.

REHS 8303: Advanced Research Grants [3-0]
A problem-oriented and applied research grant project. The applied research grant project requires the students to work under the direction and supervision of a graduate faculty member. The student will prepare a prospectus to include a statement of the problem, research design, specification of data, questions to be answered, and a representative bibliography, and submit it to the supervising instructor. The applied research grant project will be presented and defended through a formal review process that includes a committee comprised of the academic advisor and two graduate faculty. May be repeated three times for credit.

REHS 8305: Qualitative Research in Rehabilitation [3-0]
Qualitative research approaches will be examined within the context of understanding the lives and experiences of people with disabilities and those people and systems with whom they interact. Students will acquire skill and gain experience in using a wide range of methodological and analytical research techniques. The emphasis of the course is on the collection, management, analysis, and interpretation of qualitative data. The focus is on how to conduct research using observations, in-depth interviews and analysis of documents.

REHS 8306: Advanced Career Development and Disability [3-0]
This course examines the role of work and its impact upon people with disabilities from the perspectives of theory, research and practice. Multicultural perspectives of vocational psychology, socioeconomic class, gender-role expectations, and disability will be explored. Students will be presented with materials concerning career decision-making, the impact of personality on vocational choice and contextual factors influencing career development.

REHS 8307: Internship [3-0]
A scheduled 300 hour internship in one of the following areas: counseling, teaching, supervising, research and scholarship, or leadership and advocacy.

REHS 8310: Research Topics in Rehabilitation [3-0]
Current research topics, trends, and research techniques will be examined including both quantitative and qualitative methodologies. This course will serve as the capstone research course focusing on previously learned statistical analysis and methodologies into a rehabilitation counseling focus.
Prerequisites: EPSY 6350, 6351, 6352, or consent of the instructor. May be repeated three times for credit.

REHS 8311: Seminar in Rehabilitation Research and Publication [3-0]
Examines contemporary studies in rehabilitation research with an emphasis on critically analyzing studies of individual interest. An introduction to journal editorial board manuscript review will be discussed with case samples for critically reviewing. Students will also demonstrate researching and

writing ability by either co-authoring or solely existing research with faculty or developing a conceptual paper for publication.

REHS 8312: Advanced Counseling Practicum I [3-0]

This in-class course offers an in-depth, advanced understanding of the major theories and techniques used for counseling persons experiencing developmental crises and severe psychopathology. The course is designed to provide students with an opportunity to integrate theory and research, using a brief, solution-focused approach to counseling detailing the most prominent of mental health disorders. Crisis intervention techniques will also be examined.

REHS 8313: Rehabilitation Administration and Leadership [3-0]

This course explores the critical role of management skills in human services. Students will gain an understanding of management styles, delegating effectively, conflict resolution strategies, organizational psychology principles, performance evaluations, personnel decisions, mentoring and fiscal responsibility decision-making. Students will also job shadow a human services program director as well as be required to develop a proposal for a for-profit organization.

REHS 8314: Supervised Teaching Experience [3-0]

Under the supervision of advising faculty, students will teach an undergraduate class by preparing and delivering various lectures for a specified course. Students will demonstrate teaching skills using a variety of multimedia modalities as well as other didactic teaching methods.

REHS 8315: Internship Supervision Experience [3-0]

Under the supervision of advising faculty, students will supervise undergraduates or graduates performing their internship. Students will learn necessary accreditation standards criteria for supervising student interns and learn procedures and strategies in the process.

REHS 8317: Advanced Counseling Practicum II [3-0]

Student will spend a minimum of 12 hours a week in a public or private mental health agency field placement preapproved by the Program Coordinator. Each student will carry a caseload of 4-6 clients whose presenting concerns range from developmental issues to severe psychopathology. Students will be responsible for conducting client intakes; developing treatment plans; providing individual, group and couples therapy; and completing paperwork and other case management functions. Students will be required to attend didactic supervision.

REHS 8318: Distance Education Teaching [3-0]

This course involves an introduction to, and the development of, a web-based course in rehabilitation counseling. Students will learn either WebCT or Blackboard with Bobby approval development technology to develop a course utilizing University computer professional staff.

REHS 8319: Professional Ethics [3-0]

Professional ethics focuses on rehabilitation counseling code of ethics, its application to both rehabilitation educators and counselors. Students will apply professional ethics in cases of ethical dilemmas, and explore various issues to delineate potential ethical violations and procedural remediation strategies.

REHS 8350: Rehabilitation Introduction to Statistics [3-0]
The content of this course will include central tendency; variance; exploratory data analysis, normal, t, chi square and F distributions; bivariate correlations and regression analysis, t-test between means, goodness of fit and test of independence of chi square; one-way, two-way and three-way ANOVA. There will be an emphasis on hypothesis testing; Type I and II errors; and understanding of statistical significance, and practical or functional significance/effect size.

REHS 8351: Rehabilitation Intermediate Statistics [3-0]
The content of this course will include central tendency; variance; exploratory data analysis, normal, t, chi square and F distributions; bivariate correlations and regression analysis, t-test between means, goodness of fit and test of independence of chi square; one-way, two-way and three-way ANOVA. There will be an emphasis on hypothesis testing; Type I and II errors; and understanding of statistical significance, and practical or functional significance/effect size. Prerequisite: REHS 8350.

REHS 8352: Rehabilitation Multivariate Statistics [3-0]
The content of this course will include exploratory and confirmatory factor analysis; principal component theory; number of factor extracted; path analysis; canonical analysis; and analysis of covariance structures; and nested hierarchical/nested multilevel data structures. Prerequisite: REHS 8351.

REHS 8353: Seminar in Forensic and Private Rehabilitation [3-0]
Students will be introduced to the field of forensic rehabilitation in the private sector. An understanding of forensic vocational assessment and life care planning in litigation is presented as well as vocational expert testimony with the Social Security Administration. Students learn and demonstrate the basic skills in performing forensic vocational assessments and life care plans using case studies. A field based observation experience is included. May be repeated three times for credit.

REHS 8354: Seminar in Assistive Technology [3-0]
This didactic course introduces students to a variety of assistive devices and technologies available for persons with physical, cognitive and sensory disabilities. In-class learning involves the functional limitations of various disabilities and how assistive technology enables persons at work, home or play. The psychosocial considerations for persons who need to rely on technology will also be addressed. Students will also explore assistive technology websites online for a variety of disabilities. Students will learn how to use various devices. May be repeated three times for credit.

REHS 8355: Seminar in Addictions [3-0]
This course focuses on the models of addiction, assessment, treatment planning, aspects of behavior change, program planning and evaluation, and counseling issues. Harm reduction and dual diagnosis are explored. Students additionally explore advanced concepts and state-of-the-art treatment modalities in the area of addictions. Issues to be discussed include ethics pharmacology, advanced medical treatment, medication issues and family central issues. May be repeated three times for credit.

REHS 8357: Seminar in Assessment [3-0]
This course focuses on the principles, methods, and theoretical foundations of psychological and vocational assessment, with emphasis on psychological tests and measurements. Topics to be examined include intelligence, achievement, personality, behavior, and emotional functioning among persons with disabilities. Career guidance and placement factors will also be investigated. In addition, testing issues

relating to standardization, validity, and test reliability in a multicultural society will be explored. May be repeated three times for credit.

REHS 8380: Special Topics in Rehabilitation [3-0]

This course will be offered in a specialized area in rehabilitation counseling not already addressed in the doctoral program. Topics are generated by student demand or faculty expertise. May be repeated three times for credit.

REHS 8400: Internship [3-0]

A scheduled 400 hour internship in one of the following areas: counseling, teaching, supervising, research and scholarship, or leadership and advocacy.

REHS 8500: Internship [3-0]

A scheduled 500 hour internship in one of the following areas: counseling, teaching, supervising, research and scholarship, or leadership and advocacy.

REHS 8600: Counseling Internship [6-0]

A total of 600 hour internship experience is required and must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy).

REHS 9190: Dissertation [1-0]

Dissertation (1 hour ongoing until completed, if needed) **Prerequisites:** all coursework.

REHS 9690: Dissertation I [6-0]

Students will choose an advisor and dissertation committee in their second semester of the program. The dissertation consists of a minimum 12 hours of comprehensive qualitative or quantitative research on an agreed-upon topic in the field of rehabilitation counseling and working with persons with disabilities. **Prerequisites:** All coursework.

REHS 9691: Dissertation II [6-0]

Students will choose an advisor and dissertation committee in their second semester of the program. The dissertation consists of a minimum 12 hours of comprehensive qualitative or quantitative research on an agreed-upon topic in the field of rehabilitation counseling and working with persons with disabilities. **Prerequisites:** REHS 9690.

Program of Study - Clinical Rehabilitation Counseling (MS)

Purpose

The Master of Science degree in Clinical Rehabilitation Counseling at The University of Texas Rio Grande valley was designed as a direct result of the expressed need for professionally trained rehabilitation counselors in the growing Rio Grande Valley, the state of Texas, and across the nation. The degree is offered by the School of Rehabilitation Services and Counseling in the College of Health Affairs. The program focuses on an integration of theory, skill and practice in counseling, specializing in working with persons with disabilities. Students are prepared with the education needed to successfully function as a professional rehabilitation counselor and are required to complete a 100-hour supervised practicum and a 600-hour supervised internship to learn and practice the necessary skills to work as a professional counselor. The

Master's degree is a minimum 60-semester hour program with a thesis. Students are required to pass a comprehensive examination before graduation.

Mission and Objectives

The Master of Science degree in Clinical Rehabilitation Counseling was designed to meet a growing demand for professionally trained counselors in public and private rehabilitation agencies, mental health centers, schools, substance abuse centers, vocational rehabilitation agencies, and in medical case management. The program philosophy is to assist and empower persons with disabilities in adjusting/adapting to their vocational and personal lives.

The major objective of the Masters' degree is to prepare students for a profession in rehabilitation counseling by providing classroom and experiential skills development in individual and group counseling, vocational assessment, job analysis and placement, medical and psychosocial aspects of disability, case management, research in rehabilitation, and psychiatric rehabilitation.

The Masters' degree in Clinical Rehabilitation Counseling at UTRGV is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and adheres to the curriculum goals and objectives defined by these national standards. As such, students who successfully complete the requirements of this program are immediately eligible to sit for the certifying exam as a Certified Rehabilitation Counselor (CRC).

Additionally, students may complete the appropriate coursework needed for the Licensed Professional Counselor (LPC).

Admission Requirements

To be admitted to the graduate program in Clinical Rehabilitation counseling, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of one letter of recommendation from an employer and one letter of recommendation from a former professor
2. Submission of a double-spaced, two-page, typed essay as to why you want to pursue a master's degree in rehabilitation counseling and become a counselor. Applicants must include educational and career goals as well as any other pertinent personal characteristics deemed appropriate. Please include information about work experience related to the field of rehabilitation and past interactions involving individuals with disabilities (i.e. daily, weekly, monthly).

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Official college transcripts are to be sent to the Graduate College directly from all the institutions attended. If the applicant attended UTRGV at any time, those official transcripts will be handled by the Graduate College; however, the applicant is responsible for requesting official transcripts to be sent directly from all other institution(s).

Program Requirements

Required Courses	60
REHS 6300: Foundations in Clinical Rehabilitation Counseling	3
REHS 6305: Ethics, Legal and Professional Issues in Clinical Rehabilitation	3
REHS 6310: Case Management in Rehabilitation	3
REHS 6315: Research and Program Evaluation	3
REHS 6320: Psychosocial Aspects of Disability	3
REHS 6325: Group Counseling in Rehabilitation	3
REHS 6330: Assessment and Testing	3
REHS 6335: Addictions Counseling in Clinical Rehabilitation	3
REHS 6340: Advanced Counseling and Diagnostics in Clinical Rehabilitation Counseling	3
REHS 6345: Medical Aspects of Disability	3
REHS 6350: Career Development and Job Placement	3
REHS 6355: Developmental Lifespan and Disability	3
REHS 6360: Counseling Theories in Clinical Rehabilitation Counseling	3
REHS 6365: Multicultural and Social Diversity	3
REHS 6370: Techniques in Clinical Rehabilitation Counseling	3
REHS 6375: Psychiatric Rehabilitation	3
REHS 6385: Couple and Family Counseling	3
REHS 6390: Practicum in Clinical Rehabilitation Counseling	3
REHS 7600: Internship in Clinical Rehabilitation Counseling	6

Capstone Requirement

Written Comprehensive Exam

Students can choose to take the Certified Rehabilitation Counselor examination, or the Department Comprehensive Examination.

Total graduate hours for degree: 60

Required Practicum and Internship Experience

A minimum 100-hour supervised practicum and 600-hour supervised internship is required of all Masters students in Clinical Rehabilitation Counseling. This field-based practical experience provides students with the opportunity to select and work for one semester in an approved rehabilitation setting. The practicum may be taken only after completion of REHS 6300, REHS 6360, and REHS 6370. The internship is generally completed in the student's final semester. These practical experiences permit students to gain exposure working with persons with disabilities and rehabilitation professionals under the direct supervision of a Certified Rehabilitation Counselor.

Written Comprehensive Examination

All candidates for graduate degrees of the Clinical Rehabilitation Counseling Program are required to take a Comprehensive Examination covering aspects of the student's academic program. Comprehensive Examination requirements may be satisfied in one of two ways:

1. Passing the Certified Rehabilitation Counselor (CRC) Examination.
2. Passing the School of Rehabilitation Services and Counseling MS Comprehensive Examination.

Master's degree candidates must inform the MS Graduate Program Coordinator of their intent to take the CRC Examination or the School of Rehabilitation Services and Counseling MS Comprehensive Examination at the beginning of the semester before they intend to graduate.

Students opting to take the CRC Examination can obtain information on examination dates, examination locations, study guides, and scores required to pass the examination at:

Commission on Rehabilitation Counselor Certification (CRCC)
1699 East Woodfield Road, Suite 300
Schaumburg, Illinois 60173
Telephone: (847) 944-1325
<http://www.crc certification.com>

Students who fail the CRC Examination will be given the option of taking the Department of Rehabilitation MS Comprehensive Examination. The School of Rehabilitation Services and counseling MS Comprehensive Examination is offered three times (fall, spring and summer) each year and examination dates are posted on the Rehabilitation Counseling Program bulletin board as well as the MS Graduate Program Coordinators office door. Specific requirements for eligibility to sit for and pass the Examination are contained in the Masters' degree Student Handbook.

Certification and Licensure

The Certified Rehabilitation Counselor (CRC) is a professional rehabilitation counselor who has met the educational and work experience requirements as set forth by the national standards developed by

the Council on Rehabilitation Education (CORE). Students who intend to seek employment in the public sector with state vocational rehabilitation as well as private sector vocational rehabilitation (Workers Compensation) are strongly encouraged to obtain this credential upon completing their degree requirements. For more information contact the Commission on Rehabilitation Counselor Certification (CRCC) at 1699 East Woodfield Rd., Suite 300, Schaumburg, IL 60173, (847) 944-1325. <http://www.crccertification.com>

The Texas Board of Examiners of Professional Counselors has been designated by the Texas Legislature as the licensing body for counselors in Texas who want to pursue a career as a Licensed Professional Counselor (LPC). Licensing as a generic counselor with a specialty as a rehabilitation counselor is available. Any person practicing counseling activities and claiming the credentials of LPC is required by law to submit appropriate credentials for evaluation and take an examination before associate (LAC) recognition is granted. Students in UTRGV Rehabilitation Counseling program can acquire the necessary academic courses to sit for the LPC exam; however, after the student graduates he/she must also complete 3,000 hours of internship or employment under the supervision of an LPC.

Course Descriptions:

REHS 6300: Foundations in Clinical Rehabilitation Counseling [3-0]
An introduction to the broad field of human rehabilitation. Study includes historical, legislative and organizational bases; rehabilitation process; personnel standards and types of rehabilitation facilities.

REHS 6305: Ethics, Legal and Professional Issues in Clinical Rehabilitation [3-0]
This course will cover the professional counselor's knowledge base concerning ethical theories, principles, and the application of these principles to the counseling practice. Topics include the use of ethical codes, laws and ethical decision-making to develop the counselor's critical thinking skills. The course will utilize lecture, experiential activities, processing of ethical dilemmas, discussion, role-plays and group work.

REHS 6310: Case Management in Rehabilitation [3-0]
Procedures and processes in individualized case planning, recording, management and reporting systems used by rehabilitation professionals in providing and coordinating available services to persons with disabilities. Emphasis is upon the rehabilitation process, the professional/client relationship and interviewing techniques. Focus is upon case management in public, private and medical rehabilitation settings

REHS 6315: Research and Program Evaluation [3-0]
An exploration of qualitative and quantitative research methods and experimental designs with specific application to research in rehabilitation. Students will also demonstrate skills in the application and interpretation of statistical procedures utilizing a statistical software package.

REHS 6320: Psychosocial Aspects of Disability [3-0]

The course examines the psychological and social aspects of individual and family adjustment to disability and chronic illness. Included are findings in research on the adjustment process and on the relationship of psychological and social variables to the acquisition and maintenance of health.

REHS 6325: Group Counseling in Rehabilitation [3-0]

Group counseling with people with disabilities will address the approaches in group counseling with the different disability groups. The role of the counselor in group counseling will be emphasized. The course will include instruction and practice in the application of group procedures and processes as they apply to people with disabilities. **Prerequisite:** REHS 6360.

REHS 6330: Assessment and Testing [3-0]

Introduction to vocational assessment with focus on measurement concepts, procedures and practices used in conducting a systematic appraisal of individuals with handicapping conditions resulting from age, disease and trauma.

REHS 6335: Addictions Counseling in Clinical Rehabilitation [3-0]

This course focuses on the models of addictions and the cultural, ethical, legal, biological, psychopharmacological and familial aspects of addiction and disabilities. Assessment, treatment planning, aspects of behavior change, program planning and evaluation, and counseling issues will be addressed. Harm reduction, the continuum model of drug use, level of functioning and comorbidity (dual diagnosis) concepts will be explored.

REHS 6340: Advanced Counseling and Diagnostics in Clinical Rehabilitation Counseling [3-0]

This course is designed to increase the student's understanding of the field of psychiatric rehabilitation, with an emphasis on special populations. Students will be introduced to the philosophical and empirical basis of psychiatric rehabilitation, including an overview of programing models, service-system issues, and current research in psychological disorders and their treatment. Students will be able to demonstrate in-depth understanding of the facts, concepts, and principles underlying and guiding the growth of the field of psychiatric rehabilitation through role-playing, recorded interviews and counseling sessions, observation analysis, and evaluation of interviewing techniques. Throughout the course, focus will be placed on the consumer movement, ethical and legal aspects in counseling, and cross-cultural issues.

REHS 6345: Medical Aspects of Disability [3-0]

Advanced studies in medical conditions most frequently encountered by rehabilitation professionals. A detailed study of the medical resources employed by professionals assisting people with disabilities will occur. Students will learn about the diagnosis, prognosis and vocational implications of various disabilities.

REHS 6350: Career Development and Job Placement [3-0]
Provides an overview of job placement based on a systems perspective. Students will have an opportunity to explore various job placement philosophies, programs and techniques as well as to gain hands-on experience in job analysis, labor market analysis and career exploration.

REHS 6355: Development Lifespan and Disability [3-0]
The purpose of this course is to provide an overview on how biological, psychological, and social factors influence individual development throughout the lifespan. Special emphasis on the rehabilitative process and how it relates to human growth and development and disability-related issues will be provided. Students will gain a working knowledge of the theories of human development, the needs of individuals with disabilities, and how to implement approaches and plans that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with disabilities across the life span. Students will learn to demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges to facilitate the development of transition strategies to successfully complete the rehabilitation process.

REHS 6360: Counseling Theories in Clinical Rehabilitation Counseling [3-0]
Study of major counseling theories and techniques with focus on principles and competencies in rehabilitation counseling, including special applications and modifications that may be required in counseling persons with mental, physical or emotional disabilities.

REHS 6365: Multicultural and Social Diversity [3-0]
The course provides students with the opportunity to identify their personal values, explore cultural diversity issues and enhance their ability to apply rehabilitation services to diverse populations. This course provides students with multicultural skills necessary to address the social and emotional issues cross-culturally to people with disabilities. Students are able to perceive and conceptualize the multicultural factors that affect people with disabilities. They are able to provide culturally relevant rehabilitation counseling.

REHS 6370: Techniques in Clinical Rehabilitation Counseling [3-0]
Study of current techniques utilized in rehabilitation counseling and rehabilitation client services. Structured learning experiences for development of competencies in utilization of the techniques with rehabilitation clients. **Prerequisite:** REHS 6360.

REHS 6375: Psychiatric Rehabilitation [3-0]
The purpose of this course is to introduce the basic concepts of abnormal psychology and to facilitate understanding of the principles of psychiatric rehabilitation as it relates to working with individuals with mental disorders and other disabilities. The course is also designed to teach students specific concepts, skills and competencies required to differentiate between normal human growth and development and abnormal human behavior and symptoms using the DSM-IV-TR.

REHS 6385: Couple and Family Counseling [3-0]

This course examines the history of and major contemporary approaches to couple and family counseling with special emphasis the impact of disability. Issues of gender, ethnicity, culture, sexual orientation, disability and other contextual factors as they relate to couple, marriage and family counseling are examined. This course focuses on helping students respond in a culturally sensitive, non-sexist and non-prejudicial manner to the couples, families and individuals with disabilities they serve while considering the changing role of the family in society.

REHS 6390: Practicum in Clinical Rehabilitation Counseling [3-0]

A minimum of 100 clock hours of supervised experiences in a clinically-based rehabilitation counseling setting under the supervision of qualified rehabilitation faculty. Includes a one-hour-per-week seminar in ethics and standards of practice in rehabilitation, as well as regularly scheduled weekly meetings for individual and group supervision.

Prerequisites: REHS 6300, REHS 6360, REHS 6370, or program permission.

REHS 7600: Internship in Clinical Rehabilitation Counseling [6-0]

A 600-hour applied experience in the student's area of specialization in a rehabilitation agency or facility external to the University. Includes a one hour-per-week seminar and group supervision meeting.

Prerequisites: Completion of all required coursework and practicum or program approval.

Department of Social Work

- Social Work (MSSW)

Program of Study - Social Work (MSSW)

Mission Statement

The Department of Social Work is committed to preparing entry-level generalist (BSWs) and advanced professional social workers (MSSWs) to meet the needs of a bi-national and multicultural community. The program has two concentrations: Direct Practice with Latino Individuals, Families and Groups, and Administration and Community Practice. The program emphasizes multicultural awareness, professional competence, ethical practice, knowledge building acquisition, and social services that promote social and economic justice in a bi-national environment.

The department implements the mission statement through the goals and objectives that guide the curriculum.

Program Goals and Objectives

The Master of Science in Social Work (MSSW) Program at The University of Texas-Pan American is designed to meet the social service needs of the diverse populations that the program graduates will serve. The program complies with the requirements of the Educational Policy and Accreditation Standards of the Council on Social Work Education (CSWE).

The mission of the Department of Social Work is closely bound to the missions of the University and College. As part of its mission, the University is committed to *servicing the higher education needs of South Texas*. The mission of the College of Health Affairs is to *enhance the quality of life and health care in the lower Rio Grande Valley binational border community and region*.

The department's mission, the program objectives and the requirements of our accreditation agency provide the foundation for the Master of Science in Social Work Program and for the course content. The desired student learning outcomes are articulated in the objectives and syllabi and are disseminated through student advisement orientation sessions and admission guidelines, as well as in the Graduate Catalog, the Student Handbook and the Field Education Manual.

The social work master's program seeks, as its major general objective, to prepare competent and effective social work professionals for advanced social work practice with Latino individuals and families who are guided by social work values and ethical principles.

Graduates of the Master of Science in Social Work are expected to master the following core competencies as required by the Educational Policy and Accreditation Standards of the Council on Social Work Education:

- Educational Policy 2.1.1- Identify as a professional social worker and conduct oneself accordingly
- Educational Policy 2.1.2 – Apply ethical principles in practice
- Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments
- Educational Policy 2.1.4 - Engage diversity and difference in practice
- Educational Policy 2.1.5 - Advance human rights and social and economic justice
- Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.
- Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment
- Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
- Educational Policy 2.1.9 - Respond to contexts that shape practice.
- Educational Policy 2.1.10(a)–(d) - Engage, assess, intervene, and evaluate with individuals, families,

groups, organizations, and communities

The MSSW Curriculum

The Master of Science in Social Work (MSSW) Program is accredited by the Council on Social Work Education. The master's in social work is a 63-hour degree consisting of 33 hours of professional foundation courses and 30 hours of advanced professional social work courses.

The foundation curriculum consists of three hours of Introduction to Professional Social Work, nine hours of Generalist Social Work Practice, three hours of diversity, six hours of Human Behavior and the Social Environment, three hours of Research Design and Analysis, three hours of Social Welfare Policy, and six hours of Field Education.

The curriculum of the Direct Practice with Latino Individuals, Families and Groups concentration consists of six hours in Advanced Family Practice, three hours in Social Work Practice with Latinos, three hours in Advanced Clinical Assessment, three hours in Advanced Policy Analysis and Development, three hours in Advanced Practice with Individuals, three hours in Advanced Practice with Groups, six hours of Concentration Practicum, and three hours in electives.

The curriculum of the Administration and Community Practice concentration consists of three hours in social work practice with Latinos, six hours in the area of macro practice assessment and evaluation, three hours in advanced practice with organizations, three hours in advanced practice with communities, three hours in advanced policy analysis and development, six hours in a macro practicum and six hours in social work electives. In addition to full-time study, extended study options are available for the 33-hour advanced standing program and the 63-hour program. The 33-hour advanced standing program can be completed in a two-year extended study period. Similarly, the 63-hour program can be completed in a three year of extended study period.

Admission Requirements

To be admitted to the graduate program in social work, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of three letters of recommendation
2. Submission of a personal narrative statement
3. Submission of a writing sample
4. Verified successful completion of a course in basic statistics

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Advanced Standing

Applicants who possess a Bachelor of Social Work degree from a program accredited by the Council on Social Work Education (CSWE) may qualify for advanced standing and receive a waiver of up to 30 hours of academic credit for professional foundation courses. The advanced standing curriculum consists of 33 hours. Applicants who wish to be considered for advanced standing must meet the following admissions requirements:

1. Clear admission to graduate study at UT Rio Grande Valley
2. GPA of 3.2 or higher on a 4.0 scale in social work core undergraduate courses.

Admissions Committee Review

All applications will be reviewed by the Department of Social Work MSSW Program Admissions Committee. The committee is responsible for the selection of the individuals who are admitted into the master's in social work degree program.

Program Requirements

63 Hour Program

Required Courses	33
SOCW 6300: Human Behavior and the Social Environment I: Individuals, Families and Small Groups	3
SOCW 6301: Human Behavior and the Social Environment II: Social Institutions, Communities and Organizations	3
SOCW 6302: Social Welfare Policy	3
SOCW 6311: Social Work as a Profession	3
SOCW 6315: Social Work with Diverse Populations	3
SOCW 6321: Generalist Social Work Practice I	3
SOCW 6322: Generalist Social Work Practice II	3
SOCW 6323: Generalist Social Work Practice III	3
SOCW 6381: Social Work Research Designs and Applications	3
SOCW 6370: Field Practicum I	3
SOCW 6371: Field Practicum II	3

Choose one of the following concentrations:

Administration and Community Practice Concentration:

Required Courses	24
SOCW 6332: Social Work Practice with Latinos	3
SOCW 6336: Advanced Macro Assessment	3
SOCW 6340: Advanced Social Work Practice with Organizations	3
SOCW 6341: Advanced Social Work Practice with Communities	3
SOCW 6342: Advanced Policy Analysis and Development	3
SOCW 6380: Accountability and Evaluation in Macro Practice	3
SOCW 6378: Macro Practicum I (250 hours)	3
SOCW 6379: Macro Practicum II (250 hours)	3
Free Electives	6
SOCW 6360: Child Welfare	3
SOCW 6397: Spirituality and Social Work	3

Direct Practice with Latino Individuals, Families and Groups Concentration:

Required Courses	27
SOCW 6330: Advanced Family Practice I	3
SOCW 6331: Advanced Family Practice II	3
SOCW 6332: Social Work Practice with Latinos	3
SOCW 6335: Advanced Clinical Assessment	3
SOCW 6342: Advanced Policy Analysis and Development	3
SOCW 6350: Advanced Social Work Practice with Individuals	3
SOCW 6351: Advanced Social Work Practice with Groups	3
SOCW 6376: Clinical Practicum I	3
SOCW 6377: Clinical Practicum II	3
Free Electives	3

Choose from the following:
SOCW 6360: Child Welfare
SOCW 6397: Spirituality and Social Work

Capstone Requirement

Completion of Practicum Hours

Total graduate hours for degree: 63

33 Hour Advanced Standing Program

Administration and Community Practice Concentration:

Required Courses 27

SOCW 6315: Social Work with Diverse Populations 3
SOCW 6332: Social Work Practice with Latinos 3
SOCW 6336: Advanced Macro Assessment 3
SOCW 6340: Advanced Social Work Practice with Organizations 3
SOCW 6341: Advanced Social Work Practice with Communities 3
SOCW 6342: Advanced Policy Analysis and Development 3
SOCW 6380: Accountability and Evaluation in Macro Practice 3
SOCW 6378: Macro Practicum I (250 hours) 3
SOCW 6379: Macro Practicum II (250 hours) 3

Free Electives 6

SOCW 6360: Child Welfare 3
SOCW 6397: Spirituality and Social Work 3

Capstone Requirement

Completion of Practicum Hours

Total graduate hours for degree: 33

Direct Practice with Latino Individuals, Families and Groups Concentration:

Required Courses 30

SOCW 6315: Social Work with Diverse Populations
SOCW 6330: Advanced Family Practice I 3
SOCW 6331: Advanced Family Practice II 3
SOCW 6332: Social Work Practice with Latinos 3
SOCW 6335: Advanced Clinical Assessment 3
SOCW 6342: Advanced Policy Analysis and Development 3
SOCW 6350: Advanced Social Work Practice with Individuals 3
SOCW 6351: Advanced Social Work Practice with Groups 3
SOCW 6376: Clinical Practicum I 3
SOCW 6377: Clinical Practicum II 3

Free Electives 3

Choose from the following:
SOCW 6360: Child Welfare

SOCW 6397: Spirituality and Social Work

Capstone Requirement

Completion of Practicum Hours

Total graduate hours for degree:

33

The 33-hour degree program consists of courses and field education experiences of the selected concentration, as listed above under the 63-hour degree plan plus SOCW 6315 Social Work with Diverse Populations

The required courses are designed to provide the student with a multicultural background, emphasizing the important social issues in direct services to Latino individuals, families and groups or administrative and community practice. The degree program, administered by the Department of Social Work, offers professional preparation for advanced social work practice. Graduates will have the opportunity to attain advanced analytical and practice skills sufficient for self-critical, accountable and autonomous practice.

Graduates of the Master of Science in Social Work will be eligible to take the state examination to become a licensed master social worker (LMSW's).

Course Descriptions

SOCW 6300: Human Behavior and the Social Environment I:

[3-0]

Individuals, Families and Small Groups

This course focuses on the reciprocal relationships between social environments and human behavior with an emphasis on individuals, families and small groups. Multiple theoretical and empirical perspectives are used to analyze the biological, psychological, social, cultural and spiritual dimensions of human development across the life span among diverse groups with an emphasis on at-risk and vulnerable populations. Attention is given to factors that contribute to risk and resilience and the role of social and economic justice in promoting human well-being.

SOCW 6301: Human Behavior and the Social Environment II: Social Institutions, Communities and Organizations

[3-0]

This course focuses on the reciprocal relationships between social environments and human behavior within large social systems. Theoretical and empirical perspectives are used to analyze the impact of the natural and physical environments, social structure, social institutions, communities and formal organizations on the well-being of diverse, at-risk and vulnerable populations. The course emphasizes processes of social change to challenge the inequitable distribution of power and resources.

SOCW 6302: Social Welfare Policy

[3-0]

Examination of the dimensions of social welfare policy, including conceptual frameworks for understanding policy formulation and the analysis of social policies. Special emphasis on policy issues that affect service delivery to families.

SOCW 6311: Social Work as a Profession

[3-0]

This course traces the philosophy and historical development of social work and presents a general overview of the social work profession. The basic knowledge, values, ethics, necessary for generalist social work practice, along with the many and varied roles and competencies in which social workers function across different fields of practice, will be presented. Students are introduced to social work's

commitment to understand and appreciate human diversity; to understand and combat the dynamics and consequences of social and economic injustice; to achieve individual and collective social and economic justice for populations-at-risk. **Prerequisites:** Graduate standing with admission to the MSSW Program.

SOCW 6315: Social Work with Diverse Populations [3-0]

This course prepares students for effective professional intervention in a diverse world, and provides an understanding of how discrimination and oppression operate to limit the life opportunities of members of minority, vulnerable, at risk, and disenfranchised groups. A conceptual framework for understanding diversity, discrimination and oppression is presented and used to understand discrimination based on factors such as race, ethnicity, social class, gender, and sexual orientation. Selected theoretical perspectives are used to critically analyze the manifestations of discrimination and oppression and their impact on affected populations. Social world's responses to discrimination and inequality, including strategies for intervention, are also examined.

SOCW 6321: Generalist Social Work Practice I [3-0]

The course is an introductory course in direct practice methods and skills of social work intervention with individuals. Attention is given to the historic development of social work practice, the nature and application of social work values and ethical principles in practice, the theoretical frameworks of helping methods and the helping process of assessment, planning, intervention, termination and evaluation. Emphasis is on a generalist and ecosystems approach. **Prerequisites:** Graduate standing with admission to the MSSW Program and/or permission of the instructor.

SOCW 6322: Generalist Social Work Practice II [3-0]

This course presents a systems-ecological perspective on social work practice with families and small groups. The course emphasizes using both identified strengths and evidence-based approaches to working with clients. Students will have the opportunity to learn skills and apply knowledge and ethics to case material. **Prerequisite:** SOCW 6321.

SOCW 6323: Generalist Social Work Practice III [3-0]

This course is designed to help students understand communities and the knowledge bases of social work generalist practice for interventions at this level. It provides an opportunity to explore selected macro models of practice and learn about human service organizations, which often serve as an immediate context for community practice. **Prerequisites:** Graduate standing with admission to the MSSW Program and SOCW 6321 taken concurrently with SOCW6371.

SOCW 6330: Advanced Family Practice I [3-0]

This course, which is the first of two family practice courses, focuses on theories and evidence-based practice models for working with populations-at-risk. Family practice models are critiqued with respect to their efficacy for work with Latinos. The course builds on a generalist foundation which includes a theoretical framework for working with families. **Prerequisites:** SOCW 6322, completion of MSSW foundation curriculum or admission into the 33-hour program (advanced standing).

SOCW 6331: Advanced Family Practice II [3-0]

This course is taken concurrently with the concentration internship (SOCW 6375 or SOCW 6975) and focuses on the application of evidence-based family practice models with populations-at-risk. This entails formulating family assessments, developing treatment plans, establishing therapeutic

relationships, applying intervention strategies and evaluating outcomes using relevant family therapy approaches that can also be adapted for work with couples and individual clients.

Prerequisites: SOCW 6330 Advanced Family Practice I.

SOCW 6332: Social Work Practice with Latinos [3-0]

Social work practice implications of the characteristics of the Latino population of the Southwest. The course will analyze distinctive practice in engagement, communication, and service with Latino clients, differential modalities and helping processes for clinical and macro practice with this population.

SOCW 6335: Advanced Clinical Assessment [3-0]

This course examines diverse ways to assess mental health functioning with an emphasis on understanding, analyzing and assessing mental disorders and formulating treatment plans according to the Diagnostic and Statistical Manual of Mental Disorders (latest edition). Attention is given to the significance of gender, race and ethnicity, age, sexual orientation and culture in assessing mental health and mental disorders. Assessment models are analyzed in terms of their consideration of biological, psychological, social, cultural and spiritual aspects of human behavior. Coping strategies, adaptation and resiliency are addressed in the assessment process and a strengths-based perspective is used in formulating treatment plans. Attention is also given to the role of psychopharmacology in treatment. Criticisms and debates regarding the DSM are addressed. **Prerequisites:** Completion of foundation curriculum or admission into advanced standing program.

SOCW 6336: Advanced Macro Assessment [3-0]

A variety of methods to assess macro social systems are studied and experiences are provided to develop macro assessment skills. This includes the logic frameworks for assessment, organizational assessment and use of standardized measures for documenting organizational functioning. The course teaches community asset mapping and traditional community needs assessment methods. **Prerequisite:** Completion of foundation curriculum or admission and advanced standing

SOCW 6340: Advanced Social Work Practice with Organizations [3-0]

Students gain advanced skills in organizational administration and management. Organizational assessment, human resources development, financial and board management, fund raising, policy planning and development, project management, and program evaluation are addressed. Students explore "use of self" as they develop leadership skills and a commitment to excellence necessary for strengthening agencies and improving human services critically needed in the Border Region of South Texas and beyond. **Prerequisite:** Completion of foundation curriculum or admission into advanced standing.

SOCW 6341: Advanced Social Work Practice with Communities [3-0]

Students gain advanced skills in community organizing and social advocacy. Community assessment, volunteer management, fund raising, campaign management, networking and project management are addressed. Students will continue to explore their "use of self" as they further develop the leadership skills necessary to strengthen at-risk Latino community groups in the Border Region of South Texas and beyond. SOCW 6341 taken concurrently with SOCW 6379.

SOCW 6342: Advanced Policy Analysis and Development [3-0]

This course provides advanced skills in policy formulation, analysis, evaluation, advocacy, social marketing, lobbying, international development policy, and social action mobilization. **Prerequisite:** Completion of foundation curriculum or admission into advanced standing.

SOCW 6350: Advanced Social Work Practice with Individuals [3-0]

This course focuses on knowledge and skills needed for advanced clinical social work practice with individual clients. Emphasis is given to the therapeutic process, empowerment and strengths perspectives, and clinical strategies for change. A variety of therapeutic models are examined with attention given to their efficacy for work with Latinos and vulnerable and at-risk populations.

Prerequisite: Completion of foundation curriculum or admission into advanced standing.

SOCW 6351: Advanced Social Work Practice with Groups [3-0]

Emphasis is on the use of group dynamics and techniques to treat mental, emotional, and behavioral disorders, conditions and addictions. **Prerequisite:** Completion of foundation curriculum or admission into advanced standing.

SOCW 6360: Child Welfare [3-0]

Examination of current policies of government-sponsored child welfare programs and current issues in the service delivery aspect of practice with cases of child abuse and neglect.

SOCW 6365: Mexican American Mental Health [3-0]

Course examines cultural and systemic barriers which limit access to mental health services by Mexican Americans. Attention is also given to the development of strategies for improving service delivery.

SOCW 6370: Field Practicum I [3-0]

This course, which is the first of two foundation internships, requires completion of 200 clock hours in an approved field setting which prepares students for generalist social work practice. **Prerequisite:** Approval of the Office of Field Education and completion of SOCW 6321, 6300 and 6311.

SOCW 6371: Field Practicum II [3-0]

This course, which is a continuation of the first internship experience (SOCW 6370), requires completion of 200 clock hours in an approved field setting which prepares students for generalist social work practice. This course is taken concurrently with SOCW 6323. **Prerequisites:** Approval by the Office of Field Education and completion of SOCW 6321, 6300, 6301, 6302, 6381, 6311 and 6322.

SOCW 6376: Clinical Practicum I

This practicum course requires completion of 250 clock hours in an approved field setting which prepares interns for family focused practice with Latino individuals and families. Course may be taken concurrently with SOCW 6377. **Prerequisites:** Approval by the Office of Field Education and completion of SOCW 6330, 6332, 6335, 6338.

SOCW 6377: Clinical Practicum II

This practicum course requires completion of 250 clock hours in an approved field setting which prepares interns for family focused practice with Latino individuals and families. SOCW 6376 and 6377 may be taken concurrently or SOCW 6376 can be taken first, followed by SOCW 6377. SOCW 6377 must be taken concurrently with SOCW 6331. **Prerequisites:** Approval by the Office of Field Education and completion of SOCW 6330, 6332, 6335; any outstanding courses must be taken concurrently with this course.

SOCW 6378: Macro Practicum I [3-0]
This practicum course requires completion of 250 clock hours in an approved field setting which prepares interns for community practice and administration. Course may be taken concurrently with the second internship course (SOCW 6379). **Prerequisites:** Approval by the Office of Field Education.

SOCW 6379: Macro Practicum II [3-0]
This practicum course requires completion of 250 clock hours in an approved field setting which prepares Interns for macro practice. SOCW 6379 may be taken concurrently with SOCW 6378 or after completing SOCW 6378. SOCW 6379 must be taken concurrently with SOCW 6341. **Prerequisites:** SOCW 6315, 6336, & 6340; any outstanding courses which are required for graduation must be taken concurrently with this course.

SOCW 6380: Accountability and Evaluation in Macro Practice [3-0]
Emphasis on processes for monitoring and evaluating for evidence-based programming.
Prerequisite: Completion of foundation curriculum or admission into advanced standing.

SOCW 6381: Social Work Research Designs and Applications [3-0]
Examination of the various scientific methods for research, with special attention upon survey research methodology, beginning practice assessment and the statistical application of related procedures, including correlations, T-test, Chi Square, analysis of variance and the visual presentation of data.

SOCW 6383: Directed Studies
Independent study designed to provide an opportunity for students to pursue directed readings or participate in research or special projects under faculty supervision.

SOCW 6393: Children's Mental Health [3-0]
This course presents a systems approach to children's mental health that includes theory, research, policy and practice perspectives. There is an emphasis on strength-based assessment and empirically-based interventions to help children with mental health concerns and their families. **Prerequisite:** Graduate status.

SOCW 6396: Gerontological Social Work [3-0]
Theory and knowledge for practice with older adults and their families. Content addressing family empowerment, advocacy, networking, accessing of services, family dynamics and caregiving, with special emphasis on the development of practice skills to work with older adults and their families toward fostering maximum independence of the elderly. **Prerequisite:** Completion of foundation curriculum or admission into advanced standing program.

SOCW 6397: Spirituality and Social Work [3-0]
This course examines perspectives on human well-being within diverse spiritual and religious traditions; models of spiritual development; the role of spirituality and religion in fostering well-being or contributing to the oppression of diverse, at risk, and vulnerable populations; and values and ethics for spiritually sensitive practice. Tools for spiritual assessment and spiritually-based interventions are explored.

SOCW 6399: Special Topics in Social Work Practice [3-0]
Examination of special topics in social work practice. **Prerequisite:** Approval of faculty advisor and department chair.

COLLEGE OF LIBERAL ARTS

Located in the Rio Grande Valley of Texas, the UTRGV College of Liberal Arts embraces its mission within a Hispanic Serving Institution to prepare students for success in a complex, diverse, and constantly changing world through our disciplinary strengths and engaged teaching in the Humanities and Social Sciences. Our faculty are committed to both theoretical and applied scholarship serving our professions and communities. Our courses emphasize critical thinking, research mentoring, experiential and service learning, analysis, and skills in oral and written communication to prepare bilingual, bicultural, and biliterate students who will serve our communities, nation, and world.

Department of Communication

- Communication (MA)
- Communication Training and Consulting (Certificate)
- Media Relations and Strategic Communication (Certificate)

Program of Study - Communication (MA)

Purpose

This program is designed for those who are interested in pursuing advanced studies in communication as a means of enhancing their professional and academic careers. Specifically, the objectives of this master's degree are to:

1. Provide advanced instruction for professional-level communication career development.
2. Provide instruction for teachers and educational administrators to upgrade their pedagogical and administrative skills.
3. Prepare students for advanced graduate study in communication leading to the terminal Doctor of Philosophy degree.

Scope

The Master of Arts degree in Communication is a broad-based and individualized degree program that addresses all of the essential dimensions and components of communication studies, including organizational, interpersonal, intercultural, public relations, mass media and communication theory. The student will acquire grounding in communication research, both theoretical and applied. Substantial flexibility exists for the student in communication to design a course and research program that fits his or her unique and specialized professional and educational goals.

Admission Requirements

To be admitted to the graduate program in communication, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Bachelor's degree in Communication or a bachelor's degree in business or social science or a related field
3. Submission of three letters of recommendation

4. Submission of a 500-word essay on personal goals related to the degree
 Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	12
COMM 6300: Communication Research	3
COMM 6320: Seminar in Communication Theory	3
COMM 6322: Culture and Communication	3
COMM 6328: Applied Communication Research	3

Choose one of the following options:

Thesis Option

Communication Designated Electives	12
---	-----------

Chosen from the following:

COMM 6319: Seminar in Communication Education	3
COMM 6321: Seminar in Instructional Communication	3
COMM 6323: Seminar in Interpersonal Communication	3
COMM 6324: Seminar in Organizational Communication	3
COMM 6326: Seminar in Nonverbal Communication	3
COMM 6327: Seminar in Health Communication	3
COMM 6329: Special Topics in Communication	3
COMM 6330: Seminar in Consulting and Training	3
COMM 6332: Mass Media Campaigns	3
COMM 6333: Seminar in Media Psychology	3
COMM 6334: Seminar in Conflict Management	3
COMM 6339: Independent Research	3
COMM 6351: Communication Technology	3
COMM 6352: Media, Race, and Ethnicity	3
COMM 6355: Professional Speaking	3
COMM 6356: Seminar in Persuasion	3
COMM 6360: Historical Studies in Mass Media	3

Free Electives	6
-----------------------	----------

Any two graduate level courses (from any department)

Capstone Requirement	6
-----------------------------	----------

Thesis

COMM 7300: Thesis I	3
COMM 7301: Thesis II	3
Oral Comprehensive Exam	

Total graduate hours for degree:	36
---	-----------

Non-Thesis Option:

Communication Designated Electives	18
---	-----------

Chosen from the following:

COMM 6319: Seminar in Communication Education	3
COMM 6321: Seminar in Instructional Communication	3
COMM 6323: Seminar in Interpersonal Communication	3
COMM 6324: Seminar in Organizational Communication	3
COMM 6326: Seminar in Nonverbal Communication	3
COMM 6327: Seminar in Health Communication	3
COMM 6329: Special Topics in Communication	3
COMM 6330: Seminar in Consulting and Training	3
COMM 6332: Mass Media Campaigns	3
COMM 6333: Seminar in Media Psychology	3
COMM 6334: Seminar in Conflict Management	3
COMM 6339: Independent Research	3
COMM 6351: Communication Technology	3
COMM 6352: Media, Race, and Ethnicity	3
COMM 6355: Professional Speaking	3
COMM 6356: Seminar in Persuasion	3
COMM 6360: Historical Studies in Mass Media	3

Free Electives 6
Any two graduate level courses (from any department)

Capstone Requirement

Oral Comprehensive Exam
Written Comprehensive Exam

Total graduate hours for degree: 36

Comprehensive Examination

Non-thesis candidates for the Master of Arts in communication will be required to pass comprehensive written and oral examinations encompassing the information and materials in communication and related coursework.

Course Descriptions

COMM 6300: Communication Research [3-0]
Major methods of research used in the various fields of communication. Each student is responsible for the successful completion of a research project.

COMM 6319: Seminar in Communication Education [3-0]
This course provides graduate students with helpful teaching tools and tips that can be applied in all areas of instruction. Students will learn how to develop and evaluate syllabi, assessments, assignments, teaching plans, and lectures.

COMM 6320: Seminar in Communication Theory [3-0]
Study of the major developments in communication theory. Emphasis is on the effects of human interaction and of the media on individuals and society.

- COMM 6321: Seminar in Instructional Communication [3-0]
This course will examine interactions in educational contexts such as student/teacher interactions, student/student interactions and teacher/teacher interactions using instructional communication models and communication theories.
- COMM 6322: Culture and Communication [3-0]
Study of the relationship between culture and communication with emphasis given to social, psychological, linguistic and nonverbal problems in and the development of strategies for the practice of intercultural and international communication.
- COMM 6323: Seminar in Interpersonal Communication [3-0]
Current theories and research in interpersonal communication. Emphasis on symbolic interaction approaches to interpersonal communication and performance-centered theories of interpersonal communication.
- COMM 6324: Seminar in Organizational Communication [3-0]
Theories and models of communication in organizations, design and management of organizational communication systems.
- COMM 6326: Seminar in Nonverbal Communication [3-0]
Review and analysis of theory and research in nonverbal communication, including relationship of nonverbal communication to oral communication. Emphasis on intercultural and international nonverbal communication.
- COMM 6327: Seminar in Health Communication [3-0]
Provides an overview of theoretical and applied approaches to health communication. Students will be exposed to topics including delivery systems of formal care, health information sources, mediators and moderators of care and understanding, communication outcomes, research methods, and overarching issues in health communication.
- COMM 6328: Applied Communication Research [3-0]
This course provides students with an understanding of the logic underlying empirical inquiry. Specifically, this course prepares students to effectively consume published research reports, competently design and justify a personal research project, and encourages students to develop and demonstrate an understanding of the specific requirements associated with quantitative or qualitative analysis. **Prerequisite:** COMM 6300 or permission of instructor.
- COMM 6329: Special Topics in Communication [3-0]
Course will focus on current communication theory and research in specialized areas of the discipline. May be repeated for credit when the topic varies.
- COMM 6330: Seminar in Consulting and Training [3-0]
This course explores communication training and development as a research and teaching focus for students interested in applied communication. Specifically, the course provides students with opportunities to identify and assess communication competence, to acquire the skills needed for developing training programs, and to gain an understanding of the theoretical and applied elements of adult education.

- COMM 6332: Mass Media Campaigns [3-0]
This course will examine the elements of effective campaigns and will analyze the role of the mass media in a variety of social, health and political settings.
- COMM: 6333: Seminar in Media Psychology [3-0]
This course examines the relationship between media and human thoughts, feelings and behaviors. Emphasis on ways that media has an influence on audiences, how audiences influence media content, how various groups are portrayed, and the impacts of these portrayals on audiences.
- COMM 6334: Seminar in Conflict Management [3-0]
The objectives of this course are to provide the student with a theoretical understanding of the communication processes involved in conflict management, to enhance students' critical analysis of a variety of conflict situations, and to develop techniques and strategies for managing those conflicts more appropriately and effectively.
- COMM 6339: Independent Research [3-0]
This course provides the student with the opportunity for individual investigation of an advanced problem in Communication under the direction and supervision of a graduate faculty member. This course does not fulfill the requirements for any of the courses (COMM 7300, COMM 7301 or COMM 7101) for the thesis option. **Prerequisite:** With permission of instructor only.
- COMM 6351: Communication Technology [3-0]
This course surveys emerging communication technologies and examines their social and behavioral impact on human interaction.
- COMM 6352: Media, Race, and Ethnicity [3-0]
This course examines the historical and philosophical roots of the concepts of race and ethnicity, and their relation both to migration/immigration and personal/collective identity construction. It also examines the impact of mass media on racial and ethnic identity, using mass communication theory to understand the political and social dimensions of the concepts in question. Particular attention is given to racial and ethnic identity in the U.S.-Mexican border, and the media's influence on conceptions and perceptions.
- COMM 6355: Professional Speaking [3-0]
This course provides students with an understanding of the knowledge and skills used in business and professional situations. The emphasis is on the professionals' use of oral communication as a tool to identify issues, solve problems and communicate policy.
- COMM 6356: Seminar in Persuasion [3-0]
This course examines the theories, principles, models and research related to attitude change and social influence. The course takes a contemporary, interdisciplinary approach to persuasion.
- COMM 6360: Historical Studies in Mass Media [3-0]
Historical study of cultural, legal and technical movements in print, broadcasting and recorded mass media. May be repeated for credit when topics vary.
- COMM 7101: Thesis Research [1-0]
Continuing preparation of thesis in partial fulfillment of the requirements for the master's degree.

COMM 7300: Thesis I [3-0]
Preparation, completion and submission of an acceptable thesis in partial fulfillment of the requirements of the master's degree.

COMM 7301: Thesis II [3-0]
Preparation, completion and submission of an acceptable thesis in partial fulfillment of the requirements of the master's degree.

Program of Study - Communication Training and Consulting

The Certificate in Communication Training and Consulting is a 9 hour sequence of courses designed to provide the essential content and methods for professionals who need competencies in communication, training, human resource development, and organizational development. This certificate is ideal for the graduate student who wants to learn:

- How communication functions in organizations
- How to develop, deliver, and assess communication training and developmental programs
- How communication theories help explain and predict communication effectiveness in organizations
- How to enhance communication skills and competencies in an organization

This program may be completed as a cognate area of study for masters or doctoral students in a variety of areas including business, education, health professions, or other related degree programs. Students who complete the Certificate in Communication Training and Consulting may seek permission to apply the credit earned toward an MA degree in Communication.

Admission Requirements

To be admitted to the graduate certificate in communication training and consulting, prospective candidates must meet all requirements for graduate admission to UT Rio Grande Valley. Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	6
COMM 6324: Seminar in Organizational Communication	3
COMM 6330: Seminar in Consulting and Training	3
Elective	3
<i>Chosen from the following:</i>	
COMM 6321: Seminar in Instructional Communication	3
COMM 6323: Seminar in Interpersonal Communication	3
COMM 6326: Seminar in Nonverbal Communication	3
COMM 6329: Special Topics in Communication: Communication Assessment	3
COMM 6334: Seminar in Conflict Management	3
Total graduate hours for certificate:	9

Course Descriptions

COMM 6321: Seminar in Instructional Communication [3-0]

This course will examine interactions in educational contexts such as student/teacher interactions, student/student interactions and teacher/teacher interactions using instructional communication models and communication theories.

COMM 6323: Seminar in Interpersonal Communication [3-0]

Current theories and research in interpersonal communication. Emphasis on symbolic interaction approaches to interpersonal communication and performance-centered theories of interpersonal communication.

COMM 6324: Seminar in Organizational Communication [3-0]

Theories and models of communication in organizations, design and management of organizational communication systems.

COMM 6326: Seminar in Nonverbal Communication [3-0]

Review and analysis of theory and research in nonverbal communication, including relationship of nonverbal communication to oral communication. Emphasis on intercultural and international nonverbal communication.

COMM 6329: Special Topics in Communication [3-0]

Course will focus on current communication theory and research in specialized areas of the discipline. May be repeated for credit when the topic varies.

COMM 6330: Seminar in Consulting and Training [3-0]

This course explores communication training and development as a research and teaching focus for students interested in applied communication. Specifically, the course provides students with opportunities to identify and assess communication competence, to acquire the skills needed for developing training programs, and to gain an understanding of the theoretical and applied elements of adult education.

COMM 6334: Seminar in Conflict Management [3-0]

The objectives of this course are to provide the student with a theoretical understanding of the communication processes involved in conflict management, to enhance students' critical analysis of a variety of conflict situations, and to develop techniques and strategies for managing those conflicts more appropriately and effectively.

Program of Study - Media Relations and Strategic Communication

The Certificate in Media Relations and Strategic Communication is a 9 hour sequence of courses designed to provide the essential content and methods for professionals who need competencies in managing crisis communication, creating public events, mobilizing public opinions, communicating with elected and government officials, and developing workshops to help their clients attain goals. This certificate is ideal for the graduate student who wants to:

- Develop, critique, and deliver effective mediacampaigns
- Use targeted messages to accomplish strategicinfluence
- Understand and appreciate the role media play in a variety of social, health, organizational,

educational, and political settings.

- Apply communication theories to enhance the effectiveness of media campaigns

This program may be completed as a cognate area of study for masters or doctoral students in a variety of areas including advertising, public relations, marketing, education, and health professions, or other related degree programs. Students who complete the Certificate in Media Relations and Strategic Communication may seek permission to apply the credit earned toward an MA degree In Communication.

Admission Requirements

To be admitted to the graduate certificate in media relations and strategic communication, prospective candidates must meet all requirements for graduate admission to UT Rio Grande Valley. Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	6
COMM 6332: Mass Media Campaigns	3
COMM 6356: Seminar in Persuasion	3
Elective	3
<i>Chosen from the following:</i>	
COMM 6327: Seminar in Health Communication	3
COMM 6351: Communication Technology	3
COMM 6352: Media, Race, and Ethnicity	3
COMM 6360: Historical Studies in Mass Media	3
COMM 6329: Special Topics in Communication: Crisis Communication	3
COMM 6329: Special Topics in Communication: Political Communication	3
COMM 6329: Special Topics in Communication: Marketing	3
COMM 6329: Special Topics in Communication: Advertising Strategies in Education	3
Total graduate hours for certificate:	9

Course Descriptions

COMM 6327: Seminar in Health Communication [3-0]
Provides an overview of theoretical and applied approaches to health communication. Students will be exposed to topics including delivery systems of formal care, health information sources, mediators and moderators of care and understanding, communication outcomes, research methods, and overarching issues in health communication.

COMM 6329: Special Topics in Communication [3-0]
Course will focus on current communication theory and research in specialized areas of the discipline. May be repeated for credit when the topic varies.

COMM 6332: Mass Media Campaigns [3-0]
This course will examine the elements of effective campaigns and will analyze the role of the mass media in a variety of social, health and political settings.

COMM 6351: Communication Technology [3-0]
This course surveys emerging communication technologies and examines their social and behavioral impact on human interaction.

COMM 6352: Media, Race, and Ethnicity [3-0]
This course examines the historical and philosophical roots of the concepts of race and ethnicity, and their relation both to migration/immigration and personal/collective identity construction. It also examines the impact of mass media on racial and ethnic identity, using mass communication theory to understand the political and social dimensions of the concepts in question. Topics Particular attention is given to racial and ethnic identity in the U.S.-Mexican border, and the media's influence on conceptions and perceptions.

COMM 6356: Seminar in Persuasion [3-0]
This course examines the theories, principles, models and research related to attitude change and social influence. The course takes a contemporary, interdisciplinary approach to persuasion.

COMM 6360: Historical Studies in Mass Media [3-0]
Historical study of cultural, legal and technical movements in print, broadcasting and recorded mass media. May be repeated for credit when topics vary.

Department of Criminal Justice

- Criminal Justice (MS)

Program of Study - Criminal Justice (MS)

Overview

The Master of Science in Criminal Justice is an intensive graduate-level program that is designed for students who want to pursue further studies beyond the bachelor degree and prepare candidates for the doctoral degree.

The program is designed to accomplish the following educational objectives:

- Enhance the student's competence in the content, theories, principles, and methods of criminal justice.
- Prepare students for administrative and management positions in federal, state and local criminal justice agencies.
- Prepare students for entry-level positions requiring graduate degrees, such as federal probation, parole and law enforcement agencies.
- Prepare students for academic study beyond the master's degree.
- Develop, through faculty and graduate research, a criminal justice knowledge base concerning issues unique to the region, including Mexico, and Central and South America.
- Provide a resource for federal, state and local criminal justice agencies in need of administrative assistance in policy analysis, development and program evaluation.

Admission Requirements

To be admitted to the graduate program in criminal justice, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. If applicant does not meet the minimum undergraduate GPA criterion of 3.0, but has a GPA of 2.75-2.99, GRE general test with minimum scores of 146 Verbal, 150 Quantitative, and 3.5 Analytical are required for conditional admission
2. Submission of three letters of recommendation from university/college professors who can assess the applicants' abilities to pursue graduate study. In exceptional cases (where an applicant has not attended school for a long period of time, say five years), a non-academic referee, such as a captain and above in the US Armed Forces or law enforcement; a federal or state judge; a senior barrister/attorney-at-law; or a Senior Federal, State/County/Local Public Service Officer above the rank of a supervisor; or other similar position may be considered.
3. Submission of a 250-500 letter of intent detailing why the student is interested in pursuing a graduate degree in Criminal Justice

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

The Master of Science degree in criminal justice requires the successful completion of 30 graduate semester hours, plus a thesis or a research project; or in lieu six (6) additional graduate semester hours of coursework. All graduating students will take an exit exam prior to graduating.

Students are expected to make satisfactory progress in the program. Students must maintain an overall 3.0 grade point average at all times. Any student who receives two Cs in the core will be terminated from the program, while receiving two Cs in the electives or one C in an elective and one C in a core course will result in the student being placed on academic probation.

Required Courses	18-21
CRIJ 6301: Theories of Criminal Justice*	3
CRIJ 6302: Advanced Criminology*	3
CRIJ 6303: Policing in a Democracy	3
CRIJ 6304: Criminal Law and Procedure	3
CRIJ 6305: Correctional Theories and Issues	3
CRIJ 6306: Criminal Justice Policy Analysis	3
CRIJ 6307: Criminal Justice Organizations: Theory and Behavior	3
CRIJ 6308: Criminal Justice Research Methods*	3
CRIJ 6309: Criminal Justice Research Methods and Statistics*	3
<i>*These courses must be included in the 18-21 hours</i>	
Criminal Justice Electives	9-18
CRIJ 6310: Theories of Juvenile Delinquency and Justice	3
CRIJ 6311: World Criminal Justice Systems and International Crimes	3
CRIJ 6315: Victimology	3
CRIJ 6316: Environmental Crime and Justice	3
CRIJ 6318: Law in Culture and Society	3
CRIJ 6322: Terrorism	3
CRIJ 6325: Social Justice and Human Rights	3
CRIJ 6331: Independent Study (Repeated once if new topic)	3
CRIJ 6333: Selected Topics (Repeated once if new topic)	3
Other/Outside Electives	0-6
Capstone Requirement	
<u>Research Project</u>	6
CRIJ 7302: Applied Research Project I	3
CRIJ 7303: Applied Research Project II	3
Exit Survey	
<u>Thesis</u>	6
CRIJ 7300: Thesis I	3
CRIJ 7301: Thesis II	3
Exit Survey	
<u>Non-Thesis</u>	
Exit Exam	
Exit Survey	
Total graduate hours for degree:	36

Course Descriptions

- CRIJ 6301: Theories of Criminal Justice** [3-0]
Historical overview of the philosophies and theories of justice that have impacted the American mind, the Constitution, and criminal law; federal and state criminal justice systems, and the processing of the accused and the convicted leading to correctional placement and punishment; critical examination of the criminal justice system in the context of justice needs and reforms.
- CRIJ 6302: Advanced Criminology** [3-0]
A comprehensive overview of the classical and contemporary theories in criminology; theory construction and testing; the nature of criminological research; the impact of ideology, politics and social structure on criminological thought; extent, volume, distribution, types and trends of crime in America.
- CRIJ 6303: Policing in a Democracy** [3-0]
The democratic foundation of law enforcement in America with focus on issues and challenges confronting federal, state and local police; social resistance to police authority; the course will cover such police issues as legitimacy; lawfulness; role conflict; interagency and international relationships.
- CRIJ 6304: Criminal Law and Procedure** [3-0]
Functions and powers of the courts and court-related entities at the federal state and local level; case disposition by plea bargaining and trial; criminal trial and post-conviction procedures; federal and state constitutional rights and liberties in the criminal context including landmark court decisions; how the US judicial system is impacted by international law and conventions.
- CRIJ 6305: Correctional Theories and Issues** [3-0]
Theories and purposes of correction, punishment, and rehabilitation; seriousness of crime, punishment, and sentencing; issues and challenges confronting the federal, state, and local institutions; making corrections work; planning and reorganizing the correctional system for the 21st century.
- CRIJ 6306: Criminal Justice Policy Analysis** [3-0]
Dynamics and politics of public policymaking and policy analysis, application, evaluation, and improvement in criminal justice; defining criminal justice issues for policy-making; the policy-making process; understanding and becoming sensitive to political and sectional interests, and justice needs; examination of current issues in criminal justice, with a focus on policy-making and application.
- CRIJ 6307: Criminal Justice Organizations: Theory and Behavior** [3-0]
Organizational theories that apply to the management of criminal justice organizations; current management practices in law enforcement agencies, courts and correctional institutions; introducing innovations in criminal justice organizations by creating appropriate management and leadership styles, and organizational cultures.
- CRIJ 6308: Criminal Justice Research Methods** [3-0]
Basic qualitative and quantitative research methods and techniques; research ethics; identifying variables; research design, structuring criminal justice inquiry; participant observation/ethnography; overview of basic statistics; introduction to SPSS; writing the research paper. Should be taken in sequence, before CRIJ 6309.

CRIJ 6309: Criminal Justice Research Methods and Statistics [3-0]
Advanced criminal justice research and statistics; probability sampling and hypothesis testing; parametric and non-parametric statistical techniques; multivariate statistics; experiment and quasi-experiment; survey research; survey research project and paper involving data collections, entry, and analysis using SPSS; use of data from documentary and historical records; evaluative and predictive research. **Prerequisite:** CRIJ 6308.

CRIJ 6310: Theories of Juvenile Delinquency and Justice [3-0]
The incidence, volume, extent, distribution, types, trends in juvenile crime; theories that explain individual and group forms of juvenile delinquency as they relate to individual, family, school, community, and societal causes; an overview of juvenile cases and matters; victimization of juveniles and protective services available for them; correctional institutions, punishment, and rehabilitation programs for juveniles; critical evaluation of current practices in juvenile corrections; needed changes in the juvenile correctional system to rehabilitate offenders and help prevent juvenile delinquency.

CRIJ 6311: World Criminal Justice Systems and International Crimes [3-0]
Historical evolution of the major world legal systems; their social foundations and philosophies; overview of the four major legal systems of the world and their hybrids; evolving convergences and divergences in the legal systems; social change and emerging justice views; international crimes including terrorism, organized crime; genocide; civil wars and refugees; the global drug problems, smuggling; human trafficking and human rights issues; the Interpol, Europol; the UNO, international courts – the World Court and other International Courts; Amnesty International and other human rights watchdog groups, NGO's.

CRIJ 6315: Victimology [3-0]
Patterns of crime and victimization, especially as they relate to homicide, assault, rape, robbery, and hate crimes. Crime and victimization in domestic, known, and stranger contexts. Distribution of crime and victimization in terms of demographic characteristics (age, gender, class, and ethnicity), and geographical areas (national, regional, city, and other community contexts). Offender-victim interaction; theories of victimization; prevention of victimization.

CRIJ 6316: Environmental Crime and Justice [3-0]
Examines environmental problems, crimes, and justice; bodily and property harms and crimes from local, regional, and global environmental problems; point source and non-point source pollution; structural violence; environmental victimology; governmental and non-governmental responses; environmental laws and regulations; environmental justice and racism, at risk populations (poor, minorities, women, working men); anti-environmental backlash to regulations and laws.

CRIJ 6318: Law in Culture and Society [3-0]
Differing conceptions of law and justice; law as a cultural institution reflecting the cultural values and ideals of society; law as an instrument of social change; law as an oppressive and liberating instrument; the cultural foundations of law and their operation in North and South America, Europe, Asia, Africa, capitalistic, socialistic, and simple, emerging and modern societies; examination of how laws function in societies and their consequence for conformity and violation.

CRIJ 6322: Terrorism [3-0]
Causes and forms of terrorism at the domestic and international levels; political, economic, religious, social and national differences among people and their implications for terrorism; a review of major terrorist incidents and groups; their underpinning means and what can be done to contain terrorism.

CRIJ 6325: Social Justice and Human Rights [3-0]
An inquiry into the “criminal justice” and “social justice” nexus; creating a “good” and “just” society reducing crime and promoting justice, and social well-being; understanding of crime and justice issues in the context of political, economic, socio-cultural, and legal changes for creating a good and just society to guide social action to control crime and promote justice.

CRIJ 6331: Independent Study [3-0]
Supervised intensive readings under the supervision of a graduate faculty member in the faculty members’ specialty and/or areas of interest related to the student’s program. Students may opt under this to study in-depth theoretical/empirical readings in a substantive area not normally covered in standard courses. Writing intensive assessment of the central issues and emerging trends in criminal justice provides an opportunity for students to pursue research and/or participate with graduate faculty in research for potential publication and presentation at professional conferences. May be repeated once if new topic.

CRIJ 6333: Selected Topics [3-0]
Under the supervision of graduate faculty, the student will pursue a study of contemporary issues in crime and criminal justice, including, but not limited to the area(s) of faculty specialization. May be repeated once if new topic.

