



UNIVERSITY OF HOUSTON - VICTORIA

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The University reserves the right to make changes without notice as necessitated by university or legislative action.

Educational Standards – Accreditation

UH-Victoria is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone 404-679-4501) to award bachelor's and master's degrees.

Policy on Equal Educational and Employment Opportunity

It is the policy of the University of Houston-Victoria to ensure equal opportunity in all its educational programs and all terms and conditions of employment without regard to race, color, national origin, religion, sex, age, handicap, or veteran status.

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Academic Calendar

Please see online course schedules for details regarding registration.

Fall – Regular Term –2012

(August 27 – December 14, 2012)

August	27	First Class Day. Monday.
September	3	Labor Day Holiday. Monday.
September	12	Last Day to Drop a Course or Withdraw Without Receiving a Grade. Wednesday.
September	21	Last Day for Filing Application for Fall Graduation. Friday.
October	31	Last Day to Drop a Course or Withdraw with a grade of “W” for the Fall regular term. Wednesday.
November	1	Deadline for Submitting Final Draft of Thesis to the Committee for Fall Graduation. Thursday.
November	21-24	Thanksgiving Holidays. Wednesday through Saturday.
December	8-14	Final Examination Period. Saturday through Friday.
December	14	Official Closing of Fall Semester. Friday.
December	14	Deadline for Submission of Original and Three Copies of Approved Thesis for Binding. Friday.
December	15	Commencement Ceremony. Visit UHV website (www.uhv.edu/Graduation) for more information.
December	21	Fall Regular Term Grades Available through Self-Service. Friday.

Fall 8-Week Sessions 2012

(8-Week 1: August 27 – October 19, 2012)

(8-Week 2: October 22 – December 14, 2012)

8-Week 1 Session: August 27 – October 19, 2012

August	27	First Class Day. Monday.
September	3	Labor Day Holiday. Monday.
September	4	Last Day to Drop a Course or Withdraw without Receiving a Grade for Fall 8-Wk.1. Tuesday.
October	1	Last Day to Drop a Course or Withdraw with a grade of “W” for Fall 8-Wk. 1. Monday.
Arranged by Instructor		Final Exam Period for Fall 8-Wk 1.
October	19	Official Closing of Fall 8-Wk 1. Friday.
October	26	Fall 8-Wk 1 Grades Available through Self-Service. Friday.

8-Week 2 Session: October 22 – December 14, 2012

October	22	First Class Day. Monday.
October	29	Last Day to Drop a Course or Withdraw without a grade for Fall 8-Wk 2. Monday.
November	20	Last Day to Drop a Course or Withdraw with a grade of “W” for Fall 8-Wk 2. Tuesday.
November	21-24	Thanksgiving Holidays. Wednesday through Saturday.
Arranged by Instructor		Final Exam Period for Fall 8-Wk 2.
December	14	Official Closing of Fall 8-Wk 2. Friday.
December	21	Fall 8-Wk 2 Grades Available through Self-Service. Friday.

Spring – Regular Term 2013

(January 14 – May 10, 2013)

January	14	First Class Day. Monday.
January	21	Martin Luther King, Jr. Holiday. Monday.
January	30	Last Day to Drop a Course or Withdraw Without Receiving a Grade. Wednesday.
February	8	Last Day for Filing Application for Spring Graduation. Friday.
March	11-16	Spring Break. Monday through Saturday.
April	1	Last Day to Drop a Course or Withdraw with a grade of “W” for the Spring regular term. Monday.
April	1	Deadline for Submitting Final Draft of Thesis to the Committee for Spring Graduation. Monday.
May	4-10	Final Examination Period. Saturday through Friday.
May	10	Official Closing of Spring Regular Term. Friday.
May	10	Deadline for Submission of Original and Three Copies of Approved Thesis for Binding. Thursday.
May	11	Commencement Ceremony. Visit UHV website (www.uhv.edu/Graduation) for more information.
May	17	Spring Regular Term Grades Available through Self-Service. Friday.

Spring 8-Week Sessions 2013

(8-Week 1 Session: January 14 – March 8, 2013)

(8-Week 2 Session: March 18 – May 10, 2013)

8-Wk 1 Session: January 14 – March 8, 2013

January	14	First Class Day. Monday.
January	21	Martin Luther King, Jr. Holiday. Monday.
January	22	Last Day to Drop a Course or Withdraw Without Receiving a Grade for Spring 8-Wk 1. Tuesday.
February	8	Last Day for Filing Application for Spring Graduation. Friday.
February	18	Last Day to Drop a Course or Withdraw with a grade of “W” for Spring 8-Wk 1. Monday.
Arranged by Instructor		Final Exam Period for Spring 8-Wk 1.
March	8	Official Closing of Spring 8-Wk 1 Session. Friday.
March	15	Spring 8-Wk 1 Grades Available through Self-Service. Friday.

8-Wk 2 Session: March 18 – May 10, 2013

March	18	First Class Day. Monday.
March	25	Last Day to Drop a Course or Withdraw Without Receiving a Grade for Spring 8-Wk 2. Monday.
April	22	Last Day to Drop a Course or Withdraw with a grade of “W” for Spring 8-Wk 2. Monday.
Arranged by Instructor		Final Exam Period for Spring 8-Wk 2.
May	10	Official Closing of Spring 8-Wk 2 Session. Friday.
May	17	Spring 8-Wk 2 Session Grades Available through Self-Service. Friday.

First Summer (“5W1”) Session 2013
(5-Week 1 Session: June 3 – July 3, 2013)

June	3	First Class Day. Monday.
June	6	Last Day to Drop a Course or Withdraw Without Receiving a Grade for 5-Wk 1 Session. Thursday.
June	14	Last Day for Filing Application for Summer Graduation. Friday.
June	24	Last day to Drop a Course or Withdraw with a grade of “W” for 5-Wk 1 Session. Monday.
July	1	Deadline for Submitting Final Draft of Thesis to the Committee for Summer Graduation. Monday.
July	3	Final Examination Period for 5-Wk 1 Session. Wednesday.
July	3	Official Closing of the 5-Wk 1 Session. Wednesday.
July	4	Independence Day Holiday. Thursday.
July	12	5-Wk 1 Session Grades Available through Self-Service. Friday.

Second Summer (“5W2”) Session 2013
(5-Week 2 Session: July 8 – August 7, 2013)

July	4	Independence Day Holiday. Thursday.
July	8	First Class Day. Monday.
July	11	Last Day to Drop a Course or Withdraw Without Receiving a Grade for 5-Wk 2 Session. Thursday.
July	29	Last Day to Drop a Course or Withdraw with a grade of “W” for 5-Wk 2 Session. Monday.
August	1	Deadline for Submission of Original and Three Copies of Approved Thesis for Binding. Thursday.
August	7	Final Examination Period for 5-Wk 2 Session. Wednesday.
August	7	Official Closing of 5-Wk 2 Session. Wednesday.
August	14	5-Wk 2 Session Grades Available through Self-Service. Wednesday.

10-Week Summer (“Regular”) Session 2013
(Regular Session: June 3 – August 7, 2013)

June	3	First Class Day. Monday.
June	6	Last Day to Drop a Course or Withdraw Without Receiving a Grade for Regular 10-Wk Session. Thursday.
June	14	Last Day for Filing Application for Summer Graduation. Friday.
July	1	Deadline for Submitting Final Draft of Thesis to the Committee for Summer Graduation. Monday.
July	4	Independence Day Holiday. Thursday.
July	15	Last day to Drop a Course or Withdraw with a grade of “W” for the Regular 10-Wk Session. Monday.
August	6-7	Final Examination Period for Regular 10-Wk Session Tuesday and Wednesday.
August	7	Official Closing of the Regular 10-Wk Session. Wednesday.
August	7	Deadline for Submitting of Original and Three Copies of Approved Thesis for Binding. Thursday.
August	14	Summer Regular 10-Wk Session Grades Available through Self-Service. Wednesday.

About University of Houston-Victoria

University of Houston – Victoria
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Administration

University of Houston System – Board of Regents

Nelda Luce Blair, <i>Chair</i>	Term Expires: 8/31/2013
Jarvis V. Hollingsworth, <i>Vice-Chair</i>	Term Expires: 8/31/2015
Tilman J. Fertitta, <i>Secretary</i>	Term Expires: 8/31/2015
Spencer D. Armour, III	Term Expires 8/31/2017
Nandita V. Berry	Term Expires: 8/31/2015
Jacob M. Monty	Term Expires: 8/31/2013
Michele “Mica” Mosbacher	Term Expires: 8/31/2013
Roger F. Welder	Term Expires: 8/31/2017
Welcome W. Wilson, Jr.	Term Expires: 8/31/2017
Gage A. Raba, <i>Student Regent</i>	Term Expires: 5/31/2013

University of Houston System – Administration

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William V. Flores	President, UH-Downtown
Philip D. Castille	President, UH-Victoria
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Rathindra N. Bose	Vice Chancellor for Research and Technology
Darrin Hall	Vice Chancellor for Governmental Relations
Dona H. Cornell	Vice Chancellor for Legal Affairs and General Counsel
Eloise Dunn Stuhr	Vice Chancellor for University Development
Richard Walker	Vice Chancellor for Student Affairs

University of Houston – Victoria

Administration

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Jeffrey D. Cass, Ph.D.	Provost and Vice President for Academic Affairs
Wayne B. Beran, M.B.A., C.P.A.	Vice President for Administration and Finance
Margaret H. Rice, Ph.D.	Chief of Staff
Chari Norgard, M.A.	Associate Vice President, Division of Student Affairs
Lawrence F. Rossow, Ed.D.	Associate Vice President for Institutional Effectiveness

Academic Administrators

Jeffrey R. Di Leo, Ph.D.	Dean, School of Arts and Sciences
Farhang Niroomand, Ph.D.	Dean, School of Business Administration
Freddie W. Litton, EdD.	Dean, School of Education and Human Development
Kathryn M. Tart, Ed.D.	Dean, School of Nursing

President's Regional Advisory Board

Voting Members:

Richard Weber, Chair	Dakshesh-Kumar Parikh
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Charmelle Garrett	Viola Y. Saenz
Jean Herman	Paul Salazar
Ron Hyde	John J. Shutt
Jan Jacob	Janis Scott
Janet Leatherwood	Keith Williams

Non-voting Members:

Dorothy J. Alcorn	Betty McCrohan
Thomas Butler	Morgan Dunn O'Connor
Philip Castille	Kay Kerr Walker
Beatriz Espinoza	Roger Welder

2012-2013 Faculty Roster

Vera A. Adamchik	Associate Professor of Economics/Quantitative Methods B.S., Gomel State University, Belarus; M.S., Ph.D., Lehigh University.
John Keith Akins	Assistant Professor of Criminal Justice B.A., Florida State University; M.A., University of Florida; Ph.D., University of Florida.
Roselia Alaniz	Assistant Professor of Administration and Supervision B.S., Texas A&I University-Kingsville; M.Ed., Prairie View A&M University; Ph.D., Prairie View A&M University.
Omar Al-Nasser	Assistant Clinical Professor of Finance B.B.A., Yarmouk University; M.B.A., University of Houston-Victoria; Ph.D., University of Texas-Pan American.
Linda L. Autry	Assistant Professor of Counseling Education B.S., Howard Payne University; M.Ed., Tarleton State University; Ph.D., Texas A&M – Corpus Christi.
Andrew Baerg	Associate Professor of Communication B.A., M.A., University of British Columbia; Ph.D., University of Iowa.
Amy Barnhill	Assistant Professor of Curriculum and Instruction B.A., University of Iowa; M.A., University of Missouri; Ph.D., University of Missouri.
Lisette Barton	Assistant Professor of Nursing B.S.N., Baylor University; M.S.N., Houston Baptist University; Ph.D., Texas Women's University.
Justin Bell	Assistant Professor of Philosophy B.A., Texas State University San Marcos; M.A., Ph.D., Southern Illinois University Carbondale.
Joseph Ben-Ur	Professor of Marketing B.A., M.B.A., Hebrew University of Jerusalem; Ph.D., University of Illinois at Champaign-Urbana.
Esperanza Camargo Bernal	Assistant Professor of Criminal Justice B.A., Universidad INCCA de Colombia; M.A., Pontificia Universidad Javeriana; M.S., Ph.D., University of Nebraska at Omaha.

Jeffrey Blodgett	Associate Professor of Management B.S., University of Illinois; M.B.A., Illinois State University, Ph.D., Indiana University.
Ginger Blomstrom	Assistant Clinical Professor of Nursing B.S.N., University of Texas Medical Branch at Galveston; M.S.N., University of Texas at Houston; Ph.D., University of Texas Medical Branch at Galveston.
Paul Carlson	Professor of Education B. A., Bethel College; M.Ed., Ed.D., University of Massachusetts; Ph.D., Ohio State University.
Sandra Carter	Lecturer of Communications B.A., B. S., M.F.A., Ph.D., University of Texas at Austin
Li Chao	Professor of Mathematics and Computer Science M.S., University of Wyoming.
Olga Chapa	Assistant Professor of Management B.B.A., M.B.A., Ph.D., University of Texas-Pan American.
Maria Chavarria	Lecturer of Spanish B.B.A., Universidad Autonoma del Estado de Morales; M.A., University of Southern Mississippi.
Armando Chavez-Rivera	Assistant Professor of Spanish B.A., University of Havana, Cuba; M.A., National University of La Plata, Argentina; Ph.D., University of Arizona
Chien-Ping Chen	Associate Professor of Economics B.A., National Taiwan University; M.A., Ph.D., University of Houston.
Wei-Chih Chiang	Assistant Professor of Accounting B.S., National TsingHua University; M.B.A., Wayland Baptist University; M.S., University of Texas at Dallas; Ph.D., Louisiana Tech University
Adeline Chu	Assistant Professor of Nursing B.A., University of Sydney; M.A., University of Western Australia; Ph.D., Texas Woman's University.
Peggy A. Cloninger	Associate Professor of Management B.E.E., M.S.E.E., Georgia Institute of Technology; Ph.D., Georgia State University.
Meledath Damodaran	Professor of Computer Science and Mathematics B.Sc., Kerala University, N.S.S. College; M.Sc., Indian Institute of Technology; M.S., Ph.D., Purdue University.
Estella De Los Santos	Professor of Education B.S., M.Ed., University of Houston-Victoria; Ed.D., University of Houston.
Jeffrey R. Di Leo	Professor of Humanities/English and Philosophy B.A., Rutgers University; M.A. (Philosophy), M.A. (Comparative Literature); Ph.D., Indiana University.
Xiaobo Dong	Assistant Professor of Accounting B.B.A., Peking University; M.S., State University of New York at Albany; Ph.D., Arizona State University.
Jianjun Du	Associate Professor of International Business/Accounting B.E., Zhongnan University of Finance, Economics, and Laws, China; M.B.A., Renmin University of China; M.A., Washington University at St. Louis; Ph.D., St. Louis University.

Linda S. Dune	Associate Professor of Nursing B.S.N., University of the State of New York; MS(N), Ph.D., Texas Woman's University.
Nazif Durmaz	Assistant Professor of Economics B.S., Celal Bayar University, Turkey; M.S., St. Joseph's University; M.S., Auburn University; Ph.D., Auburn University.
Hashimul Ehsan	Lecturer of Biology B.Sc., Bangladesh Agricultural University, Bangladesh; M.Sc., University of Brussels, Belgium; Ph.D., University of Antwerp, Belgium.
Horace L. Fairlamb	Professor of Humanities/Interdisciplinary Studies B.A., Princeton University; M.A., The Breadloaf School; Ph.D., The Johns Hopkins University.
Roy Lee Foley	Professor of Education B.S., Illinois State University; M.A., Southern Illinois University; M.B.A., Fordham University; Ph.D., Michigan State University.
Jill E. Fox	Professor of Early Childhood Education B.S., Western Kentucky University; M.Ed., Texas Women's University; Ph.D., University of North Texas
Jane Devick Fry	Associate Professor of Reading B.A., Florida Atlantic University; M.Ed., Nova Southeastern University; Ed.D., Florida International University.
Xavier Garza-Gomez	Associate Professor of Finance M.S., Instituto Tecnológico y de Estudios Superiores de Monterrey, Monterrey; M.B.A., Instituto Tecnológico y de Estudios Superiores de Monterrey, Laguna; Ph.D., Nagoya City University, Japan.
Dagoberto Gilb	Professor of Latino Studies B.A., M.A., University of California
Yong U. Glasure	Professor of Economics B.A., M.A., University of California-Santa Barbara; Ph.D., Florida State University.
Craig Goodman	Assistant Professor of Political Science B.A., Indiana University; M.A., Marquette University; Ph.D., University of Houston.
Richard S. Gunasekera	Professor of Biology B.S., Baylor University; M.S. (Chemistry), University of Houston-Clear Lake; M.S. (Biomedical Studies), Ph.D., Baylor University.
Hongya Guo	Assistant Professor of Computer Science B.S., Nankai University, China; M.S., Nankai University, China; M.S., Texas Christian University; M.S., University of Florida; Ph.D., University of Florida.
Massomeh Hajilee	Assistant Professor of Economics B.A., Tehran University; M.I.A., Columbia University
Trina Hall	Assistant Professor of Psychology B.A., University of California - Riverside; M.S., California State University – Los Angeles; Ph.D., The University of Alabama.
Paul Hamilton	Assistant Clinical Professor of Psychology B.S., Texas A&I University-Kingsville; M.A. University of Houston; Ph.D., Fielding Institute.
Jere A. Hammer	Assistant Professor of Nursing B.S.N., University of Texas at Austin; M.S.H.R., East Central University; M.S.N., University of Texas-Tyler; Ph.D., University of Texas.
Rick Harrington	Professor of Psychology B.A., University of Texas at Austin; Ph.D., University of Texas at Arlington.

Robert (Robby) D. Hawkins	Associate Professor of Criminal Justice B.A., M.S., University of Louisville; Ph.D., Sam Houston State University.
Linda A. Hayes	Associate Professor of Business Administration/Marketing B.S., Clarkson University; M.B.A., University of Houston; Ph.D., University of California at Berkeley.
Holly Heinsohn	Lecturer of Curriculum & Instruction B.A., University of Houston-Victoria; M.A.I.S., University of Houston-Victoria; M.Ed., University of Houston-Victoria
Macarena Hernandez	Lecturer of Communications B.A., Baylor University; M.J., University of California at Berkeley.
Kim Herzinger	Lecturer of English B.A., Oberlin College; M.A., Ph.D., University of Rochester
Jerry Hu	Lecturer of Mathematics B.S., Fudan University, China; M.S., Ph.D., University of Illinois.
Shengsheng Huang	Assistant Professor of Management B.Ec., M. Phil., Nanjing University, China
Daniel P. Jaeckle	Professor of Humanities/English B.A., Concordia Senior College; M.A., State University College of New York at New Paltz; Ph.D., Purdue University.
John Kagochi	Assistant Professor of Economic Development B.A., Egerton University; M.S., Tuskegee University; M.S., Auburn University; Ph.D., Auburn University.
Rachana Kalelkar	Assistant Professor of Accounting B.S., M.S., University of Mumbai; Ph.D., University of Texas at San Antonio.
Carol L. Klages	Associate Professor of Education B.A., Texas Lutheran College; M.Ed., University of Houston-Victoria; Ph.D., University of Texas at Austin.
Kathryn Kohlhaas	Associate Professor of Science Education B.A., University of Texas at Austin; M.A., Ph.D., Texas A&M University.
Yingxu Kuang	Assistant Professor of Accounting B.E., Central South University-China; M.A., Hunan University; M.B.A., D.B.A., Louisiana Tech University.
Mary Lasater	Visiting Assistant Professor of Curriculum & Instruction B.F.A., University of Texas-Austin; M.Ed., University of Houston-Victoria; Ph.D., University of Houston.
Teresa A. Le Sage	Assistant Professor of Curriculum and Instruction B.S., California State University – Long Beach; M.S., Ed.D., Texas A&M University – Commerce.
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Elsa S. Leggett	Associate Professor of Counseling B.S., Texas Southern University; M.S., Texas A&M University - Corpus Christi; Ph.D., Texas A&M University - Corpus Christi.
Hsin-Hui Lin	Associate Professor of Curriculum and Instruction B.A., Fu-Jen Catholic University, Taiwan; M.S., Utah State University; Ph.D., University of Wisconsin-Madison.
Freddie Litton	Professor B.S., Northwestern State University; M.Ed., Northwestern State University; Ed.D., University of Northern Colorado.
Donald A. Loffredo	Professor of Psychology B.A., University of Rhode Island; M.A., Rhode Island College; Ed.D., University of Houston.
Diana Lopez	Lecturer of English A.A.S., Del Mar College; B.A., St. Mary's University; M.F.A., Southwest Texas State University

Beverly Lowry	Writer-in-Residence B.A., Memphis State University.
June Lu	Professor of Management B.A., Zhejiang University, China; M.E., Ed.D., University of Georgia.
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C. Denise Neill	Associate Clinical Professor of Nursing ADN, Southern Arkansas University; BSN, MSN, University of Central Arkansas, Ph.D., Texas Women's University.
Yixi Ning	Associate Professor of Finance B.E., M.S., Tsinghua University, China; Ph.D., Southern Illinois University Carbondale.
Farhang Niroomand	Professor of Economics B.A., National University of Iran; M.A., Ph.D., Michigan State University.
Vivian H. Nowazek	Assistant Clinical Professor of Nursing B.S.N., University of Manitoba; M.S.N., M.P.H., Ph.D., University of Texas Health Science Center at Houston.
Amjad Nusayr	Lecturer of Computer Sciences B.Sc., Jordan University of Science & Technology; M.Sc., New York Institute of Technology, Jordan.
Uche Nwabueze	Assistant Professor of Management B.S., University of Sokoto, Nigeria; M.B.A., University of Wolverhampton, England; Ph.D., Sheffield Hallam University, England; M.A., University of Luton, England.
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Jang-Woo Park	Lecturer of Math B.S., Korea University, Korea; M.S., University of Wisconsin, Madison; Ph.D., Clemson University.
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Margaret Patton	Visiting Assistant Professor of Educational Leadership B.S., University of Southwestern Louisiana; M.A., University of Southwestern Louisiana; Ph.D., Prairie View A&M University
Sherry Pelkey	Lecturer/Director of Field Experiences B.S.I.S., University of Houston-Victoria; M.Ed., Lamar University.
Rene Perez	Lecturer B.A., University of Texas, Austin; M.F.A., Texas State University, San Marcos.
Catherine A. Perz	Associate Professor of Psychology B.A., California State University; M.A., Ph.D., University of Houston.
Marie Stern Plemons	Professor of Education/Early Childhood B.A., Texas Lutheran University; M.Ed., University of Houston-Victoria; Ed.D., University of Houston.
Diane E. Prince	Professor of Education B.S., M.A., Stephen F. Austin State University; Ed.D., University of Houston.
Yan Qin	Assistant Professor of Management B.S., Fudan University; Shanghai, China; Ph.D., University of Florida
Jeffrey P. Radighieri	Assistant Professor of Marketing B.B.A., Texas A&M University; M.B.A., The University of Montana.
Nagarajan Ramamoorthy	Professor of Management B.A., M.A., University of Madras, India; M.B.A., Xavier Labor Relations Institute, India; Ph.D., University of Maryland.
Rupak Rauniar	Assistant Professor of Management B.E., Birla Institute of Technology; M.B.A., Ph.d., University of Toledo.
Kathleen Reeve	Clinical Associate Professor of Nursing B.S.N., M.S.N., A.N.P., Dr.p.h., The University of Texas Health Science Center at Houston; F.N.P., Prairie View A&M University.
Luh-Yu Ren	Associate Professor of Business Administration/Management B.S., M.S., National Central University at Taiwan; M.A., State University of New York at Buffalo; Ph.D., Texas Tech University.
Lawrence Rossow	Professor of Education B.A., M.A., West Virginia University; Ph.D., Syracuse University.
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Patricia Schrader	Assistant Clinical Professor B.S.N., Baylor University; M.S.N., University of Texas.
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Barjinder Singh	Assistant Professor of History B.B.A., Appejay College, India; M.B.A., Guru Nanek Dev University, India; Ph.D., University of Wisconsin-Milwaukee.
Harold L. Smith	Professor of Humanities/History B.A., University of Northern Iowa; M.A., Ph.D., University of Iowa.
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David F. Summers	Associate Professor of Organizational Behavior Management B.S.E.E., Texas Tech University; M.B.A., West Texas A&M University; Ph.D., University of North Texas.
Ziad Swaidan	Associate Professor of Marketing B.Sc., M.E. Technical University; M.P.A., West Texas A&M University; Ph.D., University of Mississippi.
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Alireza Tavakkoli	Assistant Professor of Computer Science B.S., M.S., Sharif University of Technology; M.S., Ph.D., University of Nevada.
Susan Taylor	Lecturer B.A., University of Kansas; M.A., University of Kansas; Ph.D., University of California, Santa Barbara.
Ricardo V. Teixeira	Lecturer of Math B.S., M.S., Universidade Federal do Ceara
Beverly Tomek	Assistant Professor of History B.A., University of Houston-Victoria; M.S., Southwest Texas State University; Ph.D., University of Houston.
Gino Tozzi, Jr.	Lecturer of Political Sciences B.A., Hillsdale College, M.A., Wayne State University.
Selvarajan (Rajan) Thirumalai Thattai	Associate Professor of Management B.T., Institute of Technology, Varanasi, India; M.A., Tata Institute of Social Sciences, Bombay, India; Ph.D., Arizona State University.
Steve Trowbridge	Associate Professor of Education/Reading B.S., M.Ed., University of Houston-Victoria; Ed.D., Texas A&M University.
Shainy Varghese	Assistant Professor of Nursing B.S.N., Dr. M.G.R. Medical University, Tamil Nadu; M.S.N., University of Texas Health Science Center, Houston, Ph.D., University of Texas Medical Branch at Galveston.
Sandy S. Venneman	Professor of Psychology and Biology B.A., University of Missouri at Saint Louis; M.S. (Research), Ph.D., Saint Louis University.
Yun Wan	Assistant Professor of Computer Science/Information Systems B.E., B.S., University of Science and Technology of China; Ph.D., University of Illinois at Chicago.
Mark Ward	Assistant Professor of Communications B.A., University of Virginia; M.A., Spring Arbor University; Ph.D., Clemson University.
Angela Willis	Lecturer of Nursing B.S.N., University of Alabama in Huntsville; M.S., Texas Woman's University.
Jie Yang	Associate Professor of Statistics and Quantitative Management B.S., M.S., Kunming University of Science and Technology; Ph.D., The Chinese University of Hong Kong.

Jun Yang	Assistant Professor of Marketing B.S., Fudan University; M.A., Hong Kong University; Ph.D., Syracuse University.
Ziyun (Calvin) Yang	Assistant Professor of Accounting B.A., Nanjing University, China; M.Phil., Lingnan University, Hong Kong.
Andria Young	Associate Professor of Education B.A., University of South Florida; M.A., University of Texas at El Paso; PhD., University of Houston.
Chun-Sheng Yu	Associate Professor of Management B.A., Zhejiang University; M.B.A., Fudan University, China; D. B.A., Mississippi State University.
Qi Zhu	Associate Professor of Computer Science B.E., Xi'an Jiaotong University, Xi'an, China; M.E., National University of Singapore, Singapore; M.S., Ph.D., University of Central Florida.

Faculty Emeriti

John A. Cox	Professor Emeritus of Psychology B.A., M.S., North Texas State University; Ph.D., University of Texas at Austin.
William O. Nesbitt	Professor Emeritus of Education B.S., M.S., Ed.D., University of Texas at Austin.
Robert F. Zawadzki	Professor Emeritus of Education B.S., M.Ed., Ph.D., University of Pittsburgh.

Provost Emeritus

Don N. Smith	Provost Emeritus B.A., Berea College; M.A., Ohio University; Ph.D., University of Michigan.
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Academic Department Chairs / Associate Deans

Academic Affairs

Uppinder Mehan Associate Provost

Arts and Sciences

Li Chao Science, Technology, Math (STEM)
Rick Harrington Social and Behavioral Sciences

Business Administration

Jeffrey Blodgett Associate Dean
Jane Mims Assistant Dean

Academic Program Coordinators

School of Nursing

Linda Dune Associate Professor / Coordinator of Nursing Program – Second Degree BSN
Denise Neill Associate Clinical Professor / Coordinator of Nursing Program – RN-BSN
Kathleen Reeve Associate Professor / Johnson Endowed Chair and Coordinator of MSN Program

Student and Academic Services

Chari Norgard

Associate Vice President, Division of Student Affairs
B.S., M.A., University of Houston-Victoria.

Athletics Program

Ashley Walyuchow

Athletics Director

Terry Puhl

Head Coach, Baseball

Brian Williamson

Head Coach, Men's and Women's Golf

Adrian Rigby

Head Coach, Men's and Women's Soccer

Keri Lambeth

Head Coach, Softball

Librarians

Joe F. Dahlstrom

Senior Director of Libraries

B.Mus., M.L.S., University of Texas at Austin; M.S., Texas A&I University; Ph.D., Texas A&M University.

Sheron K. Barnes

Special Collections Librarian

B.A., University of Houston-Victoria; M.L.I.S., University of Texas at Austin.

Amanda Breu

Instruction and Outreach Librarian

B.A., College of Saint Benedict; M.L.I.S., University of Denver.

Gail Crockett

Head of Technical Services

B.A., University of Idaho; M.L.S., University of Washington.

Jennifer Foster

Media Librarian (The Victoria College)

B.B.A., University of Houston; M.L.S., Emporia State University.

Karen S. Locher

Associate Director

B.A., University of Houston-Victoria; M.L.I.S., University of Texas at Austin.

David R. Ticen

Instruction/Reference Librarian (The Victoria College)

B.A., M.A., M.L.S., University of Washington.

Laurie Neuerburg

Catalog Librarian

M.S.L.S., University of North Carolina at Chapel Hill; B.A., Iowa State University; B.S., University of Illinois at Urbana-Champaign, 2003

Berika Williams

Web Services Librarian

B.A., M.L.I.S., University of North Texas.

Lori Williamson

Access Services Librarian

A.A., Victoria College; B.A., University of Houston-Victoria; M.L.I.S., University of Texas at Austin.

General Information

Mission

The University of Houston-Victoria (UHV) is a dynamic destination university in the Coastal Bend Region of Texas. UHV serves the educational needs, promotes the economic well-being, and advances the quality of life for the university and community through teaching, research, and service excellence.

As a separately accredited university in the University of Houston System, UHV is dedicated to providing students with educational and leadership opportunities that empower them to be successful 21st century professionals and citizens in the global economy. UHV offers undergraduate and graduate degrees in four schools: Arts and Sciences, Business Administration, Education and Human Development, and Nursing. Fully-online programs complement face-to-face programs and allow convenient access for UHV's traditional and non-traditional students. UHV also serves transfer students through articulation agreements with community colleges.

Civic engagement and service learning provide students the opportunity to make meaningful connections between their classroom experiences and their lives in an ever-changing and increasingly complex world. UHV enriches the region by offering economic development, life-long learning, outreach and special events, athletics and cultural experiences for the community.

History

The University of Houston-Victoria, founded as an upper-level, off-campus center in 1973, is one of four institutions in the University of Houston system and the only institution offering bachelor's and master's degree programs within a 100-mile radius of Victoria, Texas. The primary role of UHV was to provide upper-level and graduate programs for students within the Coastal Bend region. The university was a candidate for accreditation by the Southern Association of Colleges and Schools (SACS) in 1975 and accredited in 1978. In 1983, Senate Bill 235 was passed by the Texas legislature and established the University of Houston-Victoria with permanent status as a degree-granting university. The University initially organized into three academic schools: School of Arts and Sciences, School of Business Administration, and School of Education. In 2004 the School of Education was renamed the School of Education and Human Development. The School of Nursing was approved in December, 2007.

The Victoria campus includes the University West Building which was built in 1992 and purchased from Victoria College in August, 1997. The University Center Building was completed in March, 2000. A 13,000 square foot addition to University West was completed in February, 2004. UHV shares the library with Victoria College.

The University expanded its outreach efforts in 1996 with the opening of two multi-institutional teaching centers (MITCs) at Cinco Ranch and Sugar Land in Fort Bend County. The purpose of this collaboration was to expand access to quality higher education courses and programs. As technology improved faculty began to teach via ITV and online. In January, 2002 the George Building opened at the UHS Sugar Land site.

During the next decade (2000-2010) new programs were developed and additional faculty members were hired. During this period enrollment increased 87% and more courses and programs were offered online and through the off-campus locations. The School of Business Administration received AACSB (Association to Advance Collegiate Schools of Business) accreditation in 2005, and the School of Nursing received CCNE (Commission for Collegiate Nursing Education) accreditation in 2009. In May, 2009 the Brazos Building opened at the UH System Center in Sugar Land. This building is shared with Wharton County Junior College and has biology and nursing laboratories for UHV as well as classrooms, conference rooms, multipurpose rooms, and offices for faculty and staff.

In 2009, Governor Rick Perry signed legislation (HB 1056) that expanded the University's mission to include freshmen and sophomores. During Fall 2010, UHV enrolled its inaugural class of freshman, and opened its first residential facility, Jaguar Hall. Counseling programs in the School of Education & Human Development received accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in 2010.

Accreditation – Educational Standards

University of Houston-Victoria is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, www.sacsoc.org (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4500) to award bachelor's and master's degrees. University of Houston is accredited by the Southern Association of Colleges and Schools (SACS). To view the university's current accreditation by SACS, please view: <http://www.sacscoc.org/details.asp?instid=37120>. The SACS site provides [complaint procedures against the commission or its accredited institutions \(http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf\)](http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf).

The UH-Victoria School of Business Administration is accredited by AACSB International, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602-5730, Telephone 813-769-6500, www.aacsb.edu, to offer both bachelor's and master's degrees in Business.

Counseling education programs in the School of Education and Human Development have been approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; Telephone number 703-739-6209, www.cacrep.org.

The University of Houston-Victoria School of Nursing is accredited by Commission on Collegiate Nursing Education (CCNE) (One Dupont Circle, NW, Suite 530, Washington, DC 20036, Telephone 202-463-6930, www.aacn.nche.edu/accreditation/index.htm) to offer both bachelor's and master's degrees.

Alumni Relations

The Alumni Relations department is responsible for building relationships between alumni, current students and friends of the university and preserving their connection to the institution. Alumni Relations offers a variety of value-added opportunities including networking events and various educational, cultural and sporting events. In addition, UHVconnect, a web-based community, is a free tool for students and alumni. For more information about Alumni Relations, please call (361)-570-4306 or email alumni@uhv.edu.

Athletics

The Athletic Department provides student athletes the opportunity to be part of a competitive intercollegiate athletic program through its membership in the National Association of Intercollegiate Athletics (NAIA) and conference affiliation in the Association of Independent Institutions (AII). The department sponsors six sports, baseball, men's and women's golf, men's and women's soccer, and softball. UHV seeks student athletes who are committed to being successful not only on the field but in the classroom. It is the intent of the department, its administrators and coaches to provide a competitive and disciplined environment that will support student success. In conjunction with the NAIA, the department is committed to the Champions of Character Program, which promotes five core values in athletics: Integrity, Respect, Responsibility, Sportsmanship and Servant Leadership.

Building and Office Hours

Building hours are posted outside the main entrance of each facility. Individual office and departmental hours may vary, but are normally 8:00 a.m. to 5:00 p.m. Monday through Friday, unless posted otherwise.

Campus Safety and Security

The safety and health of the campus community is a primary concern of the University. However, a safe and healthful environment does not happen by chance. As a student and a member of the campus community, you must assume an active role in your own safety and the safety of others. Learn to be observant and aware of your surroundings. If you notice suspicious activity or observe a crime, make mental notes of circumstances, descriptions, and times. Do not hesitate - call 911 or Campus Security! Never assume someone else has reported an incident. If you don't carry a phone, dial 9-911 from any campus office phone.

Keep Informed!

Check your campus e-mail account at least weekly! Your university assigned e-mail account is the primary way the University communicates information, such as general news, financial aid information, monthly safety information and so on, to you. You can access your e-mail account through a portal on the UHV home page www.uhv.edu. If you have a safety or security related question or want to report an unsafe condition or other security matter, please e-mail campussafety@uhv.edu.

Campus Crime and Security Act

In compliance with federal law, annually, by October 1st, the university publishes and distributes two Clery Act Reports, an Annual Security Report, and an Annual Fire Safety Report. These reports contain campus security policies, crime statistics, fire safety statistics and other campus safety disclosure required by the Higher Education Opportunity Act (HEOA) reauthorization for the most recent three years and is readily available to anyone -- students, employees, or other interested parties. The Safety Office will also mail a copy of this report to anyone upon request. To view or print the report, go to the Campus Safety Manual website <http://www.uhv.edu/Business/CampusSafety.aspx> and select The Clery Act Reports.

Campus Incident Reports

On a monthly basis, the university also publishes a Campus Safety and Risk Incident Report which provides students, employees and the public with information about monthly safety and health, environmental, risk management, and security related incidents that occurred on the University of Houston-Victoria, including Jaguar Hall, UH System at Cinco Ranch, University of Houston Sugar Land Campus and The Victoria College campuses. To see the most recent report, check your assigned email account or log on to http://www.uhv.edu/business/safety/manual/Incident_Log/incidlog.aspx.

Community College Partners

Dual admissions programs are in place with Blinn College, Coastal Bend College, Houston Community College, The Victoria College, and Wharton County Junior College. Course articulations are in place or being developed with Austin Community College and North Harris Montgomery Community College District. Each of these community colleges offers quality instruction in general lower-division programs and prepares students for baccalaureate studies. A student entering one of these colleges can work with a UHV advisor to complete a "2+2" degree program that will lead directly into junior and senior coursework.

UH-Victoria and the community colleges are separate institutions working in true partnership. Because of this cooperation, the people of the region enjoy the best educational opportunities without leaving their homes, families, and work. Information about admission, specific degree plans, and study programs is available at the admission offices of UH-Victoria and at each of the community colleges.

Complaint Resolution

In accordance with the U.S. Department of Education 668.43(b) Institutional Information Policy, institutions offering distance education to students must provide a grievance process and accreditation information.

UH-Victoria desires to resolve any grievances in a timely, confidential, and expedited manner. Students are encouraged to resolve the issue internally using the policies and procedures outlined in the UHV [Student Handbook](#) and [Catalog](#). The “Student Problem Solving Form” is available to students through UHV’s [eForms system](#) (www.uhv.edu/eforms).

Students who are enrolled in a state other than Texas and are enrolled through distance learning programming may file a complaint with the state in which the student resides. The [Student Grievance Contact Information for Individual States](#) provides phone number, email and/or links to state education agencies.

The Texas Higher Education Coordinating Board’s website for complaint process may be found at www.thecb.state.tx.us (Workforce, Academic Affairs and Research/Higher Education Institutions/Frequently Asked Questions).

For questions concerning the complaint process or the new U.S. DOE regulations affecting distance education, please contact Dr. Jill Fox, Associate Vice President for Academic Affairs.

Distance Education Out-of-State Authority

Included within U.S. Department of Education 668.43(b) are new regulations regarding distance education. One of the new regulations focuses on the need for institutions offering distance education to acquire authorization from any state where the institution has currently enrolled students. As the details regarding this regulation continue to be clarified, the University of Houston-Victoria (UHV) is in the process of gaining authorization from other states. Out-of-state students should check with the UHV Office of the Registrar prior to enrollment to determine the status of the status of authorization in their state of residence.

Depending on the outcome of this authorization, UHV could notify students residing in a particular state that they are not eligible to register for distance education courses. In cases where UHV students are affected by this change, the University of Houston-Victoria will provide assistance to students to resolve this matter.

Key Facts

UH-Victoria is governed by the Board of Regents and the Chancellor of the University of Houston System. Administrative responsibility is vested in the UHV President. The System consists of four public universities: the University of Houston, University of Houston-Clear Lake, University of Houston-Downtown, and University of Houston-Victoria.

UH-Victoria is a comprehensive institution, serving students on campus in Victoria, at off-campus centers, and online. It has four academic schools: Arts and Sciences, Business Administration, Education and Human Development, and Nursing.

Location and Facilities

Victoria, center of the South Texas Crossroads in the heart of the Golden Gulf Coast, is a still-expanding historic city on the banks of the Guadalupe River. More than 150 years old, it is one of the first three towns chartered by the new republic when Texas won its independence from Mexico in 1836. Famous battles of the Texas revolution were fought at nearby sites.

Pioneer charm and high-tech industry mingle in the city of 62,000 inhabitants, near the Gulf of Mexico on a popular coastal route between Houston and Mexico. It is a short distance by car to Houston, San Antonio, Austin, and Corpus Christi. Victoria is the home of many petrochemical industries, such as DuPont, Alcoa, Dow, Formosa, INVISTA, BP Chemicals, and Equistar Chemicals. Victoria is surrounded by vast expanses of ranch lands, held by descendants of early Texas settlers, and offers economic as well as cultural diversity.

The University of Houston-Victoria campus includes University Center, completed in Spring 2000, which contains classrooms, offices, a state-of-the art biology lab, and media and computer labs; and University West, which houses classrooms and faculty and administrative offices.

Outreach and Partnerships

Small Business Development Center, located at 3402 N. Ben Wilson, is part of the largest management assistance program servicing the small business community in the United States. The Small Business Administration administers the program while implementation rests with each SBDC state or region through cooperative agreements with local universities. To fulfill its mission on strengthening small business by promoting growth and increased productivity, the UHV SBDC provides management and technical counseling and training to the area's small businesses. In addition, the University's SBDC provides information services and access to experts in a variety of fields. To support regional economic development efforts, the SBDC also forms partnerships with community organizations and local, state, and federal agencies to provide a focal point for broad networks of public and private resources at the community level. Phone: ((361))575-8944 or Toll-free: (877)895-7232.

LEAD (Letting Education Achieve Dreams) is a program whose mission is to raise the education attainment level of residents of the University's service region. In response to national, state, and regional concerns and legislation, LEAD implements strategies aimed at narrowing the gap between work force needs and educational preparation by working directly with potential university students. Through collaboration with community colleges, high schools and community organizations, LEAD programs work to promote higher education, especially among historically underserved and under-represented populations. LEAD also serves to facilitate the transfer or admission of those prospective students into the University.

Teaching Centers

UH-Victoria offers degree programs in partnership with the UH System's teaching centers; University of Houston Sugar Land Campus and UH System at Cinco Ranch. A number of UHV faculty and staff are located at these teaching centers. Additionally, UHV delivers courses to other sites within the service region.

Student Support Units

Academic Center

Department of Student Affairs

University West, Suite 129

3007 N. Ben Wilson Victoria, Texas 77901

361.570-4288

Toll free: 877-970-4848 ext. 4288

Email: tutor@uhv.edu

The Academic Center is a resource center for students, staff, and faculty. We promote student success by working closely with faculty to provide academic support programs. We offer a writing center for students, faculty, and staff and a tutoring program for students at all levels in addition to supplemental instruction and testing. Our writing and tutoring services are delivered face-to-face and online in order to meet the demands of our diverse and widespread student population.

Writing Center

The Academic Center provides writing assistance and writing resources to University of Houston-Victoria students, staff, and faculty in Victoria, Sugar Land, and Cinco Ranch. Face-to face or online, the Center staff review class papers, articles for publication, and university publications. The Academic Center also reviews resumes and cover letters for alumni.

During sessions with the tutors, individuals may discuss a paper or document in progress. Trained tutors review these documents, discuss techniques for analyzing and revising the writing, and assist writers to devise solutions to writing problems. Tutors also provide a similar service online. UHV students may make an appointment for face-to face tutoring or email documents as attachments through WOnline available at <http://uhv.mywconline.com>. We will review the document and return the draft with our comments and suggestions.

Subject-Area Tutoring

The Center offers subject-area tutoring, depending on faculty request and student use, in the following areas: biology, computer science, history/government, mathematics, public speaking, statistics, and Spanish. During sessions with tutors, individuals may discuss concerns related to courses that are in progress. Please visit the Center's website at <http://www.uhv.edu/ac> for information about which subjects are offered each semester along with the hours services are available.

Tutoring services are free to UHV students.

Supplemental Instruction

Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically difficult courses (courses that are known to be tough for students across the U.S.). SI is a program offered through the Academic Center in collaboration with UHV faculty members.

SI is a chance to get together with people in your class to compare notes, to discuss important concepts, to develop strategies for studying the subject, and to test yourself before your professor does. At each session, you'll be guided through the material by your SI leader, a competent student who has taken the class you are in (or received special approval from the instructor). SI is available within selected courses. Your advisor may encourage you to take classes that include SI.

Study Skills Workshops

The Academic Center offers various workshops in a face-to-face format every semester to enhance student note-taking, reading, study, and exam-taking skills. The complete list of workshops for the semester is provided at <http://www.uhv.edu/ac>.

Instructional Resources

The Academic Center has a library of instructional resources about writing, grammar, math, and study skills. These handouts are available both onsite and on our web page at www.uhv.edu/ac. The website is constantly expanding, so individuals are encouraged to visit this site often.

The Academic Center also produces *Grammatically Correct*, a weekly grammar tip available through a list serve. To subscribe, visit our website at <http://www.uhv.edu/ac/newsletters/grammartip.aspx>

Testing Services

The Center provides academic testing services in Victoria, including entrance exams (THEA Quick Test, ACCUPLACER, LSAT, Millers Analogy Test, and the HSRT) and certification exams [e.g., TExES/ExCET and TCEQ Occupational Licensing exams]. Students can also schedule correspondence exams throughout the year by contacting the Academic Center Assistant (361-570-4288). Faculty can also refer students to the Academic Center Testing Coordinator (361-570-4285) or the Academic Senior Assistant for makeup exams, which are provided on an appointment basis. The Center proctors commercial certification tests on the Victoria campus. More information about testing services is available from <http://www.uhv.edu/testing>.

Career Services
Department of Student Affairs
University West, Suite 133
3007 N Ben Wilson, Victoria, Texas 77901
361.570-4369 or 361.570-4378
Email: careerservices@uhv.edu

Career Services is the home of the **Student Employment Center**, a central location for students to find part-time jobs both on campus and off campus.

Career Services serves UHV students and alumni through various stages of career development. Services can be accessed online and include

- **Career Guidance**
- **Online Job Search**
 - **UHV's CareerLink!** Students and alumni can post resumes, perform job searches, and register to attend Career Services events. Employers can post jobs, perform student searches to match students' career interests with employers' hiring needs. CareerLink provides automatic e-mail notification to students about job postings and enables students to apply for job online.
- **Resume/Cover Letter review**
- **Career management and development through online workshops and links**

Additional services offered

- Career Fairs
- Special Events such as Networking Receptions, Employer Panels, and more.
- Interview practice sessions
- Face-to-face consultations

Students and alumni can visit Career Services located on the first floor of University West, Room 133. Office hours are Monday through Friday, 8:00 AM – 5:00 PM.
Phone number: 361-570-4369 or 361-570-4378.

Department of Information Technology

University Center, Suite 207
3007 N Ben Wilson, Victoria, Texas 77901
361.570.4390 Fax: 361.580.5569
Email: InfoTech@uhv.edu

The Information Technology department provides academic and administrative computing and telecommunications resources for the University of Houston-Victoria. Information Technology also supports faculty, staff, and students with audiovisual technologies including distance learning through interactive videoconferencing.

UHV.EDU student accounts are automatically created when students apply to the university, and provide access to a variety of resources such as email, library databases, and computer labs as well as cloud-based MS Office Web Applications and SkyDrive online storage. Internet access is available through the lab computers as well as via a wireless network for individuals who have laptops with Wi-Fi compatible network cards.

IT Services at University of Houston-Victoria in Victoria

The Information Technology offices and facilities are located on the second floor of the University Center Building. Both Open Labs and all three Teaching Labs operated by Information Technology are located there. One ITV classroom is also located on the second floor and three ITV classrooms are on the third floor.

Most of the Open and Teaching Labs utilize Dell PC's running Windows Operating Systems. One Teaching Lab is dedicated to Mac computers. All of these machines can be used for word processing, electronic spreadsheets, presentation development, database management, and other common microcomputer software applications. Current software available includes, but is not limited to: Office 2010 (Word, Excel, PowerPoint, Publisher, and Access), SPSS, Minitab, Oracle, Visual Studio, and Adobe Creative Suite 5. However, some of these applications are only on specific workstations or laptops. A software inventory is available at the lab assistant station to identify where the software is installed. Printing resources for the lab systems include black and white laser and color ink-jet printers. A print allowance is in effect for all student accounts. Scanners, CD+RW drives, DVD+RW drives, and handicap workstations are available. This equipment is available to all students enrolled at UH-Victoria.

During operating hours, lab assistants are on duty to provide support in the use of the hardware and software. Operational hours for these labs are posted on the web site (www.uhv.edu/it/student/lab_hours/calendar.asp).

Additional information on technology resources, availability, and staff can be found at www.uhv.edu/it.

IT Services at UH Sugar Land Campus

For students attending classes at the UH Sugar Land facility, academic computing and telecommunications services are available. There are 127 PC workstations available in the open computer lab, multimedia computer lab, and 2 instructional computer labs. There are also 16 laptop computers available in the mobile computer lab. The open lab, multimedia lab, and instructional labs are located on the third floor of the George Building and the mobile computer lab can be taken to any room in the George Building. These workstations and laptops have a variety of software including, but not limited to, Word, Excel, PowerPoint, Access, Visual Studio.NET, and Java. However, some of these applications are only on specific workstations or laptops. A software inventory is available to identify where the software is installed.

Internet access is available through the lab computers using Microsoft Internet Explorer and Mozilla Firefox. Printing resources for the lab systems includes black and white laser and color laser printers and

a print allowance is in effect for all student accounts. Scanners and DVD+RW drives are available, along with wireless access to the network and Internet for individuals who have laptops with Wi-Fi compatible network cards. Technology available for checkout by students includes laptop computers, mice, network cables, digital cameras, camcorders, and headphones. Portable media (CD-R disk) is available for purchase at the Bookstore on the first floor in Brazos Hall.

Operating hours are posted at the Service Desk and in the open computer lab. IT personnel are available during the facility's operating hours to provide support for the computing resources as well as assistance for connections to the wireless network. They also provide support for the campus's five videoconferencing classrooms. The IT staff is located at the Service Desk on the George Building's third floor. More information on IT services for students can be found at www.sugarland.uh.edu/computing and questions can be addressed to sltech@uh.edu or to (281) 275-3328.

IT Services at UH System at Cinco Ranch

For students attending classes at the UH System at Cinco Ranch facility, academic computing and telecommunications services are available. There are 53 PC workstations available in the open computer lab, library, and instructional lab, and 48 laptop computers available in the mobile computer lab. The open lab is located in room 126, the library is located in room 166, the instructional lab is located in room 128 and the mobile computer lab can be taken to any room in the facility. These workstations and laptops have a variety of software including, but not limited to, Word, Excel, PowerPoint, and Access. Internet access is available through the lab computers using Microsoft Internet Explorer and Mozilla Firefox. Printing resources for the lab systems includes black and white laser and color laser printers. A print allowance is in effect for all student accounts. Scanners, CD-RW drives, and DVD+RW drives are available, along with wireless access to the network and Internet for individuals who have laptops with Wi-Fi compatible network cards. Technology available for checkout by students includes laptop computers, mice, digital cameras, and headphones.

Operating hours are posted in the open computer lab. Technical personnel are available during the facility's operating hours to provide support for the computing resources as well as assistance for connections to the wireless network. They also provide support for the facility's four videoconferencing classrooms. The technical staff is located in the open lab and at the front office. Any questions regarding IT services can be addressed to crtech@uh.edu or to (832) 842-2828.