CRIJ 7300: Master’s Thesis I [3-0]
The student is required to begin an individual research project under the direction and supervision of a graduate thesis committee. **Prerequisite:** Approval of Graduate Program Director.

CRIJ 7301: Master’s Thesis II [3-0]
The student is required to complete and publicly defend the thesis under the direction and supervision of a graduate thesis committee. Passing or failing will be by a majority of the thesis committee members examining the candidate. **Prerequisite:** Approval of Graduate Program Director. Consult with the UTRGV Graduate Office and/or a Catalogue for defense deadlines and other pertinent information.

CRIJ 7302: Applied Master’s Research Project I [3-0]
The student is required to begin an individual research project under the direction and supervision of a graduate AMRP committee. **Prerequisite:** Approval of Graduate Program Director.

CRIJ 7303: Applied Master’s Research Project II [3-0]
The student is required to complete and publicly defend the project under the direction and supervision of a graduate AMRP committee. Passing or failing will be by a majority of the AMRP committee members examining the candidate. **Prerequisite:** Approval of Graduate Program Director. Consult with the UTRGV Graduate Office and or Catalogue for AMRP defense deadlines and other pertinent information.

Gender and Women's Studies Program

- Gender and Women's Studies (Certificate)

Program of Study - Gender and Women's Studies

The Graduate Certificate in Gender and Women's Studies is designed for English graduate students who wish to demonstrate a concentration in Gender and Women's Studies.

Students who complete this certificate in Gender and Women's Studies will gain a competitive advantage in applying to PhD programs since there are very few institutions that offer this concentration at the MA level in spite of the fact that it is a rapidly growing area in PhDs and the academic profession. This certificate will prepare graduate students from diverse disciplines and interdisciplinary programs to contribute to academic interest in Gender and Women's Studies in disciplines like Anthropology, Art, Economics, Geography, History, Political Science, Spanish, Sociology, Latin American Studies and Mexican American Studies.

This certificate will also prepare students interested in professional school, the non-profit sector, and pursuing careers in education, public health, law, medicine, journalism, international development, business, or the non-profit sector, to demonstrate their ability to navigate the philosophical worldviews of gender and sexuality. This is a particularly valuable skill given recent Title Nine and other legal initiatives related to sexual harassment and equality in the workplace.

Students will need to complete a total of three courses for the nine credit hours necessary for the certificate.

Admission Requirements

To be admitted to the graduate certificate in gender and women studies, prospective candidates must meet all requirements for graduate admission to UT Rio Grande Valley. Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	9
ENGL 6308: Studies in Mexican American Literature	3
ENGL 6310: Studies in Ethnic Literature	3
ENGL 6311: Studies in Gender and Literature	3

Total hours required for completion: **9**

Any graduate course containing 50% or more of gender and women's studies content may be substituted for one of the above courses with the approval of the Director.

Course Descriptions

ENGL 6308: Studies in Mexican American Literature [3-0]
Advanced study of the literature by and about Mexican Americans, with emphasis on the literary techniques and the cultural reflections in this literature. May be repeated for credit when the topic varies.

ENGL 6310: Studies in Ethnic Literature

[3-0]

Focuses on the literature of specific ethnic groups with special attention to critical race theory, cultural theory, and the cultural productions of traditionally underrepresented minority groups. May be repeated for credit when the topic varies.

ENGL 6311: Studies in Gender and Literature

[3-0]

A study of literature and culture in relation to the question of gender identity, with special emphasis on feminist, gender, and queer theory as well as the literary conventions, movements, and histories that inform gender identity. May be repeated for credit when the topic varies.

Department of History

- History (MA)
- History (MAIS)

Program of Study - History (MA)

Admission Requirements

To be admitted to the graduate program in history, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Submission of two letters of recommendation
3. Submission of a letter of intent
4. Submission of a writing sample of at least five pages with citations and bibliography
5. Minimum of 12 hours of upper-division and 9 hours of lower-division History course work

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Two options are available to graduate students under the program. Option I requires 30 hours of directed coursework and six hours of thesis preparation. Option II requires 36 hours of directed coursework and a two part comprehensive examination. Students will select from either Option I or Option II.

Option I: Thesis

Students enrolled in Option I will be required to take 24 hours of history coursework, including HIST 6300, and six hours of non-history coursework (anthropology, sociology, computer science, etc.), and six hours of thesis preparation. The thesis will be evaluated using current departmental guidelines.

Option II: Non-Thesis

Students enrolled in Option II will be required to take 30 hours of history coursework, including HIST 6300, and six hours of non-history coursework (anthropology, sociology, computer science, etc.). The student will choose two reading areas in consultation with the graduate advisor and will be expected to take a two part comprehensive examination covering both areas. The questions for the comprehensive examinations will be based on readings determined in consultation with history faculty.

Related Academic Areas

Related academic areas will include, but are not limited to, political science, English, Spanish, economics, anthropology, computer science and sociology. Students will confirm their choice of a related academic area with the graduate advisor.

Required Course **3**
HIST 6300: Historiography and Methods 3

Choose one of the following options:

Thesis Option:

History Courses **21**
History courses at the 5000 and 6000 level, 3 hours of which must be at the 6000 level

Free Electives **6**
May be chosen from one or two outside fields

Capstone Requirement **6**
Thesis
HIST 7300: Thesis I 3
HIST 7301: Thesis II 3

Total graduate hours for degree: **36**

Non-Thesis Option:

History Courses **27**
History courses at the 5000 and 6000 level, 3 hours of which must be at the 6000 level

Free Electives **6**
May be chosen from one or two outside fields

Capstone Requirement
Written Comprehensive Exam

Total graduate hours for degree: **36**

Course Descriptions

HIST 5300: Readings in U.S. History prior to 1877 [3-0]
A directed study of selected topics in U.S. history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5305: Readings in U.S. History after 1877 [3-0]
A readings and historiographic course based on topics from the post Reconstruction period of U.S. History. Course can be repeated as topic changes.

HIST 5310: Readings of the History of the West [3-0]
The course analyzes the history of the American West and Frontier from the Appalachian Range to the Pacific Ocean with a special emphasis on the West as a distinctive region in the United States. Course can be repeated as topic changes.

HIST 5315: Readings in U.S. History Special Topics [3-0]
This course may be a topical or thematic readings course based on instructor design, covering a specific issue in U.S. History. Course can be repeated as topic changes.

HIST 5320: Readings in Medieval/Early Modern European History [3-0]
A directed study of selected topics in European history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5325: Readings in Modern European History [3-0]
This course explores European history since 1789, examining key themes and issues such as the rise of industrialization, the development of the modern economic world system, the interlocking developments of the nation state, imperialism, World Wars I and II, genocide, post war reconstruction and the Cold War. Course can be repeated as topic changes.

HIST 5330: Readings in European History - Special Topics [3-0]
This course explores selected topics in European History. Specific topics, including regions and periods, vary according to the availability and the research interests of faculty. Course can be repeated as topic changes.

HIST 5340: Readings in Latin American History [3-0]
A directed study of selected topics in Latin American history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5345: Readings in Borderlands History [3-0]
A directed study of selected topics in Borderlands history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5350: Readings in Texas/Southwest History [3-0]
An intensive investigation of selected problems in southwestern history with emphasis on Texas. May be repeated for credit when topic varies. Course can be repeated as topic changes.

HIST 5355: Readings in Mexican American History [3-0]
A course examining selected elements of Mexican American History with topics and time periods varying according to faculty interests. Course can be repeated as topic changes.

HIST 5360: Readings in World History [3-0]
The course examines selected topics in World History. Specific topics, including regions and periods, vary according to the availability and the research interests of faculty. Course can be repeated as topic changes.

HIST 5365: Readings in Comparative History [3-0]
A directed study of selected topics treated in comparative or transnational perspective, including such topics as development and underdevelopment, regional interaction, the status of women, cultural exchanges, immigration and social change. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5370: Readings in Women's History [3-0]
The course analyzes the roles of women in history, including their contributions to the development of the family, the economy, politics, warfare, urbanization, and recreation, among many others. Specific topics, including regions and periods, vary according to the availability and the research interests of faculty. Course can be repeated as topic changes.

- HIST 5375: Readings in Race/Ethnicity [3-0]
This course analyzes the history of race and ethnicity as concepts in the American context, exploring how they persisted and evolved from the late eighteenth to the late twentieth century. Its focus is on the ways that Americans have actively constructed and reconstructed race and ethnicity through discourse, legislation, residential patterns, and violence, among others. Course can be repeated as topic changes.
- HIST 5390: Readings – Special Topics [3-0]
This course will explore through selected readings some specifically defined historical theme, issue, place, or period. Its emphasis varies according to the availability and the research interests of faculty. Course can be repeated as topic changes.
- HIST 5395: Readings in Research Related Historiography [3-0]
An independently arranged readings class to prepare students to research and write a thesis, conference paper, or other full length project.
- HIST 6300: Historiography and Methods [3-0]
A description of the chief source materials of history and bibliography; methods of the aids in historical research; and explanations of generally accepted usages in historical composition. (This course is required of all graduate students majoring and minoring in history and should be taken at the start of the graduate program).
- HIST 6305: Research Seminar U.S. History prior to 1877 [3-0]
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.
- HIST 6310: Research Seminar U.S. History after 1877 [3-0]
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.
- HIST 6315: Research Seminar European History [3-0]
A survey and critique of the bibliography associated with investigations of selected era studies and problems experienced by modern Europe. May be repeated for credit when topic varies.
- HIST 6320: Research Seminar World History [3-0]
This course investigates significant issues and themes in European or World History since 1650. May be repeated for credit when topic varies.
- HIST 6325: Research Seminar Borderlands History [3-0]
This course introduces students to major themes and topics of the history and historiography of the Mexican-American borderlands. Emphasis will be put on the economy, immigration, culture and society. Course can be repeated as topic changes.
- HIST 6330: Research Seminar in Latin American History [3-0]
A survey and critique of the bibliography and problems of various eras in Latin American history. May be repeated for credit when topic varies.

HIST 6335: Research Seminar - Special Topics [3-0]
This course will explore some specifically defined historical theme, issue, place, or period. In addition to participating in weekly discussions of course readings, students will produce, in consultation with the supervising faculty member, their own original research paper. Course can be repeated as topic changes.

HIST 6340: Research Seminar in Mexican American History [3-0]
A course directing students in primary source research on selected topics in the field of Mexican American history. Course can be repeated as topic changes.

HIST 6396: Research Practicum [3-0]
This course provides students with practical research experience under the supervision of a graduate faculty member. Faculty will work with students to develop bibliographies, gather and organize data, review primary sources, and check citations.

HIST 7300: Thesis I [3-0]
Research and writing of the thesis.

HIST 7301: Thesis II [3-0]
Research and writing of the thesis.

Program of Study - History (MAIS)

Admission Requirements

To be admitted to the MAIS program in history, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Submission of two letters of recommendation
3. Submission of a letter of intent
4. Submission of a writing sample of at least five pages with citations and bibliography
5. Minimum of 12 hours of upper-division and 9 hours of lower-division History course work

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Candidates may elect one of two options to complete the Master of Arts degree in interdisciplinary studies with a concentration in history.

1. Thesis program: Thirty-six hours with 18 hours in history, including the thesis, which is required. Candidates must select the remaining 18 hours from two related fields such as political science, sociology, English, economics, Spanish, education or business.

2. Non-thesis program: Thirty-six hours with 18 hours in history. Candidates must select the remaining 18 hours from two related fields. Candidates must also pass a comprehensive examination administered by the department.

Required Course **3**
HIST 6300: Historiography and Methods **3**

Choose one of the following options:

Thesis Option:

History Courses	9
History courses at the 5000 and 6000 level	
Free Electives from a second discipline	9
Free Electives from a third discipline	9
Capstone Requirement	6
Thesis	
HIST 7300: Thesis I	3
HIST 7301: Thesis II	3
Total graduate hours for degree:	36

Non-Thesis Option:

History Courses	15
History courses at the 5000 and 6000 level (maximum 12 hours at the 5000 level)	
Free Electives from a second discipline	9
Free Electives from a third discipline	9
Capstone Requirement	
Written Comprehensive Exam	
Total graduate hours for degree:	36

Course Descriptions

HIST 5300: Readings in U.S. History prior to 1877 [3-0]
A directed study of selected topics in U.S. history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5305: Readings in U.S. History after 1877 [3-0]
A readings and historiographic course based on topics from the post Reconstruction period of U.S. History. Course can be repeated as topic changes.

HIST 5310: Readings of the History of the West [3-0]
The course analyzes the history of the American West and Frontier from the Appalachian Range to the Pacific Ocean with a special emphasis on the West as a distinctive region in the United States. Course can be repeated as topic changes.

HIST 5315: Readings in U.S. History - Special Topics [3-0]
This course may be a topical or thematic readings course based on instructor design, covering a specific issue in U.S. History. Course can be repeated as topic changes.

HIST 5320: Readings in Medieval/Early Modern European History [3-0]
A directed study of selected topics in European history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5325: Readings in Modern European History [3-0]
This course explores European history since 1789, examining key themes and issues such as the rise of industrialization, the development of the modern economic world system, the interlocking developments of the nation state, imperialism, World Wars I and II, genocide, post war reconstruction and the Cold War. Course can be repeated as topic changes.

HIST 5330: Readings in European History - Special Topics [3-0]
This course explores selected topics in European History. Specific topics, including regions and periods, vary according to the availability and the research interests of faculty. Course can be repeated as topic changes.

HIST 5340: Readings in Latin American History [3-0]
A directed study of selected topics in Latin American history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5345: Readings in Borderlands History [3-0]
A directed study of selected topics in Borderlands history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5350: Readings in Texas/Southwest History [3-0]
An intensive investigation of selected problems in southwestern history with emphasis on Texas. May be repeated for credit when topic varies. Course can be repeated as topic changes.

HIST 5355: Readings in Mexican American History [3-0]
A course examining selected elements of Mexican American History with topics and time periods varying according to faculty interests. Course can be repeated as topic changes.

HIST 5360: Readings in World History [3-0]
The course examines selected topics in World History. Specific topics, including regions and periods, vary according to the availability and the research interests of faculty. Course can be repeated as topic changes.

HIST 5365: Readings in Comparative History [3-0]
A directed study of selected topics treated in comparative or transnational perspective, including such topics as development and underdevelopment, regional interaction, the status of women, cultural exchanges, immigration and social change. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5370: Readings in Women's History [3-0]
The course analyzes the roles of women in history, including their contributions to the development of the family, the economy, politics, warfare, urbanization, and recreation, among many others. Specific topics, including regions and periods, vary according to the availability and the research interests of faculty. Course can be repeated as topic changes.

- HIST 5375: Readings in Race/Ethnicity [3-0]
 This course analyzes the history of race and ethnicity as concepts in the American context, exploring how they persisted and evolved from the late eighteenth to the late twentieth century. Its focus is on the ways that Americans have actively constructed and reconstructed race and ethnicity through discourse, legislation, residential patterns, and violence, among others. Course can be repeated as topic changes.
- HIST 5390: Readings – Special Topics [3-0]
 This course will explore through selected readings some specifically defined historical theme, issue, place, or period. Its emphasis varies according to the availability and the research interests of faculty. Course can be repeated as topic changes.
- HIST 5395: Readings in Research Related Historiography [3-0]
 An independently arranged readings class to prepare students to research and write a thesis, conference paper, or other full length project.
- HIST 6300: Historiography and Methods [3-0]
 A description of the chief source materials of history and bibliography; methods of the aids in historical research; and explanations of generally accepted usages in historical composition. (This course is required of all graduate students majoring and minoring in history and should be taken at the start of the graduate program).
- HIST 6305: Research Seminar U.S. History prior to 1877 [3-0]
 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.
- HIST 6310: Research Seminar U.S. History after 1877 [3-0]
 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.
- HIST 6315: Research Seminar European History [3-0]
 A survey and critique of the bibliography associated with investigations of selected era studies and problems experienced by modern Europe. May be repeated for credit when topic varies.
- HIST 6320: Research Seminar World History [3-0]
 This course investigates significant issues and themes in European or World History since 1650. May be repeated for credit when topic varies.
- HIST 6325: Research Seminar Borderlands History [3-0]
 This course introduces students to major themes and topics of the history and historiography of the Mexican-American borderlands. Emphasis will be put on the economy, immigration, culture and society. Course can be repeated as topic changes.
- HIST 6330: Research Seminar in Latin American History [3-0]
 A survey and critique of the bibliography and problems of various eras in Latin American history. May be repeated for credit when topic varies.

HIST 6335: Research Seminar - Special Topics [3-0]
This course will explore some specifically defined historical theme, issue, place, or period. In addition to participating in weekly discussions of course readings, students will produce, in consultation with the supervising faculty member, their own original research paper. Course can be repeated as topic changes.

HIST 6340: Research Seminar in Mexican American History [3-0]
A course directing students in primary source research on selected topics in the field of Mexican American history. Course can be repeated as topic changes.

HIST 6396: Research Practicum [3-0]
This course provides students with practical research experience under the supervision of a graduate faculty member. Faculty will work with students to develop bibliographies, gather and organize data, review primary sources, and check citations.

HIST 7300: Thesis I [3-0]
Research and writing of the thesis.

HIST 7301: Thesis II [3-0]
Research and writing of the thesis.

School of Interdisciplinary Programs and Community Engagement

- Mexican American Studies (MAIS)
- Mexican American Studies (Certificate)

Program of Study - Mexican American Studies (MAIS)

Overview

The MAIS in Mexican American Studies is a culturally relevant program designed to offer an unique opportunity for students to engage in research, experiential learning, and community engagement related to Latina/o communities in South Texas and nationally. Students will undertake a concentrated study in the transdisciplinary field of Mexican American Studies, including Chicana/o and Latina/o studies.

Admission Requirements

To be admitted to the graduate program in Mexican American Studies, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Submission of two letters of recommendation
3. Submission of a statement of purpose and goals for pursuing the degree
4. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Course	3
MASC 6300: Research Methods in Mexican American Studies	3

Choose one of the following options:

Thesis Option:

Prescribed Electives	9
-----------------------------	----------

Chosen from the following:

ANTH 6306: Anthropology of Borders	3
ANTH 6323: Mexican American Culture	3
ANTH 6338: Music Ethnography and Fieldwork Methods	3
ANTH 6350: Mexican American Folk Medicine	3
ANTH 6375: Mexican American Folklore	3
ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521	3
ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521	3
COMM 6352: Media, Race, and Ethnicity	3
EDBE 6322: Bilingualism/Multiculturalism: Critical Issues and Practices	3
EDBE 6335: Bilingual Content Areas Across the Curriculum	3
EDUL 6305: Socio-Cultural Contexts of Education	3
EDUL 6345: School Community Relations	3
ENGL 6308: Studies in Mexican American Literature	3

ENGL 6310: Studies in Ethnic Literature	3
ENGL 6390: Special Topics – (<i>Chicana/o Poetry and Poetics</i>)	3
ENGL 6390: Special Topics – (<i>Chicana/o Literature and Writing for Social Action</i>)	3
HIST 5340: Readings in Latin American History	3
HIST 5345: Readings in Borderlands History	3
HIST 5350: Readings in Texas/Southwest History (<i>when content is Mexican American</i>)	3
HIST 5355: Readings in Mexican American History	3
HIST 6325: Research Seminar Borderlands History	3
HIST 6330: Research Seminar in Latin American History	3
HIST 6340: Research Seminar in Mexican American History	3
MASC 6340: Directed Readings in Chicana/o Studies	3
MASC 6350: Learning and Reflective Service: The Mexican American Experience	3
MASC 6390: Special Topics in Chicana/o Studies	3
MUSI 6335: Music of Greater Mexico	3
MUSI 6336: History of Border Music and Performance	3
MUSI 6338: Music Ethnography and Fieldwork Methods	3
MUSI 6374: Music of Latin America and the Caribbean	3
RLIT 6305: Conducting Literacy Research	3
SOCI 6362: Mexican American Society	3
SOCI 6363: Border Studies	3
SOCI 6365: Society and Culture of Latin America (<i>when content is Mexican American</i>)	3
SOCW 6315: Social Work with Diverse Populations	3
SOCW 6332: Social Work Practice with Latinos	3
SOCW 6399: Special Topics in Social Work Practice (<i>Latino Mental Health</i>)	3
SPAN 6312: Language in Policy and Training	3
SPAN 6318: Special Topics in Spanish Linguistics: Mexican American Language Experience	3
SPAN 6380: Latina/o Literature before 1960	3
SPAN 6381: Latina/o Contemporary Writers	3
SPAN 6382: US/Mexico Border Literary and Cultural Productions	3
SPAN 6383: Studies in US Latina/o Literature and Language	3
SPAN 6384: Introduction to US Latina/o Linguistics	3
SPAN 6385: Bilingualism and Language Contact in the U.S.	3
Free Electives from a second discipline	9
Free Electives from a third discipline	9
Capstone Requirement	6
Thesis	
MASC 7300: Thesis I	3
MASC 7301: Thesis II	3
Total graduate hours for degree:	36
<u>Non-Thesis Option:</u>	
Prescribed Electives	15
<i>Chosen from the following:</i>	

ANTH 6306: Anthropology of Borders	3
ANTH 6323: Mexican American Culture	3
ANTH 6338: Music Ethnography and Fieldwork Methods	3
ANTH 6350: Mexican American Folk Medicine	3
ANTH 6375: Mexican American Folklore	3
ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521	3
ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521	3
COMM 6352: Media, Race, and Ethnicity	3
EDBE 6322: Bilingualism/Multiculturalism: Critical Issues and Practices	3
EDBE 6335: Bilingual Content Areas Across the Curriculum	3
EDUL 6305: Socio-Cultural Contexts of Education	3
EDUL 6345: School Community Relations	3
ENGL 6308: Studies in Mexican American Literature	3
ENGL 6310: Studies in Ethnic Literature	3
ENGL 6390: Special Topics – (<i>Chicana/o Poetry and Poetics</i>)	3
ENGL 6390: Special Topics – (<i>Chicana/o Literature and Writing for Social Action</i>)	3
HIST 5340: Readings in Latin American History	3
HIST 5345: Readings in Borderlands History	3
HIST 5350: Readings in Texas/Southwest History (<i>when content is Mexican American</i>)	3
HIST 5355: Readings in Mexican American History	3
HIST 6325: Research Seminar Borderlands History	3
HIST 6330: Research Seminar in Latin American History	3
HIST 6340: Research Seminar in Mexican American History	3
MASC 6340: Directed Readings in Chicana/o Studies	3
MASC 6350: Learning and Reflective Service: The Mexican American Experience	3
MASC 6390: Special Topics in Chicana/o Studies	3
MUSI 6335: Music of Greater Mexico	3
MUSI 6336: History of Border Music and Performance	3
MUSI 6374: Music of Latin America and the Caribbean	3
MUSI 6338: Music Ethnography and Fieldwork Methods	3
RLIT 6305: Conducting Literacy Research	3
SOCI 6362: Mexican American Society	3
SOCI 6363: Border Studies	3
SOCI 6365: Society and Culture of Latin America (<i>when content is Mexican American</i>)	3
SOCW 6315: Social Work with Diverse Populations	3
SOCW 6332: Social Work Practice with Latinos	3
SOCW 6399: Special Topics in Social Work Practice (<i>Latino Mental Health</i>)	3
SPAN 6312: Language in Policy and Training	3
SPAN 6318: Special Topics in Spanish Linguistics: Mexican American Language Experience	3
SPAN 6380: Latina/o Literature before 1960	3
SPAN 6381: Latina/o Contemporary Writers	3
SPAN 6382: US/Mexico Border Literary & Cultural Productions	3
SPAN 6383: Studies in US Latina/o Literature and Language	3
SPAN 6384: Introduction to US Latina/o Linguistics	3
SPAN 6385: Bilingualism and Language Contact in the U.S.	3
Nine hours in Discipline Two	9

Nine hours in Discipline Three **9**

Capstone Requirement

Research Paper

Total graduate hours for degree: **36**

Course Descriptions

MASC 6300: Research Methods in Mexican American Studies [3-0]

An introduction to the broad range of transdisciplinary approaches and methodologies used in Chicana/o and Latina/o Studies. Students are introduced to the historical and contemporary development of Chicana/o and Latina/o studies as a field.

MASC 6340: Directed Readings in Chicana/o Studies [3-0]

A directed study of selected readings in Chicana/o and/or Latina/o Studies. Topics are varied according to availability of faculty and student interest. Course can be repeated once as topic changes.

MASC 6350: Learning and Reflective Service: The Mexican American Experience [3-0]

This course will provide students with an experiential learning opportunity in a topic related to social justice in Mexican American communities. Students will gain hands on experience while reflecting on that experience critically through the lenses of Chicana/o and Latina/o studies. The purpose is different from an internship in that the process is geared towards developing a lifelong ethic of service and civic engagement and is not necessarily career or job oriented. (May be repeated for a maximum of 6 credit hours total) **Prerequisite:** MASC 6300.

MASC 6390: Special Topics in Chicana/o Studies [3-0]

This course is a specifically designed for focused study of a single topic of importance in the field of Chicana/o and/or Latina/o Studies. May be repeated for credit as topic changes.

MASC 7100: Thesis [1-0]

Thesis course for those requiring minor changes in order to complete thesis beyond the required six hours. **Prerequisite:** MASC 6300, Special Permission.

MASC 7300: Thesis I [3-0]

First course for students completing thesis in MAS. **Prerequisite:** MASC 6300, Special Permission.

MASC 7301: Thesis II [3-0]

Second course in sequence towards the completion of thesis in MAS. **Prerequisite:** MASC 6300, Special Permission.

ANTH 6306: Anthropology of Borders [3-0]

Anthropology of Borders takes border zones and issues crucial to understanding them both as its field site and point of comparative analysis. From Spanish-French Catalonia to the borderlands of Indonesia, this course investigates issues commonplace to zones of contact such as linguistic variation and innovation as well as the role of the state in construction and codifying notions of citizenship. By looking at borders from a comparative ethnographic perspective the course seeks to contextualize issues faced by borderlanders of South Texas within a global framework.

ANTH 6323: Mexican American Culture [3-0]
An introduction to the culture and traditions of Mexican Americans. The cultural history, organization of the family, traditions, lifestyle, kinship patterns, values, social organization of Mexican American culture will be examined using appropriate methodologies and theoretical perspectives set within a multicultural context.

ANTH 6338: Music Ethnography and Fieldwork Methods [3-0]
This course introduces students to a variety of musical case studies drawn from the fields of ethnomusicology, folklore, anthropology and sociology. They will analyze research methodologies, approaches to fieldwork, issues and ideas, and analytical methods locally and globally. They will conduct fieldwork and write an ethnography.

ANTH 6350: Mexican American Folk Medicine [3-0]
A study of popular medical traditions found among Mexicans and Mexican Americans. Influences from European and Native American sources will be identified and ongoing changes in the folk medical landscape will be examined.

ANTH 6375: Mexican American Folklore [3-0]
This course is an in-depth study of Mexican-American folklore. The course includes the study of Chicano legends, folk tales, riddles, folk music, ballads and festivals. Students have the opportunity to collect and archive folklore materials.

ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521 [3-0]
Seminar/lecture on selected topics in Latin American art prior to A.D. 1521 will be presented. Paper required. **Prerequisite:** Graduate standing.

ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521 [3-0]
Seminar/lecture on selected topics in Latin American art since A.D. 1521 will be presented. Paper required. **Prerequisite:** Graduate standing.

COMM 6352: Media, Race, and Ethnicity [3-0]
This course examines the historical and philosophical roots of the concepts of race and ethnicity, and their relation both to migration/immigration and personal/collective identity construction. It also examines the impact of mass media on racial and ethnic identity, using mass communication theory to understand the political and social dimensions of the concepts in question. Particular attention is given to racial and ethnic identity in the U.S.-Mexican border, and the media's influence on conceptions and perceptions.

EDBE 6322: Bilingualism/Multiculturalism: Critical Issues and Practices [3-0]
Students review social, cultural, political and educational issues that affect bilingualism/multiculturalism in education, especially those that impact the education of Latino students. The course reviews the history, effective models, and best practices of bilingual and ESL education.

EDBE 6335: Bilingual Content Areas Across the Curriculum [3-0]
This course emphasizes a variety of advanced instructional strategies appropriate for teaching elementary mathematics, science and social studies through the Spanish and English language to the bilingual child. Specifically, competency will be assessed in the areas of planning, teaching/learning,

communication, management, concept development and assessment. Appropriate classroom application of content-area terminology in Spanish/English will be emphasized.

EDUL 6305: Socio-Cultural Contexts of Education [3-0]

This course develops an understanding of how socio-cultural forces and emerging issues impact the school leader's role in creating culturally responsive learning environments. Attention will be given to leadership strategies and best practices essential for addressing diverse learners. Future leaders learn to promote the success of all students and shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the full community. Applicable laws, policies, and regulations will be emphasized.

EDUL 6345: School Community Relations [3-0]

This course examines the relationships between the school and its internal and external constituencies. The course focuses on collaborative strategies to involve families and community members to shape the campus culture in responding to diverse community interests and needs, and to mobilize community resources for success of all student learners. Applicable laws, policies, and regulations will be emphasized. A minimum of 10 hours of field-based experiences are required.

ENGL 6308: Studies in Mexican American Literature [3-0]

Advanced study of the literature by and about Mexican Americans, with emphasis on the literary techniques and the cultural reflections in this literature. May be repeated for credit when the topic varies.

ENGL 6310: Studies in Ethnic Literature [3-0]

Focuses on the literature of specific ethnic groups with special attention to critical race theory, cultural theory, and the cultural productions of traditionally underrepresented minority groups. May be repeated for credit when the topic varies.

ENGL 6390: Special Topics in English [3-0]

In depth trans-disciplinary studies of intersections among English sub-disciplines. **Prerequisite:** Permission of instructor.

HIST 5340: Readings in Latin American History [3-0]

A directed study of selected topics in Latin American history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5345: Readings in Borderlands History [3-0]

A directed study of selected topics in Borderlands history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5350: Readings in Texas/Southwest History (*when content is Mexican American*) [3-0]

An intensive investigation of selected problems in southwestern history with emphasis on Texas. May be repeated for credit when topic varies.

HIST 5355: Readings in Mexican American History [3-0]

A course examining selected elements of Mexican American History with topics and time periods varying according to faculty interests. Course can be repeated as topic changes.

HIST 6325: Research Seminar Borderlands History [3-0]
This course introduces students to major themes and topics of the history and historiography of the Mexican-American borderlands. Emphasis will be put on the economy, immigration, culture and society. Course can be repeated as topic changes.

HIST 6330: Research Seminar in Latin American History [3-0]
A survey and critique of the bibliography and problems of various eras in Latin American history. May be repeated once for credit when topic varies.

HIST 6340: Research Seminar in Mexican American History [3-0]
A course directing students in primary source research on selected topics in the field of Mexican American history. Course can be repeated as topic changes.

MUSI 6335: Music of Greater Mexico [3-0]
This course is an exhaustive survey of Music of Mexico focusing on regional folk and popular genres as well as art music traditions informed by indigenous and folk genres. The course will explore how economics, politics, migration and globalization have all affected the evolution of music in Mexico. Likewise we will discover the work of important composers, songwriters and performers who have helped shape Mexican music and popular culture. To that end, music in Mexican films will also be examined. **Prerequisite:** Graduate standing or permission of instructor.

MUSI 6336: History of Border Music and Performance [3-0]
This course is designed to promote a greater awareness of music's role in the US/Mexico border region, with special attention to the historical development of folk and popular genres in South Texas. However, just as much as this course is about history of music on the U.S.-Mexico border, it is also about exploring "the border" itself and how it is defined based on geographic, political, cultural, historical, ideological references. We explore this rather "fluid" notion of the border, which contributes to the conflict and contradictory circumstances of living on, near, and "in-between" the border space. **Prerequisite:** Graduate standing or permission of instructor.

MUSI 6338: Music Ethnography and Fieldwork Methods [3-0]
This course is an introduction to ethnographic fieldwork in ethnomusicology. The first part of the course introduces students to influential musical case studies written by ethnomusicologists, anthropologists and folklorists. In the second part, students will learn and critique research methodologies, approaches to interviewing and fieldwork, issues, and ideas, archiving strategies, and analytical methods from different world regions. **Prerequisite:** Graduate standing or permission of instructor.

MUSI 6374: Music of Latin America and the Caribbean [3-0]
This course provides the student with an overview of music from diverse cultures in Latin American and the Caribbean. It will serve as an introduction to the many styles and traditions that grew out of pre and postcolonial Latin America and European-African-Caribbean developments. In particular, we will explore distinct European, African, and Indigenous aesthetic and instrumental influences as well as the social, cultural and religious contexts for musical expression and practices. **Prerequisite:** Graduate standing or permission of instructor.

RLIT 6305: Conducting Literacy Research [3-0]
Students design and implement a research study as they examine major traditions of literacy research, with a focus on contemporary research of interest to teachers and researchers in the Rio Grande Valley. Strategies in interpreting and analyzing the professional literature will also be emphasized. **Prerequisite:** EDFR 6300.

SOCI 6362: Mexican American Society [3-0]
The course examines the history, culture, and structural relations of Mexican Americans in U.S. Society.

SOCI 6363: Border Studies [3-0]
The course examines the U.S. – Mexico borderlands, with attention to such topics as demographics, culture, history and social structure.

SOCI 6365: Society and Culture of Latin America (*when content is Mexican American*) [3-0]
The course surveys regional social groups, classes and cultures in Latin America with emphasis on current economic and political developments.

SOCW 6315: Social Work with Diverse Populations [3-0]
This course prepares students for effective professional intervention in a diverse world, and provides an understanding of how discrimination and oppression operate to limit the life opportunities of members of minority, vulnerable, at risk, and disenfranchised groups. A conceptual framework for understanding diversity, discrimination and oppression is presented and used to understand discrimination based on factors such as race, ethnicity, social class, gender, and sexual orientation. Selected theoretical perspectives are used to critically analyze the manifestations of discrimination and oppression and their impact on affected populations. Social world's responses to discrimination and inequality, including strategies for intervention, are also examined.

SOCW 6332: Social Work Practice with Latinos [3-0]
Social work practice implications of the characteristics of the Latino population of the Southwest. The course will analyze distinctive practice in engagement, communication, and service with Latino clients, differential modalities and helping processes for clinical and macro practice with this population.

SOCW 6399: Special Topics in Social Work Practice (*Latino Mental Health*) [3-0]
Examination of special topics in social work practice. Prerequisite: Approval of faculty advisor and department chair.

SPAN 6312: Language in Policy and Planning [3-0]
Review of major policies relating to language in health care, comparative analysis of major efforts undertaken to implement language-in-healthcare policy in health services organizations and comparisons of methods of language assistance delivery and their relation to quality health services.

SPAN 6318: Special Topics in Spanish Linguistics [3-0]
Special topics oriented to the field of Spanish linguistics (Applied Linguistics, Sociolinguistics, and Psycholinguistics). Can be repeated up to three times as topics vary.

SPAN 6380: Latina/o Literature before 1960 [3-0]
A critical focus on immigration, exile and native texts with focus on Hispanic, Mexican American, Puerto Rican, and Cuban Americans before 1960.

SPAN 6381: Latina/o Contemporary Writers [3-0]
An approach to contemporary literary production by U.S. Latina/o authors in the United States from 1960 to the present. Students analyze issues of race and ethnicity, language, identity, gender, sexuality, politics, and immigration.

SPAN 6382: US/Mexico Border Literary & Cultural Productions [3-0]
The course will explore border authors, filmmakers, and texts (in English and Spanish) from both countries focusing on issues of transnationalism, sexuality, ideology, politics, race, migration and immigration.

SPAN 6383: Studies in US Latina/o Literature and Language [3-0]
Special topics in Latina/o literature, including but not limited to a focus on specific literary writers, periods, movements, or genres.

SPAN 6384: Introduction to US Latina/o Linguistics [3-0]
Introduction to the main concepts and analytical techniques of linguistics, applied specifically to the Spanish language usage in the United States. An overview of fundamental issues related to the nature of human verbal communications, language ability, phonetics/phonology, morphology and syntax, semantics and pragmatics, and linguistic variation present in Latino populations in the United States.

SPAN 6385: Bilingualism and Language Contact in the U.S. [3-0]
Introduction to the linguistic and sociolinguistic aspects of language contact in the United States, including theoretical approaches to bilingualism and Spanish/English acquisition.

Program of Study - Mexican American Studies

Students who are not currently enrolled in a Master's program may pursue the Graduate Certificate by applying as a Professional Development student in the College of Liberal Arts

Overview

This certificate is designed for students who want to pursue a concentration in Mexican American, Chicano/a, and/or Latina/o Studies. It would position them as competitive job candidates in various fields (such as the Humanities, Education, Law, Social Services, Communication, Health, among many others) that require a specialized knowledge in Mexican American Studies, as well as Master's students wanting to pursue a Ph.D.

Admission Requirements

(for students not currently enrolled in a graduate program)

To be admitted to the certificate program in Mexican American Studies, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley. Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

- Students currently enrolled in any graduate program are eligible to take course work toward the certificate upon approval of their Graduate Faculty Director or Advisor
- Students may take no more than 6 hours in any one discipline
- Students may count coursework in their major field of study towards the certificate without penalty contingent upon approval from their Graduate Faculty Director or Advisor.
- At the end of their coursework in Mexican American Studies, students will be required to present their research to Mexican American Studies students and faculty and produce this presentation with the guidance of a faculty advisor/mentor.

Required Courses

12

Chosen from the following:

ANTH 6306: Anthropology of Borders	3
ANTH 6323: Mexican American Culture	3
ANTH 6338: Music Ethnography and Fieldwork Methods	3
ANTH 6350: Mexican American Folk Medicine	3
ANTH 6375: Mexican American Folklore	3
ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521	3
ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521	3
COMM 6352: Media, Race, and Ethnicity	3
EDBE 6322: Bilingualism/Multiculturalism: Critical Issues and Practices	3
EDBE 6335: Bilingual Content Areas Across the Curriculum	3
EDUL 6305: Socio-Cultural Contexts of Education	3
EDUL 6345: School-Community Relations	3
ENGL 6308: Studies in Mexican American Literature	3
ENGL 6310: Studies in Ethnic Literature	3
ENGL 6390: Special Topics in English - (<i>Chicana/o Poetry and Poetics</i>)	3
ENGL 6390: Special Topics in English - (<i>Chicana/o Literature and Writing for Social Action</i>)	3
HIST 5340: Readings in Latin American History	3
HIST 5345: Readings in Borderlands History	3
HIST 5350: Readings in Texas/Southwest History (<i>when content is Mexican American</i>)	3
HIST 5355: Readings in Mexican American History	3
HIST 6325: Research Seminar Borderlands History	3
HIST 6330: Research Seminar in Latin American History	3
HIST 6340: Research Seminar in Mexican American History	3
MASC 6340: Directed Readings in Chicana/o Studies	3
MASC 6350: Learning and Reflective Experience: The Mexican American Experience	3
MASC 6390: Special Topics in Chicana/o Studies	3
MUSI 6335: Music of Greater Mexico	3
MUSI 6336: History of Border Music and Performance	3
MUSI 6338: Music Ethnography and Fieldwork Methods	3
MUSI 6374: Music of Latin America and the Caribbean	3
RLIT 6305: Conducting Literacy Research	3
SOCI 6362: Mexican American Society	3
SOCI 6363: Border Studies	3
SOCI 6365: Society and Culture of Latin America (<i>when content is Mexican American</i>)	3
SOCW 6315: Social Work with Diverse Populations	3

SOCW 6332: Social Work Practice with Latinos	3
SOCW 6399: Special Topics in Social Work Practice (<i>Latino Mental Health</i>)	3
SPAN 6312: Language in Policy and Training	3
SPAN 6318: Special Topics in Spanish Linguistics: Mexican American Language Experience	3
SPAN 6380: Latina/o Literature before 1960	3
SPAN 6381: Latina/o Contemporary Writers	3
SPAN 6382: US/Mexico Border Literary and Cultural Productions	3
SPAN 6383: Studies in US Latina/o Literature and Language	3
SPAN 6384: Introduction to US Latina/o Linguistics	3

Capstone Requirement

Presentation of a research or creative paper related to the field of Mexican American Studies during the final semester of graduation/or end of coursework for fulfillment of the Certificate

***Students may count coursework from their main program with permission of advisor.*

Total graduate hours required for completion: 12

Course Descriptions

MASC 6300: Research Methods in Mexican American Studies [3-0]

An introduction to the broad range of transdisciplinary approaches and methodologies used in Chicana/o and Latina/o Studies. Students are introduced to the historical and contemporary development of Chicana/o and Latina/o studies as a field.

MASC 6340: Directed Readings in Chicana/o Studies [3-0]

A directed study of selected readings in Chicana/o and/or Latina/o Studies. Topics are varied according to availability of faculty and student interest. Course can be repeated once as topic changes.

MASC 6350: Learning and Reflective Service: The Mexican American Experience [3-0]

This course will provide students with an experiential learning opportunity in a topic related to social justice in Mexican American communities. Students will gain hands on experience while reflecting on that experience critically through the lenses of Chicana/o and Latina/o studies. The purpose is different from an internship in that the process is geared towards developing a lifelong ethic of service and civic engagement and is not necessarily career or job oriented. (May be repeated for a maximum of 6 credit hours total) Prerequisite: MASC 6300.

MASC 6390: Special Topics in Chicana/o Studies [3-0]

This course is a specifically designed for focused study of a single topic of importance in the field of Chicana/o and/or Latina/o Studies. May be repeated for credit as topic changes.

ANTH 6306: Anthropology of Borders [3-0]

Anthropology of Borders takes border zones and issues crucial to understanding them both as its field site and point of comparative analysis. From Spanish-French Catalonia to the borderlands of Indonesia, this course investigates issues commonplace to zones of contact such as linguistic variation and innovation as well as the role of the state in construction and codifying notions of citizenship. By looking at borders from a comparative ethnographic perspective the course seeks to contextualize issues faced by borderlanders of South Texas within a global framework.

ANTH 6323: Mexican American Culture [3-0]
An introduction to the culture and traditions of Mexican Americans. The cultural history, organization of the family, traditions, lifestyle, kinship patterns, values, social organization of Mexican American culture will be examined using appropriate methodologies and theoretical perspectives set within a multicultural context.

ANTH 6338: Music Ethnography and Fieldwork Methods [3-0]
This course introduces students to a variety of musical case studies drawn from the fields of ethnomusicology, folklore, anthropology and sociology. They will analyze research methodologies, approaches to fieldwork, issues and ideas, and analytical methods locally and globally. They will conduct fieldwork and write an ethnography.

ANTH 6350: Mexican American Folk Medicine [3-0]
A study of popular medical traditions found among Mexicans and Mexican Americans. Influences from European and Native American sources will be identified and ongoing changes in the folk medical landscape will be examined.

ANTH 6375: Mexican American Folklore [3-0]
This course is an in-depth study of Mexican-American folklore. The course includes the study of Chicano legends, folk tales, riddles, folk music, ballads and festivals. Students have the opportunity to collect and archive folklore materials.

ARTS 6352: Art History Seminar III: Topics in Latin American Art Prior to A.D. 1521 [3-0]
Seminar/lecture on selected topics in Latin American art prior to A.D. 1521 will be presented. Paper required. **Prerequisite:** Graduate standing.

ARTS 6353: Art History Seminar IV: Topics in Latin American Art Since A.D. 1521 [3-0]
Seminar/lecture on selected topics in Latin American art since A.D. 1521 will be presented. Paper required. **Prerequisite:** Graduate standing.

COMM 6352: Media, Race, and Ethnicity [3-0]
This course examines the historical and philosophical roots of the concepts of race and ethnicity, and their relation both to migration/immigration and personal/collective identity construction. It also examines the impact of mass media on racial and ethnic identity, using mass communication theory to understand the political and social dimensions of the concepts in question. Particular attention is given to racial and ethnic identity in the U.S.-Mexican border, and the media's influence on conceptions and perceptions.

EDBE 6322: Bilingualism/Multiculturalism: Critical Issues and Practices [3-0]
Students review social, cultural, political and educational issues that affect bilingualism/multiculturalism in education, especially those that impact the education of Latino students. The course reviews the history, effective models, and best practices of bilingual and ESL education.

EDBE 6335: Bilingual Content Areas Across the Curriculum [3-0]
This course emphasizes a variety of advanced instructional strategies appropriate for teaching elementary mathematics, science and social studies through the Spanish and English language to the bilingual child. Specifically, competency will be assessed in the areas of planning, teaching/learning,

communication, management, concept development and assessment. Appropriate classroom application of content-area terminology in Spanish/English will be emphasized.

EDUL 6305: Socio-Cultural Contexts of Education [3-0]

This course develops an understanding of how socio-cultural forces and emerging issues impact the school leader's role in creating culturally responsive learning environments. Attention will be given to leadership strategies and best practices essential for addressing diverse learners. Future leaders learn to promote the success of all students and shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the full community. Applicable laws, policies, and regulations will be emphasized.

EDUL 6345: School Community Relations [3-0]

This course examines the relationships between the school and its internal and external constituencies. The course focuses on collaborative strategies to involve families and community members to shape the campus culture in responding to diverse community interests and needs, and to mobilize community resources for success of all student learners. Applicable laws, policies, and regulations will be emphasized. A minimum of 10 hours of field-based experiences are required.

ENGL 6308: Studies in Mexican American Literature [3-0]

Advanced study of the literature by and about Mexican Americans, with emphasis on the literary techniques and the cultural reflections in this literature. May be repeated for credit when the topic varies.

ENGL 6310: Studies in Ethnic Literature [3-0]

Focuses on the literature of specific ethnic groups with special attention to critical race theory, cultural theory, and the cultural productions of traditionally underrepresented minority groups. May be repeated for credit when the topic varies.

ENGL 6390: Special Topics in English [3-0]

In depth trans-disciplinary studies of intersections among English sub-disciplines. **Prerequisite:** Permission of instructor.

HIST 5340: Readings in Latin American History [3-0]

A directed study of selected topics in Latin American history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5345: Readings in Borderlands History [3-0]

A directed study of selected topics in Borderlands history. Topics are varied according to availability of faculty and student interest. Course can be repeated as topic changes.

HIST 5350: Readings in Texas/Southwest History (*when content is Mexican American*) [3-0]

An intensive investigation of selected problems in southwestern history with emphasis on Texas. May be repeated for credit when topic varies.

HIST 5355: Readings in Mexican American History [3-0]

A course examining selected elements of Mexican American History with topics and time periods varying according to faculty interests. Course can be repeated as topic changes.

- HIST 6325: Research Seminar Borderlands History [3-0]
This course introduces students to major themes and topics of the history and historiography of the Mexican-American borderlands. Emphasis will be put on the economy, immigration, culture and society.
- HIST 6330: Research Seminar in Latin American History [3-0]
A survey and critique of the bibliography and problems of various eras in Latin American history. May be repeated once for credit when topic varies.
- HIST 6340: Research Seminar in Mexican American History [3-0]
A course directing students in primary source research on selected topics in the field of Mexican American history. Course can be repeated as topic changes.
- MUSI 6335: Music of Greater Mexico [3-0]
This course is an exhaustive survey of Music of Mexico focusing on regional folk and popular genres as well as art music traditions informed by indigenous and folk genres. The course will explore how economics, politics, migration and globalization have all affected the evolution of music in Mexico. Likewise we will discover the work of important composers, songwriters and performers who have helped shape Mexican music and popular culture. To that end, music in Mexican films will also be examined. **Prerequisite:** Graduate standing or permission of instructor.
- MUSI 6336: History of Border Music and Performance [3-0]
This course is designed to promote a greater awareness of music's role in the US/Mexico border region, with special attention to the historical development of folk and popular genres in South Texas. However, just as much as this course is about history of music on the U.S.-Mexico border, it is also about exploring "the border" itself and how it is defined based on geographic, political, cultural, historical, ideological references. We explore this rather "fluid" notion of the border, which contributes to the conflict and contradictory circumstances of living on, near, and "in-between" the border space. **Prerequisite:** Graduate standing or permission of instructor.
- MUSI 6338: Music Ethnography and Fieldwork Methods [3-0]
This course is an introduction to ethnographic fieldwork in ethnomusicology. The first part of the course introduces students to influential musical case studies written by ethnomusicologists, anthropologists and folklorists. In the second part, students will learn and critique research methodologies, approaches to interviewing and fieldwork, issues, and ideas, archiving strategies, and analytical methods from different world regions. **Prerequisite:** Graduate standing or permission of instructor.
- MUSI 6374: Music of Latin America and the Caribbean [3-0]
This course provides the student with an overview of music from diverse cultures in Latin American and the Caribbean. It will serve as an introduction to the many styles and traditions that grew out of pre and postcolonial Latin America and European-African-Caribbean developments. In particular, we will explore distinct European, African, and Indigenous aesthetic and instrumental influences as well as the social, cultural and religious contexts for musical expression and practices. **Prerequisite:** Graduate standing or permission of instructor.
- RLIT 6305: Conducting Literacy Research [3-0]
Students design and implement a research study as they examine major traditions of literacy research, with a focus on contemporary research of interest to teachers and researchers in the Rio Grande Valley.

Strategies in interpreting and analyzing the professional literature will also be emphasized. **Prerequisite:** EDFR 6300.

SOCI 6362: Mexican American Society [3-0]
The course examines the history, culture, and structural relations of Mexican Americans in U.S. Society.

SOCI 6363: Border Studies [3-0]
The course examines the U.S. – Mexico borderlands, with attention to such topics as demographics, culture, history and social structure.

SOCI 6365: Society and Culture of Latin America (when content MAS) [3-0]
The course surveys regional social groups, classes and cultures in Latin America with emphasis on current economic and political developments.

SOCW 6315: Social Work with Diverse Populations [3-0]
This course prepares students for effective professional intervention in a diverse world, and provides an understanding of how discrimination and oppression operate to limit the life opportunities of members of minority, vulnerable, at risk, and disenfranchised groups. A conceptual framework for understanding diversity, discrimination and oppression is presented and used to understand discrimination based on factors such as race, ethnicity, social class, gender, and sexual orientation. Selected theoretical perspectives are used to critically analyze the manifestations of discrimination and oppression and their impact on affected populations. Social world's responses to discrimination and inequality, including strategies for intervention, are also examined.

SOCW 6332: Social Work Practice with Latinos [3-0]
Social work practice implications of the characteristics of the Latino population of the Southwest. The course will analyze distinctive practice in engagement, communication, and service with Latino clients, differential modalities and helping processes for clinical and macro practice with this population.

SOCW 6399: Special Topics in Social Work Practice (*Latino Mental Health*) [3-0]
Examination of special topics in social work practice. Prerequisite: Approval of faculty advisor and department chair.

SPAN 6312: Language in Policy and Planning [3-0]
Review of major policies relating to language in health care, comparative analysis of major efforts undertaken to implement language-in-healthcare policy in health services organizations and comparisons of methods of language assistance delivery and their relation to quality health services.

SPAN 6318: Special Topics in Spanish Linguistics [3-0]
Special topics oriented to the field of Spanish linguistics (Applied Linguistics, Sociolinguistics, and Psycholinguistics). Can be repeated up to three times as topics vary.

SPAN 6380: Latina/o Literature before 1960 [3-0]
A critical focus on immigration, exile and native texts with focus on Hispanic, Mexican American, Puerto Rican, and Cuban Americans before 1960.

- SPAN 6381: Latina/o Contemporary Writers [3-0]
An approach to contemporary literary production by U.S. Latina/o authors in the United States from 1960 to the present. Students analyze issues of race and ethnicity, language, identity, gender, sexuality, politics, and immigration.
- SPAN 6382: US/Mexico Border Literary & Cultural Productions [3-0]
The course will explore border authors, filmmakers, and texts (in English and Spanish) from both countries focusing on issues of transnationalism, sexuality, ideology, politics, race, migration and immigration.
- SPAN 6383: Studies in US Latina/o Literature and Language [3-0]
Special topics in Latina/o literature, including but not limited to a focus on specific literary writers, periods, movements, or genres.
- SPAN 6384: Introduction to US Latina/o Linguistics [3-0]
Introduction to the main concepts and analytical techniques of linguistics, applied specifically to the Spanish language usage in the United States. An overview of fundamental issues related to the nature of human verbal communications, language ability, phonetics/phonology, morphology and syntax, semantics and pragmatics, and linguistic variation present in Latino populations in the United States.
- SPAN 6385: Bilingualism and Language Contact in the U.S. [3-0]
Introduction to the linguistic and sociolinguistic aspects of language contact in the United States, including theoretical approaches to bilingualism and Spanish/English acquisition.

Department of Literatures and Cultural Studies

- English (MA)
- English (MAIS)
- Spanish (MA)
- Advanced Spanish Literature (Certificate)
- Secondary English Language Arts (Certificate)

Program of Study - English (MA)

Admission Requirements

To be admitted to the graduate program in English, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

6. GRE general test
7. Bachelor's degree in English or a minimum of 12 upper-level undergraduate hours in English or related field
8. Submission of a writing sample, a written academic paper suitable for an upper-division course

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

After being admitted to the MA program, students must consult with the graduate advisor of the program they wish to pursue in order to formulate and sign a degree plan. This certifies that the student is enrolling in courses appropriate to that program.

Program Requirements

The MA in English offers concentrations in English Studies, Linguistics, Literature and Cultural Studies, and Rhetoric, Composition and Literacy. Each of these concentrations has a thesis and non-thesis option.

English Studies Concentration:

Required Courses	18
Choose from Literature and Cultural Studies Graduate Courses	6
Choose from Rhetoric, Composition and Literary Graduate Courses	6
Choose from Linguistics Graduate Courses	6

- Students must take one introduction/research methods course from any of the three disciplines within the first 9 hours of graduate study.
- Students must take one theory course from any of the three disciplines within the first 18 hours of graduate study.

Choose one of the following options:

Thesis Option:

English Elective Coursework	12
Choose from among the English graduate courses with advisor approval	

Capstone Requirement	6
Thesis	
ENGL 7300: Thesis I	3
ENGL 7301: Thesis II	3

Non-Thesis Option:

English Elective Coursework	18
Choose from among the English graduate courses with advisor approval	

Capstone Requirement	
Written Comprehensive Exam	

Total graduate hours for degree:	36
---	-----------

Linguistics Concentration:

Thesis Option:

Required Courses	24
ENGL 6360: Introduction to Descriptive Linguistics for Teachers	3
ENGL 6361: Problems in Linguistics	3
ENGL 6362: Modern English Syntax	3
ENGL 6363: Studies in English Phonology	3
ENGL 6365: History of the English Language	3
ENGL 6375: Studies in Language and Culture	3
Choose from Literature and Cultural Studies Graduate Courses	3
Choose from Rhetoric, Composition and Literary Graduate Courses	3

English or Linguistics Coursework	6
Choose from among the English and Linguistics graduate courses with advisor approval	

Capstone Requirement	6
Thesis	
ENGL 7300: Thesis I	3
ENGL 7301: Thesis II	3
Thesis prospectus oral defense	

Non-Thesis Option:

Required Courses	21
ENGL 6363: Studies in English Phonology	3
ENGL 6365: History of the English Language	3
ENGL 6375: Studies in Language and Culture	3
Choose from Literature and Cultural Studies Graduate Courses	3
Choose from Rhetoric/Composition Graduate Courses	3

English or Linguistics Coursework	9
Choose from among the English and Linguistics graduate courses with advisor approval	

Free Electives	6
Open electives with advisor approval	
Capstone Requirement	
Written Comprehensive Exam	
Total graduate hours for degree:	36

Literature and Cultural Studies Concentration:

Required Courses	12
ENGL 6300: Introduction to Literary Studies	3
ENGL 6301: Studies in Literary Theory	3
Choose from Rhetoric/Composition Graduate Courses	3
Choose from Linguistics Graduate Courses	3
History/Period Courses	6
<i>Choose from the following:</i>	
ENGL 6302: Studies in Literary History	3
ENGL 6304: Studies in British Literature	3
ENGL 6305: Studies in American Literature	3
Gender, Ethnic and Cultural Studies	6
<i>Choose from the following:</i>	
ENGL 6308: Studies in Mexican American Literature	3
ENGL 6309: Studies in Literatures of the Americas	3
ENGL 6310: Studies in Ethnic Literature	3
ENGL 6311: Studies in Gender and Literature	3
ENGL 6315: Studies in Cultural Studies	3
Transnational Literature	3
<i>Choose from the following:</i>	
ENGL 6306: Studies in Comparative Literature	3
ENGL 6313: Studies in Post-Colonial Studies	3
Genre or Single Author Courses	3
<i>Chosen from the following:</i>	
ENGL 6303: Studies in Genre	3
ENGL 6312: Studies in Single Author	3
<i>Choose one of the following options:</i>	
<u>Thesis Option:</u>	
Capstone Requirement	6
Thesis	
ENGL 7300: Thesis I	3
ENGL 7301: Thesis II	3

<u>Non-Thesis Option:</u>	
Literature/Cultural Studies Electives	6
Capstone Requirement	
Written Comprehensive Exam	
Total graduate hours for degree:	36

Rhetoric, Composition and Literacy Concentration:

<u>Thesis Option:</u>	
Required Courses	21
ENGL 6320: Introduction to Rhetoric, Composition and Literacy	3
ENGL 6321: Research Methods in Rhetoric, Composition and Literacy	3
ENGL 6322: Theory in Rhetoric, Composition and Literacy	3
ENGL 6323: History of Rhetoric, Composition and Literacy Studies	3
ENGL 6324: Pedagogy in Rhetoric, Composition and Literacy	3
Choose from Literature & Cultural Studies Graduate Courses	3
Choose from Linguistics Graduate Courses	3
Rhetoric, Composition and Literacy Coursework	9
Choose from among the Rhetoric, Composition and Literacy graduate courses	
Capstone Requirement	6
Thesis	
ENGL 7300: Thesis I	3
ENGL 7301: Thesis II	3

<u>Non-Thesis Option:</u>	
Required Courses	18
ENGL 6320: Introduction to Rhetoric, Composition and Literacy	3
ENGL 6322: Theory in Rhetoric, Composition and Literacy	3
ENGL 6323: History of Rhetoric, Composition and Literacy Studies	3
ENGL 6324: Pedagogy in Rhetoric, Composition and Literacy	3
Choose from Literature and Cultural Studies Graduate Courses	3
Choose from Linguistics Graduate Courses	3
Rhetoric, Composition and Literacy Coursework	12
Choose from among the Rhetoric, Composition & Literacy graduate courses	
English Electives	6
Capstone Requirement	
Written Comprehensive Exam	
Total graduate hours for degree:	36

Academic Standing

Students seeking any graduate degree in English must maintain a cumulative GPA of at least 3.0 in the graduate hours taken in the department of English of UT Rio Grande Valley. If a student's GPA falls below 3.0 in a given semester, the student will be placed on probation. If an overall 3.0 GPA is not recuperated during the following semester, the student will be placed on suspension.

Course Descriptions

- ENGL 6300: Introduction to Literary Studies [3-0]
This course will prepare students for graduate study in English. English 6300 students will learn the basics of literary scholarship. They will engage in the in-library and online research necessary to write a scholarly literary paper and learn the basic conventions of literary criticism and documentation.
- ENGL 6301: Studies in Literary Theory [3-0]
Extensive study of major works, figures and topics in literary theory. May be repeated for credit when the topic varies.
- ENGL 6302: Studies in Literary History [3-0]
A study in the historical and cultural development of literary conventions, movements, and/or school of literary writing. May be repeated for credit when the topic varies.
- ENGL 6303: Studies in Genre [3-0]
Focuses on the literary and cultural productions within the context of a particular genre, including poetry, short story, the novel, drama, autobiography, and epistolary literature. May be repeated for credit when the topic varies.
- ENGL 6304: Studies in British Literature [3-0]
Usually offered three times per year. A study in English literature. May be repeated for credit when the topic varies.
- ENGL 6305: Studies in American Literature [3-0]
Usually offered three times per year. A study in American literature. May be repeated for credit when the topic varies.
- ENGL 6306: Studies in Comparative Literature [3-0]
The comparison of particular topics, motifs, or genres in the literature of two or more languages or cultures.
- ENGL 6307: Studies in European Literature [3-0]
The study of the literature by and about Europeans including those of Russia and Iceland, with an emphasis on the literary techniques and the cultural reflections in this literature. May be repeated for credit when the topic varies.
- ENGL 6308: Studies in Mexican American Literature [3-0]
Advanced study of the literature by and about Mexican Americans, with emphasis on the literary techniques and the cultural reflections in this literature. May be repeated for credit when the topic varies.

ENGL 6309: Studies in Literatures of the Americas [3-0]
Advanced comparative study of theoretical and literary works by and about North, South, and Central America and/or the Caribbean. Readings highlight cultural, historical, and linguistic diversity and include multiple literary genres. Emphasis on issues of gender, race, identity, colonialism, and trans/nationalism.

ENGL 6310: Studies in Ethnic Literature [3-0]
Focuses on the literature of specific ethnic groups with special attention to critical race theory, cultural theory, and the cultural productions of traditionally underrepresented minority groups. May be repeated for credit when the topic varies.

ENGL 6311: Studies in Gender and Literature [3-0]
A study of literature and culture in relation to the question of gender identity, with special emphasis on feminist, gender, and queer theory as well as the literary conventions, movements, and histories that inform gender identity. May be repeated for credit when the topic varies.

ENGL 6312: Studies in Single Author [3-0]
A study of the literary works and historical epoch of a single author, with emphasis on historical, biographical, cultural and aesthetic contexts. May be repeated for credit when the topic varies.

ENGL 6313: Studies in Post-Colonial Studies [3-0]
Study of particular topics, motifs, theoretical approaches, and historical movements in postcolonial literature and culture. May be repeated for credit when the topic varies.

ENGL 6314: Bible as Literature [3-0]
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.

ENGL 6315: Studies in Cultural Studies [3-0]
Study of the discipline of Cultural Studies with emphasis on its theoretical basis, significant historical movements, relevant political developments, and various cultural artifacts. May be repeated for credit when the topic varies.

ENGL 6316: Special Topics in Literature [3-0]
Extensive study of topics in the area of literature and cultural studies. May be repeated for credit when the topic varies.

ENGL 6320: Introduction to Rhetoric, Composition, and Literacy [3-0]
Introduces new graduate students in Rhetoric, Composition, and Literacy to the discipline, with emphasis on professional issues, research methods, and applications.

ENGL 6321: Research Methods in Rhetoric, Composition, and Literacy [3-0]
Research Methods in Rhetoric, Composition, and Literacy is a survey course designed to introduce students to a variety of methods for conducting and reporting research in the fields of rhetoric and composition, including historical research, ethnography, qualitative and empirical studies, and action/participatory research. At the end of the course, students will have explored the diverse types of research questions in the field and the various methods for gathering and analyzing data appropriate to those research questions.

- ENGL 6322: Theory in Rhetoric, Composition, and Literacy [3-0]
Focus on various theoretical approaches to the study of discourse with application of theories to a significant analytical project. May be repeated for credit when the topic varies.
- ENGL 6323: History of Rhetoric, Composition, and Literacy Studies [3-0]
Focus on the historical development of rhetoric, composition pedagogy, or literacy studies. May be repeated for credit when the topic varies.
- ENGL 6324: Pedagogy in Rhetoric, Composition and Literacy [3-0]
Explore issues related to teaching of rhetoric, composition, and other literacies, with emphasis on a theoretically informed practice. May be repeated for credit when the topic varies.
- ENGL 6325: Studies in Composition Techniques [3-0]
Advanced study of composition theory and techniques and methods of teaching composition, with special emphasis on teaching English composition to college freshman. Required of all English teaching assistants. May be repeated for credit when the topic varies.
- ENGL 6326: Professional Writing [3-0]
Applied study of the theories and approaches to professional discourse production. Students will design and produce a professional writing project.
- ENGL 6327: Writing Academic Discourse [3-0]
Provides study and practice writing professional level academic discourse, including research project design, research proposals, professional journal articles, and conference proposals and papers.
- ENGL 6328: Special Topics in Rhetoric, Composition, and Literacy [3-0]
Extensive study of topics in the areas of rhetoric, composition, and/or literacy. May be repeated for credit when topic varies.
- ENGL 6355: Literature for Secondary School Teachers [3-0]
Analysis of teaching philosophy, theories of learning, and best practices for teaching secondary English Language Arts. Emphasis on reading and writing assignments for secondary learners, with attention to culturally responsive pedagogy and contemporary Latino/a literature.
- ENGL 6356: Children's Literature [3-0]
Study of selected literature written for young readers. Includes attention to contemporary children's literature by Latina/o authors in school curriculum. Course may focus on selected eras, approaches, or themes.
- ENGL 6357: Young Adult Literature [3-0]
Study of selected literature written for early adolescent to late adolescent readers. Includes attention to contemporary young adult literature by Latina/o authors in school curriculum. Course may focus on selected eras, approaches, or themes.
- ENGL 6360: Introduction to Descriptive Linguistics for Teachers [3-0]
An introduction to the methods of linguistics science with emphasis on problem solving techniques and the application to specific problems. This course includes a research project exploring the application of linguistics to specific situations.

- ENGL 6361: Problems in Linguistics [3-0]
 Studies in modern linguistics with emphasis on the practical help which the science offers to the student of the English language. May be repeated once when the emphasis varies. (Special topics to be announced in the Schedule of Classes.) **Prerequisite:** ENGL 6360 or consent of the instructor.
- ENGL 6362: Modern English Syntax [3-0]
 Studies in modern English syntax with attention given to investigative methods and findings of contemporary linguistic analysis. Special emphasis on the structure of English as a Second Language. **Prerequisite:** ENGL 6360 or consent of instructor.
- ENGL 6363: Studies in English Phonology [3-0]
 Studies in English Phonology with attention given to research methods, findings, and theories of contemporary linguistic analysis. **Prerequisite:** ENGL 6360 or consent of instructor.
- ENGL 6364: Problems in Grammar, Dialects, and Language Performance [3-0]
 A study of the second language learner's transition from regional usage to standard usage. Emphasis on practical implementation of theories of grammar, dialects and language performance. May be repeated for credit when the topic varies.
- ENGL 6365: History of the English Language [3-0]
 A history of the English language from the Anglo-Saxon period to the present.
- ENGL 6366: Special Topics in Linguistics [3-0]
 Extensive study in topics related to one or more areas of theoretical linguistics. May be repeated for credit when the topic varies. **Prerequisite:** Permission of instructor.
- ENGL 6370: Introduction to English as a Second Language [3-0]
 A study of ESL theory and techniques and their application to specific language performance skills. Special emphasis on the linguistic, sociolinguistic and psycholinguistic bases for selecting appropriate ESL methods and techniques.
- ENGL 6371: Problems in English as a Second Language [3-0]
 Studies in special problem areas of language and practice which prospective teachers of ESL students will encounter in the classroom. May be repeated once for credit when the topic varies. **Prerequisite:** ENGL 6370 or consent of instructor.
- ENGL 6372: Practicum in English as a Second Language [3-0]
 Supervised experience in teaching/working with learners of ESL/SLA in (a) English developmental writing, (b) a tutorial or (c) a laboratory setting. Actual experience will be based on theoretical principles and methodology of modern language teaching. Sample lesson plans will be developed and tried under the supervision of trained ESL personnel in a university context in order to meet the needs of second language learners. **Prerequisite:** ENGL 6370 or consent of instructor.
- ENGL 6373: ESL Testing [3-0]
 Evaluation of second language learners of English following the principles and guidelines for diagnostic, placement, proficiency and classroom testing in ESL. Areas covered include principles and procedures for selecting, preparing, administering and interpreting results of tests of ESL learning. **Prerequisites:** ENGL 6370 or consent of instructor.

ENGL 6374: Studies in Second Language Acquisition [3-0]
The study of the way second languages are learned and acquired. This course will survey various theories of second language acquisition (e.g., Universal Grammar, Monitor Theory, Connectionism, Complexity Theory, Sociocultural theory). This course will also cover current issues and problems in SLA research and theory, examining recent research in the field.