Instructional Television (ITV)

UH-Victoria, UH Sugar Land Campus, and UH System at Cinco Ranch all provide Instructional Television (ITV) rooms to support classes offered in this medium.

VC/UHV Library

2602 N Ben Jordan, Victoria, Texas 77901

361.570.4166 Fax: 361.570.4155

Email: askalibrarian@uhv.edu

The VC/UHV Library is a joint library serving the University of Houston-Victoria and Victoria College.

The Library's main collection contains over 178,000 print volumes, and over 23,000 items in microform. Electronic resources feature access to over 64,000 electronic books, 35,000 full-text journals and magazines, and over 115 research databases. The Library also maintains a collection of state-adopted textbooks and curriculum materials.

The Victoria Regional History Center (VRHC), located on the second floor of the Library, houses books, maps, photographs, manuscripts, and archives relating to the history of the Victoria region and the state of Texas. The VRHC also serves as a depository for non-current, historically valuable county records of Victoria and surrounding counties.

The Media Center, on the second floor of the library, houses the audiovisual collection. This collection includes audio books, a feature film collection, music CDs, and an extensive video tape and DVD library.

Through the Library's membership in TexShare, students may borrow materials from college, university, and public libraries throughout the state of Texas. Participation in AMIGOS Library Services and OCLC provides access to interlibrary loan services, which is provided to students and faculty at no charge.

The Library occupies an attractive three-story building on the west side of campus. Library facilities include an auditorium, conference and group study rooms, media viewing rooms, study carrels, leisure reading areas, and space for individual study.

Professional librarians are available to assist in locating information and using the Library's resources. Research assistance is available in person, via email and chat. The Library also has a full program of library instruction.

Library staff at the UH System Center at Cinco Ranch provides additional assistance. Library service at the University of Houston Sugar Land Campus is provided by Fort Bend County Library University Branch on the UHSL grounds.

Over forty computer workstations provide access to the Internet, research databases, and reference materials, as well as word processing and other office applications. Wi-Fi access is available. All students, including off-campus and online students, may access the Library's electronic resources and many of the Library's services through the library web page (<http://vcuhvlibrary.uhv.edu>).

Office of Student Life and Services

Department of Student Affairs

Jaguar Hall, Suite 1135

2705 Houston Highway, Victoria, Texas 77901

For Student Life and Services questions, telephone::

(361) 485-4410 or toll-free (877) 970-4848 ext. 4410

Fax: (361) 580-5506

Email: sas@uhv.edu

The Office of Student Life and Services helps students achieve their academic goals and enhance their intellectual and social development through a variety of programs and services. We promote student leadership, collegiality, and good citizenship. The Office supports the academic mission of UHV, assures the rights of students, and ensures students get the support necessary to be successful at UHV and in their communities.

We contribute to a healthy, safe, and productive academic environment and are responsive to the needs of our diverse student body. Students are encouraged to contact us with any questions or needs they may have.

Commencement

The University hosts two commencement ceremonies, one following the spring term and one following the fall term. An application for graduation is to be filed in the Office of the Registrar and Student Records by the published deadlines. Students applying for graduation will be asked to indicate whether or not they will participate in the commencement ceremony. Students who indicate that they will participate at commencement will receive information from the Office of Student Life and Services about caps, gowns, announcements, and information about Graduation day.

Housing

Jaguar Hall and Jaguar Court are adjacent to the UHV campus within walking distance of UHV at 2705 Houston Highway. Computer labs with printers are available in Jaguar Hall and Jaguar Court. Services available to all UHV students and located within Jaguar Hall are academic tutoring, the Office of Student Life and Services, group and individual study areas, The 11:59 Lounge, The Snack Shack, residential pool and fitness center, and a dining facility offering a variety of meal options.

Identification Cards

Students are issued a student identification (ID) card, aka the Paw Pass card. This ID card provides access to many resources provided by and available through the University such as dining hall meals, building access at residence halls, use of University library, and can be used for entrance and discounts (when applicable) to certain university events such as athletic events.

Students are responsible for maintaining a current ID card for the entire duration they are affiliated with the University of Houston-Victoria and are responsible for the safekeeping of their ID card. Replacement cards can be requested in the Bursar Office, located in the University West Building, room 113.

No one other than the student to whom the card is issued may use the ID card for any reason. The Paw Pass is the property of the University of Houston-Victoria and may be revoked at any time by the University.

For students at UH System at Cinco Ranch and University of Houston Sugar Land Campus, replacement ID cards may be requested at the Front Desk, and Picture IDs can be made in Suite GB 119. Replacement of a lost ID card is \$5.00. The student ID card is used as a means of identification on and off campus.

Anyone losing or finding an ID card should go to the lost and found located in Suite 133 of the University West Building on the Victoria campus, or the Academic Support Offices at the UH System at Cinco Ranch. Students at the University of Houston Sugar Land Campus should go to the Campus Security Office.

Personal Counseling

The University of Houston-Victoria Counseling Center (UCC) offers a broad range of psychological services to all currently enrolled UHV students. The Center works to empower college students to become capable and competent leaders and professionals at work, at home, and in academia, assuming full responsibility for their own well-being while developing those positive traits that will improve quality of life and relationships for themselves and those around them. Counseling Center services are thus designed to support, encourage, educate, assist, and empower all scholars in a university setting. The Center supports students as they adjust to the challenges and transitions of university life and helps faculty and staff function more effectively in their work with UHV students. Through our endeavors, we both support and define the educational mission of the University of Houston-Victoria and facilitate mutual respect and understanding among people of diverse backgrounds by promoting health and wellness as one component enhancing student success and enrollment management.

Currently enrolled UHV students in Victoria and at the University of Houston Sugar Land Campus (UHSL) and UH System at Cinco Ranch (UHSCR) can use counseling center services. The Director of Counseling is available for referrals on each of these campuses.

Student Center

A Student Center is located at Jaguar Hall. Students can enjoy comfortable seating, vending machines, a game area, ping-pong, pool, and large screen television. Table games and DVDs may be checked out at the Front Desk. Outdoor seating areas are also available for students' enjoyment. A large dining area is available with a variety of food offerings.

UHV students are welcomed at The Victoria College Student Center where the bookstore is located, along with Subway, TV rooms, reading room, meeting rooms and a game area. A convenience store offers a variety of food and beverage items to meet the needs of students, faculty, staff, and visitors. A bookstore is also located at the UHSSL campus. There are vending machines at UHSSL and UHSCR for student use.

Student Conduct

UH-Victoria students must conform to the university's policies and procedures. Copies of the Student Conduct Code and the Academic Sanctions and Appeals Process are available in the Student Handbook at <http://www.uhv.edu/HandBook/default.aspx> (http://www.uhv.edu/current_students.aspx)

Student Discount Program

Students are eligible for discounts at local businesses. A discount program brochure is available in the Office of Student Life and Services or at www.uhv.edu/sas/resources.aspx.

Student Handbook

The Student Handbook is intended to convey official university policy and procedures to students at the University of Houston-Victoria. Students should also refer to the UHV catalog, class schedules, or university officials for additional information. The Student Handbook may be accessed online at <http://www.uhv.edu/HandBook/default.aspx>. Hard copies of the Student Handbook are available in the Office of Student Life and Services.

Student Health Insurance

A hospital, medical and surgical insurance plan is available to all university students at a nominal cost. Information on available insurance plans for domestic and international students can be obtained upon request by calling the Office of Student Life and Services at 361-485-4408 or 1-800- 687-3738 or by visiting our website at <http://www.studentinsurance.com>. Brochures are also available in the Academic

Support Offices at the University of Houston Sugar Land Campus and and the UH System at Cinco Ranch for students attending those campuses.

At University of Houston-Victoria, students or exchange visitors who hold an F1 or J1 visa are required to have hospitalization, medical and surgical insurance which includes a repatriation and evacuation benefit. Cost for this insurance may be added to the fee bill each fall and spring term. Students enrolled for the spring term are covered through the summer term. A Health Insurance Waiver Request form is available on the Admissions Forms web page at <http://www.uhv.edu/oar/forms.aspx> for international students (F1/J1 visa holders only) who have the minimum required coverage through other sources. Students who begin enrollment in a summer term may purchase a short-term policy for adequate coverage during this period of study before the fall term begins.

Student Health Services

An online **HealthyLife Students' Self-Care Guide** is available at www.uhv.edu/sas/healthservices.aspx. Students can access information about common health problems and learn how to make informed choices about health related issues.

Student Lounges

The Spot student lounge is maintained for students on the first floor of the University West building. A microwave oven, refrigerator, television, magazines, and newspapers are available for use. Student Lounges are also available at the UHSL and UHSCR campuses.

Student Organizations

Opportunities for the development of leadership skills and for civic engagement are offered to students through participation in recognized university organizations. Students are encouraged to participate in existing service, honor, or professional organizations or start new organizations. Visit our Student Organizations website for more information on active organizations at http://www.uhv.edu/student_org/. Policies for the recognition and operation of student organizations can be obtained upon request from the Office of Student Activities and Services or accessed online at http://www.uhv.edu/student_org/.

Student Government Association

Student government at UH-Victoria exists in the form of the Student Government Association. This governing body's purpose is to promote communications among constituents of UHV, enhance the unique educational environment of UHV, and address specific needs of students in order to provide a voice to and for the student body with respect to academic and cultural matters. The membership is composed of President, Vice-President, Secretary, Treasurer, Speaker of the Senate, Director of Public Relations, Director of External Affairs, fifteen Senator at Large representatives from the Victoria campus, as well as a representative from UHSL and UHSCR, two Sophomore Representatives, two Junior Representatives, two Senior Representatives, and two Graduate Representatives. All members are elected each spring by the student body. Additional information can be accessed from the Student Government Association website at www.uhv.edu/student_org/SS/.

Student Travel

Texas Education Code, Section 51.949, as enacted by the 77th Legislature requires the regulation of certain types of student travel sponsored, supported or sanctioned by the university. UHS System Administrative Policy 03.E.08 establishes the system-wide policy for this type of travel. UHV policy on the applicable student travel can be found at <http://www.uhv.edu/fin/policy/f/F-3.aspx>

Study Areas

In Victoria, there are individual and group study areas in the VC/UHV Library and in Jaguar Hall for students who reside there. Study areas for the University of Houston Sugar Land Campus are located in the Fort Bend County Library University Branch. Study areas at UH System at Cinco Ranch are located in the library and at the student lounge.

Admissions

Office of Admissions

Department of Student Affairs

University West, Suite 104

3007 N. Ben Wilson, Victoria, Texas 77901

For Admissions questions, telephone:

(361) 570-4110 or toll-free (877) 970-4848 ext. 4110

Fax: (361) 580-5500

Web: www.uhv.edu/oar Email: admissions@uhv.edu

*At UH-Victoria, the Office of Admissions is responsible
for administering UHV admissions policies.*

General Admission/Application Information

In order to be considered for admission a student must send appropriate documents and credentials to the Office of Admissions. For timely and accurate processing, students should ensure that all official documents have been submitted prior to registration. **Students are encouraged to request electronic transmission of all transcripts; such transmission may shorten the processing time by two or three days.**

For additional information contact Office of Admissions:

Email: admissions@uhv.edu

Application

The *Apply Texas* Application may be submitted by students who are U.S. citizens or Legal Permanent Residents (LPR) of the United States. To access the *Apply Texas* Application, see the UHV website www.uhv.edu and click on “*Apply Now*”.

International applicants who currently hold a visa that permits enrollment, or have pending permanent residence status, may submit the *Apply Texas* Application for International Students. From the UHV homepage, www.uhv.edu, choose the link for *Future Students*, then select *International Students* from the list on the following page. This link will direct you to the International Student information page. Here you will find steps to the admission process listed, links to required admission forms, and related information in the left column under International Students.

When applicants submit the completed application, an email confirmation from *Apply Texas* will be sent to the applicant stating that the application was submitted successfully. UHV’s Office of Admissions will receive the application in 24 to 48 hours, and the applicant will receive a MyUHV ID by email. The applicant will then be able to log in and check their admission status through MyUHV Self Service. Applicants may also be contacted by email to provide additional information needed for the admission process.

Applications for admission should be submitted as early as possible to ensure time for processing before registration. The completed application, with supporting documents, constitutes the basis upon which eligibility for admission is determined. All questions on the application must be answered fully. Admission is invalid if granted on the basis of incorrect information or omitted facts, which if known, would have caused the applicant to be ineligible. A former student of UH-Victoria is not required to file a new application for admission.

A student must contact the Office of Admissions if he/she does not enroll for the semester/term indicated on the original application.

Deadlines

There are no specific deadlines for admission applications from citizens or permanent residents of the United States. However, applicants should submit credentials as early as possible to ensure adequate time for processing before registration. There may be certain programs offered at UHV that have deadlines; please refer to the academic program for specific requirements.

International students must submit applications for admission and all supporting admission documentation, regardless of your degree objective, by the following dates to ensure time for processing:

Fall – June 1 Spring – October 1 Summer – March 1

English Proficiency

All students attending the University of Houston-Victoria must be proficient in the use of English. Students, regardless of immigration status, whose educational instruction has not been in the English language and/or whose first or native language is not English, must demonstrate English proficiency in one of the following ways:

TOEFL: A valid, official TOEFL (Test of English as a Foreign Language) exam score of a minimum of 79 Internet-based Test is required. The UHV School of Nursing required minimum TOEFL score is 89. Photocopies are NOT acceptable. Scores must be less than 2 years old. You will need to request an official score report to be sent directly to the University of Houston-Victoria. The UHV school code is 6917. This TOEFL requirement is minimal. Specific graduate programs may have higher requirements. Please refer to your school's section of the course catalog for additional information. Appeals regarding TOEFL requirements should be submitted to the Office of Admissions. Some programs at UHV may require higher TOEFL scores.

Under certain conditions, applicants who are required to submit TOEFL scores may be tested again.

Exceptions to TOEFL requirements are:

1. Institutional TOEFL: The TOEFL exam is administered on selected dates every year at locations around the world. In addition to these international TOEFL exams, individual institutions such as the University of Houston are also authorized to administer the TOEFL exam. This TOEFL is referred to as an institutional or Satellite TOEFL. It is essentially the same in content as the international TOEFL exam but may only be recognized by the institutions that administer. UHV will recognize institutional TOEFL exams taken at one of the University of Houston System campuses. Interested applicants should contact the UHV Office of Admissions for information.
2. Have completed 9 semester hours of lower division English in an accredited U.S. college or university, 3 of which must be in composition and 3 in literature; or
3. Have earned a bachelor's degree or higher in an accredited U.S. college or University; or
4. Have completed the equivalent of at least three years of full-time study at a recognized secondary school, college or university whose primary language of instruction is English; or
5. Are recommended for academic study by an English Language Institute recognized by the University of Houston-Victoria, after completing the highest level of Intensive English Study, or
6. Submit International English Language Testing System (IELTS) band score of 6.5 or higher.

Readmission of Former Undergraduate Students

A student must request an Update to Admissions Application for former UHV students to a future term if the student does not enroll for the term indicated on the original application. This form is located on the UHV website under Admissions forms.

A former student must submit transcripts from all colleges attended since the last enrollment at UH-Victoria.

Transcripts

It is the applicant's responsibility to have complete, official transcripts sent directly from each institution of higher education the applicant has attended to the Office of Admissions and Records of UH-Victoria. UHV considers transcripts official only when they bear both the signature of the registrar and the seal of the issuing school and are sent directly to the UHV Office of Admissions and Records from the registrar's office of each school the applicant has attended. The applicant must submit a transcript of any college work attempted previously at another institution whether or not the applicant earned any credit.

If the applicant's official transcript(s) have not arrived at the UHV Office of Admissions by the 12th class day of a fall or spring semester/term or the 4th class day of a summer term, UHV may administratively withdraw the applicant from all classes for the term. Also, UHV may require the applicant to forfeit all tuition and fees. Records from one institution carried on a transcript from a second institution do not qualify as credentials for admission.

In computing undergraduate grade point averages for admissions purposes, only the semester hours and grade points earned on the last enrollment in a repeated course will be used for computation of the required grade point average for admission.

International Students (non U.S. citizen nor a permanent resident of the United States; a holder or prospective holder of an F-1 student visa) – See "International Student Admission" section for additional information regarding international transcripts and/or evaluations.

All transcripts, marks, and certificates submitted to UHV become the property of the university and are not returned to students. If only one set of documents is issued by the student's country of origin, students should send attested/certified copies of the documents/translations in the appropriate manner indicated below. **DO NOT send the original document issued to the student by the university or government agency. UHV is not responsible for damage to original documents submitted by applicants.** For possible temporary conditional admission, take the original document to a campus location nearby and request that a UHV staff member make a copy of the original document for submission to the Office of Admissions.

Transcripts become the property of UH-Victoria and cannot be returned. They will remain on file in the UHV Office of Admissions and Record for two years or until the applicant enrolls at UHV, whichever occurs first.

A transcript request form for applicants from international institutions is available on the Admissions web page, www.uhv.edu/oar/forms.aspx. Students may print the *International Academic Records Request Form*, complete the top part of the form, then submit to their international institution with any required payment due to request a transcript be sent to the Office of Admissions. The form will be completed by the registrar and returned to UHV with the transcript and will verify degree completion.

Program Plans

School of Arts and Sciences

PLAN	DEGREE	CONCENTRATIONS
Applied Arts and Sciences	B.A.A.S.	Biology Biotechnology Communication Computer Information Systems Digital Gaming and Simulation General Business Leadership and Enterprise Studies Legal Assistance and Administration Marketing Network and Security Psychology Web and Media
Biology**	B.S.	
Communication	B.A. / B. S.	
Computer Information Systems	M.S.	
Computer Science**	B.S.	Computer Science Digital Gaming and Simulation Information Systems
Criminal Justice	B.S.	
Humanities**	B.A.	Creative Writing English History
Interdisciplinary Studies	M.A.I.S.	Bioinformatics Biomedical Science Business Communication Computer Science Criminal Justice Digital Gaming & Simulation Education English Film Forensic Science History Homeland and International Security Mathematics Psychology Publishing Religion
Mathematical Sciences**	B.A. / B.S.	Mathematics
Psychology	B.A. / B.S.	
Psychology	M.A.	Counseling Psychology School Psychology Forensic Psychology
Publishing	M.S.	
Spanish	B.A.	

**Secondary Teacher Certification Option Available.

School of Business Administration

PLAN	DEGREE	CONCENTRATIONS
Business Administration	B.B.A.	Accounting Finance General Business Healthcare Management Marketing
Strategic M.B.A.	M.B.A.	Accounting Economic Development Entrepreneurship Finance General Business International Business Management Marketing
Global M.B.A.	M.B.A.	Accounting Economic Development Entrepreneurship Finance General Business Management Marketing
M.S., Economic Development & Entrepreneurship	M.S.	
Nursing/Business Administration	M.S.N./M.B.A	

School of Education and Human Development **

PLAN	DEGREE	CONCENTRATIONS
Interdisciplinary Studies	B.S.I.S.	Early School Education* English as a Second Language* Middle School Education* Special Education*
Administration and Supervision	M.Ed.	Educational Leadership (Principal)* General Leadership
Adult and Higher Education	M.Ed.	Adult Education Higher Education Discipline
Counseling	M.Ed.	Community Counselor School Counselor* Student Affairs
Curriculum and Instruction	M.Ed.	Elementary Education Elementary Education-Mathematics* Literacy Studies* Reading Specialist Secondary Education Subplans: Science, History, Computer Science, English, Math, Psychology, Special Education
Special Education	M.Ed.	Special Education Educational Diagnostician* Applied Behavior Analysis

* TEA (Texas Education Agency) Certification Program.

** See School of Education and Human Development section of UH-Victoria Catalog for certification programs.

School of Nursing

PLAN	DEGREE	CONCENTRATIONS
Nursing (RN to BSN)	B.S.N.	
Nursing (Second Degree)	B.S.N.	
Nursing	M.S.N.	Nurse Administration* Nurse Educator*
Nursing / Business Administration	M.S.N./M.B.A.	

*Post-Master's certificate available

Undergraduate Student Admission

Admissions Requirements:

Freshman - First Time Enrolled

An applicant who graduated or will graduate from a U.S. high school (accredited, non-accredited, or home school) or earned a GED certificate must meet 2 of the 3 following requirements to be eligible for regular admission:

- Rank in the top 50% of the graduating senior class.* (Not applicable to GED or home schooled students.)
- Overall high school grade point average (GPA) of 2.0 on a 4.0 scale under the "recommended" or "advanced" high school program, or a curriculum that is equivalent in content and rigor as the recommended or advanced program.
Note: Students who pass the GED exam will be recognized as satisfying the 2.0 grade point average (GPA) requirement.
- Minimum score of 18 on the Enhanced American College Test (ACT) OR a minimum score of 860 on the Scholastic Assessment Test (SAT) Reasoning Tests [critical reading and math sections].

*Per HB588 – An applicant will be automatically admitted if they graduated in the top 10% of their class from an accredited Texas public high school within the two years prior to the academic year for which admission is sought, and an application is submitted by the published deadline.

Students who fail to meet minimum admissions requirements may be individually reviewed and considered for advised admission. To request an individual review please visit www.uhv.edu/eforms to complete and submit an appeal form to the Office of Admissions.

Home-schooled students are required to take and submit either the ACT or SAT exam and meet 2 of the 3 requirements listed above. Home-schooled transcripts must be signed by the principal.

A permanent resident alien who has completed two or more years in, and graduated from, a U.S. high school is required to meet the admission requirements established for U.S. citizens.

Transfer (Students with 12 or more semester credit hours of college credit, other than high school advanced/dual credit)

A transfer undergraduate student must have earned at least a 2.0 (A=4.0) cumulative grade point average in all non-remedial college level coursework from a(n) institution(s) accredited by one of the six recognized regional accrediting associations. The six associations are Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools and Western Association of Schools and Colleges. Transfer students must also have satisfied the Texas Success Initiative (TSI) requirement, or shown college readiness according to the provisions of the Texas Success Initiative and UHV. Please refer to the Texas Success Initiative section of this catalog for more information regarding TSI.

University of Houston System Student Pathways

Undergraduate students from UHV or other UH System campuses may participate in the UH System Student Pathways Program by submitting the one-page Pathways application to attend to any UH institution without applying through the ApplyTexas website. Students who choose this option may take up to six hours of coursework to apply to their current undergraduate degree plan. The courses may be taken during a single semester or in two different semesters. Currently, the program allows for a maximum of 6 hours during the student's academic career and the courses must apply to the student's current degree at the home institution. There is no application fee, and all university services at both the home and the host institution are available to students during the semesters in which they are enrolled in the program. At the conclusion of the semester, the student's grades and credit are sent back to the

student's "home" university automatically. Financial aid is also available through consortium agreements among the four universities. Contact the Office of Admissions for information about the process.

Transient (Visiting) Undergraduate Students (one full term only)

UHV will accept transient (visiting) students who have met the following requirements:

- Apply Texas Application
- Letter of proof of enrollment in good standing at their home college or university or official or unofficial transcript;
- Cumulative college or university grade point average of at least a 2.0 on a 4.0 scale on all transferable hours.
- Limit of one (1) full term only.

Transient students are typically enrolled at another institution who may want to take a course(s) and then transfer them back to their "home" institution. Transient students considered non-degree seeking and are limited to one semester with transient status. A student who chooses to continue enrollment at UHV must submit a new application and official transcripts from all schools previously attended before being allowed to register for any subsequent terms.

Admissions Appeals: A student disapproved for admission may appeal. Appeals must be submitted in writing to the Office of Admissions. Appeal forms are available on the Admissions website at <http://www.uhv.edu/oar/forms.aspx>. The University reserves the right to admit any applicant on probation.

Other Requirements:

Texas Success Initiative (TSI) Requirement

TSI General Information

Students attending Texas public institutions of higher education must be in compliance with the Texas Success Initiative (TSI) mandated by the State of Texas in 2003. The law requires that entering college students demonstrate college readiness in mathematics, reading, and writing before enrolling in college-level course work, unless the student qualifies for an exemption. Students can demonstrate compliance through meeting exemption criteria or through meeting passing standards on TSI assessment instruments.

Current TSI placement scores are under review by the Texas Higher Education Coordinating Board and subject to change effective Fall 2013 as a result of House Bill 1244.

UHV administers the Accuplacer, Asset, and Quick THEA for TSI assessment purposes, but also accepts Compass test scores to measure college-level readiness in reading, mathematics, and writing.

UHV Requirements

Students can be admitted to UHV without being TSI complete or exempt; however, they will not be able to register for some UHV classes until they are TSI complete or exempt. Your advisor can help the student determine what courses they may take until TSI complete .

Students who fail to meet the minimal passing standards of a TSI assessment instrument or the prerequisites for math established by the university must be advised, receive tutoring, or complete developmental coursework in the appropriate areas so that they can become academically ready to perform all college-level course work.

Students who are not TSI complete upon enrolling at UHV must co-enroll in the appropriate developmental course(s) at a community college each semester until they become TSI complete. A TSI

hold will be placed on the student's record until appropriate TSI documentation (i.e., test score, course grade) is provided to the academic advisor. Students have at most 3 semesters from their first semester of enrollment at UHV to become TSI complete and remain enrolled at the university.

TSI Exemptions

Students are exempt from TSI if they meet **one** of the following exemption criteria and submit the appropriate documentation mentioned below by mail or fax to the UHV Admissions Office.

Exemption Criteria

1. **Test Exemption** – if any one of the following test scores (ACT, SAT, TAKS, TAAS) are met, students are exempt from that area and must present those official test scores, if not shown on their high school transcript, to UHV.

Reading	<p>ACT (within 5 years from date of testing): Composite 23 and English 19 (must meet or exceed both scores)</p> <p>SAT** (within 5 years from date of testing): Composite 1070* and Critical Reading/Verbal 500 (must meet or exceed both scores)</p> <p>TAKS (within 3 years from date of testing): ELA 2200 and Writing Essay score 3 (must meet or exceed both scores)</p> <p>TAAS (within 3 years from date of testing) (replaced by TAKS): 89</p>
Math	<p>ACT (within 5 years from date of testing): Composite 23 and Math 19 (must meet or exceed both scores)</p> <p>SAT** (within 5 years from date of testing): Composite 1070* and Math 500 (must meet or exceed both scores)</p> <p>TAKS (within 3 years from date of testing): Math 2200</p> <p>TAAS (within 3 years from date of testing) (replaced by TAKS): Texas Learning Index (exit level) of 86</p>
Writing	<p>ACT (within 5 years from date of testing): Composite 23 and English 19 (must meet or exceed both scores)</p> <p>SAT** (within 5 years from date of testing): Composite 1070* and Critical Reading/Verbal 500 (must meet or exceed both scores)</p> <p>TAKS (within 3 years from date of testing): ELA 2200 and Writing Essay score 3 (must meet or exceed both scores)</p> <p>TAAS (within 3 years from date of testing): 1770</p>

*SAT Composite = Critical Reading plus Math

** A Note about the SAT:

The name of the SAT has recently changed to "SAT Reasoning Test"; the name "New SAT" has been used for the version of the test administered after January 2005. The verbal portion of the New SAT has been renamed "critical reading." Both old and new total, math, and verbal/critical reading scores that are less than five years old may be used to meet TSI requirements as described here. The essay section of the New SAT may not yet be used to meet TSI requirements.

2. **Degree Exemption**- mail or fax an official transcript to UHV noting either an associate or baccalaureate degree from an accredited institution;
3. **Out-of State or Private Institution Course Work Exemption** – mail or fax an official transcript showing completion of college-level coursework with a C or better transferred from an out-of-state or private institution of higher education;
4. **Previous Exemption** – mail or fax the official determination of having met readiness standards at a previous institution of higher education;

5. **Certificate or Non-Degree Seeking Program Exemption** - notify UHV of non-degree seeking status, or of seeking a certificate that does not have TSI requirements;

6. **Military Service Exemption or Waiver** – submit to UHV a DD214 or Notice of Benefits Eligibility that demonstrates active duty as a member of the US armed forces, the Texas National Guard, or as a member of a reserve component of the US armed forces and service at least 3 years preceding enrollment; or honorable discharge, retired or released from active duty on or after August 1, 1990.

TSI and Transfer Students

Students transferring to UHV from regionally accredited private or out-of-state institutions with grades of “C” or better in the courses listed below in all three TSI areas (writing, reading and math) will meet TSI requirements. Students need to mail or fax to UHV Admissions official copies of transcripts showing these grades.

Students who do not have grades of “C” or better in all three areas must take an approved TSI test in those areas.

TSI Writing (TSI compliant in writing if you achieved a “C” or better in one of the two courses listed below)					
ENGL 1301 (Composition I)	ENGL 1302 (Composition II)				
TSI Reading (TSI compliant in reading if you achieved a “C” or better in any one of the courses listed below)					
HIST 1301, HIST 1302 (U.S. History)	ENGL 2321, ENGL 2322, ENGL 2323 (British Literature)	ENGL 2331, ENGL 2332, ENGL 2333 (World Literature)	ENGL 2326, ENGL 2327, ENGL 2328 (American Literature)	PSYC 2301 (General Psychology)	GOVT 2301, GOVT 2302, GOVT 2305, GOVT 2306 (American Government)
TSI Math (TSI compliant in math if you achieved a “C” or better in any one of the courses listed below)					
MATH 1332 (College Mathematics)	MATH 1333 (College Mathematics)	MATH 1314 (College Algebra)	MATH 1316 (Plane Trigonometry)	More advanced mathematics course for which any of the above are prerequisites.	

Partial TSI Exemption

Students will have a partial TSI exemption and will be required to provide documentation to support their partial exemption if they have

- Obtained a composite score on the appropriate test and the required minimum score on either the math or verbal English language arts. Students will be exempt from that individual section of TSI but will have to take the others sections. For example, students who score high enough on the SAT to be exempt from the math portion (Composite 1070 and Math 500), but not the writing or reading portions will need to take just the writing or reading sections of the TSI.
- Completed college-level coursework in one or two of the three designated areas (reading, math, and writing) with a grade of “C” or better and so may be exempt from those sections of the TSI. Students will still have to take the other portions of the TSI for which they are not exempt.

Approved TSI Tests and Required Scores

Students not TSI exempt can complete any of four approved TSI tests: (a) Accuplacer, (b) Asset, (c) Compass, and (d) THEA/Quick THEA. UHV offers the Quick THEA, Accuplacer, and the Asset.

Students may take any of these four tests from any institution of higher education, but must provide UHV with official score reports for that test.

To be able to enroll in most UHV courses, students must meet the minimum scores as shown in the table below:

Accuplacer	Reading Comprehension – 78 or higher	Elementary Algebra – 80 or higher	Written Essay – 6 or higher (or a 5 written essay score and an 80 or higher on the Accuplacer Sentence Skills)
Asset	Reading Skills – 41 or higher	Elementary Algebra – 55 or higher	Written Essay – 6 or higher (or 5 Written Essay score and a 40 or higher on the Asset Writing Skills)
Compass	Reading Skills – 81 or higher	Algebra – 65 or higher	Written Essay – 6 or higher (or 5 Written Essay score and a 59 or higher on the Compass Writing Skills)
THEA/Quick THEA (formerly TASP test)	Reading – 230 or higher	Mathematics – 270 or higher	THEA Writing – 220 or higher
TAKS	Reading - 2200	Mathematics - 2400	Writing Essay 3

TSI and Core Curriculum Area Course Enrollment

The table below shows which UHV core curriculum classes students can take if they are not TSI complete in the specific TSI areas of reading, writing, and math. Students will need to become complete in all three areas.

Core Component Area	Courses	Semester Credit Hours (SCH)	Not Complete in Reading	Not Complete in Writing	Not Complete in Math
10 Communication	ENGL 1301 ENGL 1302	6	No	No	Yes
20 Math	1 course COSC 1301	3	Yes	Yes	No
30 Natural Science	2 courses	6	No	No	Yes
40 Humanities	1 course	3	No	No	Yes
50 Visual and Performing Arts	1 course	3	No	No	Yes
60 History	HIST 1301 HIST 1302	6	No	No	Yes
70 Government	GOVT 2305 GOVT 2306	6	No	No	Yes
80 Social and Behavioral Sciences	1 course	3	No	No	Yes
90 Institutionally Designated Option	COSC 1301 SPCH 1315	6	No	No	COSC 1301 – Yes SPCH - Yes
		Total: 42			

What to Submit:

Freshman - First Time Enrolled

(Students with a U.S. high school diploma or GED education, or less than 12 semester credit hours of college credit.)

1. Application for Admissions - Apply using the ApplyTexas common online application. www.ApplyTexas.org.
2. Official high school or home school transcript or official copy of GED certificate.
 - The high school transcript should show class rank, grade point average, and date of graduation. Seniors may submit applications and transcripts during the fall or spring semester of their senior year showing the current grade point average and class ranking; however, your school must send an official final transcript as soon as possible after graduation.
 - The home school transcript should show the high school courses completed and in progress, explanation of grades, grade point average, and any honors. The transcript should also include the signature of the principal.
3. Official college/university transcripts from all institutions attended, if applicable. This also applies to students concurrently enrolled in a secondary school while attending a college/university.
4. ACT or SAT test score results – Scores must be sent directly from the CollegeBoard or ACT, or on official high school transcripts.
5. Proof that the Texas Success Initiative (TSI) * requirement has been met. Submit official THEA, TASP, ASSET, COMPASS, SAT, ACT, or ACCUPLACER scores or provide proof of a valid exemption from the TSI requirement. Refer to the TSI section of this catalog for more information.
6. International Students (non U.S. citizen nor a permanent resident of the United States; a holder or prospective holder of an F-1 student visa) must submit SAT scores, and official higher secondary completion certificates and grades from their country of origin that equate to graduation from high school in the United States. See “International Student Admission” section for application process deadlines and required documents.

*** The TSI requirement is not an admissions requirement. However, ALL students must satisfy the TSI requirement prior to participation in registration.**

Transfer (Students with 12 or more semester credit hours of college credit, other than high school advanced/dual credit)

1. A completed application for undergraduate admission. www.uhv.edu (Apply Now)
2. An official transcript from EACH college attended, sent directly from each institution to UH-Victoria.
3. Proof that the Texas Success Initiative (TSI) * requirement has been met. Submit official THEA, TASP, ASSET, COMPASS, SAT, ACT, or ACCUPLACER scores or provide proof of a valid exemption from the TSI requirement. Refer to the TSI section of this catalog for more information.
4. International Students (non U.S. citizen nor a permanent resident of the United States; a holder or prospective holder of an F-1 student visa) – See “International Student Admission” section for application process, deadlines and required documents.

*** The TSI requirement is not an admissions requirement. However, ALL students must satisfy the TSI requirement prior to participation in registration.**

Academic Fresh Start

An undergraduate applicant for admission who is a Texas resident may seek to enter UH-Victoria pursuant to the “academic fresh start” statute, Texas Education Code 51.931. If an applicant elects to seek admission under this statute, the institution will not consider academic course credits or grades earned by the applicant 10 or more years prior to the starting date of the term in which the applicant seeks to enroll. An applicant who elects to apply under this statute may not receive any course credit for courses taken 10 or more years prior to enrollment.

An applicant must inform the Office of Admissions in writing if the student wishes to apply under the “fresh start” statute. Forms are available in the Office of Admissions.

Post-Baccalaureate Student Admission

Admissions/Other Requirements:

To be eligible for admission under the postbaccalaureate classification in the undergraduate career, a student must have at least a baccalaureate degree from an accredited institution but not be enrolled in a graduate program.

Postbaccalaureate students may not register for graduate courses unless admitted as temporary graduate students. Postbaccalaureate students intending to take any graduate courses should apply for graduate admission through ApplyTexas or if former UHV student they can log into their MyUHV and complete the Graduate Studies Form as a non degree seeking student.

A student must request an Update to Admissions Application for former UHV students to a future term if the student does not enroll for the term indicated on the original application. This form is located on the UHV website under Admissions forms.

What to Submit:

1. A completed application for postbaccalaureate admission. www.uhv.edu (Apply Now)
2. An official transcript showing the completion of the student’s most recent degree must be sent directly to UH-Victoria from the institution conferring that degree.
3. A postbaccalaureate student seeking another undergraduate degree or teacher certification is required to submit transcripts from all former institutions attended.
4. Although unofficial documents may be accepted for course registration purposes, official transcripts showing the last semester/term of course work and degree earned must be received in the Office of Admissions by the 12th day of classes during the fall and spring terms and by the 4th day of classes during the summer terms.
5. Submit proof of English proficiency prior to approval for admissions.

Temporary Graduate Student Admission

Admissions/Other Requirements:

To be eligible for admission under the temporary graduate classification in the graduate career, a student must have at least a baccalaureate degree from an accredited institution but not be admitted to a graduate program at UHV. An official transcript showing the completion of the student's most recent degree must be sent directly from the institution conferring that degree to UH-Victoria.

Students who reside outside the United States to complete the graduate program may be granted temporary graduate admission status. Students who begin their program outside the U.S. and decide to complete the program in this country must be fully approved into the program to obtain a student visa, or must hold another visa type that permits study, prior to enrolling in classes. All students must provide proof of English proficiency prior to approval for admission. Although unofficial documents may be accepted for conditional course registration purposes, official transcripts showing the last semester of course work and degree earned must be received in the Office of Admissions by the 12th day of classes during the fall and spring terms and by the 4th day of classes during the summer terms.

Temporary graduate students may take a maximum of 12 credit hours of graduate work. Temporary graduate students in the School of Education and Human Development's VOICE program may take a maximum of 18 credit hours of graduate work. If a temporary graduate student is later admitted to a graduate program, applicable graduate courses taken, up to a maximum of 12 credit hours (18 for VOICE students) successfully completed within the previous 10 years or the period specified by the degree program, will be included on the student's degree plan as approved by the school.

Temporary graduate students intending to seek admission to a graduate program are officially approved temporarily into a graduate program, up to a maximum of 12 semester credit hours. Temporary graduate students seeking admission to a graduate program may submit the Graduate Studies Form to the Office of Admissions. The electronic form is located on the Admissions web page "Forms" list (www.uhv.edu/oar/forms.aspx). A student must file a new application for a future term if the student does not enroll for the term indicated on the original application. Permanent admission to a graduate program will be made on the basis of an admission index (see "Requirements for Graduate Admission"). Temporary graduate students NOT intending to seek admission to a graduate program are considered "Non-Degree Seeking," and are not eligible for federal financial aid funds.

What to Submit:

1. A completed application for graduate student admission. www.uhv.edu (Apply Now)
2. An official transcript from the college from which the most recent degree and/or course work was earned, sent directly from the institution to UH-Victoria.

Note: Some programs offered at UHV do not accept Temporary Graduate status. Please refer to the academic program for further requirements.

If a student does not enroll for the term indicated on the original application they must submit a Graduate Studies form to update their term and/or program. The form is located on the UHV Admissions "Forms" page.

Graduate Student Admission

Admissions/Other Requirements:

The applicant for a graduate program must have earned a bachelor's degree or higher in an institution accredited by one of the six recognized regional accrediting associations. The six associations are Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges. Foreign institutions which may not be formally accredited by United States accrediting agencies must be recognized by the Ministry of Education in the country where the institution is located as maintaining high academic standards, and authorized to grant degrees by the Ministry of Education or appropriate government agency in the country where the institution is located. Credit earned prior to an institution receiving regional accreditation/recognition is not accepted for admission or transfer.

For graduate admission, applicants with international credentials must have earned a baccalaureate degree comparable to a 4-year baccalaureate degree in the United States. Admission to the university does not guarantee a student admission to a graduate program. The appropriate graduate school will determine whether or not the applicant is qualified for admission into the graduate program.

A student transferring from another graduate school must have at least a 3.0 (A=4.0) grade point average on all graduate work attempted

Admission to the Master of Arts-Psychology program is restricted to the Fall semester only. It is the responsibility of the applicant to furnish all necessary documentation for Fall admission to the Admissions office by February 15 for priority consideration or June 15 for consideration of remaining seats.

Transient (Visiting) Graduate Students (one full term only)

UHV will accept transient (visiting) students who have met the following requirements:

- Apply Texas Application.
- Completion of at least a baccalaureate degree from an accredited institution.
- Letter of proof of enrollment in good standing in a graduate program at their home college or university or official or unofficial transcript showing completion of at least a baccalaureate degree from an accredited institution.
- Limit of one (1) full term only.

Transient students are typically enrolled at another institution and who may want to take a course(s) and then transfer them back to their "home" institution. Transient students are considered non-degree seeking and are limited to one semester with transient status. A student who chooses to continue enrollment at UHV must submit a Graduate Studies Form and official transcripts from all schools previously attended before being allowed to register for any subsequent terms. Transient graduate students may not enroll for more than twelve (12) hours, which is the maximum hours allowed a Temporary Graduate Student.

Readmission of Former Graduate Students

A former student of UH-Victoria is not required to file a new application for admission. If the student does not enroll for the term indicated on the original application they must submit a Graduate Studies Form for the new term and/or program. Form is located on the Admissions Forms webpage.

A former student must submit transcripts from all colleges attended since the last enrollment at UH-Victoria.

GMAT Waiver Information

Please see the School of Business Administration section of the catalog for information regarding the GMAT waiver policy.

Graduate Admissions Index

Students, other than Master of Science in Nursing (MSN) applicants, are considered for admission to graduate programs on the basis of an admission index, as indicated below. The academic schools may have additional criteria for certain degree programs and may consider admitting students whose indices are below the minimum but within the range specified.

The admission index results from a combination of the following:

Grade point average (GPA) over *at least* the last 60 hours.

Verbal and Quantitative scores on the Graduate Record Examination (GRE) or equivalent scores on the Graduate Management Admission Test (GMAT) or Miller Analogies Test (MAT).

Admission index formula for GRE tests taken prior to August 1, 2011, or GMAT or MAT tests

Grade point average (GPA) x 200 + (GRE Verbal and Quantitative combined scores, or equivalent scores on the GMAT or MAT test)

Example: 2.5 GPA x 200 + (400 Verbal + 400 Quantitative) = 1,300 index

Admission index formula for GRE tests taken on or after August 1, 2011:

Grade point average (GPA) x 200 + (15 x (GRE Verbal and Quantitative combined score – 260))

Example: 2.5 GPA x 200 + (15 x (145 Verbal + 145 Quantitative – 260)) = 950 index

Admissions index of 1,400 or higher (for GRE tests taken prior to August 1, 2011, or GMAT or MAT tests)	Students are admitted, so long as they meet any additional criteria specific to a particular degree program. Students who are denied admission may discuss their options with an academic advisor.
Admissions index of 980 or higher (for GRE tests taken on or after August 1, 2011)	
Admissions index of 1,300-1,399 (for GRE tests taken prior to August 1, 2011, or GMAT or MAT tests)	Students may be admitted by the dean of the school, considering scores on the analytic portion of the GRE (or equivalent), grades in particularly relevant courses, or other relevant indicators of a student's potential to success in a given graduate degree program. Such admission may be conditional or probationary with initial coursework specified. Students who are denied admission may discuss their options with an academic advisor.
Admissions index of 890-979 (for GRE tests taken on or after August 1, 2011)	
Admissions index below 1,300 (for GRE tests taken prior to August 1, 2011, or GMAT or MAT tests)	Students will not be admitted and may not appeal the decision. Students who are denied admission may discuss their options with an academic advisor.
Admissions index below 890 (for GRE tests taken on or after August 1, 2011)	

A Health Sciences Reasoning Test score of 15 or higher is required for admission to the MSN programs. The student may take the HSRT twice for admission.

In addition to submitting official transcripts (see previous section on transcripts for admission requirements) and test scores, applicants are required to submit supporting documents, as specified by the relevant degree program. See the appropriate school section of this catalog for supporting documents required. Possible documents may include:

A letter of application and/or resume

A recommendation from a practicing professional in the field of study or a related field

A personal essay

Applicants also may have to complete prescribed courses prior to admission to the degree program. Please see the particular degree program in this catalog for an explanation of the specific admission requirements for that program.

Applications and all supporting documents should be sent to the Office of Admissions at the university. That office determines whether the application is complete and meets the minimal admissions index. It then forwards the file to the relevant academic school. The school reviews the index and supporting qualitative documents and approves or disapproves admission. See the relevant school section in this catalog for specific program requirements.

An applicant who has earned a baccalaureate degree after electing to enroll under the “academic fresh start” will have only the courses and grades earned after that enrollment date used in computing the grade point average.

No more than 12 credit hours of graduate-level courses completed prior to admission will count toward fulfillment of graduate program requirements.

Postbaccalaureate students who wish only to take certain graduate courses should request “temporary graduate student” admission on your application. As a temporary graduate student, you may take up to 12 credit hours of graduate course work. If you are later admitted to a graduate program, applicable graduate courses you have taken, up to a maximum of 12 credit hours successfully completed within the previous 10 years or the period specified by the degree program, will be included on your degree plan as approved by the school.

(Note that all grades in courses applicable to the degree count when a student gains admission to a graduate program.)

International students must also meet the requirements for international admission as outlined in this catalog and the International Student Information Brochure.

Test Scores

The Graduate Record Exam (GRE) General Test, or Graduate Management Admission Test (GMAT) is required of all applicants applying for graduate admission, other than applicants to the Master of Science in Nursing (MSN). Applicants to the MSN program will be required to take the Health Sciences Reasoning Test (HSRT). Applicants to the M.Ed. Counseling Program may substitute the Miller Analogies Test (MAT) and applicants to Business Administration must take the Graduate Management Admission Test (GMAT). For students taking the GRE, only verbal and quantitative sections of the General Test are used for determining graduate eligibility.

Applicants holding a master’s degree or higher from an accredited institution are not required to submit test scores.

Test scores must be sent directly from the testing agency to the Office of Admissions of UH-Victoria. Scores no longer being reported will not be accepted and the student must retake the exam. Information concerning the GRE, GMAT and MAT tests may be obtained from the Office of Admissions or from the testing companies. For GRE call (609) 771-7670, access website at www.gre.org or write Graduate Record Examinations, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000. For GMAT, Call (609) 771-7330, access website at www.gmac.org or write Graduate Management Admission Test, Educational Testing Service, P.O. Box 6103, Princeton, NJ 08541-6103. For MAT, call 1-800-622-3231 or write The Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2956.

The institutional code number for UHV is 6917 for the GRE.

The GMAT program codes for University of Houston-Victoria are:

30K-2W-88 Strategic MBA (Including Bridge)

30K-2W-02 MBA Global (Including Bridge)

30K-2W-37 MS, Economic Development & Entrepreneurship

What to Submit:

1. A completed application for graduate admission. www.uhv.edu (Apply Now)
2. An official transcript from EACH college attended, sent directly from each institution to University of Houston-Victoria, Office of Admissions.
3. Appropriate exam scores must be sent directly from the testing service to UHV. See “Test Scores” below for more information.
4. Appropriate documents such as letters of reference, essays, etc., to meet specific school requirements. See the appropriate academic school section of this catalog for more information.
5. International Students (A person who is not a U.S. citizen or a permanent resident of the United States; a holder or prospective holder of an F-1 student visa or other visa type; a person holding a temporary status while in the United States) – See “International Student Admission” section for application process, deadlines, and required documents.

NOTE: The only transcript requirement for applicants holding a master’s degree or higher from an accredited U.S. institution is an official transcript from the institution which awarded the degree, sent directly from that institution to UH-Victoria.

Applicants to the M.A Psychology program must submit all test scores and necessary documentation for Fall admission to the Admissions office by February 15 for priority consideration or June 15 for consideration of remaining seats.

International Student Admission

The University of Houston-Victoria is authorized by the U.S. Citizenship and Immigration Services (USCIS) to accept international students who enter the United States with an F-1 student visa. The following information pertains to admission for the F-1 visa holder. The Office of Admissions is required by law to enter student information and update the student information each semester/term in the USCIS Student and Exchange Visitor Information System (SEVIS) regarding student enrollment and related personal information. The Office of Admissions will issue an I-20 to students who are fully approved to a program of study at UHV after the following steps for admission to the university are completed by the student.

Admissions/Other Requirements:

All other admission requirements that apply to the level of admission the student is seeking will be required for admission to the undergraduate or graduate program of choice. Undergraduate students seeking admission to UHV will not be issued an I-20 for transfer purposes unless all lower-level course requirements within their degree program have been met.

Graduate applicants will submit to the Office of Admissions all essays, letters of recommendation, personal statements and other information required for approval to the graduate program they are seeking. The admissions analyst will assemble the necessary documents and submit them to the appropriate academic school for the Dean’s decision regarding approval to the program.

Applicants to the M.A Psychology program must submit all test scores and necessary documentation for Fall admission to the Admissions office by February 15 for priority consideration or June 15 for consideration of remaining seats

Deadlines

International students must submit applications for admission and all supporting admission documentation, regardless of your degree objective, by the following dates to ensure time for processing:

Fall – June 1 Spring – October 1 Summer – March 1

Full-Course Load Requirement

International students who hold an F-1 visa must be in compliance with the regulations set forth by the U.S. Department of Homeland Security. Enrollment in online courses during the fall and spring terms is limited to one online class within the full-course load. It is the F-1 student's responsibility to monitor their schedule to comply with this requirement in order to maintain legal visa status while in the United States. Failure to comply with this requirement may lead to termination of the student's F-1 visa status and possible deportation. No tuition or fees will be refunded to the student in this instance, and degree completion may be delayed or indefinitely interrupted.

What to Submit:

1. A **completed international application for admission**. See the international student information on the Office of Admissions web page. www.uhv.edu/oar/International.aspx
2. An **official transcript, mark sheets and degree/diploma certificate from EACH college or university attended**, sent directly from each institution to University of Houston – Victoria, Office of Admissions, 3007 N. Ben Wilson, Victoria TX 77901-5731.
 - All transcripts, marks, and certificates submitted to UHV become the property of the university and are not returned to students. If only one set of documents is issued by the student's country of origin, students should send attested/certified copies of the documents, with translations if needed, in the appropriate manner indicated below. DO NOT send the original document issued to the student by the university or government agency. UHV is not responsible for damage to original documents submitted by applicants.
 - Include transcript and certificates that show higher secondary school completion.
 - If a student has previously obtained a comprehensive evaluation from an outside agency, UHV may accept an official copy of the evaluation and a copy of the original documents for admission purposes. The Office of Admissions staff will review a copy of the evaluation and determine whether the student should request the agency to send the evaluation copy, as well as a copy of the documents evaluated, directly to the Office of Admissions.
 - When possible, applicants should use the International Academic Records Request Form located on the Admissions web page to request records: www.uhv.edu/oar/forms.aspx
 - If original documents are not issued in English, two sets of official transcripts/certificates are required. One set must be in the original language and one English translation describing all academic studies attempted and completed must be on file before the final evaluation can proceed. Translations should be word-for-word, in the same format as the original document text. Transcripts should plainly indicate the dates of attendance, the subjects, and the marks (grades) earned. They should also reflect any degrees or diplomas awarded.
 - Official transcripts should be issued directly to UHV by the registrar, principal or responsible head of each institution attended. When this is not possible, documents certified by an embassy or consular official as true copies may be accepted.
 - Uncertified or unattested copies are not acceptable for unconditional admission to the university. The university will make a reasonable determination of those courses completed outside the United States. However, international students may be required to have a catalog match evaluation performed by an outside agency in order to determine course equivalencies. This may take longer to complete, and it is imperative that students submit international documents as early as possible to ensure adequate time for application approval.

3. **Test Score Requirements:**
 - a. Undergraduate applicants who live outside the United States must submit SAT scores according to provisions of the Texas Success Initiative (TSI), sent directly from National Evaluation Systems, Inc. to UHV; or, the scores/TSI completion must appear on an official transcript being sent from a U.S. college or university formerly attended. A minimum SAT composite score of 1070, math minimum score of 500, and Critical Reading/Verbal minimum score of 500 are required prior to registration in courses toward a degree program.
 - b. Graduate Applicants must submit scores for the Graduate Record Exam (GRE), Graduate Management Admissions Test (GMAT), or Miller Analogies Test (MAT) scores, letters, and essays that are required by their desired degree program. See appropriate school section of this catalog for more information. The GRE aptitude (verbal and quantitative sections only) is required for most majors. GMAT is required for all MBA applicants and the minimum score is 450. MAT scores may be substituted for the GRE by counseling education applicants. The scores will be used with your grade point average to calculate a graduate admission index. Nursing applicants to the MSN program must submit Health Sciences Reasoning Test scores. See additional information on the test score requirements in the following paragraphs under Graduate Admission
4. **TOEFL exam score report** must be requested by the student to be sent to UHV directly from the testing center, or the applicant must meet one of the exemption requirements. See the information on English Proficiency in the "General Admission/Application Information" section for additional information regarding minimum scores and exemptions.
5. The **UHV F1 Student Visa Form** with applicant or sponsor's **supporting bank documents** verifying funds available in English with dollar amounts in U.S. dollars must be submitted before an I-20 may be issued to the applicant. The minimum amounts needed for study at UHV during the Academic Year is posted on the International Student information page of the university website http://www.uhv.edu/oar/international/Student_Expenses.aspx. These amounts are subject to change due to Texas legislative action and UHV policy changes.
6. Photocopies of all **previous and current U.S. immigration documents** should be submitted by students who are already in the United States. For students outside the U.S., submit photocopy of passport pages with legal name of student applicant and dependents, if they will travel to the U.S. to live with applicant. For students who will transfer to UHV from an institution in the United States, the admissions officer will facilitate the transfer through SEVIS after the student is approved for admission to UHV.

Residence Status

Determining Texas Residency

Under state statutes pursuant to Title 3 Texas Education Code and the Rules and Regulations for Determining Residence Status made known by the Texas Higher Education Coordinating Board (THECB) which interpret those statutes, an individual will be classified as a resident or nonresident. Residency rules are adopted and amended by legislative action.

Your residence status for tuition purposes will be determined by the Office of Admissions prior to your enrollment. Students may contact the Office of Admissions for help in determining correct residence status for tuition purposes or for steps to complete in order to change residence status.

You must be prepared to pay tuition and other required fees by specified due dates or become subject to the penalties applied by the Coordinating Board rules. If you have knowledge of an error in your residency status for tuition purposes, it is your responsibility to notify the Office of Admissions immediately. These rules are subject to change. **For current Residency Information, view the Coordinating Board website at: <http://www.collegefortexans.com> Navigate to “Get All the Facts” → “Find The Right College” → “Admissions Info” → “Residency Information” to find the Texas Higher Education Coordinating Board Rules on Determining Residency.**

An individual who has lived in the state under circumstances specified in these rules will be eligible for classification as a resident. An individual who does not meet resident criteria will be classified as a non-resident and must pay tuition and fees required of non-resident students. An individual classified as a non-resident may qualify to pay resident tuition rates and other charges while continuing to be classified as a non-resident under certain exceptions specified in these rules.

Initial Residency Information

To ensure proper resident classification upon admission to University of Houston-Victoria, students must make sure they answer all questions related to Texas resident status that appear on the ApplyTexas electronic application for admission. It is the student's responsibility to provide correct information to the Office of Admissions so that resident status may be correctly determined at the time of enrollment. UHV may request that a person provide documentation to support or clarify the answers to residency questions previously submitted.

Errors in Residency Classification

Errors in residency classification may occur. However, the university will respond to questions upon notification by students. If you believe your resident status to be incorrect prior to or during your enrollment at UHV, you may contact the Office of Admissions to determine the proper steps to take to address your concerns.

If UHV, in spite of information to the contrary that is provided by the student by the census date of a given semester, fails to classify an otherwise eligible student as a resident when they are entitled to resident tuition for that semester, UHV will refund the difference in resident and nonresident tuition for each semester in which the student was erroneously classified and paid the nonresident tuition rate. An appeal form must be submitted to the Bursar stating the reason the student was charged in error and requesting the refund.

If UHV erroneously permits a person to pay resident tuition and the person is not entitled or permitted to pay resident tuition under the rules stated on the THECB website, UHV shall charge nonresident tuition to the person beginning with the semester following the date that the error is discovered.

UHV may notify the student before the first day of the following semester that he or she must pay the difference between resident and nonresident tuition for each previous semester in which the student should not have paid resident tuition if the person: 1) failed to provide to UHV, in a timely manner after the information becomes available or on request by UHV, any information that the person reasonably should know would be relevant to an accurate classification by the institution under this subchapter information; or 2) the person provided false information to the institution n that the person reasonable should know could lead to an error in classification by UHV under this rule.

Reclassification Based on Additional or Changed Information

If a person is initially classified as a nonresident based on information provided, the person may request reclassification by providing UHV Admissions Office with supporting documentation as described in the residency rules on the THECB website.

Billing and Financial Information

Bursar Office, University West, Suite 113

3007 N Ben Wilson, Victoria, Texas 77901

For Billing and Financial questions, telephone:
(361) 361-570-4833 or toll-free (877) 970-4848 ext. 4833

Fax: (361) 580-5522

Email: billing@uhv.edu

Explanation of Tuition and Fees

Policies governing the payment of refund of tuition, fees, and other charges are approved by the Board of Regents of the University of Houston System and comply with applicable state statutes. Tuition and fees are subject to change by university or legislative action and become effective on the date enacted. For clarification of any matter relating to the payment or refund of charges, a student should contact the Bursar's Office.

A student is not registered or entitled to attend classes, participate in class-related activities, or use University facilities and services until his or her tuition bill is paid in full, initiated an installment pay plan, or has accepted a tuition loan. A student who has an outstanding debt to the University may not register until the debt is paid.

Undergraduate Tuition – Texas Resident: Tuition for resident undergraduate courses is **\$160.29** per semester credit hour.

Graduate Tuition – Texas Resident: Tuition for resident graduate courses is **\$244.00** per semester credit hour.

Undergraduate Tuition – Non-Resident/International: Tuition for undergraduate students who are non-Texas residents and citizens of any country other than the United States is **\$511.29** per semester credit hour.

Graduate Tuition – Non-Resident/International: Tuition for graduate students who are non-Texas residents and citizens of any country other than the United States is **\$595.00** per semester credit hour.

Student Service Fee: \$29 per semester credit hour/ maximum \$162. A compulsory fee, charged to all students which provides funding for student service activities that are apart from the regularly scheduled academic functions. The fee defrays the costs of transcripts, graduation applications, student advising, career planning and placement, job fairs, student government and student organizations, student financial aid operations, student publications and other activities that benefit students.

International Student Service Fee: \$50 per term. A fee charged to international students (student who is not a US citizen or legal permanent resident) to offset administrative costs for international admission assistance, international education credential evaluation, advising, assisting students with USCIS processes and SEVIS reporting.

Student Teaching Fee: \$15 per course/maximum \$45. A course specific fee to defray costs associated with student teaching supervision.

Graduate Business Fee: \$75 per semester credit hour for graduate business courses only. Fee offsets special needs of the graduate business program, including skills assessment, orientation, electronic research data bases, and software acquisitions.

School of Nursing Course Fee: \$17 per semester credit hour for Nursing courses in the MSN program, \$20 per semester credit hour for Nursing courses in the RN-BSN program, and \$27 per semester credit hour for Nursing courses in the Second Degree BSN program. Fees to offset special needs of the Nursing program, including skills testing, uniforms, malpractice insurance, school pin, pinning ceremony, skills lab and equipment, program evaluation, clinical site supervision and visits.

Library Fee: \$6 per semester credit hour. This fee is assessed to all students in order to increase the library's ability to provide essential information resources, technology, and services.

Reinstatement Fee: A \$50 fee charged to students requesting reinstatement of a cancelled registration for failing to pay tuition and fees by the payment due date. This fee offsets administrative costs for reinstatements and is non-refundable.

Extended Access and Support Fee: \$26 per semester credit hour. A compulsory fee charged to all students to provide the support needed to ensure quality delivery of off-campus and electronically delivered instruction and services.

Electronic Payment Card Convenience Fee: A convenience fee will be assessed for electronic credit and debit card tuition and fee payments made online. The monies collected will be used to offset the costs of providing convenient electronic payment options to those who make use of the services. The fee is calculated as a percentage of the total amount paid.

Athletic Fee: \$50 per athlete per academic year. The athletic fee is used to support intercollegiate athletics.

Late Payment Fee: \$25 fee charged for late payments on an Installment Pay Plan or any loan (\$12.50 per installment). Students who are delinquent on their obligations cannot register or be issued official transcripts until university indebtedness has been paid in full.

Other Fees

Late Registration	\$50
Copyright Fee Registration	\$20
NSF/Returned Check Fee	\$30
Thesis/Dissertation Actual Charges (estimate)	\$10
Examination, Advanced Standing (per course)	\$15

***All fees are subject to change by University or Legislative action.**

Schedule of Charges

The Schedule of Charges reflects tuition and fees as determined by residence status and number of hours taken. Students should be aware that this is only a minimum figure as late registration fees, student teaching fees, graduate business fees, nursing fees, and reinstatement fees may be applicable. Tuition and fees are subject to change without notice as necessitated by university or legislative action. For itemized charges reflected in these totals, please see the Schedule of Charges on our UHV web page at http://www.uhv.edu/Tuition_Fees.aspx. You will also find links to the Tuition and Fees Calculator, tuition and Fee Refund Schedule, and Housing and Meal Plan Rates for the current academic year.

FALL 2012 AND SPRING 2013 TERMS

SEMESTER HOURS	UNDERGRADUATE (TEXAS RESIDENT) Total	GRADUATE (TEXAS RESIDENT) Total	UNDERGRADUATE (NON-RESIDENT & INTERNATIONAL) Total	GRADUATE (NON-RESIDENT & INTERNATIONAL) Total
22	\$4,404.38	\$6,246.00	\$12,126.38	\$13,968.00
21	\$4,212.09	\$5,970.00	\$11,583.09	\$13,341.00
20	\$4,019.80	\$5,694.00	\$11,039.80	\$12,714.00
19	\$3,827.51	\$5,418.00	\$10,496.51	\$12,087.00
18	\$3,635.22	\$5,142.00	\$9,953.22	\$11,460.00
17	\$3,442.93	\$4,866.00	\$9,409.93	\$10,833.00
16	\$3,250.64	\$4,590.00	\$8,866.64	\$10,206.00
15	\$3,058.35	\$4,314.00	\$8,323.35	\$9,579.00
14	\$2,866.06	\$4,038.00	\$7,780.06	\$8,952.00
13	\$2,673.77	\$3,762.00	\$7,236.77	\$8,325.00
12	\$2,481.48	\$3,486.00	\$6,693.48	\$7,698.00
11	\$2,289.19	\$3,210.00	\$6,150.19	\$7,071.00
10	\$2,096.90	\$2,934.00	\$5,606.90	\$6,444.00
9	\$1,904.61	\$2,658.00	\$5,063.61	\$5,817.00
8	\$1,712.32	\$2,382.00	\$4,520.32	\$5,190.00
7	\$1,520.03	\$2,106.00	\$3,977.03	\$4,563.00
6	\$1,327.74	\$1,830.00	\$3,433.74	\$3,936.00
5	\$1,106.45	\$1,525.00	\$2,861.45	\$3,280.00
4	\$885.16	\$1,220.00	\$2,289.16	\$2,624.00
3	\$663.87	\$915.00	\$1,716.87	\$1,968.00
2	\$442.58	\$610.00	\$1,144.58	\$1,312.00
1	\$221.29	\$305.00	\$572.29	\$656.00

TEN WEEK SUMMER 2013 SESSION

SEMESTER HOURS	UNDERGRADUATE (RESIDENT) Total	GRADUATE (RESIDENT) Total	UNDERGRADUATE (NONRESIDENT & INTERNATIONAL) Total	GRADUATE (NONRESIDENT & INTERNATIONAL) Total
12	\$2,481.48	\$3,486.00	\$6,693.48	\$7,698.00
11	\$2,289.19	\$3,210.00	\$6,150.19	\$7,071.00
10	\$2,096.90	\$2,934.00	\$5,606.90	\$6,444.00
9	\$1,904.61	\$2,658.00	\$5,063.61	\$5,817.00
8	\$1,712.32	\$2,382.00	\$4,520.32	\$5,190.00
7	\$1,520.03	\$2,106.00	\$3,977.03	\$4,563.00
6	\$1,327.74	\$1,830.00	\$3,433.74	\$3,936.00
5	\$1,106.45	\$1,525.00	\$2,861.45	\$3,280.00
4	\$885.16	\$1,220.00	\$2,289.16	\$2,624.00
3	\$663.87	\$915.00	\$1,716.87	\$1,968.00
2	\$442.58	\$610.00	\$1,144.58	\$1,312.00
1	\$221.29	\$305.00	\$572.29	\$656.00

FIVE WEEK SUMMER 2013 SESSION

SEMESTER HOURS	UNDERGRADUATE (RESIDENT) Total	GRADUATE (RESIDENT) Total	UNDERGRADUATE (NONRESIDENT & INTERNATIONAL) Total	GRADUATE (NONRESIDENT & INTERNATIONAL) Total
12	\$2,394.48	\$3,399.00	\$6,606.48	\$7,611.00
11	\$2,202.19	\$3,123.00	\$6,063.19	\$6,984.00
10	\$2,009.90	\$2,847.00	\$5,519.90	\$6,357.00
9	\$1,817.61	\$2,571.00	\$4,976.61	\$5,730.00
8	\$1,625.32	\$2,295.00	\$4,433.32	\$5,103.00
7	\$1,433.03	\$2,019.00	\$3,890.03	\$4,476.00
6	\$1,240.74	\$1,743.00	\$3,346.74	\$3,849.00
5	\$1,048.45	\$1,467.00	\$2,803.45	\$3,222.00
4	\$856.16	\$1,191.00	\$2,260.16	\$2,595.00
3	\$663.87	\$915.00	\$1,716.87	\$1,968.00
2	\$442.58	\$610.00	\$1,144.58	\$1,312.00
1	\$221.29	\$305.00	\$572.29	\$656.00

Policy on Financial Responsibility

Students incur charges for a variety of services provided by the UH System, the University and community colleges, including bookstore, security, parking, food services and residential housing. It is the expectation, as well as a condition of enrollment at the University of Houston-Victoria, that students satisfy their financial responsibilities in a timely manner. Students may be subject to one or more of the following sanctions if they are delinquent in meeting university financial obligations:

1. Financial holds paid with a paper or electronic checks are not released until the payment has cleared banking processes. Generally paper checks clear banking processes within 10 business days and electronic checks clear within 5 business days. Financial holds paid by cash, cashier's check, money order, or credit card are released within 24 hours.
2. Late payment service fees may be assessed;
3. Financial holds will be placed preventing the release of transcripts and further enrollment at UHV or other UH campuses;
4. Credit and grades for work done may be held and grades may be changed to W for students who fail to pay by the end of the semester;
5. Degrees may be delayed or not conferred until financial obligations have been satisfied;
6. Non-payment after due notice will result in transfer of the student's account to an outside collection agency with assessment of additional collection fees;
7. The delinquency will be reported to the credit bureau which may adversely affect credit worthiness.
8. The delinquency will be reported to the State and a hold will be activated. This hold will prohibit reimbursement of funds payable to the student from any state agency.
9. In the event of default, university tuition, fees, and other charges are a debt incurred for educational purposes and are considered a Qualified Education Loan as defined in section 221(D)(1) of the Internal Revenue Code.

Returned Checks

When a check or an e-check payment is returned to the University, a \$30 service charge is assessed. Students are expected to make payment in full by cash, credit card, cashier's check or money order immediately upon University notification. Students who write or produce two bad checks to UHV or any entity affiliated or contracted with UHV, will forfeit check writing privileges.

Tuition and Fee Payment Information

Students can view their accounts and make payment online using e-checks, MasterCard, American Express, or Discover. To make payment online students must have their 7-digit myUHV ID and password to access their account.

Cash, personal check, cashier's check and money order payments can be made in the Finance Office, University West Building, room 115. **No payments are accepted at the Sugar Land or Cinco Ranch locations.**

If mailing payment, please make checks payable to University of Houston-Victoria and mail to UHV, 3007 N Ben Wilson, Victoria, TX 77901, Attn: Cashier, University West Bldg., room 115. Students should include their full name and myUHV ID on their check/money order to ensure accurate posting. Students should be aware, in order to avoid enrollment cancellation for nonpayment, payments must be received and posted to the student's account by the end of business on the tuition and fee payment due date, regardless of the postmarked date.

Additionally, students can contact the Bursar's Office at (361) 570-4833 or at billing@uhv.edu to receive instructions for sending a wire transfer payment to UHV.

Installment Pay Plan

Texas State Law (Texas Education Code, Section 54.007a) allows students to pay tuition and fees in installments over the course of the semester. Students select this payment option online in myUHV. This payment option is a two step process. The first step is to accept the terms of the plan and the second step is to pay the amount due for the first installment prior to the payment deadline. Registration will be canceled if both steps of the process are not completed prior to the payment deadline. The installment plan is an option available during the Fall and Spring terms only.

The amount due for the first installment payment will equal 50 percent of total tuition and fee charges plus a \$20 installment service charge (nonrefundable). The remaining tuition and fee balance is divided equally and is payable in the second and third installments. Drop and add activity may affect a student's installment schedule. Students are responsible for reviewing their account online and paying any additional amount after making schedule changes. A \$12.50 late fee will be charged for each (2nd and 3rd) installment payment that is late.

Upon selecting the installment plan students are responsible for future installment payments if courses are dropped or the student withdraws after the tuition refund period has expired. Students who fail to make full payment on time, including any late fees, may be subject to one or more of the following actions:

- 1) Financial stop on student's record preventing registration at any UH campus;
- 2) Withholding of grades, degree, and official transcripts;
- 3) Other penalties and actions authorized by law or university policy.

Tuition and Fee Loans

Tuition and fee loans are available to help students pay tuition and fees to avoid enrollment cancellation. These loans are not cash loans. However, in accepting the terms of the tuition loan students obligate to pay tuition and fees at a later date. Tuition loans are granted in an amount equal to 100% of total tuition and fees for the current term. Students request tuition loans online in myUHV under the payment plan link. The loan duration is 90 days in the fall and spring terms and 30 days in the summer sessions.

TPEG tuition loans are not assessed a loan origination fee. These loan funds are limited and the loans are disbursed on a first come first serve basis. TPEG loans do not adjust to cover courses added after the loan has been selected. Only one TPEG loan will be issued per student per semester. During the summer semester, tuition loan amounts are based on the student's enrollment status at the time of the loan request.

Institutional tuition loans are assessed a loan origination fee (nonrefundable). The loan amount will equal the TOTAL tuition and fees regardless if payment(s) have been applied to the student's account and the loan origination fee, which is calculated at a rate of 1.25%, will be calculated on the loan amount. The institutional loan amount will automatically adjust for schedule changes made after the loan has been selected.

Book Loans

Book loans are available to help students pay for books and supplies. Students request these loans online in myUHV under the payment plan link. This is a cash loan and funds for these loans are delivered to the student in accordance with the refund preference the student selected in the Jaguar Card activation process (direct deposit to the Jaguar Card [One Account], direct deposit to a bank of choice, or paper check). If a refund preference has not been selected, a paper check will be mailed to the student 21 days after the book loan has been processed by the university.

The book loan amount is calculated at a rate of \$40 per semester credit hour up to a maximum of \$720 (consortium hours which are being taken at another university are not considered in the calculation of the book loan amount). No interest or service charge is assessed on book loans. Loan duration is 45 days in the Fall & Spring sessions and 30 days in the summer sessions. Only one book loan per student per session will be issued. During the summer semester, book loan amounts are based on the student's enrollment status at the time of the loan request.

Third-Party Billing

Agencies outside the University may set up third-party billing arrangements that pay all or part of a student's tuition and fees. The student will be billed for any amount not covered by the third party. Students should submit necessary paperwork to the Bursar Office, University West Building Room 113.

Waivers and Exemptions

Fee waivers and exemptions are issued only for the period in which a student is currently enrolled. Students should submit necessary paperwork to the Bursar Office, University West Building Room 113. Below is a list of some of the waivers and exemptions commonly used at UHV. For a complete listing of all waivers and exemptions available to students please visit <http://www.collegeforalltexas.com/> and choose Paying For College, Types of Financial Aid.

Faculty and Dependents (54.059 Texas Education Code) – Teachers, professors and researchers of state institutions of higher education are entitled to register themselves, their spouses, and their children by paying resident tuition and fees. This residence waiver is without regard to the length of time they have resided in Texas, provided the employees are employed at least one-half time.

Student Employees (54.063 Texas Education Code) – Teaching assistants and research assistants are entitled to register themselves, their spouses and their children by paying the tuition and other fees charged to Texas residents. This residency waiver is without regard to the length of time they have resided in Texas, provided the students are employed at least one-half time in a teaching or research position relating to their degree program.

Military Personnel and Dependents (54.058 Texas Education Code) – Officers or enlisted personnel of the Army, Army Reserve, Army National Guard, Air National Guard, Air Force, Air Force Reserve, Navy, Navy Reserve, Marine Corps, Marine Corps Reserve, Coast Guard or Coast Guard Reserves of the United States who are assigned to duty in Texas are entitled to register themselves, their spouses and their children at the University by paying Texas resident tuition and fees. This tuition waiver is without regard to the length of time they have been assigned to duty or resided in the state.

Blind and Deaf Students (Section 54.205 Texas Education Code) – Blind or deaf students who are residents are entitled to exemption from tuition and certain fees if they present: (1) certification of blindness or deafness (2) proof of Texas residency (3) high school diploma or GED equivalency (4) letter of recommendation by high school principal, clergyman, public official or other responsible individual and (5) letter of student intent.

Senior Citizens (Section 54.210 Texas Education Code) – Senior citizens (persons 65 years and older) who wish to obtain academic credit may enroll for up to six semester credit hours of courses offered by the University each term without payment of tuition if space is available and if admission requirements are met. Students are responsible for the payment of all mandatory fees. Credit hours taken in excess of six hours will be charged normal tuition and fees. A senior citizen who wishes to audit a course offered by the University may do so without payment of tuition and fees, provided space is available and normal auditing requirements are met.

Texas Veterans (Hazlewood Act, Section 54.203 Texas Education Code) – The University exempts students from paying tuition and fees excluding the student service fee. Eligibility requirements include: the student must have resided in Texas for 12 months prior to registration; must have been a legal resident of Texas at the time of entry; must have served in the armed forces at least 180 days of active duty; must have an honorable discharge or a general discharge under honorable conditions; not be eligible for federal education benefits such as: Federal Pell or SEOG grants; if eligible, cannot exceed the amount of tuition and fees; not be in default of Hinson-Hazlewood college student loan or a federal loan; and must have less than 150 credit hours taken on the Hazlewood Act since the Fall, 1995.

Children of Disabled Texas Peace Officers and Firefighters (Section 54.204 Texas Education Code) – The University exempts students whose parent has suffered an injury resulting in death or disability sustained in the line of duty. Eligible parents include full-paid or volunteer firefighters; full-paid municipal, county, or state peace officers; custodial employees of the Texas Department of Corrections, and game wardens. The Texas Higher Education Coordinating Board must certify the student's eligibility.

Economic Diversification (Texas Higher Education Coordinating Board, Rule 21.29) The nonresident portion of tuition is waived. The student is responsible for payment of resident tuition. Waivers are granted to a limited number of students. This waiver is available for nonresident and domiciled international students whose families transferred to Texas as a part of the State's Economic Development and Diversification Plan. Applications for this waiver can be found online at www.collegefortexans.com/paying/finaidtypes.cfm.

Children of Professional Nurse Faculty and Staff Members (Section 54.221) Tuition only is exempted. The student must be a Texas resident under 25 years of age. The faculty or staff member must be a registered nurse and must be employed or under contract at the School of Nursing during all or part of the academic term for which the exemption is sought. Children of part-time faculty and staff members receive an exemption equivalent to the parent's percentage of employment. Eligibility ends when the student has received an exemption for 10 semesters/summer sessions at any institution(s) or has received a baccalaureate degree.

Clinical Nursing Preceptors and their Dependents (Section 54.222) Tuition up to \$500 is exempted. The student receiving this exemption must be a Texas resident under 25 years of age and must be enrolled at the University. The preceptor must be a registered nurse and must be under a written preceptor agreement with the School of Nursing during the semester for which an exemption is sought. Eligibility ends when the student has received an exemption for 10 semesters/summer sessions at any institution(s) or has received a baccalaureate degree.

Competitive Scholarship Recipients (Section 54.064) The nonresident portion of tuition is waived. The student is responsible for payment of resident tuition. Waivers are granted to a limited number of students. To qualify for this waiver a student must be a nonresident or international student receiving competitive scholarships

in an amount equal to or greater than \$1,000. Recipients must have competed with other students, including Texas residents, for the award, which must be administered by a school-recognized scholarship committee.

Enrollment Cancellation

It is the student's responsibility to ensure payment has been posted to their student account by the payment deadlines published on the Important Dates and Deadlines Calendar found on the UHV homepage: www.uhv.edu. To avoid enrollment cancellation students should check their accounts online after making schedule changes and, if required, pay additional charges for added courses before the payment deadline. Financial aid students must pay, or select a payment option such as the tuition loan, for any difference between total charges and anticipated aid prior to the payment deadline to avoid enrollment cancellation. Courses will be cancelled in registration order (last course added will be the first course cancelled) if payment in full has not been made or a payment plan option has not been selected by the due date.

Tuition and Fee Refund Information

The University is a State of Texas Institution of Higher Education and refunds are issued in accordance with the State of Texas Higher Education Code, Section 54.006.

Student Refund Cards

New students who are enrolling for the first time in courses at UHV will be issued a Jaguar Card. Once activated, the Jaguar Card will allow you to select the disbursement method of your choice for refunds, financial aid, and book loan proceeds.

You will need this card for your duration at UHV. Lost, stolen, or recovered cards should be reported to the Bursar's Office immediately. For more information about the Jaguar Card, please see the FAQs posted on the web at: http://www.uhv.edu/student_solutions/jaguarcard/jaguarcardfaq.pdf (*this link is also provided at the bottom of any of the UHV websites resource pages*) or call 1-877-970-4848 ext #4833.

Students have a choice of three refund delivery options: direct deposit to the Jaguar Card, direct deposit to the student's bank of choice, or have a paper check mailed to them. If the student fails to select a refund preference, a paper check will be mailed to the student within 21 days from the time the refund is processed. Refund of tuition of fees originally paid by a debit or credit card will be refunded back to the card.

Student Identification Card

Students are issued a student Identification (ID) card, aka the Paw Pass card. This ID card provides access to many resources provided by and available through the University such as dining hall meals, building access at residence halls, use of University library, and can be used for entrance and discounts (when applicable) to certain university events such as athletic events.

Students are responsible for maintaining a current ID card for the entire duration they are affiliated with the University of Houston-Victoria and are responsible for the safekeeping of their ID card. Replacement cards can be requested in the Bursar Office, located in the University West Building, room 113.

No one other than the student to whom the card is issued may use the ID card for any reason. The Paw Pass is the property of the University of Houston-Victoria and may be revoked at any time by the University.

Student Responsibilities

Prior to enrolling students are responsible for ensuring they meet course requirements and prerequisites. Unmet course requirements including course prerequisites are insufficient grounds for a refund of tuition and fees. Students are advised to speak with an advisor if they have any questions regarding course prerequisites.

Course load reductions may affect financial aid eligibility. It is strongly advised that students who have been awarded financial aid speak with a Financial Aid Counselor prior to making schedule changes or completely withdrawing as eligibility may be affected.

Understand and follow withdrawal procedures. Stopping payment on a check for tuition and fees or allowing the check to be returned unpaid by the bank for any reason does not constitute official withdrawal.

Watch Refund Dates when making schedule changes or withdrawing. Once a student registers, he or she is responsible for the total charges assessed regardless if the installment plan option has been selected. Refund percentages are applied to total fees charges assessed and not the amount paid. This means students who withdraw before paying all installments or paying a tuition loan in full may, in the event of withdrawal, still owe the University.

Drop and withdrawals become effective the date the drop is processed online or the date the written notification is received in the Office of the Registrar and Student Records. The effective date becomes the official date of the drop or withdrawal for all matters relating to university business. The student assumes responsibility for letters requesting a drop or withdrawal that are delayed or not delivered. Student services and privileges, including library services and use of computer labs, terminate when a student withdraws from the university.

Withdrawal Refunds

Withdrawal refunds are calculated using the effective date of the student's withdrawal and are processed for refunding beginning on the 13th class day during the Fall/Spring terms, the 5th class day during the summer term (also includes 10, 8, 5 week sessions), and the 2nd class day for the mini sessions (less than 5 weeks). This means a student's withdrawal status will not be reflective in the student's myUHV account until the 13th, 5th, or 2nd class day if the effective date of withdrawal occurs before the 13th, 5th, or 2nd class day.

A student withdrawn by the University for scholastic or other reasons will receive a full refund of fees paid that semester. **Reducing semester credit hours to zero is considered a withdrawal.**

The University will refund a percentage of the tuition and required fees charged to students who officially withdraw from all courses at the institution according to the schedules below. Class days, during the fall and spring terms, are counted from the first official class day of a term. The first official class date of the term may differ from the actual start date of a course - refer to the ["Events" calendar](#) posted on the UHV homepage.

Withdrawal Refunds (no longer enrolled during a term)

	Prior to First Class Day	During the First 5 Class Days	During the Second 5 Class Days	During the Third 5 Class Days	During the Third 5 Class Days	After Fourth 5 Class Days
Regular Academic Session- 16 weeks	100%	80%	70%	50%	25%	No refund
	Prior to First Class Day	During the First 3 Class Days	During the Second 3 Class Days	During the Third 3 Class Days		
Five, Eight, & Ten Week Sessions	100%	80%	50%	No Refund		
	Prior to First Class Day	First Class Day	Second Class Day	Third Class Day		
Mini Session – Less Than 5 Weeks	100%	80%	50%	No Refund		

Dropped Course Refunds

Dropped course refunds ONLY apply when one or more classes are removed from your schedule, **but you remain enrolled in at least one course**. Reducing semester credit hours to zero is considered a withdrawal and withdrawal refund policies apply.

The University will refund tuition and required fees for dropped courses according to the schedules below.

Class days, during the fall and spring terms, are counted from the first official class day of a term (this date may differ from the actual start date of a course). Please refer to the [“Events” calendar](#) posted on the UHV homepage.

Dropped Course Refunds (reduce course load but remain enrolled)

	On or Before 1st Official Class Day	On or Before 4th Class Day	On or Before 12th Class Day
Regular Academic Session- 16 weeks	N/A	N/A	100%
Five, Eight, & Ten Week Sessions	N/A	100%	N/A
Mini Session - Less Than 5 Weeks	100%	N/A	N/A

Undergraduate 6-Drop Limit:

Texas Education Code (51.907) prohibits students enrolling for the first time as a freshman during the Fall 2007 academic term or any term thereafter from dropping more than a total of six courses in their entire undergraduate career. This total includes any course a transfer student has dropped at another 2-year or 4-year Texas public college or university. This does not apply to courses dropped prior to the census date (see the [“Events” calendar](#) posted on the UHV homepage) or to courses for which the student receives an administrative withdrawal or if the student withdraws from the entire term or session. Please refer to our online catalog for more details www.uhv.edu

Tuition Refund Appeals

Tuition appeals are considered for medical emergency, military duty, natural or national emergency, severe economic hardship, or university error. Appeals must be submitted within the term that the tuition and fees were paid. To initiate the tuition refund appeal, students must submit the Tuition and Fee Refund Appeal Form online. Additional documentation may be required. Tuition appeals received after the deadline will not be considered. The appeal committee generally reviews appeal requests once a month.

General Information

Student services and privileges, including library services, use of computer labs and parking terminate when a student cancels registration or withdraws from the University. Stopping payment on a check used to pay tuition and fees is NOT official notice of cancellation, withdrawal or dropping of courses and WILL NOT release the student from their financial obligation for those courses.

Tuition Rebate for Certain Undergraduates

(Set by the Texas Higher Education Coordinating Board): Tuition rebates up to a maximum of \$1,000 are available for qualified students who have attempted no more than 3 hours in excess of the minimum number of semester credit hours required to complete the degree as defined by the catalog under which they were graduated. Qualified students must apply for the rebate at the time they apply for graduation. For further information, email the Office of the Registrar and Student Records at registration@uhv.edu or call (361)-570-4368.

Auditing a Course

Students may request to audit an online or face to face course. To audit a course, students must complete an audit application. Audit applications can be requested in the Bursar's Office University West Building Room 113 or requested via email at billing@uhv.edu. Audit approval is subject to seating availability. Students auditing a course are required to pay resident tuition and fee rates. Late registration fees are not charged. Auditing normally conveys only the privilege of observing and does not include submitting papers, taking tests or participating in laboratories or field work. **Academic credit is not given for an audited course.**

Parking

Permits are not required for students on campus. Students are authorized to park in any unreserved space without a permit. This includes any unreserved space on either UHV parking lots or The Victoria College parking lots. At the UHV campus, students may also park in certain reserved spaces when those spaces are not reserved (6:00pm – 7:00am). **Permits are required for Jaguar Hall residents.**

Parking at the University of Houston-Victoria campus is shared with The Victoria College. Parking and traffic regulations are enforced by UHDPS Campus Security and The Victoria College Campus Police and Security who randomly patrol campus parking lots. Citations will result in various sanctions and penalties, including warnings, fines, towing and financial stops on student accounts. Review the Common Parking and Traffic Violations section in the Campus Parking and Traffic policy for more information on common violation which may warrant a citation.

It is unlawful for any person to park a vehicle on an institution of higher education except in a manner designed by the institution and in the spaces marked (51.205, Texas Education Code). Additionally, the university has authority to bar or suspend driving or parking privileges for rule violations (Section 51.207, Texas Education Code).

The complete Campus Parking and Traffic policy can be read online at <http://www.uhv.edu/fin/policy/a/A-19.aspx>. This policy establishes procedures specifically for the campus in Victoria. University employees and students conducting business at other off-campus sites, including The Victoria College, University of Houston Sugar Land

Campus, and UH System at Cinco Ranch are expected to comply with any parking and traffic policies at those locations. Parking regulations are subject to change by University action.

Disabled Parking Permits – UHV, as a state institution, follows the same guidelines as the State of Texas. For individuals with disabilities, application must be made through the individual's local tax assessor office for the specially designated state license plate or hanger which displays the disabled symbol recognized throughout the State. Disabled parking permits must be prominently displayed.

Office of Financial Aid

Department of Student Affairs

University West, Suite 110

3007 N Ben Wilson, Victoria, Texas 77901

For Financial Aid questions, telephone:

(361) 570-4125 or toll-free (877) 970-4848 ext. 4125

Fax: (361) 580-5555

Email: finaid@uhv.edu

Applying for Financial Aid

UH-Victoria administers a wide range of scholarships, grants, loans, and work-study employment for students who qualify. It is to the student's advantage to complete a **2012-2013 UHV Scholarship Application** and a **2012-2013 Free Application for Federal Student Aid (FAFSA)** form as early as possible since limited funds require that priority be given to the earliest applicants. Students are required to reapply and submit new applications annually because regulations governing financial aid change each year. The forms are available in the UHV Office of Financial Aid, and on the UHV Financial Aid web page, <http://www.uhv.edu/ofa/forms.aspx> and <http://www.fafsa.ed.gov>. Additional forms and documents may be requested based on the information that is gathered from the financial aid applications and the Office of Admissions.

Viewing Your Financial Aid Status

UHV student e-mail is the official mode of communication that is used to notify students of changes or updates to his/her UHV records. Students should check their **UHV student e-mail account** for emails periodically. Students can view his/her UHV financial aid records on-line in MyUHV at <http://www.uhv.edu/LoginMyUHV.aspx>. Students should review their financial aid data, accept, modify, or decline financial aid awards, and/or complete the tasks listed on the To Do List.

Awarding Process

Students must meet the following minimum requirements for a majority of the financial aid programs: demonstrate financial need (except for certain loans); have a high school diploma or a General Education Development (GED) certificate, or complete a high school education in a home school setting that is treated as such under state law; be a U.S. citizen, U.S. national, or U.S. permanent resident; have a valid Social Security number; be unconditionally admitted to UHV; be degree seeking; making satisfactory academic progress toward a degree or certification; not be defaulted on any educational loan or owe a refund on a federal or state grant; be registered with the Selective Service, if male; be enrolled at least half-time (except Pell Grants); certify that you will use federal student aid only for educational purposes; and not be convicted of possessing and/or selling illegal drugs for an offense that occurred while receiving federal student aid. Transient and visiting students who are non-degree seeking at UHV are not eligible for financial aid.

The priority deadlines are as follows:

March 15 — Fall
October 15 — Spring
March 15 — Summer

The most common type of financial aid is a "package" which is awarded in the following order: grants, scholarships, employment, and/or loans. Prior to awarding federal, state, and institutional financial aid, a student's eligibility is reviewed. Financial Aid awarded prior to the semester beginning will be based on full-time enrollment and aid awarded after the semester begins will be based on the student's current enrollment status. Financial aid will not be awarded until all requested documents have been received and reviewed. Students who have incomplete files should be prepared to pay for their tuition, fees, books and supplies, and other educational expenses by the due date posted on the bill.

An Award Notice email will be sent to the student's **UHV e-mail address** informing them that they need to review their financial aid offered on the MyUHV web link and then Accept, Modify or Decline the awards. All students accepting a Federal Direct Subsidized and/or Unsubsidized Loan will need to complete the Direct Loan Master Promissory Note at <https://studentloans.gov> so the loan can be originated. Future loans accepted by students will be originated using the promissory note on file with the Department of Education.

Federal Direct Loan Entrance Counseling is required for all first-time Federal Direct loan borrowers at UHV. Federal Direct Grad PLUS Loan Entrance Counseling is required of first-time Federal Direct Grad PLUS borrowers. Federal Direct Loan Exit Counseling and/or Federal Direct Grad PLUS Exit Counseling is required for all loan recipients each time they complete a degree, drop below half-time, leave UHV, or withdraw from the semester. The web site available for loan entrance counseling is: <https://studentloans.gov> and the site for loan exit counseling is http://www.nsls.ed.gov/nsls_SA/. If loan borrowers need to defer payments or request a forbearance on his or her Federal Stafford loan(s) while in repayment, forms are available at www.tgslc.org.

If students are planning to receive financial aid at UHV as co-enrolled students, they must complete a Consortium Agreement form each semester they co-enroll. In addition, a copy of the student's class schedule and paid fee receipt is required as proof of enrollment. The Consortium Agreement form can be located at <http://www.uhv.edu/ofa/forms.aspx>. UHV currently has consortium agreements with Austin Community College, Coastal Bend College, Houston Community College, The Victoria College and Wharton County Junior College. Consortium agreement forms are also available for students co-enrolling with UH, UH-Downtown and UH-Clear Lake. Federal regulations may not allow students to receive financial aid from two institutions simultaneously or for classes that will not transfer to the student's UHV degree plan.

Due to the wide range of financial aid available, the specific processes for applying, and the constant change in available funding, students are encouraged to contact UHV financial aid personnel early in the process and to keep the staff informed of any changes that may occur which would affect his/her ability to pay for educational expenses.

UH-Victoria Programs of Financial Assistance

- Hinson-Hazlewood Loans
- Federal College Work-Study Program
- Federal Direct Loan Program (Subsidized and Unsubsidized)
- Federal Direct Graduate PLUS Loan Program
- *Federal Pell Grant Program
- *Federal Direct Parent PLUS Loan Program
- *Federal Supplemental Educational Opportunity Grants
- Federal TEACH Grant
- Miscellaneous State Scholarships (to 10%, License Plate, etc.)
- *Texas B-On-Time Loan
- Texas College Work-Study Program
- * TEXAS Grant
- Texas Public Education Grants (Resident or Nonresident)
- Tuition Offset Grants
- UHV Scholarships

* For Undergraduate Students Only

For a brief description of the criteria of the programs listed above, contact the Office of Financial Aid or log on to www.uhv.edu/ofa.

Endowed scholarship funds are awarded on the basis of financial need and academic merit. To view the online listing of university scholarships, go to <http://www.uhv.edu/ofa/scholarships.aspx>. In addition, the community and civic organizations award several scholarships to UHV students. Some of the organizations require you to complete their applications. Information on new student scholarships may also be obtained by contacting a UHV recruiter in the student's prospective Academic School (ex. Arts & Sciences, Nursing, etc.). At times, UHV offers special scholarship

incentive programs. If a student is recommended for one of the scholarships, the student must complete the UHV Scholarship Application.

Bureau of Indian Education -- Higher Education Grant Program

The BIE Higher Education Grant provides supplemental financial aid to the eligible American Indian/Alaska Native student seeking a Bachelor's degree. Students must be a member of, or at least one-quarter degree Indian blood descendent of a member of an American Indian tribe which is eligible for the special programs and services provided by the United States through the Bureau of Indian Education. Students must be accepted for admission to UHV and demonstrate financial need. The grant application is available with the education officer of the Tribe in which the student is affiliated or possesses membership. For a tribal directory, go to <http://library.doi.gov/internet/subject/triballeaders11.pdf>. If the student's tribe is not administering the grant program, they can direct you to the nearest Bureau of Indian Affairs, Education Line Officer for the application. For more information, review the following website: <http://www.bie.edu/idc/groups/xbie/documents/text/idc-008101.pdf>. Full-time Graduate students who are members of a federally recognized Indian/Alaska Native tribe can contact the American Indian Graduate Center for an application at (505) 881-4584. Additional information is available at the following website: <http://www.aigcs.org>.

Tuition and Fee Exemptions

Exemptions and waivers are issued only for the period in which a student is currently enrolled; therefore, applications must be submitted no later than the official closing day of the semester or summer term being attended. An example is the Hazlewood Act Exemption. The UHV Bursar's Office processes tuition exemptions and waivers. For a listing of Texas Higher Education Coordinating Board exemptions, log onto the College For Texans website, <http://www.collegefortexans.com>.

Vocational Rehabilitation

The Texas Rehabilitation Commission offers assistance for tuition and required fees to students who have certain physical or emotional disabilities, provided the vocational objective selected by the student has been approved by an appropriate representative of the Commission. Through this state agency, other rehabilitation services are available to assist disabled persons to become employable.

Application for this type of assistance should be made to the nearest rehabilitation office. Inquiries may be addressed to the Texas Rehabilitation Commission, 4102 N. Navarro, Suite D-2, Victoria, Texas 77901.

Veterans' Benefits

UH-Victoria is approved by the Texas Education Agency for VA educational benefits for veterans, children and spouses under Chapters 32 and 35, Title 38, U.S. Code. Student veterans may receive assistance in applying for benefits from the Office of Financial Aid. To expedite payments, veterans should contact the Office of Financial Aid at least 60 days prior to the first class day of each semester or term to complete all necessary paper work for that period of study. Co-enrolled students must inquire with the UHV VA Officer regarding additional documentation required for his/her file. The student file may be certified as early as 10 days prior to the first class day of each semester.

The Montgomery G I Bill (Chapter 30) Active Duty Program provides up to 36 months of education benefits. Generally these benefits are payable up to 10 years following release from active duty.

The Montgomery G I Bill (Chapter 1606) Selected Reserve Program or the Reserve Educational Assistance Program (Chapter 1607) may be available if the student is a member of Selected Reserve (Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, Army National Guard Reserve and the Air National Guard Reserve).

Eligibility for this program is determined by the Selected Reserve components. VA makes the payments to the student. The student may be entitled to receive up to 36 months of educational benefits. Benefit entitlements

end 10 years from the date of the student's eligibility for the program or on the day he or she leaves the selected reserve.

Survivors and Dependents' Education Assistance Program (DEA Chapter 35) offers up to 45 months of education benefits.

Veterans Vocational Rehabilitation Program (Chapter 31) eligibility for the Veterans benefits is determined by the Vocational Rehabilitation Office in Houston, Texas.

The Post 9/11 GI Bill (Chapter 33) goes well beyond helping to pay for tuition. Many veterans who served after September 11, 2001, may get full tuition and fees, a new monthly housing stipend, and up to a \$1000 per year stipend for books and supplies. Chapter 33 also gives Reserve and Guard members who have been activated for more than 90 days since 9/11 access to the GI Bill benefits.

The Marine Gunnery Sergeant John David Fry Scholarship can be awarded to children of an active duty member of the Armed Forces who has died in the line of duty on or after September 11, 2001. A child may be married or over 23 and still be eligible. The children are entitled up to 36 months of benefits (in-state undergraduate tuition and fees, plus a monthly living stipend and book allowance) at the 100% level; have 15 years to use the benefit beginning on his/her 18th birthday; may use the benefit until his or her 33rd birthday; cannot use the benefit before age 18; and are not eligible for the Yellow Ribbon Program.

Texas veterans who have no eligibility remaining under any program of the United States government may be eligible for exemption of tuition and certain fees under the provisions of the Hazlewood Act.

Additional information regarding Veterans Benefits may be obtained by visiting the VA Website www.gibill.va.gov. The VA Certifying Official is located in the Office of Financial Aid.

For Additional Information: Veteran's Administration Regional Office
P. O. Box 8888
Muskogee OK 74402
1-888-442-4551

Websites students may want to visit regarding financial aid are:

www.uhv.edu/ofa

www.collegeforalltexas.com

www.adventuresineducation.org

www.fastweb.com

www.fafsa.gov

www.studentaid.ed.gov

www.nslds.ed.gov

www.uhv.edu/LoginMyUHV.aspx

Disbursement of Financial Aid

Financial Aid awards that have been accepted in MyUHV will appear as anticipated aid on the student's billing account. If the aid exceeds the institutional charges, the student does not have to make any other payment arrangements. Up to ten (10) days prior to the first class day, financial aid disbursements for eligible students will be applied to the student's account. Each semester enrollment and eligibility reviews are conducted prior to authorizing the release of aid. Aid is awarded based on full-time enrollment and aid is disbursed based on *actual* enrollment. If discrepancies are found, the disbursement of aid will be delayed until all discrepancies are resolved. Eligibility and enrollment reviews are also conducted after the census date. Aid will be adjusted accordingly if

necessary. If the disbursed aid results in a credit on the student's account, the remainder will be disbursed to you within 14 business days according to the refund option you selected on the Higher One website.

Revisions of Financial Aid Awards

Financial aid adjustments may result in the student repaying a portion of any financial aid received.

WITHDRAWALS PRIOR TO THE 1ST CLASS DAY: If a student withdraws prior to the 1st class day, 100% percent of his or her grant(s) and scholarship(s) disbursed to the student account will be returned to the fund(s). If the student received a refund check, the student is responsible for returning 100% of the grant and scholarship refund amount to the school. UHV will return 100% of the loan funds used to pay tuition and fees. The student's servicer will be notified of the student's withdrawal. The loan servicer may notify the student that the total amount of loan funds disbursed have gone into immediate repayment status. If not repaid to the servicer in a timely manner, usually 30 days, the servicer may put the loan in a defaulted status. The student is responsible for returning to the servicer the loan funds that UHV disbursed to the student.

CHANGE IN COURSE LOAD BETWEEN THE 1ST AND 12TH CLASS DAY (MAINTAINING AT LEAST HALF-TIME ENROLLMENT STATUS): Grants and scholarships will be reviewed between the 1st through 12th class day (4th class day for summer sessions). If a student adds or drops courses, the grants and scholarships will be reevaluated. Downward financial aid adjustments may result in the student repaying a portion of any financial aid received. The tuition refund may be returned to the state or institutional fund(s). Courses dropped after the 12th class day (4th class day for summer sessions) will not cause a reevaluation of aid awarded. If the Direct loan funds have been disbursed to the student who has reduced their hours, the loan will not be adjusted. The student's enrollment adjustment may cause an overaward. If the student has other forms of aid, the awards may be reduced or canceled to reduce or eliminate the overaward situation. Second disbursements may be adjusted or canceled to reduce or cancel an overaward as well, if applicable. Pending fund availability, some financial aid awards will be increased if the student added additional courses. Dropped courses will be taken into consideration during the review of the student's satisfactory academic progress.

DROPPING BELOW HALF-TIME PRIOR TO THE 13TH CLASS DAY: The student's loan servicer will be notified of the student's enrollment status change which will cause his or her grace period to begin. The student borrower's second loan disbursement will be canceled, if applicable. All grant and scholarship awards will be adjusted accordingly which may result in a balance on the student's account. If the Direct Loan funds have been disbursed to the student who has reduced their hours, the loan will not be adjusted. The student's enrollment adjustment may cause an overaward. If the student has other forms of aid, the awards may be reduced or canceled to reduce or eliminate the overaward situation. Second disbursements may be adjusted or canceled as well, if applicable. The student must pay UHV for tuition and fees, if applicable, for continued enrollment in courses in a less than half-time status.

WITHDRAWALS BETWEEN 1ST AND 12TH CLASS DAY: Students who withdraw prior to the 13th class day will have the Return to Title IV calculation computed for all federal aid disbursed. A portion of the student's federal aid will be adjusted downward which may result in the student repaying a portion of federal aid previously disbursed. Refer to the Return of Title IV Funds Policy for withdrawals on or after the 1st class day. One hundred percent of all institutional and state financial aid will be returned to the funds. Financial aid adjustments may result in the student repaying a portion of any financial aid disbursed.

WITHDRAWALS FOR STUDENTS WITH TUITION AND FEE AWARDS THROUGH THE 20TH CLASS DAY (6th Class Day for Summer Sessions) Students who withdraw prior to the 21st class day (7th class day for summer sessions) may have their tuition and fee scholarship adjusted to equal the student's recalculated tuition and fee bill. A debit for the difference will be applied to the student's account.

Satisfactory Academic Progress Policy

Effective: July 1, 2011

Students admitted into a course of study leading to a degree, and who receive federal, state, institutional or veterans' financial assistance, have their academic progress reviewed by the Office of Financial Aid at the end of each payment period. Financial aid recipients must meet several aspects of satisfactory academic progress to maintain their aid eligibility. Federal guidelines state that all periods of attendance will be counted toward the students' academic progress review, regardless of whether the student received financial aid. Students must meet the following qualitative and quantitative standards to maintain financial aid eligibility at the University of Houston-Victoria.

Qualitative Measures of Academic Progress

Grade Point Average

Incoming freshman or new *undergraduate* transfer students to the University of Houston-Victoria will be eligible to apply for financial assistance if they have been admitted to the university.

Undergraduates, including post baccalaureate students, must maintain at least a 2.00 cumulative G.P.A., based on a 4.0 grading scale at the University of Houston-Victoria.

First-time, first-year, or transfer *graduate students* will be eligible to apply for financial assistance if they have been admitted to the university.

Graduate students are required to maintain at least a 3.00 cumulative grade point average, based on a 4.00 grading scale at the University of Houston-Victoria.

The minimum cumulative grade point averages are consistent with the university's requirements for graduation.

Quantitative Measures of Academic Progress

Pace of Progression

Undergraduate students, including post baccalaureate students, receiving financial assistance must complete at least 67% of the cumulative credit hours attempted at the University of Houston-Victoria in order to maintain eligibility.

All *graduate students* receiving financial assistance must complete at least 67% of the cumulative credit hours attempted at the University of Houston-Victoria in order to maintain eligibility.

Maximum Timeframe

Undergraduate students, including post baccalaureate students, are expected to complete their degree or certification within a maximum of 180 attempted credit hours. If a student changes plans, he or she must still receive his or her bachelor's degree or certification within a maximum of 180 attempted credit hours. No limit is set to the number of times a student may change his or her plan; however, all attempted hours at UHV and transfer hours will be included in the SAP maximum timeframe determination.