ENGL 6375: Studies in Language and Culture [3-0]
Advanced study of social aspects of language and language use, including language attitudes, sociolinguistic dynamics of language contact situations, language learning and the social and linguistic nature of dialects, language variation and language change. Requires a research project.

ENGL 6376: Varieties of Present Day English [3-0]
This graduate seminar explores the features of the diverse varieties of Present-day English, focusing on the semantic, lexical, and grammatical patterns which characterize English such as those of the British Isles, the Americas, Africa, Australasia, and Southeast Asia.

ENGL 6377: Special Topics in Applied Linguistics [3-0]
Extensive study of topics in the area of applied linguistics, ESL, sociolinguistics or any other branch of non-theoretical linguistics. May be repeated for credit when the topic varies. **Prerequisite:** Permission of instructor.

ENGL 6390: Special Topics in English [3-0]
In depth trans-disciplinary studies of intersections among English sub-disciplines. **Prerequisite:** Permission of instructor.

ENGL 6399: Independent Study [3-0]
Course designed for a single student who wishes to pursue in depth study under the direction of an instructor when no course in that areas is available. **Prerequisite:** Permission of instructor and department chair.

ENGL 7300: Thesis I [3-0]
Student will research and write the thesis under faculty direction. Pass/Fail Grade. **Prerequisite:** Approval of graduate advisor

ENGL 7301: Thesis II [3-0]
Student will research and write the thesis under faculty direction. Pass/Fail Grade. **Prerequisite:** Approval of graduate advisor and completion of at least one semester of ENGL 7300.

Program of Study - English (MAIS)

Admission Requirements

To be admitted to the MAIS program in English, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Bachelor's degree in English or a minimum of 12 upper-level undergraduate hours in English or related field

3. Submission of a writing sample, a written academic paper suitable for an upper-division course

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Thesis Option

Required Courses

12

Selected from **one** sub-discipline within the English department (literature, linguistics, or rhetoric, composition and literacy).

Literature Courses:

ENGL 6300: Introduction to Literary Studies	3
ENGL 6301: Studies in Literary Theory	3
ENGL 6302: Studies in Literary History	3
ENGL 6303: Studies in Genre	3
ENGL 6304: Studies in British Literature	3
ENGL 6305: Studies in American Literature	3
ENGL 6306: Studies in Comparative Literature	3
ENGL 6307: Studies in European Literature	3
ENGL 6308: Studies in Mexican American Literature	3
ENGL 6309: Studies in Literatures of the Americas	3
ENGL 6310: Studies in Ethnic Literature	3
ENGL 6311: Studies in Gender and Literature	3
ENGL 6312: Studies in Single Author	3
ENGL 6313: Studies in Post-Colonial Studies	3
ENGL 6314: Bible as Literature	3
ENGL 6315: Studies in Cultural Studies	3
ENGL 6316: Special Topics in Literature	3
ENGL 6355: Literature for Secondary School Teachers	3
ENGL 6356: Children's Literature	3
ENGL 6357: Young Adult Literature	3

Linguistics Courses:

ENGL 6360: Introduction to Descriptive Linguistics for Teachers	3
ENGL 6361: Problems in Linguistics (<i>any scheduled topic is acceptable</i>)	3
ENGL 6362: Modern English Syntax	3
ENGL 6363: Studies in English Phonology	3
ENGL 6364: Problems in Grammar, Dialects, and Language Performance	3
ENGL 6365: History of the English Language	3
ENGL 6366: Special Topics in Linguistics	3
ENGL 6370: Introduction to English as a Second Language	3
ENGL 6371: Problems in English as a Second Language	3
ENGL 6372: Practicum in English as a Second Language	3
ENGL 6373: ESL Testing	3
ENGL 6374: Studies in Second Language Acquisition	3
ENGL 6375: Studies in Language and Culture	3

ENGL 6376: Varieties of Present Day English	3
ENGL 6377: Special Topics in Applied Linguistics	3
Rhetoric, Composition, and Literacy Courses:	
ENGL 6320: Introduction to Rhetoric, Composition and Literacy	3
ENGL 6321: Research Methods Rhetoric, Composition and Literacy	3
ENGL 6322: Theory in Rhetoric, Composition and Literacy	3
ENGL 6323: History of Rhetoric, Composition and Literacy	3
ENGL 6324: Pedagogy in Rhetoric, Composition & Literacy	3
ENGL 6325: Studies in Composition Techniques	3
ENGL 6326: Professional Writing	3
ENGL 6327: Writing Academic Discourse	3
ENGL 6328: Special Topics in Rhetoric, Composition, and Literacy Studies	3
Free Electives from a second discipline	9
(Which includes another sub-discipline of English)	
Free Electives from a third discipline	9
(Which may not include another sub-discipline of English)	
Capstone Requirement	6
Thesis	
ENGL 7300: Thesis I	3
ENGL 7301: Thesis II	3
Total graduate hours for degree:	36
<u>Non-Thesis Option</u>	
Required Courses	18
Selected from <u>one</u> sub-discipline within the English department (literature, linguistics, or rhetoric, composition and literacy).	
Literature Courses:	
ENGL 6300: Introduction to Literary Studies	3
ENGL 6301: Studies in Literary Theory	3
ENGL 6302: Studies in Literary History	3
ENGL 6303: Studies in Genre	3
ENGL 6304: Studies in British Literature	3
ENGL 6305: Studies in American Literature	3
ENGL 6306: Studies in Comparative Literature	3
ENGL 6307: Studies in European Literature	3
ENGL 6308: Studies in Mexican American Literature	3
ENGL 6309: Studies in Literatures of the Americas	3
ENGL 6310: Studies in Ethnic Literature	3
ENGL 6311: Studies in Gender and Literature	3
ENGL 6312: Studies in Single Author	3
ENGL 6313: Studies in Post-Colonial Studies	3

ENGL 6314: Bible as Literature	3
ENGL 6315: Studies in Cultural Studies	3
ENGL 6316: Special Topics in Literature	3
ENGL 6355: Literature for Secondary School Teachers	3
ENGL 6356: Children’s Literature	3
ENGL 6357: Young Adult Literature	3
Linguistics Courses:	
ENGL 6360: Introduction to Descriptive Linguistics for Teachers	3
ENGL 6361: Problems in Linguistics: topic – any topic	3
ENGL 6362: Modern English Syntax	3
ENGL 6363: Studies in English Phonology	3
ENGL 6364: Problems in Grammar, Dialects, and Language Performance	3
ENGL 6365: History of the English Language	3
ENGL 6366: Special Topics in Linguistics	3
ENGL 6370: Introduction to English as a Second Language	3
ENGL 6371: Problems in English as a Second Language	3
ENGL 6372: Practicum in English as a Second Language	3
ENGL 6373: ESL Testing	3
ENGL 6374: Studies in Second Language Acquisition	3
ENGL 6375: Studies in Language and Culture	3
ENGL 6376: Varieties of Present Day English	3
ENGL 6377: Special Topics in Applied Linguistics	3
Rhetoric, Composition, and Literacy Courses:	
ENGL 6320: Introduction to Rhetoric, Composition and Literacy	3
ENGL 6321: Research Methods in Rhetoric, Composition and Literacy	3
ENGL 6322: Theory in Rhetoric, Composition and Literacy	3
ENGL 6323: History of Rhetoric, Composition and Literacy	3
ENGL 6324: Pedagogy in Rhetoric, Composition & Literacy	3
ENGL 6325: Studies in Composition Techniques	3
ENGL 6326: Professional Writing	3
ENGL 6327: Writing Academic Discourse	3
ENGL 6328: Special Topics in Rhetoric, Composition, and Literacy Studies	3
Free Electives from a second discipline	9
(Which includes another sub-discipline of English)	
Free Electives from a third discipline	9
(Which may not include another sub-discipline of English)	
Capstone Requirement	
Written Comprehensive Exam	
Total graduate hours for degree:	36

Course Descriptions

- ENGL 6300: Introduction to Literary Studies [3-0]
This course will prepare students for graduate study in English. English 6300 students will learn the basics of literary scholarship. They will engage in the in-library and online research necessary to write a scholarly literary paper and learn the basic conventions of literary criticism and documentation.
- ENGL 6301: Studies in Literary Theory [3-0]
Extensive study of major works, figures and topics in literary theory. May be repeated for credit when the topic varies.
- ENGL 6302: Studies in Literary History [3-0]
A study in the historical and cultural development of literary conventions, movements, and/or school of literary writing. May be repeated for credit when the topic varies.
- ENGL 6303: Studies in Genre [3-0]
Focuses on the literary and cultural productions within the context of a particular genre, including poetry, short story, the novel, drama, autobiography, and epistolary literature. May be repeated for credit when the topic varies.
- ENGL 6304: Studies in British Literature [3-0]
Usually offered three times per year. A study in English literature. May be repeated for credit when the topic varies.
- ENGL 6305: Studies in American Literature [3-0]
Usually offered three times per year. A study in American literature. May be repeated for credit when the topic varies.
- ENGL 6306: Studies in Comparative Literature [3-0]
The comparison of particular topics, motifs, or genres in the literature of two or more languages or cultures.
- ENGL 6307: Studies in European Literature [3-0]
The study of the literature by and about Europeans including those of Russia and Iceland, with an emphasis on the literary techniques and the cultural reflections in this literature. May be repeated for credit when the topic varies.
- ENGL 6308: Studies in Mexican American Literature [3-0]
Advanced study of the literature by and about Mexican Americans, with emphasis on the literary techniques and the cultural reflections in this literature. May be repeated for credit when the topic varies.
- ENGL 6309: Studies in Literatures of the Americas [3-0]
Advanced comparative study of theoretical and literary works by and about North, South, and Central America and/or the Caribbean. Readings highlight cultural, historical, and linguistic diversity and include multiple literary genres. Emphasis on issues of gender, race, identity, colonialism, and trans/nationalism.

- ENGL 6310: Studies in Ethnic Literature [3-0]
Focuses on the literature of specific ethnic groups with special attention to critical race theory, cultural theory, and the cultural productions of traditionally underrepresented minority groups. May be repeated for credit when the topic varies.
- ENGL 6311: Studies in Gender and Literature [3-0]
A study of literature and culture in relation to the question of gender identity, with special emphasis on feminist, gender, and queer theory as well as the literary conventions, movements, and histories that inform gender identity. May be repeated for credit when the topic varies.
- ENGL 6312: Studies in Single Author [3-0]
A study of the literary works and historical epoch of a single author, with emphasis on historical, biographical, cultural and aesthetic contexts. May be repeated for credit when the topic varies.
- ENGL 6313: Studies in Post-Colonial Studies [3-0]
Study of particular topics, motifs, theoretical approaches, and historical movements in postcolonial literature and culture. May be repeated for credit when the topic varies.
- ENGL 6314: Bible as Literature [3-0]
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.
- ENGL 6315: Studies in Cultural Studies [3-0]
Study of the discipline of Cultural Studies with emphasis on its theoretical basis, significant historical movements, relevant political developments, and various cultural artifacts. May be repeated for credit when the topic varies.
- ENGL 6316: Special Topics in Literature [3-0]
Extensive study of topics in the area of literature and cultural studies. May be repeated for credit when the topic varies.
- ENGL 6320: Introduction to Rhetoric, Composition, and Literacy [3-0]
Introduces new graduate students in Rhetoric, Composition, and Literacy to the discipline, with emphasis on professional issues, research methods, and applications.
- ENGL 6321: Research Methods in Rhetoric, Composition, and Literacy [3-0]
Research Methods in Rhetoric, Composition, and Literacy is a survey course designed to introduce students to a variety of methods for conducting and reporting research in the fields of rhetoric and composition, including historical research, ethnography, qualitative and empirical studies, and action/participatory research. At the end of the course, students will have explored the diverse types of research questions in the field and the various methods for gathering and analyzing data appropriate to those research questions.
- ENGL 6322: Theory in Rhetoric, Composition, and Literacy [3-0]
Focus on various theoretical approaches to the study of discourse with application of theories to a significant analytical project. May be repeated for credit when the topic varies.

- ENGL 6323: History of Rhetoric, Composition, and Literacy [3-0]
Focus on the historical development of rhetoric, composition pedagogy, or literacy studies. May be repeated for credit when the topic varies.
- ENGL 6324: Pedagogy in Rhetoric, Composition and Literacy [3-0]
Explore issues related to teaching of rhetoric, composition, and other literacies, with emphasis on a theoretically informed practice. May be repeated for credit when the topic varies.
- ENGL 6325: Studies in Composition Techniques [3-0]
Advanced study of composition theory and techniques and methods of teaching composition, with special emphasis on teaching English composition to college freshman. Required of all English teaching assistants. May be repeated for credit when the topic varies.
- ENGL 6326: Professional Writing [3-0]
Applied study of the theories and approaches to professional discourse production. Students will design and produce a professional writing project.
- ENGL 6327: Writing Academic Discourse [3-0]
Provides study and practice writing professional level academic discourse, including research project design, research proposals, professional journal articles, and conference proposals and papers.
- ENGL 6328: Special Topics in Rhetoric, Composition, and Literacy Studies [3-0]
Extensive study of topics in the areas of rhetoric, composition, and/or literacy. May be repeated for credit when topic varies.
- ENGL 6355: Literature for Secondary School Teachers [3-0]
Analysis of teaching philosophy, theories of learning, and best practices for teaching secondary English Language Arts. Emphasis on reading and writing assignments for secondary learners, with attention to culturally responsive pedagogy and contemporary Latino/a literature.
- ENGL 6356: Children's Literature [3-0]
Study of selected literature written for young readers. Includes attention to contemporary children's literature by Latino/a authors in school curriculum. Course may focus on selected eras, approaches, or themes.
- ENGL 6357: Young Adult Literature [3-0]
Study of selected literature written for early adolescent to late adolescent readers. Includes attention to contemporary young adult literature by Latino/a authors in school curriculum. Course may focus on selected eras, approaches, or themes.
- ENGL 6360: Introduction to Descriptive Linguistics for Teachers [3-0]
An introduction to the methods of linguistics science with emphasis on problem solving techniques and the application to specific problems. This course includes a research project exploring the application of linguistics to specific situations.

- ENGL 6361: Problems in Linguistics [3-0]
 Studies in modern linguistics with emphasis on the practical help which the science offers to the student of the English language. May be repeated once when the emphasis varies. (Special topics to be announced in the Schedule of Classes.) **Prerequisite:** ENGL 6360 or consent of the instructor.
- ENGL 6362: Modern English Syntax [3-0]
 Studies in modern English syntax with attention given to investigative methods and findings of contemporary linguistic analysis. Special emphasis on the structure of English as a Second Language. **Prerequisite:** ENGL 6360 or consent of instructor.
- ENGL 6363: Studies in English Phonology [3-0]
 Studies in English Phonology with attention given to research methods, findings, and theories of contemporary linguistic analysis. **Prerequisite:** ENGL 6360 or consent of instructor.
- ENGL 6364: Problems in Grammar, Dialects, and Language Performance [3-0]
 A study of the second language learner's transition from regional usage to standard usage. Emphasis on practical implementation of theories of grammar, dialects and language performance. May be repeated for credit when the topic varies.
- ENGL 6365: History of the English Language [3-0]
 A history of the English language from the Anglo-Saxon period to the present.
- ENGL 6366: Special Topics in Linguistics [3-0]
 Extensive study in topics related to one or more areas of theoretical linguistics. May be repeated for credit when the topic varies. **Prerequisite:** Permission of instructor.
- ENGL 6370: Introduction to English as a Second Language [3-0]
 A study of ESL theory and techniques and their application to specific language performance skills. Special emphasis on the linguistic, sociolinguistic and psycholinguistic bases for selecting appropriate ESL methods and techniques.
- ENGL 6371: Problems in English as a Second Language [3-0]
 Studies in special problem areas of language and practice which prospective teachers of ESL students will encounter in the classroom. May be repeated once for credit when the topic varies. **Prerequisite:** ENGL 6370 or consent of instructor.
- ENGL 6372: Practicum in English as a Second Language [3-0]
 Supervised experience in teaching/working with learners of ESL/SLA in (a) English developmental writing, (b) a tutorial or (c) a laboratory setting. Actual experience will be based on theoretical principles and methodology of modern language teaching. Sample lesson plans will be developed and tried under the supervision of trained ESL personnel in a university context in order to meet the needs of second language learners. **Prerequisite:** ENGL 6370 or consent of instructor.
- ENGL 6373: ESL Testing [3-0]
 Evaluation of second language learners of English following the principles and guidelines for diagnostic, placement, proficiency and classroom testing in ESL. Areas covered include principles and procedures for selecting, preparing, administering and interpreting results of tests of ESL learning. **Prerequisites:** ENGL 6370 or consent of instructor.

ENGL 6374: Studies in Second Language Acquisition [3-0]
The study of the way second languages are learned and acquired. This course will survey various theories of second language acquisition (e.g., Universal Grammar, Monitor Theory, Connectionism, Complexity Theory, Sociocultural theory). This course will also cover current issues and problems in SLA research and theory, examining recent research in the field.

ENGL 6375: Studies in Language and Culture [3-0]
Advanced study of social aspects of language and language use, including language attitudes, sociolinguistic dynamics of language contact situations, language learning and the social and linguistic nature of dialects, language variation and language change. Requires a research project.

ENGL 6376: Varieties of Present Day English [3-0]
This graduate seminar explores the features of the diverse varieties of Present-day English, focusing on the semantic, lexical, and grammatical patterns which characterize English such as those of the British Isles, the Americas, Africa, Australasia, and Southeast Asia.

ENGL 6377: Special Topics in Applied Linguistics [3-0]
Extensive study of topics in the area of applied linguistics, ESL, sociolinguistics or any other branch of non-theoretical linguistics. May be repeated for credit when the topic varies. **Prerequisite:** Permission of instructor.

ENGL 6390: Special Topics in English [3-0]
In depth trans-disciplinary studies of intersections among English sub-disciplines. **Prerequisite:** Permission of instructor.

ENGL 6399: Independent Study [3-0]
Course designed for a single student who wishes to pursue in depth study under the direction of an instructor when no course in that areas is available. **Prerequisite:** Permission of instructor and department chair.

ENGL 7300: Thesis I [3-0]
Student will research and write the thesis under faculty direction. Pass/Fail Grade. **Prerequisite:** Approval of graduate advisor.

ENGL 7301: Thesis II [3-0]
Student will research and write the thesis under faculty direction. Pass/Fail Grade. **Prerequisite:** Approval of graduate advisor and completion of at least one semester of ENGL 7300.

Program of Study - Spanish (MA)

Studies leading to the MA degree in Spanish cover foundational issues in literary, linguistic and cultural studies.

Admission Requirements

To be admitted to the graduate program in Spanish, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test

2. Submission of an academic paper written in Spanish for an upper-level undergraduate course
3. Submission of three letters of recommendation
4. Submission of a letter of intent
5. Personal interview

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Deadlines

	Fall	Spring	Summer I	Summer II
Priority Registration				
Deadlines	March 1	October 1	October 1	October 1
Application				
Deadlines	August 1	December 1	May 1	June 1

Program Requirements

Choose one of the following concentrations:

Linguistics Concentration:

Required Courses	12
SPAN 6300: Bibliography, Research and Academic Writing	3
SPAN 6301: Literary Criticism and Cultural Theory	3
SPAN 6302: Fundamentals of Hispanic Literatures	3
SPAN 6303: Fundamentals of Spanish Linguistics	3

Spanish Linguistics Electives **12**

Chosen from the following:

SPAN 6310: History of the Spanish Language	3
SPAN 6311: Problems and Issues Related to Language	3
SPAN 6312: Language in Policy and Training	3
SPAN 6313: Sociolinguistics	3
SPAN 6314: Descriptive Grammar	3
SPAN 6315: Issues in Language Acquisition	3
SPAN 6317: Special Studies in Hispanic Language and Culture	3
SPAN 6318: Special Topics in Spanish Linguistics	3

Choose one of the following options:

Thesis Option

Electives	6
<i>(Taken from Latin American and Peninsular Literature, Creative Writing, Latina/o Literature)</i>	

Capstone Requirements **6**

Thesis	
SPAN 7300: Thesis I	3
SPAN 7301: Thesis II	3

Non-Thesis Option

Cluster Electives

9

Choose 3 classes within any ONE of the following clusters:

Cluster 1: Translation and Interpreting

(SPAN/TRSP 6340, 6342, 6343, 6344, 6345, 6346, 6347, 6348, 6395, INTG 6376, 6377, 6378, 6379, 6380)

Cluster 2: Spanish AP

(SPAN 6350, 6351, 6352, 6353)

Cluster 3: Journalism in Spanish

(SPAN 6370, 6371, 6372, 6373, 6374)

Cluster 4: Medical Spanish

(SPAN 6360, 6362, 6364, SPAN/TRSP 6340, INTG 6380)

Cluster 5: Open (*3 hours must be in Spanish*)

Students may take 9 hours in any ONE field. They may take additional courses in literature, linguistics, creative writing, or Latina/o literature and language, OR 3 courses in any ONE other field.

Elective

3

(Taken from Latin American and Peninsular Literature, Creative Writing, Latina/o Literature)

Capstone Requirements

Written Comprehensive Exam

Total graduate hours for degree:

36

Latin American and Peninsular Literature Concentration:

Required Courses

12

SPAN 6300: Bibliography, Research and Academic Writing

3

SPAN 6301: Literary Criticism and Cultural Theory

3

SPAN 6302: Fundamentals of Hispanic Literatures

3

SPAN 6303: Fundamentals of Spanish Linguistics

3

Latin American and Peninsular Literature Electives

12

SPAN 6320: Latin American Prose

3

SPAN 6321: Latin American Poetry and Drama

3

SPAN 6322: Spanish Peninsular Prose

3

SPAN 6323: Spanish Peninsular Poetry and Drama

3

SPAN 6325: Women Writers in Hispanic Literature

3

SPAN 6326: Transatlantic Literatures

3

SPAN 6327: Special Studies in Latin American Literature

3

SPAN 6328: Special Studies in Spanish Peninsular Literature

3

SPAN 6329: US Latina/o Literature and Language

3

Choose one of the following options:

<u>Thesis Option</u>	
Electives	6
<i>(Taken from Linguistics, Creative Writing, Latina/o Literature)</i>	
Capstone Requirements	6
Thesis	
SPAN 7300: Thesis I	3
SPAN 7301: Thesis II	3
<u>Non-Thesis Option</u>	
Cluster Electives	9
<i>Choose 3 classes within any ONE of the following clusters:</i>	
Cluster 1: Translation and Interpreting (TRSP/SPAN 6340, 6342, 6343, 6344, 6345, 6346, 6347, 6348, 6395, INTG 6376, 6377, 6378, 6379, 6380)	
Cluster 2: Spanish AP (SPAN 6350, 6351, 6352, 6353)	
Cluster 3: Journalism in Spanish (SPAN 6370, 6371, 6372, 6373, 6374)	
Cluster 4: Medical Spanish (SPAN 6360, 6362, 6364, SPAN/TRSP 6340, INTG 6380)	
Cluster 5: Open <i>(3 hours must be in Spanish)</i> Students may take 9 hours in any ONE field. They may take additional courses in literature, linguistics, creative writing, or Latina/o literature and language, OR 3 courses in any ONE other field.	
Elective	3
<i>(Taken from Linguistics, Creative Writing, Latina/o Literature)</i>	
Capstone Requirements	
Written Comprehensive Exam	
Total graduate hours for degree:	36
<u>Creative Writing Concentration:</u>	
Required Courses	12
SPAN 6300: Bibliography, Research and Academic Writing	3
SPAN 6301: Literary Criticism and Cultural Theory	3
SPAN 6302: Fundamentals of Hispanic Literatures	3
SPAN 6303: Fundamentals of Spanish Linguistics	3
Creative Writing Electives	12
SPAN 6330: Spanish Creative Writing: Short Story	3
SPAN 6331: Spanish Creative Writing: Poetry	3

SPAN 6332: Spanish Creative Writing: Playwriting	3
SPAN 6333: Special Studies in Creative Writing	3

Choose one of the following options:

Thesis Option

Electives	6
------------------	----------

(Taken from Linguistics, Latin American and Peninsular Literature, Latina/o Literature)

Capstone Requirements	6
------------------------------	----------

Thesis

SPAN 7300: Thesis I	3
SPAN 7301: Thesis II	3

Non-Thesis Option

Cluster Electives	9
--------------------------	----------

Choose 3 classes within any ONE of the following clusters:

Cluster 1: Translation and Interpreting

(TRSP/SPAN 6340, 6342, 6343, 6344, 6345, 6346, 6347, 6348, 6395, INTG 6376, 6377, 6378, 6379, 6380)

Cluster 2: Spanish AP

(SPAN 6350, 6351, 6352, 6353)

Cluster 3: Journalism in Spanish

(SPAN 6370, 6371, 6372, 6373, 6374)

Cluster 4: Medical Spanish

(SPAN 6360, 6362, 6364, SPAN/TRSP 6340, INTG 6380)

Cluster 5: Open (*3 hours must be in Spanish*)

Students may take 9 hours in any ONE field. They may take additional courses in literature, linguistics, creative writing, or Latina/o literature and language, OR 3 courses in any ONE other field.

Elective	3
-----------------	----------

(Taken from Linguistics, Creative Writing, Latina/o Literature)

Capstone Requirements

Written Comprehensive Exam

Total graduate hours for degree:	36
---	-----------

Latina/o Literature and Language Concentration:

Required Courses	12
-------------------------	-----------

SPAN 6300: Bibliography, Research and Academic Writing	3
SPAN 6301: Literary Criticism and Cultural Theory	3
SPAN 6302: Fundamentals of Hispanic Literatures	3
SPAN 6303: Fundamentals of Spanish Linguistics	3

Latina/o Literature Electives **6**

Choose from the following:

SPAN 6380: U.S. Latina/o Literature before 1960	3
SPAN 6381: U.S. Latina/o Contemporary Writers	3
SPAN 6382: U.S./Mexican Border Literary and Cultural Productions	3
SPAN 6383: Special Studies in US Latina/o Literature and Language	3

Latina/o Language Electives **6**

Choose from the following:

SPAN 6317: Special Studies in Hispanic Language and Culture	3
SPAN 6384: Introduction to U.S. Latina/o Linguistics	3
SPAN 6385: Bilingualism and Language Contact in the U.S.	3

Choose one of the following options:

Thesis Option

Electives **6**

(Taken from Linguistics, Latin American and Peninsular Literature, Creative Writing)

Capstone Requirements **6**

Thesis

SPAN 7300: Thesis I	3
SPAN 7301: Thesis II	3

Non-Thesis Option

Cluster Electives **9**

Choose 3 classes within any ONE of the following clusters:

Cluster 1: Translation and Interpreting

(TRSP/SPAN 6340, 6342, 6343, 6344, 6345, 6346, 6347, 6348, 6395, INTG 6376, 6377, 6378, 6379, 6380)

Cluster 2: Spanish AP

(SPAN 6350, 6351, 6352, 6353)

Cluster 3: Journalism in Spanish

(SPAN 6370, 6371, 6372, 6373, 6374)

Cluster 4: Medical Spanish

(SPAN 6360, 6362, 6364, SPAN/TRSP 6340, INTG 6380)

Cluster 5: Open (*3 hours must be in Spanish*)

Students may take 9 hours in any ONE field. They may take additional courses in literature, linguistics, creative writing, or Latina/o literature and language, OR 3 courses in any ONE other field.

Elective **3**

(Taken from Linguistics, Latin American and Peninsular Literature, Creative Writing)

Capstone Requirements

Written Comprehensive Exam

Total graduate hours for degree:

36

Comprehensive Examination

A general written comprehensive examination that will test the student's knowledge of Spanish, and is not necessarily based on courses taken, will be administered to all students at the end of their coursework. The Department Graduate Advisor will administer the exam during the first week of November during the Fall semester and during the first week of March during the Spring semester. A reading list will be provided by faculty in Literatures and Cultural Studies.

Course Descriptions:

INTG 6376: Consecutive Interpreting [3-0]
Intensive practice in consecutive interpreting with close reference to actual usages among professional interpreters in the United States. **Prerequisites:** TRSP/SPAN 4342 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

INTG 6377: Simultaneous Interpreting [3-0]
Intensive practice in simultaneous interpreting with close reference to actual usages among professional interpreters in the United States. **Prerequisites:** TRSP/SPAN 4342 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

INTG 6378: Court Interpreting [3-0]
Intensive study and practice of sight translation, consecutive and simultaneous interpreting with reference to judiciary application. **Prerequisites:** TRSP/SPAN 4342 or INTG 6376 or INTG 6377.

INTG 6379: Interpreting Practicum [3-0]
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:** TRSP/SPAN 4342 or INTG 6376 or INTG 6377.

INTG 6380: Medical Interpreting and Terminology [3-0]
Intensive study of English and Spanish Medical Terminology with a close focus on Medical Interpreting professional practice, code of ethics and translation of medical records. **Prerequisites:** TRSP/SPAN 6342 and 6343 or departmental approval.

SPAN 6300: Bibliography, Research and Academic Writing [3-0]
Principles and procedures in scholarly writing, research and bibliographical methods. To be taken during the first year of graduate study. **Prerequisite:** Graduate standing

SPAN 6301: Literary Criticism and Cultural Theory [3-0]
Covers the main theoretical approaches to literary and cultural phenomenon in their textual and contextual dimensions. Analyzes contributions from Aristotle to the present giving special attention to the critical approaches of the 20th and 21st centuries.

SPAN 6302: Fundamentals of Hispanic Literatures [3-0]
Graduate-level introduction to literary and cultural analysis of Latin American and Spanish texts from the Middle Ages to the present in major literary genres.

- SPAN 6303: Fundamentals of Spanish Linguistics [3-0]
 Introduces students to fundamental issues in the field of Spanish linguistics and increases awareness of the processes involved in linguistic analysis and theory building. Covers topics in Spanish phonology, Spanish morphology, Spanish syntax and pragmatics and Spanish sociolinguistics.
- SPAN 6310: History of the Spanish Language [3-0]
 A detailed study of the evolution of the Spanish language from Latin to contemporary Spanish.
- SPAN 6311: Problems and Issues Related to Language [3-0]
 An examination of Spanish historical linguistics, Hispanic phonology, Spanish-English contrastive analysis and Spanish dialectology. Selected topics on language psychology and acquisition may be discussed. Can be repeated up to three times as topics vary. **Prerequisite:** Graduate standing.
- SPAN 6312: Language in Policy and Training [3-0]
 Review of major policies relating to language in health care, comparative analysis of major efforts undertaken to implement language-in-healthcare policy in health services organizations and comparisons of methods of language assistance delivery and their relation to quality health services.
- SPAN 6313: Sociolinguistics [3-0]
 A study of the social issues related to the Spanish language. Topics will include language attitudes, speech patterns, discourse analysis, bilingualism, and language change in Spain, Latin America, and the United States.
- SPAN 6314: Descriptive Grammar [3-0]
 Covers major theories and principles in the study of language usage by speakers in various environments.
- SPAN 6315: Issues in Language Acquisition [3-0]
 Covers specific topics related to the study of language acquisition, including but not limited to social issues such as gender and ethnicity, bilingualism, literacy, or atypical language development.
- SPAN 6317: Special Studies in Hispanic Language and Culture [3-0]
 Special topics in Hispanic language and culture, including but not limited to translation, interpreting, grammar, creative writing, Chicano literature, folklore and journalism. This course may be taken three times as the topic varies. Taught in Spanish. All readings, Papers, and examination in Spanish.
- SPAN 6318: Special Topics in Spanish Linguistics [3-0]
 Special topics oriented to the field of Spanish linguistics (Applied Linguistics, Sociolinguistics, and Psycholinguistics). Can be repeated up to three times as topics vary.
- SPAN 6320: Latin American Prose [3-0]
 Critical study of major works of Latin American prose fiction and nonfiction from the colonial period forward.
- SPAN 6321: Latin American Poetry and Drama [3-0]
 Critical study of major works of Latin American poetry and drama from the colonial period forward.

- SPAN 6322: Spanish Peninsular Prose [3-0]
Critical study of major works of Spanish peninsular prose fiction and nonfiction from the medieval period forward.
- SPAN 6323: Spanish Peninsular Poetry and Drama [3-0]
Critical study of major works of Spanish peninsular poetry and drama from the medieval period forward.
- SPAN 6325: Women Writers in Hispanic Literature [3-0]
Critical study of major works of Hispanic women literary writers from various periods and regions.
- SPAN 6326: Transatlantic Literatures [3-0]
Critical study of literary works that explore the circulation of intellectual, political, and cultural influences among the Iberian Peninsula, Latin America, Africa, and the Caribbean.
- SPAN 6327: Special Studies in Latin American Literature [3-0]
Special topics in Latin American literature, including but not limited to colonial Latin American literature, Latin American novels, Latin American short stories, specific literary trends, or single authors.
- SPAN 6328: Special Studies in Spanish Peninsular Literature [3-0]
Special topics from the field of Spanish literature. This course may be taken three times as the topic varies. **Prerequisite:** Graduate standing.
- SPAN 6329: US Latina/o Literature and Language [3-0]
Special topics from the field of Latino and Latina Literature and Language. This course may be taken three times as the topic varies. **Prerequisite:** Graduate standing.
- SPAN 6330: Spanish Creative Writing: Short Story [3-0]
This is a class in the writing of short fiction in Spanish; including an in depth study of the genre, class criticism of students and professional work.
- SPAN 6331: Spanish Creative Writing: Poetry [3-0]
This is a class in the writing of poetry in Spanish. Students will learn to read and write poetry, developing an understanding of the different literary forms and techniques employed in writing poetry.
- SPAN 6332: Spanish Creative Writing: Playwriting [3-0]
A workshop course in the advance study of creative writing with emphasis in playwriting. This course is design to develop the craft of playwriting. Students will achieve experience writing in the dramatic genre. They will read, write, and analyze plays. Students will write one act plays.
- SPAN 6333: Special Studies in Creative Writing [3-0]
Intensive study on different topics related to Creative Writing in Spanish including translation, testimonial, autobiographical writing, etc.
- SPAN 6340: Translation Theory [3-0]
A survey of classic and contemporary translation theories. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6342: Translation Workshop: Spanish-English [3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

SPAN 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

SPAN 6344: Translation of Legal Texts [3-0]
Intensive practice of translation with texts of legal and judiciary nature, from English into Spanish and vice-versa, with close attention to national and international legal systems. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6345: Translation Topics [3-0]
Several topics from the field of Translation Studies including but not limited to Literary Translation, Semiotics, Computer Assisted Translation, Textual Analysis and Linguistics Applied to Translation. This course may be taken three times as topic varies. Taught in Spanish. All papers and examinations in Spanish. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6346: Business and Finance Translation [3-0]
Intensive practice of translation with texts on business, finance and commerce, from English into Spanish and vice versa, with close attention to national and international financial and trade institutions and practices. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6347: Translation Technologies [3-0]
An overview of current practices in the usage of computer software for translation, including, but not limited to, computer assisted translation, terminology management, software localization and webpage translation. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6348: Audiovisual Translation [3-0]
An overview of current practices in the translation of audiovisual materials, including, but not limited to, dubbing, subtitling, speech recognition, audio description, voice-over and videogames. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6350: AP Peninsular Prose [3-0]
Special topics oriented to the field of Spanish linguistics (Applied Linguistics, Sociolinguistics, and Psycholinguistics). Can be repeated up to three times as topics vary.

SPAN 6351: AP Peninsular Poetry/Drama [3-0]
This course will analyze the poetic and dramatic works required for Advanced Placement Literature Courses written by Spanish Peninsular authors from the Middle Ages to the present.

- SPAN 6352: AP Latin American Prose [3-0]
This course will analyze the prose works required for Advanced Placement Literature Courses written by Latin American authors from the colonial period to the present.
- SPAN 6353: AP Latin American Poetry and Drama [3-0]
This course will analyze the dramatic and poetic works required for Advanced Placement Literature Courses written by Latin American authors from the colonial period to the present.
- SPAN 6360: Language Access and Planning in Healthcare [3-0]
Introduction to quantitative and qualitative research methodologies appropriate to the study of language in healthcare settings. Review of major social and behavioral theories that inform research on language Issues in healthcare settings.
- SPAN 6362: Medical Discourse Through Literature [3-0]
Analysis of the structure and function of medical discourse in the literature of Spain, Latin America and the United States. May include analysis of works by major authors such as Benito Perez Galdos, Pio Baroja, Elena Poniatowska, Cristina Rivera Garza, and Denise Chavez. **Prerequisite:** SPAN6301
- SPAN 6364: Healthcare Interpreter Training and Evaluation [3-0]
In depth analysis of language assessment principles and methods and their application to the evaluation of healthcare interpreters in practice. Review of major pedagogical theories that inform the teaching of translation and interpretation. **Prerequisite:** SPAN 6303
- SPAN 6370: Print Journalism in Spanish [3-0]
Introduction to the theoretical and practical approaches to writing in Spanish for traditional print media, such as newspapers and magazines.
- SPAN 6371: Digital Journalism in Spanish [3-0]
Introduction to the theoretical and practical approaches to writing in Spanish for digital media, such as websites, blogs, digital newspapers and journals, social networks, and literary sites.
- SPAN 6372: History of Hispanic Journalism [3-0]
Critical study of journalistic works of Spanish, Latin American and Latino/a writers from the beginning of modern journalism in the 19th century to the present.
- SPAN 6373: Genres of Hispanic Journalism [3-0]
Introduction to the theoretical and practical approaches to the journalistic genres specific to Spanish speaking cultures, including but not limited to “cronicas,” “editoriales,” and interviews.
- SPAN 6374: Special Studies in Hispanic Journalism [3-0]
Special topics in Spanish media. Students engage in a specific project or service learning activity that relates to some facet of Spanish media, traditional or digital.
- SPAN 6380: U.S. Latina/o Literature before 1960 [3-0]
A critical focus on immigration, exile and native texts with focus on Hispanic, Mexican American, Puerto Rican, and Cuban Americans before 1960.

- SPAN 6381: US Latina/o Contemporary Writers [3-0]
An approach to contemporary literary production by U.S. Latina/o authors in the United States from 1960 to the present. Students analyze issues of race and ethnicity, language, identity, gender, sexuality, politics, and immigration.
- SPAN 6382: U.S./Mexico Border Literary and Cultural Productions [3-0]
The course will explore border authors, filmmakers, and texts (in English and Spanish) from both countries focusing on issues of transnationalism, sexuality, ideology, politics, race, migration and immigration.
- SPAN 6383: Special Studies in US Latina/o Literature and Language [3-0]
Special topics in Latina/o literature, including but not limited to a focus on specific literary writers, periods, movements, or genres.
- SPAN 6384: Introduction to U.S. Latina/o Linguistics [3-0]
Introduction to the main concepts and analytical techniques of linguistics, applied specifically to the Spanish language usage in the United States. An overview of fundamental issues related to the nature of human verbal communications, language ability, phonetics/phonology, morphology and syntax, semantics and pragmatics, and linguistic variation present in Latino populations in the United States.
- SPAN 6385: Bilingualism and Language Contact in the U.S. [3-0]
Introduction to the linguistic and sociolinguistic aspects of language contact in the United States, including theoretical approaches to bilingualism and Spanish/English acquisition.
- SPAN 6395: Translation/Research Project [3-0]
Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work. **Prerequisite:** TRSP 6340 and SPAN 6342 and SPAN 6343.
- SPAN 7300: Thesis I [3-0]
This course initiates students in their thesis work with special emphasis on bibliography, theoretical frameworks, and research methodologies.
- SPAN 7301: Thesis II [3-0]
This course focuses on the elaboration and completion of the thesis work. **Prerequisite:** Successful completion of SPAN 7300.
- TRSP 6340: Translation Theory [3-0]
A survey of classic and contemporary translation theories. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.
- TRSP 6342: Translation Workshop: Spanish-English [3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6344: Translation of Legal Texts [3-0]
Intensive practice of translation with texts of legal and judiciary nature, from English into Spanish and vice-versa, with close attention to national and international legal systems. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6345: Translation Topics [3-0]
Several topics from the field of Translation Studies including but not limited to Literary Translation, Semiotics, Computer Assisted Translation, Textual Analysis and Linguistics Applied to Translation. This course may be taken three times as topic varies. Taught in Spanish. All papers and examinations in Spanish. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6346: Business and Finance Translation [3-0]
Intensive practice of translation with texts on business, finance and commerce, from English into Spanish and vice versa, with close attention to national and international financial and trade institutions and practices. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6347: Translation Technologies [3-0]
An overview of current practices in the usage of computer software for translation, including, but not limited to, computer assisted translation, terminology management, software localization and webpage translation. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6348: Audiovisual Translation [3-0]
An overview of current practices in the translation of audiovisual materials, including, but not limited to, dubbing, subtitling, speech recognition, audio description, voice-over and videogames. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6395: Translation/Research Project [3-0]
Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work. **Prerequisite:** TRSP 6340 and SPAN 6342 and SPAN 6343.

Program of Study - Advanced Placement Spanish Literature

The Graduate Certificate in Advanced Spanish Literature is a program designed for High School Teachers of Advanced Placement (AP) Spanish. This Program is composed of four existing courses in the Spanish MA program, and its goal is to delve into the contents proper of the AP Spanish Literature courses. The Program may also serve to gain credits towards the completion of the MA in Spanish.

Admission Requirements

To be admitted to the graduate certificate in advanced placement Spanish literature, prospective candidates must meet all requirements for graduate admission to UT Rio Grande Valley. Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	12
SPAN 6350: AP Peninsular Prose	3
SPAN 6351: AP Peninsular Poetry/Drama	3
SPAN 6352: Latin American Prose	3
SPAN 6353: Latin American Poetry and Drama	3
Total hours required for completion:	12

Course Descriptions

SPAN 6350: AP Peninsular Prose [3-0]
Special topics oriented to the field of Spanish linguistics (Applied Linguistics, Sociolinguistics, and Psycholinguistics). Can be repeated up to three times as topics vary.

SPAN 6351: AP Peninsular Poetry/Drama [3-0]
This course will analyze the poetic and dramatic works required for Advanced Placement Literature Courses written by Spanish Peninsular authors from the Middle Ages to the present.

SPAN 6352: AP Latin American Prose [3-0]
This course will analyze the prose works required for Advanced Placement Literature Courses written by Latin American authors from the colonial period to the present.

SPAN 6353: AP Latin American Poetry and Drama [3-0]
This course will analyze the dramatic and poetic works required for Advanced Placement Literature Courses written by Latin American authors from the colonial period to the present.

Program of Study - Secondary English Language Arts

The Certificate in Secondary English Language Arts is a twelve-hour (graduate level) sequence of courses designed to provide the essential content and pedagogical methods for pre-service or current secondary English Language Arts educators who seek competencies in literature, writing, and language study.

This certificate is ideal for the practicing teacher who wants to:

- Develop, critique, and deliver effective English Language Arts curricula.
- Enhance specific areas of professional practice in English Language Arts.
- Understand current English Language Arts theory and research.
- Acquire specific knowledge for teaching AP and Dual Enrollment composition and literature courses. (Students can earn 12 hours toward meeting the 18 –hour, in-discipline graduate course requirement for teaching Dual Enrollment courses. Note: teaching Dual Enrollment

courses also requires a master's degree.)

- Apply College and Career Readiness Standards to English Language Arts teaching.
Prepare for the TExES teacher licensure subject area tests in English Language Arts and Reading

Admission Requirements

To be admitted to the graduate certificate in secondary English language arts, prospective candidates must meet all requirements for graduate admission to UT Rio Grande Valley. Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	9
ENGL 6324: Pedagogy in Rhetoric, Composition and Literacy	3
ENGL 6360: Introduction to Descriptive Linguistics for Teachers	3
ENGL 6390: Special Topics in English (<i>when content is Literature for Secondary Teachers</i>)	3
Elective	3
ENGL XXXX:	3
Total graduate hours for certificate:	12

Course Descriptions

ENGL 6324: Pedagogy in Rhetoric, Composition and Literacy [3-0]
Explore issues related to teaching of rhetoric, composition, and other literacies, with emphasis on a theoretically informed practice. May be repeated for credit when the topic varies.

ENGL 6360: Introduction to Descriptive Linguistics for Teachers [3-0]
An introduction to the methods of linguistics science with emphasis on problem solving techniques and the application to specific problems. This course includes a research project exploring the application of linguistics to specific situations.

ENGL 6390: Special Topics in English [3-0]
In depth trans-disciplinary studies of intersections among English sub-disciplines. Prerequisite: Permission of instructor.

Department of Psychological Science

- Clinical Psychology (MA)
- Experimental Psychology (MA)
- Board Certified Behavior Analyst (Certificate)

Program of Study - Clinical Psychology (MA)

Overview

The Graduate Program in Psychology offers two options for students: Clinical psychology, and Experimental psychology.

Students with a master's degree in clinical psychology, non-thesis option will be eligible to apply for licensure as a Psychological Associate and as a Professional Counselor in the state of Texas.

Students with a master's degree in clinical psychology, thesis option will be eligible to apply for licensure as a Psychological Associate in the state of Texas and as a Professional Counselor in the state of Texas, with the election of three additional courses.

Both experimental and clinical psychology graduates are encouraged to transfer and continue their education in a doctoral psychology program.

Admission Requirements

To be admitted to the graduate program in clinical psychology, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test taken with preferred minimum scores of 153 Verbal and 144 Quantitative
2. Submission of three letters of recommendation
3. Submission of a 1500-word essay on goals and degree options
4. Submission of a resume

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Thesis Option:

Required Courses	27
PSYC 6301: Psychological Statistics	3
PSYC 6305: Advanced Studies in Psychopathology	3
PSYC 6311: Advanced Studies in Personality Theory	3
PSYC 6320: Neuropsychology	3
PSYC 6325: Conditioning and Learning	3
PSYC 6332: Research Design	3
PSYC 6336: Advanced Psychological Measurement	3
PSYC 6340: Cross Cultural Psychology	3
PSYC 6363: Contemporary Professional Issues and Ethics in Psychology	3

Clinical Applications **6**

PSYC 6352: Personality Assessment	3
PSYC 6354: Individual Psychotherapy OR PSYC 6356: Group Psychotherapy	3

Supervised Clinical Practice Courses	9
PSYC 6364: Clinical Practicum (<i>taken twice</i>)	6
PSYC 6368: Internship (<i>480 hours</i>)	3
Capstone Requirements	6
Thesis	
PSYC 7300: Thesis I	3
PSYC 7301: Thesis II	3
Total graduate hours for degree:	48

Non-Thesis Option:

Required Courses	24
PSYC 6301: Psychological Statistics	3
PSYC 6305: Advanced Studies in Psychopathology	3
PSYC 6311: Advanced Studies in Personality Theory	3
PSYC 6320: Neuropsychology	3
PSYC 6325: Conditioning and Learning	3
PSYC 6336: Advanced Psychological Measurement	3
PSYC 6340: Cross Cultural Psychology	3
PSYC 6363: Contemporary Professional Issues and Ethics in Psychology	3

Clinical Applications	9
PSYC 6352: Personality Assessment	3
PSYC 6354: Individual Psychotherapy	3
PSYC 6356: Group Psychotherapy	3

Designated Electives for Licensed Professional Counselors	6
COUN 6345: Career Developmental Theories	3
PSYC 6330: Developmental Psychology	3

Supervised Clinical Practice Courses	9
PSYC 6364: Clinical Practicum (<i>taken twice</i>)	6
PSYC 6368: Internship (<i>480 hours</i>)	3

Capstone Requirements	
Written Comprehensive Exam	

Total graduate hours for degree:	48
---	-----------

Course Descriptions

COUN 6345: Career Developmental Theories [3-0]
 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.

- PSYC 6301: Psychological Statistics [3-0]
This course will provide an advanced introduction to statistical methods commonly used in psychological science.
- PSYC 6305: Advanced Studies in Psychopathology [3-0]
A study of the classification, etiology and treatment of abnormal behaviors. Supporting outside readings will be emphasized. **Prerequisite:** Graduate status in clinical psychology or with consent of instructor.
- PSYC 6311: Advanced Studies in Personality Theory [3-0]
The theories and approaches reviewed are the foundations of conceptualizing personality development and change; they are foundations of therapeutic interventions and methods of assessing personality structure and process. **Prerequisite:** Graduate status in clinical or experimental psychology or with consent of instructor.
- PSYC 6320: Neuropsychology [3-0]
In-depth study of the relationship between biological events and behavior. Emphasis is placed on the physiological substrates of learning, memory, emotion and motivation.
- PSYC 6325: Conditioning and Learning [3-0]
A study of the principles of laws of respondent and operant conditioning in determining behavior. Emphasis will be placed on the experimental analysis of behavior with attention to other learning theories that have been extensively studied in the laboratory and productively applied to problems of human behavior. **Prerequisites:** PSYC 3405, PSYC 4318, or with consent of instructor.
- PSYC 6330: Developmental Psychology [3-0]
The study of growth and development processes throughout the life cycle. Physical, social and psychological factors involved in life changes are addressed. An overview, as well as selected current special topics within lifespan human development are addressed.
- PSYC 6332: Research Design [3-0]
Overview of single and multiple factor correlational and experimental designs and their analysis. The course covers various central design issues including control, internal and external validity, group comparisons and small-n designs.
- PSYC 6336: Advanced Psychological Measurement [3-0]
Reviews current theoretical and technical aspects of test construction focusing on standardized tests used in industry and health care settings. Instruction and practice in standardized test administration and scoring, with emphasis on the Wechsler and achievement tests. **Prerequisite:** Graduate status in clinical psychology or with consent of instructor.
- PSYC 6340: Cross Cultural Psychology [3-0]
The course emphasizes the major areas of current research on cross-cultural psychology; these include the study of personality across cultures, Western and non-Western definitions of abnormal behavior and international research on attitudes and values.
- PSYC 6352: Personality Assessment [3-0]
Development of personality testing. Study and administration of personality assessment techniques.

Prerequisites: Graduate status in clinical psychology, PSYC 6311, PSYC 6305 or with consent of instructor.

PSYC 6354: Individual Psychotherapy [3-0]
Current and historical approaches to psychotherapy will be reviewed. Instruction and practice in techniques of individual psychotherapy, case presentation and report writing. **Prerequisites:** Graduate status in clinical psychology, PSYC 6305.

PSYC 6356: Group Psychotherapy [3-0]
Instruction and practice in techniques of group psychotherapy. **Prerequisites:** Graduate status in clinical psychology, PSYC 6305, and PSYC 6311.

PSYC 6363: Contemporary Professional Issues and Ethics in Psychology [3-0]
Mastering principles in the practice of professional psychology according to the ethical standards established by the American Psychological Association and American Counseling Association with attention to related legal issues as well as the specific guidelines for responsible conduct and disciplinary standards as articulated by the Behavioral Analyst Certification Board will be addressed.

PSYC 6364: Clinical Practicum [3-0]
Practical application of psychological tests and psychotherapeutic procedures will be covered. **Prerequisites:** Graduate status in clinical psychology, PSYC 6305, and PSYC 6354.

PSYC 6368: Internship (480 hours) [3-0]
Application of psychological tests and psychotherapeutic procedures in a clinical setting will be covered. This course is provided as a capstone training experience for the Master of Arts in Clinical Psychology. **Prerequisite:** Consent of instructor.

PSYC 7300: Thesis I [3-0]
Conduct original research project leading to the production of a formal written thesis. Six credit hours of thesis are required for graduation. **Prerequisite:** Consent of instructor.

PSYC 7301: Thesis II [3-0]
Conduct original research project leading to the production of a formal written thesis. Six credit hours of thesis are required for graduation. **Prerequisite:** Consent of instructor.

Program of Study - Experimental Psychology (MA)

Admission Requirements

To be admitted to the graduate program in experimental psychology, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test taken with preferred minimum scores of 153 Verbal and 144 Quantitative
2. Undergraduate course in statistics and/or research methods with a grade "B" or better
3. Submission of three letters of recommendation
4. Submission of a letter of intent of 400-500 words

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	9
PSYC 6301: Psychological Statistics	3
PSYC 6325: Conditioning and Learning	3
PSYC 6332: Research Design	3
Electives	21
Selected in conjunction with graduate advisor <i>(The Board Certified Behavior Analyst Certificate can be added as part of the 21 hours of electives.)</i>	
Capstone Requirement	6
Thesis	
PSYC 7300: Thesis I	3
PSYC 7301: Thesis II	3
Total graduate hours for degree:	36

Course Descriptions:

PSYC 6174: Special Topics in Psychology: Journal and BCBA Review	[1-0]
This course is designed to monitor progress of students in the BCBA concentration of the M.A. Experimental Psychology program and to provide a format to review recent literature in Applied Behavior Analysis.	
PSYC 6274: Special Topics in Psychology: Journal and BCBA Review	[2-0]
This course is designed to monitor progress of students in the BCBA concentration of the M.A., Experimental Psychology program, and to provide a format to review recent literature in Applied Behavior Analysis.	
PSYC 6301: Psychological Statistics	[3-0]
This course will provide an advanced introduction to statistical methods commonly used in psychological science.	
PSYC 6305: Advanced Studies in Psychopathology	[3-0]
Students will study the classification, etiology, and treatment of abnormal behaviors. Supporting outside readings will be emphasized. Prerequisite: Graduate status in clinical psychology or with consent of instructor.	
PSYC 6311: Advanced Studies in Personality Theory	[3-0]
The theories and approaches reviewed are the foundations of conceptualizing personality development and change; they are foundations of therapeutic interventions and methods of assessing personality structure and process. Prerequisite: Graduate status in clinical or experimental psychology or with consent of instructor.	
PSYC 6315: Applied Behavior Analysis	[3-0]
Principles and techniques of modifying behaviors across therapeutic, institutional, and natural settings. Following a review of behavioral principles and functional analysis, practical, educational, and clinical	

aspects of behavior interventions will be emphasized. **Prerequisites:** PSYC 3405, PSYC 4318, PSYC 6325, or with consent of instructor.

PSYC 6320: Neuropsychology [3-0]

An In-depth study of the relationship between biological events and behavior will be covered. Emphasis is placed on the physiological substrates of learning, memory, emotion and motivation.

PSYC 6325: Conditioning and Learning [3-0]

A study of the principles of laws of respondent and operant conditioning in determining behavior will be covered. Emphasis will be placed on the experimental analysis of behavior with attention to other learning theories that have been extensively studied in the laboratory and productively applied to problems of human behavior. **Prerequisites:** PSYC 3405, PSYC 4318, or with consent of instructor.

PSYC 6330: Developmental Psychology [3-0]

The study of growth and development processes throughout the life cycle. Physical, social and psychological factors involved in life changes are addressed. An overview, as well as selected current special topics within lifespan human development will be addressed.

PSYC 6332: Research Design [3-0]

Overview of single and multiple factor correlational and experimental designs and their analysis will be covered. The course covers various central design issues including control, internal and external validity, group comparisons and small-n designs.

PSYC 6334: Single Subject Designs [3-0]

A comprehensive examination of single-subject designs and methods used to evaluate behavior change as a unique strategy in the experimental analysis of behavior and applied behavior analysis.

PSYC 6336: Advanced Psychological Measurement [3-0]

Reviews current theoretical and technical aspects of test construction focusing on standardized tests used in industry and health care settings. Instruction and practice in standardized test administration and scoring, with emphasis on the Wechsler and achievement tests. Prerequisite: Admission to a graduate program in psychology. **Prerequisite:** Graduate status in clinical psychology or with consent of instructor.

PSYC 6340: Cross Cultural Psychology [3-0]

The course emphasizes the major areas of current research on cross-cultural psychology; these include the study of personality across cultures, Western and non-Western definitions of abnormal behavior and international research on attitudes and values.

PSYC 6350: Behavioral Assessment [3-0]

Theory and methods of the behavioral measurement and assessment of individuals and systems with an emphasis on direct observation of overt behavior, environmental assessment, functional analysis, task analysis, needs assessment, experimental analysis of behavior, program monitoring, and evaluation. **Prerequisites:** PSYC 3405, PSYC 4318, or with consent of instructor.

PSYC 6352: Personality Assessment [3-0]
Development of personality testing. Study and administration of personality assessment techniques. **Prerequisites:** Graduate status in clinical psychology, PSYC 6311, PSYC 6305 or with consent of instructor.

PSYC 6354: Individual Psychotherapy [3-0]
Current and historical approaches to psychotherapy will be reviewed. Instruction and practice in techniques of individual psychotherapy, case presentation and report writing. **Prerequisites:** Graduate status in clinical psychology, and PSYC 6305.

PSYC 6356: Group Psychotherapy [3-0]
Instruction and practice in techniques of group psychotherapy. **Prerequisites:** Graduate status in clinical psychology, PSYC 6305, and PSYC 6311.

PSYC 6363: Contemporary Professional Issues and Ethics in Psychology [3-0]
Mastering principles in the practice of professional psychology according to the ethical standards established by the American Psychological Association and American Counseling Association with attention to related legal issues as well as the specific guidelines for responsible conduct and disciplinary standards as articulated by the Behavioral Analyst Certification Board will be addressed.

PSYC 7100: Thesis III [3-0]
Conduct original research initiated in PSYC 7300 and PSYC 7301 for students who are completing the thesis requirement. This is only a one-credit course. **Prerequisite:** Consent of instructor.

PSYC 7300: Thesis I [3-0]
Conduct original research project leading to the production of a formal written thesis. Six credit hours of thesis are required for graduation. **Prerequisite:** Consent of instructor.

PSYC 7301: Thesis II [3-0]
Conduct original research project leading to the production of a formal written thesis. Six credit hours of thesis are required for graduation. **Prerequisite:** Consent of instructor.

Program of Study - Board Certified Behavior Analyst

Overview

The department of psychological sciences offers a certificate in Board Certified Behavior Analysis (BCBA). This requires 18 credit hours. The BCBA certificate can be taken as a stand-alone course of study if a student is enrolled in a psychology-related master's program or already has a Master's degree or in conjunction with the Experimental (no extra credits) or Clinical (15 extra credits) degrees. Students with a Master's degree in psychology or education who have completed the certificate will be eligible to sit for the national exam to become a Board Certified Behavior Analyst.

Admission Requirements

To be admitted to the board certified behavior analyst certificate, prospective candidates must meet all requirements for graduate admission to UT Rio Grande Valley.

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

The certificate can be added on to the Clinical degree plan for a total of 63 hours, or the Experimental degree plan as part of the 21 hours of electives. PSYC 6325 is already a part of the degree plans for both options.

Required Courses (<i>when the certificate is added to a psychology degree plan</i>)	15
PSYC 6174: Special Topics in Psychology: Journal and BCBA Review	1
PSYC 6274: Special Topics in Psychology: Journal and BCBA Review	2
PSYC 6315: Applied Behavior Analysis	3
PSYC 6334: Single Subject Designs	3
PSYC 6350: Behavioral Assessment	3
PSYC 6362: Contemporary Professional Issues and Ethics in Applied Behavior Analysis	

Required Courses (<i>when the certificate is a stand-alone</i>)	18
PSYC 6174: Special Topics in Psychology: Journal and BCBA Review	1
PSYC 6274: Special Topics in Psychology: Journal and BCBA Review	2
PSYC 6315: Applied Behavior Analysis	3
PSYC 6325: Conditioning and Learning	3
PSYC 6334: Single Subject Designs	3
PSYC 6350: Behavioral Assessment	3
PSYC 6362: Contemporary Professional Issues and Ethics in Applied Behavior Analysis	3

Course Descriptions

PSYC 6174: Special Topics in Psychology: Journal and BCBA Review [1-0]
This course is designed to monitor progress of students in the BCBA concentration of the M.A. Experimental Psychology program and to provide a format to review recent literature in Applied Behavior Analysis.

PSYC 6274: Special Topics in Psychology: Journal and BCBA Review [2-0]
This course is designed to monitor progress of students in the BCBA concentration of the M.A., Experimental Psychology program, and to provide a format to review recent literature in Applied Behavior Analysis.

PSYC 6315: Applied Behavior Analysis [3-0]
Principles and techniques of modifying behaviors across therapeutic, institutional, and natural settings. Following a review of behavioral principles and functional analysis, practical, educational, and clinical aspects of behavior interventions will be emphasized. **Prerequisites:** PSYC 3405, PSYC 4318, PSYC 6325, or with consent of instructor.

PSYC 6325: Conditioning and Learning [3-0]
A study of the principles of laws of respondent and operant conditioning in determining behavior. Emphasis will be placed on the experimental analysis of behavior with attention to other learning theories that have been extensively studied in the laboratory and productively applied to problems of human behavior. **Prerequisites:** PSYC 3405, PSYC 4318, PSYC 6325 or with consent of instructor.

PSYC 6334: Single Subject Designs [3-0]
A comprehensive examination of single-subject designs and methods used to evaluate behavior change as a unique strategy in the experimental analysis of behavior and applied behavior analysis.

PSYC 6350: Behavioral Assessment [3-0]
Theory and methods of the behavioral measurement and assessment of individuals and systems with an emphasis on direct observation of overt behavior, environmental assessment, functional analysis, task analysis, needs assessment, experimental analysis of behavior, program monitoring, and evaluation.
Prerequisites: PSYC 3405, PSYC 4318, or with consent of instructor.

PSYC 6362: Contemporary Professional Issues and Ethics in Applied Behavior Analysis [3-0]
Mastering principles in the practice of professional psychology according to the ethical standards established by the American Psychological Association and American Counseling Association with attention to related legal issues as well as the specific guidelines for responsible conduct and disciplinary standards as articulated by the Behavioral Analyst Certification Board. **Prerequisites:** PSYC 3405, PSYC 4318, or with consent of instructor.

Department of Public Affairs and Security Studies

- Public Affairs (MPA)

Program of Study - Public Affairs (MPA)

Overview

Public Administration is a discipline developed from the study of political science, management and law. Public administration, both as scholarly study and professional preparation is interdisciplinary substance and methodology, borrowing from economics, sociology, psychology, business and industrial engineering as well as political science and law.

The Public Policy concentration has a dual-purpose mission: to conduct research into pressing policy issues and then to share the findings with leaders and citizens in an effort to find viable solutions. Graduates will be skilled public managers with specific expertise in one of several policy areas.

The Global Security Studies and Leadership concentration prepares students for careers in intelligence, national security and other sectors of the global economy. This program will broaden the skill sets of students through focus on advanced research, effective team communication and critical analysis. The GSSL program will prepare students to work with people from different backgrounds, abilities, and knowledge bases.

Accelerated MPA On-Line Program

The Department is also offering the public administration concentration online. This presents the opportunity to earn an advanced degree while fulfilling professional and personal obligations. This allows students to choose a course of study that best fits their educational goals. The inclusion of multiple start dates throughout the year allows students to take courses at their convenience.

Admission Requirements

To be admitted to the graduate program in public affairs, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of three names of individuals who may be contacted for a personal or professional recommendation
2. Submission of a personal statement detailing reasons for pursuing the degree and professional goals indicating references to previous employment and experience

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Prerequisite

The students who have no public sector work experience or have taken no advanced PAFF or POLS courses must take PAFF 4300 Introduction to Public Administration to enter the MPA Public Administration concentration. Students whose academic preparation in public administration or political science is deficient may be required to do additional leveling coursework before gaining clear admission to the program in any of the three MPA concentrations.

Program Requirements

Choose of the following concentrations:

Public Administration Concentration:

Required Courses **18**

PAFF 6301: Graduate Seminar in Public Administration	3
PAFF 6302: Scope and Methods	3
PAFF 6303: Policy Implementation and Program Evaluation	3
PAFF 6304: Public Budgeting and Finance	3
PAFF 6305: Political Leadership: Decision-Making and Management in Public Organizations	3
PAFF 6306: Public Personnel Administration	3

Electives* **9**

Choose from the following:

PAFF 6310: Public Service Ethics	3
PAFF 6311: Intergovernmental Relations	3
PAFF 6312: State and Local Government	3
PAFF 6313: The Politics of Scarcity	3
PAFF 6314: Formulation of Public Policy	3
PAFF 6315: Management of Governmental Information Systems	3
PAFF 6316: Management of Nonprofit Organizations	3
PAFF 6317: Grant Writing and Fund Development	3
PAFF 6318: Bureaucracy and Organizational Theory	3
PAFF 6319: Public Finance Administration	3
PAFF 6350: Introduction to Urban Planning	3
PAFF 6351: Introduction to Community Development	3
PAFF 6370: Directed Research in Public Administration	3
PAFF 6371: Independent Study in Public Administration	3
PAFF 6372: Special Topics in Public Administration	3

Capstone Requirement **9**

Choose one of the following options:

Thesis

PAFF 6360: Public Administration Internship	3
PAFF 7300: Thesis I: Public Administration	3
PAFF 7301: Thesis II: Public Administration	3

OR

Research Grant

PAFF 6360: Public Administration Internship	3
PAFF 7302: Applied Research Grant I	3
PAFF 7303: Applied Research Grant II	3

OR

Capstone	
PAFF 6360: Public Administration Internship	3
PAFF 6362: Public Administration Capstone: Past, Present and Future	3
Additional Public Administration Elective	3

Total graduate hours for degree: 36

Public Policy Concentration:

Required Courses	18
PAFF 6301: Graduate Seminar in Public Administration	3
PAFF 6302: Scope and Methods	3
PAFF 6303: Policy Implementation and Program Evaluation	3
PAFF 6304: Public Budgeting and Finance	3
PAFF 6305: Political Leadership: Decision-Making and Management in Public Organizations	3
PAFF 6306: Public Personnel Administration	3

Electives* 12

Choose from the following:

PAFF 6330: Public Policy Analysis	3
PAFF 6331: Qualitative Methods in Public Policy	3
PAFF 6332: Environmental Policy	3
PAFF 6333: Seminar in Health Care Policy	3
PAFF 6334: Current Issues in Public Policy/Global Security	3
PAFF 6335: Comparative Public Policy	3
PAFF 6336: Seminar in International and Development Policy	3
PAFF 6337: Public Policies in the Mexico-U.S. Border Region	3
PAFF 6350: Introduction to Urban Planning	3
PAFF 6351: Introduction to Community Development	3
PAFF 6361: Public Policy Internship	3
PAFF 6373: Independent Study in Public Policy	

Capstone Requirement 6

Choose one of the following options:

Thesis

PAFF 7304: Thesis I: Public Policy	3
PAFF 7305: Thesis II: Public Policy	3

OR

Professional Report

PAFF 7306: Public Policy Capstone: Professional Report	3
Additional Public Policy Elective	3

Total graduate hours for degree: 36

*Courses not located in the MPA Program electives – either the Public Administration or Public Policy track – may be considered for inclusion of up to 6 semester hours with completion of a 3.0 GPA or better based on consultation and consideration by the MPA Program Director.

Global Security Studies and Leadership Concentration:

Required Courses	18
PAFF 6302: Scope and Methods	3
PAFF 6305: Political Leadership: Decision-Making and Management in Public Organizations	3
PAFF 6330: Public Policy Analysis	3
PAFF 6334: Current Issues in Public Policy (<i>when content is Global Security</i>)	3
PAFF 6380: Global Security	3
PAFF 6381: Homeland Security in the U.S.	3

Electives**	15
PAFF 6315: Management of Governmental Information Systems	3
PAFF 6336: Seminar in International and Development Policy	3
PAFF 6337: Public Policies in the Mexico-U.S. Border Region	3
PAFF 6392: Directed Research in Global Security Studies and Leadership	3
PAFF 6393: Special Topics in Global Security Studies and Leadership	3
PAFF 6394: Internship in Global Security Studies and Leadership	3
PAFF 6395: Independent Study in Global Security Studies and Leadership	3

**Note: Students may take six semester credit hours for elective credit outside the MPA-GSSL Program as approved by the Director.

Capstone Experience	
Practicum:	3
PAFF 7307: Practicum in Global Security Studies and Leadership	3

Total graduate hours required for degree: 36

Course Descriptions

PAFF 6301: Graduate Seminar in Public Administration [3-0]

This course is the introduction to the study of public administration. Students are introduced to basic concepts and foundational theories relating to bureaucratic analysis, organizational theory and behavior, functions of public management such as personnel administration, budget decision-making, government regulations and administrative law. In addition, students are introduced to the necessary critical thinking techniques and intellectual standards of thought that will be essential in the rest of the course work in the program.