Graduate students are expected to complete their degree or certification within a maximum of 68 attempted credit hours. If a student changes plans, he or she must still receive his or her master's degree within the 68 attempted credit hour limitation. No limit is set to the number of times a student may change his or her plan; however, all attempted hours at UHV and transfer hours will be included in the SAP timeframe determination.

Transfer Work

Credit hours transferred to the University of Houston-Victoria will count as both attempted and completed hours.

Treatment of Grades

Withdrawals (W) and unsatisfactory (U) grades are not figured into a student's grade point average. Withdrawals and unsatisfactory grades are considered attempted hours in the pace of progression and maximum timeframe quantitative measures. Incomplete grades are also considered attempted courses. When a student informs the Office of Financial Aid that an incomplete grade has changed to a passing grade, the student's academic progress will be reassessed at that time. If the student does not inform the office, the grade change will not be reflected until the next regular review of satisfactory academic progress.

Repeated courses are considered attempted hours and if the student received a passing grade, the repeated courses will also be considered completed courses. The most recent grade of a repeated course will be included in the GPA calculation. Undergraduate students may receive Title IV aid for only one repeat of a previously passed course.

Remedial class(es) and ESL classes are not included in the quantitative and qualitative measures.

Courses dropped prior to the term's census date will not be considered in the SAP calculation.

Monitoring of Academic Progress

The cumulative grade point average, pace of progression, and maximum credit hour limitation are monitored each term. UHV advisors monitor the student's who have at least 105 completed courses to identify who has or will be completing the academic program during the upcoming or current term. If a student has completed his/her program, the academic advisor will notify the Financial Aid Specialist.

If any student fails to meet one of the SAP quantitative or qualitative measures, the student will be placed on financial aid warning for one term. If the student does not meet the measures at the end of the following term in which the student was on warning, the student will be placed on financial aid suspension. Students on financial aid suspension will not be eligible to receive any form of financial assistance. Records used to monitor satisfactory academic progress will be filed in the student's financial aid electronic folder. Students will be able to view their Satisfactory Academic Progress on the MyUHV Self Service website. Email notifications will be sent to the student's UHV email account when they have been placed on Warning status.

Appeal Process

All students not meeting the satisfactory academic requirements will be notified by mail stating that they have been placed on financial aid suspension. The letter will contain the website link to the Satisfactory Academic Progress Policy and a link to the SAP Appeal Form. Students who have questions or concerns about the situation are welcome to speak with the Financial Aid Specialist who monitors SAP or they may appeal the suspension.

Students who have mitigating circumstances may submit a Satisfactory Academic Progress Appeal Form along with pertinent documentation within two months of receiving the letter of suspension. Examples of mitigating circumstances are a death of a relative, an illness or injury to the student, or other special circumstances. The appeal should be submitted to the University of Houston-Victoria's Financial Aid Appeals Committee; University of Houston-Victoria; 3007 N. Ben Wilson; Victoria, TX 77901-5731. The committee consists of the Director of Business Services and the Director of Student Retention and Academic Success, or their designees. The appeals committee will meet within two weeks of receiving the appeal. The deadline to submit the SAP Appeal form is one month prior to the end of the term in which the student is applying for aid.

The student must provide the following:

- a. The circumstances which caused their suspension and what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation
- b. The student's plan to correct the circumstances (i.e., planned usage of the Academic Center)
- c. Your intended future enrollment plan including the number of hours remaining before receiving degree
- d. A current copy of the student's signed degree plan
- e. Any other pertinent documentation regarding mitigating circumstances (i.e., letter from physician).

If the student receives a favorable decision from the UHV Financial Aid Appeals Committee, the student will be placed on financial aid probation. Financial aid eligibility will be granted for the probationary period. A student on financial aid probation may receive aid for one payment period or UHV may develop an academic plan for the student, and if followed, will ensure that the student is able to meet the institution's SAP standards by a specific point in time. The student will need to fulfill specific terms and conditions such as meeting the terms of a Financial Aid Academic Success Agreement, taking a reduced course load, enrolling in specific courses, no drops or withdrawal of classes, and/or achieve a specific term GPA. At the end of one payment period on financial aid probation, the student must meet UHV's SAP qualitative and quantitative measures or meet the requirements of the academic agreement developed by the institution in order to receive financial aid funds for the subsequent payment period.

The student is called after the committee meets to explain the results of the appeal. An email will also be sent to the student via E-forms notifying him or her of the results of the appeal. Appeal denial letters are to include a statement stating that neither paying for their own classes nor sitting out for an enrollment period is sufficient for students to re-establish eligibility for Title IV aid. A copy of the letter will also be filed in the student's folder. If the student is concerned about the outcome of the committee's appeal, the student can make an appointment to visit with the Financial Aid Director. A maximum of two appeals per career may be submitted.

A student may receive grants, scholarships, and work study for the payment period in which the student regains eligibility. For Federal Direct Loans, a student who does not meet satisfactory academic progress standards at the beginning of a period of enrollment but who meets the standards later in that period is eligible for the entire period of enrollment in which he or she met the satisfactory academic progress standards.

Disbursement of Policy

Students are notified of the SAP policy in the UHV Catalog online. In addition, copies are available as a handout in the OFA. SAP policy guidelines are available on PeopleSoft Self Service to aid applicants and they are on the UHV OFA web page. The policy is also mailed to students not meeting academic progress.

Return of Title IV Funds Policy

Effective: July 2011

When a student totally withdraws, stops attending, is expelled or takes a qualified leave of absence from all classes in a given semester, the Higher Education Act requires the institution to determine whether Title IV funds must be returned by or on behalf of the student. Title IV aid is earned in a prorated manner on a per diem basis up to and including the 60% point in the semester. For example, a student who withdraws completing only 30% of the term will have "earned" only 30% of any Title IV aid received. The remaining 70% must be returned by the school and/or the student. Aid adjustments may cause the student to repay a portion of any financial aid received. Students will be notified of any indebtedness to UHV. Students who withdraw after completing 60% of the term will be considered to have "earned" 100% of the aid.

If a student is thinking about withdrawing from all classes PRIOR to completing 60% of the semester, he or she should contact the Office of Financial Aid (OFA) to see how withdrawal of classes would affect his or her financial aid. A copy of the "Return of Title IV Funds" worksheet used for this calculation can be obtained from UHV's Office of Financial Aid.

Tuition and Fee Refund Policy for All Students

Refunds on all institutional charges, including tuition and fees, will be calculated in accordance with Section 54.006 of the Texas Higher Education Code refund policy when a student drops a class or withdraws from UHV. UHV's Institutional Refund policy is available at: <http://www.uhv.edu/Bursar/DropWithdrawlRefundSchedule.aspx>.

Official and Unofficial Withdrawals

This policy shall apply to all students who officially or unofficially withdraw from the University of Houston-Victoria (UHV), and receive financial aid from Title IV funds.

The term "Title IV Funds" refers to the Federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: unsubsidized Direct loans, subsidized Direct loans, Direct PLUS loans, Federal Pell Grants, TEACH Grant, Iraq Afghanistan Service Grant, and Federal SEOG. The calculation does not include the Federal College Work-Study program.

A student's withdrawal date is: the date the student began the institution's withdrawal process or officially notified the institution of the intent to withdraw. This can be done by withdrawing in MyUHV. For a student who leaves without notifying the institution, the withdrawal date will be determined by the midpoint of the period or the student's last date of attendance at a documented academically-related activity (examples of academically-related activity include an exam, a tutorial, computer assisted instruction, physical attendance where there is direct interaction between instructor and student, participation in on-line discussion about academic matters, initiation of contact with instructor to ask questions about academic subject matter, class assignments completed, or a meeting of a study group assigned by the school). Logging into an on-line class only is not considered an academically-related activity. If special circumstances exist that prevent a student from beginning the withdrawal process, the Director of Financial Aid will consider these matters on a case by case basis.

Enrollment reports are reviewed to determine who has withdrawn and the date of withdrawal. The Office of Financial Aid also receives an "All F" report at the end of each semester from the Registrar's Office. Students who receive a letter grade of "F" in all courses registered for a term will be subject to the Return of Title IV Funds calculation once a withdrawal date is determined. Professors are contacted for determining the student's last academic related activity.

For students enrolled in Modules

A student is considered withdrawn if the student does not complete all of the days in the payment period that the student was scheduled to complete. UHV will track enrollment in each module (a group of courses in a program that do not span the entire length of the payment period, for example, an intersession or mini-sessions combined to form a term) to determine if a student began enrollment in all scheduled courses. If a student officially drops courses in a later module while still attending a current module, the student is not considered as withdrawn based on not attending the later module. However, a recalculation of aid based on a change in enrollment status may still be required.

If a student provides written confirmation to UHV at the time of ceasing attendance that the student plans to attend another course later in the same payment period, the student is not considered to have withdrawn from the term. If the student does not provide written confirmation of plans to return to school later in the same period, a school considers the student to have withdrawn. However, if the student does return to UHV in the same period, even if the student did not provide written confirmation of plans to do so, the student is not considered to have withdrawn after all and is eligible to receive the Title IV funds for which the student was eligible before ceasing attendance. UHV will then reverse the R2T4 process and provide additional funds the student is eligible to receive at the time of return.

Title IV Aid Disbursed or Could Have Been Disbursed

The first step of the calculation is identifying all the net Title IV aid disbursed to the student's account or by check prior to the determination of the student's withdrawal date. To be aid that could have been disbursed, the Department of Education had processed the student's FAFSA with an official EFC, SEOG was already awarded, a loan was certified or originated by the school and the student had a valid MPN. Aid that is prohibited from being disbursed prior to the student withdrawing is also aid that could have been disbursed. However, the student will never be able to receive the funds. For example, aid prohibited from being disbursed could be the 2nd disbursement of a loan for the payment period.

Earned Aid

The percentage of Title IV aid earned shall be calculated as follows: *# of days completed by student / Total # of days in term*. The percent of term completed shall be the percentage of Title IV aid earned by the student. The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.

Unearned Aid

The percentage of Title IV aid unearned (i.e., to be returned to the appropriate program) shall be: 100% minus the percent earned. First, UHV shall return the unearned aid to the federal programs or servicer by debiting the student's account. The calculation is as follows:

$$\text{Total required institutional charges} \times \text{percent of unearned aid} = \text{amount returned to program(s) by UHV}$$

Institutional charges consist of tuition and fee charges assessed prior to the withdrawal and on-campus room and board charges.

Second, the student shall return the unearned aid to the federal programs or servicer as follows:

$$\text{Total unearned aid less the institution's share} = \text{amount returned to the program by the student}$$

Distribution of Title IV Funds

Unearned Title IV aid shall be returned to the following programs in the following order:

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Graduate PLUS Loan
- Parent PLUS Loan
- Federal Pell Grant
- Federal SEOG
- TEACH Grant
- Iraq Afghanistan Service Grant

Exception: no program can receive a refund if the student did not receive aid from that program. When the total amount of unearned aid is greater than the amount returned by UHV from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:

- Unsubsidized Stafford Loan*
- Subsidized Stafford Loan*
- Graduate PLUS Loan*
- Parent PLUS Loan*
- Federal Pell Grant**
- Federal SEOG**
- TEACH Grant**
- Iraq Afghanistan Service Grant**

*Loans amounts are returned with the terms of the promissory note.

**Grant funds due to be returned would be the initial amount of grants for the student to return minus 50% of grant aid disbursed. A student does not have to repay grant overpayments of \$50 or less per program.

Time Line for Return of Title IV Funds

Refunds and adjusted bills will be sent to the student's home address on file in MyUHV following withdrawal. Students are responsible for any portion of their institutional charges that are left outstanding after Title IV funds are returned. The Bursar's Office will send each student up to three collection notices, allowing outstanding balances to be paid within 90 days. Delinquent accounts are assigned to an outside collection agency and are reported to the credit bureau. Students who have an outstanding balance on their UHV student account will remain ineligible to register for courses in upcoming semesters until the account is paid in full.

Institutional and Student Responsibilities

UHV's responsibilities in regard to the Return of Title IV funds include:

- Providing each student with the information given in this policy (See the UHV Catalog or UHV Financial Aid website at <http://www.uhv.edu>);
- Identifying students who are affected by this policy and completing the Return of Title IV Funds calculation for those students within 45 days of determining the student withdrew and returning any Title IV funds that are due the Title IV programs within 45 days of determining the student withdrew.
- Contact a withdrawn student prior to making a Post-Withdrawal Disbursement of loan funds to explain loan obligations and confirm if the loan funds are still wanted by the student within 30 days of the school's determination of the student withdrawal. Documentation of the student's decision and contact information must be filed in the student's folder.

The student's responsibilities in regard to the return of Title IV funds include:

- Becoming familiar with the Return of Title IV policy and how complete withdrawal affects eligibility for Title IV aid; and
- Returning to UHV any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV Funds calculation.
- Provide a response within 15 days instructing UHV to make a post-withdrawal disbursement.

Example

Michael withdrew after attending 11 days of a 110 day enrollment period.

He received a \$1000 Pell Grant and a \$2500 Federal Subsidized Loan.

His institutional costs were \$1000.

Days attended 11 / Days in Period 110 = Percentage completed 10%

Total Title IV aid disbursed \$3500 X % Completed 10% = Earned Aid \$350

Total disbursed aid \$3500 – Total Earned Aid \$350 = Unearned Aid \$3150 100% - % Completed 10% = % Unearned Aid 90%

% Unearned Aid 90% X Institutional Charges \$1000 = Uncoverable charges \$900 The lesser of: Unearned Aid to be Returned (\$3150) or Uncoverable Charges = \$900 Unearned Aid \$3150 – Institution's Share \$900 = Student's Share \$2250

The institution will return \$900 to the Federal Subsidized Loan servicer.

The student will return \$1600 to the Federal Subsidized Loan servicer according to the terms of the promissory note.

Initial amount of unearned aid due from the student \$2250 – student's repayment to the student's loan \$1600 = Initial amount of Title IV Grants for Student to Return \$650

Grant aid disbursed $\$1000 \times 50\% = \500

$\$650 - \$500 =$ Title IV Grant Funds for the Student to Return $\$150$

If the student's account has a balance after returning the financial aid, the student will be billed.

Appeals

Students may make a written appeal for an exception based on their individual circumstances. The appeal should be made to the Financial Aid Director. An appeal would be, for example, if the professors withdrew a student from all the classes. The professors did not provide a last day of academic related activity so the calculation used the midpoint in the term. The student wanted to provide documentation to prove that he or she attended classes longer than the midpoint in the term.

The fees, procedures, and policies listed above supersede those published previously and are subject to change at any time.

Registration and Records

Office of the Registrar and Student Records

Department of Student Affairs

University West, Suite 120

3007 N. Ben Wilson, Victoria, Texas 77901-5731

For Student Records questions, telephone:

(361) 570-4368 or toll-free (877) 970-4848 ext. 4368

Fax: (361) 580-5545

Web: www.uhv.edu/oar

Email: registration@uhv.edu

Registration Information

General Registration Information

Online registration is required for every term of attendance at UH-Victoria. Specific dates and detailed instructions for each registration period are included in the class schedule available online at www.uhv.edu "Registration / Payment Calendar". Registration is not final until the student has completed all registration procedures and tuition and fees are paid in full. NOTE: Students will not be allowed to register for classes at this campus or any other UH institution until all UH System financial indebtedness has been cleared.

Students completing registration during the late registration cycle will be assessed a non-refundable late registration fee. Questions regarding registration should be directed to the Office of the Registrar and Student Records.

Cancellation of Registration

A student may cancel registration after payment without financial penalty if the student does so before the official first day of class. The student is entitled to a full refund and is regarded as never having registered.

Class Schedule

A class schedule of course offerings for the term, may be viewed in advance of the beginning of the term online at www.uhv.edu. The "Important Dates & Deadlines" calendar includes online registration dates and procedures. Course offerings are generally available for web viewing on the following dates:

Fall – June 1

Spring – November 1

Summer – April 1

Class Membership and Attendance

A student should not attend a class unless properly registered for that course and section. Failure to follow proper registration procedures may jeopardize the student's good standing at the university and result in a loss of credit. Instructor's class rolls are made up only from the official enrollment records. A student whose name is not on the class roll in each registered class should contact the Office of the Registrar and Student Records to verify proper registration. "Attendance" at UHV is defined currently to include attendance in person or by correspondence, including participation via paper correspondence, videoconference, satellite, Internet or other electronic or telecommunication method where students are not physically present in a classroom. (A "student" is defined as an individual who is or has been "in attendance" at an educational agency or institution and regarding whom the agency or institution maintains education records.)

Discontinued Classes

The university reserves the right, when necessary, to discontinue classes or to otherwise alter the schedule. If a class is discontinued, students will be notified as soon as possible by the academic school, so that they may register for alternate courses. A student who is enrolled in a discontinued class must officially drop the course and, if the student wishes to enroll in another section, the student must officially drop and add immediately. If the university discontinues a course and the student elects not to replace it with another course, then the student will receive a refund from the Office of Administration and Finance.

Add/Drop Courses - Section Changes

After completing registration the student may add a course or change a class section during the times listed in the "Important Dates & Deadlines" calendar available online at www.uhv.edu. The form for section changes is available online at www.uhv.edu/oar. The student should check the "Important Dates & Deadlines" calendar for important deadlines and information regarding adding and dropping sections.

Course Prerequisites

Prerequisites and co-requisites as specified under the UHV course listings are enforced.

Graduation

A student who plans to graduate at the end of the current term should check the academic calendar for deadlines to apply for graduation. The student must apply for graduation before the deadline indicated for each term in the academic calendar. Students who have not applied for graduation will not be graduated in a given term. The application for graduation is submitted online through the Student Self-Service system (MyUHV).

Auditing a Course

Refer to the BILLING and FINANCIAL INFORMATION section of this catalog for procedures for auditing classes.

Student Records / FERPA

Notice of Student Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights are as follows:

1. Students have the right to inspect and review their education records within 45 days of the day the university receives the request.
2. Students have the right to request the amendment of their education records that they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If the university denies a student's requested amendment, the student has the right to a hearing regarding the requested amendment to his/her education record.
3. Students have the right to provide written consent before the University discloses personally identifiable information in their education records, except to the extent that FERPA authorizes disclosure without consent.
4. Students have the right to file a complaint with the U. S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901.

Definitions Related to FERPA:

Act: Refers to the Family Educational Rights and Privacy act of 1974, as Amended, enacted as Section 438 of the General Education Provisions Act (20 U.S.C. 1232g).

Agent: A person or business formally authorized to act on another's behalf.

Attendance: Is defined currently to include attendance in person or by correspondence, including participation via paper correspondence, videoconference, satellite, Internet or other electronic or telecommunication method where students are not physically present in a classroom. (A "student" is defined as an individual who is or has been "in attendance" at an educational agency or institution and regarding whom the agency or institution maintains education records.)

Directory Information: Information contained in an education record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. Within guidelines of FERPA, the following is considered "Directory Information" at UH-Victoria and the institution will release and make available to the public unless notified by the student to withhold release of this information:

- Name
- Address (all addresses listed in myUHV)
- University issued Email address
- Telephone listing
- Date of birth
- Photograph
- Classification (undergraduate or graduate)
- Major, degrees and awards received
- Dates and types of awards received
- Dates of attendance (ex. Fall 2001 to Fall 2005)
- Most recent previous educational agency or institution attended
- Classification (undergraduate or graduate)
- Enrollment status (full-time or part-time)
- Participation in officially recognized activities or sports
- Weight and height of members of athletic teams.

If a student does not want "directory information" regarding him or her to be released (i.e., opt out of directory information disclosures), the student can update their records by logging into [Student Self-Service](#) (see Campus **Personal Information/Privacy Settings**) to place a privacy restriction on their records. The student may also notify the Office of the Registrar and Student Records in writing at 3007 N. Ben Wilson, Victoria, TX 77901, or submit the [Request to Withhold Public Information Form](#) in person to the Office of the Registrar (University West Building, Room 120), or by fax to (361) 580-5500.

A student's request to opt out of directory information disclosure remains in effect until the student "releases" the hold in the Student Self-Service system or revokes the request in writing to the Office of the Registrar and Student Records. (The Withhold Public Information Form can also be found at: http://www.uhv.edu/oar/pdf/request_to_withhold_public_information.pdf)

Note: An opt out of directory information disclosures does not prevent a school from identifying a student by name or from disclosing a student's electronic identifier or institutional email address in class. The right to opt out of directory information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether the class is held in a specified physical location or online through electronic communications.

Education Institution (or Agency): Generally means (1) any public or private agency or institution (including governing boards which provide administrative control or direction of a College system) of post-

secondary education that (2) receives funds from any federal program under the administrative responsibility of the Secretary of Education. The term refers to the institution as a whole, including all of its components (e.g., schools or departments in a College).

Education Records: Those records directly related to a student and maintain by the institution or by a party acting for the institution. The Office of the Registrar and Student Records retains a minimum of the following documents in a student's permanent education record: approval letter(s), application form(s), transfer transcripts, undergraduate and graduate admission test scores (if applicable), degree plan, and any other document(s) pertaining to the student's academic career at UHV. The term "education records" does not include the following:

- records of institutional, supervisory, administrative, and certain educational personnel which are in the sole possession of the maker and are not accessible or revealed to any other individual except a substitute who performs on a temporary basis (as defined in the institutional personnel policy) the duties of the individual who made the records
- records maintained by a law enforcement unit of the education agency or institution that were created by that law enforcement unit for the purpose of law enforcement.
- records relating to individuals who are employed by the institution which are made and maintained in the normal course of business, relate exclusively to individuals in their capacity as employees, and are not available for use for any other purpose. (Records of individuals in attendance at an institution who are employed as a result of their status as students are education records, e.g.; work-study, graduate assistance.)
- records relating to a student (see the definition of "eligible student") which are (1) created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; (2) used solely in connection with the provision of treatment to the student; and (3) not disclosed to anyone other than individuals providing such treatment, so long as the records can be personally reviewed by a physician or other appropriate professional of the student's choice. (Appropriateness may be determined by the institution.) "Treatment" in this context does not include remedial educational activities or activities which are part of the program of instruction at the institution.
- records of an institution which contain only information relating to a person after that person is no longer a student at the institution (e.g., information gathered on the accomplishments of alumni).

Eligible Student: Means a student who has reached 18 years of age or is attending an institution of post-secondary education.

Enrolled Student: For the purposes of this publication, this term refers to a student who has satisfied all of the institutional requirements for attendance at the institution. The Family Policy Compliance Office has stated that each institution may determine when a student is "in attendance" in accordance with its own enrollment procedures. At UH-Victoria, a student is considered "enrolled" when he/she has registered for one or more courses or academic instruction to be given at the University (including any off-campus locations operating under an academic agreement with the University as part of a University-approved program of study).

Family Policy Compliance Office: The office within the U.S. Department of Education that is responsible for enforcing/administering the Family Educational Rights and Privacy Act of 1974, as Amended. This office has responsibility for FERPA at all levels of education (K-12, post-secondary).

“Final Results” of a Disciplinary Proceeding: A decision or determination, made by an honor court or council, committee, commission, or other entity authorized to resolve disciplinary matters within the institution. The disclosure of final results must include only the name of the student, the violation committed, and any sanction imposed by the institution against the student.

“In Attendance”: When a student is “in attendance”. See “Attendance” and “Enrolled Student” above.

Institution of Postsecondary Education: An institution that provides education to students beyond the secondary school level. “Secondary school level” means the education level (not beyond grade 12) at which secondary education is provided.

Law Enforcement Unit: Any individual or other component of an institution, including commissioned police officers and noncommissioned security guards, officially authorized by the institution to enforce any local, state, or federal law and to maintain the physical security and safety of the institution. (Although the unit may perform other non-law enforcement functions, it does not lose its status as a law enforcement unit.)

Law Enforcement Unit Records: Those records, files, documents, and other materials that are (1) created by a law enforcement unit, (2) created for a law enforcement purpose, and (3) maintained by the law enforcement unit. Law enforcement records do not include: (1) records created by a law enforcement unit for a law enforcement purpose other than for the law enforcement unit; (2) records created and maintained by a law enforcement unit exclusively for non-law enforcement purposes, such as disciplinary action or proceeding conducted by the institution.

Legitimate Educational Interest: The demonstrated “need to know” by those officials of an institution who act in the student’s educational interest, including faculty, administration, clerical and professional employees and student employees who manage student record information, and contractors, volunteers, and other non-employees performing institutional services or functions for which the University would otherwise use employees.

Parent: Includes a natural parent, a guardian, or an individual acting as parent in the absence of a parent or a guardian.

Personally Identifiable Information: Data or information including a student’s name and other direct personal identifiers, such as the student’s social security number or student number; indirect identifiers such as the name of the student’s parent or other family members; the student’s or family’s address, and personal characteristics or other information that would make the student’s identify easily traceable; biometric records defined as a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting); any other information that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

Records: Any information or data recorded in any medium (e.g., handwriting, print, tapes, film, microfilm, microfiche, any form of electronic data storage).

School Officials: Those members of an institution who act in the student’s educational interest within the limitations of their “need to now.” These may include faculty, administration, clerical and professional employees and student employees who manage student education record information, and contractors, volunteers, and other non-employees performing institutional services or functions for which the University would otherwise use employees.

Sole Possession Records: Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record. Any record that is made in conjunction with a student or other school official is not a sole possession record.

Student: Any individual for whom an education institution maintains education records. The term does not include an individual who has never attended the institution. An individual who is or has been enrolled in one component unit of an institution and who applies for admission to a second unit has no right to inspect the records accumulated by the second unit until enrolled therein. At UH-Victoria, a student is considered “enrolled” when he/she has registered for one or more courses or academic instruction to be given at the University (including any off-campus locations operating under an academic agreement with the University as part of a University-approved program of study).

Subpoena: A command from a court to require the person named in the subpoena to appear at a stated time and place to provide testimony or evidence. There are two main types of subpoenas: “duces tecum” (requires the production of documents, papers, or other tangibles) and “ad testificandum” (requires person to testify in a particular court case).

Disclosure of Education Records

The University of Houston-Victoria will not disclose information from a student's education records without the written consent of the student, except in the following instances in which FERPA authorizes disclosure without prior student consent:

1. To school officials who have a legitimate educational or administrative interest in the records.
A school official is defined as a person employed by the university in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the UH System Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or a person assisting another school official in performing his or her official duties. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
2. To other schools in which the student seeks to enroll. The student’s former school may provide education records, including health records and disciplinary records, to the student’s new university that it could have disclosed at the time the student was seeking or intending to enroll at the new university. The disclosure must be for purposes related to the student’s enrollment or transfer to that university.
3. To authorize representatives of the U. S. Secretary of Education, the U. S. Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs; and the U. S. Attorney General for law enforcement purposes.
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.
5. To state and local officials or authorities in accordance with state law.
6. To organizations conducting studies for or on behalf of the university to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction.
7. To accrediting organizations to carry out their functions.
8. To parents of a “dependent” student as defined under the federal tax laws.
9. To comply with a judicial order or a lawfully issued subpoena.
10. To appropriate parties in connection with a health or safety emergency.
11. As it relates to “directory information,” unless the student restricts “directory information.”
12. To an alleged victim of any crime of violence or non-forcible sex offense regarding the final results of any disciplinary proceeding conducted against the alleged perpetrator of that crime or offense with respect to that crime or offense, regardless of whether the student was found to have committed the violation.

13. To the public regarding the final results of any disciplinary proceeding in which the student was alleged to have committed a crime of violence or non-forcible sex offense and pursuant to the disciplinary proceeding the student was found to have violated a university disciplinary rule or policy.
14. To parents of a student who is under the age of 21 regarding the student's violation of federal, state, or local law, or any university rule or policy, governing the use or possession of alcohol or a controlled substance. Please see UHV's ["Drug and Alcohol Abuse Prevention"](#) policy for additional information.
15. To the court where the student has initiated legal action against the university or the university has initiated legal action against the student.
16. If there is an articulable and significant threat to the health and safety of the student or other individuals. In determining whether to release information, campus officials may consider the "totality of the circumstances" regarding the health or safety of the student or others.
17. To "any person whose knowledge of the situation is necessary to protect" the health or safety of the student or others.
18. The University is allowed to disclose, without consent, any information it receives regarding registered sex offenders pursuant to the Wetterling Act and other applicable federal guidelines. In addition, the University may make available to the campus community additional information about a student who is also a registered sex offender where the information is relevant to protecting the public (e.g., the campus at which a student is enrolled).

Note: A student's choice to opt out of directory information disclosures does not prevent a school from identifying a student by name or from disclosing a student's electronic identifier or institutional email address in class. The right to opt out of directory information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether the class is held in a specified physical location or online through electronic communications.

Procedure to Inspect Education Records

A student has the right to inspect his or her educational records and to challenge the contents. To review records, a student must make a request in writing to the Registrar of the University of Houston-Victoria, 3007 N. Ben Wilson, Victoria, TX 77901. The written request must identify as precisely as possible the record or records he or she wishes to inspect.

Procedure to Amend Education Records

If a student believes the information in his or her education record contains information that is inaccurate, misleading, or in violation of the student's rights of privacy, the student should submit a written request for amendment to the Registrar. The written request should clearly identify the part of the record the student wants changed and specify why it is inaccurate, misleading, or in violation of the student's rights of privacy. The university will notify the student within a reasonable time regarding whether or not the record will be amended. If the university denies the student's request for amendment of his or her record, the student has the right to a hearing regarding the requested amendment.

****Note:** This procedure does not govern grade appeals.

Procedure for a Hearing under FERPA

1. To request a hearing pursuant to the university's denial of a student's request to amend information in his or her education record that the student believes is inaccurate, misleading, or in violation of the student's rights of privacy, the student should submit a written request for a hearing that clearly identifies the part of the record the student wants changed and specifying why it is inaccurate, misleading, or in violation of the student's rights of privacy to the custodian of the record that the student seeks to challenge.

2. The university will hold a hearing within a reasonable time after receiving the student's written request for a hearing.
3. The university will give the student notice of the date, time, and place of the hearing, reasonably in advance of the hearing.
4. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. The hearing official will be appointed by the vice president to whom the custodian of the records in question reports.
5. The student will be provided the opportunity to present evidence supporting his or her allegation that his or her education record contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. The student may, at his or her own expense, be assisted during the hearing by one individual, including legal counsel. The student must notify the hearing official no later than three (3) business days before the hearing that he or she will have legal counsel present at the hearing.
6. The custodian of the record in question and the author of that record (if appropriate) will also be provided an opportunity to respond to the student's allegations.
7. Upon hearing all of the evidence, the hearing official will render a written determination within a reasonable time after the hearing. The written determination will include a summary of the evidence and the reasons for the hearing official's determination.
8. Any information in the student's education record that is determined to be inaccurate, misleading, or a violation of the student's rights of privacy will be amended with the correct information and the student will be notified in writing of the change.
9. If it is determined that the student record is correct and does not merit amendment, the university will notify the student of his or her right to place a statement in the education record commenting on the information in the record, and/or presenting any reasons for disagreeing with the university's decision.
10. Any statement placed by the student in his or her education record shall remain a part of the record for as long as the University of Houston-Victoria maintains the record.

Custodians of Records:

Registrar, Registration and Academic Records
Room 120, UHV West Building

Director of Financial Aid
Room 110, UHV West Building

Director of Business Services/Bursar
Room 114, UHV West Building

Coordinator of Career Services
Room 133, UHV West Building

Senior Director of Student/Academic Services
Room 133, UHV West Building

Dean of the Appropriate Academic School:

School of Arts & Sciences
Room 213, UHV West Building

School of Business Administration
Room 219, UHV West Building

School of Education & Human Development
Room 228, UHV West Building

School of Nursing
Room 272, UHV West Building

For further information, please contact the Office of the Registrar and Student Records, (361)570-4368 or toll-free 877-970-4848 x4368.

Retention of Education Records:

At UHV, students' education records are kept permanently in either paper or electronic format. According to the Texas Government code, Chapter 441, "Certified output from electronically digitized images or other electronic data compilations created and stored in accordance with the rules of the [Texas State Library and Archives] Commission shall be accepted as original state records by any court of administrative agency of this state unless barred by a federal law, regulation, or rule of court."

UHV's policy on retention and disposal of records is based on the University of Houston System policy. In accordance with the Texas Government Code, Chapter 441, the UHS, which serves as the official records scheduler for all UH system universities, has filed a records retention schedule with the State and Local Records Management Division of the Texas State Library, as described in UHS Administrative Memorandum 03.H.01.

Maintenance of Records

A change of plan and/or name must be filed promptly by the student. Depending on the record being changed, this may be done online through the Student Self-Service System (MyUHV) or by submitting a form to the Office of Admissions. A list of Admissions and Student Records forms are available at www.uhv.edu/oar/forms.

Change of Address

The student's current mailing address and permanent address must be correctly listed on university records. Any change in the student's address should be entered promptly in the Student Self-Service System (MyUHV). A student will not be excused from penalties on grounds of not receiving communications mailed from the university if the student failed to report the new address.

Change of Plan (Major)

A student may change the plan established at the time of first enrollment, but should not apply for a change until the student has consulted an academic advisor. Faculty advisors can provide information concerning curricular requirements and advice related to their respective fields.

Undergraduate Students: The undergraduate change of plan approval form is available online. <http://www.uhv.edu/oar/pdf/changeofmajor.pdf>

Graduate Students: Each graduate program has different graduate requirements and, therefore, students cannot change graduate programs without first being fully admitted into the new program. A graduate student requesting to change to another graduate program should complete the Graduate Studies Form or click this link for direct access to the form. <http://www.uhv.edu/oar/pdf/AppGradStud.pdf>

Change of Name

University records of a student's name are based upon the application for admission. A student may change his/her "preferred" name in the Student Self-Service system. In order to change a student's "primary" name due to marriage, divorce, legal name change, etc., a student should submit a Change of Name form and a copy of supporting documentation to the Office of the Registrar and Student Records. A "primary" name change form may be obtained online at www.uhv.edu/oar/forms.

Final Grade Reports

Semester final grades are typically available through the [Student Self-Service](#) system approximately one week after the official close of the semester. However, semester grade reports are not routinely mailed to students. Students may view their grades by logging onto the Student Self-Service system (Student Service Center/Academic Records/View My Grades).

UHV Transcripts

Unofficial Transcripts – Students may view and print an unofficial transcript by logging into the [Student Self-Service](#) system (Academic Records / View Unofficial Transcript).

Official Transcripts – Only *official* transcripts will be issued by the Office of the Registrar and Student Records, and will be issued if the student does not have a *financial* stop on his/her records at UHV or any of the other UHS campuses.

Requests for official transcripts must be made either online through [Student Self-Service](#) (Academic Records / Request Official Transcript) or in writing to the Office of the Registrar and Student Records (see link below). For requests of three or fewer copies, a fee is no longer charged to provide a transcript to students and former students. However, requests for special delivery services may be subject to additional fees. The Registrar will have authority to deny unreasonable requests, and the University reserves the right to reinstate any/all fees at any time. The [transcript request form](#) is available online at <http://www.uhv.edu/oar/pdf/TranscriptReq.pdf>.

Transfer Credit / Credit by Examination – Undergraduate

Undergraduate Transfer Credit

Transfer students should refer to the following regulations concerning transfer of credits to UH-Victoria. A student in doubt about courses which can be transferred to this university may consult the Office of the Registrar and Student Records. Information as to how specific courses may be applied toward a degree should be obtained from the school of the student's proposed degree.

General Regulations

1. The college from which credit is to be transferred must be accredited by one of the six recognized regional accrediting associations. The six associations are Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and Western Association of Schools and Colleges.
2. Courses transfer to UH-Victoria on the same level and with the corresponding number of hours as earned at another institution. Grades are never lowered in transfer.
3. When a course has been repeated for credit, the last grade and credit hours will determine the acceptance for the course.
4. A student who has completed the core curriculum at another Texas public institution will have satisfied the core curriculum requirements for UHV.
5. Students who have not completed the core at another Texas public institution are subject to the following guideline. Courses taken at other colleges that do not correspond to courses listed in the Common Course

- Numbering System section in this catalog or to courses offered by this university may transfer as elective credit and may apply to specific degree requirements with appropriate academic approval.
6. The following courses are not accepted by the university in transfer.
 - A. Vocational courses except those required for university degree programs.
 - B. Orientation, remedial English, remedial reading courses; high school level mathematics or intermediate algebra courses; bookkeeping courses.
 - C. General Education Development Tests on high school or college level.
 7. Courses in technology will be considered for transfer credit on an individual basis, depending on the student's plan and the type of course to be transferred.
 8. Credit may be granted for courses taken at military service training schools when such training is considered to be at the baccalaureate level or higher and consistent with the student's educational objective. Transfer credit will be based on recommendations made in the *Guide to the Evaluation of Educational Experiences in the Armed Services*.
 9. A maximum of 12 semester hours in religion is accepted toward a degree.
 10. To earn a bachelor's degree at UH-Victoria, 30 of the last 36 upper division hours must be completed with UH-Victoria.

The dean of the school of the student's plan, with the advice and consent of the president or his/her designate, will make the decision concerning the application of transfer credit to the degree program.

Transfer of Vocational and Technical Courses

Vocational or technical courses will transfer for the Bachelor of Applied Arts and Sciences degree, provided the courses are transferred from a college or university accredited by one of the six recognized regional accrediting associations, the credit is of college level, and the credit is shown on the school's official transcript.

Transfer Credit From International Institutions

Transfer work from international institutions that do not follow the U.S. pattern of education will be evaluated on an individual basis. Credit will be given for work satisfactorily completed at international institutions offering programs recognized by University of Houston-Victoria. Official credentials submitted directly from the Office of the Registrar and a listing of courses completed and grades awarded must accompany any request for transfer credit. Credentials must contain both English translation, if necessary, and original language of instruction. Courses must be equivalent in character and content to courses offered at UHV. No English composition courses will be transferred from institutions located in non-English speaking countries. American history and American political science/government courses will not transfer from foreign institutions. Courses taken at language training centers or institutes are generally not awarded transfer credit.

Community College Regulations

A student enrolled in a degree program at UH-Victoria may transfer hours from a community college, subject to the following conditions:

1. Courses taken at a junior college cannot transfer as upper division (junior and senior) credits.
2. There is no limit to the number of credits transferable from a junior college, but in addition to these credits a student must earn a minimum of 54 semester hours of upper division work toward a bachelor's degree, with exception to the RN to BSN program which requires 31 upper division hours, and the BAAS program which requires 40 upper division hours.

Correspondence Credit

UH-Victoria does not offer correspondence courses; however, such credit may be accepted in transfer when taken from an accredited college or university. A student may apply a maximum of 18 semester hours of correspondence credit toward a bachelor's degree. Only 6 semester hours in the plan may be correspondence credit.

Dual Credit

UH-Victoria does not currently offer high school dual credit courses; however, such credit may be accepted in transfer when taken from a college or university accredited by one of the six recognized regional accrediting associations. The credit must be of college level and must be shown on the college or university's official transcript.

Experiential Learning

The University does not award academic course credit for experiential learning or life experience. As specified by the state, certain kinds of experience may be credited toward fulfilling certification requirements in Education.

Undergraduate Credit by Examination

UH-Victoria recognizes the importance of accepting credit for specified levels of achievement on institutionally approved, standardized examinations. Examples include Advanced Placement (AP), College Level Exam Program (CLEP), Dantes Standardized Subject Test (DSST), and International Baccalaureate (IB) exams. Such work will be treated as transfer credit and is not included in determining any grade point average (e.g., transfer G.P.A. or cumulative UHV G.P.A.). The minimum scores acceptable for the different examinations are stated below.

Credit by examination earned at another institution may be transferred provided the institution is accredited by one of the six recognized regional accrediting associations, the credit is of college level, and the credit is shown on the school's official transcript. Exam credits earned at another institution and accepted in transfer does not imply that the credits are applicable to a particular degree program.

The dean of the school of the student's plan, with the advice and consent of his/her designate, will make the decision concerning the application of any credit by examination to the degree program.

Credit by Examination requirements/restrictions:

- Students must be seeking a degree and must satisfactorily complete a fall or spring semester at UHV.
- Students must meet UH-Victoria's minimum passing scores (see specific examination section below) in order for examination credit to be used toward a degree program. Official score reports may be required if scores are not reported on a transferring institution's official transcript.
- Only UH-Victoria administrations of appropriate tests, official score reports from an approved testing agency, or official transfer institution transcripts are acceptable for credit. Informal score reports are not accepted for credit. The testing agency must provide examination results (scores) directly to UH-Victoria.
- Students may attempt credit by examination for degree credit anytime during their undergraduate career at UH-Victoria.
- A grade of CR (credit) will be assigned where applicable, will not carry grade points, cannot be translated into grades A, B, C, D, or F, and will not replace any existing course grade earned at UHV, in high school, or at another college or university.
- Credit earned by examination does not count toward the number of semester credit hours required for graduation with honors.
- Credit by exam may not be used to reduce the general degree requirement of
 - a. completing a minimum of 30 semester hours in residence on the UHV campus.
 - b. completing at least 54 semester hours of advanced work at UHV.
 - c. completing at least 18 of the 54 advanced semester hours in the student's major at UHV.
 - d. Completing the minimum total semester hours required for the degree.
- Credit may not be earned in any course the student has previously completed at any college or university.
- Credit may not be earned in any course prerequisite to another course in the same subject for which the student has previously earned credit.
- None of the examinations may be taken more than one time in a six-month period.

College Level Examination Program (CLEP)

UHV recognizes credit earned through College-Level Examinations of the College Board only if the credit is first certified by the Office of Admissions. The dean of the student's school at UHV has the option of applying CLEP credit to the student's degree audit. Students should specify code 6917 to have CLEP test scores sent to the UH-Victoria admissions office.

CLEP General Examinations. UHV does not grant credit on the basis of College Board CLEP General Examination scores.

CLEP Subject Examinations

The table below shows CLEP exams that may be accepted for lower-division credit (unless otherwise specified), the minimum scores required, the equivalent UHV courses, and the number of semester credit hours that may be awarded for these exams. Contact your academic advisor for information regarding possible equivalencies for any CLEP exam not listed below.

Effective July 1, 2001, CLEP began using a new "common recommended credit-granting score" for all CLEP exams. UHV recognizes CLEP credit recommendations as posted on the official student score report.

CLEP Subject Examination	Minimum Passing Score	UH-Victoria Course(s)	Maximum Semester Credit Hours
BUSINESS			
Financial Accounting	50	ACCT 2301	3
Information Systems & Computer Applications	50	INSC 1301	3
COMPOSITION AND LITERATURE			
College Composition ²	50	ENGL 1302	3
College Composition Modular ²	50	ENGL 1301	3
English Composition with Essay ³	50	ENGL 1301	3
English Composition without Essay ³	50	ENGL 1301	3
English Literature	50	ENGL 1302	3
Freshman College Composition ³	50	ENGL 1301	3
FOREIGN LANGUAGES			
French Language, Level 1	50	Toward Foreign Language Req for BA	6
French Language, Level 2	59	Toward Foreign Language Req for BA	12
German Language, Level 1	50	Toward Foreign Language Req for BA	6
German Language, Level 2	60	Toward Foreign Language Req for BA	12
Spanish Language, Level 1	50	Toward Foreign Language Req for BA	6
Spanish Language, Level 2	63	Toward Foreign Language Req for BA	12
Level 1—equivalent to the first two semesters (or 6 semester hours) of college-level foreign language course work.			
Level 2 – equivalent to the first four semesters (or 12 semester hours) of college-level foreign language course work.			
HISTORY AND SOCIAL SCIENCES			
American Government	50	PSCI 2305	3
History of the United States I: Early Colonization to 1877	50	HIST 1301	3
History of the United States II: 1865 to Present	50	HIST 1302	3
Introductory Psychology	50	PSYC 2301	3

Principles of Macroeconomics	50	ECON 2301	3
Principles of Microeconomics	50	ECON 2302	3
SCIENCE AND MATHEMATICS			
Biology	50	BIOL 1406	4
Calculus	50	MATH 2413	4
College Algebra	50	MATH 1314	3
College Mathematics	50	MATH 1324	3
Pre-Calculus	50	MATH 2312	3
Natural Sciences	50	BIOL 1409	4
² These exams will be available to students on July 1, 2010.			
³ Beginning July 1, 2010, these exams will no longer be available to students. They will be replaced by College Composition and College Composition Modular.			

Advanced Placement Examinations

Students typically complete an AP course offered by their high school before taking an AP examination in that subject. However, in consideration of homeschooled students and students whose schools do not offer AP, the College Board does not require you to complete an AP course before taking an AP examination. AP examinations are offered each May in most school districts. You must score a 3, 4, or 5 to earn college credit. Specify code 6917 to have your test scores sent to the UHV admissions office. The table below indicates which Advanced Placement (AP) exams will be accepted as equivalent to UHV courses, the minimum score required, and the number of semester credit hours that may be awarded for these exams. Contact your academic advisor for information regarding possible equivalencies for any Advanced Placement exam not listed below.

AP Examination	Minimum Score Required	UH-Victoria Course(s)	Maximum Semester Credit Hours
COMPOSITION AND LITERATURE			
English Language and Composition	4	ENGL 1301	3
	5	ENGL 1301, 1302	6
English Literature and Composition	4, 5	ENGL 2332	3
LANGUAGES			
Chinese Language and Culture	4	Toward Foreign Language Req for BA	3
French Language	4	Toward Foreign Language Req for BA	3
German Language	4	Toward Foreign Language Req for BA	3
Japanese Language and Culture	4	Toward Foreign Language Req for BA	3
Latin: Vergil	4	Toward Foreign Language Req for BA	3
Spanish Language	4	Toward Foreign Language Req for BA	3
Spanish Literature	4	Toward Foreign Language Req for BA	3
MATHEMATICS			
Calculus AB	3, 4, 5	MATH 2413	4
Calculus BC	3, 4, 5	MATH 2413, 2414	8
NATURAL AND COMPUTER SCIENCES			
Biology	4,5	BIOL 1406, 1407	8

SOCIAL SCIENCES AND HISTORY			
Government and Politics – United States	3, 4, 5	PSCI 2305	3
History – United States	3, 4, 5	HIST 1301, 1302	6
Psychology	4, 5	PSYC 2301	3

International Baccalaureate Diploma (IBD)

The International Baccalaureate Diploma (IBD) is an international program of courses and exams offered at the high school level. In keeping with Senate Bill 111 passed in 2005, UH-Victoria will grant credit (CR) for International Baccalaureate (IB) exams with certain required scores to incoming freshmen students.

Texas institutions of higher education must award at least 24 semester credit hours in appropriate subject areas on all IB exams with scores of 4 or above, as long as the incoming freshman has earned an IBD. However, course credit does not have to be awarded on any IB exam where the score is a 3 or less. This may mean that students will not receive 24 hours of college credit, even if they have an IBD.

Students must submit an official IB transcript to the Office of Admissions for evaluation and determination of credit.

Dantes Standardized Subject Test (DSST)

The table below shows DSST exams that are accepted for lower-division credit (unless otherwise specified), the minimum scores required, the equivalent UH-Victoria courses, and the maximum number of semester credit hours that may be awarded for these exams. Contact your academic advisor for information regarding possible equivalencies for any DSST exam not listed below.

DSST Exam	Minimum Score Required	UH-Victoria Course(s)	Maximum Semester Credit Hours (ACE Recommendations)
Business Mathematics	48	MATH 1325	3B
Criminal Justice	49/400	CRIJ 1301	3B/BU
Fundamentals of College Algebra	47/400	MATH 1314	3B
Introduction to Law Enforcement	45	CRIJ 1301	3B
Principles of Public Speaking *	47	SPCH 1315	3B
** = In addition to minimum score of 47 on multiple-choice test, an examinee must also receive a passing grade on the speech.			
B = Baccalaureate Program			
BU = Baccalaureate Upper Division			

Other Examinations

Credit may be accepted for other nationally recognized standardized exams. Credit for such exams will be considered on a case-by-case basis.

Evaluation of Transfer Work

If the application for admission indicates that the student plans to earn a degree at UH-Victoria, college credit earned at another accredited institution will be evaluated in accordance with the transfer of credit regulations in effect at the time of enrollment. The evaluation of transfer work is usually made after enrollment and after the complete transfer record is on file.

Resolution of Transfer Disputes for Lower Division Courses

The Texas Higher Education Coordinating Board has established procedures to be followed by Texas public colleges and universities in resolving transfer of credit disputes involving lower division courses. Courses covered by this procedure are defined by the Coordinating Board's guide, "Transfer of Credit Policies and Curricula".

If a transfer course covered by the Coordinating Board policies is not accepted, the student may initiate an appeal. A "UH-Victoria Appeal Form" must be completed and submitted to UH-Victoria Office of the Registrar and Student Records within 15 calendar days after the evaluation of transfer work has been sent to the student. (Forms are available at www.uhv.edu/oar/forms.aspx) .

The two institutions and the student shall attempt to resolve the transfer of the course credit in accordance with the Coordinating Board rules and/or guidelines.

If the transfer dispute is not resolved to the satisfaction of the student or the institution at which the credit was earned, then UH-Victoria will state its reason for course denial to the Commissioner of Higher Education within 45 days after the date the student received written notice of the denial. The commissioner or a designee will then provide a final written decision about the transfer of course credit to UH-Victoria, the student and the other institution.

Transfer Credit - Graduate

The transfer student must meet the regular admission requirements. Credit may be transferred only for graduate credit courses completed with a grade of A or B. These courses, completed in residence at the University of Houston-Victoria under a graduate degree program, must be certified as graduate level by the Office of the Registrar and Student Records of UH-Victoria. Except for the graduate business and nursing programs, the transfer student must complete 75% of the coursework required for a degree program at UHV (for example, 36 hours in a 48 hour program) unless transferring from a UH System institution. In the latter case, the student must complete 50% at UHV. The graduate business programs accept only 6 semester credit hours in transfer, subject to approval by the Assistant Dean. The graduate nursing programs accept only 9 semester credit hours of graduate transfer hours, subject to approval by the UHV academic advisor.

Advanced work completed with another institution prior to the time the institution offered graduate credit will not apply as credit toward an advanced degree at UH-Victoria. The student bears the final responsibility for securing the Office of the Registrar and Student Records' evaluation. Approval of transfer credit toward a degree is by the appropriate school dean with the advice and consent of the president or his/her designee.

Correspondence Credit

Graduate credit is not granted for correspondence courses and courses taken prior to the student's admission to a graduate school.

Academic Standards and Policies

Academic Advising

Academic advisors assist with developing the degree plan and are available to assist with selecting courses each term but are not responsible for checking to see that students have met the requirements. Students are responsible for meeting the degree requirements specified in their catalog and degree plan. Students may apply for graduation one term prior to their intended graduation date, however participation in the commencement ceremony is limited to the student's intended graduation date. The application will trigger a detailed review, revealing any requirements left to complete.

Academic Dishonesty

Academic Dishonesty may take a variety of forms, ranging from breach of ethics to a criminal offense. The faculty and administration of UH-Victoria view academic dishonesty as a significant breach of ethical conduct which incurs various disciplinary actions. Policies and procedures are outlined in the [Academic Honesty](#) policy in the UHV Student Handbook.

Academic Notice, Academic Probation, and Suspension – Undergraduate Students

The standards below apply to all undergraduate and post-baccalaureate students enrolled, including students who entered under a previous catalog.

1. The undergraduate student is expected to maintain at least a 2.0 cumulative grade point average for hours attempted at this institution, which is the minimum grade point average required for graduation. A student is subject to scholastic action any term or session in which one or more semester hours is attempted. Combined sessions and/or terms are considered a unit equivalent to a term. The cumulative grade point average is based only upon the student's work taken at UH-Victoria for which grade point values are assigned. For repeated courses, only the semester hours and grades earned on the last enrollment will be used for computation of the cumulative grade point average.
2. Credit awarded by examination and hours earned with a grade of S are counted in determining classification but not in determining the grade point average.
3. Grade changes: If an instructor changes a student's grade in a course from I (incomplete) to a grade of completion (A, B, C, D, F, or S), the new grade will affect the student's status only for future terms. That is, the new grade will not change a student's status retroactively but may remove a student from probation or suspension for a term (or terms) after the grade has been changed.
4. Transient/visiting students are not subject to academic probation or suspension while transient students. If, however, they are later admitted as regular students, the grades they earned as a transient student will be included in all calculations of their cumulative grade point average at the university.
5. Financial aid probation/suspension is different than Academic probation and suspension. Please refer to the Financial Aid section for more information regarding satisfactory academic progress.

Academic Notice/Warning

Freshmen students (1-29 semester credit hours) who earn less than a 2.0 grade point average in the first semester of enrollment at UH-Victoria shall be placed on academic notice. Freshmen students on academic notice are not on academic probation and cannot be suspended. Freshmen students on academic notice must be advised by the academic advisor in their school, or by an academic advisor in the School of Arts & Sciences if an undeclared major. After the first semester of enrollment at UHV, freshman students are subject to regular scholastic standards for academic probation and/or suspension.

Academic Probation

Undergraduate and post-baccalaureate students are placed on academic probation if their cumulative grade point average falls below 2.0. Students on academic probation are required to be advised by the academic advisor in their school, or by an academic advisor in the School of Arts & Sciences if an undeclared major, prior to enrolling.

Students on academic probation whose cumulative grade point average is below 2.0 but whose semester or summer session grade point average is 2.0 or higher will not be suspended at the close of that semester. The student's status will remain "academic probation."

Removal from Academic Probation

Students on academic probation will be removed from that status at the close of a term or summer session in which the cumulative grade point average is 2.0 or higher.

Academic Suspension

Academic suspension is based on the philosophy that a student may continue to enroll as long as satisfactory progress toward an educational goal is being made. When progress is not satisfactory, the student is given time to reconsider goals and career plans outside the educational setting.

Undergraduate and post-baccalaureate students on academic probation whose semester or summer session grade point average is below 2.0 are placed on academic suspension at the close of that semester or summer session.

Readmission from Academic Suspension

Academic suspensions are based on the cumulative grade point average at UHV only.

1. A first suspension applies to the fall or spring term, plus any intervening summer sessions, immediately following the suspension. A student would be eligible to reenroll after the suspension period.
 - Students placed on first academic suspension at the end of a fall semester are not eligible to re-enroll until the following summer.
 - Students placed on first academic suspension at the end of a spring semester are not eligible to re-enroll until the following spring.
 - Students placed on first academic suspension at the end of a summer session are not eligible to re-enroll until the following spring.
2. If suspended a second time, the student may not reenroll for a period of at least one year (12 months) and must submit a petition in writing to the academic dean for readmission. Example: Placed on second suspension after the Fall 2009 term; eligible to reenroll Spring 2011 upon successful appeal to the academic dean.
3. If suspended a third time, a student may not reenroll at UH-Victoria for a minimum of three years. Students may appeal to the Academic Council for reinstatement *after* the third year. Example: Placed on third suspension after the Fall 2008 term; eligible to appeal for reinstatement *after* the Fall 2011 term.

Class Attendance

Students are expected to be diligent in their studies and regular in class attendance, including online courses. The university has no policy allowing a certain number of excused absences or cuts. Instructors will announce their attendance policies at the beginning of the course, including what constitutes attendance in online courses. A student whose absences are determined by the instructor to be excessive may be dropped from the course with a grade of W or F. In the event a student may have unusual absences, it is the student's responsibility to contact instructors.

Absences caused by participation in a university-sponsored activity are considered official if the sponsor of the activity has received approval from the administration. The student must make up the work missed even though the absences are official.

Absences due to Religious Holy Days

Per Texas state law, students will be excused from attending class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. "Religious holy day" shall mean a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. Students are encouraged to notify instructors about upcoming religious holy days early in the semester to provide adequate time for planning and any necessary schedule adjustments.

A student whose absence is excused on these grounds will be allowed to take an examination or complete an assignment within one (1) week of the excused absence. A student who is excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination. (Based on Texas Education Code §51.911)

Course Load

Course Load Status

The following table defines a student's course load status by term and career.

Term	Career	Minimum Semester Hour Requirement for Full-Time Status	Minimum Semester Hour Requirement for Half-Time Status
Fall or Spring Term	GR	9	5
	UG & PB	12	6
5-Week Session	GR	4	2
	UG & PB	4	2
10-Week Session	GR	7	4
	UG & PB	8	4

The course load of a student enrolled in both a 5-week summer session and 10-week summer session is computed by adding the semester hours for the 5-week term to one-half of those taken over 10 weeks and using that total under 5-week term in the table above. Certification of full-time equivalency by the dean is required if the graduate student is registered for less than these specified full-time loads.

Maximum Course Load

The following table defines the maximum course load in semester credit hours for which a student may enroll without approval of the dean of the student's plan.

Career	Fall or Spring Term	5-Week Session*	10-Week Session	Entire Summer **
Undergraduate	19✓	7	13	13
Undergraduate on Probation	13	7	13	13
Graduate or Postbaccalaureate	15	6	12	12

* One-half of a student's enrollment in 10-week classes should be added to any 5-week enrollment to determine the total load for the 5-week term.

** Only the senior student who is graduating in August may complete a maximum of 15 semester hours for the entire summer with a maximum of 9 semester hours in one 5-week term.

✓ A student enrolled for 9 semester hours of student teaching may enroll for a maximum of 13 semester hours.

Dean's List

(Undergraduate Students Only)

The Dean's List, a tabulation of the names of all undergraduate honor students, is compiled each fall and spring term.

To qualify for this recognition, the student must earn at least a 3.5 grade point average on all work completed during the term. A minimum of nine semester hours, excluding courses in which grades of S were earned, is required for consideration. Any student who earns a grade of I, D, F or U during the semester is excluded from consideration for the list. Once compiled, UHV's Marketing Department provides the dean's list to local newspapers, based on the student's current mailing address. It is the decision of the newspaper as to whether the list is published or not.

Degree Plan

You are responsible for all requirements of the catalog under which you will be graduated. During your first semester of attendance at the university, the School of Arts and Sciences, the School of Business Administration, School of Education and Human Development, and School of Nursing staff advisor will initiate your degree plan. The staff advisor will work with you and your faculty advisor to complete a plan for approval. You will sign the plan. The advisor and appropriate school dean also sign when approving it, and the Office of Admissions validates the degree plan before it becomes an official document. You will receive a copy when the process is complete, ordinarily during the same semester in which the process began.

The original degree plan is kept on file electronically in the Office of Admissions and you and the school of your plan will each receive a copy. Since the degree plan represents your commitment to complete the requirements and the university's commitment to hold you accountable for meeting those requirements, it is a very important document. In order to change it in any way, secure a substitution form from the school office of your plan. The academic advisor and school dean must approve the change and the Office of Admissions validate it before it becomes official.

Please note that if you interrupt enrollment for more than one calendar year, you will need a new degree plan upon your return to UHV.

Drops and Withdrawals

To ensure that they do not incur unnecessary penalties, students dropping courses or withdrawing from the university should complete the requisite procedures (see "Student Drop or Withdrawal" below). Students who stop attending a course without completing the proper procedures should expect to receive an F.

The effective date recorded for termination of enrollment for all matters relating to university records shall be the date the drop or withdrawal is completed through the Student Self Service system, or the date the drop/withdrawal form or written request is received by the Office of the Registrar and Student Records, regardless of the date of last class attendance. Refunds for dropped courses are made according to the refund regulation schedule in the BILLING AND FINANCIAL INFORMATION section of this catalog.

Student Drop or Withdrawal

During periods of availability, a student may drop any or all courses using the Student Self-Service system. After or between periods of online availability, to drop a course or withdraw from all courses, students must submit the appropriate drop/withdrawal form to the Office of the Registrar and Student Records for processing. Drop forms are available online at www.uhv.edu/oar/forms.aspx, or in person in the Office of the Registrar and Student Records. Note: If it is not possible to drop or withdraw in person, a written request may be mailed to the Office of the Registrar and Student Records, University of Houston-Victoria, 3007 N. Ben Wilson, Victoria, TX 77901. Written requests to drop or withdraw may also be faxed to (361) 580-5500; however, the University is not responsible for requests arriving late, illegible, or

incomplete. The date the drop is completed through PeopleSoft or the date the drop/withdrawal form or written request is received by the Office of the Registrar and Student Records is the official date for all matters relating to university business regardless of the date of last class attendance.

1. Drop with No Penalty: If enrollment is terminated on or before the last day to drop without receiving a grade (a date listed in the Academic Calendar), no grade will be assigned, and the course will not appear on the student's permanent record.
2. Drop with Penalty: If enrollment is terminated after the above date but before the last day to drop or withdraw (a date also listed in the Academic Calendar), a grade of W will be assigned, and the course and grade will appear on the student's permanent record. Undergraduate students, please see important information below regarding drop course limits.
3. Withdrawal from the university: In addition to completing the procedures explained above, students who are dropping all courses must return all library books and laboratory equipment and have the university record clear in every respect. If a student is unable to come to the Office of the Registrar and Student Records at the time of withdrawal, the student may write to request that the withdrawal be made. The recorded date for the withdrawal shall be the date the student's letter is received. If the withdrawal comes after the last date to withdraw without receiving a grade, but before the Drop with Penalty period ends, the grade of "W" will be assigned
4. A student will not be allowed to drop a course after the Drop with Penalty period. The student can only be awarded a grade of A,B,C,D,I, or F by the instructor.
5. A student-athlete will not be allowed to change his/her schedule after initial eligibility is certified unless approved by the Faculty Athletic Representative. Contact the Athletics Department for more information or questions.

Instructor Withdrawal

For justifiable reasons, an instructor may drop a student from a course by submitting an Instructor's Drop Report to the Office of the Registrar and Student Records. Reasons for dropping a student may include excessive absences, lack of prerequisites or co-requisites for the course, disruption of the academic process, academic dishonesty, or inability of the student to complete the withdrawal procedures. This can occur at any time prior to the last day to drop a course or withdraw from the university as listed in the Academic Calendar. This will result in a W or F, as determined by the instructor. A student who is dropped may make timely appeal through the dean of the school in which the course is taught.

University Withdrawal

In addition to suspension for academic and/or disciplinary causes, a student may be withdrawn by the university for financial and/or medical reasons.

1. Cashier Withdrawal

A student who is delinquent in financial obligations of any nature to the university may be withdrawn from the university. The student may not be reinstated at the university until all financial obligations are met.

2. Medical Withdrawal

With appropriate medical documentation, a student may be withdrawn by the Associate Vice President for Student Affairs for medical reasons. In such cases the Associate Vice President for Student Affairs will notify in writing the student's dean of the action taken and the effective date. The dean will be asked to notify the student's instructors of the action in order that they may take the circumstances into account when awarding grades.

Military Withdrawal

In accordance with the Texas Education Code 54.006 (f):

If a student withdraws from the University of Houston-Victoria because the student is called to active military service, the following options apply:

- (1) Upon the student's request, the university will refund the tuition and fees paid by the student for the semester in which the student withdraws;

(2) Upon the student's request and as determined by the instructor, the university will grant a student who, at the time of military deployment, is passing a course or courses and has completed all but a relatively small part of the course requirements:

- (a) an incomplete grade in any or all courses;
- (b) an appropriate final grade or credit in any or all courses.

Students or their representatives may request withdrawal and refund by presenting evidence of the call to active military duty to the Registrar's Office. Students receiving Title IV federal funds should contact the Financial Aid Office.

Grading System

A	Excellent, superior achievement
B	Good, exceeding all requirements
C	Average, satisfactorily meeting all requirements
D	Poor, passing
F	Failing or withdrawal while doing failing work
I	Incomplete
NG	Grade not received and/or recorded
S	Satisfactory
U	Unsatisfactory
W	Withdrawal from course

Each faculty member or instructor has his/her own grading scale for determining numeric/letter grade equivalencies.

Explanation of Grades

Passing grades awarded are A,B,C,D and S. No semester hours of credit are awarded for the failing grades of F and U.

S and U -- The grades of S and U may be awarded in certain specified courses.

I -- The grade of I is a conditional and temporary grade given when a student is passing a course but, for reasons beyond the student's control, has completed all but a relatively small part of the course requirements.

Students should NOT re-register for the course to remove the Incomplete. Instead, the student should make arrangements with the instructor of record for all requirements needed in order to complete the course. For example, some instructors recommend or require students to attend either in person or online another term of the course (or a portion thereof) in order to remove the incomplete. Again, students should NOT re-register in the course. A student who is required to attend the course in a subsequent term should understand that sitting in on the course or otherwise making up the Incomplete does not count as part of the student's full-time or part-time course load.

It is the responsibility of the student to initiate the change to a permanent grade. After successful completion of the course, the instructor of record will submit a grade change to the registrar's office. The instructor of record is the only person who can make such a change except in extraordinary cases. Effective Fall 2006, the grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or "U" for courses with "S/U" options), unless the instructor authorizes an extension of one term in writing to the registrar's office. Any

grade of I not made up by the date of graduation will be treated as an F for determination of graduation requirements.

W -- The grade of W is assigned when a course is dropped after the date indicated in the Academic Calendar as the last day to drop a course without receiving a grade, but before the last day to drop a course or withdraw from the university.

Change of Final Grade

Final grades are not subject to change, except under the following conditions:

1. The instructor's written notification to the registrar of an error in calculating or recording a final grade. Notification is submitted through the school dean.
2. A successful student grade appeal, in accordance with procedures described in the Student Handbook.

Note that faculty members may, at their discretion, assign an incomplete, given circumstances described above under that grade.

Grade Point Average

Four grade points are awarded for each semester hour in which the student receives an A, three grade points for each semester hour of B, two grade points for each semester hour of C, one grade point for each semester hour of D and no grade point for an F. The grade point average is the quotient (calculated to four decimal places and truncated to two places) obtained by dividing the total number of grade points earned by the number of semester hours in which a student is enrolled. Grades of A, B, C, D, S, and U are completion grades; grades of I and W are not completion grades. Grades of S,U,I and W are not assigned grade point values and are not used in the computation of the grade point average.

For graduation requirements and undergraduate academic probation/suspension, only the last completion grade recorded for repeated courses is used in computing the cumulative grade point average for courses at UH-Victoria. However, all courses attempted and grades earned at UHV, including repeated courses, will be included in the GPA calculation for determining undergraduate graduation with honors (see "Graduation with Honors").

With prior approval of the school's dean, students may repeat courses at another college or university to raise a grade, including an "F" earned at UHV. However, the original grade earned at UHV will remain a part of the academic record. Courses repeated at other institutions are treated as transfer credit. They will not be considered resident credit and will not be included in the UHV grade point average. Any grade of I not made up by the date of graduation will be treated as an F for determination of graduation requirements.

Graduate Assistants

Statute: Section 54.063 A teaching assistant or research assistant of any institution of higher education and the spouse and children of such a teaching assistant or research assistant are entitled to register in a state institution of higher education by paying the tuition fees and other fees or charges required for Texas residents under Section 54.051 of this code, without regard to the length of time the assistant has resided in Texas, if the assistant is employed at least one-half time in a teaching or research assistant position which relates to the assistant's degree program under rules and regulations established by the employer institution.

Graduate assistants employed at least half time by any public institution of higher education in a degree program-related position, with an effective date of employment on or before the official census date, of the relevant term(s), may pay the same tuition while attending the employing institution as a resident of Texas for themselves, their spouses, and their dependent children, regardless of the length of residence in the state. The institution which employs the students shall determine whether or not the students' jobs relate to their degree programs. This provision applies to eligible graduate assistants and their dependents no matter which Texas public institution of higher education they may attend. It is the intent

of this rule that employment be for the duration of the period of enrollment for which a waiver is awarded.

Graduate assistantships are awarded only to graduate students and must be approved by the appropriate academic school. The work involved must be relevant to the recipient's degree program and of value to the university. Assistantships are ordinarily provided by the academic schools but may also be provided by other administrative units, so long as the assistantship meets the above criteria and is approved in writing by the dean of the appropriate school.

Graduation Information

Graduation Under a Particular Catalog

A student normally is entitled to graduate under the degree provisions of the catalog in effect at the time of the student's first completed semester of enrollment. These exceptions apply:

1. A catalog more than 10 years old shall not be used.
2. The program of the student who interrupts enrollment (for reasons other than involuntary military service) for more than one calendar year shall be governed by the catalog in effect at the time of the student's reentrance to the university. The student who interrupts enrollment for involuntary military service must reenroll within one year from the date of separation from service and no more than five years from the beginning of military service in order for this provision to apply. For these purposes, enrollment shall be defined as registration for and successful completion of at least one course during an academic term. A student forced to withdraw for adequate cause before completion of a course may petition for a waiver of this provision at the time of withdrawal.
3. The program of the student who changes a plan from one school to another within the university shall be governed by the degree requirements in effect at the time the change of plan becomes effective.
4. At the discretion of the dean, with the advice and consent of the Provost and Vice President for Academic Affairs, the student will be required to comply with all changes in the curriculum made subsequent to the year in which the student is enrolled. Deletions and additions of courses will be of approximately equal credit so that no student will have an overall appreciable increase of total credits required for graduation.
5. Any student transferring directly to UH-Victoria from a junior college can qualify to graduate under the UH-Victoria catalog in effect when the student entered the junior college if the core curriculum provisions of the Coordinating Board are followed, subject to the following limitation: if the student interrupts studies for more than two consecutive semesters (not including summer sessions) at the junior college or before transfer to UH-Victoria, the student must qualify for graduation under the catalog in effect upon returning to the junior college or upon matriculating at UH-Victoria.
6. The program of a student who completes upper level requirements for graduation under a particular catalog will continue to be governed by that same catalog for one year only, even if the student completes lower level requirements more than one year after completing upper level requirements.

Application For Graduation

UHV does not automatically award a degree when you complete your scholastic requirements. To be considered as a candidate for a degree, you must submit an application for graduation through the Student Self-Service system. You can file an application either during the term prior to, or during the semester in which you plan to graduate. However, participation in the commencement ceremony is limited to the term in which degree requirements will be completed. If you applied for graduation in any past term but were disapproved, you must re-file an application for graduation.

The deadlines to apply for graduation during the 2012-2013 academic year are as follows:

Fall 2012 graduates: Friday, September 21, 2012
Spring 2013 graduates: Friday, February 8, 2013
Summer 2013 graduates: Friday, June 14, 2013

There are typically two commencement ceremonies per year, one for Spring typically held in Victoria, and one for Fall typically held in Katy. At the present time, Summer term graduates participate during the Fall ceremony. You should contact The Victoria College Bookstore to obtain information on caps, gowns, rings, and invitations.

You must be on track to complete all requirements toward your degree in the term for which you plan to participate in commencement. If all requirements for graduation cannot be met during the current term, you may be denied participation in the commencement ceremony. For information concerning eligibility to participate in one of the ceremonies, please contact the Office of the Registrar and Student Records, 361-570-4368 or 1-877-970-4848, ext. 4368.

Graduation with Honors (Undergraduate Students only)

Subject to the approval of the appropriate dean and the Provost and Vice President for Academic Affairs, undergraduate students who complete their degree requirements with exceptionally high scholastic averages will be eligible for baccalaureate degrees with honors. To be graduated with honors, students must have completed at least 30 semester hours at UH-Victoria and achieved a grade point average in accordance with the following scale:

3.50 - 3.67 Cum laude	3.68 - 3.84 Magna cum laude	3.85 -4.0 Summa cum laude
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For Preliminary Determination of Graduation with Honors (commencement program only):

Honors candidates are identified by a preliminary grade point average through the second to last semester of coursework. All college courses attempted are included in the grade point average, **including repeated courses.**

For students with 30 semester hours or more at UH-Victoria, the grade point average for preliminary honors determination will be calculated only on courses taken at UH-Victoria.

For students with less than 30 semester hours at UH-Victoria, the grade point average for preliminary honors determination will be calculated on the last 45 semester hours, including courses taken at UH-Victoria and any lower- or upper-division courses, provided that the grade point average for UH-Victoria is at least a 3.50.

For Final determination of Graduation with Honors:

A final grade point average for determining graduation with honors will be calculated at the end of the graduation term.

For students with 45 semester hours or more at UH-Victoria, the grade point average for honors is calculated only on courses taken at UH-Victoria.

For students with less than 45 semester hours at UH-Victoria, the grade point average for honors is calculated on the basis of the last 45 semester hours, including courses taken at UH-Victoria and any lower- or upper-division courses, provided that the student has at least 30 semester hours at UH-Victoria and the grade point average for UH-Victoria is at least a 3.50. All college courses attempted are included in the grade point average, including repeated courses.

Postbaccalaureate students earning a second baccalaureate degree may graduate with honors in accordance with the same criteria used for students earning their first baccalaureate degree.

Posthumous Degrees

In accordance with established procedures, which are available from the Registrar, the University of Houston-Victoria may award posthumous degrees on request.

Independent Studies

Independent studies are intended to supplement or extend regular coursework. Only demonstrably capable students with a significant base of regular coursework in a field should seek to undertake an independent study. Independent studies:

1. Must have the approval of the sponsoring faculty member and school dean.
2. Should not duplicate scheduled courses or serve as a substitute for regular courses. School deans may approve exceptions if students are otherwise unable to make reasonable progress toward a degree.
3. Should be completed in one semester or summer.
4. Must require at least the same total commitment of time and effort as a regular course.
5. Must require at least three scheduled conferences between the student and sponsoring faculty member.
6. Must require, as appropriate, a written plan of study prepared by the student or faculty member, including topic, purpose, proposed method of inquiry, tentative description of scope and focus, and method of evaluating the learning achieved.
7. Must require at least one graded report, paper, examination, or some combination of these.

President's List

(Undergraduate Students Only)

The President's List is compiled each fall and spring term. To qualify for this recognition, the student must earn a 4.0 grade point average on all work completed during the term. A minimum of nine semester hours, excluding courses in which grades of S were earned, is required for consideration. Any student who earns a grade of I, D, F or U during the semester is excluded from consideration for the list. Once compiled, UHV's Marketing Department provides the president's list to local newspapers, based on the student's current mailing address. It is the decision of the newspaper as to whether the list is published or not.

Student Career and Classification

The undergraduate student career is based on the total number of semester hours earned at UH-Victoria and accepted in transfer from other colleges and universities, regardless of whether or not the courses involved are applicable to the student's program or plan.

Students are expected to complete all lower-division course requirements prior to reaching senior status.

Freshman	Sophomore	Junior	Senior
0-29 semester hours	30-59 semester hours	60-89 semester hours	90 or more semester hours

The postbaccalaureate classification in the undergraduate career describes a student who has a degree but who is not enrolled in a formal graduate degree program. This classification accommodates students who are: 1) awaiting admission to a graduate program; 2) seeking an additional baccalaureate degree; and 3) taking courses with no degree objective. A postbaccalaureate student may not receive graduate degree credit for courses completed while in this classification but may petition for graduate degree credit after admission to a graduate program as described in the ADMISSIONS section of this catalog.

The temporary graduate student has a bachelor's degree from an accredited institution but is not enrolled in a graduate program. The temporary classification in the graduate career allows a student who intends to enroll in a graduate program to take up to 12 credit hours of graduate work before being formally admitted to the graduate program.

The graduate career denotes the student who is formally admitted to a graduate program.

Timely Degree Completion

Undergraduate 6-Drop Limit:

In 2007, the Texas Legislature passed a law (S.B. 1231) which prohibits students enrolling for the first time as a freshman during or after Fall 2007 from dropping more than a total of six (6) courses in their entire undergraduate career. This total includes any course a transfer student has dropped at another 2-year or 4-year Texas public college or university.

This does not apply to courses dropped prior to the census date (see “Academic Calendar”) or to courses for which the student receives an administrative withdrawal or if the student withdraws from the entire term or session.

Courses that Count Towards the 6-Drop Limit:

- The 6-drop limit applies only to students enrolling for the first time as a freshman during the fall 2007 academic term or any term thereafter at a public college or university in Texas, including UHV.
- Drops that count towards the limit are those for which a student receives a grade of W on his/her UHV transcript as well as any equivalent drops reported on that student’s transcript(s) from other Texas public colleges and universities.
- If a student started college fall 2007 or thereafter, and then transferred to UHV from an affected Texas public college or university with six drops that are equivalent of W, the student may not drop any additional courses at UHV after the census date for the term.
- If the student transfers with fewer than six drops, the student may drop the remainder of the allowed drops at UHV.

Awarding of Grades if the 6-Drop Limit has been Reached:

Once UHV determines that a student has accrued a total of 6 drops on courses attempted at any Texas public college or university, including UHV, it will not allow that student to drop any additional course at UHV. Once enrolled in a course, these students with 6 drops can only be awarded an A,B,C,D,I or F grade by their instructor.

Exemptions to the 6-Drop Limit:

Certain exceptions may be made to the limit if the student can show good cause for dropping more than that number, including but not limited to a showing of:

- A severe illness or other debilitating condition that affects the student’s ability to satisfactorily complete the course;
- The student’s responsibility for the care of a sick, injured or needy person if the provision of that care affects the student’s ability to satisfactorily complete the course;
- The death of a person who is considered a member of the student’s family or who is otherwise considered to have a sufficiently close relationship to the student that the person’s death is considered to be a showing of good cause;
- The active duty service as a member of the Texas National Guard or the armed forces of the United States of either the student or a person who is considered to be a member of the student’s family or who is otherwise considered to have a sufficiently close relationship to the student that the person’s active military service is considered to be a showing of good cause;
- The change of the student’s work schedule that is beyond the control of the student and that affects the student’s ability to satisfactorily complete the course; and
- Other reasons of good cause as determined by the institution.

Exemption Requests:

Students requesting one or more of the above exemptions should submit an appeal form, along with required supporting documentation of evidence of extenuating circumstances, to the Office of the Registrar and Student Records. Appeal forms are available online at http://www.uhv.edu/oar/pdf/Appeal_Form.pdf.

Office of the Registrar and Student Records
University of Houston-Victoria
3007 N. Ben Wilson
Victoria, TX 77901
Fax: (361) 580-5500

Denied Exemptions – Appeal Process

Any student who wants to appeal the initial decision to deny an exemption to the 6-Drop limit for dropping a course may appeal to UHV for further review. Such appeals must be submitted in writing **before the final grades for the course(s) are posted by the instructor**. Appeal forms are available online at http://www.uhv.edu/oar/pdf/Appeal_Form.pdf.

Students appealing the initial decision can only do so for one of the following reasons:

- To determine whether the process leading to the original decision was fair; and
- To determine whether the decision reached regarding the request was based on substantive evidence.

The decision of the review committee will be final.

Undergraduate Enrollment Cap

The Texas State Education Code (54.068) applies only to undergraduate students who are Texas residents paying resident tuition and who **enrolled for the first time in a Texas college or university in the Fall 1999 term or after**.

This code authorizes a limit on the number of hours those student may **attempt** while paying in-state tuition.

- Students who initially enrolled **in or after Fall 199** and **before Fall 2006** are allowed to attempt only the number of hours necessary to complete a degree in their approved major **plus 45 hours**.
- Students who initially enrolled **in or after Fall 2006** are allowed to attempt only the number of hours necessary to complete a degree in their approved major **plus 30 hours**.

Attempted hours are calculated for courses in which a student is enrolled on the Official Reporting Day (ORD) [typically 12th class day for fall or spring; 4th class day for summer], not by the courses in which a student receives a grade (passing, failing, or W).

When students to whom this law applies enroll (register) for courses that exceed this limit, state law authorizes the university to charge additional fees up to a maximum of the out-of-state tuition rates.

If you stop attending a class with the intent to drop, be sure you drop on or before the Official Reporting Date (ORD) date or these hours will count toward your in-state tuition limit.

Please note that UHV does not currently charge additional fees for exceeding the undergraduate enrollment cap.

Undergraduate Enrollment Course Cap (i.e., “Three-Peat” Rule)

The Texas Higher Education Coordinating Board Rules (Chapter 13, Subchapter F, 13.108) authorizes institutions to charge additional fees to undergraduate students who enroll in a course [undergraduate or graduate] for the third or more time.

Attempted courses are those in which a student is enrolled through the Official Reporting Day (ORD) [typically 12th class day for fall or spring; 4th class day in summer]. Semester credit hours or contact hours attempted by students for the following types of coursework are exempt from the provisions of this section:

- Thesis and dissertation courses.
- Courses that may be repeated for credit because they involve different or more advanced content each time they are taken, including but not limited to individual music lessons, selected topics (when the topic changes), theater practicum, music performance, ensembles, certain physical education and kinesiology courses, and studio art.
- Independent study courses.
- Special topics and seminar courses.

If you stop attending a class with the intent to drop, be sure you drop on or before the Official Reporting Day (ORD) or these courses will count towards your two attempts.

Please note that UHV does not currently charge additional fees for exceeding this enrollment cap.

45 Hours to Undergraduate Major Policy/Reverse Articulation Requirement (House Bill 3025) – Applies only to undergraduate students who enter the University in Fall 2012 and thereafter.

Under House Bill 3025, each student enrolled in an a bachelor's degree program at UHV shall file a degree plan no later than the end of the second regular semester immediately following the semester in which the student earned a cumulative total of 45 or more semester credit hours for coursework successfully completed by the student, including transfer courses, international baccalaureate courses, dual credit courses, and any other course for which the institution the student attends has awarded the student college course credit, including course credit awarded by examination.

A student transferring to UHV who begins the student's first semester with 45 or more semester credit hours of course credit for courses shall file a degree plan no later than the end of the student's second regular semester (fall or spring term). A student whose first term is summer will have through the end of his/her fall term to file the degree plan.

At each registration for a semester, a student who is required to have filed a degree plan before that semester shall verify that:

- (1) the student has filed a degree plan; and
- (2) the courses for which the student is registering are consistent with that degree plan.

If a student does not timely file a degree plan as required, will be notified that the degree plan is required by law under House Bill 3025 and require the student to consult with an academic advisor for that purpose during the semester in which the student receives the notice. The student may not obtain an official transcript from UHV until the student has filed a degree plan.

Reverse Articulation Requirement. Legislation passed as part of House Bill 3025 also establishes a reverse articulation program for the awarding of an Associate's degree. Students who transferred from, or previously attended, a lower-division institution of higher education, earned at least 30 semester credit hours for coursework at the lower-division institution, and have completed 90 semester credit hours while enrolled at a general academic institution, will be contacted by their general academic institution to provide permission to send the lower-division institution the student's transcript. The lower-division institution will evaluate the transcript to see if the student is eligible to receive an Associate's degree.

University Degree Requirements

General Requirements for a Bachelor's Degree

All candidates for a bachelor's degree at UH-Victoria must meet the following outline of minimal requirements. Additional requirements may be imposed by the individual academic school.*

- I. Complete a minimum of 120 semester hours of work, unless enrolled in a plan that requires additional hours.* With exception to the RN to BSN program, at least 54 of the 120 semester hours are to be advanced, according to the requirements of the respective degree plans, and at least 18 of these 54 advanced semester hours must be in the student's plan. The RN to BSN program requires at least 31 of the minimum 122 semester hours to be advanced. Any change or substitution must have the approval of the appropriate dean or with the advice and consent of the Provost/Vice President for Academic Affairs.

- II. Core Curriculum for Students First Entering College ***before Fall 1999***:

The following core requirements continue to apply to students who first entered college before fall 1999 and who have been continuously enrolled. Students must complete a minimum of 42 semester hours in the core curriculum, 28 of which are prescribed and the balance of which are electives to be taken from designated areas.* These 42 semester hours must be divided as follows:

- A. University Core Requirements:

Nine semester hours in English at the lower division level (a minimum of three semester hours in composition and three semester hours in literature).

Six semester hours in political science at the lower division level (federal and state government or equivalent).

Six semester hours in United States history at the lower division level (three semester hours of Texas history may be applied toward this requirement).

Three semester hours of college algebra or the equivalent, as determined by the plan program.

Four semester hours of an upper level course in advanced writing and research.

- B. Core Distribution Electives: Each degree program must include at least 12 semester hours of electives selected from the following disciplines:

Anthropology	Languages
Art	Mathematics
Biology	Music
Chemistry	Philosophy
Computer Science	Physics
Drama	Political Science
Economics	Psychology
English	Sociology
Geography	Speech
Geology	Statistics
History	

Certain courses are never applicable toward the core distribution elective requirements. These courses are identified by a dagger symbol in the course description section of the catalog.

*Each student should always refer to the appropriate school section of this catalog for complete requirements and total number of hours prescribed for a specific degree and plan.

III. Core Curriculum for Students First Entering College in **Fall 1999 or after:**

Courses:	Semester Credit Hours:
010 - English Composition	6
020 - Mathematics (College Algebra or equivalent)	3
030 - Natural Sciences (Biology, Chemistry, Geology, Physics, or Bio/Physical Science)	6
040- Humanities (Literature, Philosophy, Modern or Classical Language/Literature, or Cultural Studies)	3
050-Visual/Performing Arts (Art, Drama, Music, Dance Photography, or any other course in the Visual or Performing Arts)	3
060-U.S. History	6
070-Political Science (Federal and State Government)	6
080-Social/Behavioral Science (Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology)	3
090-Speech	3
090-Computer Literacy/Proficiency	3

Please Note: A student who has completed the core curriculum at another Texas public institution will have satisfied the core curriculum requirements for UHV. New core curriculum requirements may result in future changes to plan field of study requirements as currently described. Changes would affect only students first entering college in fall 1999 or later and would be represented on degree plans for those students.

IV. Other Requirements

- A. A 2.0 grade point average is the minimum permitted for graduation, as applied to credit hours attempted at this institution. Students are therefore expected to maintain a cumulative grade point average of 2.0. Averages below that number may result in probation and suspension, as specified in the section entitled 'Academic Probation or Suspension'. For graduation requirements and academic probation and suspension, only the last completion grade recorded for repeated courses is used in computing the grade point average for courses at UHV. However, all courses attempted are included in the grade point average, including repeated courses, for undergraduate graduation with honors. Any grade of I not made up by the date of graduation will be treated as an F for determination of graduation requirements.
- B. A cumulative grade point average of 2.0 (A=4.0) is required for all hours attempted in the plan at this institution. Grades for repeated courses are computed as in IIIA above. Students in the School of Business Administration cannot accumulate more than two D's in the business plan. Any grade of I not made up by the date of graduation will be treated as an F for determination of graduation requirements.
- C. 30 of the last 36 advanced semester hours must be completed with UH-Victoria. These residence hours are not to include correspondence work. The following regulations are in effect:
 - Maximum correspondence credit applicable to the degree is 18 semester hours, with no more than six applicable toward the plan.
 - Complete a minimum of six semester hours of advanced work in the plan field in residence at this university.
- D. In addition to these general requirements, the candidate for graduation must meet all special degree requirements outlined by the appropriate academic program of the student's plan.
- E. Students must be clear from academic probation at the time of graduation.
- F. In addition to other graduation requirements, students in teacher education programs must meet all requirements for admission to and retention in the teacher education program.
- G. All students entering with less than 30 semester hours are required to take *UNIV 1200 First Year Seminar*.

Additional Plans

Students may earn and receive credit for more than one plan. This provision is often referred to as a “double major”, consisting of a first plan and an additional plan or, in rare instances, more than one. The following conditions apply:

- The plans must ordinarily fall under the same degree heading (e.g., B.S.). Otherwise, the conditions for an additional bachelor’s degree apply.
- Only one plan will be used for institutional data reports, whichever one the student indicates as the primary plan.
- All plans completed will be represented on the student’s official transcript.
- As long as a student is continuously enrolled, excluding summers, a student can complete another plan without being subject to an additional 30 hour requirement.

Additional Bachelor’s Degree

The fact that a student has a bachelor’s degree from UH-Victoria or from another recognized institution, does not preclude receiving an additional bachelor’s degree from UH-Victoria. Before being awarded a second bachelor’s degree, the student must have completed a minimum of 30 semester hours beyond those required for the first degree. For each subsequent bachelor’s degree, the student must complete a minimum of 30 semester hours in addition to those earned toward previous degrees.

The general and specific requirements for each degree must be met. The student must have 30 semester hours of residence credit earned at UH-Victoria for each degree awarded the student by the university.

As long as a student is continuously enrolled, excluding summers, a student can complete another plan without being subject to an additional 30 hour requirement.

General Requirements for a Master’s Degree

Planning the Graduate Program

In general the graduate student is expected to be enrolled each semester until completion of the degree program and award of the degree. The graduate student who is not enrolled should not expect the facilities of the university to be available. Such facilities include (but are not limited to) office and classroom space, laboratories, faculty resources and administration of oral or written examination. Exceptions to this requirement may be granted upon petition.

The graduate student should consult the program’s graduate advisor before each registration. The student is required to fulfill the special requirements of that particular degree program in addition to the general requirements stipulated for graduate studies. Additional requirements are listed with the appropriate degree programs in this catalog.

Applicable Graduate Credit

Graduate credit is not granted for courses taken prior to a student’s admission to any regionally accredited graduate school. The ‘Time Limitation’ section specifies additional restrictions.

Second Master’s Degree

With the advisor’s approval, a maximum of 50% of credit required for a master’s degree earned at this institution may be applied to a second master’s degree. Regulations concerning time limitations apply to transfer credit as well as to credit earned at UH-Victoria.

Course Numbering and Level of Credit

Credit for a 3000- or 4000-level course may be applied to a graduate degree upon approval by the school of the student’s plan.

Any undergraduate courses counted toward a graduate degree must be taken when the student is a graduate student and must be part of the student’s approved degree plan. Courses taken as an undergraduate for undergraduate credit cannot be used for graduate credit.

The graduate student who does not wish to earn graduate credit in a course must file a Course Credit Petition with the Office of the Registrar and Student Records immediately after payment of tuition and fees. A UH-Victoria senior in good academic standing may take a limited number of courses for graduate credit if lacking no more than 12 semester hours for a degree. The student may receive permission to enroll for graduate credit through a Course Credit Petition, which must be filed with the Office of the Registrar and Student Records. Graduate credits earned in this manner may not exceed 12 semester hours and may not be applied to the undergraduate degree. The Course Credit Petition may be obtained in the Office of the Registrar and Student Records or may be printed from the Admissions and Student Records forms list on the website (www.uhv.edu/oar/forms.aspx).

Continuing Graduate Study Beyond the Master's Level

The student who completes a master's degree program at this institution will have the degree status changed to that of a non-degree seeking graduate student. If the student wishes to change plans and/or pursue another master's degree, a Course Credit Petition must be completed. This petition is available on the Admissions web page (www.uhv.edu/oar/forms.aspx) or in the Office of the Registrar and Student Records.

Time Limitation

For graduate programs requiring 36 or fewer credit hours to fulfill the degree requirements, the student must complete the requirements within 5 years after formal admission to the program.

For graduate programs requiring more than 36 credit hours to fulfill the degree requirements, the student must complete the program within 7 years after formal admission.

Course credit, either transfer or from UHV, may not apply to any graduate degree if at graduation the course credit is more than 10 years old.

With the exception of programs for which another termination date has been specified, no degree shall be granted for a graduate program not completed within five years of its deletion from this catalog.

Termination of Enrollment

A satisfactory rate of progress toward the degree is required throughout the student's enrollment. The dean of the school may terminate a student's enrollment at any time if the rate of progress is not satisfactory. A student whose enrollment is terminated should be so notified with an explanation in writing by the dean of the student's plan. A copy of this notice and explanation will be made part of the student's permanent file.

Graduate Program Semester Hour Requirements

The semester hour requirements for graduate programs may vary. At the discretion of the Dean of the academic program, the student may receive up to 25% credit for graduate work taken at another institution accredited by one of the six recognized regional accrediting associations. If transferring from a UH System institution, the student may receive up to 50% credit at the discretion of the Dean of the academic program.

Application for Candidacy

Students should refer to respective schools for requirements and procedures for candidacy.

Students failing to fulfill school requirements by the appropriate deadline will have their application for graduation disapproved.

Candidacy applications for graduate students are available in the school offices.

Academic Standards for Graduate Students

1. Graduate students must maintain a minimum cumulative grade point average of 3.0 (B) over all graduate courses attempted at UH-Victoria, regardless of whether the courses are counted toward degree requirements.
2. No more than two courses with earned C's may be applied toward graduate degree plan requirements.

3. Failure to maintain a cumulative grade point average of 3.0 (B) may result in warning, probation or suspension.
4. Graduate students must maintain a minimum grade point average of 3.0 (B) on all courses that appear on the student's degree plan, including transferred courses.
5. No credit toward a graduate degree is allowed for courses in which grades of D or F are earned, although the grades are included in the grade point average.
6. The thesis grade is not included in the grade point average.
7. Certain graduate courses, as specified annually by the academic school, may be graded as S (satisfactory), U (unsatisfactory) and I (incomplete). Such grades will not be considered in computing a grade point average.

Academic Dishonesty

Academic Dishonesty may take a variety of forms, ranging from breach of ethics to a criminal offense. The faculty and administration of UH-Victoria view academic dishonesty as a significant breach of ethical conduct which incurs various disciplinary actions. Policies and procedures are outlined in the Academic Honesty policy in the UHV Student Handbook.

Thesis

Approval of Thesis Proposal

The student may not begin the research prior to the approval of the thesis proposal by the student's thesis committee (consult particular programs for committee composition). The thesis must present evidence of a mastery of the literature, a significant contribution to knowledge or professional skills and the ability to do independent research.

The final draft of the thesis must be completed and submitted to the committee no later than the following deadlines:

- Fall graduation—November 1
- Spring graduation—April 1
- Summer graduation—July 1

The paragraph regarding "Binding and Distribution of Thesis" on the following pages specifies deadlines for submission of the approved thesis.

Continuous Registration and Credit for Thesis

The student who is working on a thesis is required to be continuously enrolled in the appropriate thesis course for a minimum of 6 semester hours per year (12 months). Advice or assistance from a member of the faculty in the preparation of a thesis may not be expected unless the student is officially enrolled. Failure to enroll in thesis may delay the student's graduation. Enrollment is required in the semester in which the thesis is completed.

A person who lives in excess of 100 miles from the campus may register in absentia for thesis courses if arrangements are made through the Office of the Registrar and Student Records at least two weeks before the registration period. Registration for all other students must be completed in the prescribed manner during the announced registration period. The thesis course is considered a part of the student's current course load.

For acquisition of three thesis credits (6308) a grade of S will be recorded. For completion of the other three credits (6309) a regular grade (A, B, etc.) will be recorded. A grade of I may be assigned in either case to indicate work still in progress. Students are to enroll in 6308 until a grade of S is achieved before registering for 6309. In rare cases where the thesis is likely to be completed in one semester, permission for dual registration may be granted by the dean of the school.

A final grade of B or better is required in the completed thesis. A grade of C indicates that the thesis is not acceptable. Students who are not progressing satisfactorily may be asked to withdraw.

An optional graduate grading system of S (satisfactory), U (unsatisfactory) or I (incomplete) may be elected by any school for a given period, generally the academic year. Grades in the thesis courses whether under the optional or regular grading system, are not considered in computing a student's grade point average.

For the master's thesis, six semester hours may be earned. Although more than this number may be required of the student, six is the maximum number of hours which may be applied toward the master's degree.

An oral examination over the research study will be held upon completion of the thesis.

Suggested Form for Thesis

As a general rule, the format and style of presentation should conform to the most acceptable standards of scientific and scholarly writing in the discipline. For example, psychology students should refer to the publication, Manual of the American Psychological Association (available in the Victoria College Bookstore and the Academic Center). The title page must bear the month and year of commencement and the signatures of the thesis committee members.

Before preparing the thesis, the student should obtain a copy of the guide for the preparation and submission of thesis from the advisor.

Binding and Distribution of Thesis

The original and three copies of the approved thesis should be submitted for binding to the Senior Director of the Libraries as early as possible, but no later than 4:00 p.m. on the last day of final exams for the semester or term in which the candidate expects to graduate.

Fall graduation—Last day of final exams for the fall semester (December)

Spring graduation—Last day of final exams for the spring semester (May)

Summer graduation—Last day of final exams for the summer terms (August)

Cost of Binding

The Library will charge the candidate the current binding charge, which may be based on the size of the thesis.

Distribution of Thesis

1. Original—Library Archives (All signatures on this copy must be originals)
2. One copy—Library circulating copy
3. One copy—School office of candidate's plan (Arts & Sciences, Business Administration or Education)
4. One copy—Chair of candidate's committee

At the candidate's option, other copies may be bound for his/her own use.

Choice of Paper

The original copy of the thesis must be printed on acid-free paper.

Copyright

Copyright of your thesis is secured automatically when the thesis is created, and it is "created" when it is fixed in a copy for the first time. However, if you want to register your copyright with the U.S. Copyright Office, you have two options: (1) you may handle this entirely on your own, or (2) you may submit the appropriate paper work, along with one copy of your thesis (which may be unbound), and the registration fee of \$20 to UH-Victoria by the deadline date shown above. The University will send all of this to the U.S. Copyright Office for you. (The Library has a packet of materials that explain copyright registration in more detail.)

Academic Units

School of Arts and Sciences

University West, Suite 208

3007 N Ben Wilson, Victoria, Texas 77901

Phone: 361.570.4201 Fax: 361.570.4207

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Mission

The School of Arts and Sciences seeks to provide high quality academic programs that serve the educational needs and offer lifelong learning opportunities primarily for those in the regions served by UH-Victoria and its off-campus sites. Research and service are also important parts of this school's commitment to providing quality and excellence in education.

The School of Arts and Sciences offers a variety of bachelor's and master's degree programs designed to serve different student needs. These degree programs provide the knowledge and skills students need to enter the workforce, make career transitions, advance in their chosen fields, or continue on to graduate school. In addition, students who want simply to improve basic skills, explore new interests, or enrich their understanding of the background and values of their culture can select from numerous courses in the school to enhance their education.

The School of Arts and Sciences strives to meet these commitments and continuously improve its offerings by:

- Hiring and retaining highly qualified faculty who stay abreast in their field through research and professional development.
- Providing students with access to advisors who help them design programs of study to meet their individual needs and goals.
- Emphasizing the ethical values, conceptual knowledge, global and multicultural understanding, analytical skills, technical skills, and communication skills needed in the specific fields of study.
- Assessing and revising programs and course offerings to ensure quality and to keep current with and anticipate changes in workforce, educational, and social needs.
- Offering students hands-on learning opportunities such as internships, practica, laboratories, and class project collaborations with local organizations.
- Ensuring that educational opportunities in the community are available and accessible through a variety of efforts including distance learning, off-campus sites, and weekend course offerings.
- Participating in service and outreach activities that contribute to the educational enhancement of the students, school, university, system, the professions, and community served by UH-Victoria.

Plans and Degrees Offered

The programs of the School of Arts and Sciences consist of the following plans and academic concentrations within each plan as depicted in the following table.

Secondary Teacher Certificate:

Students seeking secondary teacher certification in biology, computer science, English, history, or mathematics should refer to the certification requirements listed in the School of Education and Human Development section of this catalog.

School of Arts and Sciences, Plans and Degrees Offered:

PLAN	DEGREE	CONCENTRATIONS
Applied Arts and Sciences	B.A.A.S.	Biology, Biotechnology, Communication, Computer Information Systems, Digital Gaming and Simulation, General Business, Leadership and Enterprise Studies, Legal Assistance and Administration, Marketing, Network and Security, Psychology, Web and Media
Biology**	B.S.	
Communication	B.A. / B. S.	
Communication Design	B.A.	
Computer Information Systems	M.S.	
Computer Science**	B.S.	Computer Science Digital Gaming and Simulation Information Systems
Criminal Justice	B.S.	
Humanities**	B.A.	Creative Writing English History
Interdisciplinary Studies	M.A.I.S.	Bioinformatics, Biomedical Science, Business, Communication, Computer Science, Criminal Justice, Digital Gaming & Simulation, Education, English, Film, Forensic Science, History, Homeland and International Security.
Mathematical Sciences**	B.A. / B.S.	Mathematics
Psychology	B.A. / B.S.	
Psychology	M.A.	Counseling Psychology School Psychology Forensic Psychology
Publishing	M.S.	
Spanish	B.A.	

**Secondary Teacher Certification Option Available.

Degree in Three (Dn3)

The UHV Degree in Three (Dn3) program allows you to earn a complete bachelor's degree in just three years through a structured program that requires summer classes only during the first year. Dn3 is offered in the following degrees: communication, criminal justice, English, history, or psychology. The program also offers international travel as part of the standard curriculum.

Academic Minors

Policy: Several areas in the School of Arts and Sciences offer minors. Students may earn a minor by satisfying the following requirements:

- Students must complete a minimum of 15 semester hours of work in the minor field. Some minors may include additional coursework, not to exceed 21 semester hours.
- Students must complete any prerequisites required by the program offering the minor.
- At least 12 semester hours must be upper division courses, although individual minors may require more hours at the upper level.
- At least nine of the 12 upper division hours must be taken with UHV.
- Students must earn a 2.00 minimum cumulative grade point average on courses attempted in the minor. The minor field must be different from the plan.
- No credit hours may be used to satisfy both plan and minor requirements.
- Students must complete all coursework required for a minor in addition to all courses for the degree prior to graduation.

Minors are not available for students in the Bachelor of Applied Arts and Sciences degree or in any undergraduate program leading to secondary school certification. Students should inform their academic advisors or the degree plan counselor when they begin their degree plan that they plan to complete a minor so that appropriate coursework can be completed.

Academic Minor Requirements:

BIOLOGY – 17 hrs.

- Students must complete a minimum of 17 semester credit hours in biology in addition to biology courses taken to satisfy core curricular requirements.
- At least 14 of these hours must be taken at UHV.
- BIOL 4337 Cell & Molecular Biology, or BIOL 3320 Human Genetics, or BIOL 4313 Genetics is required – 3 hours.
- At least two, 1-hour biology laboratory courses are required – 2 hours.

COMMUNICATION—15 hrs.

Students must complete a minimum of 15 semester credit hours in communication in addition to any communication courses taken to satisfy plan requirements.
At least 12 of these hours must be taken at UHV.

COMPUTER INFORMATION SYSTEMS—21 hrs.

Lower Division: 3 hours of C/C++ and 3 hours selected from Advanced C/C++, Pascal, Ada, Java, or Visual Basic (Advanced C/C++ or Visual Basic highly recommended)—**6 hours ***
COSC 3317, 3331, 3333, and 3315 are required. —**12 hours**
3 hours in an upper-level COSC course excluding 4305—**3 hours**

COMPUTER SCIENCE—21 hrs.

Lower Division: 3 hours of C/C++ and 3 hours selected from Advanced C/C++, Pascal, Ada, Java, or FORTRAN (Advanced C/C++ highly recommended)—**6 hours ***
COSC 3317, 3331, 3333, and 3332 are required. —**12 hours**
3 hours in an upper-level COSC course excluding 3325 and 4305—**3 hours**

DIGITAL GAMING – 21 hrs.

- **Required Lower Division:** 3 hours of COSC 1436 Programming Fundamentals or equivalent knowledge in an object-oriented programming language such as Java, C++ or C#.

- **Required Upper Division:** 9 hours
GAME 4312 Game Engines
GAME 4314 Gaming Networks Architecture
GAME 4322 Game AI and Behavioral Modeling
- **Elective Upper Division GAME courses:** 6 hours
- **Elective Lower/Upper Division GAME courses:** 3 hours

CRIMINAL JUSTICE—15 hrs.