PAFF 6302: Scope and Methods [3-0]

The primary objectives of this course are to help the students gain skills in research methods and the quantitative analysis of data. This course introduces students to the basic concepts, tools, techniques and uses of applied quantitative and qualitative research relative to public administration. Topics discussed include: research design, data gathering, statistical analysis and the methods of formal preparation and presentation of reports. This course also covers advanced topics in applied research including the various steps in the creation of a research design. The course includes laboratory

assignments that cover univariate and bivariate analysis as well as multiple regressions. A survey of advanced statistical methods is also provided. Students will get hands-on experience using SPSS.

PAFF 6303: Policy Implementation and Program Evaluation [3-0]

Policy Implementation and Program Evaluation is an advanced course with the application of quantitative methods to the evaluation of public policies and programs regarding their implementation. The main objective of this course is to provide the students with up-to-date tools of program evaluation. This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social programs will be a primary focus of the course. Practical training in program evaluation is provided as students learn techniques in all phases of designing and implementing a program evaluation. Included in the training is the development of a model, conducting the study, analyzing the results, and writing the evaluation report. Students are expected to fully design an evaluation plan capable of implementation in a real-life setting of public management. Students successfully completing this course should be able to understand an evaluation study in great detail and form a well-grounded judgment about its value. Complemented with appropriate technical background or help, they should be able to design an evaluation study best suited for the program and the practical constraints at hand.

PAFF 6304: Public Budgeting and Finance [3-0]

This course provides an analysis of the formation, management and administration of fiscal policies at all levels of government in the United States. The budgeting process and the practice of resource allocation will be studied.

PAFF 6305: Political Leadership: Decision-Making and Management in Public Organizations [3-0]

This course defines leadership and identifies critical attributes that make for good leadership. It also examines the role of public institutions in promoting leadership. The examination covers various leadership styles and the theories of leadership attributed to them.

PAFF 6306: Public Personnel Administration [3-0]

Analysis of the major personnel management problems and issues in government. The recruitment, selection, development, advancement and evaluation of personnel will be examined. Employer-employee relations, affirmative action, collective bargaining and interpersonal and ethical relationships will be studied.

PAFF 6310: Public Service Ethics [3-0]

This course provides students with the tools and techniques for ethical analysis of public policies. This class is designed to enhance understanding about the ethical debate that surrounds most public policies and to deepen the awareness of the ethical standards in public administration or public services, in general. Starting with the foundations of ethical study, this course introduces: the major ethical philosophies; the application of these principles to decision making for a better understanding of the "values" that underpin or prescribe public policies; and the codes and standards of ethics in public administration. This course applies the standards of thought found in the critical thinking materials and techniques.

PAFF 6311: Intergovernmental Relations [3-0]

This course analyzes the political, administrative and fiscal relationships among governments in the American political system, the constitutional and theoretical basis for federalism, the national-state-local government relations and regional arrangements.

PAFF 6312: State and Local Government [3-0]

This course addresses basic principles, structure and internal management of state and local governments and a wide variety of issues they face in the day-to-day administration. Topics addressed include authority, communication, productivity, planning, morale, and change.

PAFF 6313: The Politics of Scarcity [3-0]

An examination of the major public policy issues and theories involved in crisis areas of poverty, declining natural resources, available land, water and food inadequate supplies amidst government financial shortfalls, increasing population and threatened environment. Specific attention will be given to reviewing the urban and rural settings of growth and non-growth and the manner in which it occurs. Focus will also be given to the diminishing landscape and preservation of undeveloped areas and redeveloping existing areas. It is intended to explore the policies establishing how growth and non-growth areas are shaped by the politics of specific issues. The main focus for public administrators will revolve around the development of critical thinking skills in order to provide alternatives to policy boards, citizens and special interest groups in the formation of policies in such subjects.

PAFF 6314: Formulation of Public Policy [3-0]

This course covers various processes used by public policy analysts in understanding the nature of the problem to be analyzed, structuring the research strategy, gathering data and other information, formulating the answer to the problem, and writing the memo or report. Innovative techniques for accomplishing the above steps are covered including cost benefit analysis, problem definition techniques, and different types of commonly encountered policy analysis situations. (The case method is used in this course.)

PAFF 6315: Management of Governmental Information Systems [3-0]

This course analyzes computer software applications including word processing, spreadsheet, database management, graphics, desktop publishing, and statistical analysis software. Also covered in this course are important changes in data management through new technologies and how public organizations budget for and manage their IT departments.

PAFF 6316: Management of Nonprofit Organizations [3-0]

This is a survey course designed to introduce students to nonprofit organizations and the essential tools for management of them. Specifically, the course will accomplish the following objectives: (1) provide an understanding of the development of policies and procedures including personnel, fiscal, and program evaluation; (2) introduce the fundamentals of grant writing and fundraising; (3) provide information on best practices in nonprofit governance; and (4) educate students on the principles of marketing and public relations for sustainability. This course applies the standards of thought found in critical thinking materials and techniques.

PAFF 6317: Grant Writing and Fund Development [3-0]

This course is a survey of the field of grant writing and fund development for nonprofit organizations. This class reviews the various types of funding nonprofit organizations depend on, including state and

local revenues, foundation grants, federal government grant-in-aid programs as well as explores other approaches to fund development.

PAFF 6318: Bureaucracy and Organizational Theory [3-0]

This course develops system-based frameworks for analyzing and understanding policy and management in the public sector and applies systems theory to public management. Various management concepts are reviewed, and case studies are used frequently. This course uses the wealth of philosophical underpinnings of organizational behavior and applies the standards of thought found in the Critical Thinking materials and techniques.

PAFF 6319: Public Finance Administration [3-0]

This course examines basic principles of financial management with a focus on governmental operations. The following topics are covered in depth: budget as a financial instrument, cash and debt management, capital budgeting, risk management and pensions, purchasing, and basic public sector accounting principles and procedures.

PAFF 6330: Public Policy Analysis [3-0]

This overview course introduces students to public policy analysis and economics. The broad scope includes policy development, the policy community, implementation strategies, and evaluative tools. Various micro- and macroeconomic approaches to understanding public policy, its creation and limitations will be covered.

PAFF 6331: Qualitative Methods in Public Policy [3-0]

This is a course designed to identify current qualitative methods of analysis in the public sector. The primary objective of the course is to acquaint students with the analytical and interpretive techniques in current use, including action research, content analysis, ethnography and narratology.

PAFF 6332: Environmental Policy [3-0]

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

PAFF 6333: Seminar in Health Care Policy [3-0]

This course provides a comprehensive overview of health care programs and policies in the United States. Students will make use of case studies to understand the major stakeholders involved in health care and introduce them to current public health issues, health care delivery systems and factors that determine health policy and managerial practice.

PAFF 6334: Current Issues in Public Policy [3-0]

This course focuses on current issues in public policy and may be repeated for up to six credit hours as long as the topic varies. Current problems are selected from international development, environmental, economic development, health care and national security policy issues.

PAFF 6335: Comparative Public Policy [3-0]
This course studies the similarities and differences in the organization, management and public policy making among countries. It examines paradigms, the comparative method, theories and models along with the practical application to provide information for real management and policy problems.

PAFF 6336: Seminar in International and Development Policy [3-0]
This seminar focuses on the changing roles and functions of different public, nongovernmental and private international organizations and the services they provide. It provides an understanding of the way intergovernmental organizations work and specific responsibilities of the various bodies and organizations such as the U.N., Security Council, General Assembly, ECOSOC and regional economic commissions.

PAFF 6337: Public Policies in the Mexico-U.S. Border Region [3-0]
This course examines the political dynamics and the main policy issues arising in the Mexico-U.S. international border region. It analyzes border politics and policy in the following six areas: economic development, labor, migration, public health, the environment, and security.

PAFF 6350: Introduction to Urban Planning [3-0]
This course provides an exposure to city and county planning from the perspective of those who are involved in the process. Local political leaders and planning professionals are invited to speak on selected topics. This course includes land-use planning, the comprehensive planning process, planning policy, transportation, community development, financial management and social services. Planning as a governmental activity is the major component of this course.

PAFF 6351: Introduction to Community Development [3-0]
This course provides an insight into how local governments address issues concerning low-income persons and families. It emphasizes topics such as community organizing to address social issues, community health, law enforcement, housing, and economic development. Funding resources such as Community Development Block Grant Program and other combinations of federal, state and private financial assistance are discussed. This course relies on guest speakers actively involved in creating communities that address the needs of their citizens. Students acquire both academic and political skills. The term Community Development is used in its broadest sense and requires both the guidance of local governments and the participation of citizens.

PAFF 6360: Public Administration Internship [3-0]
The practical public management experience through an arranged internship in a government or non-profit agency for one semester. Periodic seminars and supervisor-intern consultations will be held, with a final administrative report required. **Prerequisite:** Consent of Director.

PAFF 6361: Public Policy Internship [3-0]
This course is a practical public policy and management experience through an arranged internship in a governmental, nonprofit or private agency serving the public interest. Periodic seminars, supervision and a final administrative report are required. **Prerequisite:** Approval of the MPA Program Director.
Pass/Fail Grade.

PAFF 6362: Public Administration Capstone: Past, Present and Future [3-0]
A comprehensive review of the major eras of public administration during the 20th century. An in-depth look at public administration in the first decade of the 21st century. A futurist look at reasonable expectations of public administration during the next few decades.

PAFF 6370: Directed Research in Public Administration [3-0]
A student works with a professor on a topic that is mutually agreed upon by the student and the professor. This course is only recommended for students who have a well-developed topic and can work well independently. This course must not be used for the same subject simultaneously with the Thesis or Applied Research Grant courses. This course should be reserved for unusual circumstances, and the student should submit their topic proposal and reasons for need in a Directed Research course in writing to the MPA Director or Interim Director. A student should be limited to one (1) Directed Research course on their transcript. The supervising faculty may require the student to sign their written proposal and a completion time line.

PAFF 6371: Independent Study in Public Administration [3-0]
A student works with a professor on a topic that is mutually agreed upon by the student and the professor. This course is only recommended for students who have a well-developed topic and who can work well independently. This course must not be used for the same subject simultaneously with the Thesis or Applied Research Grant courses. This course should be reserved for unusual circumstances and the student should submit their topic proposal and reasons for need in an Independent Study in writing to the MPA Director. A student should be limited to one (1) Independent Study course on their transcript. The supervising faculty may require the student to sign their written proposal and a completion time line.

PAFF 6372: Special Topics in Public Administration [3-0]
From time to time, new issues appear in the field of public administration, students require additional courses to complete a concentration, or other circumstances warrant a full course on a specific topic. Thus, flexibility requires the MPA Program to offer timely courses that are related to particular topics as they emerge in the field or are needed. These types of courses often cannot be accommodated in the regular curriculum in a timely manner. On these occasions, courses will be offered under this title. The special topics course can also be used to phase-in new courses in further developing the concentrations.

PAFF 6373: Independent Study in Public Policy [3-0]
Requires the approval of the supervising faculty member. Allows student to work independently on a specialized area of public policy. The student will submit a written plan, with outcomes and time lines which must be approved by the supervising faculty.

PAFF 6380: Global Security [3-0]
This course is a comprehensive introduction to the politics of global security and explores the evolution of security concepts worldwide. It addresses a wide range of major international issues with global implications. Upon completion of the course, students will acquire an understanding of security threats, how they are defined and addressed, while examining historical implications of globalization to security issues. Students will gain an appreciation of the ethical, economic, political and social dilemmas of security policies. Current national security policies will be critically analyzed and assessed within the context of ongoing global developments.

PAFF 6381: Homeland Security in the U.S. [3-0]
This course delves into current issues of the social, behavioral, political and administrative perspectives of homeland security and the problems associated with attempting to protect the borders of the United States after terrorist attacks and containing natural disasters. The objectives of the course are three-fold: (1) To acquaint the student with the standard literature of homeland security; (2) To acquaint the student with models of bureaucratic decision making used in the public sector; and, (3) To get the student to rethink public policies and management practices by recognizing the complexity and paradoxical character of homeland security.

PAFF 6392: Directed Research in Global Security Studies and Leadership [3-0]
The student works with a professor on a topic that is mutually agreed upon by the student and the professor. This course is only recommended for students who have a well-developed topic and can work well independently. This course must not be used for the same subject simultaneously with the Capstone Practicum. This course should be reserved for unusual circumstances, and the student should submit their topic proposal and reasons for need in a Directed Research course in writing to the MPA Director. The student will be limited to one (1) Directed Research course at the most on their transcript. The supervising faculty may require the student to sign their written proposal and a completion time line.

PAFF 6393: Special Topics in Global Security Studies and Leadership [3-0]
From time to time, new issues appear in the field of global security studies and students may require additional courses to complete a concentration, or other circumstances that warrant a full course on a specific topic. Thus, flexibility requires the MPA-GSSL Program to offer timely courses that are related to particular topics as they emerge in the field or are needed. These types of courses often cannot be accommodated in the regular curriculum in a timely manner. On these occasions, courses will be offered under this title. The special topics course may also be used to phase-in new courses in further developing the concentrations.

PAFF 6394: Internship in Global Security Studies and Leadership [3-0]
The practical global security studies management experience through an arranged internship in a government agency for one semester. Periodic seminars and supervisor-intern consultations will be held, with a final administrative report required. **Prerequisite:** Consent of Director.

PAFF 6395: Independent Study in Global Security Studies and Leadership [3-0]
Requires the approval of the supervising faculty member. Allows student to work independently on a specialized area of global security. The student will submit a written plan, with outcomes and time lines that must be approved by the supervising faculty.

PAFF 7300: Thesis I: Public Administration [3-0]
Students must complete all core courses in the program before enrolling in PAFF 7300 or PAFF 7301. The thesis requires the student to carry out an individual research project under the direction and supervision of a graduate faculty member. The thesis will be defended publicly after it has been tentatively approved by the supervising instructor and two additional readers. See Graduate Catalog for more details. **Prerequisite:** Approval of the MPA Director.

PAFF 7301: Thesis II: Public Administration [3-0]
Students must complete all core courses in the program before enrolling in PAFF 7300 or PAFF 7301. The thesis requires the student to carry out an individual research project under the direction and

supervision of a graduate faculty member. The thesis will be defended publicly after it has been tentatively approved by the supervising instructor and two additional readers. See Graduate Catalog for more details. **Prerequisite:** Approval of the MPA Director.

PAFF 7302: Applied Research Grant I [3-0]

Students must complete all core courses in the program before enrolling in PAFF 7302 or PAFF 7303. This is a problem-oriented and Applied Research Grant Project to fulfill the non-thesis option in the Master of Public Administration degree. The Applied Research Grant Project requires that the student work under the direction and supervision of a graduate faculty member. The student will prepare a prospectus to include a statement of the problem research design, specification of data, questions to be answered and a representative bibliography to be submitted to the supervising instructor prior to registration. The Applied Research Grant Project will be defended publicly after it has been tentatively approved by the supervising instructor and two additional readers. See Graduate Catalog for more details. **Prerequisite:** Approval of the MPA Director.

PAFF 7303: Applied Research Grant II [3-0]

Students must complete all core courses in the program before enrolling in PAFF 7302 or PAFF 7303. This is a problem-oriented and Applied Research Grant Project to fulfill the non-thesis option in the Master of Public Administration degree. The Applied Research Grant Project requires that the student work under the direction and supervision of a graduate faculty member. The student will prepare a prospectus to include a statement of the problem research design, specification of data, questions to be answered and a representative bibliography to be submitted to the supervising instructor prior to registration. The Applied Research Grant Project will be defended publicly after it has been tentatively approved by the supervising instructor and two additional readers. See Graduate Catalog for more details. **Prerequisite:** Approval of the MPA Director.

PAFF 7304: Thesis I: Public Policy [3-0]

This course requires a student to work on/complete a thesis under the direction of a thesis committee. The thesis will be defended publicly and approved by a majority of the committee. See Graduate Catalog for more details. **Prerequisite:** Approval of the MPA Director.

PAFF 7305: Thesis II: Public Policy [3-0]

This course requires a student to work on/complete a thesis under the direction of a thesis committee. The thesis will be defended publicly and approved by a majority of the committee. See Graduate Catalog for more details. **Prerequisite:** Approval of the MPA Director.

PAFF 7306: Public Policy Capstone: Professional Report [3-0]

This course requires the student to develop an applied project and professional report that focuses on the practice of public policy making or on related management/planning practices in government, nonprofit or private agency servicing the public interest. May be repeated until successful professional report defense. **Prerequisite:** Approval of the MPA Director.

PAFF 7307: Practicum in Global Security Studies and Leadership [3-0]

This course requires the student to develop an applied project in global studies and leadership that focuses on the practice of public policy making in global security or on related management practices in a government agency. The practicum integrates accumulated knowledge covered in MPA-GSSL coursework and applied to a current security problem or leadership issue. The practicum course may be repeated until successful completion. **Prerequisite:** Approval of the MPA Director.

Department of Sociology and Anthropology

- Anthropology (MAIS)
- Disaster Studies (MA)
- Sociology (MS)

Program of Study - Anthropology (MAIS)

Overview

UT Rio Grande Valley offers interdisciplinary degree programs at the graduate level, including a Master of Arts in interdisciplinary studies. Graduate courses available in anthropology enable graduate students to:

1. Complete a Master of Arts degree in interdisciplinary studies with a concentration in anthropology.
2. Take graduate anthropology courses as electives within other graduate programs.

Students pursuing either option are expected to meet with the anthropology coordinator or other anthropology faculty in order to develop a program of study.

Admission Requirements

To be admitted to the graduate program with a concentration in anthropology, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Undergraduate GPA of at least 3.0. If applicant does not meet the minimum undergraduate GPA criterion, a GRE general test is required for conditional admission.
2. Submission of a statement of purpose and goals for pursuing the degree
3. Submission of a resume
4. Two letters of recommendation, at least one of them from an academic source.

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Course	3
ANTH 6345: Anthropological Method and Theory	3

Choose one of the following options:

Thesis Option

Anthropology Courses	9
-----------------------------	----------

Chosen from the following:

ANTH 6304: Indians of North America	3
ANTH 6305: Great Discoveries in Archaeology	3
ANTH 6306: Anthropology of Borders	3
ANTH 6307: Shipwrecks, Pirates and the Sea: An Introduction to Maritime Archaeology and History	3
ANTH 6308: Conquistadors and Indian Chiefs of the Borderlands: A Comparative Colonialism of Northern New Spain	3
ANTH 6310: Food and Culture	3

ANTH 6311: Medical Anthropology	3
ANTH 6312: Political and Legal Anthropology	3
ANTH 6314: Environmental Anthropology	3
ANTH 6315: Discovering the Rio Grande Valley	3
ANTH 6317: Field Experience of the Borderlands	3
ANTH 6323: Mexican American Culture	3
ANTH 6333: U.S. and Other World Cultures	3
ANTH 6337: Foundations of Ethnomusicology/Anthropology of Music	3
ANTH 6338: Music Ethnography and Fieldwork Methods	3
ANTH 6348: Peoples and Cultures of Mexico	3
ANTH 6350: Mexican American Folk Medicine	3
ANTH 6355: Psychology and Mythology	3
ANTH 6363: Archaeological Method and Theory	3
ANTH 6365: Archaeology of South America	3
ANTH 6369: Archaeology of Mexico and Central America	3
ANTH 6373: Archaeology of Ancient Egypt	3
ANTH 6374: Archaeology of North America	3
ANTH 6375: Mexican American Folklore	3
ANTH 6380: Social Anthropology	3
ANTH 6385: Topics in Anthropology	3
ANTH 6390: Directed Studies	3
Free Electives from a second discipline	9
Free Electives from a third discipline	9
Capstone Requirement	6
Thesis	
ANTH 7300: Thesis I	3
ANTH 7301: Thesis II	3
Total graduate hours for degree:	36
<u>Non-Thesis Option</u>	
Anthropology Courses	15
<i>Chosen from the following:</i>	
ANTH 6304: Indians of North America	3
ANTH 6305: Great Discoveries in Archaeology	3
ANTH 6306: Anthropology of Borders	3
ANTH 6307: Shipwrecks, Pirates and the Sea: An Introduction to Maritime Archaeology and History	3
ANTH 6308: Conquistadors and Indian Chiefs of the Borderlands: A Comparative Colonialism of Northern New Spain	3
ANTH 6310: Food and Culture	3
ANTH 6311: Medical Anthropology	3
ANTH 6312: Political and Legal Anthropology	3
ANTH 6314: Environmental Anthropology	3
ANTH 6315: Discovering the Rio Grande Valley	3

ANTH 6317: Field Experience of the Borderlands	3
ANTH 6323: Mexican American Culture	3
ANTH 6333: U.S. and Other World Cultures	3
ANTH 6337: Foundations of Ethnomusicology/Anthropology of Music	3
ANTH 6338: Music Ethnography and Fieldwork Methods	3
ANTH 6348: Peoples and Cultures of Mexico	3
ANTH 6350: Mexican American Folk Medicine	3
ANTH 6355: Psychology and Mythology	3
ANTH 6363: Archaeological Method and Theory	3
ANTH 6365: Archaeology of South America	3
ANTH 6369: Archaeology of Mexico and Central America	3
ANTH 6373: Archaeology of Ancient Egypt	3
ANTH 6374: Archaeology of North America	3
ANTH 6375: Mexican American Folklore	3
ANTH 6380: Social Anthropology	3
ANTH 6385: Topics in Anthropology	3
ANTH 6390: Directed Studies	3

Free Electives from a second discipline **9**

Free Electives from a third discipline **9**

Capstone Requirement

Completion of Research Paper from ANTH 6345

Total graduate hours for degree: **36**

Course Descriptions

ANTH 6304: Indians of North America [3-0]

To explore the diverse nature of Native American cultures at the time of European contact. In this class students will see how ethnographers, ethnohistorians, and historians have recorded the lifeways of contemporary aboriginal societies and have reconstructed their prehistoric past. Consideration will be given to the impact of European contact and how that has altered “Western” images of the North American Indian. Women and men will be equally considered In order to give a balanced view of the richness of these cultures.

ANTH 6305: Great Discoveries in Archaeology [3-0]

This course examines many of the most famous archaeological discoveries of the past century that have shed light on humans and their culture, human origins, world history and the development of human behavior. “Popular” assumptions about these finds will be evaluated in light of current anthropological theories and within the historical context of the era in which they were found in order to discern a more accurate knowledge of the past.

ANTH 6306: Anthropology of Borders [3-0]

Anthropology of Borders takes border zones and issues crucial to understanding them both as its field site and point of comparative analysis. From Spanish-French Catalonia to the borderlands of Indonesia, this course investigates issues commonplace to zones of contact such as linguistic variation and

innovation as well as the role of the state in construction and codifying notions of citizenship. By looking at borders from a comparative ethnographic perspective the course seeks to contextualize issues faced by borderlanders of South Texas within a global framework.

ANTH 6307: Shipwrecks, Pirates and the Sea: An Introduction to Maritime Archaeology and History [3-0]

Maritime archaeology is a profession combining traditional fields and extensive experience. Anthropology, history, archaeology, geography and related sciences provide the theoretical and practical methodology with which maritime sites are found, tested and interpreted. This course is designed to provide students with the field's background, range and relevant examples involving both history and archaeology.

ANTH 6308: Conquistadors and Indian Chiefs of the Borderlands: A Comparative Colonialism of Northern New Spain [3-0]

This course covers Spanish and Native American interactions in what is today the Southeastern United States, Texas and California. Emphasis will be placed on how the social and natural environment was changes in these areas. Examination of these changes will be done through the documentary and archaeological records,

ANTH 6310: Food and Culture [3-0]

This course examines the interaction between human culture and food from an anthropological perspective. It examines the social roles of food and how economic forces are transforming food systems in the world today.

ANTH 6311: Medical Anthropology [3-0]

This course introduces students to the diverse field of medical anthropology. It examines the human experiences of health and diseases in cross-cultural, historical, and evolutionary perspectives.

ANTH 6312: Political and Legal Anthropology [3-0]

This course involves the anthropological analysis of political and legal institutions as revealed in relevant theoretical debates and with reference to ethnographic examples. Topics included in this course are the development of political and legal anthropology and their key concepts; studies of the state; kingship; and other forms of authority; forms of knowledge and power; political competition and conflict; indigenous responses to colonialism; civil society and citizenship; nationalism, ethnicity, and genocide; theories of order and normative domain; law as command and law as rules; the legal dimensions of hierarchy and authority; dispute institutions and processes; legal pluralism; Indian Islamic and other non-Western legal systems.

ANTH 6314: Environmental Anthropology [3-0]

An introduction to human/environmental interactions from various anthropological perspectives. History of anthropological approaches to the environment, emphasizing the mutual interconnectedness of people and nature. Survey of evolutionary models, cultural ecology, systems approaches, indigenous knowledge, ethno ecology, nature and the state, political ecology, eco-feminism, environmentalism, and environmental justice.

ANTH 6315: Discovering the Rio Grande Valley [3-0]

This course will be taught by a team of faculty from Anthropology, History, Geology, and Biology who will cover in-depth content of the Rio Grande Valley from various disciplinary points of view. This class is

part of the CHAPS (Community Historic Archeology Project with the Schools) program that focuses on primary field research. Students will examine land titles/abstracts, study the geology of the region, conduct oral histories, and research the flora and fauna of this area. The course can be repeated once for credit.

ANTH 6317: Field Experience of the Borderlands [3-0]

This course provides students an opportunity to design and conduct an independent research project in the Rio Grande Valley. Instruction focuses on field methods, ethics, and technology. Students learn to use the latest software and digital audio and video recording technology. Ultimately, students will deposit their primary source material in the Border Studies Archive.

ANTH 6323: Mexican American Culture [3-0]

An introduction to the culture and traditions of Mexican Americans. The cultural history, organization of the family, traditions, lifestyle, kinship patterns, values, social organization of Mexican American culture will be examined using appropriate methodologies and theoretical perspectives set within a multicultural context.

ANTH 6333: U.S. and Other World Cultures [3-0]

This course is concerned with the many aspects of human culture including traditions, customs, folkways and religious beliefs ó on local, national and worldwide levels. It explores topics ranging from roles and responsibilities in the family unit to the interaction of different cultures with their social and physical environments. As the course assesses important contributions of various past and present cultures, considerable emphasis is placed on similarities and differences between the United States and other world cultures.

ANTH 6337: Foundations of Ethnomusicology/Anthropology of Music [3-0]

This course introduces students to Interdisciplinary perspectives in the field of ethnomusicology providing an enriched understanding of the role of music in human life. A wide range of musical traditions and perspectives are explored as well as social and cultural contexts, functions, meanings of -- and ideas about--music, and its local/global impact.

ANTH 6338: Music Ethnography and Fieldwork Methods [3-0]

This course introduces students to a variety of musical case studies drawn from the fields of ethnomusicology, folklore, anthropology and sociology. They will analyze research methodologies, approaches to fieldwork, issues and ideas, and analytical methods locally and globally. They will conduct fieldwork and write an ethnography.

ANTH 6345: Anthropological Method and Theory [3-0]

This is the capstone course for the graduate degree in anthropology that involves the completion of a capstone term paper on a subject concerning anthropological theory. Topics in this course include instruction in the methodology (interviewing, participant observation, network analysis, etc.) and theoretical perspectives of anthropology.

ANTH 6348: Peoples and Cultures of Mexico [3-0]

This course is an introduction to the diverse peoples and cultures of Mexico and Central America. The traditions, beliefs and practices of different cultures will be examined through an emphasis on the ethnography and ethno history of indigenous cultures of the region.

- ANTH 6350: Mexican American Folk Medicine [3-0]
A study of popular medical traditions found among Mexicans and Mexican Americans. Influences from European and Native American sources will be identified and ongoing changes in the folk medical landscape will be examined.
- ANTH 6355: Psychology and Mythology [3-0]
This course will study the impact and interrelationships of psychological thought and mythological theory. The impact of the theories of Freud, Adler, Jung, Levi-Strauss and others on mythology will be studied.
- ANTH 6363: Archaeological Method and Theory [3-0]
Reviews major theoretical orientations from an historical perspective with an emphasis on current approaches. Examines major aspects of archaeological methodology including excavations and laboratory procedures, sampling strategy, dating techniques and floral and faunal analysis.
- ANTH 6365: Archaeology of South America [3-0]
A study of the prehistory of South America, with an emphasis on the Andean area. Cultural development will be traced from the time of the first inhabitants through the Incas. The development of complex societies leading up to the Incas will be emphasized.
- ANTH 6369: Archaeology of Mexico and Central America [3-0]
A study of the prehistory of Mexico and Central America beginning with the first cultures to inhabit the area and ending with the arrival of the Spanish. Major civilizations of the area will be emphasized, including the Olmecs, Mayas and Aztecs.
- ANTH 6373: Archaeology of Ancient Egypt [3-0]
A study of the prehistory and history of ancient Egypt from the time of the first inhabitants in the area to the arrival of the Romans. Emphasis will be placed on the architectural and artistic achievements of Egypt during the time of the pharaohs. Aspects of ancient Egyptian social classes and religious beliefs and practices will also be explored.
- ANTH 6374: Archaeology of North America [3-0]
A study of the prehistory of North America north of Mexico. The course deals with cultural development from the time of the initial peopling of the New World until the arrival of Columbus. Major cultural developments in the southwestern and eastern United States will be emphasized.
- ANTH 6375: Mexican American Folklore [3-0]
This course is an in-depth study of Mexican-American folklore. The course includes the study of Chicano legends, folk tales, riddles, folk music, ballads and festivals. Students have the opportunity to collect and archive folklore materials.
- ANTH 6380: Social Anthropology [3-0]
A cross cultural review of kinship, economic and political organization. The course will review rules of marriage, descent groups, reciprocity, bands, tribes and chiefdoms among other topics.
- ANTH 6385: Topics in Anthropology [3-0]
Topics are varied according to availability of faculty and student interest. Course can be repeated as topics change.

ANTH 6390: Directed Studies [3-0]
A study of selected topics in Anthropology. Topics are varied according to availability of faculty and student interest. Course can be repeated for credit as topics change.

ANTH 7300: Thesis I
Research and writing of the thesis.

ANTH 7301: Thesis II
Research and writing of the thesis. **Prerequisite:** ANTH 7300

ANTH 7600: Thesis
Research and writing of the thesis.

ANTH 7601: Thesis
Research and writing of the thesis.

Program of Study - Disaster Studies (MA)

Overview

The program offers students broad interdisciplinary training and experience in the field of emergency management with classes on both the Edinburg and Brownsville campuses and online. Graduates from the program will enjoy a wide range of career opportunities as emergency management specialists, homeland security officers, hospital emergency preparedness administrators, public health planners, communication officers, and emergency response technicians. The program also prepares students for Ph.D. programs in emergency management, public health, and related fields. Funding opportunities in the form of assistantships are available for both domestic and international students.

Admission Requirements

To be admitted to the graduate program with a concentration in anthropology, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Undergraduate degree from any major

If an applicant does not meet the minimum undergraduate GPA criterion, the GRE test is required for conditional admission.

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Choose one of the following options:

Thesis Option:

Required Core Courses	18
SOCI 6300: Statistics	3
SOCI 6301: Social Theory OR	
SOCI 6302: Research Methods	3
SOCI 6331: Disasters and Society	3

SOCI 6332: Geographic Information Systems for Disaster Management	3
SOCI 6333: Principles of Emergency Management	3
SOCI 6344: Demography	3
Core Electives	6
<i>Choose six hours from the following:</i>	
CRIJ 6322: Terrorism	3
PAFF 6380: Global Security	3
SOCI 6334: Disaster Vulnerability	3
SOCI 6335: Environmental Sociology	3
SOCI 6336: Disaster Mitigation and Preparedness	3
Prescribed Electives	6
<i>Must be chosen from TWO different areas (3 hours each):</i>	
<u>Area 1: Demographics and Culture</u>	
ANTH 6306: Anthropology of Borders	3
ANTH 6314: Environmental Anthropology	3
<u>Area 2: Government and Public Administration</u>	
PAFF 6303: Policy Implementation and Program Evaluation	3
PAFF 6305: Political Leadership: Decision-Making and Management in Public Organizations	3
PAFF 6306: Public Personnel Administration	3
PAFF 6312: State and Local Government	
<u>Area 3: Natural Science</u>	
GEOL 5301: Geology and Geography	3
GEOL 5302: Meteorology and Oceanography	3
GEOL 6410: Geoscience for Teachers	4
<u>Area 4: Organizational Communication</u>	
COMM 6322: Culture and Communication	3
ENGL 6326: Professional Writing	3
MGMT 6301: Foundations of Management	3
Capstone Requirement	6
Thesis	
SOCI 7300: Thesis I	3
SOCI 7301: Thesis II	3
Total graduate hours for degree:	36
<u>Non-Thesis Option:</u>	
<i>(A petition must be made to the Graduate Coordinator to pursue this option)</i>	
Required Core Courses	18
SOCI 6300: Statistics	3
SOCI 6301: Social Theory OR	
SOCI 6302: Research Methods	3

SOCI 6331: Disasters and Society	3
SOCI 6332: Geographic Information Systems for Disaster Management	3
SOCI 6333: Principles of Emergency Management	3
SOCI 6344: Demography	3
Core Electives	6
<i>Choose six hours from the following:</i>	
CRIJ 6322: Terrorism	3
PAFF 6380: Global Security	3
SOCI 6334: Disaster Vulnerability	3
SOCI 6335: Environmental Sociology	3
SOCI 6336: Disaster Mitigation and Preparedness	3
Prescribed Electives	9
<i>Choose 3 hours from ANY of the following areas AND 6 hours from ANY ONE area:</i>	
<u>Area 1: Demographics and Culture</u>	
ANTH 6306: Anthropology of Borders	3
ANTH 6314: Environmental Anthropology	3
<u>Area 2: Government and Public Administration</u>	
PAFF 6303: Policy Implementation and Program Evaluation	3
PAFF 6305: Political Leadership: Decision-Making and Management in Public Organizations	3
PAFF 6306: Public Personnel Administration	3
PAFF 6312: State and Local Government	3
<u>Area 3: Natural Science</u>	
GEOL 5301: Geology and Geography	3
GEOL 5302: Meteorology and Oceanography	3
GEOL 6410: Geoscience for Teachers	4
<u>Area 4: Organizational Communication</u>	
COMM 6322: Culture and Communication	3
ENGL 6326: Professional Writing	3
MGMT 6301: Foundations of Management	3
Capstone Requirement	3
SOCI 6304: Research Capstone	3
Total graduate hours for degree:	36

Course Descriptions:

ANTH 6306: Anthropology of Borders [3-0]
 Anthropology of Borders takes border zones and issues crucial to understanding them both as its field site and point of comparative analysis. From Spanish-French Catalonia to the borderlands of Indonesia, this course investigates issues commonplace to zones of contact such as linguistic variation and innovation as well as the role of the state in construction and codifying notions of citizenship. By looking

at borders from a comparative ethnographic perspective the course seeks to contextualize issues faced by borderlanders of South Texas within a global framework.

ANTH 6314: Environmental Anthropology [3-0]

An introduction to human/environmental interactions from various anthropological perspectives. History of anthropological approaches to the environment, emphasizing the mutual interconnectedness of people and nature. Survey of evolutionary models, cultural ecology, systems approaches, indigenous knowledge, ethno ecology, nature and the state, political ecology, eco-feminism, environmentalism, and environmental justice.

COMM 6322: Culture and Communication [3-0]

Study of the relationship between culture and communication with emphasis given to social, psychological, linguistic and nonverbal problems in and the development of strategies for the practice of intercultural and international communication.

CRIJ 6322: Terrorism [3-0]

Causes and forms of terrorism at the domestic and international levels; political, economic, religious, social and national differences among people and their implications for terrorism; a review of major terrorist incidents and groups; their underpinning means and what can be done to contain terrorism.

ENGL 6326: Professional Writing [3-0]

Applied study of the theories and approaches to professional discourse production. Students will design and produce a professional writing project.

GEOL 5301: Geology and Geography [3-0]

Geology and Geography is an integrated course focusing on physical geology and physical geography. It explores the diverse processes that continuously shape our planet. Develops an understanding of earth materials, how the earthworks, the causes of natural disasters, the importance of geologic time, and the fundamentals of geography. Topics include minerals, rocks, volcanoes, radioactive dating, earthquakes, plate tectonics, rivers and floods, groundwater resources, deserts, glaciers, the nature of maps, map projections, global positioning system, geographic information systems and fundamental aspects of remote sensing. **Prerequisite:** Consent of instructor.

GEOL 5302: Meteorology and Oceanography [3-0]

This is a course in the behavior of the atmosphere and ocean, and the linkages between them. The first part of the course will discuss the physics behind the behavior of the atmosphere and how the resulting differences in temperature and pressure give rise to the global wind and weather patterns observed.

The second part will cover how wind drives ocean current circulation and waves, the origin of astronomical tides and how the physical and geological conditions in the ocean influence life. Special attention will be paid to the role of the ocean and atmosphere in global change. **Prerequisite:** GEOL 5301.

GEOL 6410: Geoscience for Teachers [3-3]

This course is specifically designed to provide a broad intensive overview of the GEMO (geology, meteorology and oceanography) subject areas for practicing teachers. It consists of a series of class and laboratory-based modules that will enable teachers to effectively implement GEMO sections into their existing curriculum. This course follows an inquiry-based approach based on understanding and using

the scientific method, data collection and analysis as appropriate for each of the three modules. Meteorology introduces the teachers to atmosphere, weather and climate systems; oceanography covers global oceans, coastal systems and the effects of human impact; while the geology module provides overviews of the history of geology, basic rocks and minerals, fossils, geomorphology, plate tectonics and geologic hazards such as earthquakes and volcanoes. **Prerequisite:** GEOL 5301.

MGMT 6301: Foundations of Management[3-0]

This course exposes students to the fundamental concepts of organizations and management. It emphasizes the role of a manager as a decision maker and how managers in every organization plan, organize, motivate, and control in rapidly changing environments.

PAFF 6303: Policy Implementation and Program Evaluation [3-0]

Policy Implementation and Program Evaluation is an advanced course with the application of quantitative methods to the evaluation of public policies and programs regarding their implementation. The main objective of this course is to provide the students with up-to-date tools of program evaluation. This course will examine key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices across a number of substantive areas (e.g., social services, education, and business). The comprehensive range of activities involved in designing, implementing, and assessing the utility of social programs will be a primary focus of the course. Practical training in program evaluation is provided as students learn techniques in all phases of designing and implementing a program evaluation. Included in the training is the development of a model, conducting the study, analyzing the results, and writing the evaluation report. Students are expected to fully design an evaluation plan capable of implementation in a real-life setting of public management. Students successfully completing this course should be able to understand an evaluation study in great detail and form a well-grounded judgment about its value. Complemented with appropriate technical background or help, they should be able to design an evaluation study best suited for the program and the practical constraints at hand.

PAFF 6305: Political Leadership: Decision-Making and Management in Public Organizations [3-0]

This course defines leadership and identifies critical attributes that make for good leadership. It also examines the role of public institutions in promoting leadership. The examination covers various leadership styles and the theories of leadership attributed to them.

PAFF 6306: Public Personnel Administration [3-0]

Analysis of the major personnel management problems and issues in government. The recruitment, selection, development, advancement and evaluation of personnel will be examined. Employer-employee relations, affirmative action, collective bargaining and interpersonal and ethical relationships will be studied.

PAFF 6312: State and Local Government [3-0]

This course addresses basic principles, structure and internal management of state and local governments and a wide variety of issues they face in the day-to-day administration. Topics addressed include authority, communication, productivity, planning, morale, and change.

PAFF 6380: Global Security [3-0]

This course is a comprehensive introduction to the politics of global security and explores the evolution of security concepts worldwide. It addresses a wide range of major international issues with global implications. Upon completion of the course, students will acquire an understanding of security threats, how they are defined and addressed, while examining historical implications of globalization to security issues. Students will gain an appreciation of the ethical, economic, political and social dilemmas of security policies. Current national security policies will be critically analyzed and assessed within the context of ongoing global developments.

SOCI 6300: Statistics [3-0]

The course focuses on advanced statistical methods, including ANOVA, multiple regression, factor and path analysis. The course uses social science computer programs in the analysis of large scale survey data.

SOCI 6301: Social Theory [3-0]

Examination of selected classical and contemporary sociological theories.

SOCI 6302: Research Methods [3-0]

The course focuses on evaluating and formulating various types of research designs. Core methods of data collection and analysis may include such strategies as survey construction, sampling, statistical analysis, case studies, participant observation, ethnography, comparative-historical research, and content analysis.

SOCI 6304: Research Capstone [3-0]

The seminar provides students the opportunity to develop an individual research project that integrates sociological theory and methods.

SOCI 6331: Disasters and Society [3-0]

The course examines the relationship between disasters and society from a sociological perspective. Key themes involve preparedness, warning response, mitigation, social vulnerability, long and short term recovery, and international hazard management.

SOCI 6332: Geographic Information Systems for Disaster Management [3-0]

A survey of theories and methods from the field of electronic cartography with a special focus on disaster management applications. The course is structured around a variety of methods, including spatial description and modeling, cartographic modeling, overlay functions, and a variety of analysis techniques for planning and assessment.

SOCI 6333: Principles of Emergency Management [3-0]

The course provides an overview of key emergency management activities, organizations, and institutions with a focus on emergency response, planning, mitigation, and recovery. Students will better understand the theory and practice of managing routine and non-routine emergencies, disasters, and hazards. A focus on how emergency management interacts with public, private, and non-profit institutions will be maintained throughout the course.

SOCI 6334: Disaster Vulnerability [3-0]
The course covers major demographic theories of individual and community vulnerability to disaster. It is intended to provide students with a general understanding of patterns of resilience and vulnerability among and between different social groups, as well as an understanding of techniques used by emergency management to assist vulnerable groups in coping with disaster.

SOCI 6335: Environmental Sociology [3-0]
Throughout the course students will be challenged to think about how the structural and cultural elements of society shape environmental change. The overall goal of the course is to foster an understanding and appreciation of the influence of our collective lives on the natural world.

SOCI 6336: Disaster Mitigation and Preparedness [3-0]
The course provides a summary of techniques and strategies used by emergency organizations to mitigate and prepare for natural and technological hazards. A focus is maintained on how emergency managers communicate, acquire resources and funds, and manage staff in organizational environments.

SOCI 6344: Demography [3-0]
The course examines demographic trends and measurements of fertility, mortality, and migration. Students may be expected to apply measurements to demographic patterns in the U.S. (including the U.S./Mexico border region) and the world.

SOCI 7300: Thesis I [3-0]
The course involves supervised research in preparation for advanced degree thesis.

SOCI 7301: Thesis II [3-0]
The course involves supervised research in preparation for advanced degree thesis. The end product is a written thesis of the study's findings.

Program of Study - Sociology (MS)

Mission Statement

The mission of the graduate sociology program at The University of Texas Rio Grande Valley is to prepare students who complete our program with the knowledge and the technical expertise to be effective specialists, analysts and administrators in a variety of social settings, such as federal, state and local government agencies, school districts, community health and aging organizations, marketing firms and evaluation programs. The program offers a curriculum with strong emphasis on methods, statistics and theory that prepare students seeking to continue their studies to succeed in doctoral programs in sociology.

In order to accomplish our mission, the department pursues excellence in teaching, research and professional service, and provides students with research and classroom teaching experience. Our mission is consistent with the mission of the University.

General Overview

Candidates for the master's degree may choose a general sociology focus, a concentration on inequality and poverty (including Mexican-American society and border and inter-American issues), a

concentration on health and aging (including such topics as health care research and analysis, health care systems, research methods).

Admission Requirements

To be admitted to the graduate program in sociology, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Submission of two letters of recommendation
3. Submission of an essay explaining the purpose in pursuing the degree and career objectives

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

To receive the Master of Science degree in sociology, a candidate must complete a total of 36 hours of graduate study, including 12 hours of core requirements. The writing of a thesis is optional for receiving the degree. Students choosing the thesis option are required to complete 36 hours of graduate study, including 12 hours of core requirements and six hours of thesis.

Students may select three to six hours of approved graduate electives from other disciplines.

Required Courses	12
SOCI 6300: Statistics	3
SOCI 6301: Social Theory	3
SOCI 6302: Research Methods	3
SOCI 6304: Research Capstone	3

Choose one of the following options:

Thesis Option:

Designated Electives	18
-----------------------------	-----------

Chosen from the following:

SOCI 6310: Social Change	3
SOCI 6315: Special Topics	3
SOCI 6324: Contemporary Issues	3
SOCI 6325: Sociology of Sports	3
SOCI 6326: Health Research and Policy	3
SOCI 6327: Aging and the Life Course	3
SOCI 6328: Sociology of Globalization	3
SOCI 6329: Mass Communication	3
SOCI 6330: Social Psychology	3
SOCI 6331: Disasters and Society	3
SOCI 6344: Demography	3
SOCI 6345: Social Stratification	3
SOCI 6350: Sociology of Education	3
SOCI 6353: Sociology of Deviance	3
SOCI 6354: Family and Society	3
SOCI 6358: Sociology of the Economy	3

SOCI 6361: Race and Ethnic Relations	3
SOCI 6362: Mexican American Society	3
SOCI 6363: Border Studies	3
SOCI 6364: Gender	3
SOCI 6365: Society and Culture of Latin America	3
SOCI 6376: Directed Study	3
Capstone Requirement	6
Thesis	
SOCI 7300: Thesis I	3
SOCI 7301: Thesis II	3
Total graduate hours for degree:	36
<u>Non-Thesis Option:</u>	
Designated Electives	24
<i>Chosen from the following:</i>	
SOCI 6310: Social Change	3
SOCI 6315: Special Topics	3
SOCI 6324: Contemporary Issues	3
SOCI 6325: Sociology of Sports	3
SOCI 6326: Health Research and Policy	3
SOCI 6327: Aging and the Life Course	3
SOCI 6328: Sociology of Globalization	3
SOCI 6329: Mass Communication	3
SOCI 6330: Social Psychology	3
SOCI 6331: Disasters and Society	3
SOCI 6344: Demography	3
SOCI 6345: Social Stratification	3
SOCI 6350: Sociology of Education	3
SOCI 6353: Sociology of Deviance	3
SOCI 6354: Family and Society	3
SOCI 6358: Sociology of the Economy	3
SOCI 6361: Race and Ethnic Relations	3
SOCI 6362: Mexican American Society	3
SOCI 6363: Border Studies	3
SOCI 6364: Gender	3
SOCI 6365: Society and Culture of Latin America	3
SOCI 6376: Directed Study	3
Capstone Requirement	
Completion of Research Project from SOCI 6304	
Total graduate hours for degree:	36

Course Descriptions

- SOCI 6300: Statistics** [3-0]
The course focuses on advanced statistical methods, including ANOVA, multiple regression, factor and path analysis. The course uses social science computer programs in the analysis of large scale survey data.
- SOCI 6301: Social Theory** [3-0]
Examination of selected classical and contemporary sociological theories.
- SOCI 6302: Research Methods** [3-0]
The course focuses on evaluating and formulating various types of research designs. Core methods of data collection and analysis may include such strategies as survey construction, sampling, statistical analysis, case studies, participant observation, ethnography, comparative-historical research, and content analysis.
- SOCI 6304: Research Capstone** [3-0]
The seminar provides students the opportunity to develop an individual research project that integrates sociological theory and methods.
- SOCI 6310: Social Change** [3-0]
The course examines processes and implications of social change by drawing on select theoretical and empirical research.
- SOCI 6312: Teaching in the Behavioral Sciences.** [3-0]
The course examines theories and practices associated with effective pedagogy. Such topics as classroom dynamics, ethics, and syllabus design are emphasized to foster graduate students; preparation for academic careers.
- SOCI 6315: Special Topics** [3-0]
The course examines significant topics in contemporary sociology. Topics vary depending on student interest and faculty specialty.
- SOCI 6324: Contemporary Issues** [3-0]
The course examines a contemporary issue of sociological importance based on varying student demand and faculty interest.
- SOCI 6325: Sociology of Sports** [3-0]
The course examines the political, economic and cultural aspects of sports in society. Attention may be paid to race, class, gender and sexual orientation in sports; the impact of technological change; deviance; and sports-related social movements.
- SOCI 6326: Health Research and Policy** [3-0]
The course examines health care inequality and policy in the United States. Health outcomes by race, class, gender, sexual orientation, and geographical location may be examined, as well as challenges confronting the health care system.

- SOCI 6327: Aging and the Life Course [3-0]
The course examines aging and the life course, with attention to such topics as health, family, inequality, residential mobility, and cross-cultural comparisons.
- SOCI 6328: Sociology of Globalization [3-0]
The course examines selected classical and contemporary perspectives on political, economic, and cultural globalization.
- SOCI 6329: Mass Communication [3-0]
The course examines the reciprocal relationship between the mass media and contemporary culture.
- SOCI 6330: Social Psychology [3-0]
The course examines classic and contemporary social psychological theory and research as practiced within the discipline of Sociology. Topics may include social structure, agency, persuasion and social influence, conformity, deviance, group cohesion, interpersonal attraction, the self, and impression management.
- SOCI 6331: Disasters and Society [3-0]
The course examines the relationship between disasters and society from a sociological perspective. Key themes involve preparedness, warning response, mitigation, social vulnerability, long and short term recovery, and international hazard management.
- SOCI 6344: Demography [3-0]
The course examines demographic trends and measurements of fertility, mortality, and migration. Students may be expected to apply measurements to demographic patterns in the U.S. (including the U.S./Mexico border region) and the world.
- SOCI 6345: Social Stratification [3-0]
The course examines the distribution of wealth, status, political power, and other valued resources by class, race/ethnicity, gender, and other axes of stratification.
- SOCI 6350: Sociology of Education [3-0]
The course examines the role of education in society, including its impact on social order and conflict. Attention may be paid to such issues as educational disparities, the bureaucratization of schools, and debate over educational policy.
- SOCI 6353: Sociology of Deviance [3-0]
The course surveys regional social groups, classes and cultures in Latin America with emphasis on current economic and political developments.
- SOCI 6354: Family and Society [3-0]
The course examines the institution of the family from a cross-cultural perspective, concentrating on problems such as gender inequality, poverty and discrimination.
- SOCI 6358: Sociology of the Economy [3-0]
The course examines economic phenomena from a sociological perspective, such as comparative-historical economic systems, the role of the government in the economy, the informal economy, and immigrant incorporation in the labor market.

SOCI 6361: Race and Ethnic Relations [3-0]
The course examines racial and ethnic relations in the United States. Attention is paid to such problems as discrimination, segregation, and racial-ethnic violence.

SOCI 6362: Mexican American Society [3-0]
The course examines the history, culture, and structural relations of Mexican Americans in U.S. Society.

SOCI 6363: Border Studies [3-0]
The course examines the U.S. – Mexico borderlands, with attention to such topics as demographics, culture, history and social structure.

SOCI 6364: Gender [3-0]
This course develops the sociological analysis of gender systems in contemporary American society and worldwide.

SOCI 6365: Society and Culture of Latin America [3-0]
The course surveys regional social groups, classes and cultures in Latin America with emphasis on current economic and political developments.

SOCI 6376: Directed Study [3-0]
This is the course with highly variable subject content that is tailored to individual students. Students will need to contact instructor for more information.

SOCI 7300: Thesis I [3-0]
The course involves supervised research in preparation for advanced degree thesis.

SOCI 7301: Thesis II [3-0]
The course involves supervised research in preparation for advanced degree thesis. The end product is a written thesis of the study's findings.

Translation and Interpreting Programs

- Spanish Translation and Interpreting (MA)
- Court Interpreting (Certificate)
- Healthcare Interpreting (Certificate)
- Literary Translation (Certificate)
- Localization and Audiovisual Translation (Certificate)
- Spanish Translation and Interpreting (Certificate)

Program of Study - Spanish Translation and Interpreting (MA)

The program will provide instruction in the translation of general and specialized texts from English into Spanish and vice versa at a professional level. This program also covers the latest field-related technologies related to the production of translated texts. This program is offered 100% online through an array of educational technologies including audio and video. Intensive interaction with faculty and peers takes place throughout the length of every course.

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

Admission Requirements

To be admitted to the graduate program in Spanish translation and interpreting, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test. Minimum scores: 146 Verbal and 4.0 Analytical Writing
2. Submission of three academic or professional letters of recommendation
3. Satisfactory performance on the translation of a document from English to Spanish and from Spanish to English, a short essay in Spanish, and an interview either in person or online

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

A GRE waiver may be granted if the applicant holds a UT Rio Grande Valley graduate certificate in the field (translation, healthcare interpreting, court interpreting, literary translation, localization and audiovisual translation) with a minimum GPA of 3.0.

A translation test waiver may be granted to applicants who hold a state or federal court or medical interpreting license.

Program Requirements

Required Courses	15
TRSP/SPAN 6340: Translation Theory	3
TRSP/SPAN 6342: Translation Workshop: Spanish-English	3
TRSP/SPAN 6343: Translation Workshop: English-Spanish	3
INTG 6376: Consecutive Interpreting	3

Any INTG course	3
Designated Electives	12
<i>Chosen from the following:</i>	
INTG 6377: Simultaneous Interpreting	3
INTG 6378: Court Interpreting	3
INTG 6379: Interpreting Practicum	3
INTG 6380: Medical Interpreting and Terminology	3
TRSP/SPAN: 6344: Translation of Legal Texts	3
TRSP/SPAN: 6345: Translation Topics	3
TRSP/SPAN: 6346: Business and Finance Translation	3
TRSP/SPAN: 6347: Translation Technologies	3
TRSP/SPAN: 6348: Audiovisual Translation	3
Free Electives	6
Capstone Requirement	3
Project	
TRSP/SPAN 6395: Translation/Research Project	3
Total graduate hours for degree:	36

Course Descriptions:

INTG 6376: Consecutive Interpreting	[3-0]
Intensive practice in consecutive interpreting with close reference to actual usages among professional interpreters in the United States. Prerequisites: TRSP/SPAN 4342 or TRSP/SPAN 6342 or TRSP/SPAN 6343.	
INTG 6377: Simultaneous Interpreting	[3-0]
Intensive practice in simultaneous interpreting with close reference to actual usages among professional interpreters in the United States. Prerequisites: TRSP/SPAN 4342 or TRSP/SPAN 6342 or TRSP/SPAN 6343.	
INTG 6378: Court Interpreting	[3-0]
Intensive study and practice of sight translation, consecutive and simultaneous interpreting with reference to judiciary application. Prerequisites: TRSP/SPAN 4342 or INTG 6376 or INTG 6377.	
INTG 6379: Interpreting Practicum	[3-0]
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: TRSP/SPAN 4342 or INTG 6376 or INTG 6377.	
INTG 6380: Medical Interpreting and Terminology	[3-0]
Intensive study of English and Spanish Medical Terminology with a close focus on Medical Interpreting professional practice, code of ethics and translation of medical records. Prerequisites: TRSP/SPAN 6342 and 6343 or departmental approval.	

SPAN 6340: Translation Theory [3-0]
A survey of classic and contemporary translation theories. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6342: Translation Workshop: Spanish-English [3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

SPAN 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

SPAN 6344: Translation of Legal Texts [3-0]
Intensive practice of translation with texts of legal and judiciary nature, from English into Spanish and vice-versa, with close attention to national and international legal systems. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6345: Translation Topics [3-0]
Several topics from the field of Translation Studies including but not limited to Literary Translation, Semiotics, Computer Assisted Translation, Textual Analysis and Linguistics Applied to Translation. This course may be taken three times as topic varies. Taught in Spanish. All papers and examinations in Spanish. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6346: Business and Finance Translation [3-0]
Intensive practice of translation with texts on business, finance and commerce, from English into Spanish and vice versa, with close attention to national and international financial and trade institutions and practices. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6347: Translation Technologies [3-0]
An overview of current practices in the usage of computer software for translation, including, but not limited to, computer assisted translation, terminology management, software localization and webpage translation. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6348: Audiovisual Translation [3-0]
An overview of current practices in the translation of audiovisual materials, including, but not limited to, dubbing, subtitling, speech recognition, audio description, voice-over and videogames. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6395: Translation/Research Project [3-0]
Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work. **Prerequisite:** TRSP 6340 and SPAN 6342 and SPAN 6343.

TRSP 6340: Translation Theory [3-0]
A survey of classic and contemporary translation theories. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6342: Translation Workshop: Spanish-English [3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6344: Translation of Legal Texts [3-0]
Intensive practice of translation with texts of legal and judiciary nature, from English into Spanish and vice-versa, with close attention to national and international legal systems. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6345: Translation Topics [3-0]
Several topics from the field of Translation Studies including but not limited to Literary Translation, Semiotics, Computer Assisted Translation, Textual Analysis and Linguistics Applied to Translation. This course may be taken three times as topic varies. Taught in Spanish. All papers and examinations in Spanish. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6346: Business and Finance Translation [3-0]
Intensive practice of translation with texts on business, finance and commerce, from English into Spanish and vice versa, with close attention to national and international financial and trade institutions and practices. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6347: Translation Technologies [3-0]
An overview of current practices in the usage of computer software for translation, including, but not limited to, computer assisted translation, terminology management, software localization and webpage translation. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6348: Audiovisual Translation [3-0]
An overview of current practices in the translation of audiovisual materials, including, but not limited to, dubbing, subtitling, speech recognition, audio description, voice-over and videogames. Taught in

Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6395: Translation/Research Project [3-0]
Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work. **Prerequisite:** TRSP 6340 and SPAN 6342 and SPAN 6343.

Program of Study - Court Interpreting

The Graduate Certificate in Court Interpreting responds to the increasing demand of highly trained professionals in the field of Court Interpreting. The program seeks to appeal both to practicing professionals and candidates who aim to obtain high-end interpreting abilities in the court and judiciary areas (translation of legal documents, simultaneous and consecutive interpreting). This program is offered 100% online through an array of educational technologies including audio and video. Intensive interaction with faculty and peers takes place throughout the length of every course.

Admission Requirements

To be admitted to the graduate certificate in court interpreting, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of one academic or professional letter of recommendation
2. Satisfactory performance on the translation of a document from English to Spanish, Spanish to English, a short essay in Spanish and an interview either in person or online

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

A translation test waiver may be granted to applicants who hold a state or federal court or medical interpreting license.

Program Requirements

Required Courses	15
TRSP/SPAN 6342: Translation Workshop: Spanish-English	3
OR	
TRSP/SPAN 6343: Translation Workshop: English-Spanish	3
AND	
TRSP/SPAN 6344: Translation of Legal Texts	3
INTG 6376: Consecutive Interpreting	3
INTG 6377: Simultaneous Interpreting	3
INTG 6378: Court Interpreting	3
Total hours required for completion:	15

Course Descriptions

SPAN 6342: Translation Workshop: Spanish-English [3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

SPAN 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

SPAN 6344: Translation of Legal Texts [3-0]
Intensive practice of translation with texts of legal and judiciary nature, from English into Spanish and vice-versa, with close attention to national and international legal systems. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6342: Translation Workshop: Spanish-English [3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6344: Translation of Legal Texts [3-0]
Intensive practice of translation with texts of legal and judiciary nature, from English into Spanish and vice-versa, with close attention to national and international legal systems. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

INTG 6376: Consecutive Interpreting [3-0]
Intensive practice in consecutive interpreting with close reference to actual usages among professional interpreters in the United States. **Prerequisites:** TRSP/SPAN 4342 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

INTG 6377: Simultaneous Interpreting [3-0]
Intensive practice in simultaneous interpreting with close reference to actual usages among professional interpreters in the United States. **Prerequisites:** TRSP/SPAN 4342 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

INTG 6378: Court Interpreting

[3-0]

Intensive study and practice of sight translation, consecutive and simultaneous interpreting with reference to judiciary application. **Prerequisites:** TRSP/SPAN 4342 or INTG 6376 or INTG 6377.

Program of Study - Healthcare Interpreting (Online)

The Graduate Certificate in Healthcare Interpreting seeks to appeal translators, interpreters and future practitioners who aim to obtain high-end interpreting abilities in healthcare settings. In all these cases, students across the RGV, the State and the Nation will greatly benefit from the 100% online nature of the program. The program will also contribute to serve UTRGVs mission in Medical Education, while providing an optimal entryway to postsecondary education in the Humanities, and offers its graduates the possibility to pursue and complete an MA in Translation and Interpreting, already offered by UTRGV on a 100% online basis.

Admission Requirements

To be admitted to the graduate certificate in court interpreting, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of one academic or professional letter of recommendation
2. Satisfactory performance on the translation of a document from English to Spanish, Spanish to English, a short essay in Spanish and an interview either in person or online

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

A translation test waiver may be granted to applicants who hold a state or federal court or medical interpreting license.

Program Requirements

Required Courses	15
TRSP/SPAN 6342: Translation Workshop: Spanish-English	3
TRSP/SPAN 6343: Translation Workshop: English-Spanish	3
INTG 6376: Consecutive Interpreting	3
INTG 6377: Simultaneous Interpreting	3
INTG 6380: Medical Interpreting and Terminology	3
Total hours required:	15

Course Descriptions

INTG 6376: Consecutive Interpreting

[3-0]

Intensive practice in consecutive interpreting with close reference to actual usages among professional interpreters in the United States. **Prerequisites:** TRSP/SPAN 4342 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

INTG 6377: Simultaneous Interpreting

[3-0]

Intensive practice in simultaneous interpreting with close reference to actual usages among professional interpreters in the United States. **Prerequisites:** TRSP/SPAN 4342 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

INTG 6380: Medical Interpreting and Terminology [3-0]
Intensive study of English and Spanish Medical Terminology with a close focus on Medical Interpreting professional practice, code of ethics and translation of medical records.
Prerequisites: TRSP/SPAN 6342 and 6343 or departmental approval.

SPAN 6342: Translation Workshop: Spanish-English [3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

SPAN 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6342: Translation Workshop: Spanish-English [3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

Program of Study - Literary Translation (Online)

The Graduate Certificate in Literary Translation seeks to appeal both to practicing professionals and candidates who aim to hone and develop their skills in literary Translation. Students across the RGV, the State and the Nation will greatly benefit from the 100% online nature of the program. The program also seeks to provide an optimal entryway to postsecondary education in the Humanities, and offers its graduates the possibility to pursue and complete an MA in Translation and Interpreting, already offered by UTRGV on a 100% online basis.

Admission Requirements

To be admitted to the graduate certificate in court interpreting, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of one academic or professional letter of recommendation
2. Satisfactory performance on the translation of a document from English to Spanish, Spanish to English, a short essay in Spanish and an interview either in person or online

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

A translation test waiver may be granted to applicants who hold a state or federal court or medical interpreting license.

Program Requirements

Required Courses	15
TRSP/SPAN 6340: Translation Theory	3
TRSP/SPAN 6342: Translation Workshop: Spanish-English	3
TRSP/SPAN 6343: Translation Workshop: English-Spanish	3
TRSP/SPAN 6345: Translation Topics	3
TRSP/SPAN 6395: Translation/Research Project	3
Total hours required:	15

Course Descriptions

SPAN 6340: Translation Theory	[3-0]
A survey of classic and contemporary translation theories. Prerequisite: TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.	
SPAN 6342: Translation Workshop: Spanish-English	[3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. Prerequisite: TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.	
SPAN 6343: Translation Workshop: English-Spanish	[3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. Prerequisites: TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.	
SPAN 6345: Translation Topics	[3-0]
Several topics from the field of Translation Studies including but not limited to Literary Translation, Semiotics, Computer Assisted Translation, Textual Analysis and Linguistics Applied to Translation. This course may be taken three times as topic varies. Taught in Spanish. All papers and examinations in Spanish. Prerequisite: TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.	
SPAN 6395: Translation/Research Project	[3-0]
Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work. Prerequisite: TRSP 6340 and SPAN 6342 and SPAN 6343.	
TRSP 6340: Translation Theory	[3-0]
A survey of classic and contemporary translation theories. Prerequisite: TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.	

TRSP 6342: Translation Workshop: Spanish-English [3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6345: Translation Topics [3-0]
Several topics from the field of Translation Studies including but not limited to Literary Translation, Semiotics, Computer Assisted Translation, Textual Analysis and Linguistics Applied to Translation. This course may be taken three times as topic varies. Taught in Spanish. All papers and examinations in Spanish. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6395: Translation/Research Project [3-0]
Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work. **Prerequisite:** TRSP 6340 and SPAN 6342 and SPAN 6343.

Program of Study - Localization and Audiovisual Translation (Online)

The Graduate Certificate in Localization and Audiovisual Translation seeks to appeal translators and current practitioners who wish to acquire theoretical and hands-on knowledge of the existing translation technologies. This program is also aimed at professional translators who wish to increase their productivity by using computer-aided translation software, and to those who want to enhance their competitiveness by offering subtitling, dubbing, web site and software localization services. In all these cases, students across the State and the Nation will greatly benefit from the 100% online nature of the program. The program also seeks to provide an optimal entryway to postsecondary education in the Humanities, and offers its graduates the possibility to pursue and complete an MA in Translation and Interpreting, already offered by UTRGV on a 100% online basis.

Admission Requirements

To be admitted to the graduate certificate in court interpreting, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of one academic or professional letter of recommendation
2. Satisfactory performance on the translation of a document from English to Spanish, Spanish to English, a short essay in Spanish and an interview either in person or online

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

A translation test waiver may be granted to applicants who hold a state or federal court or medical interpreting license.

Program Requirements

Required Courses	15
TRSP/SPAN 6342: Translation Workshop: Spanish-English	3
TRSP/SPAN 6343: Translation Workshop: English-Spanish	3
TRSP/SPAN 6347: Translation Technologies	3
TRSP/SPAN 6348: Audiovisual Translation	3
TRSP/SPAN 6395: Translation/Research Project	3
Total hours required:	15

Course Descriptions

SPAN 6342: Translation Workshop: Spanish-English	[3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. Prerequisite: TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.	
SPAN 6343: Translation Workshop: English-Spanish	[3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. Prerequisites: TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.	
SPAN 6347: Translation Technologies	[3-0]
An overview of current practices in the usage of computer software for translation, including, but not limited to, computer assisted translation, terminology management, software localization and webpage translation. Taught in Spanish. All papers and examinations in Spanish. Prerequisites: TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.	
SPAN 6348: Audiovisual Translation	[3-0]
An overview of current practices in the translation of audiovisual materials, including, but not limited to, dubbing, subtitling, speech recognition, audio description, voice-over and videogames. Taught in Spanish. All papers and examinations in Spanish. Prerequisites: TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.	
SPAN 6395: Translation/Research Project	[3-0]
Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work. Prerequisite: TRSP 6340 and SPAN 6342 and SPAN 6343.	
TRSP 6342: Translation Workshop: Spanish-English	[3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. Prerequisite: TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.	

TRSP 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6347: Translation Technologies [3-0]
An overview of current practices in the usage of computer software for translation, including, but not limited to, computer assisted translation, terminology management, software localization and webpage translation. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6348: Audiovisual Translation [3-0]
An overview of current practices in the translation of audiovisual materials, including, but not limited to, dubbing, subtitling, speech recognition, audio description, voice-over and videogames. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6395: Translation/Research Project [3-0]
Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work. **Prerequisite:** TRSP 6340 and SPAN 6342 and SPAN 6343.

Program of Study - Spanish Translation and Interpreting

The Graduate Certificate in Spanish Translation responds to the increasing demand of highly qualified practitioners in the field. The program will offer advanced T&I education in a set of professional skills devised to provide support in other professional studies programs with significant community impact, like nursing, criminal justice, business management and media communication among others. This program is offered 100% online through an array of educational technologies including audio and video. Intensive interaction with faculty and peers takes place throughout the length of every course.