Students must complete a minimum of 15 semester credit hours in criminal justice in order to receive a minor in criminal justice.

At least 12 of these hours must be taken at UHV.

ENGLISH—15 hrs.

Students must complete a minimum of 15 semester credit hours in English in addition to any English courses taken to satisfy plan requirements.

At least 12 of these hours must be taken at UHV.

HISTORY—15 hrs.

Students must complete a minimum of 15 semester credit hours in history in addition to any history courses taken to satisfy plan requirements.

At least 12 of these hours must be taken at UHV.

MATHEMATICS—21 hrs.

Lower Division: Calculus I, Calculus II are required—**6 hours**

MATH 3391, 3361, 4310, and 4311 are required—**12 hours**

3 hours of upper-level course work in math are required; no independent study allowed—**3 hours**

POLITICAL SCIENCE—15 hrs.

- PSCI 3340 Global Political Studies
- PSCI 3320 Introduction to Public Policy
- 9 hours of electives – offered under PSCI 4300

PSYCHOLOGY—15 hrs.

Students must complete a minimum of 15 semester credit hours of psychology in addition to any psychology courses taken to satisfy plan requirements.

At least 12 of these hours must be taken at UHV.

SPANISH – 18 hrs.

Students must complete 18 hours from any of the following:

- SPAN 3313 Oral and Written Communication I
- SPAN 3323 Oral and Written Communication II
- SPAN 3301 Spanish Grammar and Composition
- SPAN 4300 Special Topics in Spanish
- SPAN 4313 Advanced Oral and Written Communication I
- SPAN 4320 Professional Applications of Spanish
- SPAN 4366 History of the Spanish Language
- SPAN 4314 Spanish Phonetics
- SPAN 4315 Latin America Literature
- SPAN 4316 Mexican American Literature

Degree Requirements for the Bachelor of Applied Arts and Sciences (B.A.A.S.)

1. **Satisfy Core Curriculum Requirements** for students entering college in Fall 1999 or after. See “General Requirements for a Bachelor’s Degree.”
2. **General Requirements:**
 - **Lower Division** - 24-44 vocational/technical courses; 3 semester hours of speech and satisfy computer literacy/proficiency requirement. Transfer note: Only vocational/technical courses taken at regionally accredited institutions will be accepted.
 - **Upper Division** - 13 semester hours; ENG 3430 Professional Writing; COMM 3325 Advanced Professional Speaking; COMM 4314 Intercultural Communication; HUMA 4322 Ethics
3. **Concentration/Specialization** – 15-21 semester hours chosen from one of the following alternatives:
 - a. **Biology:** 17 semester hours of upper division biology courses by advisement, with at least 2 semester hours of laboratory coursework (two 1-hour labs). Biology concentrators should take General Biology, and Anatomy and Physiology or General Chemistry as their lower division natural science courses in the core curriculum.
 - b. **Biotechnology:** 17 semester hours of upper division biology. Six of these hours are to include at least two upper level biology core courses. BIOL 4300 Biotechnology & Bioinformatics; BIOL 4337 Cell & Molecular Biology, BIOL 3320 Human Genetics, or BIOL 4313 Genetics; BIOL 4325 Introduction to Forensics; BIOL 3326 Plant Biology or BIOL 4335 Ecology; BIOL 3330 Histology or BIOL 4333 Comparative Animal Physiology; BIOL 4100 Cell & Molecular Lab or BIOL 4100 Biochemistry Lab, BIOL 4100 Plant Biology Lab or BIOL 4100 Histology Lab.
 - c. **Communication:** 18 semester hours of upper division communication courses by advisement.
 - d. **Computer Information Systems.** See separate listing below.
 - e. **Digital Gaming and Simulation.** See separate listing of requirements below.
 - f. **General Business:** 15 semester hours of business courses from at least 2 of the following areas: International Business (IBUS), Management (MGMT), Marketing (MKTG). No more than 9 hours may be taken in any one area. All 15 semester hours must be designated as upper division courses. At least 9 hours must be taken from the University of Houston-Victoria.
 - g. **Leadership and Enterprise Studies:** 15 semester hours of upper division leadership and enterprise studies courses by advisement.
 - h. **Legal Assistance and Administration:** 18 semester hours including CRIJ 3316 Ethics of Social Control, or MGMT 3312 Legal Environment of Business, and 15 semester hours from one of the following groups of courses. Students must take at least 3 semester hours from each group.
 - Group 1- Management Courses - MGMT 4311 Human Resources Management; MGMT 4312 Staffing; MGMT 4313 Compensation; MGMT 4315 Contemporary Issues in Management; MGMT 4300 Selected Topics in Management (by advisement).
 - Group 2 - Criminal Justice - CRIJ 3321 American Court Systems; CRIJ 4312 Alternatives to Incarceration; CRIJ 4313 Juvenile Justice System; CRIJ 4318 Victimology; CRIJ 4321 Policing in a Democratic Society.
 - i. **Marketing:** 15 semester hours including MKTG 3311 Principles of Marketing, and 12 semester hours of upper division marketing courses by advisement. At least 9 hours must be taken from the University of Houston-Victoria.
 - j. **Network and Security.** See separate listing of requirements below.
 - k. **Psychology:** 18 semester hours including PSYC 4311 Abnormal Psychology; PSYC 4320 Principles of Learning; PSYC 4314 History and Systems; and 9 semester hours of upper division courses by advisement.
 - l. **Web and Media.** See separate listing of requirements below.

4. **Additional electives** to complete minimum degree requirements of 120 semester hours and 40 upper division semester hours.

Note: The total of lower and upper division coursework in accounting, economics, finance, international business, management, marketing, quantitative management science or any other business discipline (e.g., business law) credited on the degree plan may not exceed 24 semester hours (i.e., 20% of the minimum BAAS degree requirements of 120 semester hours). In addition, a student may not take more than 15 upper division hours in all business disciplines. Students with more than 9 hours of lower division business or business technology courses may not choose General Business or Marketing as their concentration.

These requirements are summarized in the following table:

**Applied Arts and Sciences Plan
(Except for Computer Information Systems, Digital Gaming and Simulation,
Network and Security, and Web and Media concentrations.)**

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. PLAN PROGRAM REQUIREMENTS	LD	LD/UD	UD	TOTAL
A. General				
ENGL 3430 Professional Writing			4	4
COMM 3325 Advanced Professional Speaking			3	3
COMM 4314 Intercultural Communication			3	3
HUMA 4322 Ethics			3	3
B. AAS LD Specialization/Concentration				
Specialization (Vocational-Technical)	24-44			24-44
Concentration			15-21	15-21
III. ELECTIVES		0-6		<u>0-6</u>

*TOTAL

120

*Total must be minimum of 120 semester hours with minimum of 40 s.h. at upper division levels.

BAAS - Digital Gaming and Simulation Concentration

1. CORE CURRICULUM REQUIREMENT 42 S.H.

- (010) - English Composition: 6 s.h.
- (020) - Mathematics: 3 s.h.
- (030) - Natural Science: 6 s.h.
- (040) - Humanities: 3 s.h.
- (050) - Visual/Performing Arts: 3 s.h.
- (060) - U.S. History: 6 s.h.
- (070) - Political Science: 6 s.h.
- (080) - Social Behavioral Science: 3 s.h.
- (090) - Speech: 3 s.h.
- (090) - Computer Lit/Prof.: 3 s.h.

2. MAJOR PROGRAM REQUIREMENTS

General

- ENGL 3430 Professional Writing
- ENGL 4327 Interactive Narrative (May be used as Humanities requirement)
- COMM 4326 Digital Games as Communication (May be used as Speech requirement)
- **AAS LD Requirements for GMNG Concentration Only – 15 S.H.**
 - Design and Creation of Games
 - 3D Modeling
 - 3D Animation I
 - 3D Animation II
 - Computer Ethics OR HUMA 4322 Ethics
- **AAS LD Specialization**
 - Vocational or Technical Credits 24 – 44
- **AAS UD Requirements for GMNG Concentration Only – 15 S.H.**
- GMNG 4312 Game Engines
 - MATH 3321 Gaming Math for Non-Programmer
 - GMNG 4317 Art for Gaming
 - GMNG 4316 Advanced Level Design
 - GMNG 4321 Game Development Project Management
- **AAS UD Specialization – 18 S.H.**
 - GMNG 4318 Advanced Animation for Gaming
 - GMNG 3310 Advanced 3D Modeling for Gaming
 - GMNG 4310 Advanced Game Modeling and DirectX
 - GMNG 4322 Game AI and Behavioral Modeling
 - GMNG 4314 Gaming Network Architecture
 - GMNG 4340 Senior Project

3. FREE ELECTIVES 0-6 S.H.

- BAAS UD and/or LD Free Electives

Must meet minimum requirements, 120 s.h. overall
43 – 49 s.h. upper division, of which 30 s.h. must be completed at UHV.

These requirements are summarized in the following table:

**Applied Arts and Sciences Plan
Digital Gaming and Simulation Concentration**

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. PLAN PROGRAM REQUIREMENTS	LD	LD/UD	UD	TOTAL
A. General				
ENGL 3430 Professional Writing			4	4
ENGL 4327 Interactive Narrative			3	3
COMM 4326 Digital Games as Communication			3	3
B. AAS LD Requirements for GMNG Concentration				
Programming Fundamentals	3			3
3D Modeling	3			3
3D Animation 1	3			3
3D Animation II	3			3
Computer Ethics or HUMA 4322 Ethics		3		3
C. AAS LD Specialization				
Specialization (Vocational-Technical)	24-44			24-44
D. AAS UD Requirements for GMNG Concentration				
MATH 3321 Gaming Math for Non-Programmers			3	
GMNG 4317 Art for Gaming			3	
GMNG 4312 Game Engines			3	
GMNG 4316 Advanced Level Design			3	
GMNG 4321 Game Development Project Mgmt.			3	
E. AAS UD Specialization				
GMNG 4318 Advanced Animation for Gaming			3	
GMNG 3310 Advanced 3D Modeling for Gaming			3	
GMNG 4310 Advanced Game Modeling and DirectX			3	
GMNG 4314 Gaming Networks Architecture			3	
GMNG 4322 Game AI and Behavioral Modeling			3	
GMNG 4340 Senior Project			3	
F. ELECTIVES		0-6		<u>0-6</u>

*TOTAL

120

BAAS - Computer Information Systems Concentration:

1. CORE CURRICULUM REQUIREMENT 42 S.H.

- (010) - English Composition: 6 s.h.
- (020) - Mathematics: 3 s.h.
- (030) - Natural Science: 6 s.h.
- (040) - Humanities: 3 s.h.
- (050) - Visual/Performing Arts: 3 s.h.
- (060) - U.S. History: 6 s.h.
- (070) - Political Science: 6 s.h.
- (080) - Social Behavioral Science: 3 s.h.
- (090) - Speech: 3 s.h.-
- (090) - Computer Lit/Prof.: 3 s.h.

2. MAJOR PROGRAM REQUIREMENTS

- **General**
 - ENGL 3430 Professional Writing
 - ENGL 4327 Interactive Narrative (May be used as Humanities requirement)
 - COMM 4326 Digital Games as Communication (May be used as Speech requirement)
- **AAS Requirements for CIS Concentration Only – 15 S.H. Programming Fundamentals**
 - 12 hours in hardware, networking, programming.
 - HUMA 4322 or computer ethics, database, security administration or programming.
- **AAS LD Specialization**
 - Vocational or Technical Credits 24 – 44
- **AAS UD Requirements for CIS Concentration Only – 18 S.H.**
 - COSC 3325 Information Systems in Organizations (May be used as Computer Lit requirement)
 - COSC 4321 IT Project Management
 - COSC 4339 Telecommunications and Networking
 - COSC 4350 Information Security, Privacy and Ethics
 - Select 6 UD hours from the following: COSC 3315, 3317, 4305, 4320, 4336, 4341, 4355.
- **AAS UD Specialization –15 S.H.**
 - 15 UD hours in COSC with advisor approval.

3. FREE ELECTIVES 0-6 S.H.

- BAAS UD and/or LD Free Electives

Must meet minimum requirements, 120 s.h. overall
43 s.h. upper division, of which 30 s.h. must be completed at UHV.

These requirements are summarized in the following table:

**Applied Arts and Sciences Plan
Computer Information Systems Concentration**

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. PLAN PROGRAM REQUIREMENTS	LD	LD/UD	UD	TOTAL
A. General				
ENGL 3430 Professional Writing			4	4
ENGL 4327 Interactive Narrative			3	3
COMM 4326 Digital Games as Communication			3	3
B. AAS Requirements for CIS Concentration				
12 hours in hardware, networking, programming.	12			12
HUMA 4322 or computer ethics, database, security administration or programming.		3		3
C. AAS LD Specialization				
Specialization (Vocational-Technical)	24-44			24-44
D. AAS UD Requirements for CIS Concentration				
COSC 3325 Information Systems in Organizations			3	
COSC 4321 IT Project Management			3	
COSC 4339 Telecommunications and Networking			3	
COSC 4350 Information Security, Privacy & Ethics			3	
Select 6 UD hours from the following: COSC 3315, 3317, 4305, 4320, 4336, 4341 or 4355			6	
E. AAS UD Specialization				
15 UD hours in COSC with advisor approval.			15	
F. ELECTIVES		0-7		<u>0-7</u>
*TOTAL				120

BAAS – Network and Security Concentration:

1. CORE CURRICULUM REQUIREMENT 42 S.H.

- (010) - English Composition: 6 s.h.
- (020) - Mathematics: 3 s.h.
- (030) - Natural Science: 6 s.h.
- (040) - Humanities: 3 s.h.
- (050) - Visual/Performing Arts: 3 s.h.
- (060) - U.S. History: 6 s.h.
- (070) - Political Science: 6 s.h.
- (080) - Social Behavioral Science: 3 s.h.
- (090) - Speech: 3 s.h.
- (090) - Computer Lit/Prof.: 3 s.h.

2. MAJOR PROGRAM REQUIREMENTS

- **General**
 - ENGL 3430 Professional Writing
 - ENGL 4327 Interactive Narrative (May be used as Humanities requirement)
 - COMM 4326 Digital Games as Communication (May be used as Speech requirement)
- **AAS LD Requirements for Networking Concentration Only – 15 S.H. Programming Fundamentals**
 - 12 hours in hardware, networking or operating systems.
 - HUMA 4322 or computer ethics, database, security administration or programming.
- **AAS LD Specialization**
 - Vocational or Technical Credits 24 – 44
- **AAS UD Requirements for Networking Concentration Only – 18 S.H.**
 - COSC 3325 Information Systems in Organizations (May be used as Computer Lit requirement)
 - COSC 4321 IT Project Management
 - COSC 4339 Telecommunications and Networking
 - COSC 4350 Information Security, Privacy and Ethics
 - Select 6 U.D. hours from the following: COSC 3315, 3317, 4305, 4320, 4336, 4341, 4355
- **AAS UD Specialization – 15 S.H.**
 - 15 UD hours in COSC courses in networking, hardware, system administration, and security, with advisor approval.

3. FREE ELECTIVES 0-6 S.H.

- BAAS UD and/or LD Free Electives

Must meet minimum requirements, 120 s.h. overall
43 s.h. upper division, of which 30 s.h. must be completed at UHV.

These requirements are summarized in the following table:

**Applied Arts and Sciences Plan
Network and Security Concentration**

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. PLAN PROGRAM REQUIREMENTS	LD	LD/UD	UD	TOTAL
A. General				
ENGL 3430 Professional Writing			4	4
ENGL 4327 Interactive Narrative			3	3
COMM 4326 Digital Games as Communication			3	3
B. AAS LD Requirements for Networking Concentration				
12 hours in hardware, networking, or operating systems.			12	12
HUMA 4322 or computer ethics, database, security, administration or programming		3		3
C. AAS LD Specialization				
Specialization (Vocational-Technical)	24-44			24-44
D. AAS UD Requirements for Networking Concentration				
COSC 3325 Information Systems in Organizations			3	
COSC 4321 IT Project Management			3	
COSC 4339 Telecommunications and Networking			3	
COSC 4350 Information Security, Privacy & Ethics			3	
Select 6 U.D. hours from the following: COSC 3315, 3317, 4305, 4320, 4336, 4341, 4355			6	
E. AAS UD Specialization				
15 UD hours in COSC courses in networking, in networking, hardware, system administration, and security with advisor approval.			15	15
F. ELECTIVES		0-7		<u>0-7</u>

*TOTAL

120

BAAS – Web and Media Concentration:

1. CORE CURRICULUM REQUIREMENT 42 S.H.

- (010) - English Composition: 6 s.h.
- (020) - Mathematics: 3 s.h.
- (030) - Natural Science: 6 s.h.
- (040) - Humanities: 3 s.h.
- (050) - Visual/Performing Arts: 3 s.h.
- (060) - U.S. History: 6 s.h.
- (070) - Political Science: 6 s.h.
- (080) - Social Behavioral Science: 3 s.h.
- (090) - Speech: 3 s.h. -
(090) - Computer Lit/Prof.: 3 s.h.

2. MAJOR PROGRAM REQUIREMENTS

- **General**
 - ENGL 3430 Professional Writing
 - ENGL 4327 Interactive Narrative (May be used as Humanities requirement)
 - COMM 4326 Digital Games as Communication (May be used as Speech requirement)
- **AAS LD Requirements for Web & Media Concentration Only – 15 S.H. Programming Fundamentals**
 - 12 hours in 2D Animation, 3D Modeling, programming.
 - HUMA 4322 or computer ethics, database, security administration or programming.
- **AAS LD Specialization**
 - Vocational or Technical Credits 24 – 44
- **AAS UD Requirements for Web & Media Concentration Only – 18 S.H.**
 - COSC 3325 Information Systems in Organizations (May be used as Computer Lit requirement)
 - COSC 4321 IT Project Management (May be used as Computer Lit requirement)
 - COSC 4339 Telecommunications and Networking
 - COSC 4350 Information Security, Privacy and Ethics
 - Select 6 UD hours from the following: COSC 3315, 3317, 4305, 4320, 4336, 4341, 4355.
- **AAS UD Specialization –15 S.H.**
 - 15 UD hours in COSC courses in multimedia, animation, graphics and gaming with advisor approval.

3. FREE ELECTIVES 0-6 S.H.

- BAAS UD and/or LD Free Electives

Must meet minimum requirements, 120 s.h. overall
43 s.h. upper division, of which 30 s.h. must be completed at UHV.

These requirements are summarized in the following table:

**Applied Arts and Sciences Plan
Web and Media Concentration**

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. MAJOR PROGRAM REQUIREMENTS	LD	LD/UD	UD	TOTAL
A. General				
ENGL 3430 Professional Writing			4	4
ENGL 4327 Interactive Narrative			3	3
COMM 4326 Digital Games as Communication			3	3
B. AAS LD Requirements for Web & Design Concentration				
12 hours in 2D Animation, 3D Modeling, and programming	12			12
HUMA 4322 or computer ethics, database, security administration or programming.		3		3
C. Concentration / Specialization				
Specialization (Vocational-Technical)	24-44			24-44
D. AAS UD Requirements for Web & Design Concentration				
COSC 3325 Information Systems & Organizations			3	
COSC 4321 IT Project Management			3	
COSC 4339 Telecommunications and Networking			3	
COSC 4350 Information Security, Privacy & Ethics			3	
Select 6 U. D. hours from the following: COSC 3315, 3317, 4305, 4320, 4336, 4341, 4355.			6	
E. AAS UD Specialization				
15 upper division hours COSC courses in multimedia animation, graphics and gaming with advisor approval.			15	15
F. ELECTIVES		0-7		<u>0-7</u>
*TOTAL				120

Degree Requirements for the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.)

The following requirements apply to all candidates for the Bachelor of Arts or the Bachelor of Science. The Bachelor of Arts option is available to those who choose plans in Communication, Humanities, Mathematical Sciences, or Psychology. The Bachelor of Science option is available to those who choose plans in Biology, Communication, Computer Science, Criminal Justice, Mathematical Sciences or Psychology.

1. Satisfy all university requirements for a bachelor's degree as found in the "UNIVERSITY DEGREE REQUIREMENTS" section of this catalog.
2. Satisfy Core Curriculum Requirements for students entering college in Fall 1999 or after.
3. Satisfy the requirements for either the Bachelor of Arts or the Bachelor of Science, as follows:
 - a. Bachelor of Arts
 - (1) Lower or Upper Division: 3 semester hours of speech and satisfy computer literacy/proficiency requirement; Foreign Language/ Linguistics: 6 semester hours at the sophomore level in one foreign language. Students submitting an acceptable score on a standard foreign language proficiency test approved by the School of Arts and Sciences may substitute 6 semester hours of electives.
 - b. Bachelor of Science
 - (1) Lower Division: 3 semester hours of speech and satisfy computer literacy/proficiency requirement; Natural Sciences: 11 semester hours in natural sciences, at least 2 semester hours of which must be in laboratory courses. Natural sciences include biology, biophysical sciences, chemistry, geology, and physics.
4. Satisfy course requirements for the plan: At least 24 semester hours in one plan of which at least 18 semester hours must be advanced.

Requirements for Specific Plans

Biology (B.S.)

1. Satisfy Core Curriculum Requirements for students entering college in Fall 1999 or after. See "General Requirements for a Bachelor's Degree."
2. Satisfy the requirements for the Bachelor of Science.
 - Natural sciences with lab (for a total of 11 semester hours of natural sciences)
3. General requirements:
 - Lower Division - BIOL 1406 and BIOL 1407 General Biology for Science Majors; BIOL 2420 Elementary Microbiology; CHEM 1411 and CHEM 1412 General Inorganic Chemistry; CHEM 2323 Organic Chemistry I and CHEM 2325 organic Chemistry II; PHYS 1401 General Physics; and MATH 2312 Precalculus.
 - Upper Division - ENGL 3430 Professional Writing; MATH 3391 Probability and Statistics.
 - Concentration -
 - Upper Division - BIOL 4310 Biochemistry II, BIOL 4313 Genetics, BIOL 3330 Histology, BIOL 4333 Comparative Animal Physiology, BIOL 3326 Plant Biology, BIOL 4337 Cell & Molecular Biology or BIOL 4335 Ecology, BIOL 3340 Animal Behavior, or BIOL 3342 Social Biology; BIOL 4103 Biology Seminar or BIOL 4102 Independent Research in Biology. Students must take a minimum of 4 semester hours of upper division laboratory, BIOL 4100. Concurrent enrollment in the lecture class is required.
4. Students must take a minimum of 4 semester hours of upper division laboratory.
5. Students seeking secondary certification should see the section on "Secondary Teacher Certification Programs".
6. Free electives - Enough electives to fulfill the 120 semester hour requirement and the 54 semester hours of upper division courses.

These requirements are summarized in the following table:

Biology, B.S. Plan
(for students entering Spring 2011 or after)

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. MAJOR PROGRAM REQUIREMENTS	LD	LD/UD	UD	TOTAL
<i>A. General</i>				
ENGL 3430 Professional Writing			4	4
BIOL 1406 Biology for Science Majors	4			4
BIOL 1407 Biology for Science Majors	4			4
BIOL 2420 Elementary Microbiology	4			4
CHEM 1411 General Inorganic Chemistry	4			4
CHEM 1412 General Inorganic Chemistry	4			4
PHYS 1401 General Physics	4			4
MATH 2312 Precalculus	3			3
MATH 3391 Probability and Statistics			3	3
CHEM 2323 Organic Chemistry I	3			3
CHEM 2325 Organic Chemistry II	3			3
<i>B. Concentration</i>				
BIOL 4310 Biochemistry II			3	3
BIOL 4313 Genetics			3	3
BIOL 3330 Histology			3	3
BIOL 4333 Comparative Animal Physiology			3	3
BIOL 3326 Plant Biology			3	3
BIOL 4337 Cell & Molecular Biology Or BIOL 4335 Ecology			3	3
BIOL 3340 Animal Behavior Or BIOL 3342 Social Biology			3	3
BIOL 4103 Biology Seminar Or BIOL 4102 Independent Research in Biology			1	1
BIOL 4100 Lab (Concurrent enrollment in lecture class is required.)			4	4
III. FREE ELECTIVES – Additional upper division hours to satisfy the 120 minimum requirement of hours on the degree plan and the 54 hour minimum of upper division hours.				

Elective courses for Premedical and Predental/ Biotechnology/Environment Concentrations:					
	BIOL 3323 Comparative Anatomy			3	3
	BIOL 3343 Immunology			3	3
	BIOL 4320 Embryology			3	3
	BIOL 3320 Human Genetics or BIOL 3322 Human Physiology			3	3
	BIOL 4335 Ecology with BIOL 4100 Ecology Lab Or BIOL 4337 Cell & Molecular Biology with BIOL 4100 Lab			4	4
	BIOL 4300 Cancer Biology Or BIOL 4390 Phytochemical &Health			3	3
	BIOL 4300 Biotechnology & Bioinformatics			3	3
	BIOL 4325 Introduction Forensic Science			3	3
	BIOL 4345 Toxicology Or BIOL 4300 Marine Ecology Or BIOL 4300 Bioterrorism and Biosecurity			3	3
** TOTAL				120	

* Students must complete a minimum of 4 semester hours of upper division laboratory.

** Total must be minimum of 120 s.h. with minimum of 54 s.h. at upper division level.

Premedical and Predental Program

The Bachelor of Science degree in Biology and courses taught at the University of Houston-Victoria fulfill the admissions requirements for most medical and dental schools in the United States and its protectorates.

Premedical and predental students are advised that most medical schools require the following courses; however, students are responsible for determining the specific requirements of those medical schools selected for application. A majority of this course work needs to be completed at the lower division.

General Chemistry	One year with laboratory
Organic Chemistry	One year with laboratory
General Physics	One year with laboratory
Calculus	One-half year
Biology	Two years, one with laboratory

Furthermore, students need to take the Medical College Admissions Test (MCAT) or the Dental School Admissions Test (DAT) to fulfill admission requirements of most medical and dental schools. These tests are usually taken at the end of the junior year of college. To prepare for these exams, students will also need to take upper division biology courses such as Genetics, Biochemistry, Cell Biology, Human Physiology and Anatomy. These courses, although not always specified by professional schools, are recommended by the Pre-Professional (Premedical, Predental) Advisor at UHV.

Most professional colleges require the completion of a bachelor's degree and a high GPA to obtain admission. Some schools will admit exceptionally well-qualified students with high grades and MCAT/DAT scores before they complete a bachelor's degree.

UHV has an established Pre-medical/Predental advisory board to support and provide advice to applicants. Letters of recommendation from the Pre-Professional (Premedical, Predental) Advisor/board can be provided only for students who have fulfilled the above requirements and completed at least 3 upper division courses at UHV including the core courses for a BS in Biology. The recommendations will require above average grades and close interaction with the Pre-Professional (Premedical, Predental) Advisor, and board.

Communication (B.A. or B.S.)

1. Satisfy Core Curriculum Requirements for students entering college in Fall 1999 or after. See "General Requirements for a Bachelor's Degree."
2. Satisfy the requirements for the Bachelor of Arts or the Bachelor of Science degree.
Bachelor of Arts option – 6 semester hours of sophomore foreign language
Bachelor of Science option - natural sciences with lab (for a total of 11 semester hours of natural sciences)
3. General requirements:
 - Upper Division – ENGL 3430 Professional Writing; PSYC 4318 Research Methods for the Social Sciences or MKTG 4311 Buyer Behavior; PSYC 3315 Statistics for the Social Sciences; ENGL 3312 Grammar and Rhetoric; 9 semester hours of HUMA, HIST, or ENGL courses; ENGL 3310 Introduction to the Study of Language (B.S. option only).
4. Concentration/Specialization: 24 semester hours, including COMM 3318 Communication and Public Culture; COMM 4314 Intercultural Communication; COMM 4318 Mass Media Communication; and 18 semester hours, which can include up to 3 semester hours of lower division communication or speech classes.
5. Free electives - Enough electives to fulfill the 120 semester hour requirement and the 54 semester hours of upper division courses.

These requirements are summarized in the following table:

Communication Plan

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. PLAN PROGRAM REQUIREMENTS	LD	LD/UD	UD	TOTAL
A. General				
ENGL 3430 Professional Writing			4	4
(B.S. Option Only) ENGL 3310 Intro. to the Study of Language			3	3
ENGL 3312 Grammar and Rhetoric			3	3
PSYC 4318 Research Methods for the Social Sciences Or MKTG 4311 Buyer Behavior			3	3
PSYC 3315 Statistics for Social Sciences			3	3
(for B.S. option) Additional Natural Science with Labs	5			5
(for B.A. option) Foreign Language (6 s.h. in sophomore level foreign language.)		6		6
Nine s.h. UD HUMA/HIST/ENGL			9	9

B. Concentration / Specialization (24 s.h.)				
COMM 3318 Communication and Public Culture			3	3
COMM 4314 Intercultural Communication			3	3
COMM 4318 Mass Media Communication			3	3
COMM elective (LD/UD)		0-3		0-3
COMM electives (UD)			12-15	12-15
III. FREE ELECTIVES – Additional hours to satisfy the minimum of 120 credit hours on the degree plan and any other minimums such as 54 upper division hours.)				
*TOTAL				*120

*Total must be minimum of 120 s.h. with minimum of 54 s.h. at upper division level.

Communication Design (B.A)

1. Satisfy Core Curriculum Requirements for students entering college in Fall 1999 or after. See "General Requirements for a Bachelor's Degree."
2. Satisfy the requirements for the Bachelor of Arts.
6 semester hours of sophomore foreign language
3. General requirements:
 - Upper Division – ENGL 3430 Professional Writing; DSGN 3320 Advanced Typography; DSGN 3321 Theories of Design, DSGN 3322 Advanced Design; DSGN 4300 Selected Topics in Design; DSGN 4310 History of Design; DSGN 4312 Digital Design; DSGN 4316 Visual Communication; DSGN 4318 Senior Seminar; DSGN 4320 Design Internship; DSGN 4322 Senior Portfolio
4. Concentration/Specialization: 12 semester hours. Students must take four of the following courses: COMM 4330 Theories of Web Design; COMM 4318 Mass Media Communication; GMNG 3310 3D Modeling; GMNG 4316 Advanced Leveling; GMNG 4318 Advanced Animation for Gaming; HUMA 4312 Classical Greece and Rome; HUMA 4313 Medieval and Renaissance Civilization; HUMA 4314 The Age of Enlightenment; HUMA 4315 The Age of Revolution; HUMA 4317 The Modern Era; MKTG 3311 Principles of Marketing
5. Free electives - Enough electives to fulfill the 120 semester hour requirement and the 54 semester hours of upper division courses.

These requirements are summarized in the following table:

Communication Design Plan

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. PLAN PROGRAM REQUIREMENTS	LD	LD/UD	UD	
<i>A. General</i>				
ENGL 3430 Professional Writing			4	4
Foreign Language (6 s.h. in sophomore level foreign language)	6			6
DSGN 3320 Advanced Typography				3

DSGN 3321 Theories of Design				3
DSGN 3322 Advanced Design				3
DSGN 4300 Selected Topics in Design				3
DSGN 4310 History of Design				3
DSGN 4312 Digital Design				3
DSGN 4316 Visual Communication				3
DSGN 4318 Senior Seminar				3
DSGN 4320 Design Internship				3
DSGN 4322 Senior Portfolio				3
<i>B. Concentration / Specialization (12 s.h.)</i>				
Four of the following courses: COMM 4330, COMM 4318				3
GMNG 3310; GMNG 4316; GMNG 4318; HUMA 4312				3
HUMA 4313; HUMA 4314; HUMA 4315;				3
HUMA 4317; MKTG 3311				3
III. FREE ELECTIVES – Additional hours to satisfy the minimum of 120 credit hours on the degree plan and any other minimums such as 54 upper division hours.)				

*TOTAL

*120

*Total must be minimum of 120 s.h. with minimum of 54 s.h. at upper division level.

Computer Science (B.S.)

The Computer Science program offers a choice of three concentrations:

(a) Computer Science, (b) Information Systems, (c) Digital Gaming & Simulation.

1. Satisfy Core Curriculum Requirements for students entering college in Fall 1999 or after. See "General Requirements for a Bachelor's Degree."
2. Satisfy the requirements for the Bachelor of Science.
 - natural sciences with lab (for a total of 11 semester hours of natural sciences).
3. General Requirements:
 - Upper Division – ENGL 3430 Professional Writing; COSC 3317 Object Oriented Programming and Design; COSC 3331 Data Structures and Algorithms I; COSC 3333 Data Structures and Algorithms II; COSC 4339 Telecommunication and Networks; MATH 3362 Discrete Structures
4. Concentration
 - a. Computer Science
 - General requirements: Lower Division -- 6 semester hours of calculus I and II; COSC 1436 and COSC 1437.
 - Concentration requirements: Upper Division— COSC 4320 Software Engineering; COSC 4336 Database Systems; COSC 4337 Operating Systems; COSC 4350 Information Security, Privacy and Ethics; COSC 3332 Computer Organization and Architecture; COSC 4331 Structure of Programming Languages; MATH 3391 Probability and Statistics; 9 semester hours computer science or mathematics courses by advisement (excluding COSC 3325, and 4305).
 - b. Information Systems
 - General Requirements: Lower Division—MATH 1324 Finite Math; MATH 1325 Business Calculus; COSC 1436, COSC 1437
 - Concentration requirements:

Lower Division – ACCT 2301 or 2401 Accounting Theory I; or ACCT 2302 or 2402 Accounting Theory II.

Upper Division – COSC 3315 Application Design Using GUI and Database; COSC 3325 Information Systems in Organizations; COSC 4321 IT Project Management; COSC 4320 Software Engineering; COSC 4336 Database Systems; COSC 4337 Operating Systems; COSC

4350 Information Security, Privacy and Ethics; MGMT 3311 Principles of Management; MKTG 3311 Principles of Marketing; MATH 3391 Probability and Statistics; 6 upper division semester hours by advisement in computer science/information systems (excluding COSC 4305).

c. Digital Gaming & Simulation

- In the University core curriculum requirements, the following courses are recommended:
 - Science – 11 credits: PHYS 1401 and 1402 General College Physics recommended for 8 semester hours of this core requirement.
 - General Requirements:
 - Lower Division – MATH 1324 Finite Math
 - Lower or Upper Division – Programming Proficiency in C++ and OOP; be able to pass the UHV programming proficiency exam in object oriented programming in Java or C++; or take COSC 3317.
 - Concentration requirements:
 - Lower Division – GMNG 1372 Math for Game Programmers; GMNG 2374 DirectX Programming.
 - Upper Division – 30 credits: MATH 3361 Linear Algebra; COSC 4321 IT Project Management; GMNG 4300 Special Topics in Digital Gaming & Simulation; GMNG 4310 Advanced Game Modeling and DirectX; GMNG 4322 Game AI and Behavioral Modeling; GMNG 4312 Game Engines; GMNG 4314 Gaming Networks Architecture; GMNG 4340 Senior Project; 6 s.h. from the following list: GMNG 4305 Game Internship, GMNG 4316 Advanced Level Design (not recommended for students who have taken as part of LD coursework: ARTC 1341, ARTC 2341 and GMNG 2373), GMNG 3310 3D Modeling, GMNG 4318 Multimedia Animation, COSC 4337 Operating Systems, COSC 3347 Computer Graphics and Applications, COSC 4341 Internet Computing, COSC 4320 Software Engineering, COMM 4325 Virtual Worlds, COMM 4316 Visual Communication.
5. Students seeking secondary certification should see the section on “Secondary Teacher Certification Programs”.
 6. Free electives - Enough electives to fulfill the 120 semester hour requirement and the 54 semester hours of upper division courses.
 7. Students must earn a grade of C or better in any computer science or math course to fill prerequisite requirements.
 8. Students may not transfer any course in computer science or math with a grade of D or F.

These requirements are summarized in the following table:

Computer Science Plan

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. PLAN PROGRAM REQUIREMENTS	LD	LD/UD	UD	TOTAL
A. General				
ENGL 3430 Professional Writing			4	4

Additional Natural Science with Labs	5			5
COSC 3317 Object Oriented Programming and Design			3	3
COSC 3331 Data Structures and Algorithms I			3	3
COSC 3333 Data Structures and Algorithms II			3	3
COSC 4339 Telecommunication and Networks			3	3
MATH 3362 Discrete Structures			3	3
B. Concentration				
1. Computer Science Concentration				
a. Lower Division				
Calculus: MATH 2313, MATH 2314	6			6
Programming: COSC 1436, COSC 1437	8			8
b. Upper Division				
COSC 3332 Computer Organization and Architecture			3	3
COSC 4320 Software Engineering			3	3
COSC 4336 Database Systems			3	3
COSC 4337 Operating Systems			3	3
COSC 4331 Structure of Programming Languages			3	3
COSC 4350 Information Security, Privacy and Ethics			3	3
MATH 3391 Probability and Statistics			3	3
Electives (UD COSC or MATH excluding COSC 3325 and 4305)			9	9
2. Information Systems Concentration				
a. Lower Division				
MATH 1324 Finite Math	3			3
MATH 1325 Business Calculus	3			3
Programming: COSC 1436, COSC 1437	8			8
Accounting: ACCT 2301, ACCT 2302	6			6
b. Upper Division				
COSC 3315 Application Design Using GUI and Database			3	3
COSC 3325 Information Systems in Organizations			3	3
COSC 4320 Software Engineering			3	3
COSC 4321 IT Project Management			3	3
COSC 4336 Database Systems			3	3
COSC 4337 Operating Systems			3	3
COSC 4350 Information Security, Privacy and Ethics			3	3
MGMT 3311 Principles of Management			3	3
MKTG 3311 Principles of Marketing			3	3
MATH 3391 Probability and Statistics			3	3
Electives (UD COSC excluding COSC 4305)			6	6
3. Digital Gaming & Simulation Concentration				
a. Lower Division				
MATH 1324 Finite Math	3			3
GMNG 1372 Math for Game Programmers	3			3
GMNG 2374 DirectX Programming	3			3
b. Upper Division				
MATH 3361 Linear Algebra			3	3
COSC 4321 IT Project Management			3	3
GMNG 4310 Advanced Game Modeling and DirectX			3	3
GMNG 4322 Game AI and Behavioral Modeling			3	3
GMNG 4312 Game Engines			3	3
GMNG 4314 Gaming Networks Architecture			3	3
GMNG 4340 Senior Project			3	3
Electives (UD from a designated list of GMNG/COSC/ COMM)			6	6

courses; see above)				
III. FREE ELECTIVES (to fulfill hours' requirement)				

***TOTAL**

120**

* Total must be minimum of 120 s.h. with minimum of 54 s.h. at upper division level.

** Students seeking secondary certification may be required to take additional hours.

Note: Beginning in Fall 2003, students who have not yet completed their lower division computer programming courses should take the new courses COSC 1436 and COSC 1437 instead.

Criminal Justice (B.S.)

1. Satisfy Core Curriculum Requirements for students entering college in Fall 1999 or after. See "General Requirements for a Bachelor's Degree."
 2. Satisfy the requirements for the Bachelor of Science.
Natural sciences with lab (for a total of 11 semester hours of natural sciences).
 3. Plan Requirements (26 upper division semester hours)
 - CRIJ 1301 (required for students with less than 60 hours)
 - ENGL 3430 Professional Writing CRIJ 3310 Foundations of Criminal Justice
 - CRIJ 3314 Criminal Justice Administration CRIJ 3316 Ethics of Social Control
 - CRIJ 3318 Criminology CRIJ 3324 Research Methods in Criminal Justice I
 - CRIJ 4320 Senior Seminar CRIJ 4424 Research Methods in Criminal Justice II
- Notes:**
- a. No more than one grade below "C" in these 26 s.h. will be accepted toward graduation.
 - b. CRIJ 3310 and CRIJ 3318 are gateway courses and must be taken within the first two semesters of upper level coursework.
 - c. All requirements for CRIJ 4320 Senior Seminar, including the CJ Senior Exam, must be passed with a letter grade of "C" or better for a student to be certified for graduation. CRIJ 4320 must be taken at the University of Houston-Victoria.
4. Plan Electives (15 upper division semester hours)
 - a. Students transferring under the 2+2 agreement with articulated lower division coursework take 15 s.h. of upper division courses in Criminal Justice or Nonprofit Leadership.
 - b. Students without 18-21 s.h. of lower division Criminal Justice courses take CRIJ 3321, CRIJ 4313, CRIJ 4321, and 6 s.h. of upper division Criminal Justice courses.
 5. Support Courses (6 upper division semester hours)
 - a. 3 s.h. from PSYC 4311, PSYC 4312
 - b. 3 s.h. from ANTH 3311, COMM 4314, HUMA 4323, HUMA 4324
 6. Free Electives. To satisfy 120 s.h. degree requirement and 54 s.h. upper division requirement.

These requirements are summarized in the following table:

Criminal Justice Plan

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
	LD	LD/UD	UD	TOTAL

II. PLAN PROGRAM REQUIREMENTS				
A. General				
ENGL 3430 Professional Writing			4	4
Additional Natural Science with Labs	5			5
CRIJ 1301 Introduction to Criminal Justice**	3			3
CRIJ 3310 Foundations of Criminal Justice			3	3
CRIJ 3314 Criminal Justice Administration			3	3
CRIJ 3316 Ethics of Social Control			3	3
CRIJ 3318 Criminology			3	3
CRIJ 3324 Research Methods in Criminal Justice I			3	3
CRIJ 4320 Senior Seminar			3	3
CRIJ 4424 Research Methods in Criminal Justice II			4	4
B. Plan Electives (15 s.h. of Upper Division CRIJ courses)			15	15
C. Support Courses (6 upper division semester hours)			6	6
III. FREE ELECTIVES (to fulfill hours requirements)				
*TOTAL			120	

*Total must be minimum of 120 s.h. with minimum of 54 s.h. at upper division level.

**CRIJ required for students with less than 60 hours.

Humanities (B.A.)

1. Satisfy Core Curriculum Requirements for students entering college in Fall 1999 or after. See "General Requirements for a Bachelor's Degree."
2. Satisfy the requirements for the Bachelor of Arts.
6 semester hours of sophomore foreign language
3. General Requirements:
 - Upper Division – ENGL 3430 Professional Writing; 9 semester hours in HUMA period courses (HUMA 4312, 4313, 4314, 4315 and 4317); 3 semester hours in any HUMA, HIST, or ENGL course; 3 semester hours in HUMA 4324 Gender Studies or HUMA 4323 Asian Culture.
4. Concentration/Specialization -18 semester hours chosen from one of the following concentrations:
 - a. **Creative Writing:** 18 semester hours selected with advisor approval. ENGL 2313 Intro to Creative Writing, 6 semester hours in ENGL Writing courses (3315, 3318, 3319, 3328); 6 semester hours in ENGL Advanced Writing courses (4315, 4318, 4319, 4328), ENGL 3312 Grammar & Rhetoric.
 - b. **English:** 18 Semester hours of junior and senior level courses in English (Excluding ENGL 3430)
 - c. **History:** 18 semester hours selected with advisor approval.
5. Students seeking secondary certification should see the section on "Secondary Teacher Certification Programs".
6. Free electives - Enough electives to fulfill the 120 semester hour requirements and the 54 semester hours of upper division courses.

These requirements are summarized in the following table:

Humanities Plan

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
	LD	LD/UD	UD	TOTAL
II. PLAN PROGRAM REQUIREMENTS				
A. General				
ENGL 3430 Professional Writing			4	4
Foreign Language -- (6 s.h. in sophomore level foreign language)		6		6
HUMA 4323 Asian Culture, or 4324 Gender Studies			3	3
HUMA period courses (9 s.h. from the following courses: HUMA 4312, HUMA 4313, HUMA 4314, HUMA 4315, HUMA 4317)			9	9
Any HUMA, HIST, or ENGL Course			3	3
B. Concentration / Specialization (One of the following)				
Creative Writing			18	18
English			18	18
History			18	18
III. FREE ELECTIVES (to fulfill hours requirements)				

*TOTAL

**120

* Total must be minimum of 120 s.h. with minimum of 54 s.h. at upper division level.

** Students seeking secondary certification may be required to take additional hours.

Mathematical Sciences (B.A. or B.S.)

1. Satisfy Core Curriculum Requirements for students entering college in Fall 1999 or after. See "General Requirements for a Bachelor's Degree."
2. Satisfy the requirements for the Bachelor of Arts or the Bachelor of Science.
Bachelor of Arts option – 6 semester hours of sophomore foreign language
Bachelor of Science option - natural sciences with lab (for a total of 11 semester hours of natural sciences)
3. General Requirements:
 - Lower Division - COSC 1436 and COSC 1437; MATH 2413 Calculus I; MATH 2414 Calculus II; MATH 2415 Calculus III or MATH 2320 Differential Equations;
 - Upper Division – ENGL 3430 Professional Writing; MATH 3347 Operations Research; MATH 3361 Linear Algebra; MATH 3391 Probability and Statistics; MATH 4310 Fundamental Concepts of Analysis; MATH 4378 Numerical Analysis; MATH 4391 Probability and Statistics II, MATH 4311 Modern Algebra.

4. Concentration/Specialization:
 - Mathematics
 - Lower Division or Upper Division - 3 semester hours electives (LD electives must have minimal prerequisite of 6 semester hours of calculus.)
 - Upper Division - 18 semester hours, including MATH 3362 Discrete Structures; MATH 3357 Introduction to Higher Geometry; 9 semester hours of mathematics or computer science courses by advisement.
5. Students seeking teaching certification should see the section on “Secondary Teacher Certification Programs”.
6. Free electives - Enough electives to fulfill the 120 semester hour requirement and the 54 semester hours of upper division courses.
7. Students must earn a grade of C or better in any computer science or math course to fill prerequisite requirements.
8. Students may not transfer any course in computer science or math with a grade of D or F.

These requirements are summarized in the following table:

Mathematical Sciences Plan

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. PLAN PROGRAM REQUIREMENTS:	LD	LD/UD	UD	TOTAL
A. General				
ENGL 3430 Professional Writing			4	4
(B.A. option) Foreign Language -- (6 s.h. in sophomore level foreign language)	6			6
(B.S. option) Additional Natural Science with Labs	5			5
MATH 2413 and MATH 2414 Calculus I & II for MATH plans	8			8
MATH 2415 Calculus III or MATH 2320 Differential Equations	3			3
COSC 1436 Programming Fundamentals I	4			4
COSC 1437 Programming Fundamentals II	4			4
MATH 3347 Operations Research			3	3
MATH 3361 Linear Algebra			3	3
MATH 3391 Probability & Statistics			3	3
MATH 4310 Fundamental Concepts of Analysis			3	3
MATH 4378 Numerical Analysis			3	3
MATH 4391 Probability and Statistics II			3	3
MATH 4311 Modern Algebra			3	3
B. Concentration / Specialization				
<i>Mathematics</i>				
3 s.h. LD/UD electives (w/ prerequisite of 6 s.h. calculus)		3		3
MATH 3362 Discrete Structures			3	3

MATH 3357 Introduction to Higher Geometry			3	3
9 s.h. UD mathematics or computer science courses by advisement			9	9
III. FREE ELECTIVES (to fulfill hours requirement)				

*TOTAL

**120

* Total must be minimum of 120 s.h. with minimum of 54 s.h. at upper division level.

** Students seeking secondary certification may be required to take additional hours.

Psychology (B.A. or B.S.)

1. Satisfy Core Curriculum Requirements for students entering college in Fall 1999 or after. See "General Requirements for a Bachelor's Degree."
2. Satisfy the core requirements for the Bachelor of Arts or the Bachelor of Science degree.
Bachelor of Arts option – 6 semester hours of sophomore foreign language
Bachelor of Science option - natural sciences with lab (for a total of 11 sem. Hrs. of natural sciences)
General requirements – 13-17 semester hours including ENGL 3430 Professional Writing, HUMA 4322 Ethics, and six semester hours of any upper division HUMA, HIST or ENGL courses.
3. Specialization - 27 advanced semester hours, including PSYC 3315 Statistics for the Social Sciences; PSYC 3316 Child and Adolescent Development or PSYC 3317 Adult Development and Gerontology; PSYC 3314 Physiological Psychology; PSYC 4310 Tests and Measurements; PSYC 4311 Abnormal Psychology; PSYC 4312 Social Psychology; PSYC 4314 History and Systems; PSYC 4320 Principles of Learning; PSYC 4318 Research Methods for the Social Sciences.
4. Free electives—Additional hours to satisfy the minimum of 120 credit hours on the degree plan and any other minimums, such as 54 upper division credit hours.

These requirements are summarized in the following table:

Psychology Plan

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. PLAN PROGRAM REQUIREMENTS	LD	LD/UD	UD	TOTAL
<i>A. General</i>				
ENGL 3430 Professional Writing			4	4
(B.A. option) Foreign Language -- (6 s.h. in sophomore level foreign language)	6			6
(B.S. option) Additional Natural Science with Labs	5			5
HUMA 4322 Ethics			3	3
6 s.h. UD HUMA/HIST/ENGL			6	6
<i>B. Specialization (27 s.h.)</i>				
PSYC 3315 Statistics for the Social Sciences			3	3
PSYC 3316 Child and Adolescent Development or PSYC 3317 Adult Development and Gerontology			3	3

PSYC 3314 Physiological Psychology			3	3
PSYC 4310 Tests and Measurements			3	3
PSYC 4311 Abnormal Psychology			3	3
PSYC 4312 Social Psychology			3	3
PSYC 4314 History and Systems			3	3
PSYC 4318 Research Methods for the Social Sciences			3	3
PSYC 4320 Principles of Learning			3	3
C. FREE ELECTIVES (Additional hours to satisfy the minimum of 120 credit hours on the degree plan and any other minimums such as 54 upper division hours.)				
*TOTAL				120

*Total must be minimum of 120 s.h. with minimum of 54 s.h. at upper division level.

Spanish (B.A.)

1. Satisfy Core Curriculum Requirements for students entering college in Fall 1999 or after. See "General Requirements for a Bachelor's Degree."
2. Satisfy the core requirements for the Bachelor of Arts degree.
6 semester hours of sophomore foreign language.
3. General requirements:
 - Lower Division – SPAN 1301 Elementary Spanish I, SPAN 1302 Elementary Spanish II, SPAN 2301 Intermediate Spanish I, SPAN 2302 Intermediate Spanish II, SPAN 2312 Practical Conversation.
 - Upper Division – ENGL 3430 Professional Writing, SPAN 3301 Spanish Grammar & Composition, SPAN 4314 Spanish Phonetics, SPAN 4366 History of the Spanish Language, SPAN 4313 Advanced Oral & Written Communication.
4. Specialization – Choose 12 semester hours from the following: SPAN 4300 Special Topics in Spanish, SPAN 4320 Professional Applications of Spanish, SPAN 4315 Latin American Literature, SPAN 4316 Mexican American Literature, HUMA 4325 Hispanic Heritage, Culture & Civilization to 1848, HUMA 4326 Hispanic Heritage, Culture & Civilization from 1848.
5. Free electives—Additional hours to satisfy the minimum of 120 credit hours on the degree plan and any other minimums, such as 54 upper division credit hours.

These requirements are summarized in the following table:

Spanish Plan

I. CORE CURRICULUM REQUIREMENTS (42 total core hours required).	LD	LD/UD	UD	TOTAL
English Composition	6			6
College Math or higher	3			3
Natural Sciences	6			6
Humanities	3			3
Visual/Performing Arts	3			3
U.S. History	6			6
Political Science	6			6
Social/Behavioral Science	3			3
Speech	3			3
Computer Literacy	3			3
II. PLAN PROGRAM REQUIREMENTS	LD	LD/UD	UD	TOTAL
<i>A. General</i>				
SPAN 1301 Elementary Spanish I	3			3
SPAN 1302 Elementary Spanish II	3			3
SPAN 2301 Intermediate Spanish I	3			3
SPAN 2302 Intermediate Spanish II	3			3
SPAN 2312 Practical Conversation	3			3

ENGL 3430 Professional Writing			4	4
SPAN 3301 Spanish Grammar & Composition			3	3
SPAN 4314 Spanish Phonetics			3	3
SPAN 4366 History of the Spanish Language			3	3
SPAN 4313 Advanced Oral & Written Communication			3	3
<i>B. Specialization (12 s.h.)</i>				
12 s.h. from the following courses: SPAN 4300, SPAN 4320, SPAN 4315, SPAN 4316, HUMA 4325, HUMA 4326			12	12
C. FREE ELECTIVES (Additional hours to satisfy the minimum of 120 credit hours on the degree plan and any other minimums such as 54 upper division hours.)				
*TOTAL			120	

*Total must be minimum of 120 s.h. with minimum of 54 s.h. at upper division level.

Degree Requirements for Graduate Plans

Computer Information Systems (M.S.)

1. **General Admission Requirements.** Admission to Graduate Studies (see graduate admission requirements).
2. **Program Admission.** In addition to meeting university admissions requirements for a graduate degree, admission to the M.S. in Computer Information Systems (MS-CIS) program is based on an evaluation by the program's admission committee of the following information:
 - a) A resume reflecting work experience and educational background.
 - b) A one-page essay that states the student's reasons for applying to the program and HIST or her career goals and research and scholarly interests, if any.
 - c) Submit official GRE or GMAT scores and have an Admissions index of 1,400 or higher (if taken prior to August 1, 2011) or 980 (if taken on or after August 1, 2011), obtained by either of the following:
 - 1) If taken prior to August 1, 2011: GPA on at least the last 60 semester credit hours times 200 **Plus** GRE score (Verbal + Quantitative).

If taken on or after August 1, 2011: GPA on at least the last 60 semester credit hours times 200 **Plus** 15 times (Verbal + Quantitative – 260)

or

 - 2) GPA on at least the last 60 semester credit hours times 200 **Plus** GMAT score times 2
- d) Evidence of having completed undergraduate or graduate coursework in the following areas:
 - 3 s.h. of Calculus, Discrete Structures (MATH 3362), Discrete Mathematics, or Operations Research (MATH 3347)
 - 3 s.h. of Statistics (MATH 3391)
 - 3 s.h. of Information Systems in Organizations (COSC 3325)
 - 3 s.h. of Principles of Management (MGMT 3311, or MGMT 6351)
 - 3 s.h. of upper division Accounting, or 6 s.h. of
 - lower division Principles of Accounting I and II, or ACCT 6351

- 6 s.h. of programming and data structures using an object-oriented programming language. Students who do not have this preparation can take the following leveling courses to replace the programming requirement.
 - COSC 3317 Object Oriented Programming and Design
 - COSC 3315 Application Design using GUI and Database
1. Documentation of prior learning which satisfies program prerequisite knowledge in part or full. The student may submit to the CIS Graduate Program Advisor a portfolio of work for evaluation for exempting one or more prerequisite/leveling courses. Such work may include non-credit or non-academic course work, certifications held and other demonstrated experience or knowledge in the subject area. Such exemption will be solely at the discretion of the CIS Graduate Program Advisor, and may involve interviews, tests, or contact of references. No such waiver for non-academic experience will be done for any part of the 36 semester hours beyond the prerequisite/leveling courses.
- 3. Program Admission under the "Three-Year Bachelor Bridge Program" option.** Graduates of three-year Bachelors degree programs who otherwise satisfy all the international admission requirements for the MS program in Computer Information Systems (MS-CIS,) and have the equivalent of a minimum 90 undergraduate semester credit hours, will be admitted as graduate students with the additional requirement that they must complete the Bridge program that would bring their total credit hours to the 120 hours required for a UHV bachelor's degree. Completion of the Bridge program is necessary before the student can enroll in more than 18 graduate hours as required in the MS-CIS, not counting prerequisite and leveling courses.

Each student must satisfy the requirements of Sections 1 and 2 in the following, either by transfer credit or by UHV course work. Students admitted into the Bridge program must complete courses chosen under advisement from Section 3 to meet the total requirement of 120 semester hours.

The quality of a student's work must be kept at a 3.0 grade point average or better throughout the Bridge program. Courses in which the quality of work is lower than "C" must be repeated and no more than two C's may be applied toward the Bridge program. Courses may be repeated to achieve higher grades; in cases where courses have been repeated, both course grades remain on the transcript, but only the latest grade counts toward the grade point average for the degree. If a student's GPA falls below 3.0 during the Bridge program, the student will be placed on academic probation. Students on academic probation will be informed by the Dean of the School of Arts and Science of any conditions for removing the probationary status.

Section 1. Required, 7 semester hours

- Professional Writing (ENGL 3430)
- Advanced Public Speaking (COMM 3325)

Section 2. Other Program Requirements, 21 semester hours

- 3 s.h. of Calculus, Discrete Structures, Discrete Mathematics, Operations Research, or Management Science
- 3 s.h. of Statistics
- 3 s.h. of Information Systems in Organizations
- 3 s.h. of Principles of Management
- 3 s.h. of upper division or graduate Accounting, or 6 s.h. of lower division Principles of Accounting I and II
- 6 s.h. of programming and data structures using an object-oriented programming language.

Section 3. Selected Courses by Advisement

- Any additional courses needed to total a minimum of 120, taken from upper division COSC or MATH courses.

4. **Degree Plan.** The degree plan embodies the goals to be achieved by the student at the completion of the program, as indicated by the course work required to be completed. The degree plan is drawn up by the degree plan counselor, in consultation with the student, and the CIS Graduate Program Advisor. The plan is approved by the Dean of Arts and Sciences.
5. **Degree Requirements.** The Computer Information Systems degree plan has a 36 semester hour requirement. Students can chose a thesis or non-thesis option. Students in the non-thesis track complete 15 semester hours of core courses, 18 semester hours of specialization courses and 3 semester hours of integration course. Under the thesis option, students complete 15 semester hours of core courses, 12 semester hours of specialization courses and 6 thesis semester hours. An additional 21 semester hours of prerequisite and leveling courses may be required in either option and are not included in the 36 semester hour program requirements.

6. Prerequisite/Leveling Courses (21 semester hours)

A large percentage of the entering students in the program are anticipated to have undergraduate degrees in areas not directly related to computing. The foundation preparation courses required in three areas listed below are required of such students.

1. Computer Science/Information Systems (9 semester hours)

- Six (6) semester hours of courses in programming and data structures using an object-oriented programming language. Students who do not have this preparation can take the following leveling courses to replace the programming requirement.
 - i. COSC 3317 Object Oriented Programming and Design
 - ii. COSC 3315 Application Design using GUI and Database
- Three (3) semester hours in basic knowledge of computer information systems, including some proficiency in the use of common PC software environments, or COSC 3325.

2. Mathematics (6 semester hours)

- Three (3) semester hours of Calculus, Discrete Structures (MATH 3362), Discrete Mathematics, Operations Research, or Management Science.
- Three (3) semester hours of Statistics (MATH 3391).

3. Business (6 semester hours)

- Three (3) semester hours of Management, or MGMT 3311 or MGMT 6351.
- Three (3) semester hours of upper division Accounting, or ACCT 6351. This requirement may also be satisfied by the lower division sequence: Principles of Accounting I and II.

7. Core Courses (15 semester hours)

COSC 6336 Database Systems Development
 COSC 6342 Software Engineering/Project Management
 COSC 6350 Systems Analysis and Design
 COSC 6339 Network Design and Management
 COSC 6325 Policy, Strategy, and Ethical Issues in Information Systems

8. Specialization (18 semester hours; 12 semester hours under the thesis option)

These courses are selected from the following list:

COSC 6329 Data Warehousing and Data Mining
 COSC 6337 Web Mining and Information Retrieval
 COSC 6340 Software and System Architecture
 COSC 6343 Intelligent Agents and Applications
 COSC 6347 System Administration
 COSC 6351 Decision Support Systems
 COSC 6353 Information Systems Security

COSC 6357 Web Engineering
 COSC 6359 Advanced Computer Communication
 COSC 6300 Special Topics in Computer Science/Information Systems
 COSC 6344 Advanced IT Project Management
 GMNG 6311 Fundamentals of 3D Modeling
 GMNG 6314 Fundamentals of Game Networks
 GMNG 6316 Advanced Level Design
 GMNG 6322 Intelligent Agents for Games
 GMNG 6343 Artificial Intelligence for Games

D. Integration Course (3 semester hours)

COSC 6390 Integrating the Enterprise, IS Function and IS Technologies

E. Thesis Option

Students have the option of writing a research-oriented thesis. This option is available for academically strong students wishing to advance their knowledge and, hopefully make a contribution, in a particular area of computer information systems. Approval for the thesis option by a faculty member, under whom the student has taken at least one course and a minimum overall "B" average in the program, is required. Students approved for a thesis will register for the following courses, typically during two consecutive semesters in their second year of studies: COSC 6308-6309 – Computer Systems Thesis Research.

Interdisciplinary Studies (M.A.I.S.)

1. **General Admission Requirements.** Admission to Graduate Studies (see graduate admission requirements).
2. **Program Admission.** In addition to meeting university admissions requirements for a graduate degree students must submit their official GRE scores. Admission to the M.A.I.S program is based on an evaluation by the program's admission committee of the following information:
 1. A one-page essay that states the student's reasons for applying to the program and his or her career goals and research and scholarly interests, if any.
 2. Submit official GRE scores and have an Admissions index of 1,400 or higher (if taken prior to August 1, 2011) or 980 (if taken on or after August 1, 2011), obtained by either of the following:

If taken prior to August 1, 2011: GPA on at least the last 60 semester credit hours times 200
Plus GRE score (Verbal + Quantitative)

If taken on or after August 1, 2011: GPA on at least the last 60 semester credit hours times 200
Plus 15 times (Verbal + Quantitative – 260)
3. **Degree Plan.** The degree plan embodies the goals to be achieved by the student at the completion of the program, as indicated by the proportion of the course work required in each concentration. The degree plan is drawn up by the degree plan counselor, in consultation with the student, the concentration advisors, and the M.A.I.S. program director. The plan is approved by the Dean of Arts and Sciences. Degree plans should be completed within one semester of admission to the program.
4. **Degree Requirements.**
 - a. a minimum of 36 graduate semester hours (s.h.) with a final grade of at least a B in each course
 - b. 15 s.h. maximum in any one concentration except INDS
 - c. INDS 6312 (Introduction to INDS) can only be taken twice.
 - d. COSC 6360 and COSC 6361 will NOT count toward the 36 semester hour requirements.
5. **Core Courses and Concentrations.**
 - a. MAIS core requirements (9 s.h.)
 - i. For all MAIS students (3 s.h.)
 INDS 6312 Introduction to Interdisciplinary Studies, (Students must have Graduate Admission to the MAIS program and take within the first 15 semester hours).

- ii. For first concentrators in Bioinformatics, Computer Science, Forensic Science, or Math (6 s.h.)
 - INDS 6328 Philosophy of Science
 - INDS 6305 Interdisciplinary Research Project (To be taken in last 15 s.h. of the program.)
 - This course requires prior approval of supervising instructor and advisor.
- iii. For first concentrators other than Bioinformatics, Computer Science, Forensic Science, or Math (6 s.h.)
 - INDS 6324 Ethics, or
 - INDS 6326 Social Philosophy, or
 - INDS 6305 Interdisciplinary Research Project (To be taken in last 15 s.h. of the program.)
 - This course requires prior approval of supervising instructor and advisor.
- b. First Concentration (12-15 s.h.)
 - Options: Bioinformatics, Biomedical Sciences, Communication, Computer Science, Criminal Justice, Digital Gaming & Simulation, English, Film, Forensic Science, History, Homeland and International Security*, Mathematics, Psychology, Publishing, or Religion.
- c. Second Concentration (9-12 s.h.)
 - Options: Bioinformatics, Biomedical Sciences, Business, Communication, Computer Science, Criminal Justice, Digital Gaming & Simulation, Education, English, Film, Forensic Science, History, Homeland and International Security*, Mathematics, Psychology, Publishing, or Religion.
- d. Special Options:
 - 1. Upon the advisement and recommendation of the MAIS program director and their first concentration advisor, students may write a 6-hour interdisciplinary thesis. These students will not be required to take INDS 6305 Interdisciplinary Research Project.
 - 2. Students may replace the second concentration in one discipline with 9-12 s.h. of courses from any graduate offerings designed around a theme or topic. The student must submit a written rationale for this grouping of courses to the M.A.I.S. program director and the first concentration advisor before the completion of 15 s.h. in the program. The proposal is subject to the approval of both the program director and the concentration advisor.

* Homeland and International Security Concentration Specific Requirements:

- 1. Core (6 credit hours):
 - Students will follow the basic MAIS core program
- 2. First concentration (15 credit hours):
 - A. Students will take the following 12 credit hours:
 - 1) HINS 6310: Theories of Political Violence
 - 2) HINS 6311: Domestic Terrorism and Hate Groups
 - 3) HINS 6312: International Terrorism and Religious Violence
 - 4) HINS 6313: Unconventional Warfare Since 1945
 - B. Students will choose 3 credit hours from among the following:
 - a) HINS 6300: Special Topics in Homeland and International Security
 - b) CRIJ 6300: Special Topics in Criminal Justice
 - c) HIST 6311: 20th Century US History
 - d) HIST 6316: Nazi Germany
 - e) COSC 4350: Information Security, Privacy and Ethics
 - f) RELN 6312: Religion and Media
 - g) RELN 6313: Philosophy of Religion
- 3. Second concentration recommendations (9 credit hours):
 - A. Criminal Justice
 - B. Business (Management)
 - C. Religion (May not use RELN 6312 or 6313 for both concentrations)
 - D. History (May not use HIST 6311 or 6316 for both concentrations)
 - E. Forensic Science
- 4. Thesis (6 credit hours)
 - It is recommended that students write and defend a thesis.

5. **Foreign Language (Pre- or Co-Requisite):**
Students will take 12 credit hours (undergraduate or graduate) or demonstrate proficiency in a foreign language (other than Spanish), preferably Arabic. They may substitute Study Abroad language programs for appropriate language credit with permission of their advisor. Credit hours may be transferred from another institution.

Psychology (M.A.)

The University of Houston-Victoria offers three psychology master's degrees, a 48-semester hour degree in counseling psychology, a 60-semester hour degree in forensic psychology, and a 69-semester hour degree in school psychology. The counseling and forensic psychology degrees are designed to meet the educational requirements for the Texas Licensed Professional Counselor (LPC) credential and/or the Licensed Psychological Associate (LPA) credential. The school psychology degree is designed to meet the academic requirements for the Texas Licensed Specialist in School Psychology (LSSP) credential and the Nationally Certified School Psychologist (NCSP) credential.

1. **General Admission Requirements.** Admission to Graduate Studies is restricted to the Fall semester only (see graduate admission requirements). The M.A. Psychology programs do not allow students to have Temporary Graduate Student status. It is the responsibility of the applicant to furnish all necessary documentation for Fall admission to the Admissions office by February 15 for priority consideration or June 15 for consideration of remaining seats.
2. **Program Admission.** In addition to meeting university admissions requirements for a graduate degree, prospective psychology students must submit their official GRE scores. GMAT scores will not be accepted. Admission to the counseling psychology, forensic psychology, or school psychology program is based on an evaluation by the program's admission committee of the following information.
 - a. A 1-2 page essay that states the applicant's reasons for applying to the program and the applicant's career goals.
 - b. One letter of recommendation from a non-UHV, non-family source.
 - c. Evidence of having completed undergraduate or graduate courses in statistics, research methods, and abnormal psychology. A particular course will be waived as a requirement if the student passes a comprehensive final exam or its equivalent for the designated course with a grade of "C" or better. The exam may be taken no more than once for a particular course.
 - d. Submit official GRE scores and have an Admissions index of 1,400 or higher (if taken prior to August 1, 2011) or 980 (if taken on or after August 1, 2011), obtained by either of the following:

If taken prior to August 1, 2011: GPA on at least the last 60 semester credit hours times 200
Plus GRE score (Verbal + Quantitative)

If taken on or after August 1, 2011: GPA on at least the last 60 semester credit hours times 200
Plus 15 times (Verbal + Quantitative – 260)

- e. An interview with UHV graduate faculty in psychology.
3. **Degree Requirements.**
The counseling psychology, forensic psychology, and the school psychology degree plans have a common core of 24 semester hours. The counseling psychology degree plan has a concentration requirement of an additional 15 semester hours, the forensic psychology degree plan has a concentration requirement of an additional 27 hours, and the school psychology degree plan has a concentration requirement of an additional 30 semester hours. Nine semester hours of practicum are required for the counseling psychology and forensic psychology degrees and 6 semester hours of practicum are required for the school psychology degree. A full-time, year-long internship is also required for the school psychology degree.
 - A. **Common Core (21 semester hours).** The following courses are required for all three degrees:
PSYC 6321 Advanced Abnormal Psychology
PSYC 6326 Advanced Research Methods
PSYC 6330 Life-Span Developmental Psychology
PSYC 6331 Multicultural Psychotherapy

PSYC 6332 Advanced Social Psychology
PSYC 6334 Theories and Issues in Psychotherapy
PSYC 6336 Introduction to Assessment

B. Concentration Requirements

Counseling Psychology (18 semester hours)

PSYC 6319 Vocational Psychology and Career Counseling
PSYC 6333 Ethics and Practice of Psychology
PSYC 6335 Techniques of Psychotherapy
PSYC 6337 Advanced Assessment
PSYC 6338 Group Psychotherapy
PSYC 6339 Theory and Techniques of Family Therapy

Forensic Psychology (30 semester hours)

PSYC 6319 Vocational Psychology and Career Counseling
PSYC 6327 Assessment for Forensic Psychology
PSYC 6333 Ethics and Practice of Psychology
PSYC 6335 Techniques of Psychotherapy
PSYC 6337 Advanced Assessment
PSYC 6338 Group Psychotherapy
PSYC 6339 Theory and Techniques of Family Therapy
PSYC 6343 Advanced Forensic Psychology
PSYC 6399 Selected Topics in Forensic Psychology
CRIJ 6330 Advanced Criminology

School Psychology (36 semester hours)

PSYC 6315 Advanced Learning
PSYC 6328 Biological Psychology
PSYC 6344 The Ethics & Profession of School Psychology
PSYC 6324 Techniques of Child & Adolescent Psychotherapy
PSYC 6340 School Consultation

PSYC 6341 Behavior Management
PSYC 6345 Integrated School Based Assessment I
PSYC 6346 Integrated School Based Assessment II
PSYC 6347 Seminar in Professional Behavior in School Psychology
CUIN 6321 Principles of Curriculum Development,
or CUIN 6322 Principles of Curricular Organization
LANG 6310 Linguistics & Reading
ELAS 6331 School Law

C. Practicum/Internship Requirements

Counseling Psychology (9 semester hours)

9 semester hours of PSYC 6303 Psychology Practicum

Forensic Psychology (9 semester hours)

9 semester hours of PSYC 6304 Forensic Counseling Practicum

School Psychology (6 s.h. of practicum and 6 s.h. of internship)

3 hours of PSY 3649 School Psychology Practicum - Assessment
3 hours of PSY 6348 School Psychology Practicum – Consultation & Interventions
6 hours of PSY 6305 (across 2 semesters) of School Psychology Internship

D. Comprehensive Exams

Students must pass a comprehensive exam to graduate. The comprehensive exam is tailored to the student's program (i.e., counseling, forensic or school psychology). The counseling psychology comprehensive exam is a 3-hour 200-item multiple choice exam that consists of 20 items from PSYC 6333, PSYC 6337, and each of the core courses. The forensic psychology comprehensive exam is a 3-hour 220-item multiple choice exam that consists of 20 items each from PSYC 6333, PSYC 6337, PSYC 6343, and each of the core courses. The school psychology comprehensive exam consists of a written multiple-choice exam similar to the Praxis-II School Psychology Specialty Area Exam and an essay component addressing the psychological foundations of the discipline. The comprehensive oral exam consists of a series of case studies which the student must respond to and discuss with a faculty committee.

Review of Student Progress.

Student progress will be reviewed on a regular basis with the intention of identifying students who may need remediation to continue in the program. Continuation in the counseling psychology, forensic psychology, or school psychology program requires satisfactory academic performance, appropriate personal attributes, and ethical behavior. In addition, students must demonstrate the acquisition of appropriate clinical and professional skills. All students are evaluated annually and as needed for academic progress and professional behavior and development. A student who fails to meet minimal criteria will be asked to sign a probation agreement that specifies the remediation terms for continuation in the program. Dismissal from the program will result if the student fails to follow the terms of the agreement. More detailed information about the minimal criteria for continuation in the program may be obtained from the student's academic advisor or the program coordinator.

Publishing (M.S.)

The Master of Science in Publishing is an academic degree program which focuses on the history, development, and current practice of publishing.

Admissions

1. **General Admission Requirements.** Admission to Graduate Studies (see Graduate Admission requirements, pg. 47).
2. **Program Admission.** In addition to meeting university admissions requirements for a graduate degree, prospective publishing students must submit the following application materials:
 - a. A one to two-page letter that states the applicant's reasons for applying to the program and their personal and/or professional objectives.
 - b. Two letters of recommendation.
 - c. A five to 10-page writing sample (critical or creative) or graphic arts portfolio containing three to six representative works.
 - d. Submit official GRE scores and have an Admissions index of 1,400 or higher (if taken prior to August 1, 2011) or 980 (if taken on or after August 1, 2011), obtained by either of the following:

If taken prior to August 1, 2011: GPA on at least the last 60 semester credit hours times 200

Plus GRE score (Verbal + Quantitative)

If taken on or after August 1, 2011: GPA on at least the last 60 semester credit hours times 200

Plus 15 times (Verbal + Quantitative – 260)

Degree Requirements.

1. Degree Requirements

Students must complete a 36 credit hour program with a final minimum of a 'B' in each course, consisting of:

- A. Twenty-one credit hours of Publishing core courses.
- B. Nine credit hours in concentration courses.
- C. Six credit hours in Internship.

A. Publishing Core Courses

Five three-credit hour courses in Publishing (PUBL) constitute the core of the MS in Publishing program, for a total of fifteen credit hours. These courses are

- PUBL 6310 Introduction to Publishing
- PUBL 6312 Publication Design
- PUBL 6314 Legal Environment of Publishing/Contracts
- PUBL 6316 Style & Editing
- PUBL 6318 Digital Publishing

Two of the following three credit hour course offerings are also required for a total of six credit hours. These courses are:

- MGMT 6351 Management and Organizational Behavior
- MKTG 6352 Strategic Marketing Management
- PUBL 63XX – *Course title to be determined.*

B. Concentration Courses

Students may select any combination of graduate course offerings in Communication (COMM), English (ENGL), or History (HIST) for a total of nine credit hours.

- PUBL 6310 Introduction to Publishing
- PUBL 6312 Publication Design
- PUBL 6314 Legal Environment of Publishing/Contracts
- PUBL 6316 Style & Editing
- PUBL 6318 Digital Publishing

C. Publishing Internship

This three credit hour internship must be taken for two semesters for a total of six credit hours.

- PUBL 6305 Publishing Internship

American Book Review
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American Book Review was founded in October 1977 in Brooklyn, New York by the *avant-garde* novelist Ronald Sukenick and relocated to the University of Houston-Victoria in July 2006 after extended residencies at the University of Colorado-Boulder and Illinois State University in Normal.

The history of the *American Book Review* consists of nearly thirty years of continuous engagement with some of the most challenging, innovative and beautiful wordcraft in our literary tradition. Its editors and contributors form both a Who's Who of the literary scene and an index of the powerful undercurrents in American publishing. The review has thrived because of the collective spirit that has dominated its editorial vision and publishing practice. At its core are writers writing about writers: people who live with words, who allow words to dominate their being. Part of the uniqueness and power of this publication is the critical window these contributors provide for our readers. *ABR* reviewers share a commitment to and passion for contemporary writing, which makes *ABR* a special venue to gain a perspective on the contemporary American literary horizon. The emphasis away from mainstream American publishing only makes *ABR* more attractive and valuable to its readers. Over the past decade alone, *ABR* has reviewed books published by over 200 independent presses, including literary presses and non-profit "small" presses. *ABR* is distributed in every section of the country, and its subscription list is both national and international. Readers and authors served by *ABR* represent a diverse mixture of genders, races, age groups, and ethnic and national backgrounds located all over the world.

UHV/ABR Reading Series

The UHV/ABR Reading Series features nationally recognized writers on a day-long visit to the Victoria campus that include a public reading of their recent work; audience Q&A and book signing; roundtable discussion with UHV faculty and students; master class consulting for graduate, upper-division, and high-school students; and receptions for university advancement.

Each author's agenda is tailored to best meet the needs of UHV students and faculty as well as raise UHV's profile by providing face-to-face interaction with the widely recognized writers, critics and experts who write and edit the *American Book Review*. UHV/ABR Reading Series on-campus presentations and off-campus reading/receptions provide the community with unprecedented access to artists in an intimate, personal environment. In addition, area public and private high-school English students and teachers are invited to participate.

Friends of ABR Endowment

This three-year project's goal is to raise \$1 million from local and regional individuals, foundations and corporations. Revenue generated by these endowment funds will insure *American Book Review's* ongoing viability and permanent residence at UHV. Funds will also facilitate the development of undergraduate and graduate curriculum in the publishing arts.

CentroVictoria

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CentroVictoria, our Center for Mexican American Literature and Culture, was created to elevate that which unites the finest tradition of the United States with the best of a historic Mexican diaspora in its boundaries. Specifically, we believe that it is through the promotion of the full spectrum of a literary arts education that our Mexican American community—which is at least two-thirds of the Latino demographic in this country—can itself be taught to better understand its own history, and from the outside, mainstream world, to be better understood. CentroVictoria believes that it is through the Arts that mutual respect is most easily achieved.

CentroVictoria emphasizes the American part of Mexican American: We praise the openness of opportunity here, the ideal of fairness, the freshness of ideas particularly through the appreciation of literature and reading. The achievements of Mexican American culture are highlighted and share with our youth and show pride in our community's hardworking spirit. We want to encourage respect for what has been best for both the United States and its relationship with is people whose descent is Mexican.

There is too little that has been done in public, institutional way to celebrate and honor what has become the unique contribution of Mexican Americans to this country. CentroVictoria believes in the nobility of higher learning, and, in the service of promoting literature, all the arts, and rich culture, of the Mexican American people. It is intended to be a resource for the understanding of what has already been established in this land for the last 200 years, while reaching forward to help shape what will become not just Texas and the Southwest, where the majority of the population will be Mexican American very soon, but the entire nation as the Mexican diaspora expands and settles into every American state and City.

Made in Texas

Made in Texas, a teacher's guide, is CentroVictoria's first major project. The goal is to mainstream literature by Mexican American writers and poets to students in Texas. Our intention is to offer teachers—primarily of high school English but also middle school English as well as History and Social Studies—six weeks of lesson planning and material, an entire thirty-day unit's worth, that will make their job easier and their students more connected to one of the most important classes in their education.

Huizache

CentroVictoria of the University of Houston-Victoria publishes a new literary magazine, *Huizache*, featuring poetry, fiction, and nonfiction. *Huizache* publishes works that challenge ethnic, gender, or social stereotypes, and though the magazine's focus is Latino, it is not limited to it.

The Huizache, a tree that seems invisible but is everywhere, is the inspiration for the title of this magazine which will publish works that have traditionally been ignored. The voices in this magazine are motivated, not silenced, by harsh, unwelcoming conditions.

Society for Critical Exchange

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The SCE is North America's oldest scholarly organization devoted to theory. Its various interdisciplinary projects, conferences and symposia serve to advance the role of theory in academic and intellectual arenas. Its projects encompass a broad spectrum of disciplines, most prominently literary studies, legal studies and practices, economics, composition and pedagogy.

The SCE was founded in 1975 "to encourage cooperative inquiry and research in criticism and theory." Among its founding members, Leroy Searle, James Sosnoski, and Patricia Harkin were especially important in giving the society direction during its early years, first at the University of Washington, Seattle (1976-81) and later at Miami University of Ohio (1982-90). The oldest and for many years the only scholarly society devoted specifically to theory, it was instrumental in the institutionalization of theory in North American literary studies, and has gone on to innovate across traditional boundaries of the humanities and social sciences.

The SCE is organized around collaborative, often interdisciplinary research "projects" initiated and operated by its (approximately 800) members. It has consistently been in the vanguard of such study, organizing programs in such areas as: the teaching of both theory and cultural studies; the role of men in feminism; disciplinary and professionalization, especially of literary studies the relation of authorship and the institutions of intellectual property; and, the relations of literature, culture, and economics. The most active current standing projects include: intellectual property and the construction of authorship; new economic criticism; cultures of writing; and woman, nation, narrative. New projects on the institutions of aesthetics, and globalization and the image are in their formative stages.

An extended history of the society is available as part of the Modern Language Association's (MLA) audit of Allied and Affiliate Organizations.

As the host institution for the SCE, UHV aims to both continue the traditional practices of the organization as well as to expand the organizations operations in several ways. While the MLA and its sub-organizations are important venues for theoretical critical exchange, the SCE@UHV will additionally work to organize panels at the annual conferences of the following organizations: a) one annual meeting of the American Philosophical Association (which has three divisions, Eastern, Midwestern, Western); b) one annual meeting of a major comparative literature association (which has three major divisions, Southern Comparative Literature, American Comparative Literature Association, International Comparative Literature Association); and c) one annual meeting of a major communication association (which has two major divisions, the National Communication Association and the International Communication Association). These three disciplinary organizations would serve not only to expand the range of SCE critical engagement, but also would work to bring critical discourse that circles in these differing organizations into exchange with each other.

Also, as host for the SCE, UHV plans to develop a *virtual* SCE community. Nodes for critical discussion of particular topics will be created that will not only allow for the posting of articles, works in progress, etc., but also for posting various multimedia critical engagements. The SCE virtual community will allow for extended discussion of topics and the development of broader-based critical projects. It will also provide a forum for participation across the globe. Ideally, SCE nodes would be set up in a number of different parts of the world such as South America (Sao Paolo), Africa (Capetown), Europe (Paris), and Asia (Hong Kong).

Both the development of an SCE virtual community and the expansion of conference venues for critical exchange will allow for more extensive participation from sister disciplines such as philosophy, comparative literature and communications. Such multi-disciplinary engagement would strengthen the SCE by bringing complementary voices into the organization.

Finally, the SCE@UHV will set up a winter theory institute at UHV. The institute would invite prominent speakers to a one week seminar during the second week of January. Students and faculty from around the country would be invited to participate. The themes of the winter institute could be connected to the projects developed through the SCE virtual community.

symploke

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symploke is an interdisciplinary critical theory journal. Its aim is to provide an arena for critical exchange between established and emerging voices in the field. It supports new and developing notions of comparative literature and theory, and is committed to interdisciplinary studies, intellectual pluralism, and open discussion. It is particularly interested in scholarship on the interrelations among philosophy, literature, culture criticism and intellectual history, though will consider articles on any aspect of the intermingling of discourses and disciplines.

symploke (<http://www.symploke.org>) has been continuously published for twenty years. It is published in print by the University of Nebraska Press, and online by the Johns Hopkins University Press. Its contributors and advisory board include many of the most prominent figures in the field. It is internationally distributed and can be found in libraries across the world

The journal takes its name from the Greek word *symploke*, which has among its various meanings interweaving, interlacing, connection and struggle. The journal's editors believe that continuing change in the humanities is contingent upon the interweaving, connection, and struggle between traditionally independent domains of discourse. One of *symploke's* broader goals is to contribute to the opening of alternative academic frontiers by providing a forum for scholars of varying disciplines to engage in the intermingling of ideas in innovative ways.

School of Business Administration

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Introduction

Mission

The mission of the School of Business Administration is to provide high-quality academic programs at all levels but with special emphasis at the graduate level, primarily for non-traditional students. Our mission is supported by hiring and retaining qualified faculty who ensure that our graduates possess the knowledge and skills necessary for successful careers in the domestic and international marketplace.

We dedicate ourselves to continuous improvement in the following areas:

Curriculum: Providing adaptive programs, particularly at the graduate level, that prepare our graduates for successful business careers in a rapidly changing, global and technological environment.

Outreach: Offering educational opportunities to underserved constituencies through a variety of delivery modes (e.g., off-campus sites and Internet) and collaborative arrangements; and offering economic development through sponsored centers.

Intellectual Contributions: Fostering intellectual contributions that emphasize the application of knowledge to improve management practices, with a lesser emphasis placed on the discovery of new knowledge and the enhancement of knowledge related to instructional development.

Service: Providing a balanced array of services to the institution, profession and community, within the constraints of our primary focus on teaching and research.

Vision

The UHV School of Business Administration aspires to global leadership in quality, innovative, adaptive and technology-driven programs that prepare students from diverse backgrounds for careers in the domestic and international marketplace.

Accreditation

The School of Business Administration is accredited by AACSB International. AACSB International (The Association to Advance Collegiate Schools of Business), founded in 1916, is an association of almost 1,200 educational institutions, businesses and other organizations in 78 countries. AACSB's mission is to advance quality management education worldwide through accreditation, thought leadership, and value-added services. AACSB's Accreditation is the benchmark of quality worldwide and most widely sought after by business schools—less than 5% worldwide have earned the achievement. As the premier accreditation body for institutions offering bachelors, masters, and doctorate degrees in business and accounting, the association also conducts a wide array of conferences and seminar programs at locations throughout the world.

Accreditation is a voluntary, non-governmental process that includes an external review of a school's ability to provide quality programs. Institutional accreditation is an overall review of the entire university. Specialized accreditation communicates to other schools, potential employers, and the general public that degree programs in a particular field have passed a rigorous review and that students are learning all they need to know about that area of study. AACSB International grants specialized accreditation for undergraduate and graduate business administration and accounting programs.

Plans and Degrees Offered

The programs of the School of Business Administration consist of the plans listed below. Students pursuing an undergraduate plan can emphasize specific areas of business administration through elective courses.

Secondary Teacher Certification:

Students seeking secondary teacher certification in business basic or business composite should refer to the certification requirements listed in the School of Education and Human Development section of this catalog.

PLAN	DEGREE	CONCENTRATIONS⁺	Plan Codes
Business Administration	B.B.A.	Accounting Finance General Business Healthcare Administration Management Marketing	BACCBBA BFINBBA BGENBBA BUSHCABBA BMGTBBA BMKTBBA
Strategic M.B.A.	M.B.A.	Accounting Economic Development Entrepreneurship Finance General Business International Business Management Marketing	BADMNMBA
Global M.B.A.	M.B.A.	Accounting Economic Development Entrepreneurship Finance General Business Management Marketing	BGLOBLMBA
M.S. Economic Development And Entrepreneurship, M.S.			BEDEMS

Degree Requirements for the Bachelor of Business Administration (B.B.A.)

The BBA program prepares graduates for professional positions in business. Such an education produces graduates who:

- Comprehend the business environment and functions.
- Demonstrate effective communication skills.
- Demonstrate computer usage skills.
- Employ ethical principles in business situations.
- Demonstrate the ability to work effectively on teams in organizational situations.

The following requirements apply to all candidates for the Bachelor of Business Administration degree with concentrations in accounting, finance, general business, healthcare administration, management, and marketing.

1. Students must satisfy all university requirements for a bachelor's degree as found in the section UNIVERSITY DEGREE REQUIREMENTS of this catalog.
2. Fifty percent of upper-level course work in all business concentrations must be taken from UHV. Students can accumulate no more than two D's in the business major, which includes both the major core and the concentration. Undergraduate credit within the business major must be less than 10 years old at the time of graduation unless an exception is granted by the Assistant Dean. It is the prerogative of the Assistant Dean to determine (1) whether the courses meet current standards of the discipline, and (2) whether students demonstrate sufficient retention of the content to apply it.
3. Lower Division:
 - a. A combined total of 6 semester hours in natural sciences
 - b. 3 semester hours of mathematics in addition to university core requirement. Must complete MATH 1324 Finite Math, and MATH 1325 Elements of Calculus for Business.
 - c. 6 semester hours of economics (micro and macro).
 - d. 6 semester hours of principles of accounting.
 - e. 3 semester hours of business/professional speech or public speaking.
4. Lower or Upper Division:
 - a. 3 semester hours of principles of computing.
 - b. Free electives to complete 120 s.h. minimum degree requirement. Credit in this category will not exceed 5 hours.
5. Upper Division: 37 semester hours of a common business core (Professional Writing, Statistics for Business & Economics, Information Systems in Organizations, Principles of Management, Principles of Marketing, Legal Environment of Business, Business Finance, Quantitative Decision Making, Financial Statement Analysis, Managerial Economics, Leadership, and Strategic Management) and 3 semester hours of a business broadening course selected by the student in consultation with the academic advisor.
6. Capstone Course: All BBA students must complete MGMT 4340 – Strategic Management toward the end of their program. The course is only offered in the fall and spring; credit for the course may not be transferred from another institution. Students may not register for the course until they meet prerequisites as described in their catalog.
7. Comprehensive Exam: Exam covering the content of the BBA core classes. The exam is offered to students enrolled in MGMT 4340. Students may choose to take the exam at one of the arranged testing sites, or will need to make suitable proctoring arrangements.
8. BBA Conference: All BBA students must participate in the BBA Conference during the semester in which they enroll in MGMT 4340. The conference is held each fall and spring and requires face-to-face attendance. BBA students should check the schedule (available online at www.uhv.edu/bus) prior to registration to avoid conflicts.
9. BBA students are expected to
 - a. Be familiar with the mission and values of the program and to comply with the expectations of them outlined in this catalog, their new student orientation, and their course syllabi.
 - b. Maintain high standards of academic honesty and ethical behavior as outlined on course syllabi each semester.
 - c. Track their progress on their degree programs and contact their advisors promptly to resolve questions about their enrollment.
 - d. Verify that they have the appropriate prerequisites for their courses each semester.
 - e. Apply for graduation by the published deadline for the semester in which they will complete degree requirements.

- f. Ensure that the School of Business Administration has current contact information for them at all times, and visit the school's web page (www.uhv.edu/bus) regularly for important updates as well as to obtain information on course textbooks and syllabi prior to each semester.

Accounting concentration:

Requirements: 21 semester hours composed of 3 semester hours of cost accounting, 6 semester hours of intermediate accounting, 3 semester hours of tax accounting, 3 semester hours of auditing, 3 semester hours of accounting information systems, and 3 semester hours of advanced financial accounting.

The seven required courses are

ACCT 3311-Costs and Budgets
ACCT 3312-Intermediate Accounting I
ACCT 3313-Intermediate Accounting II
ACCT 4311-Principles of Federal Income Taxation
ACCT 4321-Auditing
ACCT 4320-Accounting Information Systems
ACCT 4331-Advanced Accounting

Finance concentration:

Requirements: 18 semester hours composed of 12 semester hours of required finance courses and 6 semester hours of finance electives.

The four required courses are:

FINC 3321-Capital Markets
FINC 4320-Investment Principles
FINC 4352-Intermediate Financial Management
FINC 4369-Cases in Finance

Electives: 6 semester hours selected from the following courses:

FINC 4353-Portfolio Management and Security Analysis
FINC 4325-International Finance
FINC 4354-Risk Management
FINC 4355-Real Estate Finance
FINC 4356-Emerging Equity Markets
FINC 4358-Fixed Income Analysis

3 additional upper-level semester hours selected from the finance elective list above, or selected from the accounting, healthcare administration, management, or marketing elective offerings.^

General Business concentration:

Requirements: 21 semester hours composed of 12 semester hours of required business courses and 9 semester hours of upper-level business electives selected from at least two discipline areas.

The four required courses are:

MGMT 4320-Organizational Behavior
MKTG 4311-Buyer Behavior
MGMT 4303-Entrepreneurship
MGMT 4316-International Management
or MKTG 4325-International Marketing

9 additional upper-level semester hours selected from accounting, finance, healthcare administration, management or marketing elective offerings. No more than 6 of the 9 hours may be taken in any one area. ^

Healthcare Administration concentration:

Requirements: 18 semester hours composed of 3 semester hours of human resource management, 3 semester hours of organizational change, 3 semester hours of quality assessment for patient care improvement or healthcare delivery systems and organization, 3 semester hours of healthcare information systems management or healthcare informatics, 3 semester hours of economics of healthcare or healthcare finance, and 3 semester hours strategic healthcare management and planning.

The six required courses are:

HCAD 4353-Human Resource Management
HCAD 4355-Organizational Change
HCAD 4351-Quality Assessment for Patient Care Improvement
 or HCAD 4361-Healthcare Delivery Systems and Organization
HCAD 4352-Healthcare Information Systems Management
 or HCAD 4362-Healthcare Informatics
HCAD 4354-Economics of Healthcare
 or HCAD 4364-Healthcare Finance
HCAD 4356-Strategic Healthcare Management & Planning

Management concentration:

Requirements: 21 semester hours composed of 12 semester hours of required management courses, 6 semester hours of management electives, and 3 semester hours of upper-level business.

The four required courses are

MGMT 4320-Organizational Behavior
MGMT 4311-Human Resources Management
MGMT 4316-International Management
MGMT 4325-Organizational Change

Electives: 6 semester hours selected from the following courses.

MGMT 4300-Selected Topics
MGMT 4304-Entrepreneurship Field Studies
MGMT 4312-Staffing
MGMT 4313-Compensation
MGMT 4315-Contemporary Issues in Management
MGMT 4318-Organizational Theory and Development
MGMT 4335-Project Management

3 additional upper-level semester hours selected from the management elective list above, or selected from the accounting, finance, healthcare administration, or marketing elective offerings. PSYC 3310 or HUMA 4322 may also be used to satisfy this requirement.^

Marketing concentration:

Requirements: 21 semester hours composed of 9 semester hours of required marketing courses, 9 semester hours of marketing electives, and 3 semester hours of upper-level business.

The three required courses are:

MKTG 4311-Buyer Behavior
 MKTG 4313-Marketing Research
 MKTG 4340-Marketing Management

Electives: 9 semester hours selected from the following courses:

MKTG 3321-Selling and Sales Management
 MKTG 4312-Promotion Management
 MKTG 4315-Business-to-Business Marketing
 MKTG 4316-Electronic Marketing
 MKTG 4317-Services Marketing
 MKTG 4321-Retailing Management
 MKTG 4325-International Marketing

3 additional upper-level semester hours selected from the marketing elective list above, or selected from the accounting, finance, healthcare administration, or management elective offerings.^

^ No course may be counted within both the core and concentration. Students must meet prerequisites for any course selected.

The previous degree information is summarized in the following table:

**Business Administration Plan Concentrations in
 Accounting, Management, Marketing, General Business, Healthcare Administration, Finance**

I. UNIVERSITY CORE REQUIREMENTS	LD	UD	TOTAL
English Composition	6		6
Humanities	3		3
Political Science	6		6
U.S. History	6		6
Natural Sciences	6-8		6-8
Finite Math or higher	3		3
Social/Behavioral Science	3		3
Visual/Performing Arts (Art, Drama, or Music)	3		3
SPCH 1321 or 1315	3		3
Computer Literacy (Principles of Computing)	3		3
II. PLAN REQUIREMENTS			
A. Business Core			
Elements of Calculus for Business	3		3
Accounting (Principles)	6-8		6-8
Economics (Macro/Micro)	6		6
MGMT 3303 Principles of Management		3	3
MKTG 3303 Principles of Marketing		3	3
BUSI 3303 Statistics for Business and Economics		3	3
ENGL 3430 Professional Writing		4	4
COSC 3325 Information Systems in Organizations		3	3
ECON 3305 Managerial Economics		3	3
FINC 3304 Business Finance		3	3
MGMT 3304 Legal Environment of Business		3	3
MGMT 3306 Quantitative Decision Making		3	3
MGMT 4322 Strategy and the Business Environment		3	3
ACCT 3303 Financial Statement Analysis		3	3
MGMT 4305 Leadership		3	3

MGMT 4309 Strategic Management		3	3
Upper-level business broadening course		3	3
B. Academic Concentration (Choose One)			
Accounting *		21	21
Finance*		21	21
General Business*		21	21
Healthcare Administration*		18	18
Management *		21	21
Marketing *		21	21
III. ELECTIVES			
Free electives outside the School of Business as needed to satisfy the 120 semester hour minimum (may be LD or UD)		0-5	0-5
TOTALS		54-61	8-61
			**120

*** Footnote Descriptions:**

Accounting 3311, 3312, 3313, 4311, 4320, 4321, and 4331.

Management 4311, 4325, 4316, 4320, six hours of management electives, and three hours of business elective.

Marketing 4311, 4313, 4340, 9 hours of marketing electives, and three hours of business elective.

Finance 3321, 4320, 4352, 4369, six hours of finance electives, and three hours of business elective.

Healthcare Administration 4353, 4355, 4351 or 4361, 4352 or 4362, 4354 or 4364, and 4356.

General Business MGMT 4320, MKTG 4311, MGMT 4303, and MGMT 4316 or MKTG 4325, and 9 semester hours business electives chosen from ACCT, FINC, HCAD, IBUS, MGMT, MKTG. (No more than 6 hours in one area.)

**** Minimum of 120 s.h.**

MINOR IN COMPUTER INFORMATION SYSTEMS – 21 SEMESTER HOURS

Students may earn a minor in Computer Information Systems by satisfying the following requirements. Students can use the minor for added credibility of their technology savvy, and as a vehicle to acquire the necessary technology skills and knowledge for successful careers in business and society.

1. **Required courses.** COSC 3317 Object Oriented Programming and Design, COSC 3315 Application Design using GUI and Database, COSC 4336 Database Systems, COSC 4339 Telecommunication and Networks, and COSC 4355 IT Service and Process Management are required – 15 semester hours.
2. **Electives.** Six hours upper-level COSC electives excluding COSC 4305 – 6 semester hours.
3. **Lower Division Computer Literacy.** In place of the lower division Computer Literacy course required of all Business majors, students who choose to minor in Computer Information Systems must take COSC 1436 Programming Fundamentals I, or another lower-division course in object oriented programming. There is no other change in lower division requirement from what is expected of all Business majors.
4. **Degree Plan.** Students should inform their academic advisors or the degree plan counselor when they begin their degree plan that they plan to complete a minor so that appropriate coursework can be completed.

Requirements for Undergraduate Admission

Applicants to the BBA program must meet all requirements for undergraduate admission as outlined in the Admissions section of this catalog.

Degree Requirements for the Strategic Master of Business Administration

Preamble: The Strategic MBA is a 48-hour MBA program (36 hour core and 12 hours concentrations) integrated using the strategic planning process.

Mission: The mission of the Strategic MBA program is to provide graduates with the knowledge and skills needed to successfully manage organizations in a dynamic environment by offering an integrated curriculum that blends theoretical concepts with practical applications.

Strategic MBA graduates will be able to:

- Analyze business operations and processes;
- Analyze changes in the business environment to develop strategies that respond to emerging opportunities and threats;
- Apply leadership skills to work effectively with individuals and teams in organizational situations; and
- Apply cross-functional approaches to organizational issues.

The following courses are required for attaining the Master of Business Administration degree. Courses are listed in the recommended completion order.

REQUIRED SPECIFIC BUSINESS COURSES (36 HOURS)

Requirement (Prerequisite*)

ECON 6351 Economics for Managers

MGMT 6351 Management and Organizational Behavior

QMSC 6351 Statistics and Research Methods (business calculus)

BUSI 6351 Business and Society

ACCT 6351 Financial Reporting and Analysis

MGMT 6352 Management Information Systems (basic computer literacy)

ACCT 6352 Strategic Cost Management (ACCT 6351)

MGMT 6355 Operations Management: Creating Competitive Advantages (QMSC 6351)

FINC 6352 Financial Management (ACCT 6351, ECON 6351, and QMSC 6351)

MKTG 6352 Strategic Marketing Management

MGMT 6354 Leadership and Organizational Change (BUSI 6351 and MGMT 6351)

MGMT 6359 Seminar in Strategic Management (Completion of all MBA Core Courses; MGMT 6354 may be taken concurrently)

*Students should refer to individual course descriptions for additional information on course prerequisites.

REQUIRED ACADEMIC CONCENTRATION (12 HOURS)

Choose one of the following:

General Business: Strategic M.B.A. students may choose to complete 12 hours of graduate business electives without designating a concentration. Study abroad courses completed in Management, Marketing, Finance, Economics, or Accounting may be included.

Accounting: Strategic M.B.A. students may choose to complete one of two options to achieve a concentration in Accounting:

- Four accounting electives or
- Three accounting electives plus one finance, economics, or study abroad elective (study abroad course may be completed in Management, Marketing, Finance, or Economics).

Finance: Strategic M.B.A. students may choose to complete one of two options to achieve a concentration in Finance:

- Four finance electives or
- Three finance electives plus one accounting, economics, or study abroad elective (study abroad course may be completed in Management, Marketing, Economics, or Accounting).

Management: Strategic M.B.A. students may choose 4 courses from the graduate Management course offerings not already required for their degree program. One study abroad completed in Accounting, Economics, Finance or Marketing may be substituted for a Management course.

Marketing: Strategic M.B.A. students may choose 4 courses from the graduate Marketing course offerings not already required for their degree program. One study abroad completed in Management, Finance, Economics, or Accounting may be substituted for a Marketing course.

International Business: Strategic M.B.A. students may choose 4 of the electives listed to complete a concentration in International Business:

- ACCT 6377 International Accounting
- ECON 6367 Global Economics
- FINC 6367 International Finance
- MGMT 6367 International Operations Management
- MGMT 6377 International Management
- MKTG 6377 International Marketing
- MGMT 6300 Selected Topics in Management (Must be designated as an international elective)
- Study Abroad (May be completed in Management, Marketing, Finance, Economics, or Accounting.)

Entrepreneurship: Strategic M.B.A. students may choose 4 of the 7 electives listed to complete a concentration in Entrepreneurship:

- EDEN 6350 Introduction to Economic Development and Entrepreneurship
- EDEN 6351 Fundamentals of Entrepreneurship and Innovation
- EDEN 6352 Developing the Business Plan
- EDEN 6353 Nurturing and Growing the Fledgling Venture
- EDEN 6354 Growing the Successful Venture
- EDEN 6355 Economic Development and Entrepreneurial Finance
- Study Abroad (May be completed in Management, Marketing, Finance, Economics, or Accounting – limited to one.)

Economic Development: Strategic M.B.A. students may choose 4 of the 6 electives listed to complete a concentration in Economic Development:

- EDEN 6350 Introduction to Economic Development and Entrepreneurship
- EDEN 6355 Economic Development and Entrepreneurial Finance
- EDEN 6356 Methods in Economic Development
- EDEN 6358 Theory and Practice of Regional Economic Development
- EDEN 6357 The Practice of Local Economic Development
- Study Abroad (May be completed in Management, Marketing, Finance, Economics, or Accounting– limited to one.)