Admission Requirements

To be admitted to the graduate certificate in Spanish translation and interpreting, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Submission of one academic or professional letter of recommendation
2. Satisfactory performance on the translation of a document from English to Spanish, Spanish to English, a short essay in Spanish and an interview either in person or online

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

A translation test waiver may be granted to applicants who hold a state or federal court or medical interpreting license.

Program Requirements

Required Courses	9
TRSP/SPAN 6340: Translation Theory	3

TRSP/SPAN 6342: Translation Workshop: Spanish-English	3
TRSP/SPAN 6343: Translation Workshop: English-Spanish	3

Electives **6**

Choose from the following:

TRSP/SPAN 6344: Translation of Legal Texts	3
TRSP/SPAN 6345: Translation Topics	3
TRSP/SPAN 6346: Business and Finance Translation	3
TRSP/SPAN 6347: Translation Technologies	3
TRSP/SPAN 6348: Audiovisual Translation	3
TRSP/SPAN 6395: Translation/Research Project	3
INTG 6376: Consecutive Interpreting	3
INTG 6377: Simultaneous Interpreting	3
INTG 6378: Court Interpreting	3
INTG 6379: Interpreting Practicum	3
INTG 6380: Medical Interpreting and Terminology	3

Total hours required: **15**

Course Descriptions

INTG 6376: Consecutive Interpreting [3-0]
 Intensive practice in consecutive interpreting with close reference to actual usages among professional interpreters in the United States. **Prerequisites:** TRSP/SPAN 4342 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

INTG 6377: Simultaneous Interpreting [3-0]
 Intensive practice in simultaneous interpreting with close reference to actual usages among professional interpreters in the United States. **Prerequisites:** TRSP/SPAN 4342 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

INTG 6378: Court Interpreting [3-0]
 Intensive study and practice of sight translation, consecutive and simultaneous interpreting with reference to judiciary application. **Prerequisites:** TRSP/SPAN 4342 or INTG 6376 or INTG 6377.

INTG 6379: Interpreting Practicum [3-0]
 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:** TRSP/SPAN 4342 or INTG 6376 or INTG 6377.

INTG 6380: Medical Interpreting and Terminology [3-0]
 Intensive study of English and Spanish Medical Terminology with a close focus on Medical Interpreting professional practice, code of ethics and translation of medical records.
Prerequisites: TRSP/SPAN 6342 and 6343 or departmental approval.

SPAN 6340: Translation Theory [3-0]
 A survey of classic and contemporary translation theories. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6342: Translation Workshop: Spanish-English [3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

SPAN 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

SPAN 6344: Translation of Legal Texts [3-0]
Intensive practice of translation with texts of legal and judiciary nature, from English into Spanish and vice-versa, with close attention to national and international legal systems. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6345: Translation Topics [3-0]
Several topics from the field of Translation Studies including but not limited to Literary Translation, Semiotics, Computer Assisted Translation, Textual Analysis and Linguistics Applied to Translation. This course may be taken three times as topic varies. Taught in Spanish. All papers and examinations in Spanish. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6346: Business and Finance Translation [3-0]
Intensive practice of translation with texts on business, finance and commerce, from English into Spanish and vice versa, with close attention to national and international financial and trade institutions and practices. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6347: Translation Technologies [3-0]
An overview of current practices in the usage of computer software for translation, including, but not limited to, computer assisted translation, terminology management, software localization and webpage translation. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6348: Audiovisual Translation [3-0]
An overview of current practices in the translation of audiovisual materials, including, but not limited to, dubbing, subtitling, speech recognition, audio description, voice-over and videogames. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

SPAN 6395: Translation/Research Project [3-0]
Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work. **Prerequisite:** TRSP 6340 and SPAN 6342 and SPAN 6343.

TRSP 6340: Translation Theory [3-0]
A survey of classic and contemporary translation theories. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6342: Translation Workshop: Spanish-English [3-0]
Intensive review of translation techniques and intensive practice of translation from Spanish into English covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish and English. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6343: Translation Workshop: English-Spanish [3-0]
Intensive review of translation techniques and practice of translation from English into Spanish covering a variety of text typologies, including but not limited to general informative texts, literary texts, and technical texts. Taught in Spanish. All papers, and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or instructor's approval.

TRSP 6344: Translation of Legal Texts [3-0]
Intensive practice of translation with texts of legal and judiciary nature, from English into Spanish and vice-versa, with close attention to national and international legal systems. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6345: Translation Topics [3-0]
Several topics from the field of Translation Studies including but not limited to Literary Translation, Semiotics, Computer Assisted Translation, Textual Analysis and Linguistics Applied to Translation. This course may be taken three times as topic varies. Taught in Spanish. All papers and examinations in Spanish. **Prerequisite:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6346: Business and Finance Translation [3-0]
Intensive practice of translation with texts on business, finance and commerce, from English into Spanish and vice versa, with close attention to national and international financial and trade institutions and practices. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6347: Translation Technologies [3-0]
An overview of current practices in the usage of computer software for translation, including, but not limited to, computer assisted translation, terminology management, software localization and webpage translation. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6348: Audiovisual Translation [3-0]
An overview of current practices in the translation of audiovisual materials, including, but not limited to, dubbing, subtitling, speech recognition, audio description, voice-over and videogames. Taught in Spanish. All papers and examinations in Spanish. **Prerequisites:** TRSP/SPAN 3342 or TRSP/SPAN 3343 or TRSP/SPAN 6342 or TRSP/SPAN 6343.

TRSP 6395: Translation/Research Project

[3-0]

Mini-thesis, research or translation project, of a theoretical or practical nature, including but not limited to empirical research, hermeneutical or linguistic analysis, or the translation of a complete literary, academic or technical work. **Prerequisite:** TRSP 6340 and SPAN 6342 and SPAN 6343.

Writing and Language Studies

- English (MA) (*Rhetoric, Composition and Linguistics concentration*)
- English (MAIS) (*Rhetoric, Composition and Linguistics concentration*)
- English as a Second Language (MA)

Program of Study - English as a Second Language (MA)

Admission Requirements

To be admitted to the graduate program in English as a second language, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. Bachelor's degree in any field
2. If applicant does not meet the minimum undergraduate GPA criterion, GRE general test with minimum scores of 153 Verbal, and 4.0 Analytical are required for conditional admission
3. Submission of a letter of intent demonstrating interest in the program and articulation of goals
4. Submission of a resume including education and work experience
5. English language ability will be judged on the resume and submitted letter of intent; therefore, applications should be certain to use appropriate, formal academic English
6. Non-native English speakers who did not graduate from an English-medium high school and university must meet the minimum language proficiency requirements

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Choose one of the following options:

Thesis Option

Required Courses	27
ENGL 6360: Introduction to Descriptive Linguistics for Teachers	3
ENGL 6361: Problems in Linguistics	3
<i>(thesis students must select Research Design as the topic for this course)</i>	
ENGL 6362: Modern English Syntax	3
ENGL 6363: Studies in English Phonology	3
ENGL 6370: Introduction to English as a Second Language	3
ENGL 6371: Problems in English as a Second Language	3
ENGL 6372: Practicum in English as a Second Language	3
ENGL 6373: ESL Testing	3
ENGL 6375: Studies in Language and Culture	3
Designated English Electives	3
Chosen from English Language courses or other English courses as approved by the MAESL advisor	
Capstone Requirement	6
Thesis	
ENGL 7300: Thesis I	3

ENGL 7301: Thesis II	3
Written Comprehensive Exam	
Portfolio Submission	
Exit Interview	

Non-Thesis Option

Required Courses **27**

ENGL 6360: Introduction to Descriptive Linguistics for Teachers	3
ENGL 6361: Problems in Linguistics (<i>any scheduled topic is acceptable</i>)	3
ENGL 6362: Modern English Syntax	3
ENGL 6363: Studies in English Phonology	3
ENGL 6370: Introduction to English as a Second Language	3
ENGL 6371: Problems in English as a Second Language	3
ENGL 6372: Practicum in English as a Second Language	3
ENGL 6373: ESL Testing	3
ENGL 6375: Studies in Language and Culture	3

Designated English Electives **6**

Chosen from English Language courses or other English courses as approved by the MAESL advisor

Free Electives **3**

Open electives with advisor approval

Capstone Requirement

Written Comprehensive Exam
Portfolio Submission
Exit Interview

Total graduate hours for degree: **36**

Course Descriptions

ENGL 6300: Introduction to Literary Studies [3-0]

This course will prepare students for graduate study in English. English 6300 students will learn the basics of literary scholarship. They will engage in the in-library and online research necessary to write a scholarly literary paper and learn the basic conventions of literary criticism and documentation.

ENGL 6301: Studies in Literary Theory [3-0]

Extensive study of major works, figures and topics in literary theory. May be repeated for credit when the topic varies.

ENGL 6302: Studies in Literary History [3-0]

A study in the historical and cultural development of literary conventions, movements, and/or school of literary writing. May be repeated for credit when the topic varies.

- ENGL 6303: Studies in Genre [3-0]
Focuses on the literary and cultural productions within the context of a particular genre, including poetry, short story, the novel, drama, autobiography, and epistolary literature. May be repeated for credit when the topic varies.
- ENGL 6304: Studies in British Literature [3-0]
Usually offered three times per year. A study in English literature. May be repeated for credit when the topic varies.
- ENGL 6305: Studies in American Literature [3-0]
Usually offered three times per year. A study in American literature. May be repeated for credit when the topic varies.
- ENGL 6306: Studies in Comparative Literature [3-0]
The comparison of particular topics, motifs, or genres in the literature of two or more languages or cultures.
- ENGL 6307: Studies in European Literature [3-0]
The study of the literature by and about Europeans including those of Russia and Iceland, with an emphasis on the literary techniques and the cultural reflections in this literature. May be repeated for credit when the topic varies.
- ENGL 6308: Studies in Mexican American Literature [3-0]
Advanced study of the literature by and about Mexican Americans, with emphasis on the literary techniques and the cultural reflections in this literature. May be repeated for credit when the topic varies.
- ENGL 6309: Studies in Literatures of the Americas [3-0]
Advanced comparative study of theoretical and literary works by and about North, South, and Central America and/or the Caribbean. Readings highlight cultural, historical, and linguistic diversity and include multiple literary genres. Emphasis on issues of gender, race, identity, colonialism, and trans/nationalism.
- ENGL 6310: Studies in Ethnic Literature [3-0]
Focuses on the literature of specific ethnic groups with special attention to critical race theory, cultural theory, and the cultural productions of traditionally underrepresented minority groups. May be repeated for credit when the topic varies.
- ENGL 6311: Studies in Gender and Literature [3-0]
A study of literature and culture in relation to the question of gender identity, with special emphasis on feminist, gender, and queer theory as well as the literary conventions, movements, and histories that inform gender identity. May be repeated for credit when the topic varies.
- ENGL 6312: Studies in Single Author [3-0]
A study of the literary works and historical epoch of a single author, with emphasis on historical, biographical, cultural and aesthetic contexts. May be repeated for credit when the topic varies.

- ENGL 6313: Studies in Post-Colonial Studies [3-0]
Study of particular topics, motifs, theoretical approaches, and historical movements in postcolonial literature and culture. May be repeated for credit when the topic varies.
- ENGL 6314: Bible as Literature [3-0]
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.
- ENGL 6315: Studies in Cultural Studies [3-0]
Study of the discipline of Cultural Studies with emphasis on its theoretical basis, significant historical movements, relevant political developments, and various cultural artifacts. May be repeated for credit when the topic varies.
- ENGL 6316: Special Topics in Literature [3-0]
Extensive study of topics in the area of literature and cultural studies. May be repeated for credit when the topic varies.
- ENGL 6320: Introduction to Rhetoric, Composition, and Literacy [3-0]
Introduces new graduate students in Rhetoric, Composition, and Literacy to the discipline, with emphasis on professional issues, research methods, and applications.
- ENGL 6321: Research Methods in Rhetoric, Composition, and Literacy [3-0]
Research Methods in Rhetoric, Composition, and Literacy is a survey course designed to introduce students to a variety of methods for conducting and reporting research in the fields of rhetoric and composition, including historical research, ethnography, qualitative and empirical studies, and action/participatory research. At the end of the course, students will have explored the diverse types of research questions in the field and the various methods for gathering and analyzing data appropriate to those research questions.
- ENGL 6322: Theory in Rhetoric, Composition, and Literacy [3-0]
Focus on various theoretical approaches to the study of discourse with application of theories to a significant analytical project. May be repeated for credit when the topic varies.
- ENGL 6323: History of Rhetoric, Composition, and Literacy [3-0]
Focus on the historical development of rhetoric, composition pedagogy, or literacy studies. May be repeated for credit when the topic varies.
- ENGL 6324: Pedagogy in Rhetoric, Composition and Literacy [3-0]
Explore issues related to teaching of rhetoric, composition, and other literacies, with emphasis on a theoretically informed practice. May be repeated for credit when the topic varies.
- ENGL 6325: Studies in Composition Techniques [3-0]
Advanced study of composition theory and techniques and methods of teaching composition, with special emphasis on teaching English composition to college freshman. Required of all English teaching assistants. May be repeated for credit when the topic varies.

ENGL 6326: Professional Writing [3-0]
Applied study of the theories and approaches to professional discourse production. Students will design and produce a professional writing project.

ENGL 6327: Writing Academic Discourse [3-0]
Provides study and practice writing professional level academic discourse, including research project design, research proposals, professional journal articles, and conference proposals and papers.

ENGL 6328: Special Topics in Rhetoric, Composition, and Literacy [3-0]
Extensive study of topics in the areas of rhetoric, composition, and/or literacy. May be repeated for credit when topic varies.

ENGL 6355: Literature for Secondary School Teachers [3-0]
Analysis of teaching philosophy, theories of learning, and best practices for teaching secondary English Language Arts. Emphasis on reading and writing assignments for secondary learners, with attention to culturally responsive pedagogy and contemporary Latino/a literature.

ENGL 6356: Children's Literature [3-0]
Study of selected literature written for young readers. Includes attention to contemporary children's literature by Latino/a authors in school curriculum. Course may focus on selected eras, approaches, or themes.

ENGL 6357: Young Adult Literature [3-0]
Study of selected literature written for early adolescent to late adolescent readers. Includes attention to contemporary young adult literature by Latino/a authors in school curriculum. Course may focus on selected eras, approaches, or themes.

ENGL 6360: Introduction to Descriptive Linguistics for Teachers [3-0]
An introduction to the methods of linguistics science with emphasis on problem solving techniques and the application to specific problems. This course includes a research project exploring the application of linguistics to specific situations.

ENGL 6361: Problems in Linguistics [3-0]
Studies in modern linguistics with emphasis on the practical help which the science offers to the student of the English language. May be repeated once when the emphasis varies. (Special topics to be announced in the Schedule of Classes.) **Prerequisite:** ENGL 6360 or consent of the instructor.

ENGL 6362: Modern English Syntax [3-0]
Studies in modern English syntax with attention given to investigative methods and findings of contemporary linguistic analysis. Special emphasis on the structure of English as a Second Language. **Prerequisite:** ENGL 6360 or consent of instructor.

ENGL 6363: Studies in English Phonology [3-0]
Studies in English Phonology with attention given to research methods, findings, and theories of contemporary linguistic analysis. **Prerequisite:** ENGL 6360 or consent of instructor.

- ENGL 6364: Problems in Grammar, Dialects, and Language Performance [3-0]
A study of the second language learner's transition from regional usage to standard usage. Emphasis on practical implementation of theories of grammar, dialects and language performance. May be repeated for credit when the topic varies.
- ENGL 6365: History of the English Language [3-0]
A history of the English language from the Anglo-Saxon period to the present.
- ENGL 6366: Special Topics in Linguistics [3-0]
Extensive study in topics related to one or more areas of theoretical linguistics. May be repeated for credit when the topic varies. **Prerequisite:** Permission of instructor.
- ENGL 6370: Introduction to English as a Second Language [3-0]
A study of ESL theory and techniques and their application to specific language performance skills. Special emphasis on the linguistic, sociolinguistic and psycholinguistic bases for selecting appropriate ESL methods and techniques.
- ENGL 6371: Problems in English as a Second Language [3-0]
Studies in special problem areas of language and practice which prospective teachers of ESL students will encounter in the classroom. May be repeated once for credit when the topic varies.
Prerequisite: ENGL 6370 or consent of instructor.
- ENGL 6372: Practicum in English as a Second Language [3-0]
Supervised experience in teaching/working with learners of ESL/SLA in (a) English developmental writing, (b) a tutorial or (c) a laboratory setting. Actual experience will be based on theoretical principles and methodology of modern language teaching. Sample lesson plans will be developed and tried under the supervision of trained ESL personnel in a university context in order to meet the needs of second language learners. **Prerequisite:** ENGL 6370 or consent of instructor.
- ENGL 6373: ESL Testing [3-0]
Evaluation of second language learners of English following the principles and guidelines for diagnostic, placement, proficiency and classroom testing in ESL. Areas covered include principles and procedures for selecting, preparing, administering and interpreting results of tests of ESL learning. **Prerequisites:** ENGL 6370 or consent of instructor.
- ENGL 6374: Studies in Second Language Acquisition [3-0]
The study of the way second languages are learned and acquired. This course will survey various theories of second language acquisition (e.g., Universal Grammar, Monitor Theory, Connectionism, Complexity Theory, Sociocultural theory). This course will also cover current issues and problems in SLA research and theory, examining recent research in the field.
- ENGL 6375: Studies in Language and Culture [3-0]
Advanced study of social aspects of language and language use, including language attitudes, sociolinguistic dynamics of language contact situations, language learning and the social and linguistic nature of dialects, language variation and language change. Requires a research project.

ENGL 6376: Varieties of Present Day English [3-0]
This graduate seminar explores the features of the diverse varieties of Present-day English, focusing on the semantic, lexical, and grammatical patterns which characterize English such as those of the British Isles, the Americas, Africa, Australasia, and Southeast Asia.

ENGL 6377: Special Topics in Applied Linguistics [3-0]
Extensive study of topics in the area of applied linguistics, ESL, sociolinguistics or any other branch of non-theoretical linguistics. May be repeated for credit when the topic varies. **Prerequisite:** Permission of instructor.

ENGL 6390: Special Topics in English [3-0]
In depth trans-disciplinary studies of intersections among English sub-disciplines.
Prerequisite: Permission of instructor.

ENGL 6399: Independent Study [3-0]
Course designed for a single student who wishes to pursue in depth study under the direction of an instructor when no course in that areas is available. **Prerequisite:** Permission of instructor and department chair.

ENGL 7300: Thesis I [3-0]
Student will research and write the thesis under faculty direction. Pass/Fail Grade. **Prerequisite:** Approval of graduate advisor.

ENGL 7301: Thesis II [3-0]
Student will research and write the thesis under faculty direction. Pass/Fail Grade. **Prerequisite:** Approval of graduate advisor and completion of at least one semester of ENGL 7300.

COLLEGE OF SCIENCES

The mission of the College of Sciences is:

- To advance the frontiers of science from electrons to ecosystems through discovery in the life, mathematical, physical, and statistical sciences;
- To partner with the community to address local and global grand challenges through basic and applied research to improve the quality of life in the Rio Grande Valley and beyond;
- To prepare the next generation of educators, mathematicians, scientists, and statisticians who are academically competent, socially aware, globally engaged, and ethical leaders;
- To provide students with fundamental scientific, mathematical, and statistical literacy; and
- To enhance the quality of the region's mathematics, statistics and science education.

Department of Biology

- Biology (MS)

Program of Study - Biology (MS)

Admission Requirements

Multiple factors are considered in the decision to admit new graduate students. Meeting minimum entry requirements does not guarantee acceptance into the program.

To be admitted to the graduate program in biology, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test scores are to be sent directly to The University of Texas Rio Grande Valley from the testing agency.
2. Minimum undergraduate GPA of 3.0 in upper-level biology courses.
3. Either (A) an undergraduate degree with major in biology or (B) 30 hours of undergraduate courses in biological sciences or closely related disciplines, with 15 hours at the upper-level, with completion of at least 3 credit hours in 4 of the following general categories: genetics, evolution, ecology, molecular and cell biology, organismal biology, and physiology.
4. Submission of two letters of recommendation.
5. Submission of a letter of intent which describes your academic and career goals. The letter should state whether you are pursuing the thesis or non-thesis option.
6. Thesis option: Submission of the name of a prospective supervisor. A graduate faculty member must serve as the chair of the student's graduate committee (a.k.a. the graduate student's supervisor). The prospective supervisor should provide the graduate program coordinator with evidence that he or she has means to support the graduate student (including, e.g., anticipated teaching assistantships or research assistantships in the department) if support is necessary. A student may later change supervisors.

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Applications are reviewed by multiple members of the Biology Graduate Committee, who then recommend whether or not to accept an application.

Supporting documents from referees, institutions or agencies will only be accepted when received from them under separate cover. Supporting documents should be sent to The University of Texas Rio

Grande Valley Graduate College unless other arrangements are made. Candidates may submit additional or supplementary documentation (e.g., GRE Subject Test Score, CV).

Application information and status is confidential. All applicants will be informed of the status of their application after a decision has been made.

Leveling Work

An applicant that has not completed at least three credit hours each in four of the following broad categories – genetics; evolution; ecology; molecular / cell biology; organismal biology, and; physiology – may take up to nine hours of leveling work to fulfill this requirement, and must take and complete such course(s) the first time they are offered. Undergraduate courses taken for leveling purposes do not count towards graduate degree completion.

Enrollment While Completing Leveling Work

The following courses may be taken while enrolled in leveling work:

Biology	6101	Scientific Thinking
Biology	6102	Scientific Writing
Biology	6305	Biometry

Program Requirements

Preliminary Oral Assessment (Thesis Option)

By the end of a student's first semester, the student's graduate committee will administer a preliminary oral assessment to determine the student's understanding of general biological principles. This helps to ensure that the student has the background knowledge necessary to complete academic coursework required for a master's, and to ensure that a thesis student has the knowledge necessary to complete thesis research.

Students are expected to be familiar with the following subject areas and related concepts of biology; the role of DNA in inheritance and trait expression; evolution; diversity of living organisms; organ systems; ecology; structure/function relationships; and scientific methodology. Students should be able to discuss many of these topics at a level of complexity at least equal to that presented in introductory biological textbooks. Thesis students will also be assessed on their knowledge of the field in which they are conducting research; for example, background knowledge of their research organism(s) and appropriate methodologies. Students are encouraged to consult with their committee members before the assessment to discuss what sort of topics may be covered in the assessment.

Students and committee members should allow not less than one hour and up to three hours to complete a preliminary oral assessment.

The outcome of the assessment will be used to formulate or revise (if necessary) a student's degree plan. For this reason, it is strongly recommended that a student hold a preliminary oral assessment before submitting a degree plan. The student's performance on this assessment will help the student's committee in formulating recommendations for the degree plan and for removing deficiencies. If deficiencies or weaknesses in basic biology are apparent, the student's committee can recommend a course of action for the student to remove the deficiencies. Students do not normally fail a preliminary oral assessment, but a student's committee has broad power in making recommendations based on a student's performance, up to and including that the departmental Graduate Committee review whether the student be allowed to continue in the program. It is expected that the student will follow through to address committee concerns, and that the student can demonstrate that committee concerns are addressed, for example, by: completing recommended coursework; discussion at an annual committee meeting, or; having individual meetings with committee members. Although there is no formal re-

assessment, the student's committee must be satisfied that a student has resolved any deficiencies before allowing a student to schedule a final oral examination.

Comprehensive Oral Examination and Thesis Defense (Thesis Option)

After satisfactory completion of the required number of courses (and the presentation of a seminar on the thesis research for those pursuing the thesis option), the student must take a comprehensive examination (and thesis defense for thesis students). The examination (and thesis defense) will be conducted by the student's graduate committee, but it is open to all biology graduate faculty members. The biology graduate faculty must be notified of the examination date, time and place at least two weeks prior to the examination. There is no time limit, but the examination (and thesis defense) ordinarily lasts at least two hours. For thesis students, the first round of questions is devoted to a defense of the thesis and the second and subsequent rounds of questions are over basic biological concepts and principles. For non-thesis students, all questions are on general biology. At the end of the comprehensive oral examination (and thesis defense), the student's graduate committee will assign a grade of pass or fail, based on a majority vote of the committee.

If the student fails the comprehensive oral examination (and thesis defense), he or she may be granted permission to take a second examination, if doing so is approved by the student's graduate committee, Graduate Program Coordinator, the chair of the Department of Biology, and the dean of College of Sciences. In no case will a second examination be given until at least one semester has passed. After two failures, no further examination is allowed.

Written Comprehensive Exam (Non-thesis Option)

After satisfactory completion of the required number of courses, the student must take a written comprehensive examination. The examination will be prepared by the Graduate Non-thesis Guiding Committee, with suggestions from other biology graduate faculty members. The questions will consist of short and long essay questions regarding general biology, specific questions on advanced courses taken at UTRGV and specific questions regarding their research project. The written examination will last four hours. Answers will be reviewed and an individual follow-up meeting will be given to clarify answers and inform the student of the outcome of the written examination. At the end of the comprehensive examination the graduate advisory committee will assign a grade of pass or fail, based on a majority vote of the committee.

If the student fails the written comprehensive examination, he or she may be granted permission to take a second examination, if doing so is approved by the student's graduate committee, Graduate Program Coordinator, the chair of the Department of Biology, and the dean of College of Sciences. The interval between the first and second examination may not be less than 90 days or more than one year. After two failures, no further examination is allowed.

Biology Grades

Graduate students in biology are expected to maintain a GPA of 3.0 overall, and a 3.0 GPA in all 5000 level and higher biology courses (i.e., excluding courses outside of biology and excluding undergraduate courses). A student whose overall GPA falls below 3.0 will be placed on probation. A student whose biology graduate GPA falls below a 3.0 for one semester will receive a written warning of their status. To remain in the graduate program, the student must restore his or her GPA to 3.0 by the end of the next semester.

A student who receives an "F" in any graduate course will be dismissed from the program. A student who withdraws from more than two courses after the withdraw date may be dismissed from the program at the discretion of the departmental graduate committee.

Supervisory Committee

Thesis students must form a graduate committee within 16 weeks (i.e., one semester) of starting the program. The supervisory committee must consist of at least three graduate faculty members, two of which are from the Department of Biology. The chair of a student's graduate committee is also known as the student's supervisor. Students may be removed from the biology master's program if they do not have a committee for more than 16 consecutive weeks.

Non-thesis students must meet with the Graduate Non-thesis Guiding Committee within 16 weeks (i.e., their first semester) of starting the program.

Degree Plan

Students must submit a degree plan to the biology graduate program coordinator within 16 weeks (i.e., one semester) of starting the program, preferably after completing their preliminary oral assessment or meeting with the Graduate Non-thesis Guiding Committee.

Continuous Enrollment

Students are expected to enroll continuously for biology classes, just as they are expected to enroll continuously for graduate courses. A student who is taking only courses outside biology should inform his or her supervisor and the biology graduate program coordinator to ensure that he or she is not removed from the Biology Graduate Program.

Annual Committee Meeting

Students must have an annual meeting with their graduate committee (thesis option) or the Graduate Non-thesis Guiding Committee to ensure that they are making satisfactory progress toward completion of the degree.

General Requirements for Thesis Program

Graduate students selecting the thesis option must complete 36 hours, including the thesis. The choice of courses will be determined through consultation between the student and his or her graduate supervisor and be approved by relevant administrators.

During the first semester of study following admission to graduate study, the student should choose a professor from the graduate faculty who will serve as chair of his or her graduate committee (a.k.a. supervisor) and two other faculty members chosen in consultation with the supervisor. A degree plan, signed by the student and his or her supervisor(s) must be submitted to relevant administrators for signatures. This committee will also oversee progress and supervise the required comprehensive examination.

A thesis topic and plan for research will be chosen by the student and his or her supervisor, subject to approval by the student's Graduate Committee.

The research will culminate in a thesis written in the style approved by the student's graduate committee and should be worthy of submission, in whole or in part, for publication in a peer-reviewed scientific journal. The thesis must be approved by the relevant administrators.

Following acceptance of the thesis, evidenced by the signatures of the members and by the administrators indicated above, the final copy of the thesis will be submitted to the Graduate College.

Thesis students must give a public presentation on the results of their thesis research to the department in their final semester.

General Requirements for Non-Thesis Program

A non-thesis student must complete 36 hours of coursework, which must include at least 27 hours in biological sciences. The choice of courses will be determined through consultation between the student

and the Graduate Non-thesis Guiding Committee. A maximum of nine credit hours in a supporting field may be taken if approved by the Graduate Non-thesis Guiding Committee.

Switching Degree Options

Students who have completed 18 graduate credit hours or fewer may switch between the thesis and non-thesis options by submitting a change of program form and new degree plan to the graduate program coordinator. Non-thesis students must also submit a written agreement from a prospective thesis supervisor to the graduate program coordinator.

Students who have completed more than 18 graduate credit hours must submit a written request and justification for the change to the Biology Graduate Program coordinator. Requests will be reviewed by the Biology Graduate Program coordinator and members of the Biology Graduate Committee. Requests to switch from thesis to non-thesis after more than 18 hours of coursework have been completed in a program must be strongly justified and should be supported in writing by a student's committee. If approved, the student must submit a new degree plan within eight weeks.

Thesis Option

Required Courses	5
BIOL 6101: Scientific Thinking	1
BIOL 6102: Scientific Writing	1
BIOL 6305: Biometry	3
Free Electives	24
<i>Chosen from the following:</i>	
BIOL 5136: Current Issues in Biology	1
BIOL 5300: Graduate Biology for Educators	3
BIOL 5307: Host-Parasite Relationships	3
BIOL 5312: Vertebrate Evolutionary Biology	3
BIOL 5313: Advanced Endocrinology	3
BIOL 5316: Advanced Environmental Toxicology	3
BIOL 5317: Advanced Bacterial Genetics	3
BIOL 5319: Advanced Medical Entomology	3
BIOL 5340: Statistical Ecology	3
BIOL 5342: Restoration Ecology	3
BIOL 5344: Advanced Mammalogy	3
BIOL 5346: Advanced Aquatic Entomology	3
BIOL 5388: Advanced Global Change Ecology	3
BIOL 5402: Molecular Virology	4
BIOL 5403: Advanced Remote Sensing Technology	4
BIOL 5404: Advanced Ichthyology	4
BIOL 5405: Advanced Plant Physiology	4
BIOL 5406: Advanced Mycology	4
BIOL 5407: Plant Ecology	4
BIOL 5408: Advanced Plant Pathology	4
BIOL 5409: Advanced Herpetology	4
BIOL 5410: Marine Plant Science	4
BIOL 5411: Advanced Ecological Physiology	4
BIOL 5412: Advanced Ornithology	4
BIOL 5414: Advanced Plant Systematics	4

BIOL 5418: Advanced Electron Microscopy	4
BIOL 5421: Biotechnology	4
BIOL 5422: Conservation Biology	4
BIOL 5424: Advanced Microbial Ecology	4
BIOL 5426: Advanced Marine Ecology	4
BIOL 5427: Coastal Ecology	4
BIOL 5432: Animal Behavior	4
BIOL 5452: Advanced Marine Zoology	4
BIOL 5480: Animal Communication	4
BIOL 6198: Topics in Biology	1
BIOL 6301: Molecular Techniques and Laboratory Instrumentation	3
BIOL 6303: Advanced Ecology	3
BIOL 6304: Systematic Biology	3
BIOL 6307: Animal Bioenergetics	3
BIOL 6308: Plant-Microbe Interactions	3
BIOL 6312: Advanced Cellular and Molecular Biology	3
BIOL 6316: Molecular Genetics	3
BIOL 6319: Scientific Philosophy	3
BIOL 6321: Applied Microbiology	3
BIOL 6322: History of Biology	3
BIOL 6324: Evolutionary Theory	3
BIOL 6330: Molecular and Cellular Evolution	3
BIOL 6365: Biological Research Problems	3
BIOL 6390: Biology Internship	3
BIOL 6398: Advanced Topics in Biology I	3
BIOL 6400: Neuroscience	4
BIOL 6404: Fish Ecology	4
BIOL 6412: Subtropical Ornithology	4
BIOL 6420: Plant Biochemistry and Molecular Biology	4
BIOL 6429: Advanced Agroecology	4
BIOL 6499: Advanced Topics in Biology II	4
BIOL 6185, 6285, 6385, 6485, 6585, 6685: Graduate Research	1-6

Capstone Requirement **7**

Thesis

BIOL 7100: Thesis Proposal	1
BIOL 7300: Thesis I	3
BIOL 7301: Thesis II	3
Oral Comprehensive Exam	

Total graduate hours for degree: **36**

Non-Thesis Option:

Required Courses **8**

BIOL 6101: Scientific Thinking	1
BIOL 6102: Scientific Writing	1
BIOL 6305: Biometry	3
BIOL 6365: Biological Research Problems	3

Free Electives	28
<i>Chosen from the following:</i>	
BIOL 5136: Current Issues in Biology	1
BIOL 5300: Graduate Biology for Educators	3
BIOL 5307: Host-Parasite Relationships	3
BIOL 5312: Vertebrate Evolutionary Biology	3
BIOL 5313: Advanced Endocrinology	3
BIOL 5316: Advanced Environmental Toxicology	3
BIOL 5317: Advanced Bacterial Genetics	3
BIOL 5319: Advanced Medical Entomology	3
BIOL 5340: Statistical Ecology	3
BIOL 5342: Restoration Ecology	3
BIOL 5344: Advanced Mammalogy	3
BIOL 5346: Advanced Aquatic Entomology	3
BIOL 5388: Advanced Global Change Ecology	3
BIOL 5402: Molecular Virology	4
BIOL 5403: Advanced Remote Sensing Technology	4
BIOL 5404: Advanced Ichthyology	4
BIOL 5405: Advanced Plant Physiology	4
BIOL 5406: Advanced Mycology	4
BIOL 5407: Plant Ecology	4
BIOL 5408: Advanced Plant Pathology	4
BIOL 5409: Advanced Herpetology	4
BIOL 5410: Marine Plant Science	4
BIOL 5411: Advanced Ecological Physiology	4
BIOL 5412: Advanced Ornithology	4
BIOL 5414: Advanced Plant Systematics	4
BIOL 5418: Advanced Electron Microscopy	4
BIOL 5421: Biotechnology	4
BIOL 5422: Conservation Biology	4
BIOL 5424: Advanced Microbial Ecology	4
BIOL 5426: Advanced Marine Ecology	4
BIOL 5427: Coastal Ecology	4
BIOL 5432: Animal Behavior	4
BIOL 5452: Advanced Marine Zoology	4
BIOL 5480: Animal Communication	4
BIOL 6198: Topics in Biology	1
BIOL 6301: Molecular Techniques and Laboratory Instrumentation	3
BIOL 6303: Advanced Ecology	3
BIOL 6304: Systematic Biology	3
BIOL 6307: Animal Bioenergetics	3
BIOL 6308: Plant-Microbe Interactions	3
BIOL 6312: Advanced Cellular and Molecular Biology	3
BIOL 6316: Molecular Genetics	3
BIOL 6319: Scientific Philosophy	3
BIOL 6321: Applied Microbiology	3
BIOL 6322: History of Biology	3
BIOL 6324: Evolutionary Theory	3

BIOL 6330: Molecular and Cellular Evolution	3
BIOL 6365: Biological Research Problems	3
BIOL 6390: Biology Internship	3
BIOL 6398: Advanced Topics in Biology I	3
BIOL 6400: Neuroscience	4
BIOL 6404: Fish Ecology	4
BIOL 6412: Subtropical Ornithology	4
BIOL 6420: Plant Biochemistry and Molecular Biology	4
BIOL 6429: Advanced Agroecology	4
BIOL 6499: Advanced Topics in Biology II	4

Capstone Requirement

Oral Comprehensive Exam

Total graduate hours for degree: 36

Course Descriptions

BIOL 5136: Current Issues in Biology [1-0]

Discussion and analysis of active areas of research in biology at an advanced level. Topics will vary by semester offered. **Prerequisite:** Graduate Standing.

BIOL 5300: Graduate Biology for Educators [3-0]

This course covers integrated biological principals from molecules through the biosphere, with a focus on specific contributions that knowledge of those principles has made to the physical, intellectual and esthetic welfare of humanity. The course will include lectures, readings of scholarly and popular literature, discussion, and a scholarly paper based on individual investigation of literature. **Prerequisite:** Graduate Standing.

BIOL 5307: Host-Parasite Relationships [3-0]

A comprehensive analysis of the interrelationships between host and parasite. Modern laboratory techniques essential to understanding these interrelationships will be considered. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 5312: Vertebrate Evolutionary Biology [3-3]

A course covering the theories and techniques employed in the study and conservation of vertebrate populations and their associated habits. Topics include predator/prey relationships, foraging theory, reproductive ecology and mating systems, disease ecology and community structure with a particular emphasis on the evolutionary advantages and pressures associated with development of vertebrate life histories and distributions. **Prerequisite:** Graduate Standing.

BIOL 5313: Advanced Endocrinology [3-0]

Advanced study of the endocrine system with emphasis on humans. Topics include: hormonal control of homeostasis, feeding, stress and reproduction; function of endocrine organs, cellular mechanisms of hormone action, and animal models of endocrinology, endocrine techniques and endocrine related diseases. Credit Restriction: Credit cannot be given if BIOL 4313 has been taken. **Prerequisite:** Graduate Standing.

BIOL 5316: Advanced Environmental Toxicology [3-0]
An advanced treatment of physiological and systematic interactions of environmental pollutants with biological systems. **Prerequisites:** BIOL 2401 and 2402 or 3411 and 6 hours of Organic or Biochemistry or consent of instructor.

BIOL 5317: Advanced Bacterial Genetics [3-0]
Bacterial genetics from both classical and molecular perspectives. Topics include transcription, translation, mutagenesis, transduction, transformation, conjugation and transposition. The lab is structured as a semester-long research project in which bacterial strains are randomly mutagenized, mutants are analyzed, and the mutated gene is identified. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 5319: Advanced Medical Entomology [3-0]
Study of medically important insects. The focus will be on insect vectors and the diseases that they can transmit. We will examine insect life history, population dynamics, ecology, and human impact. We will also cover some basic epidemiology and disease transmission models. **Prerequisite:** Graduate Standing.

BIOL 5340: Statistical Ecology [3-0]
The application, interpretation, and critique of statistical methods for analyzing arrays of species-by-samples data as arise in biological monitoring of environmental impacts and fundamental studies of community ecology. Topics include standard diversity indices, hierarchical clustering, multidimensional scaling, principal components analyses, analysis of similarities and selected advanced topics. This course will emphasize the use of statistical software packages and reporting of results. **Prerequisite:** Graduate standing and one course in Ecology or consent of constructor.

BIOL 5342: Restoration Ecology [3-0]
This course explores the relevance of ecological principles applicable to the recovery of degraded ecosystems. With an emphasis on the reestablishment of ecosystem functioning to facilitate recovery, topics discussed relate to the implementation and monitoring or restoration projects across systems and disturbances. **Prerequisite:** Graduate standing and one course in Ecology or consent of constructor.

BIOL 5344: Advanced Mammalogy [2-3]
A study of anatomy, evolution, distribution, systematics, ecology and physiology of mammals of North America. A research project is required. Critical review of current literature and studies of recent advances in Mammalogy are emphasized. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 5346: Advanced Aquatic Entomology [3-0]
Aquatic insect identification, taxonomy, ecology and use in bioassessment of water quality. Lower Rio Grande regional fauna emphasized. Lecture, lab and field work. **Prerequisite:** Graduate standing. \$5 laboratory fee.

BIOL 5388: Advanced Global Change Ecology [3-0]
This course will cover different aspects of global change, a critical environmental problem caused by human activities (e.g., non-sustainable agricultural practices). This course will address lectures, discussion, and assignments related to topics such as habitat transformation, species extinctions, and spread of diseases, invasive species, global warming and the impact of these factors on conservation efforts. **Prerequisite:** Graduate Standing.

BIOL 5402: Molecular Virology [3-1]

This course emphasizes current research on the genome organization and replication of viruses, functions and regulations of viral genes, molecular mechanisms of virus-host and virus-vector interactions, and novel molecular control strategies. Students will be introduced to the history of virology, taxonomy of viruses, symptomatology, epidemiology, diseases and management of viral diseases. **Prerequisite:** BIOL 3403. Laboratory fee.

BIOL 5403: Advanced Remote Sensing Technology [4-0]

This course provides training in the use of electromagnetic radiation for monitoring environmental conditions and resources. Emphasis will be placed on the operation of various remote sensors, collection of analog and digital data, and use of computer software for image processing, interpretation and integration of imagery into geographic information systems. **Prerequisite:** Consent of instructor.

BIOL 5404: Advanced Ichthyology

A study of ecology, distribution, adaptations, physiology, systematics and evolution of freshwater and marine fishes, with an emphasis on local forms. Laboratories will stress identification and other practical applications of modern ichthyological techniques. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 5405: Advanced Plant Physiology [3-3]

Physiology of plants, cell structure and function, nutrition, metabolism and factors influencing growth and development. **Prerequisite:** Graduate standing.

BIOL 5406: Advanced Mycology [3-3]

Subject areas shall include morphology and taxonomy, structure-function relationships, physiology and genetics, molecular biology, parasitism of animals and plants, applied and environmental mycology. **Prerequisites:** BIOL 3401, BIOL 3412 or BIOL 3413.

BIOL 5407: Plant Ecology [3-3]

This course will introduce students to the theoretical framework and current research in plant ecology. Plant ecology focuses on factors that influence the distribution and abundance of plants and their interactions with each other and their environment. Resource availability, seed dispersal, competition, herbivory, and disturbances all interact to influence plant survival and growth, and topics such as these are the focus of this class. We will also address timely issues relevant to current research in plant ecology such as exotic species invasions, global climate change, and human-driven changes to disturbance regimes. These topics will be discussed in relation to the primary scientific literature and other mainstream sources such as newspapers and magazines. **Prerequisite:** Graduate Standing.

BIOL 5408: Advanced Plant Pathology [3-3]

The causes, nature and control of plant diseases. Principles of plant disease development. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 5409: Advanced Herpetology [3-3]

A study of the anatomy, evolution, distribution, systematics, ecology and physiology of amphibians and reptiles, primarily of North American species with special emphasis on local forms. **Prerequisites:** Graduate standing. Laboratory Fee.

BIOL 5410: Marine Plant Science [3-3]
The common local marine flora including the microscopic and algal forms and aquatic angiosperms.
Credit Restriction: Not open to students with previous credit for BIOL 4410. Laboratory fee.
Prerequisite: Graduate Standing.

BIOL 5411: Advanced Ecological Physiology [2-3]
A comparative study of the physiological adaptations of vertebrate animals to their environments.
Emphasis is placed on the physiological basis of animal distribution and evolution. **Prerequisite:**
Graduate Standing.

BIOL 5412: Advanced Ornithology [3-3]
Studies in avian biology with emphasis on taxonomy, behavior and ecology. Cannot take for credit if
have had BIOL 4412 or equivalent. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 5414: Advanced Plant Systematics [3-3]
A study of literature and methods of experimental plant systematics, phylogenetic considerations, field
and herbarium techniques and modern biosystematic approaches applied to selected taxa will be
emphasized. Laboratory fee. **Prerequisite:** Graduate standing.

BIOL 5418: Advanced Electron Microscopy [3-3]
An introduction to electron microscopy including scanning and transmission electron microscopy. Topics
include the principles of electron microscopes, cell ultrastructure, specimen preparation, microtomy,
immunocytochemistry, operation of electron microscopes, and graphic arts. Laboratory fee.
Prerequisite: Graduate Standing.

BIOL 5421: Biotechnology [3-3]
This course will survey many areas of biotechnology. Human disease, genetic engineering of organisms,
forensics and the latest technologies used in biotechnology will be focus areas. The laboratory will be
based on discussion groups and internet based exercises to answer questions in a wide variety of
questions in areas relating to Biotechnology. **Prerequisite:** Either BIOL 3401 OR BIOL 3412 OR BIOL 3413
(one of these) AND also CHEM 23323 and CHEM 2123.

BIOL 5422: Conservation Biology [3-3]
Focus on the controlled use and systematic protection of natural resources such as forests, soils, and
water systems. Conservation integrates concepts of geography, climatology, geology, geomorphology,
chemistry, and biology into one applied standing. **Prerequisite:** Graduate standing.

BIOL 5424: Advanced Microbial Ecology
An introduction to the diversity of microbes found in nature. Emphasis is placed on the ecological
significance of bacterial communities found in terrestrial, aquatic and extreme environments, as well as
their metabolic activities, interactions and survival strategies. Microbial bioremediation and
biogeochemistry are also addressed. **Prerequisite:** Graduate Standing.

BIOL 5426: Advanced Marine Ecology
This course will include discussion of marine ecosystems and processes with a focus on the marine
environment of South Texas. **Prerequisite:** BIOL 3409.

BIOL 5427: Coastal Ecology [3-3]
This course examines the major nearshore habitats and communities of the western Gulf of Mexico including: beaches, sand dunes, estuaries, salt marshes, mud flats, sea grass meadows and rocky shores. Emphasis is placed on directed, field-oriented, individual research projects. **Prerequisite:** Graduate standing and one course in general ecology or zoology or consent of the instructor.

BIOL 5432: Animal Behavior [3-3]
This course examines the biological basis of animal behavior from an evolutionary perspective. Topics include instincts and learning, behavioral genetics, development of behavior, neural and endocrine mechanisms, adaptive significance of behavior and social behavior. **Prerequisite:** Graduate standing, four semester hours of upper-division biology.

BIOL 5452: Advanced Marine Zoology [3-3]
Structural, physiological and ecological relationships of common marine animals, stressing invertebrates of coastal waters. **Prerequisite:** BIOL 3414 recommended. Laboratory fee.

BIOL 5480: Animal Communication [3-3]
This course examines the factors that have shaped the evolution of communication in animals. Topics include the role of physics and physiology in the evolution of signaling adapted to different environment and the role of social context in animal communication. **Prerequisite:** Graduate Standing.

BIOL 6101: Scientific Thinking [1-0]
Students will review the literature for current research topics, reporting, and discussion with faculty and other students. Students will refine a topic for scientific investigation, formulate testable hypotheses, design controlled experiments, conduct scientific literature searches, and interpret the methods and results of primary literature articles, as well as refine their oral presentation skills. **Prerequisite:** Graduate standing.

BIOL 6102: Scientific Writing [1-0]
Students will learn professional skills for a career in the biological sciences such as grant agency selection, grant writing, preparation of curriculum vitae, the peer review process, development and formatting of manuscripts, scientific proposals, review papers, cover letters and preparation of. Students will learn to make proper use of bibliographic citations, write technical papers and prepare documents. **Prerequisites:** Graduate standing.

BIOL 6198: Topics in Biology [0-1]
Specialized context and field experiences not available in other courses. **Prerequisite:** Graduate Standing.

BIOL 6301: Molecular Techniques and Laboratory Instrumentation [2-3]
This course studies the theory and application of laboratory techniques, with an emphasis on molecular techniques. The course may be team taught by various members of the graduate faculty as expertise dictates. **Prerequisite:** Graduate standing.

BIOL 6303: Advanced Ecology [2-0]
Utilization of modern techniques to analyze interrelationships between plants, animals and the environment. Terrestrial and freshwater environments will be considered. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 6304: Systematic Biology [3-0]
Theory and methods of taxonomy, classification, phylogeny and biogeography. **Prerequisite:** Graduate Standing.

BIOL 6305: Biometry [3-0]
Statistical analysis and principles as applied to biological problems. **Recommended Prerequisite:** Undergraduate statistics course. Laboratory fee.

BIOL 6307: Animal Bioenergetics [3-0]
This course provides a detailed examination of the ecology and physiology of energy extraction and allocation in animals. The effects of temperature and the proximate and ultimate mechanisms that drive allocation strategies under varying environmental conditions will be emphasized. Students will gain experience in critical thinking about their own research and the research of others through weekly paper discussions. **Prerequisite:** Graduate standing.

BIOL 6308: Plant-Microbe Interactions [3-0]
The course will cover advanced plant pathology topics and several others not covered in BIOL 4408/5408. The graduate student will become familiar with the concepts underlying the interactions of microbes and plants across a continuum of symbioses. Modern ideas from very recent scientific literature concerning the molecular nature of plant pathogenicity and resistance will be emphasized. **Prerequisites:** BIOL 4408 or BIOL 5408; BIOL 3401, BIOL 3412, BIOL 3413 or BIOL 3415; consent of instructor.

BIOL 6312: Advanced Cellular and Molecular Biology [3-0]
An in-depth study of the physical and molecular activity at the cellular level. Topics to be emphasized include nucleic acid structure and organization, gene expression and its regulation, protein structure and recombinant DNA techniques. **Prerequisite:** Graduate standing, BIOL 3412 or equivalent, CHEM 3303 or equivalent.

BIOL 6316: Molecular Genetics [3-0]
Subject matter in this course will be dealing with the modern concepts of genetics with emphasis on molecular-level investigations of DNA, gene structure, transcription, translation and gene regulation as elucidated through studies of gene cloning, recombinant DNA technology and biochemical genetics. **Prerequisite:** Graduate standing and one of the following courses: BIOL 3401 OR BIOL 3406 OR BIOL 3412 OR BIOL 3413 OR BIOL 3415 OR BIOL 4417.

BIOL 6319: Scientific Philosophy [3-0]
A study of the characteristics of science and the relationship between modern science and culture. A student interactive course investigating how science actually proceeds, how it should ideally be carried out, the motivations and roles of the individuals involved, and their interaction with society as a whole. **Prerequisite:** Graduate Standing.

BIOL 6321: Applied Microbiology [3-0]
This course is primarily associated with the commercial exploitation of microorganisms, and involves processes and products that are of major economic, environmental and medical importance to humankind. Aspects of industrial microbiology such as production of valuable microbial products via fermentation processes will be emphasized. Key aspects of microbial physiology to elucidate the

versatility of microorganisms for their diverse metabolic activities and products will be included in the course. **Prerequisite:** BIOL 3401. \$4 laboratory fee.

BIOL 6322: History of Biology [3-0]

A survey of the events that have led to the development of biology as a science, with in-depth discussions of the order, timing and chronology of discoveries in biology from antiquity to the present. Trends of thought in the biological sciences with emphasis on notable contributors will be highlighted. **Prerequisite:** Graduate standing.

BIOL 6324: Evolutionary Theory [3-0]

Examination of current and historical concepts in research on micro and macroevolution. Topics include natural and sexual selection, adaptation, homology, phylogenetic reconstruction, gene flow, molecular evolution, speciation, hybridization and extinction. **Prerequisite:** Graduate Standing.

BIOL 6330: Molecular and Cellular Evolution [3-0]

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

BIOL 6365: Biological Research Problems [3-0]

The student, in conference with his or her committee chair, will define an independent research problem. The student's committee will approve the problem prior to enrollment. Non-thesis students must give a department presentation about their proposed BIOL 6365 research project prior to enrollment. If taken in summer, the student should enroll in no other course that summer term. The student's report will be written in an approved scientific style. One copy will be retained by the faculty member directing the research, and one copy will be placed in the student's biology graduate program file. Laboratory Fee. **Prerequisite:** Departmental seminar (non-thesis students).

BIOL 6390: Biology Internship

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

BIOL 6398: Advanced Topics in Biology I

Topics will cover specialized areas of study in the biological sciences that tend not to be part of regular course offerings. Subjects may vary from semester to semester, depending on the faculty member teaching the course. A student may take this course up to two times for credit. **Prerequisite:** Graduate Standing.

BIOL 6400: Neuroscience [4-3]

This course studies the integrative functions of the animal nervous system from molecules to behavior. **Prerequisite:** Graduate standing.

BIOL 6404: Fish Ecology [4-3]
Interactions of fishes especially teleosts, with their physical and biotic environment. The lab emphasizes fieldwork and includes an individual student project. **Prerequisite:** Graduate standing.

BIOL 6412: Subtropical Ornithology [3-3]
Ecology, history, behavior and conservation of subtropical bird communities, focusing on breeding birds of the Lower Rio Grande Valley. Students will perform field studies of birds and several field trips will be held. Laboratory fee. **Prerequisites:** Graduate standing.

BIOL 6420: Plant Biochemistry and Molecular Biology [3-3]
The lecture portion of this course will present the unique biological aspects of plants in the context of their biochemistry, physiology and cellular and molecular biology. The laboratory portion of this course will teach students the unique lab techniques involved in the study of plant biochemistry and molecular biology. **Prerequisite:** Graduate standing and one of the following courses: BIOL 3401 OR BIOL 3406 OR BIOL 3412 OR BIOL 3413 OR BIOL 3415 OR BIOL 4417.

BIOL 6429: Advanced Agroecology [3-3]
Ecological concepts and principles are applied to the design and management of sustainable agroecosystems. Alternatives for agriculture are discussed in terms of ecosystem structure and function. A weekly three-hour lab is required, with lab fees charged. **Prerequisite:** Graduate Standing.

BIOL 6499: Advanced Topics in Biology II [3-3]
Topics will cover specialized areas of study in the biological sciences that tend not to be part of regular course offerings. Subjects may vary from semester to semester, depending on the faculty member teaching the course. A student may take this course up to two times for credit. **Prerequisite:** Graduate Standing.

BIOL 6185, 6285, 6385, 6485, 6585, 6685: Graduate Research
Faculty supervised research designed for students who are working on a research or the thesis project. Courses are offered with between 1 and 6 semester credit hours. A maximum of six semester credit hours of graduate research will count toward the degree; subsequent enrollments will not count. **Prerequisites:** Graduate standing or consent of instructor.

BIOL 7100: Thesis Proposal [1-0]
All graduate students undertaking a thesis will be required to enroll for credit in this class. All biology graduate students are strongly encouraged to attend other students' thesis proposal presentations each semester they are enrolled in graduate school. Students in this class will give a presentation on their planned thesis research before other graduate students and faculty. The presentation should include the conceptual basis for the project, the hypothesis to be tested or questions to be answered, and details of the methodology planned to be used in answering the question. **Prerequisite:** Graduate standing.

BIOL 7300: Thesis I [3-0]
Supervised research. Will include design of an original research problem with a written proposal, collection and analysis of original data and writing of a scientific report thesis format. **Prerequisite:** Instructor's permission.

BIOL 7301: Thesis II [3-0]
Continuation of BIOL 7300. **Prerequisite:** Instructor's permission.

Department of Chemistry

- Chemistry (MS)

Program of Study - Chemistry (MS)

General Overview

The Department of Chemistry provides a program for graduate students to complete the Master of Science degree in chemistry to become professional chemists. The program requires students to finish 12-credit hours of chemistry core courses which must include 3-credit hours of seminar courses, and 12-credit hours of elective courses. In order to meet the total 30-credit hour requirement for graduation, students in the traditional research track need to complete 6-credit hours of thesis and chemical research, while those in non-thesis track should take an additional 6-credit hours of chemistry electives which must include CHEM 6370 Chemical Education. Students may be allowed to bring in a maximum of 6-credit graduate hours from courses other than chemistry.

Admission Requirements

To be admitted to the graduate program in chemistry, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Undergraduate degree with major in chemistry or 32 hours of undergraduate courses in chemistry. A minimum GPA of 3.0 is required for undergraduate coursework
3. Submission of two letters of recommendation
4. Submission of a statement of interest explaining objectives in pursuing the degree and area of interest within chemistry, biochemistry, or material science

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

The program committee will have the authority to accept into unconditional status any applicant whose qualifications fall short of the requirements.

Probationary admission will be considered for applicants who do not satisfy the criteria outlined above but are not granted unconditional status by the program committee. The program committee will base probationary admission on the strength of the applicant's application portfolio and recommendations.

Such probationary admission may require courses addressing application deficiencies, and/or advice to take additional coursework in a particular field. These steps must be taken before the applicant is granted non-probationary or clear status.

The applicant may not proceed beyond 12 credit hours of Chemistry Graduate courses with a probationary status.

Program Requirements

General Requirements for Thesis Option

A supervised master's thesis is required. The thesis option provides much needed practical experience and technical skills, insight into the intricacies of scientific research and the opportunity to develop written and oral communication skills. When a clearly defined project has been outlined, the

candidate can advance the study in coordination with an advisor. The thesis track involves 3 credits of seminar, writing and literature search techniques, and 6 credits of research work.

Required Courses **12**
12- Credit hours must be completed from the Chemistry Core courses listed below and must include 3-credit hours of Seminar. Students should complete the Core course pertaining to the specialization track being sought and take two other non-Seminar courses from the Core list.

Analytical
CHEM 6320: Advanced Instrumental Analysis 3

Biochemistry
CHEM 6305: Biochemistry 3

Inorganic
CHEM 6315: Inorganic Chemistry I 3

Organic
CHEM 6310: Advanced Organic Chemistry 3

Physical
CHEM 6325: Advanced Physical Chemistry 3

Seminar Courses
CHEM 7101: Seminar I 1
CHEM 7102: Seminar II 1
CHEM 7103: Seminar III 1

Chemistry Elective Courses **12**
Choose from the following:
CHEM 6302: Environmental Chemistry 3
CHEM 6330: Special Topics in Organic Chemistry 3
CHEM 6340: Special Topics in Inorganic Chemistry 3
CHEM 6350: Special Topics in Analytical Chemistry 3
CHEM 6360: Special Topics in Physical Chemistry 3
CHEM 6370: Special Topics in Chemical Education 3
CHEM 6380: Special Topics in Biochemistry 3
CHEM 6390: Physical Biochemistry 3

Capstone Requirement
Choose one of the following options:

Thesis Option **6**
CHEM 7300: Thesis I 3
CHEM 7301: Thesis II 3

Non-Thesis Option**6**

An additional 6 credit hours of graduate Chemistry work is required which must include CHEM 6370: Chemical Education.

*** Six credit hours could be from supporting disciplines with prior approval from the Graduate Committee. Special topics courses can be repeated up to three times as long as the content is different for each.*

Total graduate hours required for degree:**30****Course Descriptions**

CHEM 6302: Environmental Chemistry [3-0]

Environmental chemistry will provide the students with enhanced understanding of the different aspects of environmental chemistry, including aquatic chemistry and aqueous based natural reactions as well as the effects of anthropogenic activity on the environment. **Prerequisite:** Acceptance into Chemistry Graduate Program or instructor's permission.

CHEM 6305: Biochemistry [3-0]

This course discusses the mechanisms of biosynthesis of macromolecules, particularly amino acids, proteins, fatty acids, lipids, polysaccharides, purines, pyrimidines and nucleic acids. Emphasis will be given to how these processes are controlled and integrated with the metabolism of the cell and the molecular basis of disorders related to the intermediary metabolism. The molecular mechanism of signal transduction and recombinant DNA technology is also emphasized. **Prerequisite:** CHEM 3303.

CHEM 6310: Advanced Organic Chemistry [3-0]

The course deals with the advanced organic reactions including alpha carbonyl chemistry, cycloadditions, unimolecular rearrangements and thermal eliminations. It also deals with modern asymmetric syntheses and their applications to chiral medicinal drugs, stereochemistry of carbon compounds, their principles and applications, molecular symmetry and chirality, dynamic stereochemistry, stereoselective reactions and spectroscopic methods in organic chemistry. **Prerequisite:** CHEM 2303

CHEM 6315: Inorganic Chemistry I [3-0]

Coordination chemistry, ligand and crystal field theories and chemistry of transition elements. **Prerequisite:** CHEM 3301.

CHEM 6320: Advanced Instrumental Analysis [3-0]

Advanced study of instrumental analysis and instrumental design. The course covers ultraviolet-visible, infrared, Raman and nuclear magnetic resonance spectroscopy. **Prerequisite:** CHEM 2301

CHEM 6325: Advanced Physical Chemistry [3-0]

Advanced study of various methods for studying molecular structure. Methods covered include quantum mechanics, statistical mechanics, molecular spectroscopy and nuclear chemistry. **Prerequisite:** CHEM 3304.

- CHEM 6330: Special Topics in Organic Chemistry [3-0]
May include advanced organic preparative laboratory, advanced organic synthesis, polymer synthesis, polymer physics and engineering and organic nanomaterials. **Prerequisite:** CHEM2303.
- CHEM 6340: Special Topics in Inorganic Chemistry [3-0]
May include advance biochemical techniques, protein biochemistry, biotechnology, critical developments in biochemistry, advanced training and conduct in biochemistry, enzymes biochemistry and clinical biochemistry. **Prerequisites:** Undergraduate Biochemistry, CHEM 3303.
- CHEM 6350: Special Topics in Analytical Chemistry [3-0]
May include clinical instrumentation, quality control/quality assurance, chemical separations, laser analytical chemistry, advance instrumental laboratory investigations, environmental chemistry, geochemistry, marine chemistry and forensic sciences. **Prerequisites:** Undergraduate Analytical Chemistry, CHEM 2301.
- CHEM 6360: Special Topics in Physical Chemistry [3-0]
May include quantum chemistry, thermodynamics, kinetics, statistical mechanics, group theory and nuclear chemistry. **Prerequisites:** Undergraduate Physical Chemistry I & II, CHEM 3304 and CHEM 3305.
- CHEM 6370: Special Topics in Chemical Education [3-0]
Special topics for the enhancement of chemical education including chemistry, technology, environmental science and other related topics. May be repeated for credit up to 9 hours. **Prerequisite:** Assigned teaching duties or graduate student status.
- CHEM 6380: Special Topics in Biochemistry [3-0]
May include advance biochemical techniques, protein biochemistry, biotechnology, critical developments in biochemistry, advanced training and conduct in biochemistry, enzymes biochemistry and clinical biochemistry. **Prerequisite:** Undergraduate Biochemistry, CHEM 3303.
- CHEM 6390: Physical Biochemistry [3-0]
A discussion of the physical principles governing biological macromolecular structure and function, and the physicochemical experiments used to probe their structure and function. **Prerequisite:** Graduate student standing.
- CHEM 7101: Seminar I [1-0]
Presentation of the proposed thesis project. **Prerequisite:** Instructor's permission.
- CHEM 7102: Seminar II [1-0]
Presentation of techniques and research plans to be used to accomplish the proposed thesis project. **Prerequisite:** Instructor's permission.
- CHEM 7103: Seminar III [1-0]
Presentation of data and results gathered during the investigation of the proposed thesis project. **Prerequisite:** Instructor's permission.
- CHEM 7300: Thesis I [3-0]
Research work culminating in a presentation of thesis research data. **Prerequisites:** CHEM 7101, CHEM 7102 and graduate advisor's permission.

CHEM 7301: Thesis II

[3-0]

Research work culminating in a thesis defense. **Prerequisite:** CHEM 7300 and graduate advisor's permission.

School of Earth, Environmental, and Marine Sciences

- Agricultural, Environmental and Sustainability Sciences (MS)
- Ocean, Coastal and Earth Sciences (MS)

Program of Study - Agricultural, Environmental, and Sustainability Sciences (MS)

Program Requirements

Required Core Courses **4**

EEMS 6100: Systems Science and Applications Seminar 1

EEMS 6300: Ecosystem Management and Social-Ecological Resiliency 3

Required Electives **6**

Students must take two of the three courses listed. The third, if taken, will count as a Restricted Elective - Group 1

EEMS 6305: Advanced Sustainable Agriculture 3

EEMS 6350: Novel Ecosystems and Built Environments 3

ENVR 6320: Environmental Policy 3

Restricted Electives – Group 1 **8-20**

EEMS 5360: Soil Science and Conservation 3

EEMS 5365: Integrated Pest Management 3

EEMS 6199: Systems Science Issues and Applications Seminar 1

EEMS 6310: Coastal and Deltaic Processes 3

EEMS 6320: Biogeochemistry 3

EEMS 6330: Hydrologic Systems 3

EEMS 6355: Environmental Geophysics I 3

EEMS 6360: Food Science 3

EEMS 6365: Nanotechnologies for Food and Agriculture 3

EEMS 6385: Graduate Research (*No more than 6 hours can be counted towards the thesis track*) 3

EEMS 6390: Graduate Internship 3

EEMS 6391: Supervised Teaching 3

ENVR 5301: Conservation of Natural Resources 3

ENVR 5350: Environmental Planning and Permitting 3

ENVR 6350: Environmental Management 3

ENVR 6450: Environmental Management 4

GEOL 5401: Geographic Information Systems 3

BIOL 5340: Statistical Ecology 3

BIOL 6305: Biometry 3

BIOL 6429: Advanced Agroecology 3

POLI 6301: Urban Sustainability 3

All 'Advanced Topics' courses in ENVR, GEOL, or MARS are included

Restricted Electives – Group 2 **0-12**

Approval from the Graduate Advisory Committee (GAC) is required to take the courses listed Below. Courses not on this list may be counted with the approval of the GAC or Program Coordinator.

ANTH 6314: Environmental Anthropology	3
BIOL 5340: Statistical Ecology	3
BIOL 5342: Restoration Ecology	3
BIOL 5344: Advanced Mammalogy	3
BIOL 5346: Advanced Aquatic Entomology	3
BIOL 5388: Advanced Global Change Ecology	3
BIOL 5403: Advanced Remote Sensing Technology	4
BIOL 5404: Advanced Ichthyology	4
BIOL 5405: Advanced Plant Physiology	4
BIOL 5407: Plant Ecology	4
BIOL 5408: Advanced Plant Pathology	4
BIOL 5409: Advanced Herpetology	4
BIOL 5412: Advanced Ornithology	4
BIOL 5422: Conservation Biology	4
BIOL 5424: Advanced Microbial Ecology	4
BIOL 5426: Advanced Marine Ecology	4
BIOL 5427: Coastal Ecology	4
BIOL 5452: Advanced Marine Zoology	4
BIOL 6303: Advanced Ecology	3
BIOL 6308: Plant-Microbe Interactions	3
BIOL 6321: Applied Microbiology	3
BIOL 6404: Fish Ecology	4
BIOL 6412: Subtropical Ornithology	4
BIOL 6420: Plant Biochemistry and Molecular Biology	4
CHEM 6302: Environmental Chemistry	3
ENGR 6301: Water Resources and Disaster Management	3
MARS 5410: Marine Plant Science	4
SOCI 6306: Resources, Society and Environment	3
Capstone Requirement	6
Thesis	
EEMS 7300: Thesis I	3
EEMS 7301: Thesis II	3
Thesis Defense	
Non-Thesis	
EEMS 6386: Non-Thesis Research	3
EEMS 6390: Graduate Internship	3
Total graduate hours for degree:	36

Course Descriptions:

EEMS 5360: Soil Science and Conservation [3-0]
This course will introduce the critical importance of soils in sustaining life on land and in maintaining food production capabilities. An overview of basic soil science concepts will be followed by an introduction of ecological principles that define below ground ecosystem functioning. We will also

explore soil degrading processes, and approaches for restoring and conserving soils. **Prerequisite:** Graduate Standing.

EEMS 5360: Integrated Pest Management [3-0]
This course provides a fundamental understanding of the theory and practice of modern integrated pest management strategies, and will cover a wide variety of pest types (e.g. insects, plants, fungi, nematodes) and methodologies (e.g. biological control, pesticides, hormone disruption, sterile insect techniques), with a focus on biological control strategies for insect pests in agricultural and natural systems. Students will attain proficiency in developing integrated pest management plans and in executing biological control measures targeting several local pest species. **Prerequisite:** Graduate Standing.

EEMS 6100: Systems Science Issues and Applications Seminar [1-0]
Discussion and analysis of active areas of research in the areas of Earth, Environmental, and Marine Sciences. **Prerequisite:** Graduate Standing.

EEMS 6199: Systems Science Issues and Applications Seminar [1-0]
This course will include discussion of marine ecosystems and processes with a focus on the marine environment of South Texas. Not open to students with previous credit for MARS/BIOL4426. **Prerequisite:** Graduate Standing.

EEMS 6300: Ecosystem Management and Social-Ecological Resiliency [3-0]
This course seeks to provide students with an understanding of key concepts related to natural resource and ecosystem management, including socio-ecological systems, collaborative network theory, ecosystem service valuation, as well as the diversity of private stakeholders and government institutions involved in the decision making process. **Prerequisite:** Graduate Standing.

EEMS 6305: Advanced Sustainable Agriculture [3-0]
This course provides an overview of the sustainability of food production at multiple levels: farm, community, region, nation and global. Students will examine ecological, socio-economic, and cultural implications of food systems, and discuss how these may change in response to different agricultural or environmental policies. Students will gain understanding of environmental problems caused by conventional agriculture, and challenges posed by sustainable agriculture in light of global climate change, desertification, and water scarcity. **Prerequisite:** Graduate Standing.

EEMS 6310: Coastal and Deltaic Processes [3-0]
This course provides a comprehensive study of the physical and geological processes controlling the morphology of coastal environments. Beach, estuarine, deltaic, lagoonal, barrier island and shelf processes and environments are examined in detail. **Prerequisite:** Graduate Standing.

EEMS 6320: Biogeochemistry [3-0]
This course provides a comprehensive study of the cycling and interactions of elements essential to life throughout the Earth system including the influence of biological, geological, and chemical processes. **Prerequisite:** Graduate Standing.

EEMS 6330: Hydrologic Systems [3-0]

This course provides a comprehensive study of advanced quantitative treatment of surface water and groundwater hydrology, focusing on analysis of observed hydrologic and hydroclimatic variability, and their interpretation in terms of the underlying biological, geological, and chemical processes.

Prerequisite: Graduate Standing.

EEMS 6350: Novel Ecosystems and Built Environments [3-0]

This course provides an overview of novel ecosystems and built environments. It covers how changes in climate, species distributions, and human land use interact to shape ecosystem structure and function in novel ways. Students will gain understanding of the opportunities and challenges novel ecosystems and built environments pose for ecological and economic sustainability. **Prerequisite:** Graduate Standing.

EEMS 6355: Environmental Geophysics I [3-0]

Geophysical methods have become an increasingly valuable tool for application within a variety of agroecosystems. This course studies the theory and practical applications of three geophysical methods applied to Agricultural geophysics, which are resistivity, electromagnetic induction, and ground penetrating radar. The fundamentals applications covered in this course apply not only to Agricultural Geophysics but also to a broader set of environmental investigations. **Prerequisite:** Graduate Standing.

EEMS 6360: Food Science [3-0]

This course provides a foundation in hard science while integrating evidence-based practice with analysis of worldwide food sustainability. Students will develop the ability to apply technical skills and critical analysis to real-world issues of food safety, food sustainability, and ecologically sound practices of consumption and agriculture. It includes culturally specific discussions of food preparation and consumption, as well as an overview of the historical and ecological significance of each food group covered. It also presents a thorough review of food preparation, food science, and technology. The course will gently push students to contextualize key food science concepts within a larger ecological and historical framework. **Prerequisite:** Graduate Standing.

EEMS 6365: Nanotechnologies for Food and Agriculture [3-0]

This course provides students with challenging issues in food and agriculture and nanotechnology is one of the exciting new fields of research to address many of the pressing needs in the food and agriculture sectors. It is divided into three parts: Part I incorporates emerging nanotechnologies, Part II deals with nanotechnologies used in detection, delivery, and treatment, Part III addresses the toxicity issues and acceptance of this technology by public. It is also intended to provide a step stone to students for establishing collaborations, formulating strategies, and spawning new ideas and approaches that will help resolve some of the most vexing challenges facing food and agriculture in a growing world.

Prerequisite: Graduate Standing.

EEMS 6385: Graduate Research

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

EEMS 6386: Non-Thesis Research

Faculty supervised research designed for students who are working on an internship project. Students pursuing a Graduate Internship may perform research geared towards professional development, e.g.,

the generation of a relevant professional paper, or as preparation for an internship position.

Prerequisite: Graduate Standing.

EEMS 6390: Graduate Internship [3-3]

This course is an applied experience in an industrial, educational, private agency, or government facility. A maximum of 3 SCH of Graduate Internship will count toward the degree; subsequent enrollments will not count. **Prerequisite:** Graduate Standing.

EEMS 6391: Supervised Teaching [3-0]

This course is to prepare students for becoming be effective teaching assistants during their graduate careers and to prepare them for independent teaching and presentations. A maximum of 3 SCH of Supervised Teaching will count toward the degree; subsequent enrollments will not count.

Prerequisite: Graduate Standing.

EEMS 7300: Thesis I [3-0]

This supervised research course will include design of an original research problem with a written proposal, collection and analysis of original data, and writing of a scientific report in acceptable publication format. A maximum of 3 SCH of Thesis I will count toward the degree; subsequent enrollments will not count. **Prerequisite:** Graduate Standing.

EEMS 7301: Thesis II [3-0]

This supervised research course will include design of an original research problem with a written proposal, collection and analysis of original data, and writing of a scientific report in acceptable publication format. A maximum of 3 SCH of Thesis II will count toward the degree: subsequent enrollments will not count. **Prerequisite:** Graduate Standing.

ENVR 5301: Conservation of Natural Resources [3-0]

An in depth review of the distribution of natural resources, with special emphasis on new solutions to problems of resource scarcity. Topics include: energy, water, air and food resources and other selected components of the lithosphere, hydrosphere, atmosphere and biosphere. Economic, demographic, and political issues are considered as they affect natural resources.

ENVR 5350: Environmental Planning and Permitting [3-0]

This course reviews concepts, approaches, and techniques to environmental planning and the necessary procedures to prepare local, state, and federal environmental permits under SEPA and NEPA guidelines. Students will become familiarized with the environmental permit planning, process, and application as applied to urban land and coastal development. The basics of environmental project management will be integrated into the permit assignments of this course. Students will gather information from local sites following mock proposed development scenarios to practice submitting permits to the EPA, ACOE, and USFWS in addition to other agencies. Skills and practice permits include, but are not limited to, site plan review, SWPPP, NPDES, MS4, CWA Section 401 and 404, and EIA. Students completing this class are encouraged to use their knowledge and skills to seek state or national certification in these areas.

ENVR 6350: Environmental Management [3-0]
This course provides an overview of environmental management of land and coastal areas with a focus on the protection of natural resources and human and ecological health. Students will learn how to implement management and protection options for land, water, coastal land, forestry and wildlife, and waste management. Management approaches to planning and reporting at the local, state, federal, and international levels are covered. This information is used by student teams to develop a management plan focusing one of the following environments: agricultural, rangeland, recreational and multiuse, rural, urban, or coastal, and for which offers protection to environmental resources and allows for future planning.

ENVR 6450: Environmental Monitoring [3-0]
This course covers the field and laboratory testing and analysis techniques of environmental monitoring to meet state and federal guidelines. Monitoring areas include, but are not limited to, soils and sediments, water, and plants and animals. Field geological, water quality, and ecological census techniques are taught through hands-on, practical student learning. Students will also learn applicable laboratory skills and maintaining quality assurance through sampling handling, storage, and physical and chemical measurement techniques. Additionally, students are taught how methods of data gathering and sampling, analysis, and presentation can affect environmental interpretations.

GEOG 5401: Geographic Information Systems [3-0]
This course covers more advanced concepts and techniques of Geographic Information Systems (GIS). Concepts include: spatial analysis techniques for both vector and raster-based data models; examination of relational databases and database management systems; and hands-on use of ArcGIS software with an emphasis on the following extensions: Spatial Analyst, Network Analyst, 3-D Analyst, Geostatistical Analyst and Business Analyst in a laboratory setting and course project.

ANTH 6314: Environmental Anthropology [3-0]
An introduction to human/environmental interactions from various anthropological perspectives. History of anthropological approaches to the environment, emphasizing the mutual interconnectedness of people and nature. Survey of evolutionary models, cultural ecology, systems approaches, indigenous knowledge, ethno ecology, nature and the state, political ecology, eco-feminism, environmentalism, and environmental justice.

BIOL 5340: Statistical Ecology [3-0]
The application, interpretation, and critique of statistical methods for analyzing arrays of species-by-samples data as arise in biological monitoring of environmental impacts and fundamental studies of community ecology. Topics include standard diversity indices, hierarchical clustering, multidimensional scaling, principal components analyses, analysis of similarities and selected advanced topics. This course will emphasize the use of statistical software packages and reporting of results. **Prerequisite:** Graduate standing and one course in Ecology or consent of constructor.

BIOL 5342: Restoration Ecology [3-0]
This course explores the relevance of ecological principles applicable to the recovery of degraded ecosystems. With an emphasis on the reestablishment of ecosystem functioning to facilitate recovery, topics discussed relate to the implementation and monitoring or restoration projects across systems and disturbances. **Prerequisite:** Graduate standing and one course in Ecology or consent of constructor.

BIOL 5344: Advanced Mammalogy [2-3]
A study of anatomy, evolution, distribution, systematics, ecology and physiology of mammals of North America. A research project is required. Critical review of current literature and studies of recent advances in Mammalogy are emphasized. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 5346: Advanced Aquatic Entomology [3-0]
Aquatic insect identification, taxonomy, ecology and use in bioassessment of water quality. Lower Rio Grande regional fauna emphasized. Lecture, lab and field work. **Prerequisite:** Graduate standing. \$5 laboratory fee.

BIOL 5388: Advanced Global Change Ecology [3-0]
This course will cover different aspects of global change, a critical environmental problem caused by human activities (e.g., non-sustainable agricultural practices). This course will address lectures, discussion, and assignments related to topics such as habitat transformation, species extinctions, and spread of diseases, invasive species, global warming and the impact of these factors on conservation efforts. **Prerequisite:** Graduate Standing.

BIOL 5403: Advanced Remote Sensing Technology [4-0]
This course provides training in the use of electromagnetic radiation for monitoring environmental conditions and resources. Emphasis will be placed on the operation of various remote sensors, collection of analog and digital data, and use of computer software for image processing, interpretation and integration of imagery into geographic information systems. **Prerequisite:** Consent of instructor.

BIOL 5404: Advanced Ichthyology
A study of ecology, distribution, adaptations, physiology, systematics and evolution of freshwater and marine fishes, with an emphasis on local forms. Laboratories will stress identification and other practical applications of modern ichthyological techniques. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 5405: Advanced Plant Physiology [3-3]
Physiology of plants, cell structure and function, nutrition, metabolism and factors influencing growth and development. **Prerequisite:** Graduate standing.

BIOL 5407: Plant Ecology [3-3]
This course will introduce students to the theoretical framework and current research in plant ecology. Plant ecology focuses on factors that influence the distribution and abundance of plants and their interactions with each other and their environment. Resource availability, seed dispersal, competition, herbivory, and disturbances all interact to influence plant survival and growth, and topics such as these are the focus of this class. We will also address timely issues relevant to current research in plant ecology such as exotic species invasions, global climate change, and human-driven changes to disturbance regimes. These topics will be discussed in relation to the primary scientific literature and other mainstream sources such as newspapers and magazines. **Prerequisite:** Graduate Standing.

BIOL 5408: Advanced Plant Pathology [3-3]
The causes, nature and control of plant diseases. Principles of plant disease development. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 5409: Advanced Herpetology [3-3]
A study of the anatomy, evolution, distribution, systematics, ecology and physiology of amphibians and reptiles, primarily of North American species with special emphasis on local forms. **Prerequisites:** Graduate standing. Laboratory Fee.

BIOL 5412: Advanced Ornithology [3-3]
Studies in avian biology with emphasis on taxonomy, behavior and ecology. Cannot take for credit if have had BIOL 4412 or equivalent. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 5422: Conservation Biology [3-3]
Focus on the controlled use and systematic protection of natural resources such as forests, soils, and water systems. Conservation integrates concepts of geography, climatology, geology, geomorphology, chemistry, and biology into one applied standing. **Prerequisite:** Graduate standing.

BIOL 5424: Advanced Microbial Ecology
An introduction to the diversity of microbes found in nature. Emphasis is placed on the ecological significance of bacterial communities found in terrestrial, aquatic and extreme environments, as well as their metabolic activities, interactions and survival strategies. Microbial bioremediation and biogeochemistry are also addressed. **Prerequisite:** Graduate Standing.

BIOL 5426: Advanced Marine Ecology
This course will include discussion of marine ecosystems and processes with a focus on the marine environment of South Texas. **Prerequisite:** BIOL 3409.

BIOL 5427: Coastal Ecology [3-3]
This course examines the major nearshore habitats and communities of the western Gulf of Mexico including: beaches, sand dunes, estuaries, salt marshes, mud flats, sea grass meadows and rocky shores. Emphasis is placed on directed, field-oriented, individual research projects. **Prerequisite:** Graduate standing and one course in general ecology or zoology or consent of the instructor.

BIOL 5452: Advanced Marine Zoology [3-3]
Structural, physiological and ecological relationships of common marine animals, stressing invertebrates of coastal waters. **Prerequisite:** BIOL 3414 recommended. Laboratory fee.

BIOL 6303: Advanced Ecology [3-3]
Utilization of modern techniques to analyze interrelationships between plants, animals and the environment. Terrestrial and freshwater environments will be considered. Laboratory fee. **Prerequisite:** Graduate Standing.

BIOL 6305: Biometry [3-0]
Statistical analysis and principles as applied to biological problems. **Recommended Prerequisite:** Undergraduate statistics course. Laboratory fee.

BIOL 6308: Plant-Microbe Interactions [3-0]
The course will cover advanced plant pathology topics and several others not covered in BIOL 4408/5408. The graduate student will become familiar with the concepts underlying the interactions of microbes and plants across a continuum of symbioses. Modern ideas from very recent scientific literature concerning the molecular nature of plant pathogenicity and resistance will be emphasized. **Prerequisites:** BIOL 4408 or BIOL 5408; BIOL 3401, BIOL 3412, BIOL 3413 or BIOL 3415; consent of instructor.

BIOL 6321: Applied Microbiology [3-0]
This course is primarily associated with the commercial exploitation of microorganisms, and involves processes and products that are of major economic, environmental and medical importance to humankind. Aspects of industrial microbiology such as production of valuable microbial products via fermentation processes will be emphasized. Key aspects of microbial physiology to elucidate the versatility of microorganisms for their diverse metabolic activities and products will be included in the course. **Prerequisite:** BIOL 3401. \$4 laboratory fee.

BIOL 6404: Fish Ecology [4-3]
Interactions of fishes especially teleosts, with their physical and biotic environment. The lab emphasizes fieldwork and includes an individual student project. **Prerequisite:** Graduate standing.

BIOL 6412: Subtropical Ornithology [3-3]
Ecology, history, behavior and conservation of subtropical bird communities, focusing on breeding birds of the Lower Rio Grande Valley. Students will perform field studies of birds and several field trips will be held. Laboratory fee. **Prerequisites:** Graduate standing. BIOL 4412 or BIOL 5412 recommended.

BIOL 6420: Plant Biochemistry and Molecular Biology [3-3]
The lecture portion of this course will present the unique biological aspects of plants in the context of their biochemistry, physiology and cellular and molecular biology. The laboratory portion of this course will teach students the unique lab techniques involved in the study of plant biochemistry and molecular biology. **Prerequisite:** Graduate standing and one of the following courses: BIOL 3401 OR BIOL 3406 OR BIOL 3412 OR BIOL 3413 OR BIOL 3415 OR BIOL 4417.

BIOL 6429: Advanced Agroecology [3-3]
Ecological concepts and principles are applied to the design and management of sustainable agroecosystems. Alternatives for agriculture are discussed in terms of ecosystem structure and function. A weekly three-hour lab is required, with lab fees charged. **Prerequisite:** Graduate Standing.

CHEM 6302: Environmental Chemistry [3-0]
Environmental chemistry will provide the students with enhanced understanding of the different aspects of environmental chemistry, including aquatic chemistry and aqueous based natural reactions as well as the effects of anthropogenic activity on the environment. **Prerequisite:** Acceptance into Chemistry Graduate Program or instructor's permission.

MARS 5410: Marine Plant Science [4-0]
The common local marine flora including the microscopic and algal forms and aquatic angiosperms. Not open to students with previous credit for MARS/BIOL 4410. Laboratory fee. **Prerequisite:** Graduate Standing.

Program of Study - Ocean, Coastal and Earth Sciences (MS)

Program Requirements

Required Core Courses	4
EEMS 6100: Systems Science and Applications Seminar	1
EEMS 6300: Ecosystem Management and Social-Ecological Resiliency	3
Prescribed Electives	17
EEMS 6199: Systems Science Issues and Applications Seminar	1
EEMS 6310: Coastal and Deltaic Processes**	3
EEMS 6320: Biogeochemistry**	3
EEMS 6330: Hydrologic Systems**	3
EEMS 6340: Adaptations to Aquatic Environments**	3
EEMS 6390: Graduate Internship	3
EEMS 6391: Supervised Teaching	3
EEMS 6N85: Graduate Research	1-9
ENVR 5170: Topics in Environmental Sciences Lab	1
ENVR 5301: Conservation of Natural Resources	3
ENVR 5370: Topics in Environmental Sciences	3
GEOL 5170: Topics in Geology Lab	1
GEOL 5370: Topics in Geology	3
MARS 5170: Topics in Marine Biology	1
MARS 5370: Topics in Marine Biology	3
MARS 5410: Marine Plant Science	4
MARS 5426: Advanced Marine Ecology	4
MARS 5427: Coastal Ecology	4
MARS 5452: Advanced Marine Zoology	4
MARS 6302: Marine Ecosystems Dynamics	4

**These courses are in a prescribed elective block. Students wishing to select from this block must choose a minimum of 6 hours. The remaining courses in the block may still be used as prescribed electives.

Free Electives	9
-----------------------	----------

Courses from any discipline that pertain to policies and management of the environment and natural resources, may be taken with the approval of the GAC.

Capstone Requirement	6
-----------------------------	----------

Thesis

EEMS 7300: Thesis I	3
EEMS 7301: Thesis II	3

Total graduate hours for degree:	36
---	-----------

Course Descriptions:

EEMS 6100: Systems Science Issues and Applications Seminar [1-0]
Discussion and analysis of active areas of research in the areas of Earth, Environmental, and Marine Sciences. **Prerequisite:** Graduate Standing.

EEMS 6199: Systems Science Issues and Applications Seminar [1-0]

This course will include discussion of marine ecosystems and processes with a focus on the marine environment of South Texas. Not open to students with previous credit for MARS/BIOL4426.

Prerequisite: Graduate Standing.

EEMS 6300: Ecosystem Management and Social-Ecological Resiliency [3-0]

This course seeks to provide students with an understanding of key concepts related to natural resource and ecosystem management, including socio-ecological systems, collaborative network theory, ecosystem service valuation, as well as the diversity of private stakeholders and government institutions involved in the decision making process. **Prerequisite:** Graduate Standing.

EEMS 6310: Coastal and Deltaic Processes [3-0]

This course provides a comprehensive study of the physical and geological processes controlling the morphology of coastal environments. Beach, estuarine, deltaic, lagoonal, barrier island and shelf processes and environments are examined in detail. **Prerequisite:** Graduate Standing.

EEMS 6320: Biogeochemistry [3-0]

This course provides a comprehensive study of the cycling and interactions of elements essential to life throughout the Earth system including the influence of biological, geological, and chemical processes.

Prerequisite: Graduate Standing.

EEMS 6330: Hydrologic Systems [3-0]

This course provides a comprehensive study of advanced quantitative treatment of surface water and groundwater hydrology, focusing on analysis of observed hydrologic and hydroclimatic variability, and their interpretation in terms of the underlying biological, geological, and chemical processes.

Prerequisite: Graduate Standing.

EEMS 6340: Adaptations to Aquatic Environments [3-0]

This course provides a comprehensive study of the environmental physiology and population ecology of aquatic organisms including aquatic plant and animal physiology and population responses.

Prerequisite: Graduate Standing.

EEMS 6390: Graduate Internship [3-3]

This course is an applied experience in an industrial, educational, private agency, or government facility. A maximum of 3 SCH of Graduate Internship will count toward the degree; subsequent enrollments will not count. **Prerequisite:** Graduate Standing.

EEMS 6391: Supervised Teaching [3-0]

This course is to prepare students for becoming effective teaching assistants during their graduate careers and to prepare them for independent teaching and presentations. A maximum of 3 SCH of Supervised Teaching will count toward the degree; subsequent enrollments will not count.

Prerequisite: Graduate Standing.

EEMS 6185, 6285, 6385, 6485, 6585, 6685, 6785, 6885, 6985: Graduate Research

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

- EEMS 7300: Thesis I [3-0]
This supervised research course will include design of an original research problem with a written proposal, collection and analysis of original data, and writing of a scientific report in acceptable publication format. A maximum of 3 SCH of Thesis I will count toward the degree; subsequent enrollments will not count. **Prerequisite:** Graduate Standing.
- EEMS 7301: Thesis II [3-0]
This supervised research course will include design of an original research problem with a written proposal, collection and analysis of original data, and writing of a scientific report in acceptable publication format. A maximum of 3 SCH of Thesis II will count toward the degree; subsequent enrollments will not count. **Prerequisite:** Graduate Standing.
- ENVR 5170: Topics in Environmental Sciences Lab [3-0]
Specialized lab content for contemporary topics in environmental sciences not available in other courses. May be repeated for credit as topics change.
- ENVR 5301: Conservation of Natural Resources [3-0]
An in depth review of the distribution of natural resources, with special emphasis on new solutions to problems of resource scarcity. Topics include: energy, water, air and food resources and other selected components of the lithosphere, hydrosphere, atmosphere and biosphere. Economic, demographic, and political issues are considered as they affect natural resources.
- ENVR 5370: Topics in Environmental Sciences [3-0]
Specialized lab content for contemporary topics in environmental sciences not available in other courses. May be repeated for credit as topics change.
- GEOL 5170: Topics in Geology Lab [1-0]
Specialized lab content for contemporary topics in geology not available in other courses. May be repeated for credit as topics change.
- GEOL 5370: Topics in Geology [3-0]
Specialized lecture content for contemporary topics in geology not available in other courses. May be repeated for credit as topics change.
- MARS 5170: Topics in Marine Biology [1-0]
This course is a series of lab/field investigations in areas not available in other courses. A student may take this course up to three times for credit as the topic changes. **Prerequisite:** Graduate Standing.
- MARS 5370: Topics in Marine Biology [3-0]
Topics will cover specialized areas of study in Marine Biology that tend to not be part of regular course offerings. Subjects may vary from semester to semester, depending on the faculty member teaching the course. A student may take this course up to three times for credit. **Prerequisite:** BIOL 1406 (or BIOL 1487) and BIOL 1407 (or BIOL 1487)

MARS 5410: Marine Plant Science [4-0]
The common local marine flora including the microscopic and algal forms and aquatic angiosperms. Not open to students with previous credit for MARS/BIOL 4410. Laboratory fee. **Prerequisite:** Graduate Standing.

MARS 5426: Advanced Marine Ecology [4-0]
This course will include discussion of marine ecosystems and processes with a focus on the marine environment of South Texas. Not open to students with previous credit for MARS/BIOL 4426. **Prerequisite:** BIOL 3409.

MARS 5427: Coastal Ecology [4-0]
This course examines the major nearshore habitats and communities of the western Gulf of Mexico including: beaches, sand dunes, estuaries, salt marshes, mud flats, sea grass meadows and rocky shores. Emphasis is placed on directed, field-oriented, individual research projects. **Prerequisite:** Graduate standing and one course in general ecology or zoology or consent of the instructor.

MARS 5452: Advanced Marine Zoology [4-0]
Structural, physiological and ecological relationships of common marine animals, stressing invertebrates of coastal waters. Not open to students with previous credit for MARS/BIOL 4402. **Prerequisite:** BIOL 3414 recommended.

MARS 6302: Marine Ecosystems Dynamics [3-0]
This course investigates the interactions between organisms and the physical processes that regulate productivity and distribution of marine life in oceanic and coastal ecosystems. **Prerequisite:** Graduate Standing.

School of Mathematical and Statistical Sciences

- Mathematics (MS)

Program of Study - Mathematics (MS)

Overview

The Department of Mathematics offers a 36-hour master's degree program, which can be completed in one of three ways:

(a) A 36-hour non-thesis program completed with coursework and passing written and oral Comprehensive Exam leading to a Master of Science in mathematics.

(b) A 36-hour coursework-research project program completed by taking MATH 6391 Master's Project (three hours for project).

(c) A 36-hour coursework-thesis program completed by taking Thesis, MATH 7300 and MATH 7301 (six hours for thesis).

All students applying for admission to this program must meet all University requirements for entrance into graduate studies and hold a bachelor's degree in mathematics or a related field.

Objectives of the Program

The Master of Science in mathematics program is designed to provide a graduate level education for students who intend to teach at various levels, students who will continue or seek employment within the industrial sector, and students who intend to continue their education beyond the master's level at other institutions.

The Master of Science in Mathematics consists of four concentrations: Mathematics, Mathematics Teaching, Industrial and Applied Mathematics, and Statistics. None of these options will prepare students for any license or certification.

Educational Objectives

Mathematical Concept: Demonstrate sound conceptual understanding of mathematics through the construction of mathematically rigorous and logically correct proof.

Communication: Communicate mathematics differently to mathematical and non-mathematical audiences in oral, written, and multi-media form.

Research: Demonstrate the ability to conduct research in mathematics, statistics or mathematics education

Real World Problems: Identify, formulate, and analyze real world problems with statistical or mathematical techniques

Technology: Utilize technology as an effective tool in investigating, understanding, and applying mathematics

Admission Requirements

To be admitted to the graduate program in mathematics, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Bachelor's degree in mathematics or related field with a minimum of 12 hours of upper-division mathematics or statistics course work and a grade of "B" or better on all upper-division mathematics and/or statistics course work.

3. Submission of two letters of recommendation
4. Submission of a letter of intent

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Program Requirements

Required Courses	9
MATH 6330: Linear Algebra	3
MATH 6331: Algebra I	3
MATH 6352: Analysis I	3

Choose one of the following concentrations:

Mathematics Concentration:

Required Courses	6
MATH 6332: Algebra II	3
MATH 6353: Analysis II	3

Designated Electives **15**

Chosen from the following:

MATH 6323: Group Theory	3
MATH 6329: Number Theory	3
MATH 6339: Complex Analysis	3
MATH 6359: Applied Analysis	3
MATH 6360: Ordinary Differential Equations	3
MATH 6361: Partial Differential Equations	3
MATH 6362: Fourier Analysis	3
MATH 6363: Integrable Systems	3
MATH 6364: Statistical Methods	3
MATH 6366: Micro-local Analysis	3
MATH 6367: Functional Analysis	3
MATH 6368: Operator Theory	3
MATH 6370: Topology	3
MATH 6371: Differential Geometry	3
MATH 6372: Analytic Number Theory	3
MATH 6373: Algebraic Geometry	3
MATH 6375: Numerical Analysis	3
MATH 6376: Numerical Methods for Partial Differential Equations	3
MATH 6385: Cryptology and Codes	3
MATH 6387: Mathematical Modeling	3
MATH 6388: Discrete Mathematics	3
MATH 6399: Special Topics in Mathematics	3

Choose one of the following capstone options:

Capstone Requirement	6
Thesis	
MATH 7300: Thesis I	3

MATH 7301: Thesis II 3

OR

Project

MATH 6391: Master's Project 3

Additional 3 hours of electives 3

OR

Non-Thesis

Additional 6 hours of electives 6

Written and/or Oral Comprehensive Exam

Total graduate hours for degree: 36

Mathematics Teaching Concentration:

Required Courses 9

Chosen from the following:

MATH 6325: Contemporary Geometry 3

MATH 6327: Mathematical Modeling with Technology 3

MATH 6329: Number Theory 3

MATH 6365: Probability and Statistics 3

Designated Electives 12

Chosen from the following:

MATH 6305: History of Mathematics 3

MATH 6307: Collegiate Mathematics Teaching 3

MATH 6309: Integrating Technology into Mathematics 3

MATH 6310: Mathematics Teaching and Learning 3

MATH 6323: Group Theory 3

MATH 6328: Special Topics in Mathematics Teaching 3

MATH 6399: Special Topics in Mathematics 3

Choose one of the following capstone options:

Capstone Requirement 6

Thesis

MATH 7300: Thesis I 3

MATH 7301: Thesis II 3

OR

Project

MATH 6391: Master's Project 3

Additional 3 hours of electives 3

OR

Non-Thesis	
Additional 6 hours of electives	6
Written and/or Oral Comprehensive Exam	

Total graduate hours for degree: 36

Industrial and Applied Mathematics Concentration:

Required Courses	9
MATH 6360: Ordinary Differential Equations	3
MATH 6361: Partial Differential Equations	3
MATH 6375: Numerical Analysis	3

Designated Electives 12

Chosen from the following:

MATH 6332: Algebra II	3
MATH 6339: Complex Analysis	3
MATH 6353: Analysis II	3
MATH 6362: Fourier Analysis	3
MATH 6363: Integrable Systems	3
MATH 6364: Statistical Methods	3
MATH 6365: Probability and Statistics	3
MATH 6366: Micro-local Analysis	3
MATH 6367: Functional Analysis	3
MATH 6368: Operator Theory	3
MATH 6369: Mathematical Methods	3
MATH 6376: Numerical Methods for Partial Differential Equations	3
MATH 6377: Mathematical Fluid Mechanics	3
MATH 6378: Inverse Problem and Image Reconstructions	3
MATH 6379: Stochastic Processes	3
MATH 6385: Cryptology and Codes	3
MATH 6387: Mathematical Modeling	3
MATH 6388: Discrete Mathematics	3
MATH 6399: Special Topics in Mathematics	3

Choose one of the following capstone options:

Capstone Requirement 6

Thesis	
MATH 7300: Thesis I	3
MATH 7301: Thesis II	3

OR

Project	
MATH 6391: Master's Project	3
Additional 3 hours of electives	3

OR

Non-Thesis	
Additional 6 hours of electives	6
Written and/or Oral Comprehensive Exam	

Total graduate hours for degree: 36

Statistics Concentration:

Required Courses 9

MATH 6364: Statistical Methods	3
MATH 6365: Probability and Statistics	3
MATH 6375: Numerical Analysis	3

Designated Electives 12

Chosen from the following:

MATH 6336: Advanced Sampling	3
MATH 6353: Analysis II	3
MATH 6379: Stochastic Processes	3
MATH 6380: Time Series Analysis	3
MATH 6381: Mathematical Statistics	3
MATH 6382: Statistical Computing	3
MATH 6383: Experimental Design and Categorical Data	3
MATH 6384: Biostatistics	3
MATH 6386: Applied Research Design and Analysis	3
MATH 6387: Mathematical Modeling	3
MATH 6388: Discrete Mathematics	3
MATH 6389: Stochastic Analysis	3
MATH 6399: Special Topics in Mathematics	3

Choose one of the following capstone options:

Capstone Requirement 6

Thesis

MATH 7300: Thesis I	3
MATH 7301: Thesis II	3

OR

Project

MATH 6391: Master's Project	3
Additional 3 hours of electives	3

OR

Non-Thesis

Additional 6 hours of electives	6
Written and/or Oral Comprehensive Exam	
Total graduate hours for degree:	36

Course Descriptions

MATH 6305: History of Mathematics [3-0]

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

MATH 6307: Collegiate Mathematics Teaching [3-0]

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

MATH 6309: Integrating Technology into Mathematics [3-0]

This is an introductory course related to the latest technological computer programs, especially in mathematics. It covers some of the following educational computer softwares: graphing calculator, dynamic geometry, computer algebra systems, publishing softwares and some multimedia and internet related softwares. **Prerequisite:** Departmental approval.

MATH 6310: Mathematics Teaching and Learning [3-0]

This course examines issues, trends and research related to the teaching/learning of secondary school mathematics. Specific topics will vary, but could include: technology in the classroom, mathematical problem solving and the use of applications in the teaching of mathematics. **Prerequisite:** Graduate standing in mathematics.

MATH 6323: Group Theory [3-0]

This course is an introduction to group theory, one of the central areas in modern algebra. Topics will include the theorems of Jordan-Holder, Sylow, and Schur-Zassenhaus, the treatment of the generalized Fitting subgroup, a first approach to solvable as well as simple groups (including theorems of Ph. Hall and Burnside). **Prerequisite:** Departmental approval.

MATH 6325: Contemporary Geometry [3-0]

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

MATH 6327: Mathematical Modeling with Technology [3-0]

Mathematical Modeling is the art of taking a real-world problem and stating it in mathematical terms. It often involves making simplifying assumptions. Students will gain experience in the use of technology such as MS Excel and Visual Basic programs, and learn how technology may be applied to construct mathematical models in practical. In this course, we get in the habit of doing all the parts of the math modeling cycle: modeling, solving, checking, and guessing. We will also consider many common mathematical models, and explore their properties. **Prerequisite:** Graduate standing in mathematics.

MATH 6328: Special Topics in Mathematics Teaching [3-0]

A critical analysis of issues, trends and historical developments in elementary and/or secondary mathematics teaching with emphasis on the areas of curriculum and methodology. This course may be repeated for credit when topic changes. **Prerequisite:** Graduate standing in mathematics.

MATH 6329: Number Theory [3-0]

This course is an introduction to number theory, one of the major branches of modern mathematics. Topics include arithmetic functions, multiplicativity, Moebius inversion, modular arithmetic, Dirichlet characters, Gauss sums, primality testing, distribution of primes, primitive roots, quadratic reciprocity, Diophantine equations, and continued fractions. Applications and further topics include cryptography, partitions, representations by quadratic forms, elliptic curves, modular forms, irrationality, and transcendence. **Prerequisite:** Departmental approval.

MATH 6330: Linear Algebra [3-0]

Topics include the proof-based theory of matrices, determinants, vector spaces, linear spaces, linear transformations and their matrix representations, linear systems, linear operators, eigenvalues and eigenvectors, invariant subspaces of operators, spectral decompositions, functions of operators and applications to science, industry and business. **Prerequisite:** MATH 2318 Linear Algebra with a grade of "C" or higher.

MATH 6331: Algebra I [3-0]

This course is an extension of the undergraduate course in abstract algebra. Topics include polynomial rings over a field and finite field extensions. **Prerequisite:** MATH 3363 Modern Algebra I with a grade of "C" or higher.

MATH 6332: Algebra II [3-0]

The purpose of this course is to provide essential background in groups, rings and fields, train the student to recognize algebraic structures in various settings and apply the tools and techniques made available by algebraic structures. Topics include groups, structure of groups, rings, modules, Galois theory, structure of fields, commutative rings and modules. **Prerequisite:** MATH 6331.

MATH 6336: Advanced Sampling [3-0]

This course will focus on planning, execution and analysis of sampling from finite populations; simple, stratified, multistate and systematic sampling; ratio estimates. **Prerequisite:** Departmental approval.

MATH 6339: Complex Analysis [3-0]

This course is an introduction to the fundamentals of complex analysis. Topics include: The Riemann sphere and stereographic projection, elementary functions, analytic functions, the theory of complex integration, power series, the theory of residues, the Cauchy-Riemann equations, conformal and isogonal diffeomorphisms, Weierstrass products, the Mittag-Leffler theorem. **Prerequisite:** Departmental approval.

MATH 6352: Analysis I [3-0]

The purpose of this course is to provide the necessary background for all branches of modern mathematics involving analysis and to train the student in the use of axiomatic methods. Topics include metric spaces, sequences, limits, continuity, function spaces, series, differentiation and the Riemann integral. **Prerequisite:** MATH 3372 Real Analysis I with a grade of "C" or higher.

MATH 6353: Analysis II [3-0]

The purpose of this course is to present advanced topics in analysis. Topics may be chosen from (but not restricted to) normed linear spaces, Hilbert spaces, elementary spectral theory, complex analysis, measure and integration theory. **Prerequisite:** MATH 6352.

MATH 6359: Applied Analysis [3-0]
This course provides an introduction to methods and applications of mathematical analysis. Topics include: function spaces, linear spaces, inner product spaces, Banach and Hilbert spaces; linear operators on Hilbert spaces, eigenvalues and eigenvectors of operators and orthogonal systems; Green's functions as inverse operators; relations between integral and ordinary differential equations and methods of solving integral equations. Some special functions important for applications are shown. **Prerequisites:** MATH 2318 Linear Algebra, MATH 3341 Differential Equations, and MATH 4344 Boundary Value Problems or equivalent. MATH 6352 is recommended.

MATH 6360: Ordinary Differential Equations [3-0]
This course examines existence and uniqueness theorems, methods for calculating solutions to systems of ordinary differential equations, the study of algebraic and qualitative properties of solutions, iterative methods for numerical solutions of ordinary differential equations and an introduction to the finite element methods. **Prerequisite:** MATH 3341 Differential Equations with a grade of "C" or higher, or consent of instructor.

MATH 6361: Partial Differential Equations [3-0]
This course considers the existence, uniqueness and approximation of solutions to linear and non-linear ordinary, partial and functional differential equations. It also considers the relationships of differential equations with functional analysis. Computer-related methods of approximation are also discussed. **Prerequisite:** MATH 3341 Differential Equations with a grade of "C" or higher, or consent of instructor.

MATH 6362: Fourier Analysis [3-0]
The course includes trigonometric series and Fourier Series, Dirichlet Integral, convergence and summability of Fourier Series, uniform convergence and Gibbs phenomena, L2 space, properties of Fourier coefficients, Fourier transform and applications, Laplace transform and applications, distributions, Fourier series of distributions, Fourier transforms of generalized functions and orthogonal systems. **Prerequisite:** MATH 6353 or consent of instructor.

MATH 6363: Integrable Systems [3-0]
This course includes solitons and integrable systems. The purpose of the course is to show students how to analyze nonlinear partial differential equations for physical problems and how to solve the equations using traveling wave settings. **Prerequisite:** MATH 3349 with a grade of "C" or higher or consent of instructor

MATH 6364: Statistical Methods [3-0]
This is a course in the concepts, methods and usage of statistical data analysis. Topics include test of hypotheses and confidence intervals; linear and multiple regression analysis; concepts of experimental design, randomized blocks and factorial analysis; a brief introduction to non-parametric methods; and the use of statistical software. **Prerequisite:** Departmental approval.

MATH 6365: Probability and Statistics [3-0]
Topics in this course include set theory and concept of probability, conditional probability, random variables, discrete and continuous probability distributions, distribution and expectations of random variables, moment generating functions, transformation of random variables, order statistics, central limit theorem and limiting distributions. **Prerequisite:** MATH 2415 Calculus III with a grade of "C" or higher, or consent of instructor.

MATH 6366: Micro-local Analysis [3-0]
Topics include: basic concepts and computational technique of distributions (generalized functions, the singular support of distributions, the convolutions of distributions, the structure of distributions, approximations by test functions, Schwartz space; Fourier transforms of test functions and distributions, Paley-Wiener theorem. Schwartz kernel theorem. Sobolev spaces, symbols, pseudo-differential operators (PDOs), the kernel of pseudo-local operators, PDOs and Sobolev spaces, amplitude functions and PDOs, transposed and adjoint to PDO operators. Proper PDOs, Product of PDOs, asymptotic series and expansions, product formula for PDOs, symbols of transposed and adjoint operators, symbol of composition and commutator of PDOs, elliptic operators, wave front set of distributions; Fourier integral operators. **Prerequisite:** Departmental approval.

MATH 6367: Functional Analysis [3-0]
This course provides an introduction to methods and applications of functional analysis. Topics include: topological vector spaces; locally convex spaces (Hahn-Banach Theorem, weak topology, dual pairs); normed spaces; theory of distributions (space of test functions, convolution, Fourier transform; Sobolev spaces); Banach spaces (Uniform Boundedness Principle, Open Mapping Theorem, Closed Graph Theorem and applications, Banach-Alaoglus Theorem, Krein-Milman Theorem); $C(X)$ as a Banach space (Stone-Weierstrass Theorem, Riesz Theorem, compact operators); Hilbert spaces; linear operators on Hilbert spaces; eigenvalues and eigenvectors of operators. **Prerequisite:** MATH 3372 Real Analysis I with a grade of "C" or higher or consent of instructor.

MATH 6368: Operator Theory [3-0]
This course primarily covers bounded linear operators on a Hilbert spaces. The topics are: linear and bilinear functionals, inner product and norm; Hilbert space; subspace; operators; spectrum of operators; spectral theorem for normal operators; Polar decomposition; contractions; isometries; quasinormal operators; subnormal operators; hyponormal operators; invariant subspaces. **Prerequisite:** MATH 3372 Real Analysis I with a grade of "C" or higher or consent of instructor.

MATH 6369: Mathematical Methods [3-0]
Special functions, perturbation methods, asymptotic expansion, partial differential equation models, existence and uniqueness, integral transforms, Green functions for ODEs and PDEs, calculus of variations, methods of least squares, Ritz-Rayleigh and other approximate methods, integral equations, generalized functions. **Prerequisite:** Graduate standing, and MATH 2415 Calculus III with a grade of "C" or higher.

MATH 6370: Topology [3-0]
This course is a foundation for the study of analysis, geometry and algebraic topology. Topics include set theory and logic, topological spaces and continuous functions, connectedness, compactness, countability and separation axioms. **Prerequisite:** MATH 4355 Topology with a grade of "C" or higher, or consent of instructor.

MATH 6371: Differential Geometry [3-0]
The course will introduce students to the study of smooth manifolds, fiber bundles, differential forms, and Lie groups. Thereafter, Euclidean geometries and their common generalizations Klein and Riemannian geometries will be discussed with a focus on examples. If time allows the unifying notion of a Cartan geometry will also be introduced. **Prerequisites:** MATH 6352 or consent of instructor.

MATH 6372: Analytic Number Theory [3-0]

This course serves as an introduction to fundamental results from analytic number theory. Its primary aim is to introduce real and complex analytic techniques in the theory of numbers. Topics include the distribution of primes, the prime number theorem, primes in an arithmetic progression, averages of arithmetic functions, Dirichlet Series, Euler products, and representations by quadratic forms.

Prerequisites: MATH 3372 Real Analysis I and MATH 3365 Number Theory with grades of "C" or higher, or consent of instructor.

MATH 6373: Algebraic Geometry [3-0]

The course will begin with an introduction to polynomials and ideals, Grobner bases, and affine varieties. This includes the Hilbert Basis Theorem, the Nullstellensatz, and the ideal-variety correspondence. Thereafter, the course will focus on examples and computations. Topics include solving systems by elimination, resultants, computations in local rings, modules and syzygies, and polytopes and toric varieties. **Prerequisite:** MATH 6331 or consent of instructor.

MATH 6375: Numerical Analysis [3-0]

This course provides a fundamental introduction to numerical techniques used in mathematics, computer science, physical sciences and engineering. The course covers basic theory on classical fundamental topics in numerical analysis such as: computer arithmetic, approximation theory, numerical differentiation and integrations, solution of linear and nonlinear algebraic systems, numerical solution of ordinary differential equations and error analysis of the abovementioned topics. Connections are made to contemporary research in mathematics and its applications to the real world. **Prerequisites:** MATH 2318 Linear Algebra and 2415 Calculus III with grades of "C" or better; and computer programming; or consent of instructor.

MATH 6376: Numerical Methods for Partial Differential Equations [3-0]

This course provides a fundamental introduction to numerical techniques used in mathematics, computer science, physical sciences and engineering. The course covers basic theory and applications in the numerical solutions of elliptic, parabolic and hyperbolic partial differential equations. **Prerequisites:** MATH 2318 Linear Algebra, 2415 Calculus III and MATH 3349 Numerical Methods with "C" or better or graduate-level Numerical Analysis with a "B" or better, some familiarity with ordinary and partial differential equations and computer programming or consent of instructor.

MATH 6377: Mathematical Fluid Mechanics [3-0]

This course provides an introduction to fundamental aspects of mathematical fluid mechanics. Topics include classification of fluids, flow characteristics, dimensional analysis, derivations of Euler, Bernoulli and Navier-Stokes equations, complex analysis for two-dimensional potential flows, exact solutions for simple cases of flow such as plane Poiseuille flow, and Couette flow. **Prerequisite:** Departmental approval.

MATH 6378: Inverse Problem and Image Reconstructions [3-0]

Topics include: inverse problem of linear PDEs, Maxwell equation and Fourier integral operator, Back-projection operator and applications in radar image reconstruction, including synthetic aperture radar image and inverse synthetic aperture radar images arranged by antenna. **Prerequisite:** Departmental approval.

MATH 6379: Stochastic Processes [3-0]
Discrete and Continuous Time Markov Processes, Poisson Processes, Renewal Processes, Diffusion Processes, Brownian Motion. **Prerequisite:** MATH 6365.

MATH 6380: Time Series Analysis [3-0]
This course is an introduction to statistical time series analysis. Topics include: ARIMA and other time series models, forecasting, spectral analysis, and time domain regression. Model identification, estimation of parameters, and diagnostic checking are included. **Prerequisite:** MATH 6379.

MATH 6381: Mathematical Statistics [3-0]
This course in mathematical Statistics includes theory of estimation and hypothesis testing; point estimation, interval estimation, sufficient statistics, decision theory, most powerful tests, likelihood ratio tests, chi-square tests, minimum variance estimation, Neyman-Pearson theory of testing hypotheses, elements of decision theory. **Prerequisite:** MATH 6365.

MATH 6382: Statistical Computing [3-0]
A course in modern computationally-intensive statistical methods including simulation, optimization methods, Monte Carlo integration, maximum likelihood /EM parameter estimation, Markov chain Monte Carlo methods, resampling methods, non-parametric density estimation. **Prerequisite:** Consent of instructor.

MATH 6383: Experimental Design and Categorical Data [3-0]
Design and analysis of experiments, including one-way and two-way layouts; factorial experiments; balanced incomplete block designs; crossed and nested classifications; fixed, random, and mixed models; split plot designs, inference for categorical data, contingency tables, generalized linear models, logistic regression, logit and loglinear models. **Prerequisite:** MATH 6364.

MATH 6384: Biostatistics [3-0]
This course is a survey of crucial topics in biostatistics; application of regression in biostatistics; analysis of correlated data; logistic and Poisson regression for binary or count data; survival analysis for censored outcomes; design and analysis of clinical trials; sample size calculation by simulation; bootstrap techniques for assessing statistical significance; data analysis using R. **Prerequisite:** Consent of instructor.

MATH 6385: Cryptology and Codes [3-0]
Topics include: elementary ciphers, error-control codes, public key ciphers, random number generator-error codes, and Data Encryption Standard. Supporting topics from number theory, linear algebra, group theory, and ring theory will also be studied. **Prerequisite:** MATH 3363 Modern Algebra I with a grade of "C" or better.

MATH 6386: Applied Research Design and Analysis [3-0]
The content of this course will include different types of research designs (experimental design, quasi-experimental design, nonexperimental research design, and survey design); proper procedures for research design; different types of research methods (introduce both quantitative and qualitative methods, but mainly focus on quantitative methods); how to use statistical software to perform statistical analysis procedures including logistic regression, factor analysis, multivariate data analysis,

etc., and applications in respective student-oriented research projects. **Prerequisite:** Consent of instructor.

MATH 6387: Mathematical Modeling [3-0]

This course presents the theory and application of mathematical modeling. Topics will be selected from dynamic models, stable and unstable motion, stability of linear and nonlinear systems, Liapunov functions, feedback, growth and decay, the logistic model, population models, cycles, bifurcation, catastrophe, biological and biomedical models, chaos, strange attractors, deterministic and random behavior. **Prerequisite:** Consent of instructor.

MATH 6388: Discrete Mathematics [3-0]

This course is an introduction to modern finite mathematics. Topics include methods of enumeration, analytic methods, generating functions, the theory of partitions, graphs, partially ordered sets, and an introduction to Polya's theory of enumeration. **Prerequisite:** MATH 3363 Modern Algebra I or consent of instructor.

MATH 6389: Stochastic Analysis [3-0]

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

MATH 6391: Master's Project [3-0]

Individual work or research on advanced mathematical problems conducted under the direct supervision of a faculty member. **Prerequisites:** Consent of instructor.

MATH 6399: Special Topics in Mathematics [3-0]

This course covers special topics in graduate level mathematics that are not taught elsewhere in the department. May be repeated for credit when topic is different. **Prerequisite:** Consent of instructor.

MATH 7300: Thesis I [3-0]

First part of two course sequence. **Prerequisites:** Graduate standing and consent of thesis advisor.

MATH 7301: Thesis II [3-0]

Second part of two course sequence. **Prerequisites:** Graduate standing and consent of thesis advisor.

Department of Physics and Astronomy

- Cooperative Physics (PhD) (*with University of Texas at Arlington*)
- Physics (MS)
- Science and Technology (MSIS)

Program of Study - Cooperative Ph.D. in Physics

Students enrolled in the University of Texas at Arlington (UTA) Cooperative Ph.D. Physics program now have the option to reside at UTRGV and conduct their research under the direction of a graduate faculty member of the UTRGV Physics Department. All requirements for the program including graduation requirements are the same as those established for the UTA PhD Physics program.

Graduate Faculty

For dissertation committee purposes, “The Graduate Faculty” consists of persons who are tenure or tenure-track instructional faculty holding an appointment at the UTRGV as Professor, Associate Professor, or Assistant Professor with an earned Doctorate from an accredited institution.

Admission Requirements

See the UTA graduate catalog (<http://www.uta.edu/physics/main/academics/grads.html>) and the department specific requirements. Qualified students conducting their research at UTB will normally be supported financially through research assistantships. Contact the Chair, UTRGV Physics department for further information on financial aid.

Program Requirements

The doctoral degree requires a minimum of 81 semester credit hours beyond the baccalaureate degree. The coursework in the Program of Study includes a Core Curriculum (24 semester credit hours) and Advanced Electives (15 semester credit hours) including graduate courses offered by other departments with the approval of the student’s Graduate Advisor. Research hours, including Research Seminar (3 semester credit hours), Directed and Doctoral Research (27 semester credit hours) and Dissertation (12 semester credit hours), totaling at least 42 semester credit hours, complete the Program of Study. To remain in good standing, students must maintain a minimum GPA of 3.0.

Courses

A. Core Curriculum I (15 semester credit hours):

<u>UTRGV Course #</u>	<u>UTA Course #</u>	<u>Course Name</u>
PHYS 5310	PHYS 5306	Classical Mechanics I
PHYS 5320	PHYS 5309	Electrodynamics I
PHYS 5330	PHYS 5310	Statistical Mechanics
PHYS 5340	PHYS 5307	Quantum Mechanics I
PHYS 6350	PHYS 5311	Mathematical Physics I

Core Curriculum II (9 semester credit hours):

<u>UTRGV Course #</u>	<u>UTA Course #</u>	<u>Course Name</u>
	PHYS 5313	Electrodynamics II
PHYS 6330	PHYS 5308	Quantum Mechanics II

PHYS 6351

PHYS 5312

Mathematical Physics II

B. UTRGV Advanced Physics Electives (6 semester credit hours selected from the following):

PHYS 5375 Structure and Function of Biological Molecules
PHYS 5387 Special Topics in Physics
PHYS 5392 Gravitational Wave Astronomy
PHYS 5393 Introduction to General Relativity and Gravitation
PHYS 5394 Advanced Statistical Methods for Modern Astronomy
PHYS 6331 Solid State Physics (*UTA Course PHYS 5315*)
PHYS 6352 Computational Physics
PHYS 6371 Thermodynamics and Kinetics of Biological Systems
PHYS 6373 Statistical Physics of Molecular Cell Biology
PHYS 6381 Introduction of Astrophysics

Transfer of Credits

The list above states the courses in the UTRGV M.S. Physics program for which credits can be transferred into the UTA PhD program. A maximum of 30 credit hours constituted by these courses are transferable.

In addition, 9 semester credit hours must be taken from the list below of UTA Advanced Physics Electives.

C. UTA Advanced Physics Electives (9 semester credit hours selected from the following or from graduate courses offered by other departments, e.g., Mathematics, Electrical Engineering, Chemistry, etc.):

PHYS 6103 Classical Mechanics II
PHYS 6113 Fluid Mechanics
PHYS 6123 Plasma Physics and Magnetohydrodynamics (MHD)
PHYS 6313 Solid State Physics (*UTRGV Course PHYS 6331*)
PHYS 6323 Nonlinear Optics and Lasers
PHYS 6403 Fundamentals of Space Physics
PHYS 6413 Fundamentals of Astronomy
PHYS 6523 Computational Physics (*UTRGV Course PHYS 6352*)
PHYS 6613 Methods of Experimental Physics
PHYS 6623 Space Physics Laboratory

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

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

D. Doctoral Research (42 semester credit hours):

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

PHYS 7111-3 Doctoral Dissertation (12 hours)

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

Candidacy

All students seeking a doctoral degree at UTA must be admitted to candidacy. One of the requirements for admission to candidacy is passing the Doctoral Qualifying Examination. Students should consult the UTA's Doctoral Degree Regulation for the other requirements.

Qualifying Examination

The qualifying examination is divided into written and oral portions. The written portion will cover the four core courses. The oral portion covers the student's proposed research program and related fundamentals, must be taken within one year after passing the written portion of the qualifying examination, and will be evaluated by the student's Dissertation Committee.

Comprehensive Examination

Students are eligible to take the Comprehensive Examination after giving evidence to their doctoral committees of adequate academic achievement by having completed all or most coursework requirements. The comprehensive examination is an oral presentation based on dissertation research. This examination should be taken at least one year prior to the intended date of dissertation defense so that the candidate has sufficient time to make up for any deficiencies in their research of understanding or their chosen field.

Dissertation Committee and Defense

The final oral defense consists of a public presentation of the dissertation and a closed oral defense. It is administered and evaluated by the student's dissertation committee and covers the dissertation and the general field of the dissertation. Dissertation committee must have at least four members, three of whom are members of the Graduate Faculty (see definition above), and two of whom are from the doctoral candidate's home program. The dissertation committee must approve the dissertation.

Program of Study - Physics (MS)

Overview

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

Admission Requirements

To be admitted to the graduate program in physics, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test with expected range of GRE Quantitative scores of >158 for admitted students
2. Submission of two letters of recommendation
3. Submission of a statement of purpose

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

GRE General test scores (www.ets.org) must be sent by ETS directly to the University.

Two letters of recommendation from people familiar with the applicant's undergraduate or graduate scholastic record.

The statement of purpose should include a letter outlining your motivation why you want to pursue a Masters in Physics.

Program Requirements

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

Required Courses	12
PHYS 5310: Classical Mechanics I	3
PHYS 5320: Electrodynamics	3
PHYS 5330: Statistical Mechanics	3
PHYS 5340: Quantum Mechanics I	3

Choose one of the following options:

Thesis Option:

Designated Electives	6
PHYS 5195: Graduate Seminar (<i>taken 3 times</i>)	3
PHYS 5360: Optics	3
PHYS 5361: Applied Electromagnetics	3
PHYS 5375: Structure and Function of Biological Molecules	3
PHYS 5387: Special Topics in Physics (<i>repeatable for a total of 6 hours</i>)	3
PHYS 5392: Gravitational Wave Astronomy	3
PHYS 5393: Introduction to General Relativity and Gravitation	3
PHYS 5394: Advanced Statistical Methods for Modern Astronomy	3
PHYS 6330: Quantum Mechanics II	3
PHYS 6331: Solid State Physics	3
PHYS 6350: Mathematical Physics I	3
PHYS 6351: Mathematical Physics II	3
PHYS 6352: Computational Physics	3
PHYS 6362: Quantum Optics	3
PHYS 6364: Nanophotonics: Materials and Devices	3

PHYS 6371: Thermodynamics and Kinetics of Biological Systems	3
PHYS 6373: Statistical Physics of Molecular Cell Biology	3
PHYS 6381: Introduction to Astrophysics	3
PSCI 5310: Physical Science for Teachers I	3
PSCI 5320: Physical Science for Teachers II	3
PSCI 5330: Physical Science for High School Teachers I	3
PSCI 5340: Physical Science for High School Teachers II	3
Free Electives	3-6
PHYS 6396: Graduate Research I	3
PHYS 6397: Graduate Research II	3
Capstone Requirement	6
Thesis	
PHYS 7300: Thesis I	3
PHYS 7301: Thesis II	3
Total graduate hours for degree:	30
<u>Non-Thesis Option:</u>	
Designated Electives	12
PHYS 5195: Graduate Seminar (<i>taken 3 times</i>)	3
PHYS 5360: Optics	3
PHYS 5361: Applied Electromagnetics	3
PHYS 5375: Structure and Function of Biological Molecules	3
PHYS 5387: Special Topics in Physics (<i>repeatable for a total of 6 hours</i>)	3
PHYS 5392: Gravitational Wave Astronomy	3
PHYS 5393: Introduction to General Relativity and Gravitation	3
PHYS 5394: Advanced Statistical Methods for Modern Astronomy	3
PHYS 6330: Quantum Mechanics II	3
PHYS 6331: Solid State Physics	3
PHYS 6350: Mathematical Physics I	3
PHYS 6351: Mathematical Physics II	3
PHYS 6352: Computational Physics	3
PHYS 6362: Quantum Optics	3
PHYS 6364: Nanophotonics: Materials and Devices	3
PHYS 6371: Thermodynamics and Kinetics of Biological Systems	3
PHYS 6373: Statistical Physics of Molecular Cell Biology	3
PHYS 6381: Introduction to Astrophysics	3
PSCI 5310: Physical Science for Teachers I	3
PSCI 5320: Physical Science for Teachers II	3
PSCI 5330: Physical Science for High School Teachers I	3
PSCI 5340: Physical Science for High School Teachers II	3
Free Electives	3-6
PHYS 6396: Graduate Research I	3
PHYS 6397: Graduate Research II	3

Capstone Requirement

Oral Comprehensive Exam

Total graduate hours for degree:

30

Thesis Option

The Master of Science program thesis option requires the successful completion of a minimum of 30 semester credit hours of Physics courses. Students must enroll in the Master's Thesis course PHYS 7300 when recommended to do so by their advisor. They must then take PHYS 7301 until final approval has been granted by the advisor. However, no more than 6 hours of thesis will count toward the M.S. degree. All candidates must comply with Graduate College guidelines regarding thesis application, submission and defense.

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

Non-Thesis Option

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

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

The student is required to take PHYS 5310, PHYS 5320, PHYS 5330 and PHYS 5340 as these are the traditional core courses for more advanced study (e.g., Ph.D. degree) and research. Eighteen semester credit hours of Physics courses are required to complete the 30 credit hours. Additional credit hours may be taken from any of the elective physics courses or graduate courses offered by other departments previously approved by the Department of Physics and Astronomy Graduate Committee.

Course Descriptions

PHYS 5195: Graduate Seminar

[1-0]

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

PHYS 5310: Classical Mechanics I

[3-0]

This graduate course will introduce students to Newtonian mechanics, Lagrangian and Hamiltonian dynamics, dynamics of rigid bodies, central force problem and orbital dynamics, symmetries and conservation laws, relativistic dynamics. **Prerequisite:** PHYS 3305 and PHYS 3311 or consent of instructor.

PHYS 5320: Electrodynamics [3-0]
This graduate course will cover electrostatics and magnetostatics, boundary value problems, Maxwell's equations, plane waves, wave guides diffraction and multipole radiation. **Prerequisites:** PHYS 3301 and PHYS 3302 or consent of instructor.

PHYS 5330: Statistical Mechanics [3-0]
This graduate course will introduce students to thermodynamics, equilibrium statistical mechanics, Boltzmann equation and the collision operator, moments of the Boltzmann equations, the Navier-Stokes equations, introduction to non-equilibrium concepts, ensembles, classical and quantum gases, statistical physics of solids. **Prerequisite:** PHYS 3303 or consent of instructor.

PHYS 5340: Quantum Mechanics I [3-0]
This graduate course will cover linear vector spaces and linear operators, postulates, Hilbert space formulation, the Schrödinger equation and one-dimensional problems, the hydrogen atom, symmetries, rotational invariance and angular momentum, spin, system with N-degrees of freedom. **Prerequisites:** PHYS 4303 and PHYS 4304 or consent of instructor.

PHYS 5360: Optics [3-0]
This course is an introduction to the field of optics and its modern applications. The course will start with Huygens principle, the wave equation, and the superposition principle. Fraunhofer and Fresnel diffraction, coherence theory, interferometry, and Gaussian optics are among the topics that will also be covered. **Co-requisite:** PHYS 5320 or consent of instructor.

PHYS 5361: Applied Electromagnetics [3-0]
This is an advanced graduate course in electromagnetic field theory and electrodynamics, with particular emphasis on EM wave interaction with materials, scattering and guided waves. The course will cover in great details the physics underlying electromagnetic wave propagation and the engineering of devices such as antennas, arrays, and periodic passive structures that take advantage of these concepts. **Prerequisites:** PHYS 5320 and PHYS 5360 or consent of instructor.

PHYS 5375: Structure and Function of Biological Molecules [3-0]
This course will provide in-depth assessment of structure of biological molecules, with emphasis on structure-function relationship. Physical principles underlying formation of secondary and tertiary structure of proteins, structural dynamics of DNA and DNA-protein interactions will be reviewed. **Prerequisite:** MATH 3349 and MATH 3311 or consent of instructor.

PHYS 5387: Special Topics in Physics [3-0]
This graduate course will introduce students to different topics. The topics will be announced. May be repeated twice for credit. **Prerequisite:** Instructor approval.

PHYS 5392: Gravitational Wave Astronomy [3-0]
This course provides a basic and broad description of astrophysics related to sources of gravitational radiation, gravitational wave detectors, numerical relativity, and data analysis.

PHYS 5393: Introduction to General Relativity and Gravitation [3-0]
This graduate course introduces Einstein's theory of relativity and other topics in the field of gravitation. Topics covered are the Principle of Equivalence, Introduction to Differential geometry and tensor analysis. Also studied are physics on curved manifolds, Einstein's equations of General Relativity, exact

solutions of Einstein's equations, the Schwarzschild and Kerr solutions, Black Hole Physics and Cosmology, Gravitational radiation and its detection. **Prerequisites:** PHYS 3305, PHYS 3311, PHYS 3301, PHYS 3302, and PHYS 3402 or consent of instructor.

PHYS 5394: Advanced Statistical Methods for Modern Astronomy [3-0]
This course will introduce the student to: gravitational wave astronomy and the detectors, advanced statistical methods, computational methods, introduction to grid computing and the LSC grid. The course has a mandatory laboratory component which will train the students in advanced statistical data analysis and grid computing. **Prerequisites:** MATH 3349, PHYS 3311 or consent of instructor.

PHYS 6330: Quantum Mechanics II [3-0]
This course will introduce the student to variational and WKB methods, time-independent and time-dependent perturbation theory, scattering theory, path integration formulation, introduction to relativistic quantum mechanics and the Dirac equation. **Prerequisite:** PHYS 5340.

PHYS 6331: Solid State Physics [3-0]
This graduate course will introduce the student to lattice vibrations and thermal properties of solids, band theory of solids, transport properties of metals and semiconductors, optical properties, magnetic properties, magnetic relaxation, superconductivity, elementary excitations, interactions phonon-phonon, electron-electron, electron-phonon, theory of metals and semiconductors, transport theory, and optical properties. **Prerequisite:** PHYS 5340.

PHYS 6350: Mathematical Physics I [3-0]
This graduate course will include linear algebra, ordinary and partial differential equations, special functions, eigenvalue problems, complex analysis, group theory. **Prerequisite:** PHYS 3311 or consent of instructor.

PHYS 6351: Mathematical Physics II [3-0]
This course will introduce the student to advanced topics in mathematical physics, topology, functional analysis, differentiable manifolds, Lie groups and algebras, and cohomology theory. **Prerequisite:** PHYS 6350.

PHYS 6352: Computational Physics [3-0]
The course will cover introduction to numerical techniques for solving physics problems, theory of computation and applications to various branches of physics, sample problems might include chaotic motion and nonlinear dynamics, particle trajectories, Monte Carlo simulations, dynamical and statistical descriptions of many body problems, hyperbolic, parabolic, and elliptic differential equations. **Prerequisite:** PHYS 4390 or consent of instructor.

PHYS 6362: Quantum Optics [3-0]
This course introduces the student to non-linear optics and the new field of observing quantum effects in small groups of atoms, starting from a few and down to one. Topics include field quantization, emission and absorption of 151 radiation by atoms, nonlinear optics and parametric conversion, non-

classical light, optical tests of quantum mechanics, and experiments with trapped atoms. **Prerequisites:** PHYS 5360 and PHYS 5340 or consent of instructor.

PHYS 6364: Nanophotonics: Materials and Devices [3-0]

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

PHYS 6371: Thermodynamics and Kinetics of Biological Systems [3-0]

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

PHYS 6373: Statistical Physics of Molecular Cell Biology [3-0]

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

PHYS 6381: Introduction to Astrophysics [3-0]

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

PHYS 6396: Graduate Research I [3-0]

This is a physics research course. May be taken either as a stand alone course or as preparation towards thesis. The student must make a presentation at the end of the semester on his or her research.

Prerequisite: Graduate advisor approval.

PHYS 6397: Graduate Research II [3-0]

This is a physics research course. May be taken either as a stand alone course or as preparation towards thesis. The student must make a presentation at the end of the semester on his or her research.

Prerequisite: Graduate advisor approval.

PHYS 7300: Thesis I [3-0]

This graduate course initiates students in their thesis work. **Prerequisites:** Graduate advisor approval.

PHYS 7301: Thesis II [3-0]

This graduate course is a continuation towards students' thesis work. **Prerequisites:** PHYS 7300 and graduate advisor approval.

PSCI 5310: Physical Science for Teachers I [3-0]

This graduate level course is designed for in-service elementary and middle school teachers who will be in Geology not available in other courses. May be repeated implementing hands-on science learning in their classrooms. Students in the Master of Education in Curriculum and Instruction with emphasis in Science Education can use the credit for this course to fulfill the requirements for science content. The course will provide the teachers with necessary theoretical background in classical physics, will develop skills in physical experimentation using FOSS modules and other available lab equipment and will enable

the students to apply the basic laws of physics. **Prerequisite:** Graduate standing or departmental approval.

PSCI 5320: Physical Science for Teachers II [3-0]

This is the second semester course of Physical Science for Teachers. This course will provide teachers with necessary theoretical background in classical physics, will develop skills in physical experimentation, and will enable students to apply the basic laws and principles of physics to experimental observations. **Prerequisite:** Graduate standing or departmental approval.

PSCI 5330: Physical Science for High School Teachers I [3-0]

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

PSCI 5340: Physical Science for High School Teachers II [3-0]

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

Program of Study - Science and Technology (MSIS)

General Overview

The Department of Physics and Astronomy offers a 36-hour interdisciplinary master's program, the Master of Science in Interdisciplinary Studies (MSIS) in Science and Technology designed for STEM teachers and/or STEM majors who aim for interdisciplinary training and research. Depending on the intended career path, MSIS students will choose 18 hours of physics courses and 9 hours each in two interdisciplinary areas which include Education, Chemistry, Educational Technology, Computer Science, and Mathematics. Thesis and non-thesis options are available in the MSIS program. These options provide opportunities for students to enhance their scientific knowledge as well as develop skills necessary in conducting interdisciplinary scientific research. Graduates of the program will have interdisciplinary training in physics, mathematics, chemistry, instructional technology, computer science, and STEM teaching and research preparing them to be more competitive in the rapidly changing work environment.

Admission Requirements

To be admitted to the graduate program in physics education, prospective candidates must first meet all requirements for graduate admission to UT Rio Grande Valley, as well as the other requirements listed below:

1. GRE general test
2. Submission of a statement of purpose and goals for pursuing the degree
3. Submission of a resume
4. Submission of two letters from referees conversant with the candidate's academic background

Application for admission must be submitted prior to the published deadline. The application is available at www.utrgv.edu/gradapply.

Students entering the program should have science background to be admitted into the MSIS in Physics Education program. The program requires 16-18 hours of physics courses (including PSCI 1421, PSCI 1422, PHYS 1401 and PHYS 1402 and advanced physics hours) for students/teachers coming from other disciplines to be admitted to the program on a non-conditional basis. Others may be admitted to the program under a conditional status on a case by case basis.

Admission is possible in all semesters but is restricted to in-service teachers or to those who are intending to enter the teaching profession.

Program Requirements

Graduation Requirements

Graduation requirements include successful completion of 36 semester hours of approved graduate credit and the successful completion of a written comprehensive examination. Students are expected to take the written comprehensive exam after completing their graduate physics core courses. Students should contact the program director to schedule the comprehensive exam.

Required Courses

18

Choose from the following courses:

PHYS 5387: Special Topics in Physics	3
PHYS 5394: Advanced Statistical Methods for Modern Astronomy	3
PHYS 5398: Introduction to Computational Nano-optics and Nano-technology	3
PHYS 5404: Physics by Inquiry I	4
PHYS 5405: Physics by Inquiry II	4
PHYS 6301: Topics in Physics for Teachers	3
PHYS 6302: Environmental Physics for Teachers	3
PHYS 6303: Quantum Information	3
PHYS 6310: Computational Electromagnetics	3
PHYS 6352: Computational Physics	3
PHYS 6355: Computational Physics II	3
PHYS 6379: Scientific Programming	3
PHYS 6400: Astronomy by Sight	4
PHYS 7300: Thesis I*	3
PHYS 7301: Thesis II*	3

*Required for Thesis Track

Interdisciplinary Areas

Choose TWO areas from the following:

Education Courses

9

Choose from the following recommended courses:

EDCI 6304: Assessment of Learning	3
EDCI 6306: Special Topics in Education	3
EDCI 6307: Research Issues and Trends	3
EDCI 6308: Advanced Educational Research	3

EDCI 6344: Assessment, Current Issues and Research in Science Education	3
EDCI 7334: Curriculum Problems and Processes	3
EDFR 6300: Research Methods in Education	3
Chemistry	9
<i>Choose from the following recommended courses:</i>	
CHEM 6302: Teaching Environmental Sciences	3
CHEM 6330: Special Topics in Organic Chemistry	3
CHEM 6340: Special Topics in Inorganic Chemistry	3
CHEM 6350: Special Topics in Analytical Chemistry	3
CHEM 6360: Special Topics in Physical Chemistry	3
CHEM 6370: Special Topics in Chemical Education	3
CHEM 6380: Special Topics in Biochemistry	3
Computer Science	9
<i>Choose from the following recommended courses:</i>	
CSCI 6303: Principles of Information Technology Systems	3
CSCI 6307: Foundations of Systems in Computer Science	3
CSCI 6315: Applied Database Systems	3
CSCI 6350: Advanced Artificial Intelligence	3
CSCI 6361: Computer Visualization	3
CSCI 6363: Human Computer Interaction	3
CSCI 6366: Data Mining and Warehousing	3
CSCI 6367: Digital Image Processing	3
Educational Technology	9
<i>Choose from the following recommended courses:</i>	
EDTC 6320: Instructional Technology	3
EDTC 6321: Instructional Design	3
EDTC 6323: Multimedia/Hypermedia	3
EDTC 6329: Selected Topics in Educational Technology	3
EDTC 6341: Student-Centered Learning Using Technology	3
Mathematics	9
<i>Choose from the following recommended courses:</i>	
MATH 6307: Collegiate Mathematics Teaching	3
MATH 6309: Integrating Technology into Mathematics	3
MATH 6310: Mathematics Teaching and Learning	3
MATH 6325: Contemporary Geometry	3
MATH 6328: Special Topics in Mathematics Teaching	3
Capstone Requirement (Non-Thesis)	
Written Comprehensive Exam	
Total hours required for degree:	36

Course Descriptions

- CHEM 6302: Teaching Environmental Sciences [3-0]
May include environmental sciences, environmental education, and hands-on environmental experience. May be repeated for a maximum of 6 hours credit. **Prerequisite:** Acceptance into Chemistry Graduate Program and/or instructor's permission.
- CHEM 6330: Special Topics in Organic Chemistry [3-0]
May include advanced organic preparative laboratory, advanced organic synthesis, polymer synthesis, polymer physics and engineering and organic nanomaterials. **Prerequisite:** CHEM 2303.
- CHEM 6340: Special Topics in Inorganic Chemistry [3-0]
May include advance biochemical techniques, protein biochemistry, biotechnology, critical developments in biochemistry, advanced training and conduct in biochemistry, enzymes biochemistry and clinical biochemistry. **Prerequisites:** Undergraduate Biochemistry, CHEM 3303.
- CHEM 6350: Special Topics in Analytical Chemistry [3-0]
May include clinical instrumentation, quality control/quality assurance, chemical separations, laser analytical chemistry, advance instrumental laboratory investigations, environmental chemistry, geochemistry, marine chemistry and forensic sciences. **Prerequisites:** Undergraduate Analytical Chemistry, CHEM 2301.
- CHEM 6360: Special Topics in Physical Chemistry [3-0]
May include quantum chemistry, thermodynamics, kinetics, statistical mechanics, group theory and nuclear chemistry. **Prerequisites:** Undergraduate Physical Chemistry I & II, CHEM 3304 and CHEM 3305.
- CHEM 6370: Special Topics in Chemical Education [3-0]
Special topics for the enhancement of chemical education including chemistry, technology, environmental science and other related topics. **Prerequisite:** Assigned teaching duties or graduate student status. May be repeated for credit up to 9 hours.
- CHEM 6380: Special Topics in Biochemistry [3-0]
May include advance biochemical techniques, protein biochemistry, biotechnology, critical developments in biochemistry, advanced training and conduct in biochemistry, enzymes biochemistry and clinical biochemistry. **Prerequisite:** Undergraduate Biochemistry, CHEM 3303.
- CSCI 6303: Principles of Information Technology Systems [3-0]
An introduction to information technology and computer systems. Specific topics provide an overview of databases, knowledge-based systems, e-commerce, software engineering, software tools, programming, and Internet. **Prerequisites:** Knowledge of a high level programming language and consent of instructor.
- CSCI 6307: Foundations of Systems in Computer Science [3-0]
In-depth analysis of operating systems, computer architecture, and distributed processing, focusing on principles of organization and applications across systems.
- CSCI 6315: Applied Database Systems [3-0]
Course covers the application of a modern database system. Concepts covered include relational model, normalization, structured query language, Internet data formats, and server and client side

technologies. The course is targeted at students who are interested in the development of application programs using a database system such as Oracle, or Microsoft SQL. **Prerequisite:** CSCI 6302 or equivalent.

CSCI 6350: Advanced Artificial Intelligence [3-0]
Issues of knowledge representation, including a survey of important knowledge-based systems. Current research issues, including neural networks, object-oriented programming in AI, natural language understanding, device understanding, and perception. **Prerequisite:** CSCI 6305 or consent of instructor.

CSCI 6361: Computer Visualization [3-0]
Visualization systems augment quantitatively based systems for presentation of data in a manner facilitating understanding and insight. This course provides an in-depth study of the theory, design, and implementation of computer-based visualization systems. In addition to scientific visualization, visualization of semantic information is also examined. **Prerequisite:** CSCI 6307.

CSCI 6363: Human Computer Interaction [3-0]
Presents theory of human-computer interaction, as well as development methods for interfaces, such as user-centered design, prototyping, and participatory design. Course presents evaluation and testing techniques, such as heuristic evaluation, the cognitive walkthrough, and usability testing, as well as user-interface programming and ethical and societal issues. **Prerequisite:** CSCI 6302 or equivalent.

CSCI 6366: Data Mining and Warehousing [3-0]
As a multidisciplinary field, draws on work from areas including database technology, artificial intelligence, machine learning, neural network, statistics, information retrieval, and data visualization. Theoretical and practical methods will be presented on knowledge discovery and systems design and implementation. **Prerequisite:** CSCI 6305.

CSCI 6367: Digital Image Processing [3-0]
This course covers the basic techniques used in acquiring, processing and displaying of digital images and video. Topics include image acquisition, spatial and frequency domain representation, image filtering, image compression, image analysis, morphological image processing and image understanding. Efficient implementation of image processing algorithms in a structured computer language is emphasized. **Prerequisites:** MATH 2414 and CSCI 3333 or departmental consent.

EDCI 6304: Assessment of Learning [3-0]
An introduction to basic concepts, techniques and issues in assessment of student learning and learning environments. [Prescribed elective for all students who do not have a required assessment course in their specialization]

EDCI 6306: Special Topics in Education [3-0]
Students will engage in projects focused on causing change to occur in public schools. Topics must be approved by the instructor. The primary student work product from the course will be either a project proposal or a final project report. Course may be repeated for credit when topics changes.

EDCI 6307: Research Issues and Trends [3-0]
Research as well as current issues and trends within the field of education. A course designed to broaden the professional's understanding of the impact and implications of research, controversial

issues and trends both within the society and within the field of education. May be repeated for credit for maximum of nine hours when topics vary.

EDCI 6308: Advanced Educational Research [3-0]

An examination of the role in education of the discipline or field of study selected by the student. Includes an intensive study of research findings, scholarly publications and advanced experimentation with a focus on the improvement of instruction.

EDCI 6344: Assessment, Current Issues and Research in Science Education [3-0]

This course includes selected studies of current issues and problems related to science assessment, instruction and curriculum development within a research framework that leads to science education reform. A mentoring assignment, technology and field work is required.

EDCI 7334: Curriculum Problems and Processes [3-0]

This course examines approaches in developing, implementing and evaluating curricula. Principles and practices in the production and use of curriculum frameworks, guides, textbooks, technologies and other curriculum materials will be included.

EDFR 6300: Research Methods in Education [3-0]

A survey of quantitative, qualitative, and mixed methods research designed to introduce students to educational research. This course will include research design, literature review, critiquing research, and action research.

EDTC 6320: Instructional Technology [3-0]

This course provides a history and overview of the field of instructional technology. Demonstrations of technologies in different educational settings are explored. Practical and theoretical means for ascertaining the needs of learners, implementations of specific technologies to meet those needs, and assessment of effectiveness of those technologies in meeting learner's needs are presented.

EDTC 6321: Instructional Design [3-0]

This course uses an instructional systems design model to guide the student in systematically developing effective instruction. Theoretical and practical issues in instructional systems design are examined. Other instructional design models are introduced.

EDTC 6323: Multimedia/Hypermedia [3-0]

This course concentrates on the development and utilization of hypermedia and multimedia in education. Students are expected to demonstrate the ability to develop an interactive instruction by utilizing audiovisual technologies and computer-based/Web-based technologies in a meaningful, educational context. **Prerequisite:** EDTC 6321.

EDTC 6329: Selected Topics in Educational Technology [3-0]

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.

EDTC 6341: Student-Centered Learning Using Technology [3-0]

This course provides the teacher/trainer with the skills and conceptual knowledge for instructional design and development of student-centered learning activities in learning environments. The course also addresses critical issues in the instructional design and development process, including effective

modifications of instruction that uses advanced technologies for special needs students, and mentoring other faculty members.

MATH 6307: Collegiate Mathematics Teaching [3-0]

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

MATH 6309: Integrating Technology into Mathematics [3-0]

This is an introductory course related to the latest technological computer programs, especially in mathematics. It covers some of the following educational computer softwares: graphing calculator, dynamic geometry, computer algebra systems, publishing softwares and some multimedia and internet related softwares. **Prerequisite:** Departmental approval.

MATH 6310: Mathematics Teaching and Learning [3-0]

This course examines issues, trends and research related to the teaching/learning of secondary school mathematics. Specific topics will vary, but could include: technology in the classroom, mathematical problem solving and the use of applications in the teaching of mathematics. **Prerequisite:** Graduate standing in mathematics.

MATH 6325: Contemporary Geometry [3-0]

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

MATH 6328: Special Topics in Mathematics Teaching [3-0]

A critical analysis of issues, trends and historical developments in elementary and/or secondary mathematics teaching with emphasis on the areas of curriculum and methodology. This course may be repeated for credit when topic changes. **Prerequisite:** Graduate standing in mathematics.

PHYS 5387: Special Topics in Physics [3-0]

This graduate course will introduce students to different topics. The topics will be announced. May be repeated twice for credit. **Prerequisite:** Instructor approval.

PHYS 5394: Advanced Statistical Methods for Modern Astronomy [3-0]

This course will introduce the student to: gravitational wave astronomy and the detectors, advanced statistical methods, computational methods, introduction to grid computing and the LSC grid. The course has a mandatory laboratory component which will train the students in advanced statistical data analysis and grid computing. **Prerequisites:** MATH 3349, PHYS 3311 or consent of instructor.

PHYS 5398: Introduction to Computational Nano-optics and Nano-technology [3-0]

Applications of nanotechnology continue to advance significant innovations in sustainable energy, advanced materials, electronics, biotechnology, medicine, consumer supplies, and aerospace. Improved methods of modeling and simulation are required to achieve a more robust quantitative understanding of matter at the nanoscale. Computational techniques will be used to validate hypotheses that may not be accessible through traditional experimentation. Introduction to Computational Nanotechnology will provide students insights into current and emerging methods, opportunities, and challenges associated with the computational techniques involved in nanoscale research. Topics covered include: Modeling of

nanoparticles and complex NEMs and MEMs systems; Theory associated with nanoparticles nucleation; Surface modeling of thin films; Simulation methods for various nanotubes, buckyballs and modeling of graphene metal-oxide-semiconductor field-effect transistors; MATLAB for biological simulations in nanomedicine. Students will learn the future computational directions in the nanoscience field, highlighting the importance of the algorithms, modeling software, and computing tools in the development of efficient nanoscale systems. **Prerequisites:** Consent of instructor.

PHYS 5404: Physics by Inquiry I [3-3]

Physics by Inquiry I introduces students to guided inquiry-based modules that are specifically designed to prepare prospective and practicing teachers (K-12) to teach science as a process of "learning by discovery". This course deals with the study of mechanics, thermodynamics, and wave motion.

Prerequisites: PHYS 1402 or consent of instructor.

PHYS 5405: Physics by Inquiry II [3-3]

Physics by Inquiry II introduces students to guided inquiry-based modules that are specifically designed to prepare prospective and practicing teachers (K-12) to teach science as a process of "learning by discovery". This course deals with the study of electricity, magnetism, and modern physics.

Prerequisites: PHYS 5404 or consent of instructor.

PHYS 6301: Topics in Physics for Teachers [3-0]

A course that incorporates many different topics in physics. Guest lectures, student participation and basic concept presentation will be utilized to teach each topic. **Prerequisite:** PHYS 5405 or consent of instructor.

PHYS 6302: Environmental Physics for Teachers [3-0]

An enhanced understanding of environmental concepts and principles regarding pollution, air, water and waste management. The course will also address local issues and resources to help teachers provide students with opportunity for real world critical thinking and problem-solving. The course will include in-depth industry site visits and guided field trips to environmentally sensitive areas. Both renewable and non-renewable energy resources with the concept of energy conservation, waste management and disposal methods will be emphasized. **Prerequisite:** PHYS 5405 or consent of instructor.

PHYS 6303: Quantum Information [3-0]

The Heisenberg uncertainty principles and implications. Observation and measurement. Introduction to quantum mechanics, four quantum numbers and hands-on experiment will be provided. The Schrodinger Equation and its application to bound and free particles, the hydrogen atom. **Prerequisite:** PHYS 3402 or PHYS 5405 or consent of instructor.

PHYS 6310: Electromagnetics [3-0]

This is an introduction to the rapidly-developing new field of computational science: FDTD – Finite-Difference Time-Domain technique. It is widely used for modeling of propagation of electro-magnetic through material objects. FDTD is particularly useful for design of nano structures conducting light such as silicon integrated photonic devices. Examples include propagation of light through waveguides and storage of light in resonators. FDTD is also used for modeling of optical properties of photonic crystals. The topics covered in this course include: fundamentals of discrete wave equation, Yee algorithm, perfectly matched boundary layers, numerical stability and applications for electromagnetics.

Prerequisite: Consent of instructor.

PHYS 6352: Computational Physics [3-0]
The course will cover introduction to numerical techniques for solving physics problems, theory of computation and applications to various branches of physics, sample problems might include chaotic motion and nonlinear dynamics, particle trajectories, Monte Carlo simulations, dynamical and statistical descriptions of many body problems, hyperbolic, parabolic, and elliptic differential equations.
Prerequisite: PHYS 4390 or consent of instructor.

PHYS 6355: Computational Physics II [3-0]
This course will focus on the solution of large systems of equations, a topic that pervades many problems in scientific modeling, including the solutions of partial differential equations. The course will point out the limitations of direct methods of solutions and look at alternatives such as multigrid, the cholesky conjugate gradient, and Krylov methods in general with GMRES as a specific implementation. Preconditioning methods will be studied, along with the advantages of decomposition. Advanced topics like interpolative methods and the use of randomization may be included. **Prerequisite:** PHYS 6352 and familiarity with C programming and UNIX systems.

PHYS 6379: Scientific Programming [3-0]
The use of computing to solve scientific problems is pervasive in every field of science now. The effective use of computing in the sciences does not merely need a knowledge of a programming language but also the effective use of software libraries and hardware options available for scientific computing. This course will cover (i) efficient programming and best practices in procedural and object oriented programming languages, (ii) training in widely used scientific programming environments such as Matlab, (iii) use of scientific software libraries such as the various toolboxes in Matlab and the Gnu Scientific Library for numerical analysis, (iv) introduction to programming for high performance parallel computing machines, and (v) introduction to massively parallel computing using Graphics Processing Units (GPU computing). **Prerequisite:** Consent of instructor.

PHYS 6400: Astronomy by Sight [3-3]
Astronomy by Sight is a set of laboratory-based modules that are specifically designed to prepare prospective and practicing teachers (K-12) to teach science as a process of learning by discovery. The modules are also suitable for liberal arts students and for under-prepared students who aspire to science-related careers. Astronomy by Sight emphasizes the process of science rather than the presentation and explanation of facts. This course will deal with the sun, moon and stars, which will help predict and explain daily/monthly changes in the appearance of the sky. It will also deal with the earth, solar system and possibility of extraterrestrial life. **Prerequisite:** PHYS 5405 or consent of instructor.

PHYS 7300: Thesis I [3-0]
Prerequisites: Graduate standing and consent of thesis advisor.

PHYS 7301: Thesis II [3-0]
Prerequisites: Graduate standing and consent of thesis advisor

GLOSSARY OF TERMS

[3-0] or [3-0-12] (for example)

p. [3-0] The class will have three hours of lecture per week.

[2-3] The class will meet for two hours of lecture and three hours of laboratory per week.

[3-0-12] The class will have three hours of lecture and 12 hours of clinical experience each week.

Accreditation — College or University

A college or university in the United States is considered accredited if it is recognized by one of the following regional accrediting agencies:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

Accreditation — High School

A high school in Texas is considered accredited if it is recognized by the Texas Education Agency (TEA). High schools outside of Texas are considered accredited if they are recognized by their state accreditation agency.

Advanced-level Work

Courses numbered 3000-4000 are advanced or upper-division courses. Courses numbered 3000 are designated as junior level, and 4000-numbered courses are designated as senior level. Approval of the department chair or dean of the college is required for enrollment in advanced-level courses by students who have not reached junior standing. Students who have not passed all portions of the TASP exam may not enroll in any advanced-level coursework if, upon completion of the work, the student would have completed 60 or more hours.

Attempted Hours

Attempted hours are the total number of hours for courses that a student has attempted, including failing grades such as "F," "DF" and "WF."

Census Date

The official census date is the 12th class day for regular fall and spring semesters or the fourth class day for summer sessions. Dates for traditional programs are found in the Academic Calendar. Census dates for non-traditional students (online-accelerated programs) will be published by the registrar's office.

Common Course Number

If the course is generally equivalent to other lower-division courses taught at universities and community colleges within the state, the Texas Common Course Number is shown in the course description for informational purposes. See page 27 for further information.

Contact Hours

Number of regularly scheduled hours per week that a lecture, laboratory or clinical experience is scheduled to meet during a long semester. (See [3-0] above.)

Coursework in Residence

Coursework in residence refers to coursework actually completed on one of the UTRGV campuses or through credit by examination offered by UTRGV academic departments. Extension, credit by examination offered by external agencies (e.g. IB, CLEP, AP), and transfer credit may not be used to complete the residency requirement for graduation.

Dean's List

After each regular semester, a dean's list is published listing the names of all undergraduate students enrolled in a minimum of 12 college-level hours who have a grade point average of 3.5 or better for courses taken that semester. A dean's list is not produced during the summer sessions.

Designated Electives

Students have choices within the category of designated electives but must complete the required number of courses or hours from those specified.

Elective Hours

Required semester hours for which specific courses are not prescribed are listed as elective hours.

Entering Freshman

A student admitted as an entering freshman has not attended any accredited college or university.

Full-time Graduate

A graduate student who is enrolled for at least nine hours of credit during a regular semester, or a total of six hours of credit during the summer sessions, is considered fulltime. Graduate students in an accelerated online program are considered fulltime upon enrollment in six credit hours in any two seven-week accelerated modules that comprise a traditional academic semester (fall, spring or summer).

Full-time Undergraduate

An undergraduate student who is enrolled for at least 12 semester hours during a regular semester, or at least six hours of credit during a summer session, is considered fulltime.

Half-time Graduate

A half-time graduate student is one who is enrolled for six to eight hours of credit during the regular semester or three hours of graduate credit during a summer session. Graduate students in an accelerated online program are considered part-time upon enrollment in three credit hours in any two seven-week accelerated modules that comprise a traditional academic semester (fall, spring or summer).

Half-time Undergraduate

A half-time undergraduate student is one who is enrolled for six to 11 semester hours during the regular semester or three hours of credit during a summer session.

Three-Quarter Time Undergraduate

A three-quarter time undergraduate student is one who is enrolled for nine to 11 semester hours during the regular semester.

Hours

College credit at UTRGV is measured in terms of semester credit hours. Ordinarily, a class that meets one 50-minute period per week for a regular semester will carry a credit of one hour. The majority of classes meet three periods or their equivalent each week and carry three hours of credit. Two or three laboratory hours per week are usually required for one hour of laboratory credit.

International English Language Testing System (IELTS)

Students whose native language is not English and students who studied outside the U.S. will be expected to provide test scores for either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Leveling Work

Coursework designed to eliminate deficiencies in educational background of students admitted or being considered for admission to a graduate program is called leveling work. (Graduate programs are designed on the assumption that students have a common body of knowledge.)

Maximum Course Load

The maximum load for a full-time undergraduate student is 18 hours in a regular semester and 15 for each summer session. Students may be permitted to enroll for additional hours with the approval of his or her undergraduate advisor and the dean of the college.

Non-degree Seeking Students

Non-degree seeking students are students who take graduate coursework for professional improvement or other reasons and have not been admitted to a graduate program. If the non-degree seeking student decides to apply to a graduate program, the student must submit a graduate application online, pay the required fees, and submit an official transcript showing the awarding of a bachelor's or higher degree. Registration as a non-degree seeking student in a master's course requires the permission of the graduate program director or the department chair. Registration in doctoral courses requires acceptance to a doctoral program and/or approval of the Dean of the Graduate College and may require additional documentation. A maximum of 6 hours taken at the university as a non-degree seeking student can be applied to a graduate degree with the approval of the graduate department.

Prerequisite

A course listed with a prerequisite means that specified requirements must be met before one can enroll in the course. Specific prerequisites are listed in course descriptions.

Probation

Students are placed on scholastic probation when they fail to achieve the required overall grade point average. Students may be placed on disciplinary probation for infraction of any University regulation. In either case, they must satisfy specific requirements before they can return to a non-probationary status. For further information, refer to the sections on scholastic probation and suspension in the

undergraduate and graduate catalogs. The Student Conduct and Disciplinary Code is discussed on page 98.

Regular Semester

A regular semester is any 15-week fall or spring semester.

Returning Student

A student whose last institution attended was UTRGV is admitted as a returning student after an absence of at least one regular semester.

Semester

(See Regular Semester)

Special Student

A student holding at least a bachelor's degree from an accredited institution who does not wish to enter the Graduate College may be permitted to register as a special student in one of the undergraduate colleges and is subject to all rules and regulations of that college.

Summer Session

As part of its regular program, the University offers two summer sessions, each five-and-one-half weeks long.

Transfer Students

Students admitted as transfer students have last attended an accredited college or university other than, or in addition to, UTRGV.

Test of English as a Foreign Language (TOEFL)

Students whose native language is not English and students who studied outside the U.S. will be expected to provide test scores for either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Upper Division

(See Advanced-level Work)

FACULTY LISTING

A

- Abdel-Raheem, Mohamed, Assistant Professor, Department of Civil Engineering; Civil Engineering; PhD, University of Central Florida, 2011.
- Abdelbary, Bassent, Clinical Assistant Professor, Department of Physician Assistant; Epidemiology; PhD, The University of Texas Health Science Center - Houston, 2016.
- Abebe, Michael A., Associate Professor, Department of Management; Business Administration; PhD, Southern Illinois University Carbondale, 2008.
- Abraham, John P., Full Professor, Department of Computer Science; Health & Physical Education; EdD, University of Houston, 1986.
- Abrego, Jesus "Chuey", Associate Professor, Department of Organization and School Leadership; Educational Leadership; EdD, The University of Texas - Pan American, 2008.
- Adams, Russell P., Associate Professor, Department of International Business and Entrepreneurship; Business Administration; PhD, The University of Texas - Pan American, 2008.
- Adhikari, Binay, Assistant Professor, Department of Economics and Finance.
- Agbese, Aje-Ori, Associate Professor, Department of Communication; Communication studies; PhD, Bowling Green State University, 2004.
- Aguilera, Lydia L., Clinical Associate Professor, Cooperative Pharmacy Program.
- Aguir, Wael, Assistant Professor, School of Accountancy; Business Administration Accounting; PhD, The University of Texas at San Antonio, 2011.
- Aguirre, Maria T., Clinical Assistant Professor, Department of Health and Biomedical Sciences; Biology; MS, The University of Texas - Brownsville and Texas Southmost College, 2008.
- Aguirre, Tony, Clinical Assistant Professor, School of Rehabilitation Services and Counseling; Rehabilitation Counseling; MS, The University of Texas - Pan American, 2001.

Ahluwalia, Punit, Associate Professor, Department of Information Systems; Computer Information Systems; PhD, Georgia State University, 2006.

Ahmad, Hassan, Full Professor, Department of Chemistry; Biochemistry; PhD, Aligarh Muslim University, 1983.

Akindayomi, Akinloye, Associate Professor, School of Accountancy; Management; PhD, University of Calgary, 2006.

Alcoutlabi, Mataz, Assistant Professor, Department of Mechanical Engineering; Polymeric and Composite Materials; PhD, National Institute of Applied Sciences of Lyon, 1999.

Alessandri, Mariana, Assistant Professor, Department of Philosophy; Philosophy; PhD, The Pennsylvania State University, 2010.

Alianak, Sonia, Full Professor, Department of Political Science; Government; PhD, The University of Texas - Austin, 1987.

Almaguer, Isela, Full Professor, Department of Bilingual and Literacy Studies; Department of Curriculum and Instruction; EdD, The University of Houston, 2003.

Almasay, Laura, Clinical Full Professor.

Altema McNeely, Natasha, Assistant Professor, Department of Political Science; Political Science; PhD, The University of Iowa, 2013.

Alvarado, Victor, Full Professor, Department of Counseling and Guidance; Educational Leadership; Counseling; EdD, Western Michigan University, 1976.

Alvarez McHatton, Patricia M., Full Professor, Department of Human Development and School Services; Curriculum and Instruction with an emphasis in Special Education and Urban Education; PhD, University of South Florida, 2004.

Alvarez, Stephanie, Associate Professor, School of Interdisciplinary Programs and Community Engagement; Spanish; PhD, The University of Oklahoma, 2006.

Amado Pineda, Andres R., Assistant Professor, School of Music; Music; PhD, The University of Texas - Austin, 2013.

Ambriz, Frank, Clinical Associate Professor, Department of Physician Assistant; Physician Assistant Studies; M.P.A.S Master of Physician Assistant Studies, University of Nebraska Medical Center, 2005.

Amorim, George J., Associate Professor, School of Music; Double Bass Performance; DMA, The University of North Texas, 2009.

Anabila, Andrew A., Associate Professor, School of Accountancy; Business; PhD, Columbia University, 2003.

Andersen, Mark, Full Professor, Department of Biology.

Anderson, Jerry, Visiting Professor, Department of Civil Engineering; Sanitary and Water Resources Engineering; PhD, Vanderbilt University, 1972.

Anderson-Mejias, Pamela, Full Professor, Department of Writing and Language Studies; English Education/Applied Linguistics; PhD, Indiana University - Bloomington, 1980.

Andoh-Baidoo, Francis K., Associate Professor, Department of Information Systems; Business Information Systems; PhD, Virginia Commonwealth University, 2006.

Andrade, Juan P., Associate Professor, School of Music; Music; DMA, University of North Carolina, 2008.

Anshen, David, Assistant Professor, Department of Literatures and Cultural Studies; Comparative Literature; PhD, Stony Brook University, 2004.

Aparicio, Vicente, Assistant Professor, Cooperative Pharmacy Program.

Aponte Martinez, Gerardo, Assistant Professor, Department of Teaching and Learning.

Appiahene-Gyamfi, Joseph, Full Professor, Department of Criminal Justice; Criminology; PhD, Simon Fraser University, 1999.

Ardalani, Elvia, Associate Professor, Department of Writing and Language Studies; Bilingualism; EdD, Texas A&I University, 1990.

Armianu, Irina, Assistant Professor, Department of Literatures and Cultural Studies; French Studies;

Arney, Janna L., Associate Professor, Department of Management; Educational Studies; PhD, The Ohio State University, 1997.

Arya, Rector, Assistant Professor of Research, South Texas Diabetes and Obesity Institute; Biological Anthropology; PhD, University of Kansas, 1999.

Ater, Brandon, Assistant Professor, School of Accountancy; Business; PhD, Virginia Polytechnic Institute & State University, 2015.

Atesin, Tulay, Assistant Professor, Department of Chemistry; Chemistry; PhD, University of Rochester, 2007.

Atisa, George, Assistant Professor, Department of Public Affairs and Security Studies; Public Affairs; PhD, Florida International University, 2014.

Austin, Charles I., Clinical Assistant Professor, Department of Family and Preventive Medicine.

Ayaburi, Emmanuel, Assistant Professor, Department of Information Systems.

Azarbayejani, Mohammed, Assistant Professor, Department of Civil Engineering; Civil (Structural) Engineering; PhD, University of New Mexico, 2009.

B

Baker, Will, Clinical Assistant Professor, Department of Physician Assistant; Medical Science (Rural Primary Care); MS, Alderson-Broadus College, 1999.

Balci, Tamer, Associate Professor, Department of History; History; PhD, Claremont Graduate University, 2007.

Balogh, Andras, Full Professor, School of Mathematical and Statistical Science; Mathematics; PhD, Texas Tech University, 1997.

Banu, Jameela, Assistant Professor, Department of Health and Biomedical Sciences; Special Zoology; PhD, University of Madras, 1991.

Barrow, Clyde W., Full Professor, Department of Political Science; Political Science; PhD, University of California, Los Angeles, 1984.

Bautista, Beatriz, Assistant Professor, School of Nursing; Nursing Practice; DNP, Rocky Mountain University of Health Professions, 2008.

Beardwood, Norma L., Clinical Associate Professor, Department of Health and Biomedical Sciences; Emphasis in Management; MBA, The University of Texas - Pan American, 2008.

Belau, Linda, Full Professor, Department of Literatures and Cultural Studies; Comparative Literature; PhD, State University of New York at Binghamton, 2000.

Ben Ghalia, Mounir, Full Professor, Department of Electrical Engineering; Engineering with concentration in Electrical Engineering; PhD, Tennessee Technological University, 1995.

Benacquista, Matthew, Full Professor, Department of Physics and Astronomy; Physics; PhD, Montana State University, 1988.

Benavente, Karen, Visiting Associate Professor, Department of Literatures and Cultural Studies; Romance, Languages and Literatures; PhD, Harvard University, 2000.

Benavides, Jude A., Associate Professor, School of Earth, Environmental, and Marine Sciences; Environmental Science and Engineering; PhD, Rice University, 2005.

Benham, Grant, Full Professor, Department of Psychological Science; Experimental Psychology; PhD, The University of Tennessee - Knoxville, 2000.

Benitez, Rogelio, Assistant Professor, Department of Mechanical Engineering.

Berg, Karl, Assistant Professor, Department of Biology; Neurobiology; PhD, Cornell University, 2011.

Berger, Marc, Clinical Associate Professor, Department of Family and Preventive Medicine.

Bernard, John, Full Professor, School of Mathematical and Statistical Science; Education (Mathematics Education); PhD, The University of Texas - Austin, 1978.

Bessett, Ryan, Assistant Professor, Department of Writing and Language Studies.

Bhat, Narayan, Full Professor, Department of Chemistry; Chemistry; PhD, University of Poona, 1982.

Bhatta, Dambaru, Full Professor, School of Mathematical and Statistical Science; Applied Mathematics; PhD, Dalhousie University, 1995.

Bhatti, Muhammad I., Full Professor, Department of Physics and Astronomy; Physics; PhD, University of Notre Dame, 1987.

Biggs, Kyle, Assistant Professor - Clinical, Department of Obstetrics and Gynecology.

Birk, Megan, Associate Professor, Department of History; United States History; PhD, Purdue University, 2008.

Blakemore, T. Mark, Associate Dean, Department of International Business and Entrepreneurship; Law; JD, University of Miami, 1979.

Blangero, John, Full Professor, South Texas Diabetes and Obesity Institute.

Block, Steven, Full Professor, School of Music; Music Theory & Composition; PhD, University of Pittsburgh, 1981.

Bostic, Amie, Assistant Professor, Department of Sociology and Anthropology; Sociology; PhD, Duke University, 2016.

Boudreau, James W., Associate Professor, Department of Economics and Finance; Economics; PhD, University of Connecticut, 2009.

Bouniaev, Mikhail M., Full Professor, School of Mathematical and Statistical Science; D.Sc., USSR Council of Ministers, 1992.

Bowles, David, Assistant Professor, Department of Literatures and Cultural Studies; Educational Leadership; EdD, The University of Texas - Pan American, 2008.

Bracken, Paul, Full Professor, School of Mathematical and Statistical Science; Applied Mathematics; PhD, University of Waterloo, 1995.

Bradley, Robert, Associate Professor, School of Art; Art History and Archaeology; PhD, Columbia University, 2005.

Braithwaite, Jean, Associate Professor, Creative Writing Program; English; PhD, University of Missouri - Columbia, 2004.

Breen, Michael J., Clinical Full Professor, Department of Obstetrics and Gynecology.

Breier, John, Associate Professor, School of Earth, Environmental, and Marine Sciences.

Brickman, Stephanie J., Full Professor, Department of Human Development and School Services; Educational Instructional Psychology and Technology; PhD, The University of Oklahoma, 1998.

Britten, Thomas A., Full Professor, Department of History; History; PhD, Texas Tech University, 1994.

Brown, Benjamin T., Full Professor, Department of Criminal Justice; Sociology; PhD, Kansas State University, 1995.

Brown, Cynthia A., Full Professor, Department of Economics and Finance; International Business Management; PhD, The University of Texas - Pan American, 1998.

Brown, Peter E., Associate Professor, Department of Literatures and Cultural Studies; Modern Languages & Literatures; PhD, University of Nebraska-Lincoln, 1991.

Brownlow, Art A., Full Professor, School of Music; Music; DMA, The University of Texas - Austin, 1994.

Bruehoefener, Friederike, Assistant Professor, Department of History; History; PhD, The University of North Carolina at Chapel Hill, 2014.

Brush, Tim, Full Professor, Department of Biology; Zoology; PhD, Rutgers University, 1985.

Buchberger, Erica, Assistant Professor, Department of History; History; PhD, University of Oxford, 2013.

Bullard, James, Associate Professor, Department of Chemistry; Microbiology; PhD, The University of Montana, 1996.

Bussert-Webb, Kathy M., Full Professor, Department of Bilingual and Literacy Studies; Language Education; PhD, Indiana University, 1997.

Butler, Alley C., Full Professor, Department of Manufacturing and Industrial Engineering; Mechanical Engineering; PhD, Purdue University, 1992.

C

Cameron, Ed, Full Professor, Department of Literatures and Cultural Studies; Comparative Literature; PhD, State University of New York at Binghamton, 2001.

Campney, M. S., Associate Professor, Department of History; American Studies; PhD, Emory University, 2007.

Cantos, Arthur, Associate Professor, Department of Psychological Science; Psychology; PhD, State University of New York at Stony Brook, 1989.

Carlson, Don, Assistant Professor, Department of Occupational Therapy; MD, The University of Texas - Medical Branch, 1994.

Carlson, Ralph, Full Professor, Department of Human Development and School Services; Psychology/Quantitative methods and clinical (APA approved); PhD, The University of Houston, 1974.

Carmona, Christopher R., Assistant Professor, Creative Writing Program; English; PhD, Texas A&M University - College Station, 2012.

Carren, David B., Associate Professor, Department of Theatre; Writing; MFA, Spalding University, 2005.

Caruntu, Dumitru I., Full Professor, Department of Mechanical Engineering; Technical Sciences; PhD, Politehnica University of Bucharest, 1999.

Castro, Veronica, Associate Professor, Department of Counseling and Guidance; Counselor Education; PhD, Texas A&M University - Corpus Christi, 2005.

Cavazos, Alyssa G., Assistant Professor, Department of Writing and Language Studies; Rhetoric and Composition; PhD, Texas Christian University, 2012.

Cavazos, Javier J., Assistant Professor, Department of Counseling and Guidance; Counselor Education and Supervision; PhD, Texas A&M University - Corpus Christi, 2012.

Chakraborty, Santanu, Associate Professor, School of Mathematical and Statistical Science; Statistics; PhD, Indian Statistical Institute, 2002.

Chamberlain, Steven P., Full Professor, Department of Human Development and School Services; Special Education; PhD, The University of Texas - Austin, 1999.

Chandrashekar, Lakshman, Assistant Professor, Department of Management; Business Administration; PhD, Southern Illinois University - Carbondale, 2003.

Chang, Yanrong, Associate Professor, Department of Communication; Communication Studies; PhD, The University of Iowa, 2002.

Chapman, Angela, Assistant Professor, Department of Teaching and Learning; Curriculum & Instruction; PhD, University of South Florida, 2013.

Charak, Ruby, Assistant Professor, Department of Psychological Science; Developmental Psychology and Psychopathology; PhD, Vrije Universiteit, Amsterdam, The Netherlands, 2015.

Charlton, Colin, Associate Professor, Department of Writing and Language Studies; English; PhD, Purdue University, 2005.

Chavarria, Nikita, Clinical Assistant Professor, Department of Medical Education.

Chen, Roy, Associate Professor, School of Rehabilitation Services and Counseling; Rehabilitation Counselor Education; PhD, Michigan State University, 2006.

Chen, Xi, Associate Professor, Department of Political Science; Planning, Governance and Globalization; PhD, Virginia Polytechnic Institute & State University, 2007.

Chen, Zhixiang, Full Professor, Department of Computer Science; Computer Science; PhD, Boston University, 1995.

Cheng, Benxu, Assistant Professor, Department of Biomedical Sciences.

Cheng, Chu-Lin, Assistant Professor, School of Earth, Environmental, and Marine Sciences; Environmental Science; PhD, Iowa State University, 2009.

Chew, Sue Anne, Assistant Professor, Department of Health and Biomedical Sciences; Bioengineering; PhD, Rice University, 2010.

Chineke, Chinwendu M., Clinical Assistant Professor, School of Nursing; Family Nurse Practitioner; MSN, The University of Texas - Pan American, 2013.

Chipara, Magdalena M., Associate Professor, Department of Physics and Astronomy; Physics; PhD, University of Bucharest, 1998.

Chipara, Mircea, Associate Professor, Department of Physics and Astronomy; Physics; PhD, Institute of Atomic Physics, 1996.

Cho, Sunyoung, Assistant Professor, Department of Information Systems; Computer Information Systems; PhD, Georgia State University, 2007.

Choi, Yoonsu, Assistant Professor, Department of Electrical Engineering; Electrical and Computer Engineering; PhD, Georgia Institute of Technology, 2005.

Chomsky, Daniel, Associate Professor, Department of Political Science; Political Science; PhD, Northwestern University, 1999.

Choutapalli, Isaac, Associate Professor, Department of Mechanical Engineering; Mechanical Engineering; PhD, Florida State University, 2007.

Christensen, Matthew, Full Professor, Department of Literatures and Cultural Studies; Comparative Literature; PhD, University of California, Los Angeles, 2002.

Christoffersen, Katherine, Assistant Professor, Department of Writing and Language Studies; Second Language Acquisition and Teaching; PhD, The University of Arizona, 2015.

Chu, Yul, Associate Professor, Department of Electrical Engineering; Computer Engineering; PhD, University of British Columbia, 2001.

Cintra-Buenrostro, Carlos, Associate Professor, School of Earth, Environmental, and Marine Sciences; Geosciences; PhD, The University of Arizona, 2006.

Clark, Douglas N., Assistant Professor, School of Art; BFA, The University of Texas - Austin, 1972.

Clua-Losada, Monica, Associate Professor, Department of Political Science; Politics; PhD, University of York, 2011.

Coberly, Rebecca A., Associate Professor, School of Music; Vocal Music Performance; DMA, Texas Tech University, 2009.

Collard, Michael, Visiting Associate Professor, Department of Biomedical Sciences.

Colon-Gonzalez, Maria, Clinical Assistant Professor, Department of Family and Preventive Medicine.

Conatser, Phillip K., Associate Professor, Department of Health and Human Performance; Education - Physical Education; PhD, University of Virginia, 1999.

Contreras, Rogelio R., Associate Professor, School of Mathematical and Statistical Science; Curriculum and Instruction; PhD, Texas A&M University - College Station, 2002.

Contreras, Salvador, Associate Professor, Department of Economics and Finance; Economics; PhD, Claremont Graduate University, 2007.

Cook, John A., Associate Professor, Department of Communication; College Teaching - Speech Communication and Drama; PhD, The University of North Texas, 1982.

Corbeil, Joseph Rene, Associate Professor, Department of Teaching and Learning; Curriculum and Instruction; EdD, The University of Houston, 2003.

Corbeil, Maria Elena, Associate Professor, Department of Teaching and Learning; Curriculum & Instruction; EdD, The University of Houston, 2005.

Cordoba Kisse, Michelle, Clinical Assistant Professor, Department of Internal Medicine.

Corpuz, Edgar, Associate Professor, Department of Physics and Astronomy; Physics; PhD, Kansas State University, 2006.

Correa-Cabrera, Guadalupe, Associate Professor, Department of Public Affairs and Security Studies; PhD, The New School, 2009.

Cortez Acebedo, Juanita, Assistant Professor, School of Nursing; Nursing; PhD, The University of Texas - Tyler, 2016.

Cortina, Guadalupe, Associate Professor, Department of Literatures and Cultural Studies; Spanish; PhD, The University of Arizona, 1996.

Couture Gagnon, Alexandre, Assistant Professor, Department of Public Affairs and Security Studies; Public Policy; PhD, Carleton University, 2013.

Coyle, Tom, Associate Professor, Department of International Business and Entrepreneurship; Business Administration; PhD, The University of Texas - Pan American, 2008.

Creighton, Teviet, Associate Professor, Department of Physics and Astronomy; Physics; PhD, California Institute of Technology, 2000.

Cripps, Cynthia, Associate Professor, School of Music; Instrumental Performance; DMA, University of Miami, 2006.

Crown, Stephen W., Full Professor, Department of Mechanical Engineering; Mechanical Engineering; PhD, Iowa State University, 1993.

Croyle, Kristin, Full Professor, Department of Psychological Science; Psychology; PhD, The University of Montana, 2000.

Crutchfield, Ruth, Assistant Professor, Department of Communication Disorders; SLP.D. (Doctor of Speech Language Pathology), Nova Southeastern University, 2010.

Cruthirds, Kevin, Associate Professor, Department of International Business and Entrepreneurship; International Business; PhD, The University of Texas - Pan American, 2007.

Cruz, Bianca, Assistant Professor, Cooperative Pharmacy Program.

Cummins, Amy, Associate Professor, Department of Literatures and Cultural Studies; English; PhD, University of Kansas, 2004.

Cunningham, Cory, Assistant Professor, Department of Communication; Communication Studies; PhD, The University of Oklahoma, 2009.

Curran, Joanne E., Full Professor, South Texas Diabetes and Obesity Institute; Molecular Genetics;

D

Dabrowski, Peter, Full Professor, School of Music; DMA, Northwestern University, 1998.

Daniel, Clay, Associate Professor, Department of Literatures and Cultural Studies; English; PhD, Texas A&M University - College Station, 1988.

Dantzker, Mark, Full Professor, Department of Criminal Justice; Clinical Psychology (Licensure); PhD, Walden University, 2010.

Darcy, John W., Full Professor, School of Accountancy; PhD, The University of Oklahoma, 2002.

Darsow, Frederick, Associate Professor, Dance Program; Dance/Choreography; MFA, Arizona State University, 1998.

Dávila, Alberto, Full Professor, Department of Economics and Finance; Economics; PhD, Iowa State University, 1982.

Davila, Mario A., Associate Professor, Department of Criminal Justice; Criminal Justice; PhD, Sam Houston State University, 2005.

Davila-Montes, Jose M., Full Professor, Department of Literatures and Cultural Studies; Translation and Interpretation; PhD, Autonomous University of Barcelona, 2008.

Davis, Naomi, Assistant Professor - Clinical, Department of Family and Preventive Medicine.

Davis, Virginia E., Associate Professor, School of Music; Music; PhD, The University of Arizona, 2005.

Davis, Wendell R., Full Professor, School of Music; Voice; DMA, Indiana University - Bloomington, 1985.

Dawkins, Marika, Assistant Professor, Department of Criminal Justice; Juvenile Justice; PhD, Prairie View A&M University, 2013.

De Erausquin, Gabriel, Clinical Full Professor, Department of Psychiatry and Neurology.

De La Trinidad, Maritza, Assistant Professor, Department of History; History; PhD, The University of Arizona, 2008.

De Los Santos, Denise, Assistant Professor - Clinical, Department of Obstetrics and Gynecology.

De Souza, Carlos R., Associate Professor, School of Art; Art History; PhD, University of California, Santa Barbara, 2009.

Dean, Frank B., Assistant Professor, Department of Chemistry; Biochemistry; PhD, University of Chicago, 1984.

Dearth, Robert K., Associate Professor, Department of Biology; Veterinary Anatomy; PhD, Texas A&M University - College Station, 2003.

Decker, Katie A., Assistant Professor, School of Music; Music Performance; DMA, Florida State University, 2011.

Degnon, Christine, Associate Professor - Clinical, Department of Family and Preventive Medicine.

Del Rio, Eduardo, Full Professor, Department of Literatures and Cultural Studies; English; PhD, Texas A&M University - College Station, 1996.

Deleon, Leticia, Associate Professor, Department of Teaching and Learning; Curriculum and Instruction; EdD, The University of Houston, 2005.

DeYoe, Hudson R., Full Professor, School of Earth, Environmental, and Marine Sciences; Biological Sciences; PhD, Bowling Green State University, 1991.

Diallo, Abdoulaye, Assistant Professor, School of Rehabilitation Services and Counseling; Rehabilitation Counseling; PhD, Michigan State University, 2010.

Diaz, George, Assistant Professor, Department of History; PhD, Southern Methodist University, 2010.

Diaz, Maria E., Assistant Professor, Department of Teaching and Learning; Curriculum & Instruction; EdD, The University of Texas at Brownsville/Texas Southmost College, 2011.

Diaz, Maria Ignacia, Associate Professor, School of Nursing; Higher Education (Nursing Education); EdD, Nova Southeastern University, 1993.

Diaz, Mario C., Full Professor, Department of Physics and Astronomy; Physics; PhD, University of Cordoba Argentina, 1987.

Diaz, Walter, Full Professor.

Diaz, Zulmaris, Associate Professor, Department of Bilingual and Literacy Studies; Curriculum and Instruction (Bilingual Education); PhD, Texas A&M University - College Station, 2004.

Diaz-Barriga, Miguel, Full Professor, Department of Sociology and Anthropology; Anthropology; PhD, Stanford University, 1991.

Diego, Vincent P., Assistant Professor of Research, South Texas Diabetes and Obesity Institute; Anthropology, Human Statistical Genetics; PhD, State University of New York at Binghamton, 2005.

Dimakis, Nicholas, Full Professor, Department of Physics and Astronomy; Physics; PhD, Illinois Institute of Technology, 1997.

Dingle, Arden D., Clinical Full Professor, Department of Psychiatry and Neurology.

Dirrigl, Frank J., Associate Professor, School of Earth, Environmental, and Marine Sciences; Anthropology; PhD, University of Connecticut, 1998.

Dominguez, Diana V., Full Professor, Department of Literatures and Cultural Studies; English; PhD, Texas Tech University, 2004.

Dong, Wenjie, Associate Professor, Department of Electrical Engineering; Electrical Engineering; PhD, University of California, Riverside, 2009.

Donner, William, Associate Professor, Department of Sociology and Anthropology; Sociology; PhD, University of Delaware, 2007.

Dooley, Sheila A., Associate Professor, Department of Writing and Language Studies; Linguistics; PhD, Carolinae Lund University, 1991.

Dorsey, Margaret E., Associate Professor, Department of Sociology and Anthropology; Anthropology; Communication & Culture; PhD, Indiana University - Indianapolis, 2002.

Downey, Clara, Associate Professor, Department of International Business and Entrepreneurship; Business Administration; PhD, The University of Texas - Pan American, 2008.

Duggirala, Ravindranath, Full Professor, South Texas Diabetes and Obesity Institute; Anthropology; PhD, University of Kansas, 1995.

Dukes, Phillip R., Associate Professor, Department of Physics and Astronomy; Physics; PhD, Brigham Young University, 1996.

Dulgheru, Emilia, Clinical Assistant Professor, Department of Internal Medicine.

Dyer, Thomas D., Full Professor of Research, South Texas Diabetes and Obesity Institute; Computer Science; PhD, The University of Texas - San Antonio, 2002.

E

Eanes, Linda, Assistant Professor, School of Nursing; Administration and Supervision; EdD, The University of Houston, 1996.

Ebaseh-Onofa, Benjamin O., Associate Professor, School of Mathematical and Statistical Science.
Edinbarough, Immanuel A., Full Professor, Department of Manufacturing and Industrial Engineering;
Mechanical Engineering; PhD, Bharathiar University, 1996.

Edwards, Robert, Full Professor, Department of Biology; Zoology; PhD, The University of Texas - Austin, 1980.

Eisenman, Russell, Associate Professor, Department of Psychological Science; Psychology; PhD, University of Georgia, 1966.

Ekoumou, Martin, Clinical Assistant Professor, Department of Physician Assistant.

Elizondo, Omar, Assistant Professor in Practice, Department of Biology; Biology; MS, The University of Texas- Pan American, 2008.

Eluri, Zina, Assistant Professor, Department of Psychological Science; Clinical Psychology; PhD, Eastern Michigan University, 2013.

English, Linda, Associate Professor, Department of History; U.S. History; PhD, The University of Oklahoma, 2005.

Eom, Minhee, Associate Professor, Department of Writing and Language Studies; Teaching & Learning (Foreign Language & ESL Education); PhD, The University of Iowa, 2006.

Ermolinsky, Boris, Assistant Professor, School of Earth, Environmental, and Marine Sciences; Chemistry; PhD, Engelgardt Institute of Molecular Biology Russian Academy of Science, 2000.

Ernest, Andy N.S., Full Professor, Department of Civil Engineering.

Ernst, Frederick, Full Professor, Department of Psychological Science; Clinical Psychology; PhD, The Ohio State University, 1976.

Escalona, Cristel, Assistant Professor - Clinical, Department of Pediatrics.

Escobar, Romeo L., Assistant Professor, Department of Social Work; Leadership Studies; PhD, Our Lady of the Lake University, 2013.

Escobari, Diego, Associate Professor, Department of Economics and Finance; Economics; PhD, Texas A&M University - College Station, 2008.

Espahbodi, Hassanali, Full Professor, School of Accountancy; Business Administration; PhD, The University of Alabama, 1981.

Espinosa-Dulanto, Miryam, Assistant Professor, Department of Teaching and Learning; Curriculum and Instruction; PhD, The University of Wisconsin - Madison, 1999.

Espinoza, Lucas E., Assistant Professor, Department of Criminal Justice; Sociology; PhD, Texas Woman's University, 2016.

Esquierdo, Joy, Associate Professor, Department of Bilingual and Literacy Studies; Bilingual and ESL Education; PhD, Texas A&M University - College Station, 2006.

Estrada, Veronica L., Full Professor, Department of Teaching and Learning; Education Studies/English Education; PhD, The Ohio State University, 1997.

Ethridge, Philip A., Associate Professor, Department of Criminal Justice; Criminal Justice; PhD, Sam Houston State University, 1990.

F

Falk, Louis K., Full Professor, Department of Communication; Communication; PhD, The University of Southern Mississippi, 1991.

Fang, Xiaoqian, Visiting Associate Professor, Department of Biomedical Sciences.

Farooqi, Mohammad Ibrahim H., Clinical Assistant Professor, Department of Physician Assistant; Medicine and Surgery; MD, Osmania University, 1977.

Farooqui, Mohammed Y. H., Full Professor, Department of Biology; Entomology, Toxicology; PhD, University of Illinois at Urbana Champaign, 1979.

Farris, M.C., Associate Professor, School of Art; Art; MFA, Texas A&M University - Commerce, 1998.

Fatehi, Shervin, Assistant Professor, Department of Chemistry; Chemistry; PhD, University of California, Berkeley, 2010.

Faubion, Michael, Associate Professor, Department of History; 20th century U.S. (Diplomatic and military), Economic, Environmental, and Methods; PhD, Texas Tech University, 1993.

Faulkes, Zen, Full Professor, Department of Biology; Biology; PhD, University of Victoria, 1996.

Faver, Catherine, Full Professor, Department of Social Work; Social Work and Sociology; PhD, The University of Michigan, 1979.

Feize, Leyla, Assistant Professor, Department of Social Work; Social Work; PhD, University of Utah, 2015.

Feldman, Janis, Associate Professor, Department of Social Work; Social Work; PhD, Barry University, 1997.

Felix, Reto, Assistant Professor, Department of Marketing; Management; PhD, University of St. Gallen, 1999.

Feng, Baofeng, Full Professor, School of Mathematical and Statistical Science; Engineering; PhD, Kyoto University, 2000.

Feng, Zhaosheng, Full Professor, School of Mathematical and Statistical Science; Mathematics; PhD, Texas A&M University - College Station, 2004.

Feria Arroyo, Teresa, Associate Professor, Department of Biology; Biology; PhD, University of Missouri - St. Louis, 2007.

Fernandez, Francisco, Full Professor, Department of Psychiatry and Neurology; Clinical Fellow, Psychosomatic/Consultation Liaison Psychiatry, Massachusetts General Hospital, 1984.

Fielding, Cheryl, Full Professor, Department of Human Development and School Services; Special Education; PhD, Texas Woman's University, 2000.

Fierro Cabo, Alejandro, Assistant Professor, School of Earth, Environmental, and Marine Sciences; Plant Biology; PhD, Universite Laval, 1998.

Figueroa, Andres, Associate Professor, Department of Computer Science; Computer Science; PhD, University of California, Riverside, 2004.

Figueroa, Diego F., Assistant Professor, School of Earth, Environmental, and Marine Sciences; Oceanography; PhD, Oregon State University, 2010.

Filsoofi, Raheleh T., Assistant Professor, School of Art; MFA, Florida Atlantic University, 2014.

Firat, A. Fuat, Full Professor, Department of Marketing; Management; PhD, Northwestern University, 1978.

Fischer, Jerry, Full Professor, School of Rehabilitation Services and Counseling; Rehabilitation; PhD, Southern Illinois University - Carbondale, 1992.

Fisher, David C., Associate Professor, Department of History; History; PhD, Indiana University, 2003.

Fitzsimmons, Susan G., Full Professor, School of Art; Fine/ Studio Arts General; MFA, Southern Illinois University - Carbondale, 1973.

Flores-Vela, Alma, Assistant Professor, School of Nursing; Nursing; PhD, The University of Texas Health Science Center - San Antonio, 2009.

Foltz, Heinrich D., Full Professor, Department of Electrical Engineering; Electrical Engineering; PhD, The University of Texas - Austin, 1993.

Foreman, John, Assistant Professor, Department of Writing and Language Studies; Linguistics; PhD, University of California, Los Angeles, 2006.

Forman, Tracia M., Assistant Professor, School of Nursing; Nursing; PhD, The University of Texas - Tyler, 2014.

Forst, Arno, Assistant Professor, School of Accountancy; Business (Accounting); PhD, Virginia Commonwealth University, 2009.

Foy, Steven L., Assistant Professor, Department of Sociology and Anthropology; Sociology; PhD, Duke University, 2013.

Freeman, Robert A., Full Professor, Department of Mechanical Engineering; Mechanical Engineering; PhD, University of Florida, 1985.

Fresno Canada, Nazaret, Assistant Professor, Department of Writing and Language Studies; Translation and Cross-Cultural Studies; PhD, Autonomous University of Barcelona, 2014.

Frost, James E., Associate Professor, Department of Writing and Language Studies; English; PhD, Texas A&M University - College Station, 1997.

Fu, Bin, Full Professor, Department of Computer Science; Computer Science; PhD, Yale University, 1998.

Fuentes, Arturo A., Full Professor, Department of Mechanical Engineering; Mechanical Engineering; PhD, Rice University, 2000.

Fuentes, Lilia A., Assistant Professor, School of Nursing; Nursing; DNP, The University of Texas Health Science Center - Houston, 2009.

Fuller, Donald R., Full Professor, Department of Communication Disorders; Audiology and Speech Sciences; PhD, Purdue University, 1987.

Funk, Merrill, Assistant Professor, Department of Health and Human Performance; Health and Exercise Science (Health Promotion); PhD, The University of Oklahoma, 2014.

G

Gabler, Christopher A., Assistant Professor, School of Earth, Environmental, and Marine Sciences; Ecology and Evolutionary Biology; PhD, Rice University, 2012.

Galke, Curtis, Clinical Assistant Professor, Department of Family and Preventive Medicine.

Galstyan, Anahit, Associate Professor, School of Mathematical and Statistical Science; Mathematics; PhD, University of Cincinnati, 2005.

Galy, Edith A., Associate Professor, Department of International Business and Entrepreneurship; International Business; PhD, The University of Texas - Pan American, 2003.

Garber, Alexey, Assistant Professor, School of Mathematical and Statistical Science; Mathematics; PhD, Steklov Mathematical Institute of Russian Academy of Sciences, 2009.

Garcia de Alba, Roman, Assistant Professor, Department of Human Development and School Services; School Psychology; PhD, Texas A&M University - College Station, 2006.

Garcia, Alex, Assistant Professor, Department of Organization and School Leadership; Educational Leadership; EdD, The University of Texas - Pan American, 2009.

Garcia, Criselda, Associate Professor, Department of Teaching and Learning; Educational Leadership/Curriculum & Instruction; EdD, Texas A&M University - Kingsville, 2006.

Garcia, Juan O., Assistant Professor in Practice, Department of Organization and School Leadership; Educational Leadership; EdD, The University of Texas - Pan American, 2009.

Garcia, Laura E., Clinical Assistant Professor, Department of Internal Medicine.

Garrett, Terence M., Full Professor, Department of Public Affairs and Security Studies; Political Science; PhD, The University of Oklahoma, 1997.

Garza, Amando, Clinical Assistant Professor, Department of Internal Medicine.

Garza, Esmeralda, Clinical Assistant Professor, School of Nursing; Nursing; MS, The University of Texas - Pan American, 2000.

Garza, Juliann, Clinical Associate Professor, Department of Physician Assistant; Rehabilitation Counseling; Doctoral Student, The University of Texas - Pan American, 2015.

Garza, Lily, Clinical Assistant Professor, Department of Communication Disorders; Communication Sciences and Disorders; MS, The University of Texas - Pan American, 2008.

Garza-Tamez, Jesus, Clinical Assistant Professor, Department of Family and Preventive Medicine.

Gasquoine, Philip, Full Professor, Department of Psychological Science; Neuropsychology; PhD, City University of New York, 1983.

George, Deepu, Clinical Assistant Professor, Department of Family and Preventive Medicine.

Ghaddar, Suad, Assistant Professor, Department of Health and Biomedical Sciences; International Business; PhD, The University of Texas - Pan American, 2003.

Gil, Mario, Assistant Professor, Department of Psychological Science; Neuroscience; PhD, Florida State University, 2010.

Gilbert, Robert, Associate Professor, School of Art; Art; MFA, California State University - Los Angeles, 1995.

Gilkerson, Robert, Assistant Professor, Department of Biology; Biology; PhD, University of Oregon, 2002.

Gilson, Greg D., Associate Professor, Department of Philosophy; Philosophy; PhD, The University of Wisconsin - Madison, 1998.

Gkioulekas, Eleftherios, Associate Professor, School of Mathematical and Statistical Science; Applied Mathematics; PhD, University of Washington, 2006.

Glazyrin, Alexey A., Associate Professor, School of Mathematical and Statistical Science; Physico-Mathematical Sciences; PhD, MV Lomonosov Moscow State University, 2010.

Godreau, Ayleen, Clinical Assistant Professor, Department of Biomedical Sciences.

Goldberg, Elizabeth, Assistant Professor in Practice, Department of Biology; Science Education; MA, The University of Texas - Austin, 2013.

Gomez, Yolanda, Clinical Full Professor, Department of Pediatrics.

Gonzales, Christina, Clinical Assistant Professor, Department of Physician Assistant.

Gonzales, Jimmy, Clinical Assistant Professor, Department of Family and Preventive Medicine.

González Núñez, Gabriel, Assistant Professor, Department of Literatures and Cultural Studies; Translation Studies; PhD, Catholic University of Leuven, 2014.

Gonzalez, Anna I., Assistant Professor in Practice, School of Mathematical and Statistical Science; Elementary Education; MEd, The University of Texas - Pan American, 2009.

Gonzalez, Genaro, Full Professor, Department of Psychological Science; Social Psychology/Personality; PhD, University of California, Santa Cruz, 1982.

Gonzalez, Irasema, Assistant Professor, Department of Human Development and School Services; Bilingual Education, Early Childhood Education; EdD, Texas A&M University - Kingsville, 2009.

Gonzalez, John, Associate Professor, Department of Social Work; Social Work; PhD, The University of Texas - Austin, 2008.

Gonzalez, Jorge A., Associate Professor, Department of Management; Management; PhD, Texas A&M University, 2001.

Gonzalez, Juan, Associate Professor, Department of Health and Human Performance; Exercise Physiology; PhD, Texas A&M University - Corpus Christi, 1995.

Gonzalez, Juan L., Associate Professor, School of Earth, Environmental, and Marine Sciences; Earth and Environmental Science; PhD, Tulane University, 2008.

Gonzalez, Miguel A., Full Professor, Department of Manufacturing and Industrial Engineering; Industrial Engineering; PhD, The University of Houston, 1995.

Gonzalez, Rene, Associate Professor, School of Rehabilitation Services and Counseling; Rehabilitation Psychology; PhD, The University of Wisconsin - Madison, 2009.

Gonzalez-Gorman, Sylvia, Assistant Professor, Department of Political Science; Political Science; PhD, Texas Tech University, 2014.

Gonzalez-Wright, Matiana, Clinical Assistant Professor.

Göring, Harald, Full Professor, South Texas Diabetes and Obesity Institute; Statistical Genetics; PhD, Columbia University, 2000.

Grabowski, Tom, Associate Professor, Department of Theatre; Theatre; MFA, University of Illinois at Urbana Champaign, 1981.

Graf, Noreen, Full Professor, School of Rehabilitation Services and Counseling; Rehabilitation; PhD, Southern Illinois University, 1995.

Graham, Peg A., Full Professor, Department of Sociology and Anthropology; Anthropology; PhD, Michigan State University, 1991.

Greenwood, Aaron T., Assistant Professor, Department of Civil Engineering.

Grewal, Parwinder, Full Professor.

Griffen, Marsha, Full Professor - Clinical, Department of Pediatrics.

Grigorian, Sergey, Assistant Professor, School of Mathematical and Statistical Science; Applied Mathematics and Theoretical Physics; PhD, University of Cambridge, 2009.

Grizzell, Saara T., Assistant Professor, School of Rehabilitation Services and Counseling; Disability Disciplines; PhD, Utah State University, 2015.

Groves, Pamela, Assistant Professor in Practice, Department of Biology; Curriculum and Instruction; MEd, The University of Texas at Brownsville/Texas Southmost College, 2011.

Guajardo, Francisco J., Full Professor, Department of Organization and School Leadership; Educational Administration; PhD, The University of Texas - Austin, 2003.

Guerra, Fred, Assistant Professor, Department of Organization and School Leadership; Effective Educational Leadership; EdD, Texas A&M University - Kingsville, 2009.

Guerra, Raymond, Associate Professor, Department of Sociology and Anthropology; Anthropology; PhD, Southern Methodist University, 1989.

Guerrero, Maria C., Associate Professor, Department of Literatures and Cultural Studies; Latin American Studies: Literature, Film and History; PhD, The University of Texas - Austin, 2005.

Guerrero, Michael, Full Professor, Department of Bilingual and Literacy Studies; Educational Linguistics; PhD, University of New Mexico, 1994.

Guevara, Natalia V., Associate Professor, Department of Physics and Astronomy; Biophysics; PhD, Moscow State University, 1989.

Guist, Jonathan, Associate Professor, School of Music; Clarinet; DMA, University of Rochester, 2004.

Gunn, Scott, Full Professor, Department of Biology; Zoology; PhD, Texas A&M University - College Station, 1986.

Guo, Chiquan, Associate Professor, Department of Marketing; Business Administration; PhD, Southern Illinois University - Carbondale, 2002.

Gutierrez, Jose, Full Professor, Department of Chemistry; Chemistry; PhD, University of Texas at Dallas, 2002.

H

Hanke, Andreas, Associate Professor, Department of Physics and Astronomy; Theoretical Physics; PhD, Bergische Universität Gesamthochschule Wuppertal, 1998.

Hanley, James F., Clinical Full Professor, Department of Internal Medicine.

Hansmann, Sandy, Associate Professor, School of Rehabilitation Services and Counseling; Special Education; PhD, The University of Texas - Austin, 2000.

Haraway, Britt, Assistant Professor, Creative Writing Program; English (Creative Writing); PhD, The University of Southern Mississippi, 2006.

Harden, Wesley, Clinical Assistant Professor, Department of Family and Preventive Medicine.

Hartley, Deborah J., Associate Professor, Department of Criminal Justice; Criminal Justice; PhD, Sam Houston State University, 2008.

Haugeberg, William J., Assistant Professor, School of Music; Music Performance; DMA, Florida State University, 2012.

Hawkins, Tekla, Assistant Professor, Department of Writing and Language Studies; English; PhD, The University of Texas - Austin, 2015.

Hay, Amy M., Associate Professor, Department of History; History; PhD, Michigan State University, 2005.

Hazarika, Gautam, Associate Professor, Department of Economics and Finance; Economics; PhD, University of Rochester, 1998.

Heath, Timothy R., Clinical Assistant Professor, Department of Internal Medicine.

Heise, Elizabeth A., Associate Professor, School of Earth, Environmental, and Marine Sciences; Geology; PhD, Texas A&M University - College Station, 2001.

Heller, William, Associate Professor, School of Mathematical and Statistical Science; Mathematics; PhD, University of Maryland - College Park, 1991.

Helsley-McGinley, Sharon, Clinical Associate Professor, School of Nursing; Nursing (Critical Care); MSN, The University of Texas Health Science Center at Houston, 1992.

Hernandez, Jose, Associate Professor, Department of Literatures and Cultural Studies; Spanish & Portuguese; PhD, University of New Mexico, 2004.

Hernandez, Rebecca M., Clinical Assistant Professor, School of Nursing; Family Nurse Practitioner; MSN, The University of Texas - Pan American, 2015.

Hernandez, Rosalinda, Associate Professor, Department of Organization and School Leadership; Educational Administration; PhD, The University of Texas - Austin, 1996.

Herrera-Erdem, Orelia, Assistant Professor, School of Nursing; Nursing Practice; DNP, Rocky Mountain University of Health Professions, 2009.

Hicks, David W., Full Professor, School of Earth, Environmental, and Marine Sciences; Quantitative Biology; PhD, The University of Texas - Arlington, 1999.

Hidalgo, Humberto, Clinical Associate Professor, Department of Pediatrics.

Hinojosa, Servando Z., Full Professor, Department of Sociology and Anthropology; Anthropology; PhD, Tulane University, 1999.

Hinton, Kip Austin, Assistant Professor, Department of Bilingual and Literacy Studies; Education; PhD, University of California, Los Angeles, 2011.

Hirai, Michiyo, Associate Professor, Department of Psychological Science; Psychology (Clinical); PhD, Virginia Polytechnic Institute & State University, 2002.

Ho, Jungseok, Assistant Professor, Department of Civil Engineering; Civil Engineering; PhD, University of New Mexico, 2006.

Hodgson, Nikkie S., Assistant Professor, Department of Communication; Leadership Studies and Business; PhD, Our Lady of the Lake University, 2007.

Hoppens, Robert, Associate Professor, Department of History; Modern Japanese History; PhD, University of Washington, 2009.

Hou, Wanrong, Assistant Professor, Department of Management; Management Science; PhD, University of Wisconsin - Milwaukee, 2012.

Hovey, Joseph D., Full Professor, Department of Psychological Science; Psychology; PhD, The University of Michigan, 1997.

Howard, Tom, Clinical Full Professor, Department of Biomedical Sciences.

Huang, Wanling, Assistant Professor, Department of Economics and Finance; Economics; PhD, Concordia University, 2010.

Huber, Timothy, Associate Professor, School of Mathematical and Statistical Science; Mathematics; PhD, University of Illinois at Urbana Champaign, 2007.

Huerta, Carolina G., Full Professor, School of Nursing; Adult Education; EdD, Texas A&M University - Corpus Christi, 1990.

Huggenvik, Jodi, Visiting Associate Professor, Department of Biomedical Sciences.

Hughes, Jerald, Associate Professor, Department of Information Systems; Business; PhD, The Graduate Center - The City University of New York, 2006.

Hunter-Holly, Daniel, Associate Professor, School of Music; Music; DMA, The Ohio State University, 2007.

Huq, Hasina F., Associate Professor, Department of Electrical Engineering; Electrical Engineering; PhD, The University of Tennessee - Knoxville, 2006.

Hurley-Glowa, Susan M., Associate Professor, School of Music; Music; PhD, Brown University, 1997.

I

Ibrahim, Amin, Full Professor, Department of Chemistry; Chemistry; PhD, Mississippi State University, 1995.

Ikonomopoulos, James P., Assistant Professor, Department of Counseling and Guidance; Counselor Education; PhD, Texas A&M University - Corpus Christi, 2014.

Innis, Wendy, Visiting Associate Professor, Department of Biomedical Sciences.

Islam, Nazmul, Associate Professor, Department of Electrical Engineering; Electrical Engineering; PhD, The University of Tennessee - Knoxville, 2007.

Iyer, Pramod, Assistant Professor, Department of Marketing.

J

Jackson, Dave O., Full Professor, Department of Economics and Finance; Business Administration; PhD, Florida Atlantic University, 2002.

Jenet, Fredrick A., Associate Professor, Department of Physics and Astronomy; Physics; PhD, California Institute of Technology, 2001.

Jenkinson, Christopher, Full Professor, South Texas Diabetes and Obesity Institute; Biochemistry; PhD, University of Otago, 1993.

Jewett, Laura M., Associate Professor, Department of Teaching and Learning; Curriculum & Instruction; PhD, Louisiana State University, 2006.

Jiang, Lin, Assistant Professor, Department of SocialWork.

Jobson, Krista, Assistant Professor, School of Music; Flute Performance; DMA, University of Missouri - Kansas City, 2011.

John, Betty, Clinical Assistant Professor, School of Nursing; Psychiatric Nursing; MSN, Baba Farid University of Health Sciences, 2001.

Johnson, Jennie, Associate Professor, Department of Management; Human Development; PhD, Virginia Tech, 2007.

Johnson, Matt P., Associate Professor, South Texas Diabetes and Obesity Institute; Molecular Genetics; PhD, Griffith University, 2005.

Johnson, Robert, Full Professor, Department of Literatures and Cultural Studies; American Literature; PhD, University of Southern California, 1994.

Jones, Audrey, Clinical Assistant Professor, Department of Physician Assistant; Osteopathy; Doctor of Osteopathy, University of North Texas Health Science Center, 1988.

Jones, Bob E., Full Professor, Department of Mechanical Engineering; Engineering; PhD, Texas A&M University - College Station, 1990.

Jones, Cynthia, Associate Professor, Department of Philosophy; PhD, University of Missouri - Columbia, 2001.

Jones, Irma S., Full Professor, Department of Teaching and Learning; Administration and Supervision; EdD, The University of Houston, 1996.

Jorgensen, Paul D., Assistant Professor, Department of Political Science; Political Science; PhD, The University of Oklahoma, 2011.

Joseph, Harriett D., Full Professor, Department of History; History; PhD, North Texas State University, 1976.

Jou, Jerwen, Full Professor, Department of Psychological Science; Psychology; PhD, Kansas State University, 1990.

Jung, Joo Y., Full Professor, Department of Management; Mechanical Engineering; PhD, University of Connecticut, 1992.

K

Kallumadanda, Sunand, Clinical Associate Professor, Department of Family and Preventive Medicine.

Kambara, Hitomi, Assistant Professor, Department of Bilingual and Literacy Studies.

Kanaan, Hazem, Assistant Professor - Clinical, Department of Obstetrics and Gynecology.

Kang, Jihoon, Assistant Professor, School of Earth, Environmental, and Marine Sciences; Soil Science; PhD, North Carolina State University, 2007.

Karabulut, Murat, Associate Professor, Department of Health and Human Performance; Exercise Science; PhD, The University of Oklahoma, 2008.

Karabulut, Ulku, Assistant Professor, Department of Health and Human Performance; Education; PhD, The University of Tennessee - Knoxville, 2009.

Karaman, Mehmet A., Assistant Professor, Department of Counseling and Guidance; Counselor Education; PhD, Texas A&M University - Corpus Christi, 2016.

Kaswan, Mark J., Assistant Professor, Department of Political Science; Political Science; PhD, University of California, Los Angeles, 2010.

Kaynak, Hale, Full Professor, Department of Management; Production and Operations Management; PhD, University of North Texas, 1996.

Kazansky, Alexander V., Associate Professor, Department of Health and Biomedical Sciences; PhD, Koltsov Institute of Developmental Biology, 1997.

Keck, Michelle L., Associate Professor, Department of Political Science; Political Science; PhD, Texas Tech University, 2010.

Keller, Christopher, Associate Professor, Department of Writing and Language Studies; Rhetoric and Composition Studies; PhD, University of Florida, 2001.

Keniry, Megan, Assistant Professor, Department of Biology; Biology; PhD, University of Oregon, Institute of Molecular Biology, 2002.

Khan, Fitra, Full Professor, Department of Computer Science; Electrical Engineering; PhD, The University of Texas - Arlington, 1987.

Khraiche, Maroula, Assistant Professor, Department of Economics and Finance; Economics; PhD, University of Connecticut, 2010.

Kiker, John, Clinical Assistant Professor, Department of Physician Assistant.

Kim, Dae J., Associate Professor, Department of Biomedical Sciences.

Kim, Dongchul, Assistant Professor, Department of Computer Science; Computer Science; PhD, The University of Texas - Arlington, 2014.

Kim, Dongkyu, Assistant Professor, Department of Political Science; International Relation/Comparative Politics; PhD, The University of Iowa, 2015.

Kim, Hyung, Assistant Professor, School of Mathematical and Statistical Science; Mathematics Education; PhD, University of New Hampshire, 2013.

Kim, Incheol, Assistant Professor, Department of Economics and Finance; Finance; PhD, University of South Florida, 2013.

Kim, Jong min, Assistant Professor, Department of Civil Engineering.

Kim, Mi-son, Assistant Professor, Department of Political Science; Political Science; PhD, The University of Iowa, 2015.

Kim, Min, Associate Professor, Dance Program; Dance Choreography; MFA, Arizona State University, 2005.

Kim, Myoung-Hwan, Assistant Professor, Department of Physics and Astronomy; Physics; PhD, University at Buffalo (SUNY), 2011.

Kinsella, Brendan M., Associate Professor, School of Music; Piano Performance; DMA, University of Missouri - Kansas City, 2008.

Kline, Richard J., Assistant Professor, School of Earth, Environmental, and Marine Sciences; Marine Science; PhD, The University of Texas - Austin, 2010.

Knight, Thomas, Associate Professor, Department of History; American History; PhD, University of Oxford, 2005.

Knobel, Roger, Associate Professor, School of Mathematical and Statistical Science; Mathematics; PhD, Rensselaer Polytechnic Institute, 1991.

Knox, Marisa P., Assistant Professor, Department of Literatures and Cultural Studies; English; PhD, University of California, Berkeley, 2013.

Koonce, Jacqueline B., Assistant Professor, Department of Bilingual and Literacy Studies; Curriculum Instruction and Teacher Education Language and Literacy Education; PhD, Michigan State University, 2014.

Kos, Mark Z., Assistant Professor of Research, South Texas Diabetes and Obesity Institute; Biological Anthropology; PhD, University of Kansas, 2008.

Kotsikorou, Evangelia, Assistant Professor, Department of Chemistry; Chemistry; PhD, University of Illinois at Urbana - Champaign, 2006.

Kranz, Peter L., Full Professor, Department of Counseling and Guidance; Child Psychology; PhD, Utah State University, 1969.

Krishnaswami, Janani, Clinical Associate Professor, Department of Family and Preventive Medicine.

Kroll, Mark J., Full Professor, Department of International Business and Entrepreneurship; Management; DBA, Mississippi State University, 1983.

Kronholm, Brandt, Assistant Professor, School of Mathematical and Statistical Science; Mathematics; PhD, University of Albany, 2010.

Kuang, Weidong, Associate Professor, Department of Electrical Engineering; Electrical Engineering; PhD, University of Central Florida, 2003.

Kuhn, Lisa, Clinical Assistant Professor, Department of Physician Assistant; Medical Science; Master of Medical Science, Nova Southeastern University, 2004.

Kuiate Sobngwi, Christian, Assistant Professor, School of Accountancy; Business Administration; PhD, University of Houston, 2014.

Kumar, Sanjeev, Full Professor, Department of Electrical Engineering; Computer Engineering; PhD, North Carolina State University, 1995.

Kumar, Satish, Assistant Professor of Research, South Texas Diabetes and Obesity Institute; Anthropology; PhD, University of Delhi, 2003.

Kyne, Dean, Assistant Professor, Department of Sociology and Anthropology; Environmental Social Science; PhD, Arizona State University, 2014.

Kypuros, Javier, Full Professor, Department of Mechanical Engineering; Mechanical Engineering; PhD, The University of Texas - Austin, 2001.

L

Lacher, Joe R., Clinical Assistant Professor, School of Nursing; Nursing; MSN, Corpus Christi State University, 1988.

LaLonde, Suzanne, Associate Professor, Department of Literatures and Cultural Studies; French Language & Literature; PhD, University of Maryland - College Park, 2001.

Lang, Yong, Full Professor, Department of Writing and Language Studies; Foreign/Second Language Education; PhD, The Ohio State University, 1998.

Laprade, Douglas, Full Professor, Department of Literatures and Cultural Studies; English; PhD, University of Illinois at Urbana Champaign, 1988.

Laston, Sandra L., Associate Professor of Research, South Texas Diabetes and Obesity Institute; Medical Anthropology; PhD, Case Western Reserve University, 1992.

Lazo, Silvia M., Assistant Professor, School of Music.

Leach, Stephen, Associate Professor, Department of Philosophy; Philosophy; PhD, University of New Mexico, 1999.

Ledingham, Christopher M., Associate Professor, Department of Health and Human Performance; Health Education; PhD, Texas A&M University - College Station, 2006.

Lee, Kye-Hwan, Associate Professor, Department of Manufacturing and Industrial Engineering; Plastics Engineering; Doctor of Engineering, University of Massachusetts - Lowell, 1997.

Lehker, Michael W., Full Professor, Department of Health and Biomedical Sciences; Microbiology; PhD, The University of Texas Health Science Center - San Antonio, 1991.

Lei, Hansheng, Associate Professor, Department of Computer Science; Computer Science and Engineering; PhD, University at Buffalo, The State University of New York, 2006.

Lemanski, Jennifer L., Associate Professor, Department of Communication; Mass Communication; PhD, University of Florida, 2007.

Lerma, Eunice, Assistant Professor, Department of Counseling and Guidance; Counselor Education; PhD, Texas A&M University - Corpus Christi, 2010.

Levinson, Irving W., Associate Professor, Department of History; History; PhD, The University of Houston, 2003.

Lewis, Karin A., Assistant Professor, Department of Human Development and School Services.

Li, Jianzhi, Full Professor, Department of Manufacturing and Industrial Engineering; Industrial Engineering; PhD, Texas Tech University, 2003.

Li, Pingshu, Assistant Professor, Department of Management.

Li, Yudu, Assistant Professor, Department of Criminal Justice; Criminal Justice; PhD, Sam Houston State University, 2016.

Lian, Xiang, Assistant Professor, Department of Computer Science; Computer Science; PhD, The Hong Kong University of Science and Technology, 2009.

Liao, Qinyu, Associate Professor, Department of Information Systems; Business Administration - Business Information Systems; PhD, Mississippi State University, 2005.

Lim, Young Joon, Assistant Professor, Department of Communication;
Mass Communication/Journalism; PhD, Ohio University, 2013.

Lin, Wei, Associate Professor, Department of Chemistry; Chemistry; PhD, Wesleyan University, 2006.

Lin, Yu-Cheng, Assistant Professor, Department of Psychological Science; Psychology _ Soc.
Cognitive & Neurosciences; PhD, The University of Texas - El Paso, 2015.

Linger, Barry, Clinical Full Professor, Department of Family and Preventive Medicine.

Liu, Lai C., Full Professor, Department of Information Systems; Business Information Systems and Quantitative Analysis; DBA, Mississippi State University, 1989.

Liu, Shinhua, Assistant Professor, Department of Economics and Finance; Business Administration; PhD, University of Missouri - Columbia, 2001.

Liu, Yu, Assistant Professor, Department of Economics and Finance; Economics; PhD, The University of Alabama, 2008.

Lomeli, Arlett, Assistant Professor, Department of Sociology and Anthropology; Sociology; PhD, Texas A&M University - College Station, 2015.

Longoria, Denise A., Assistant Professor, Department of Social Work; Education Specialization: Professional Studies; PhD, Capella University, 2010.

Longoria, Lisa, Clinical Assistant Professor, Department of Physician Assistant; Physician Assistant Studies; MPAS, The University of Texas - Pan American, 2009.

Longoria, Richard T., Assistant Professor, Department of Political Science; Government and Politics; PhD, University of Maryland - College Park, 2006.

Lopez Garcia, Dania C., Associate Professor, Department of Literatures and Cultural Studies; Spanish; PhD, Stanford University, 2008.

Lopez-Alvarenga, Juan Carlos, Associate Professor of Research, South Texas Diabetes and Obesity Institute; Diabetes & Molecular Biology; D.Sc., National Autonomous University of Mexico, 2003.

Lovett, Marvin G., Full Professor, Department of Marketing; Administration and Supervision; EdD, The University of Houston, 1997.

Lovett, Steve, Associate Professor, Department of Management; Business Administration; PhD, The University of Texas at Arlington, 1997.

Lowdermilk, John, Associate Professor, Department of Human Development and School Services; Special Education; PhD, The University of North Texas, 2004.

Lowe, Jerry, Full Professor, Department of Organization and School Leadership; Educational Administration/Curriculum and Instruction; EdD, Texas A&M University - College Station, 1990.

Lowe, Kristine, Associate Professor, Department of Biology; Applied Biology; PhD, Georgia Institute of Technology, 1999.

Lozano, Karen, Full Professor, Department of Mechanical Engineering; Mechanical Engineering and Materials; PhD, Rice University, 1999.

Lu, Ming-Tsan P., Assistant Professor, Department of Teaching and Learning; Cognitive Studies in Education; PhD, Teachers College Columbia University, 2011.

Lucero, Bonnie A., Assistant Professor, Department of History; History; PhD, The University of North Carolina at Chapel Hill, 2013.

Lyles, Donald J., Associate Professor, School of Art; Painting; MFA, American University, 2000.

Lynch, Cynthia, Associate Professor, Department of Public Affairs and Security Studies; Public Policy; PhD, Southern University and A & M College, 2003.

M

Macias, Elena, Associate Professor, School of Art; Art; MFA, The University of Texas - Pan American, 2001.

Macossay-Torres, Javier, Full Professor, Department of Chemistry; Chemistry; PhD, Louisiana State University and A&M College, 1995.

Maestre, Gladys, Full Professor, Department of Biomedical Sciences.

Maffi, Shivani K., Associate Professor, Department of Biomedical Sciences.

Mahaney, Michael C., Full Professor, South Texas Diabetes and Obesity Institute; Biological Anthropology/Population Genetics; PhD, The Ohio State University, 1984.

Manusov, Eron, Clinical Associate Professor, Department of Family and Preventive Medicine.

Mao, Yuanbing, Associate Professor, Department of Chemistry; Chemistry; PhD, State University of New York at Stony Brook, 2006.

Mar, Arnulfo, Associate Professor, Department of Chemistry; Biochemical Sciences; PhD, University of Houston, 1987.

Marini, Irmo, Full Professor, School of Rehabilitation Services and Counseling; Rehabilitation; PhD, Auburn University, 1992.

Marshall, William G., Clinical Full Professor, Department of Surgery; MS, University of South Florida, 2006.

Martin, Luz, Associate Professor, Department of Literatures and Cultural Studies; Spanish; PhD, The University of Houston, 2005.

Martin, Terrance K., Assistant Professor, Department of Economics and Finance; Personal Financial Planning; PhD, Texas Tech University, 2013.

Martinez, Javier A., Associate Professor, Department of Literatures and Cultural Studies; English; PhD, The Ohio State University, 1998.

Martinez, Kurt, Associate Professor, School of Music; Music; DMA, The University of Wisconsin - Madison, 2003.

Martinez, Nel C., Clinical Full Professor, School of Nursing; Nursing; PhD, The Ohio State University, 1992.

Martinez, Pedro, Associate Professor, School of Music; Musical Art; DMA, The University of Minnesota, 2004.

Martirosyan, Karen, Full Professor, Department of Physics and Astronomy; Chemical Engineering; PhD, Yerevan Polytechnic Institute, 1991.

Mata, Zelma D., Associate Professor, Department of Health and Human Performance; Administration & Supervision - Higher Education; EdD, The University of Houston, 1993.

Mata-Pistokache, Theresa, Associate Professor, Department of Communication Disorders; Special Education with an emphasis in Bilingual Populations; PhD, The University of Texas - Austin, 1996.

Materon, Luis A., Full Professor, Department of Biology; Agronomy; PhD, Mississippi State University, 1982.

Mathew, Liji A., Clinical Assistant Professor, School of Nursing; Adult Health Nursing; MSN, The University of Texas - Pan American, 2010.

Matthews, Linda M., Full Professor, Department of Management; Business Administration; PhD, University of Washington, 1996.

Maxwell, Virginia M., Clinical Assistant Professor, School of Nursing; Nursing; MS, University of Phoenix, 2011.

Mazariegos Alfaro, Ruben, Associate Professor, Department of Physics and Astronomy; Geophysics; PhD, Texas A&M University, 1993.

McAllen, Katherine M., Assistant Professor, School of Art; History of Art and Architecture; PhD, Harvard University, 2012.

McCrocklin, Shannon, Assistant Professor, Department of Writing and Language Studies; Applied Linguistics & Technology; PhD, Iowa State University, 2014.

McDonald, Andrew A., Associate Professor, Department of Biology; Botany, Plant Systematics; PhD, The University of Texas - Austin, 1982.

McDonie, Robert J., Associate Professor, Department of Literatures and Cultural Studies; English; PhD, University of California, Irvine, 2010.

McFarlin, Christine, Associate Professor - Clinical, Department of Family and Preventive Medicine.

McMahon, Marci, Associate Professor, Department of Literatures and Cultural Studies; English Literature; PhD, University of Southern California, 2007.

McNabb-Goodwin, Carol, Full Professor, School of Music; Performance; DMA, The University of Arizona, 1996.

McQuillen, Jeffrey, Associate Professor, Department of Communication; Communication; PhD, The University of Oklahoma, 1984.

Mealer, Wilma, Clinical Assistant Professor, Department of Physician Assistant; Master of Science of Physician Assistant; MS, The University of Texas - Pan American, 2009.

Means, David, Assistant Professor, School of Music; Choral music; DMA, University of Southern California, 1997.

Medrano, Hilda, Full Professor, Department of Human Development and School Services; Reading/Early Childhood/Language Arts Education; PhD, The University of Texas - Austin, 1985.

Mejias, Hugo A., Full Professor, Department of Literatures and Cultural Studies; Hispanic Linguistics; PhD, University at Buffalo, The State University of New York, 1976.

Menchaca, Velma D., Full Professor, Department of Organization and School Leadership; Curriculum & Instruction; PhD, Texas A&M University - College Station, 1991.

Mendiola, Patricia, Assistant Professor in Practice, School of Mathematical and Statistical Science; Mathematical Science; MS, The University of Texas - Pan American, 2012.

Mercado, Alfonso, Assistant Professor, Department of Psychological Science; Clinical Psychology; PhD, Fielding Graduate University, 2012.

Mercado, Fidencio, Clinical Associate Professor, School of Rehabilitation Services and Counseling; Rehabilitation Counseling; MS, The University of Texas - Pan American, 2003.

Mercuri, Sandra P., Associate Professor, Department of Bilingual and Literacy Studies; Education; PhD, University of California, Davis, 2007.

Merino, Stephen, Assistant Professor, Department of Sociology and Anthropology; Sociology; PhD, The Pennsylvania State University, 2012.

Merla-Watson, Cathryn, Assistant Professor, Department of Literatures and Cultural Studies; American Studies; PhD, The University of Minnesota, Twin Cities, 2011.

Mikolasky, Trey, Assistant Professor, Department of Theatre; Acting/Directing; MFA, Texas Tech University, 1999.

Miles, Caroline, Associate Professor, Department of Literatures and Cultural Studies; English; PhD, The University of Southern Mississippi, 2002.

Miller, Ava, Full Professor, School of Nursing; Education Technology Management; PhD, Northcentral University, 2010.

Miller, Christopher L., Full Professor, Department of History; History; PhD, University of California, Santa Barbara, 1981.

Miller, Eva, Full Professor, School of Rehabilitation Services and Counseling; Special Education & Rehabilitation; PhD, The University of Arizona, 1999.

Minor, Michael S., Full Professor, Department of Marketing; Political Science; PhD, Vanderbilt University, 1987.

Mitchell, Rachel E., Assistant Professor, School of Music; Music; PhD, The University of Texas at Austin, 2009.

Mito, Shizue, Assistant Professor, Department of Chemistry; Pharmaceutical Sciences; PhD, Hokkaido University, 2004.

Mogilski, Jerzy K., Associate Professor, School of Mathematical and Statistical Science; Mathematics; PhD, Institute of Mathematics - Polish Academy of Sciences, 1979.

Mohanty, Soumya D., Full Professor, Department of Physics and Astronomy; Physics; PhD, University of Pune, 1998.

Mollick, Andre V., Full Professor, Department of Economics and Finance; Economics; PhD, University of Tsukuba, 1996.

Monty, Randall W., Assistant Professor, Department of Writing and Language Studies; English Rhetoric and Composition; PhD, The University of Texas - El Paso, 2013.

Moore, Joe W., Assistant Professor, School of Music; Music; DMA, Louisiana State University, 2014.

Moore, Justin J., Associate Professor, Department of Chemistry; Chemistry; PhD, University of Houston, 2007.

Mora, Marie T., Full Professor, Department of Economics and Finance; Economics; PhD, Texas A&M University, 1996.

Morgan, Bobbette, Full Professor, Department of Teaching and Learning; Education; EdD, University of Southern California, 1987.

Moya, Hiram, Assistant Professor, Department of Manufacturing and Industrial Engineering; Industrial & Systems Engineering; PhD, Texas A&M University - College Station, 2012.

Mukherjee, Soma, Full Professor, Department of Physics and Astronomy; Physics; PhD, University of Calcutta, 1993.

Mummidi, Srinivas, Associate Professor of Research, South Texas Diabetes and Obesity Institute; PhD, Iowa State University, 1996.

Munoz, Dolores, Assistant Professor in Practice, Department of Organization and School Leadership; Education Administration; PhD, The University of Texas - Austin, 1987.

Munoz, Maria, Assistant Professor - Clinical, Department of Family and Preventive Medicine.

Murphy, Alicia, Clinical Assistant Professor, Department of Biomedical Sciences.

Musanti, Sandra I., Associate Professor, Department of Bilingual and Literacy Studies; Educational Thought and Socialcultural Studies; PhD, University of New Mexico, 2005.

Musin, Oleg, Full Professor, School of Mathematical and Statistical Science; Mathematics; PhD, Moscow State Univeristy, 1980.

Mustard, Julie A., Assistant Professor, Department of Biology; Biochemistry; PhD, University of Arizona, 1998.

Mykyta, Laryssa, Assistant Professor, Department of Sociology and Anthropology; Sociology and Demography; PhD, University of Pennsylvania, 2010.

N

Nadeau, Nancy, Clinical Associate Professor, School of Nursing; Nursing; MS, D'Youville College, 1993.

Nair, Saras, Associate Professor, Department of Health and Biomedical Sciences; Biological Sciences; PhD, University at Buffalo, The State University of New York, 1992.

Nambiar, Rajiv, Full Professor, Department of Manufacturing and Industrial Engineering; PhD, The University of Texas - Arlington, 1989.

Nank, Renee, Assistant Professor, Department of Public Affairs and Security Studies; Urban Studies and Public Affairs; PhD, Cleveland State University, 2004.

Ndeti, George, Assistant Professor, Department of Health and Biomedical Sciences; Molecular Parasitology; PhD, Howard University, 2001.

Nelson, Robert, Clinical Full Professor, Department of Pediatrics; Sabbatical, (half-time), Center for Ocean Technologies, 2001.

Neumann, Jacob, Associate Professor, Department of Teaching and Learning; Curriculum and Instruction/Social Education; EdD, The University of Houston, 2009.

Newman, Beatrice M., Full Professor, Department of Writing and Language Studies; English and Linguistics; PhD, Texas A&M University, 1981.

Newman, John G., Full Professor, Department of Writing and Language Studies; Linguistics; PhD, University of Warsaw, 2002.

Nieto, Beatriz C., Associate Professor, School of Nursing; Nursing; PhD, The University of Texas Health Science Center - San Antonio, 2005.

Noe, Mark, Associate Professor, Department of Writing and Language Studies; Rhetoric and Composition; PhD, Texas Christian University, 2001.

Noor, Ronny, Full Professor, Department of Literatures and Cultural Studies; 19th Century British Literature and Linguistics; PhD, Oklahoma State University, 1994.

Nouri, Noushin, Assistant Professor, Department of Teaching and Learning.

O

O'Neil, Bill W., Full Professor, School of Music; Clarinet; DMA, The University of Minnesota, 1990.

Ochoa, Dania, Clinical Associate Professor, School of Nursing; Nursing; MSN, The University of Texas - Brownsville/Texas Southmost College, 2005.

Ogburn, Joseph, Clinical Full Professor, Department of Obstetrics and Gynecology.

Oh, Dong-Yop, Assistant Professor, Department of Information Systems; Applied Statistics; PhD, The University of Alabama, 2012.

Oh, Jung-Il, Associate Professor, Department of Health and Human Performance; Sport Pedagogy; PhD, The University of Alabama, 2007.

Olney, Charles, Assistant Professor, Department of Political Science; Politics; PhD, University of California, Santa Cruz, 2014.

Oraby, Tamer F., Assistant Professor, School of Mathematical and Statistical Science; Mathematics; PhD, University of Cincinnati, 2008.

Ortega, Javier, Assistant Professor, Department of Mechanical Engineering; Materials Engineering; PhD, Universidad Autonoma de Nuevo Leon Mexico, 2013.

Osatuyi, Babajide, Assistant Professor, Department of Information Systems; Information Systems; PhD, New Jersey Institute of Technology, 2012.

Ostorga, Alcione N., Associate Professor, Department of Bilingual and Literacy Studies; Language and Literacy Education; PhD, Fordham University, 2002.

Otto, Debra, Associate Professor, School of Nursing; Management; Doctor of Management, University of Phoenix, 2005.

Otu, Noel, Associate Professor, Department of Criminal Justice; Criminology; PhD, Florida State University, 1995.

P

Paccacerqua, Cynthia M., Associate Professor, Department of Philosophy; Philosophy; PhD, Stony Brook University, 2010.

Pace, Lorenzo, Full Professor, School of Art; Art; EdD, Illinois State University, 1978.

Padilla, George, Assistant Professor, Department of Organization and School Leadership; Educational Administration; PhD, The University of Texas - Austin, 1997.

Pagan, Joel, Full Professor, School of Music; Music Performance; DMA, Michigan State University, 2004.

Pantoja, Celia, Assistant Professor - Clinical, Department of Internal Medicine.

Parchman-Gonzalez, Keri, Clinical Assistant Professor, Department of Communication Disorders; Communication Disorders; MA, The University of Texas - Pan American, 1989.

Pareja, Heidi, Assistant Professor - Clinical, Department of Family and Preventive Medicine.

Park, Stephen M., Assistant Professor, Department of Literatures and Cultural Studies; English; PhD, University of Southern California, 2011.

Park, Younggil, Assistant Professor, Department of Mechanical Engineering; Mechanical Engineering; PhD, University of Illinois at Urbana Champaign, 2007.

Parsons, Jason G., Associate Professor, Department of Chemistry; Environmental Science and Engineering; PhD, The University of Texas at El Paso, 2003.

Pasupuleti, Sudersan, Full Professor, Department of Social Work.

Paul, Nilanjana, Assistant Professor, Department of History; History; PhD, West Virginia University, 2016.

Pearson, Thomas, Associate Professor, Department of Philosophy; Philosophy; PhD, Southern Illinois University - Carbondale, 1994.

Pena, Amanda, Clinical Assistant Professor, Cooperative Pharmacy Program.

Pena, Carmen M., Associate Professor, Department of Teaching and Learning; Instructional Design and Technology; PhD, The University of Iowa, 1995.

Peng, Jun, Associate Professor, Department of Electrical Engineering; Electrical Engineering; PhD, Rensselaer Polytechnic Institute, 2004.

Pereyra, Nicolas A., Associate Professor, Department of Physics and Astronomy; Physics; PhD, University of Maryland, 1997.

Pérez, Emmy, Associate Professor, Creative Writing Program; Writing; MFA, Columbia University, 1995.

Perez, Kathryn E., Assistant Professor, Department of Biology; Biology; PhD, The University of Alabama, 2005.

Persans, Michael W., Full Professor, Department of Biology; Plant Biology; PhD, University of Illinois at Urbana Champaign, 1998.

Pezzat, Ydania M., Clinical Assistant Professor, Department of Health and Biomedical Sciences; Educational Administration; MEd, The University of Texas - Pan American, 2011.

Pham, Thang, Assistant Professor, Department of Civil Engineering.

Pierce, Virgil U., Associate Professor, School of Mathematical and Statistical Science; Mathematics; PhD, The University of Arizona, 2004.

Pizzinato, Riccardo, Assistant Professor, School of Art; Medieval Art; PhD, Johns Hopkins University, 2012.

Poletaeva, Elena, Associate Professor, School of Mathematical and Statistical Science; Mathematics; PhD, The Pennsylvania State University, 1992.

Polinard, Jerry, Full Professor, Department of Political Science; Government; PhD, The University of Arizona, 1970.

Popan, Jason, Assistant Professor, Department of Psychological Science; Experimental Psychology; PhD, The University of Texas - Arlington, 2011.

Potempa, Angelika H., Assistant Professor, Department of Philosophy; Philosophy; PhD, Humboldt University, 1990.

Provenzano, Dani, Full Professor, Department of Biology; Microbiology; PhD, The University of Texas Health Science Center - San Antonio, 2001.

Pruitt, Kenneth, Assistant Professor, Department of Biology; Wildlife Science; PhD, Texas A&M University - College Station, 2005.

Q

Qiao, Zhijun (George), Full Professor, School of Mathematical and Statistical Science; Mathematics; PhD, Fudan University, 1997.

Qin, Hong, Associate Professor, Department of Information Systems; Management Science; PhD, University of North Texas, 2009.

Quantz, Michael O., Full Professor, School of Music; Performance; DMA, The University of North Texas, 1994.

Quercioli, Elena, Assistant Professor, Department of Economics and Finance; Economics; PhD, University of Essex, 1999.

Quetschke, Volker M., Associate Professor, Department of Physics and Astronomy; Natural Science; PhD, University of Hannover, 2003.

Quweider, Mahmoud K., Full Professor, Department of Computer Science; Engineering Science; PhD, The University of Toledo, 1995.

R

Rabarison, Monika K., Assistant Professor, Department of Economics and Finance; Business Administration; PhD, University of Kentucky, 2012.

Racelis, Alexis E., Assistant Professor, School of Earth, Environmental, and Marine Sciences; Environmental Studies; PhD, University of California, Santa Cruz, 2009.

Rahman, Abdullah F., Full Professor, School of Earth, Environmental, and Marine Sciences.

Rahman, Md S., Assistant Professor, Department of Biology; Marine and Environmental Sciences; PhD, University of Ryukyus, 2001.

Rakhmanov, Malik, Associate Professor, Department of Physics and Astronomy; Physics; PhD, California Institute of Technology, 2000.

Ramezani, Hamidreza, Assistant Professor, Department of Physics and Astronomy; Physics; PhD, Wesleyan University, 2014.

Ramirez, Mark J., Associate Professor, School of Music; Percussion Performance; DMA, The University of Texas - Austin, 2005.

Ramirez, Noe, Associate Professor, Department of Social Work; Social Work; PhD, The University of Houston, 1998.

Ramirez, Olga, Full Professor, School of Mathematical and Statistical Science; Educational Curriculum and Instruction; PhD, Texas A&M University - College Station, 1985.

Ramirez, Reynaldo, Associate Professor, Department of Teaching and Learning; Administration and Supervision - Higher Education; EdD, The University of Houston, 1996.

Ramos, Carlos, Assistant Professor - Clinical, Department of Internal Medicine.

Ramos-Salas, Jaime S., Associate Professor, Department of Electrical Engineering; Electrical Engineering; PhD, Stanford University, 1976.

Rampersad-Ammons, Joanne, Associate Professor, Department of Chemistry; Microbiology; PhD, The University of the West Indies, 2006.

Rathbun, Lyon, Associate Professor, Department of Writing and Language Studies; Rhetoric; PhD, University of California, Berkeley, 1994.

Razo, Nancy P., Associate Professor in Practice, Department of Human Development and School Services; School Psychology; PhD, Texas A&M University - College Station, 2004.

Reed, Bruce J., Full Professor, School of Rehabilitation Services and Counseling; Human Rehabilitation; PhD, University of Northern Colorado, 1993.

Rehman, SHARAF N., Full Professor, Department of Communication; Mass Communication; PhD, Bowling Green State University, 1987.

Rengasamy, Padmanabhan, Visiting Professor, Department of Biomedical Sciences.

Resendiz, Rosalva, Associate Professor, Department of Criminal Justice; Sociology; PhD, Texas Woman's University, 2001.

Restifo, Salvatore J., Assistant Professor, Department of Sociology and Anthropology; Sociology; PhD, The Ohio State University, 2013.

Reyna, Edna M., Clinical Assistant Professor, School of Nursing; Adult Health Nursing; MSN, The University of Texas - Pan American, 2007.

Reyna, Sara M., Assistant Professor, Department of Biomedical Sciences.

Rhi-Perez, Pablo, Full Professor, Department of International Business and Entrepreneurship; Marketing; PhD, The University of Texas - Austin, 1989.

Riahi, Daniel N., Full Professor, School of Mathematical and Statistical Science; Mathematics; PhD, Florida State University, 1974.

Rivas, Belinda, Clinical Assistant Professor, School of Rehabilitation Services and Counseling; Psychology; PhD, Walden University, 2008.

Rivas, Maria O., Full Professor, Department of Organization and School Leadership; Guidance; EdD, East Texas State University, 1978.

Rivas, Saul, Assistant Professor - Clinical, Department of Obstetrics and Gynecology.

Rivera, Diana N., Assistant Professor, Department of Literatures and Cultural Studies; English; PhD, University of New Mexico, 2014.

Rodriguez, Alma D., Associate Professor, Department of Bilingual and Literacy Studies; Curriculum and Instruction; EdD, The University of Houston, 2003.

Rodriguez, Hugo, Assistant Professor, Department of Health and Biomedical Sciences; Family Medicine; MD, Autonomous University of Tamaulipas, 1985.

Rodriguez, Jose A., Assistant Professor, Creative Writing Program; English; PhD, Binghamton University, State University of New York, 2011.

Roeder, Scott, Associate Professor, School of Music; Tuba Performance; DMA, The University of Wisconsin - Madison, 2008.

Rojas, Dahlia, Clinical Assistant Professor, School of Nursing; Nursing; PhD, Texas Woman's University - Houston, 1991.

Romano, Joseph D., Full Professor, Department of Physics and Astronomy; Physics; PhD, Syracuse University, 1991.

Romero, Zasha, Assistant Professor, Department of Health and Human Performance; Sports management; PhD, Texas Woman's University, 2012.

Ronnau, John P., Clinical Full Professor.

Rossow, Rosalinda, Clinical Assistant Professor, School of Nursing; Nursing -Critical Care; MS, The University of Texas Health Science Center - Houston, 1991.

Rowe, Sarah M., Assistant Professor, Department of Sociology and Anthropology; Anthropology; PhD, University of Illinois at Urbana Champaign, 2014.

Roy, Ranadhir, Associate Professor, School of Mathematical and Statistical Science; Applied Mathematics; PhD, Numerical Optimization Centre. University of Hertfordshire, 1997.

Roy, Upal, Assistant Professor, Department of Health and Biomedical Sciences.

Roychowdhury, Mrinal, Associate Professor, School of Mathematical and Statistical Science; Mathematics; PhD, Wesleyan University, 2005.

Ruelas, Jack, Clinical Assistant Professor, Department of Occupational Therapy; Occupational Therapy; MS, The University of Texas - Pan American, 2008.

Ruiz, Bienvenido, Assistant Professor, Department of Sociology and Anthropology; Sociology; PhD, Northwestern University, 2013.

Ruiz, Dee Dee, Assistant Professor in Practice, Department of Counseling and Guidance; School Psychology; PhD, Texas Woman's University, 2005.

Russell, Ryan D., Assistant Professor, Department of Health and Human Performance; Kinesiology; PhD, Louisiana State University, 2011.

Ryabov, Igor, Associate Professor, Department of Sociology and Anthropology; Demography; PhD, Bowling Green State University, 2005.

Ryou, Ji Woo, Assistant Professor, School of Accountancy; Business Administration; PhD, The University of Memphis, 2014.

S

- Saavedra Cisneros, Angel, Assistant Professor, Department of Political Science; Political Science; PhD, Stony Brook University, 2011.
- Saavedra, Cinthya, Associate Professor, Department of Bilingual and Literacy Studies; Curriculum and Instruction; PhD, Texas A&M University, 2006.
- Saavedra, Dora E., Associate Professor, Department of Communication; Communication Studies; PhD, University of Kansas, 1994.
- Sadlier, Dave A., Assistant Professor, School of Music; Voice; DMA, Indiana University - Bloomington, 2009.
- Saka, Paul, Full Professor, Department of Philosophy; Philosophy; PhD, University of Illinois at Urbana Champaign, 1998.
- Saladin, Shawn P., Full Professor, School of Rehabilitation Services and Counseling; Special Education; PhD, The University of Texas - Austin, 2004.
- Sale, Paul, Full Professor, Department of Human Development and School Services; Education of Exceptional Children; EdD, University of Georgia, 1986.
- Sale, Sam S., Associate Professor, Department of International Business and Entrepreneurship Business Administration with concentration in Management; DBA, Louisiana Tech University, 2008.
- Salinas, Sonya, Clinical Assistant Professor, Department of Communication Disorders; Communication Disorders; MA, The University of Texas - Pan American, 1991.
- Samponaro, Philip, Associate Professor, Department of History; History; PhD, University of Connecticut, 2003.
- Sánchez, Sandy, Full Professor, School of Nursing; Nursing/Adult Health; PhD, The University of Texas - Austin, 1997.
- Sandoval, Adrian, Clinical Assistant Professor, Cooperative Pharmacy Program.
- Santiago, Reynaldo I., Full Professor, School of Art; Printmaking; MFA, Rochester Institute of Technology, 1983.

Sargent, John, Full Professor, Department of International Business and Entrepreneurship; Business Administration; PhD, University of Washington, 1994.

Saxon, Kenneth N., Associate Professor, School of Music; Performance; DMA, The University of Alabama, 2000.

Saxton, Jennifer, Assistant Professor, Department of Theatre; Theatre; MFA, Minnesota State University, Mankato, 1998.

Schall, Janine M., Associate Professor, Department of Bilingual and Literacy Studies; Language, Reading and Culture; PhD, The University of Arizona, 2004.

Schembri, Sharon, Assistant Professor, Department of Marketing; Management; PhD, The University of Queensland, 2005.

Schmid, Lauran B., Associate Professor in Practice, School of Accountancy; Business Administration; MBA, The University of Texas - Pan American, 1988.

Schmitz, Rachel M., Assistant Professor, Department of Sociology and Anthropology; Sociology; PhD, University of Nebraska-Lincoln, 2016.

Schneider, Gary, Associate Professor, Department of Literatures and Cultural Studies; English; PhD, Wayne State University, 2001.

Schneider, Steven P., Full Professor, Creative Writing Program; English; PhD, The University of Iowa, 1986.

Schuenzel, Erin, Associate Professor, Department of Biology; Biology; PhD, University of California, Riverside, 2005.

Schulz, Celia, Assistant Professor, Department of Occupational Therapy; Occupational Therapy; PhD, Texas Woman's University, 2006.

Schwarzbach, Andrea, Associate Professor, Department of Health and Biomedical Sciences; Natural Sciences; PhD, Johannes Gutenberg University, 1996.

Schweller, Robert, Associate Professor, Department of Computer Science; Computer Science; PhD, Northwestern University, 2007.

Scoggin, Angela, Full Professor, Department of Occupational Therapy; Applied Anthropology; PhD, University of South Florida, 1993.

Sears, Tim J., Assistant Professor in Practice, Department of Biology; Secondary Education; MEd, The University of Texas - Pan American, 2006.

Seitz, Diana, Assistant Professor, School of Music; Music-Wind/Percussion/String Instrumental; DMA, The University of Oklahoma, 2008.

Selber, Greg M., Associate Professor, Department of Communication; Journalism; PhD, The University of Texas - Austin, 2001.

Seligman, Laura, Associate Professor, Department of Psychological Science; Psychology; PhD, Virginia Polytechnic Institute & State University, 1999.

Shackelford, Dana R., Associate Professor, Dance Program; Dance; MFA, Arizona State University, 2001.

Shen, Yih-Jiun "Jean", Associate Professor, Department of Counseling and Guidance; Counselor Education; EdD, Pennsylvania State University, 1998.

Sheng, Xiaojing, Associate Professor, Department of Marketing; Business Administration Marketing; PhD, The University of Tennessee - Knoxville, 2009.

Shirvani, Hossein, Associate Professor, Department of Teaching and Learning; Curriculum and Instruction; PhD, Texas A&M University - College Station, 2004.

Sifuentes, Josef, Assistant Professor, School of Mathematical and Statistical Science; Computational and Applied Mathematics; PhD, Rice University, 2010.

Silcox, Denise D., Clinical Assistant Professor, School of Rehabilitation Services and Counseling; Rehabilitation Counseling; MS, The University of Texas - Pan American, 2005.

Silva, Hilda, Associate Professor, Department of Organization and School Leadership; Administration and Supervision; EdD, The University of Houston, 2000.

Silva, Luz Maria M., Clinical Assistant Professor, School of Nursing; Nursing; MSN, The University of Texas – Brownsville/Texas Southmost College, 2008.

Simmons, Susan K., Clinical Assistant Professor, Department of Physician Assistant; Physician Assistant Studies; MPAS, The University of Texas - Pan American, 2009.

Simonsson, Marie, Associate Professor, Department of Organization and School Leadership; Administration and Supervision; EdD, The University of Houston - Downtown, 1998.

Simpson, Penny, Full Professor, Department of Marketing; Marketing; DBA, Louisiana Tech University, 1992.

Singh, Anil, Associate Professor, Department of Information Systems; Business Administration - Information Systems; PhD, The University of Texas at Arlington, 2006.

Skowronek, Russell, Full Professor, Department of History; Anthropology; PhD, Michigan State University, 1989.

Smith, Kenneth C., Associate Professor, Department of Chemistry; Chemistry; PhD, Purdue University, 2007.

Snyder, Samuel, Full Professor, Department of Surgery.

Sokoloff, William, Assistant Professor, Department of Political Science; Political Science; PhD, The University of Massachusetts at Amherst, 2002.

Solis, Stacy E., Assistant Professor in Practice, Department of Biology; Secondary Education; MEd, The University of Texas - Pan American, 2002.

Son, Jae S., Associate Professor, Department of Electrical Engineering; Computer Engineering; PhD, The University of Texas - El Paso, 1999.

Souffrant, Garry C., Clinical Assistant Professor, Department of Internal Medicine.

Sparrow, Gregory S., Full Professor, Department of Counseling and Guidance; Counseling; EdD, The College of William & Mary, 1983.

Spinetta, Christine, Assistant Professor, Department of Communication; Communication; PhD, Purdue University, 2013.

Srinivasa, Susheelabai R., Assistant Professor, Department of Social Work; Psychology; PhD, Osmania University, 2009.

Srivastava, Anil K., Full Professor, Department of Manufacturing and Industrial Engineering; Mechanical Engineering; PhD, Indian Institute of Technology, 1985.

Starling, James, Assistant Professor, Department of History; History-Borderlands; PhD, The University of Texas - El Paso, 2012.

Stehn, Alexander V., Associate Professor, Department of Philosophy; Philosophy; PhD, The Pennsylvania State University, 2010.

Stewart, Jessica, Assistant Professor, Department of Communication Disorders.

Strait, Megan K., Assistant Professor, Department of Computer Science.

Strong, William F., Full Professor, Department of Communication; Speech Communication; PhD, The University of Arizona, 1985.

Stuntzner, Susan, Assistant Professor, School of Rehabilitation Services and Counseling; Rehabilitation Psychology; PhD, The University of Wisconsin - Madison, 2007.

Sturges, David L., Associate Professor, Department of Management; Organization Theory & Policy; PhD, University of North Texas, 1988.

Suazo, Erwin, Assistant Professor, School of Mathematical and Statistical Science; Mathematics; PhD, Arizona State University, 2009.

Sullivan, Christopher, Clinical Associate Professor, Department of Internal Medicine.

Sullivan, Pamela, Clinical Assistant Professor, School of Nursing; Nursing (Critical Care); MSN, The University of Texas Health Science Center - Houston, 1991.

Sun, Jun, Full Professor, Department of Information Systems; Information and Operations Management; PhD, Texas A&M University, 2005.

Sweigart, Donna M., Associate Professor, School of Art; Metals/Jewelry/ Computer-Aided-Design/Computer-Aided-Machining/Rapid Prototyping; MFA, Temple University, 2004.

T

Tabler, Jennifer L., Assistant Professor, Department of Sociology and Anthropology; Sociology; PhD, University of Utah, 2016.

Taméz, Eloisa G., Full Professor, School of Nursing; Physical and Health Education; PhD, The University of Texas - Austin, 1985.

Tapia, Beatriz, Visiting Professor, Department of Family and Preventive Medicine.

Tarawneh, Constantine, Full Professor, Department of Mechanical Engineering; Engineering with a specialization in Mechanical Engineering; PhD, University of Nebraska - Lincoln, 2003.

Tasnif, Yasar, Assistant Professor, Cooperative Pharmacy Program; Cooperative Pharmacy Program; PhD, The University of Texas - Austin, 2002.

Taylor, Christopher M., Full Professor, School of Earth, Environmental, and Marine Sciences; Zoology; PhD, University of Oklahoma, 1994.

Taylor, Monty B., Full Professor, School of Mathematical and Statistical Science; Mathematics; PhD, The University of Houston, 1988.

Taylor, Sean D., Assistant Professor, School of Music.

Telese, James A., Full Professor, Department of Teaching and Learning; Curriculum & Instruction; PhD, Texas A&M University - College Station, 1994.

Tello, Miguel, Assistant Professor - Clinical, Department of Family and Preventive Medicine.

Temby, Owen, Assistant Professor, Department of Political Science; Political Science; PhD, Carleton University, 2012.

Terry, Matthew, Associate Professor, Department of Biology; Integrative Biology; PhD, Brigham Young University, 2004.

Thomas, John M., Assistant Professor, Department of Biology; Microbiology & Immunology; PhD, The University of Texas - Medical Branch, 2008.

Thomas, Susamma, Clinical Assistant Professor, School of Nursing; Adult Health Nursing; MS, The University of Texas - Pan American, 2010.

Thomson, Shawn, Associate Professor, Department of Literatures and Cultural Studies; English; PhD, University of Kansas, 2006.

Tijerina, Sandra, Associate Professor, Department of Health and Biomedical Sciences; Occupational Training And Development; MS, Corpus Christi State University, 1992.

Timmer, Douglas H., Full Professor, Department of Manufacturing and Industrial Engineering; Industrial Engineering; PhD, Texas A&M University - College Station, 1994.

Tiwari, Ashwini, Assistant Professor, Department of Teaching and Learning; Comparative & International Education and Educational Leadership; PhD, Pennsylvania State University, 2014.

Tomai, Emmett, Associate Professor, Department of Computer Science; Computer Science; PhD, Northwestern University, 2009.

Touhami, Ahmed, Associate Professor, Department of Physics and Astronomy; Physical Chemistry; PhD, University of Paris VI, 1994.

Trad, Tarek M., Associate Professor, Department of Chemistry; Chemistry; PhD, Oklahoma State University, 2006.

Trant, John M., Full Professor, Department of Biology; Zoology; PhD, The University of Texas - Austin, 1987.

Trevino, Liliana, Assistant Professor in Practice, School of Mathematical and Statistical Science; Mathematics; MS, The University of Texas at Brownsville/Texas Southmost College, 2010.

Tsay, David, Associate Professor, School of Mathematical and Statistical Science; Educational Mathematics; PhD, University of Northern Colorado, 2005.

Tsin, Andrew, Full Professor, Department of Biomedical Sciences; Zoology; PhD, University of Alberta, 1979.

Turner, Lizzie, Assistant Professor, School of Accountancy; Business Administration; PhD, Florida International University, 2013.

U

Uddin, M. J., Assistant Professor, Department of Chemistry; Materials Science; PhD, University of Turin, 2008.

Umeasiegbu, Veronica, Assistant Professor, School of Rehabilitation Services and Counseling; Rehabilitation Counseling Education; PhD, University of Kentucky, 2013.

V

Valadez, Paul c., Assistant Professor, School of Art; Studio Art; MFA, The University of North Carolina at Chapel Hill, 2003.

Valdez, Adela S., Clinical Full Professor, Department of Family and Preventive Medicine; Business; MBA, Grand Canyon University, 2011.

Valencia, Gustavo, Assistant Professor in Practice, School of Mathematical and Statistical Science; Mathematics; MS, The University of Texas at Brownsville/Texas Southmost College, 2012.

VandeBerg, John, Full Professor, South Texas Diabetes and Obesity Institute; Genetics; PhD, Macquarie University, 1975.

Vargas Hernandez, Noe, Assistant Professor, Department of Mechanical Engineering.

Vasquez, Arturo Z., Full Professor, Department of Marketing; Business Administration; PhD, Texas Tech University, 1990.

Vasquez, Horacio, Associate Professor, Department of Mechanical Engineering; Mechanical Engineering; PhD, The University of Alabama, 2003.

Vatchev, Vesselin, Associate Professor, School of Mathematical and Statistical Science; Mathematics; PhD, The University of South Carolina, 2004.

Vatcheva, Kristina, Assistant Professor, School of Mathematical and Statistical Science; Epidemiology; PhD, University of Texas Health Science Center at Houston, 2015.

Vega, Rosalynn A., Assistant Professor, Department of Sociology and Anthropology; Medical Anythropology; PhD, University of California, Berkeley, 2016.

Vega-Sampayo, Elena, Associate Professor, Department of Literatures and Cultural Studies; Spanish Language and Literature; PhD, University of Leon, 2008.

Vela, Leonel, Clinical Full Professor, Department of Family and Preventive Medicine.

Venegas, Elena, Assistant Professor, Department of Bilingual and Literacy Studies.

Villalobos, Cristina, Full Professor, School of Mathematical and Statistical Science; Computational & Applied Mathematics; PhD, Rice University, 2000.

Villarreal, Rachel D., Clinical Assistant Professor, Department of Health and Biomedical Sciences; Nutrition; MS, Texas Woman's University, 2015.

Villavert, John, Assistant Professor, School of Mathematical and Statistical Science; Applied Mathematics; PhD, University of Colorado - Boulder, 2013.

Villegas de Chaverri, Susy P., Assistant Professor, Department of Social Work; Social Work; PhD, The University of Texas - Arlington, 2007.

Viren, Vejoya, Associate Professor, Department of Human Development and School Services; Human Development; PhD, Virginia Polytechnic Institute & State University, 2003.

Vitek, Christopher, Associate Professor, Department of Biology; Biology; PhD, Clark University, 2005.

Vivanco, Roseann K., Clinical Assistant Professor, School of Nursing; MSN - Interdisciplinary; MSN, Capital University, 2003.

Voss, Judy, Clinical Associate Professor, School of Nursing; Nursing- Critical Care; MS, The University of Texas Health Science Center - Houston, 1991.

Vu, Thuy, Assistant Professor, Department of Civil Engineering; Civil Engineering; PhD, University of Missouri, 2013.

W

Waite, Charles, Associate Professor, Department of History; History; PhD, Texas Tech University, 1999.

Walburn, Jacob, Assistant Professor, School of Music; Trumpet Performance; DMA, University of Illinois at Urbana Champaign, 2011.

Wang, Bailey, Full Professor, Department of Communication Disorders; Audiology; PhD, University of Kansas, 1997.

Wang, Bin, Full Professor, Department of Information Systems; Business Administration; PhD, University of Minnesota, 2004.

Wang, Lei, Associate Professor, Department of Management; Business Administration; PhD, New Mexico State University, 2005.

Wang, Lin, Associate Professor, Department of Health and Human Performance; Physical Education - Motor Learning; PhD, University of Virginia, 2007.

Wang, Xiaohui, Associate Professor, School of Mathematical and Statistical Science; Statistics; PhD, Texas A&M University - College Station, 2006.

Ward, Hsuying C., Assistant Professor, Department of Human Development and School Services; Special Education; PhD, The University of Texas - Austin, 1994.

Warren, Brian J., Assistant Professor, Department of Theatre; Educational Theatre; EdD, The University of Houston, 2008.

Wasike, Ben S., Associate Professor, Department of Communication; Mass Communication & Public Affairs; PhD, Louisiana State University, 2005.

Watt, Karen, Full Professor, Department of Organization and School Leadership; Educational Administration; PhD, The University of Texas - Austin, 1999.

Weaver, Michael K., Associate Professor, Department of History; History; PhD, The University of North Carolina at Chapel Hill, 1989.

Wei, Yong-Kang, Associate Professor, Department of Writing and Language Studies; Rhetoric and Professional Communication; PhD, Iowa State University, 2004.

Weimer, Amy A., Associate Professor, Department of Psychological Science; Psychology; PhD, Arizona State University, 2006.

Weimer, Kristina, Assistant Professor, School of Music.

Weiss, Matt I., Assistant Professor, Department of Public Affairs and Security Studies; Political Science; PhD, University of California, Davis, 2011.

Welbourne, Jennifer L., Associate Professor, Department of Management; Psychology; PhD, The Ohio State University, 1999.

Wells, Shirley A., Associate Professor, Department of Occupational Therapy; Public Health; Doctor of Public Health, The University of Texas Health Sciences Center - Houston, 2009.

Wenzel, James, Associate Professor, Department of Political Science; Political Science; PhD, The University of Houston, 1993.

Werkheiser, Ian, Assistant Professor, Department of Philosophy; Philosophy; PhD, Michigan State University, 2015.

Whitacre, Michael, Associate Professor, Department of Bilingual and Literacy Studies; Bilingual Education; EdD, Texas A&M University - Kingsville, 2007.

White, Jacob, Assistant Professor, School of Mathematical and Statistical Science; Mathematics; PhD, Arizona State University, 2010.

White, Tom, Associate Professor, Department of Criminal Justice; Political Science; PhD, Texas A&M University - College Station, 2003.

Whittenberg, James F., Assistant Professor, Department of Counseling and Guidance; General Counseling Studies; PhD, Capella University, 2012.

Wiley, Eric, Full Professor, Department of Theatre; Theatre History; PhD, Louisiana State University, 1999.

Williams, Linda M., Assistant Professor, Department of Public Affairs and Security Studies; Public Administration; PhD, University of Kansas, 2013.

Williams-Blangero, Sarah, Full Professor, South Texas Diabetes and Obesity Institute; Biological Anthropology; PhD, Case Western Reserve University, 1987.

Williamson, Eric M., Full Professor, Creative Writing Program; English and American Literature; PhD, New York University, 1998.

Wilson, Aaron T., Assistant Professor, School of Mathematical and Statistical Science; Mathematics Education; PhD, Texas State University - San Marcos, 2013.

Wilson, Steve T., Associate Professor, Department of Criminal Justice; Criminal Justice; PhD, University of Nebraska at Omaha, 2005.

Wimberly, Cory M., Associate Professor, Department of Philosophy; Philosophy; PhD, The Pennsylvania State University, 2006.

Wimberly, Cynthia, Associate Professor, Department of Counseling and Guidance; Counselor Education; PhD, Texas Tech University, 2006.

Winkel, Mark, Associate Professor, Department of Psychological Science; Psychology; PhD, Oklahoma State University, 1982.

Winslow, Andrew, Assistant Professor, Department of Computer Science.

Wirts, Kristine, Associate Professor, Department of History; History; PhD, Auburn University, 2003.

Wladyka, Dawid K., Assistant Professor, Department of Sociology and Anthropology; Human Geography; PhD, Autonomous University of Barcelona, 2013.

Wong McKinstry, Edna, Clinical Assistant Professor, Department of Internal Medicine.

Wongkasem, Nantakan, Associate Professor, Department of Electrical Engineering; Electrical Engineering; D.Eng, University of Massachusetts, 2006.

Writer, Justin, Associate Professor, School of Music; Musical Arts in Composition; DMA, The University of Oklahoma, 2007.

Wu, Sibin, Full Professor, Department of Management; Management Science; PhD, University of Wisconsin - Milwaukee, 2004.

Wylie, Tim, Assistant Professor, Department of Computer Science; Computer Science; PhD, Montana State University, 2013.

X

Xiao, Nan, Assistant Professor, Department of Information Systems; Management; PhD, The State University of New York at Buffalo, 2012.

Xu, Ben, Assistant Professor, Department of Mechanical Engineering; Mechanical Engineering; PhD, The University of Arizona, 2015.

Xu, Chun, Assistant Professor, Department of Health and Biomedical Sciences.

Xu, Ping, Assistant Professor, School of Art; Visual Communications; MFA, Kansas State University, 2005.

Y

Yagdjian, Karen, Full Professor, School of Mathematical and Statistical Science; Physico - Mathematical Sciences; D.Sc., Moscow State University, 1991.

Yan, Yun-Chia Anderson, Associate Professor, School of Accountancy; Business Administration; PhD, Florida International University, 2007.

Yanev, George P., Associate Professor, School of Mathematical and Statistical Science; Mathematics; PhD, University of South Florida, 2001.

Yang, Yingchen, Associate Professor, Department of Mechanical Engineering; Mechanical Engineering; PhD, Lehigh University, 2005.

Yaworsky, William, Associate Professor, Department of Sociology and Anthropology; Anthropology; PhD, The University of Oklahoma, 2002.

Yi, Taeil, Full Professor, School of Mathematical and Statistical Science; Mathematics; PhD, University of Florida, 2000.

Yoo, Soojin, Assistant Professor, Department of Health and Human Performance; Sports Pedagogy; PhD, University of Nevada - Las Vegas, 2009.

Yoon, Jasang, Associate Professor, School of Mathematical and Statistical Science; Mathematics; PhD, The University of Iowa, 2003.

Yust, Brian, Assistant Professor, Department of Physics and Astronomy; Physics; PhD, The University of Texas- San Antonio, 2012.

Yznaga, Selma d., Associate Professor, Department of Counseling and Guidance; Counselor Education and Supervision; PhD, St. Marys University, 2000.

Z

Zaidan, Frederic, Full Professor, Department of Biology; Biology; PhD, The University of Arkansas, 2001.

Zamora, Roberto, Assistant Professor, Department of Organization and School Leadership; Educational Administration; PhD, The University of Texas - Austin, 1979.

Zarei, Masoud, Associate Professor, Department of Health and Biomedical Sciences; Neuroscience; PhD, Baylor College of Medicine, 1994.

Zeager, Michelle, Assistant Professor - Clinical, Department of Pediatrics.

Zemrani, Aziza, Associate Professor, Department of Public Affairs and Security Studies; Public Policy and Urban Affairs; PhD, Southern University and A & M College, 2004.

Zeng, Liang, Associate Professor, Department of Physics and Astronomy; Theoretical Physics; PhD, Zheijang University, 1998.

Zhang, Jing, Assistant Professor, School of Art; Creative Media; PhD, City University of Hong Kong, 2011.

Zhang, Liyu, Associate Professor, Department of Computer Science; Computer Science and Engineering; PhD, University at Buffalo, The State University of New York, 2007.

Zhang, Yanxu, Assistant Professor, School of Earth, Environmental, and Marine Sciences.

Zhang, Yonghong, Assistant Professor, Department of Chemistry; Radiophysics; PhD, Chinese Academy of Sciences - Wuhan Institute of Physics and Mathematics, 2002.

Zhang, Zhidong, Associate Professor, Department of Teaching and Learning; Educational Psychology; PhD, McGill University, 2007.

Zhou, Haiyan, Full Professor, School of Accountancy; Business Administration; PhD, Temple University, 2003.

Zhou, Yong, Associate Professor, Department of Electrical Engineering; Electrical and Computer Engineering; PhD, The University of Texas - Austin, 2005.

Zieschang, Paul-Hermann, Full Professor, School of Mathematical and Statistical Science; Mathematics; PhD, University of Kiel, 1983.

Zolfagharian, Mohammad, Associate Professor, Department of Marketing; Marketing; PhD, The University of North Texas, 2007.

Zuniga, Christian, Assistant Professor, Department of Bilingual and Literacy Studies; Curriculum & Instruction; PhD, The University of Texas - Austin, 2015.

Zwerling, Philip, Associate Professor, Creative Writing Program; Theatre History, Theory, and Dramatic Literature; PhD, University of California, Santa Barbara, 2003.

Emeritus Faculty

Allison, Terry C., Department of Biology, UTPA

Anzaldua, Hermila, Department of Social Work, UTPA

Artibise, Ala, Provost Emeritus, UTB/TSC

Baca, Ernest J., Department of Biology, UTPA

Berg, William, Department of Engineering, UTB/TSC

Bokina, John, Department of Political Science, UTPA

Brewerton, Francis, Department of Management, UTPA

Brogdon, Gale, College of Education, UTB/TSC

Brumley, Dianne, Director Emeritus of Choral Studies, UTB/TSC

Cararas, Sandra, Department of English, UTPA

Clark, Theodore, Department of History and Philosophy, UTPA

Dameron, Charles, Department of English, UTB/TSC

De Hoyas, Librado, R., Department of Social Work, UTPA

De Los Santos, Gilberto, Department of Marketing, UTPA

Dominguez, Sylvia, Department of Modern Languages and Literature, UTPA

Ellard, Charles J., Department of Economics and Finance, UTPA

Elliott, J. Lell, Department of Chemistry, UTPA

Escotet, Miguel, former Dean of the College of Education, UTB/TSC

Evans, James, Department of English, UTPA

Foltz, Virginia, Department of Biology, UTPA

Freeman, David, Department of Language, Literacy and Intercultural Studies, UTB/TSC

Garcia, Lino, Department of Modern Languages and Literature, UTPA

Garza-Escobedo, Edna, Department of Nursing, UTB/TSC

Glazer, Mark, Department of Psychological Science, UTPA

Grantz, Carl, Department of English, UTPA
Gratz, Elizabeth, Department of Curriculum and Instruction, UTPA
Guinn, Robert K., Department of Health and Human Services, UTPA
Haule, James M., Department of English, UTPA
James, Pauline, Department of Biology, UTPA
Judd, Frank W., Department of Biology, UTPA
Kearney, Milo, Department of History, UTB/TSC
Knopp, Anthony, Department of History, UTB/TSC
LeMaster, Edwin, Department of Electrical Engineering, UTPA
Levine, Bert, Department of Psychological Science, UTPA
Lof, Lawrence, Department of Biology, UTB/TSC
Lonard, Robert I., Department of Biology, UTPA
Manuella, Frank, School of Art, UTPA
Martin, Jose, Provost Emeritus, UTB/TSC
Martin, Wilbert Raymond, School of Art, UTPA
McBride, John W., Department of Curriculum and Instruction, UTPA
Miller, Hubert, Department of History and Philosophy, UTPA
Mitchell, Paul L., Department of English, UTPA
Monta, Marian Frances, Department of Communication, UTPA
Moore, Wayne, Department of English, UTB/TSC
Moyer, Nancy, School of Art, UTPA
Nelson, Eldon, former Dean of the School of Health Sciences, UTB/TSC
Nevarez, Miguel A., President, The University of Texas-Pan American, UTPA
Nichols, Edward E., School of Art, UTPA
Noyes, Lilian, Department of Political Science, UTPA
Ogletree, Al, Athletics, Baseball Coach, UTPA
Parkinson, Charles, J., Department of Health and Human Performance, UTPA
Pennington, Ralph, Department of Business Administration, UTPA
Perez, Ricardo J., Department of Curriculum and Instruction, UTPA
Phillips, Phyllis, Department of Curriculum and Instruction, UTPA
Raimo, John, School of Music, UTPA
Richardson, Alfred, Department of Biological Sciences, UTB/TSC
Richardson, Chad, Department of Sociology, UTPA
Schaefer, Geralda, Department of Mathematics
Seale, Carl, Department of Music and Dance, UTPA
Stanley, Jack R., Department of Communication, UTPA
Stratton, Porter, Department of History and Philosophy, UTPA
Thomas, Amilda, Department of Health and Kinesiology, UTPA
Tomlin, Terry, Department of Music, UTB/TSC
Tucker, Barbara, Department of Nursing, UTPA
Urbis, Richard, Department of Music, UTB/TSC
Urbis, Sue Zanne, Department of Music, UTB/TSC
Utecht, Ronald, Pan American at Brownsville
Vassberg, David, Department of History and Philosophy, UTPA

Vassberg, Lilliane, Department of Modern Languages and Literature, UTPA

Vincent, Vern, Department of Computer Information Systems and Quantitative Methods, UTPA

Walter, Louis, Pan American at Brownsville

Walton, Judith D., Health and Human Performance Department, UTB/TSC

Ware, William S., Department of Biology, UTPA