TOTAL PROGRAM REQUIREMENTS

REQUIRED SPECIFIC BUSINESS COURSES 36 hours

ACADEMIC CONCENTRATION	12 hours
TOTAL	48 hours

General Requirements

1. Computer literacy, basic competence in algebra and calculus and basic writing skills are prerequisite to all courses. Students are encouraged to complete a new student orientation online before registering for their first semester of coursework.
2. Students whose admission index falls below the minimum and within the dean's discretionary range, or whose TOEFL score is between 500 and 549, or whose GMAT verbal or quantitative score falls below the 10th percentile, may be accepted by administrative decision of the Assistant Dean. Applicants admitted under this category will be required to successfully complete specific MBA courses (such as MGMT 6351 or QMSC 6351) within a prescribed period of time, and will be prevented from registering for additional semesters until this condition is satisfied.
3. Students may, with the approval of their UH-Victoria academic advisor, transfer in not more than six semester hours of graduate business course work attained at an accredited institution after acceptance into the program and within the time frame specified below.
4. Students who, in compliance with 3. above, continue their graduate course work at another accredited institution (not to exceed six semester hours) must be in good standing at UH-Victoria and maintain proficiency standards in effect upon entry into the program in order to be awarded the M.B.A. degree from UH-Victoria.
5. A minimum of 42 semester hours must be completed at UH-Victoria with a grade average of at least 3.0.
6. All Strategic MBA students must participate in the MBA Conference during the semester in which they enroll in MGMT 6359. The conference is held each fall and spring in the Houston area. Strategic MBA students should check the schedule (available online at www.uhv.edu/bus) prior to registration to avoid conflicts.
7. All requirements for the M.B.A. degree must be completed within a seven-year period preceding graduation.
8. Students may complete multiple concentrations on a single degree; however, courses applied to one graduate degree concentration may not be used to satisfy another concentration for that degree.
9. MBA students are expected to
 - a. Be familiar with the mission and values of the program and to comply with the expectations of them outlined in this catalog, their new student orientation, and their course syllabi.
 - b. Maintain high standards of academic honesty and ethical behavior as outlined on course syllabi each semester.
 - c. Track their progress on their degree programs and contact their advisors promptly to resolve questions about their enrollment.
 - d. Verify that they have the appropriate prerequisites for their courses each semester.
 - e. Maintain a GPA of 3.0 throughout the program, and receive no more than two Cs in MBA courses.
 - f. Complete all degree requirements within seven years.
 - g. Apply for graduation by the published deadline for the semester in which they will complete degree requirements.
 - h. Ensure that the School of Business Administration has current contact information for them at all times, and visit the school's web page (www.uhv.edu/bus) regularly for important updates as well as to obtain information on course textbooks and syllabi prior to each semester.

Degree Requirements for the Fourth-Year Bridge Strategic MBA Program

The Fourth-Year Bridge Strategic MBA Program is an academic program designed to meet the needs of international students whose baccalaureate degrees were completed in three years (the equivalent of fewer than 120 semester credit hours) rather than four years. Students in the Fourth-Year Bridge Strategic MBA Program are required to meet all University Admission requirements as well as the School of Business Administration MBA general requirements. Bridge students will not be allowed to enroll in MBA core and elective courses until they have satisfactorily completed the Fourth-Year Bridge. The only exception to this rule will be that a student with a UHV GPA of 3.0 or higher may file a Course Credit Petition to complete the final hours for the Bridge and begin the regular MBA courses simultaneously. The petition form is available in the Office of the Registrar and Student Records, or on the web at www.uhv.edu/oar/ under Forms.

The following courses are required for completing the Fourth-Year Bridge Strategic MBA Program (students should refer to individual course descriptions for information on course prerequisites):

FOURTH-YEAR BRIDGE REQUIREMENTS (30 HOURS)

ENGL 3430 Professional Writing

HUMA 4322 Ethics

MGMT 3304 Legal Environment of Business

9 upper-division hours selected from approved electives listed at

<http://www.uhv.edu/bus/bmba/bridgecourses.asp>

12 hours selected by advisement

REQUIRED SPECIFIC BUSINESS COURSES (36 HOURS)

Requirement (Prerequisite*)

ECON 6351 Economics for Managers

MGMT 6351 Management and Organizational Behavior

QMSC 6351 Statistics and Research Methods (business calculus)

BUSI 6351 Business and Society

ACCT 6351 Financial Reporting and Analysis

MGMT 6352 Management Information Systems (basic computer literacy)

ACCT 6352 Strategic Cost Management (ACCT 6351)

MGMT 6355 Operations Management: Creating Competitive Advantages (QMSC 6351)

FINC 6352 Financial Management (ACCT 6351, ECON 6351, and QMSC 6351)

MKTG 6352 Strategic Marketing Management

MGMT 6354 Leadership and Organizational Change (BUSI 6351 and MGMT 6351)

MGMT 6359 Seminar in Strategic Management (Completion of all MBA Core Courses; MGMT 6354 may be taken concurrently)

*Students should refer to individual course descriptions for additional information on course prerequisites.

REQUIRED ACADEMIC CONCENTRATION (12 HOURS)

Choose one of the following:

General Business: Bridge Strategic M.B.A. students may choose to complete 12 hours of graduate business electives without designating a concentration. Study abroad courses completed in Management, Marketing, Finance, Economics, or Accounting may be included.

Accounting: Bridge Strategic M.B.A. students may choose to complete one of two options to achieve a concentration in Accounting:

- Four accounting electives or
- Three accounting electives plus one finance, economics, or study abroad elective (study abroad course may be completed in Management, Marketing, Finance, or Economics.)

Finance: Bridge Strategic M.B.A. students may choose to complete one of two options to achieve a concentration in Finance:

- Four finance electives or
- Three finance electives plus one accounting, economics, or study abroad elective (study abroad course may be completed in Management, Marketing, Finance, or Economics.)

Management: Bridge Strategic M.B.A. students may choose 4 courses from the graduate Management course offerings not already required for their degree program. One study abroad completed in Marketing, Finance, Economics, or Accounting may be substituted for a Management course.

Marketing: Bridge Strategic M.B.A. students may choose 4 courses from the graduate Marketing course offerings not already required for their degree program. One study abroad completed in Management, Finance, Economics, or Accounting may be substituted for a Marketing course.

International Business: Bridge Strategic M.B.A. students may choose 4 of the electives listed to complete a concentration in International Business:

- ACCT 6377 International Accounting
- ECON 6367 Global Economics
- FINC 6367 International Finance
- MGMT 6367 International Operations Management
- MGMT 6377 International Management
- MKTG 6377 International Marketing
- MGMT 6300 Selected Topics in Management (Must be designated as an international elective)
- Study Abroad (May be completed in Management, Marketing, Finance, Economics, or Accounting.)

Entrepreneurship: Bridge Strategic M.B.A. students may choose 4 of the 7 electives listed to complete a concentration in Entrepreneurship:

- EDEN 6350 Introduction to Economic Development and Entrepreneurship
- EDEN 6351 Fundamentals of Entrepreneurship and Innovation
- EDEN 6352 Developing the Business Plan
- EDEN 6353 Nurturing and Growing the Fledgling Venture
- EDEN 6354 Growing the Successful Venture
- EDEN 6355 Economic Development and Entrepreneurial Finance
- Study Abroad (May be completed in Management, Marketing, Finance, Economics, or Accounting – limited to one.)

Economic Development: Bridge Strategic M.B.A. students may choose 4 of the 6 electives listed to complete a concentration in Economic Development:

- EDEN 6350 Introduction to Economic Development and Entrepreneurship
- EDEN 6355 Economic Development and Entrepreneurial Finance
- EDEN 6356 Methods in Economic Development
- EDEN 6358 Theory and Practice of Regional Economic Development
- EDEN 6357 The Practice of Local Economic Development
- Study Abroad (May be completed in Management, Marketing, Finance, Economics, or Accounting – limited to one.)

TOTAL FOURTH-YEAR BRIDGE PROGRAM REQUIREMENTS

FOURTH-YEAR BRIDGE REQUIREMENTS	31 hours
CORE REQUIREMENTS	36 hours
ACADEMIC CONCENTRATION	12 hours
TOTAL	79 hours

GENERAL REQUIREMENTS

Please refer to the General Requirements for MBA students in the previous section.

Degree Requirements for the Global Master of Business Administration

The mission of the Global MBA is to provide students with the knowledge and skills needed to function as managers in the global marketplace. Specifically, the Global MBA program seeks to develop in each graduate the capacity to:

- Analyze the changing global environment;
- Analyze cultural differences to address organizational issues from a global perspective;
- Apply theories, models, or tools to solve global business issues; and
- Apply functional knowledge and skills to address cross-disciplinary issues in the global marketplace.

The following courses are required for attaining the Global Master of Business Administration degree. Courses are listed in the recommended completion order.

REQUIRED SPECIFIC BUSINESS FOUNDATION COURSES (24 HOURS)

Requirement (Prerequisite)

MGMT 6351 Management & Organizational Behavior
QMSC 6351 Statistics and Research Methods (business calculus)
ACCT 6351 Financial Reporting and Analysis
BUSI 6351 Business & Society
ECON 6351 Economics for Managers
MKTG 6352 Strategic Marketing Management
FINC 6352 Financial Management (ACCT 6351, ECON 6351 and QMSC 6351)
MGMT 6352 Management Information Systems (basic computer literacy)

REQUIRED GLOBAL MBA CORE COURSES (18 HOURS)

Requirement (Prerequisite)

MKTG 6377 International Marketing (MKTG 6352)
FINC 6367 International Finance (FINC 6352 or concurrent enrollment)
ECON 6367 Global Economics (ECON 6351)
MGMT 6367 International Operations Management (QMSC 6351 and MGMT 6352)
MGMT 6377 International Management (MGMT 6351)
MGMT 6369 International Business Strategy (ECON 6367, FINC 6367, MGMT 6367, MGMT 6377 and MKTG 6377)

REQUIRED ACADEMIC CONCENTRATION (12 HOURS)

Choose one of the following:

Finance: Global MBA students may choose to complete one of two options to achieve a concentration in Finance:

- Four finance electives not already required for the Global MBA degree or
- Three finance electives plus one accounting, economics, or study abroad elective (completed in Management, Marketing, Economics, or Accounting) not already required for the Global MBA degree.

Management: Global MBA students may choose 4 courses from the graduate Management course offerings not already required for their degree program. One study abroad completed in Marketing, Finance, Economics, or Accounting may be substituted for a Management course.

General Business: Global M.B.A. students may choose to complete 12 hours of graduate business electives without designating a concentration. Study abroad courses completed in Management, Marketing, Finance, Economics, or Accounting may be included.

Accounting: Global M.B.A. students may choose to complete one of two options to achieve a concentration in Accounting:

- Four accounting electives or
- Three accounting electives plus one finance, economics, or study abroad elective (completed in Management, Marketing, Finance, or Economics).

Marketing: Global M.B.A. students may choose 4 courses from the graduate Marketing course offerings not already required for their degree program. One study abroad completed in Management, Finance, Economics, or Accounting may be substituted for a Marketing course.

Entrepreneurship: Global M.B.A. students may choose 4 of 6 electives listed to complete a concentration in Entrepreneurship:

- EDEN 6350 Introduction to Economic Development and Entrepreneurship
- EDEN 6351 Fundamentals of Entrepreneurship and Innovation
- EDEN 6352 Developing the Business Plan
- EDEN 6353 Nurturing and Growing the Fledgling Venture
- EDEN 6354 Growing the Successful Venture
- EDEN 6355 Economic Development and Entrepreneurial Finance
- Study Abroad (May be completed in Management, Marketing, Finance, Economics, or Accounting – limited to one.)

Economic Development: Global M.B.A. students may choose 4 of 6 electives listed to complete a concentration in Economic Development:

- EDEN 6350 Introduction to Economic Development and Entrepreneurship
- EDEN 6355 Economic Development and Entrepreneurial Finance
- EDEN 6356 Methods in Economic Development
- EDEN 6357 The Practice of Local Economic Development
- EDEN 6358 Theory and Practice of Regional Economic Development
- Study Abroad (May be completed in Management, Marketing, Finance, Economics, or Accounting – limited to one.)

TOTAL PROGRAM REQUIREMENTS

REQUIRED SPECIFIC BUSINESS FOUNDATION COURSES*	0-24 hours
REQUIRED GLOBAL MBA CORE COURSES	18 hours
CONCENTRATION COURSES	<u>12 hours</u>
TOTAL	30-54 hours

*Courses may be waived if applicable credit has been earned within the previous 5 years with a grade of B or better. The full waiver policy can be found online at <http://www.uhv.edu/bus/gmbao/transfer.asp>

GENERAL REQUIREMENTS

1. Computer literacy, basic competence in algebra and calculus and basic writing skills are prerequisite to all courses. Students are encouraged to complete a new student orientation online before registering for their first semester of coursework.
2. Students whose admission index falls below the minimum and within the dean's discretionary range, or whose TOEFL score is between 500 and 549, or whose GMAT verbal or quantitative score falls below the 10th percentile, may be accepted by administrative decision of the Assistant Dean. Applicants admitted under this category will be required to successfully complete specific MBA courses (such as MGMT 6351 or QMSC 6351) within a prescribed period of time, and will be prevented from registering for additional semesters until this condition is satisfied.
3. Students may, with the approval of their UH-Victoria academic advisor, transfer in not more than six semester hours of graduate business course work attained at an accredited institution after acceptance into the program and within the time frame specified below.
4. Students who, in compliance with 3. above, continue their graduate course work at another accredited institution (not to exceed six semester hours) must be in good standing at UH-Victoria and maintain proficiency standards in effect upon entry into the program in order to be awarded the M.B.A. degree from UH-Victoria.
5. All requirements for the M.B.A. degree must be completed within a seven-year period preceding graduation. Students who qualify for 18 or more hours of waiver credit must complete degree requirements within a five-year period preceding graduation.
6. Students may complete multiple concentrations on a single degree; however, courses applied to one graduate degree concentration may not be used to satisfy another concentration for that degree.
7. MBA students are expected to
 - a. Be familiar with the mission and values of the program and to comply with the expectations of them outlined in this catalog, their new student orientation, and their course syllabi.
 - b. Maintain high standards of academic honesty and ethical behavior as outlined on course syllabi each semester.
 - c. Track their progress on their degree programs and contact their advisors promptly to resolve questions about their enrollment.
 - d. Verify that they have the appropriate prerequisites for their courses each semester.
 - e. Maintain a GPA of 3.0 throughout the program, and receive no more than two Cs in MBA courses.
 - f. Complete all degree requirements within seven years.
 - g. Apply for graduation by the published deadline for the semester in which they will complete degree requirements.
 - h. Ensure that the School of Business Administration has current contact information for them at all times, and visit the school's web page (www.uhv.edu/bus) regularly for important updates as well as to obtain information on course textbooks and syllabi prior to each semester.

Degree Requirements for the Fourth-Year Bridge Global MBA Program

The Fourth-Year Bridge Global MBA Program is an academic program designed to meet the needs of international students whose baccalaureate degrees were completed in three years (the equivalent of fewer than 120 semester credit hours) rather than four years. Students in the Fourth-Year Bridge Global MBA Program are required to meet all University Admission requirements as well as the School of Business Administration MBA general requirements. Bridge students will not be allowed to enroll in MBA core and elective courses until they have satisfactorily completed the Fourth-Year Bridge. The only exception to this rule will be that a student with a UHV GPA of 3.0 or higher may file a Course Credit Petition to complete the final hours for the Bridge and begin the regular MBA courses simultaneously. The petition form is available in the Office of the Registrar and Student Records, or on the web at www.uhv.edu/oar under Forms.

The following courses are required for completing the Fourth-Year Bridge Global MBA Program (students should refer to individual course descriptions for information on course prerequisites):

FOURTH-YEAR BRIDGE REQUIREMENTS (34 HOURS)

Requirement (Prerequisite*)

ENGL 3430 Professional Writing

HUMA 4322 Ethics

MGMT 3304 Legal Environment of Business

ECON 6351 Economics for Managers

MGMT 6351 Management and Organizational Behavior

QMSC 6351 Statistics and Research Methods (business calculus)

BUSI 6351 Business and Society

ACCT 6351 Financial Reporting and Analysis

MGMT 6352 Management Information Systems (basic computer literacy)

MKTG 6352 Strategic Marketing Management

FINC 6352 Financial Management (ACCT 6351, ECON 6351, and QMSC 6351)

REQUIRED SPECIFIC BUSINESS COURSES (18 HOURS)

Requirement (Prerequisite*)

MKTG 6377 International Marketing (MKTG 6352)

FINC 6367 International Finance (FINC 6352 or concurrent enrollment in FINC 6352)

ECON 6367 Global Economics (ECON 6351)

MGMT 6367 International Operations Management (QMSC 6351 and MGMT 6352)

MGMT 6377 International Management (MGMT 6351)

MGMT 6369 International Business Strategy (ECON 6367, FINC 6367, MGMT 6367, MGMT 6377, MKTG 6377)

*Students should refer to individual course descriptions for additional information on course prerequisites.

Finance: Global Bridge MBA students may choose to complete one of two options to achieve a concentration in Finance:

- Four finance electives not already required for the Global MBA degree or
- Three finance electives plus one accounting, economics, or study abroad elective (study abroad course may be completed in Management, Marketing, Economics, or Accounting) not already required for the Global MBA degree.

Management: Bridge Global MBA students may choose 4 courses from the graduate Management course offerings not already required for their degree program. One study abroad completed in Marketing, Finance, Economics, or Accounting may be substituted for a Management course.

General Business: Bridge Global M.B.A. students may choose to complete 12 hours of graduate business electives without designating a concentration. Study abroad courses completed in Management, Marketing, Finance, Economics, or Accounting may be included.

Accounting: Bridge Global M.B.A. students may choose to complete one of two options to achieve a concentration in Accounting:

- Four accounting electives or
- Three accounting electives plus one finance, economics, or study abroad elective (completed in Management, Marketing, Finance, or Economics.)

Marketing: Bridge Global M.B.A. students may choose 4 courses from the graduate Marketing course offerings not already required for their degree program. One study abroad completed in Management, Finance, Economics, or Accounting – may be substituted for a Marketing course.

Entrepreneurship: Global M.B.A. students may choose 4 of 7 electives listed to complete a concentration in Entrepreneurship:

- EDEN 6350 Introduction to Economic Development and Entrepreneurship
- EDEN 6351 Fundamentals of Entrepreneurship and Innovation
- EDEN 6352 Developing the Business Plan
- EDEN 6353 Nurturing and Growing the Fledgling Venture
- EDEN 6354 Growing the Successful Venture
- EDEN 6355 Economic Development and Entrepreneurial Finance
- Study Abroad (May be completed in Management, Marketing, Finance, Economics, or Accounting – limited to one.)

Economic Development: Global M.B.A. students may choose 4 of 6 electives listed to complete a concentration in Economic Development:

- EDEN 6350 Introduction to Economic Development and Entrepreneurship
- EDEN 6355 Economic Development and Entrepreneurial Finance
- EDEN 6356 Methods in Economic Development
- EDEN 6357 The Practice of Local Economic Development
- EDEN 6358 Theory and Practice of Regional Economic Development
- Study Abroad (May be completed in Management, Marketing, Finance, Economics, or Accounting – limited to one.)

TOTAL FOURTH-YEAR BRIDGE PROGRAM REQUIREMENTS

FOURTH-YEAR BRIDGE REQUIREMENTS	34 hours
CORE REQUIREMENTS	18 hours
<u>ACADEMIC CONCENTRATION</u>	<u>12 hours</u>
TOTAL	64 hours

GENERAL REQUIREMENTS

Please refer to the General Requirements for Global MBA students in the previous section.

Degree Requirements for the Master of Science in Economic Development and Entrepreneurship

Preamble: The Master of Science in Economic Development and Entrepreneurship (MSEDE) degree program is a 36-hour MBA program (30 hour core and 3 hours each in entrepreneurship and economic development related electives). This integrated degree program uses the “three-legged” stool model that economic development is the result of starting, growing and retaining, and attracting new firms to high-quality of life and business supportive communities, regions, states, or nations.

The mission of the MSEDE program is to provide graduates with the knowledge and skills needed to successfully create new business ventures and help communities, regions, states, or nations determine their economic destiny in a dynamic global environment. The program offers the graduate an integrated curriculum that blends theoretical concepts with practical applications.

MSEDE graduates will be able to:

- apply the entrepreneurial process to develop a business idea into a business plan;
- analyze the business viability of a mature firm;
- prepare an economic development strategy for a community or region;
- analyze the economic impact of a development project.

The following courses are required for attaining the Master of Science in Economic Development and Entrepreneurship degree. Courses are listed in the recommended completion order.

REQUIRED CORE COURSES (30 HOURS)

EDEN 6350 Introduction to Economic Development and Entrepreneurship
EDEN 6351 Fundamentals of Entrepreneurship and Innovation
EDEN 6352 Developing the Business Plan (EDEN 6351)
EDEN 6353 Nurturing and Growing the Fledgling Venture
EDEN 6354 Growing the Successful Venture (EDEN 6353)
EDEN 6355 Economic Development and Entrepreneurial Finance
EDEN 6356 Methods in Economic Development
EDEN 6357 The Practice of Local Economic Development (EDEN 6350, EDEN 6355, EDEN 6356)
EDEN 6358 Theory and Practice of Regional Economic Development (EDEN 6350, EDEN 6356)
EDEN 6359 Economic Development and Entrepreneurship Project (must be within 9 hours of graduation)

REQUIRED ELECTIVE COURSES (6 HOURS)

Each student will be required to take one entrepreneurship-related course and one economic development-related course. Entrepreneurship courses may come from the MBA graduate course offerings and economic development courses may come from the MBA graduate course offerings or from graduate course offerings of other schools within the university with the approval of the program director.

TOTAL PROGRAM REQUIREMENTS

REQUIRED CORE COURSES	30 hours
REQUIRED ELECTIVE COURSES	6 hours
TOTAL	36 hours

SPECIAL PROGRAM REQUIREMENTS

EDEN 6359 will require the student to apply the knowledge gained in the program by completing a special project related to economic development and/or entrepreneurship. Prior to registration for the course, the student must have the project approved by the program director and the course instructor.

GENERAL REQUIREMENTS

1. Computer literacy and basic writing skills are prerequisite to all courses.
2. Students whose admission index falls below the minimum and within the dean's discretionary range, or whose TOEFL score is between 500 and 549, or whose GMAT verbal or quantitative score falls below the 10th percentile, may be accepted by administrative decision of the Assistant Dean. Applicants admitted under this category will be required to successfully complete specific MESED courses (such as EDEN 6352 and EDEN 6356) within a prescribed period of time, and will be prevented from registering for additional semesters until this condition is satisfied.
3. Students may, with the approval of their UH-Victoria academic advisor, transfer in not more than six semester hours of graduate business course work attained at an accredited institution after acceptance into the program and within the time frame specified below.
4. Students who, in compliance with 3. above, continue their graduate course work at another accredited institution (not to exceed six semester hours) must be in good standing at UH-Victoria and maintain proficiency standards in effect upon entry into the program in order to be awarded the M.S. degree from UH-Victoria.
5. A minimum of 30 semester hours must be completed at UH-Victoria with a grade average of at least 3.0.
6. All requirements for the M.S. Economic Development and Entrepreneurship degree must be completed within a five-year period preceding graduation.
7. MS-EDE students are expected to
 - a. Be familiar with the mission and values of the program and to comply with the expectations of them outlined in this catalog, their new student orientation, and their course syllabi.
 - b. Maintain high standards of academic honesty and ethical behavior as outlined on course syllabi each semester.
 - c. Track their progress on their degree programs and contact their advisors promptly to resolve questions about their enrollment.
 - d. Verify that they have the appropriate prerequisites for their courses each semester.
 - e. Maintain a GPA of 3.0 throughout the program, and receive no more than two Cs in graduate business courses.
 - f. Complete all degree requirements within five years.
 - g. Apply for graduation by the published deadline for the semester in which they will complete degree requirements.
 - h. Ensure that the School of Business Administration has current contact information for them at all times, and visit the school's web page (www.uhv.edu/bus) regularly for important updates as well as to obtain information on course textbooks and syllabi prior to each semester.

Requirements for Admission to the Graduate Business Programs

Applicants to the graduate business programs must meet all requirements for graduate admission as described in the Admissions section of this catalog. In order to be considered for admission a student must send the following credentials to the Office of Admissions:

1. A completed application for graduate admission.
2. Official transcripts reflecting AT LEAST the last 60 hours of coursework completed AND the baccalaureate (or higher) degree conferred, sent directly from each institution to UH-Victoria.
3. Appropriate GMAT exam score sent directly from the testing service to UH-Victoria.

Your admission to the MBA program depends on

- A grade point average (GPA) of 2.5 or higher on at least the last 60 semester credit hours you have attempted at the college level and a minimum score of 450 Graduate Management Admission Test (GMAT), or
- An admissions index of at least 1400.

UHV computes your admissions index by combining your GPA on at least your last 60 semester credit hours of college work with your GMAT test score. To obtain your admissions index, use the following formula: $(\text{GPA} \times 200) + (\text{GMAT} \times 2)$.

If you do not meet 1) the minimum GPA and test score or 2) the 1400 admissions index, you do not meet the minimum admission requirements. If you have an index of 1300 or higher, the Assistant, SBA may recommend that you be admitted on a conditional basis subject to your minimum scholastic performance during your first semester of enrollment as a conditionally admitted graduate student.

Students who submit applications and transcripts for graduate admission but wish to postpone GMAT completion until after enrollment may be eligible for temporary admission to the program.

A student transferring from another graduate school must have at least a 3.0 (A=4.0) grade point average on all graduate work attempted.

International students must also submit a valid, official TOEFL (Test of English as a Foreign Language) exam score of 213 on the computer-based test, or 27 iBT, unless they qualify for an exception as outlined in the Admissions section of this catalog. International students must also meet all other requirements for international admission as outlined in this catalog.

Test Scores

The Graduate Management Admission Test (GMAT) is required of all applicants to the Graduate Business programs unless they already hold a master's degree or higher from an accredited institution. Only the verbal and quantitative scores are considered in the admissions decision. For students taking 12 semester hours in temporary graduate status, GMAT scores should be submitted during this time period. No more than 12 semester hours completed prior to admission to the graduate business program will be counted toward the program requirements.

Test scores must be sent directly from the testing agency to the Office of Admissions of UH-Victoria. Scores must be no more than five years old at the time of application for admission. Information concerning the GMAT test may be obtained from the Office of Admissions or from the testing companies. Call (609) 771-7330, visit their website at www.gmac.org, or write Graduate Management Admission Test, Educational Testing Service, P.O. Box 6103, Princeton, NJ 08541-6103.

The institutional code numbers for UHV are:

Code	Plan
30K-2W-88	MBA, Strategic (including Bridge)
30K-2W-02	MBA, Global (including Bridge)
30K-2W-37	MS, Economic Development & Entrepreneurship

GMAT Waiver Information

Under certain circumstances, graduate business applicants may request a waiver for the GMAT when applying for initial admission to a graduate business program, or when attempting to progress from temporary graduate admission to conditional or full admission to a graduate business program. The Assistant Dean, School of Business Administration, will consider, on a case-by-case basis, GMAT waiver requests from applicants who fall into one of the following categories:

- The applicant has completed a graduate or professional degree (i.e., a degree beyond a four-year baccalaureate degree) from an accredited college or university; **OR**
- For GRE taken before August 1, 2011: The applicant has a current GRE score (less than 5 years old) of 900 or higher (verbal and quantitative sections combined); **OR**
- For GRE taken after August 1, 2011: The applicant has a current GRE score (less than 5 years old) of 292 or higher (verbal and quantitative scores combined); **OR**
- The applicant has a current GRE score (less than 5 years old) and overall GPA sufficient to meet the university admission index; **OR**
- The applicant (i) has an undergraduate GPA of 3.0 or higher **AND** (ii) has at least two years of relevant professional and/or management/supervisory experience **AND** (iii) writes a letter of application outlining career goals and objectives **AND** (iv) depending on the degree program, completes one of the following conditions:
 - Strategic MBA: earn a B or better in QMSC 6351 and MGMT 6351

- Global MBA: earn a B or better in QMSC 6351 and MGMT 6351. In the event that the applicant is eligible for a degree plan waiver of QMSC 6351, a B or better in MGMT 6367 will satisfy this portion of the condition. In the event that the applicant is eligible for a degree plan waiver of MGMT 6351, a B or better in MKTG 6377 will satisfy this portion of the condition.
- Economic Development & Entrepreneurship MS: earn a B or better in EDEN 6356 and EDEN 6352.

A GMAT waiver is not automatic for any applicant. To request a GMAT waiver, the applicant must submit the following materials to the Assistant Dean, School of Business Administration:

- A brief written request outlining the reasons why the Assistant Dean, School of Business Administration should grant a GMAT waiver (including career goals and objectives) and indicating which of the above waiver categories applies.
- Copies of all academic transcripts for work completed at any college or university attended. The applicant may submit unofficial transcripts for consideration, but any unofficial copies must be followed by official transcripts submitted with the formal application.
- A current professional résumé.
- Any other information the applicant wishes to submit to the Assistant Dean, School of Business Administration in support of the request (e.g., letter from supervisor explaining the applicant's job duties, performance, and potential, or letters of recommendation).

International Student Admission

Deadline for Application: A student who is not a citizen of the United States and has entered this country by F-1 visa or other non-immigrant visa status is considered to be an international student. International students who hold an F-1 student visa must submit applications for admission and all supporting admission documentation, regardless of degree objective, by the following dates to ensure time for processing:

Fall – June 1 Spring – October 1 Summer – March 1

All other requirements and deadlines as described in the Admissions section of this catalog must be satisfied.

School of Education and Human Development

University West, Suite 228
3007 N Ben Wilson, Victoria Texas 77901
Phone: 361.570.4261 Fax: 361.570.4257
Email: education@uhv.edu
Website: uhv.edu/edu

Introduction

Mission

The mission of the School of Education and Human Development is to contribute to the total educational experience of candidates enrolled at the University of Houston-Victoria. In teaching, research, and service the school's faculty is committed to preparing qualified professionals for varied educational roles, teaching, counseling, and administration. The School of Education and Human Development promotes an educational system responsive to the challenges of a modern society.

Goals

In order to achieve the mission of the School of Education and Human Development, the faculty is committed to the following goals:

- Encouragement of ethical practice
- Meaningful faculty-student interactions
- Promotion of learning as a life-long process
- Achievement of student and faculty academic excellence
- Appreciation of student diversity and a multicultural society
- Support of a practical foundation through extensive field experiences
- Creation of an educational environment that supports critical thinking
- Innovative instruction and an understanding of the use of technology in learning

Initial undergraduate preparation of prospective elementary teachers is provided through the Bachelor of Science in Interdisciplinary Studies. Graduate preparation of teachers, professional certification programs and preparation for specialized service in education are provided through the Master of Education degree programs. Initial preparation for prospective secondary teachers is available through courses supplementing Bachelor of Arts and Bachelor of Science degrees from the School of Arts and Sciences and the Bachelor of Business Administration in the School of Business Administration. Appropriate certification sequences are also available for persons who have earned degrees in academic fields offered in the public school curriculum. Although there is a growing emphasis on laboratory and clinical approaches and on directed field experiences, an appropriate balance between professional and academic emphasis is sought in all programs.

One of the prime objectives of the school is to acquaint its students with various cultural subgroups that characterize the school's area of influence. The prospective student should consequently anticipate the opportunity to work with learners in a wide variety of educational settings.

The University of Houston-Victoria educator preparation program is accredited by the Texas Education Agency. Information about program participants and finishers is reported annually to the Texas Education Agency and can be viewed on-line at <http://www.tea.state.tx.us/>.

Plans and Degrees Offered

The following plans and degrees are offered in the School of Education and Human Development.

<u>PLAN</u>	<u>DEGREE</u>	<u>CONCENTRATIONS</u>
Interdisciplinary Studies	B.S.I.S.	Elementary Education (EC-6)* (4-8 Generalist)*
Administration and Supervision	M.Ed.	Education Leadership (Principal) General Leadership
Adult & Higher Education	M.Ed.	Adult Education Higher Education Instruction
Counseling	M.Ed.	Community Counselor School Counselor Student Affairs
Curriculum and Instruction	M.Ed.	Elementary Education Elementary Education - Mathematics Literacy Studies Secondary Education
Special Education	M.Ed.	Special Education Educational Diagnostician

*With options leading to added endorsements for English as a Second Language, and Special Education.

Certification and Supplements Offered

The following certifications and supplements are offered through the School of Education and Human Development with the degrees being awarded through the Schools of Arts & Science or School of Business Administration. Consult the Teacher Education Records Office or refer to Requirements for Specific Certifications later in this section of the catalog for complete information.

8-12 Teacher Certification Programs

Business Education	B.B.A.
Computer Science	B.S.
English, Language Arts, Reading	B.A.
History	B.A.
Mathematics	B.A./B.S.
Science	B.S.
Spanish	B.A.
Speech	B.A.

Postbaccalaureate candidates seeking Initial Certification or Supplemental Certifications must have a deficiency plan or certification plan on file in the Teacher Education Records Office (TERO).

<u>CERTIFICATIONS</u>	<u>CERTIFICATION AREAS*</u>		
School Counselor			G
Educational Diagnostician			G
Principal			G
Superintendent			G
Reading Specialist			G
Master Mathematics Teacher			G
Master Reading Teacher			G
EC - Grade 6 Generalist	UG	PB	
Grade 4 – 8 Generalist	UG	PB	
<u>8-12</u>			
Business Education (6-12)	UG	PB	G
Computer Science	UG	PB	G
English, Language Arts, & Reading	UG	PB	G
History	UG	PB	G
Mathematics	UG	PB	G
Science	UG	PB	G
Speech	UG	PB	G
<u>EC-12</u>			
LOTE-Spanish	UG	PB	G
<u>7-12</u>			
Speech	UG	PB	G

SUPPLEMENTAL

English as a Second Language	UG	PB	G
Special Education	UG	PB	

Licensure

Licensed Professional Counselor (LPC)			G
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* UG – Undergraduate; PB – Postbaccalaureate; G – Graduate

Important Notice on Certification:

Candidates seeking teacher certification will be subject to additional and/or new requirements as set forth by legislative mandates or action taken by the Texas Education Agency.

Admission to a teacher certification program is admission to a professional program and is separate and apart from admission to the university.

Teacher Education Records Office (TERO)

Mission: The mission of the Teacher Education Records office is to ensure positive communication to graduate, undergraduate, and postbaccalaureate candidates seeking degrees and certification in an ever changing field.

The Teacher Education Records Office in the School of Education and Human Development is a service area for all candidates seeking an education degree and/or teacher/educator certification. The Certification Analysts provide preliminary advising on degree plans as well as teacher/educator certification plans for Graduate, Undergraduate and Postbaccalaureate candidates.

Teacher Certification

Individuals planning to teach in accredited Texas schools must obtain a Texas teaching certificate. UH-Victoria and the School of Education and Human Development offer bachelor's degree programs which meet the Texas Education Agency certification requirements. Upon completion of the requirements for certain degrees in teacher education, the individual may be eligible to apply for certification. Candidates that hold a degree in a specific content area may be eligible to complete a teacher certification program as a postbaccalaureate.

Since May 1, 1986, in order to be approved for teacher certification or any graduate level certification, applicants, including those holding valid out-of-state certificates, have been required to achieve a satisfactory level of performance on examination prescribed by the State Board of Education. The current test is the Texas Examination of Educator Standards (TEXES).

Teacher Certification Application

This certification process applies to ALL education candidates seeking initial and supplemental certifications from the Texas Education Agency.

Application for graduation and application for certification are different processes. They must be applied for separately and have different requirements.

1. Once all requirements are met, the candidate will apply directly to the Texas Education Agency at www.tea.state.tx.us. Click on *State Board for Educator Certification* for the instructions and the application. Candidates are responsible for updating and maintaining current information on the SBEC/TEA website (www.tea.state.tx.us).
2. A fee, payable to the Texas Education Agency, is required for each application.
3. After the candidate applies and pays the fee, the University will then recommend the student to the state for the appropriate certification.

If an out-of-state or out-of-country teaching certificate is held, the candidate should call the Texas Education Agency support center for information at 512-936-8400.

Bachelor of Science Interdisciplinary Studies (B.S.I.S.)

The mission of the B.S.I.S. undergraduate program is to prepare exemplary educators who possess and demonstrate the content, pedagogical, and professional knowledge, skills, strategies, and dispositions necessary to develop learners in our culturally diverse society.

Degree Requirements

The following requirements apply to all candidates for the Bachelor of Science in Interdisciplinary Studies degree for Elementary Education:

1. Satisfy all university requirements for a bachelor's degree as found in the section, UNIVERSITY DEGREE REQUIREMENTS FOR ELEMENTARY EDUCATION, in this catalog.
2. Lower Division:
 1. A combined total of 7 semester hours in natural sciences (biology, chemistry, geology and/or physics; a combination is preferred), one of which must have a lab.
 2. 3 semester hours of mathematics as required by the university core requirements, selected from college algebra, finite, trigonometry, analytic geometry, or calculus
 3. 3 semester hours in fundamentals of speech.
 4. 15 semester hours in the academic concentrations and specializations including 12 hours of TECA (Texas Early Childhood Articulation) courses.
3. Lower or Upper Division:
 - 3 semester hours of a computer proficiency course. Must be within the last 5 years.
4. Upper Division:
 - a. ENGL 3430, Professional Writing
 - b. 12 semester hours in the humanities and social sciences area.
 - c. 27 semester hours in the academic concentrations and specializations.
 - d. 24 hours of professional education including 9 semester hours of student teaching.

The following requirements apply to all candidates for the Bachelor of Science in Interdisciplinary Studies degree for Middle School Education:

1. Satisfy all university requirements for a bachelor's degree as found in the section, UNIVERSITY DEGREE REQUIREMENTS FOR MIDDLE SCHOOL EDUCATION, in this catalog.
2. Lower Division:
 - a. A combined total of 7 semester hours in natural sciences (biology, chemistry, geology and/or physics; a combination is preferred), one of which must have a lab.
 - b. 6 semester hours of mathematics are required in addition to university core requirements. MATH 1350 and MATH 1351 should be taken.
 - c. 3 semester hours in fundamentals of speech.
 - d. 15 semester hours in the academic concentrations and specializations including 6 semester hours in TECA 1354 and EDUC 1301.
3. Lower or Upper Division:
 - a. 3 semester hours of a computer proficiency course. Must be within the last 5 years.
4. Upper Division:
 - a. ENGL 3430, Professional Writing
 - b. 12 semester hours in the humanities and social sciences area.
 - c. 27 hours in the academic concentrations and specializations.
 - d. 24 hours of professional education including 9 semester hours of student teaching.

These requirements are summarized in the following tables.

**Interdisciplinary Studies Plan
Early Childhood – Grade 6 Generalist Certification
For Students Entering UHV as Freshmen**

		LD	LD/UD	UD	TOTAL
I.	UNIVERSITY CORE REQUIREMENTS				
A.	General				
	English: ENGL 1301 and ENGL 1302 and ENGL 2332	9			9
	Political Science: PSCI 2301 or 2306 and PSCI 2302 or 2305	6			6
	U.S. History: HIST 1301 and HIST 1302	6			6
	College Algebra: MATH 1314	3			3
	Natural Sciences: BIOL 1322 and BIOL 1409 or BIOL 1406 or BIOL 2406	7			7
	Visual/Performing Arts: DRAM 2366 or COMM 1335	3			3
	Social/Behavioral Science: PSYC 2301	3			3
	Speech: SPCH 1315	3			3
	Technology: CUIIN 2312	3			3
B.	Introduction to Teaching				
	CUIIN 1319 Geography for 21 st Century Classroom	3			3
	HIST 2310 Texas History	3			3
	CUIIN 1318 The Well Child	3			3
	CUIIN 1310 The Art of Teaching	3			3
	CUIIN 2310 Introduction to Special Populations	3			3
C.	Elementary Education Content				
	ANTH 3311 Anthropology of Diverse Populations			3	3
	CUIIN 3324 Effective Classroom Mgmt and Student Assessment for Learning			3	3
	FEDU 4310 Human Learning and its Application to Education			3	3
	ENGL 3430 Professional Writing			4	4
	INDS 3323 Child Develop. and Appl. To Learning			3	3
	MATH 3318 Concepts in Math I			3	3
	MATH 3320 Concepts in Math II			3	3
	LITY 3320 Foundation of Reading Theories & Assess.			3	3
	LITY 3352 Literacy Devpt for 21 st Century Elementary Students			3	3
	LITY 4362 Workshop Approach to Reading Instr.			3	3
	LITY 4365 Components of Effective Literacy Instruction			3	3
	SCIE 3320 Physical Science			3	3
	SPED 3321 Exceptional Children: An Introduction			3	3
D.	Professional Development				
	CUIIN 3323 Instructional Design			3	3
	CUIIN 4316 Effective Social Studies Instruction			3	3
	ESED 4312 Social/Emotional Development Fine Arts			3	3
	CUIIN 4322 Elementary Science Methods			3	3
	CUIIN 4324 Teaching Mathematics Methods			3	3
	ESED 4303 Early School Education Student Teaching			3	3
	ESED 4304 Early School Education Student Teaching			3	3
	ESED 4307 Early School Education Professional Seminar			3	3
	Totals	58		64	122

**Interdisciplinary Studies Plan
Early Childhood – Grade 6 Generalist Certification
(Associates of Arts in Teaching Track)**

		LD	LD/UD	UD	TOTAL
I.	UNIVERSITY CORE REQUIREMENTS				
A.	General				
	English (6 s.h. composition, 3 s.h. American Lit.)	9			9
	Political Science	6			6
	U.S. and Texas History: HIST 1301 or 2301 or 1302	6			6
	College Algebra	3			3
	English 3430 Professional Writing			4	4
B.	Core Distribution Electives				
	Natural Science (with labs)	12			12
	Speech: SPCH 1315 or 1321	3			3
	Computer Proficiency less than 5 years old		3		3
	Humanities / Social Sciences:				
	ANTH 3311 Anthropology of Diverse Populations			3	3
	Social Sciences: GEOG 1303	3			3
	INDS 3323 Child Development and Its Application to Learning			3	3
	FEDU 4310 Human Learning and Its Application to Education			3	3
II.	PLAN REQUIREMENTS				
A.	Plan Concentrations				
1.	Humanities:				
	Visual or Performing Arts	3			3
2.	Math:				
	MATH 3318 Concepts in Math I			3	3
	MATH 3320 Concepts in Math II			3	3
3.	Literacy Studies:				
	LITY 3352 Literacy Devpt for 21 st Century Elementary Students			3	3
	LITY 4365 Components of Eff. Literacy Inst.			3	3
	LITY 4362 Workshop Approach to Reading/Writing Inst.			3	3
	LITY 3320 Found. of Reading Theories & Assessment			3	3
4.	Science:				
	SCIE 3320 Physical Science			3	3
5.	Early Childhood:				
	CUIN 4316 Effective Social Studies Instruction			3	3
	CUIN 4322 Elementary Science Methods			3	3
	CUIN 4324 Teaching Mathematics Methods			3	3
	ESED 4312 Social/Emotional Dev. and Fine Arts			3	3
	MATH 1350 Fundamentals of Math I	3			3
	MATH 1351 Fundamentals of Math II	3			3
	EDUC 1301 Intro to Teaching Profession	3			3
	EDUC 2301 Intro to Special Populations	3			3
6.	Special Education:				
	SPED 3321 Exceptional Children: An Introduction			3	3
7.	Professional Education:				
	CUIN 3323 Instructional Design			3	3
	CUIN 3324 Effective Classroom Mgmt and Student Assessment for Learning			3	3
	ESED 4303 and 4304 Student Teaching			6	6
	ESED 4307 Early School Education Prof. Seminar			3	3
	TOTALS:	63		61	124

EC-Grade 6 Generalist Certificate Block Schedule

Degree Seeking Candidates Only – Associates of Arts in Teaching Track

Must be admitted to the Teacher Education Program. Check Requirements in the UHV Catalog

Must take these 3 classes CONCURRENTLY *before* moving on to next block of classes.

CUIN 3323 Instructional Design
INDS 3323 Child Development & Its Application to Learning
LITY 3352 Literacy Development in the Elementary School

Prerequisites – CUIN 3323, INDS 3323 and LITY 3352

ESED 4312 Social/Emotional Development and the Fine Arts
CUIN 4322 Elementary Science Methods
CUIN 4324 Teaching Mathematics Methods
LITY 3320 Foundations of Reading Theories & Assessment
LITY 4362 Workshop Approach to Reading and Writing Instruction
LITY 4365 Components of Effective Literacy Instruction
CUIN 3324 Classroom Management and Assessment for Learning
CUIN 4316 Effective Social Studies Instruction (can be taken **after** Block I)

General Education Courses

MATH 3318 Concepts in Math I (can be taken with any Block)
MATH 3320 Concepts in Math II (can be taken with any Block)
FEDU 4310 Human Learning and its Application to Education – can be taken **after** Block 1

Candidates should take and pass the state Generalist EC-6 TExES #191 exam before student teaching!

Student Teaching and Professional Seminar (Prerequisites – Admission by Application to the Director of Field Experiences – application deadline for fall is March 1st, spring deadline is September 15th)

ESED 4303 Early School Education Student Teaching
ESED 4304 Early School Education Student Teaching
ESED 4307 Early School Education Professional Seminar

Student Teaching Exemption and Professional Seminar - Student teaching exemptions are available only through the Texas Higher Education Coordinating Board. State requirements of 122 hours still must be met even if you are exempt from student teaching.

The following University Based Courses may be taken without admission to the Teacher Education Program; however you may have difficulties with scheduling if all are taken prior to acceptance to the Teacher Education Program.

University Based Courses

ANTH 3311 Anthropology of Diverse Populations
ENGL 3430 Professional Writing
SCIE 3320 Physical Science
SPED 3321 Exceptional Children: An Introduction

TEExES Academy

Purpose:

The TEExES Academy was established to provide University of Houston-Victoria School of Education and Human Development students seeking Texas educator certifications with

- information concerning the state examinations (TEExES)
- study sessions
- practice tests
- study recommendations prior to taking the examinations

Goal:

The goal of the TEExES Academy is to provide students with the tools to pass the TEExES on their first attempt.

Requirements:

Students must participate in TEExES Academy activities to receive the university approval to take the PPR, Generalist, or Content TEExES. Please go to the School of Education and Human Development website at <http://www.uhv.edu/edu/> for specific requirements.

There are requirements and restrictions for students who are no longer actively enrolled at UHV. Please see these at TEExES Academy on <http://www.uhv.edu/edu/>

**Interdisciplinary Studies Plan
Early Childhood – Grade 6 Generalist Certification
(Non-Associates of Arts in Teaching Track)**

		LD	LD/UD	UD	TOTAL
I.	UNIVERSITY CORE REQUIREMENTS				
A.	General				
	English (6 s.h. composition, 3 s.h. American Lit.)	9			9
	Political Science	6			6
	U.S. History	6			6
	College Algebra	3			3
	English 3430 Professional Writing			4	4
B.	Core Distribution Electives				
	Natural Science (one with lab)	7			7
	Speech: SPCH 1311, 1315, or 1321	3			3
	Computer Proficiency less than 5 years old	3			3
	Humanities / Social Sciences:				
	ANTH 3311 Anthropology of Diverse Populations			3	3
	GEOG 1303	3			3
	INDS 3323 Child Dev. and Its App. to Learning			3	3
	FEDU 4310 Human Learning & Its Apps. to Educ.			3	3
II.	PLAN REQUIREMENTS				
A.	Plan Concentrations				
1.	Humanities:				
	Art, Drama or Music	3			3
	HIST Texas History	3			3
2.	Math:				
	MATH 3318 Math Concepts I			3	3
	MATH 3320 Math Concepts II			3	3
3.	Literacy Studies:				
	LITY 3352 Literacy Devpt for 21 st Century Elementary Students			3	3
	LITY 4365 Components of Eff. Literacy Inst.			3	3
	LITY 4362 Workshop Approach to Reading/Writing Instruction			3	3
	LITY 3320 Found. of Reading Theories & Assessment			3	3
4.	Science:				
	SCIE 3320 Physical Science			3	3
5.	Early Childhood:				
	CUIN 4316 Effective Social Studies Instruction			3	3
	CUIN 4322 Elementary Science Methods			3	3
	CUIN 4324 Teaching Mathematics Methods			3	3
	ESED 4312 Social/Emotional Dev. and Fine Arts			3	3
	TECA 1303 Family, School, & Community/EDUC 2301 Introduction to Special Populations	3			3
	TECA 1311 Educating Young Children/EDUC 1301 Introduction to the Teaching Profession	3			3
	TECA 1318 Wellness of the Young Child/ Elective	3			3
	TECA 1354 Child Growth and Development/ENG 3310 Introduction to the Study of Language	3			3
6.	Special Education:				
	SPED 3321 Exceptional Children: An Introduction			3	3
7.	Professional Education:				
	CUIN 3323 Instructional Design			3	3
	CUIN 3324 Classroom Mgmt and Ass. For Learning			3	3
	ESED 4303 and 4304 Student Teaching			6	6
	ESED 4307 Early School Education Prof. Seminar			3	3
	TOTALS:	58		64	122

EC-Grade 6 Generalist Certificate Block Schedule

Degree Seeking Students Only - Non-Associates of Arts in Teaching Track

Must be admitted to the Teacher Education Program. Check Requirements in the UHV Catalog

Must take these 3 classes CONCURRENTLY *before* moving on to next block of classes.

CUIN	3323	Instructional Design
INDS	3323	Child Development & Its Application to Learning
LITY	3352	Literacy Development in the Elementary School

Prerequisites – CUIN 3323, INDS 3323 and LITY 3352

ESED 4312	Social/Emotional Development and the Fine Arts
CUIN 4322	Elementary Science Methods
CUIN 4324	Teaching Mathematics Methods
LITY 3320	Foundations of Reading Theories & Assessment
LITY 4362	Workshop Approach to Reading and Writing Instruction
LITY 4365	Components of Effective Literacy Instruction
CUIN 4316	Effective Social Studies Instruction – can be taken after block 1

General Education Courses

MATH 3318	Concepts in Math 1 – can be taken with any block
MATH 3320	Concepts in Math II – prereq – MATH 3318 - can be taken after block 1
CUIN 3325	Effective Classroom Management and Student Assessment for Learning
FEDU 4310	Human Learning and its Application to Education – can be taken after block 1

The following University Based Courses may be taken without admission to the Teacher Education Program; however, you may have difficulties with scheduling if all are taken prior to acceptance to the Teacher Education Program.

University Based Courses

ANTH 3311	Anthropology of Diverse Populations
ENGL 3430	Professional Writing
SCIE 3320	Physical Science
SPED 3321	Exceptional Children: An Introduction

Student Teaching and Professional Seminar (Prerequisites – Admission by Application to the Director of Field Experiences – application deadline for fall is March 1st, spring deadline is September 15th)

ESED 4303	Early School Education Student Teaching
ESED 4304	Early School Education Student Teaching
ESED 4307	Early School Education Professional Seminar

TEExES Academy

Purpose:

The TEExES Academy was established to provide University of Houston-Victoria School of Education and Human Development students seeking Texas educator certifications with

- information concerning the state examinations (TEExES)
- study sessions
- practice tests
- study recommendations prior to taking the examinations

Goal:

The goal of the TEExES Academy is to provide students with the tools to pass the TEExES on their first attempt.

Requirements:

Students must participate in TEExES Academy activities to receive the university approval to take the PPR, Generalist, or Content TEExES. Please go to the School of Education and Human Development website at <http://www.uhv.edu/edu/> for specific requirements.

There are requirements and restrictions for students who are no longer actively enrolled at UHV. Please see these at TEExES Academy on <http://www.uhv.edu/edu/>

**Interdisciplinary Studies Plan
4-8 Generalist Certification
For Students Entering UHV as Freshmen**

		LD	LD/UD	UD	TOTAL
I.	UNIVERSITY CORE REQUIREMENTS				
A.	General				
	English: ENGL 1301 and ENGL 1302 and ENGL 2332	9			9
	Political Science: PSCI 2306 and PSCI 2305	6			6
	U.S. History: HIST 1301 and HIST 1302	6			6
	College Algebra: MATH 1314	3			3
	Natural Sciences: BIOL 1306 or 1406 and BIOL 1409 or BIOL 1409 and BIOL 2306 or BIOL 2406	7			7
	Visual/Performing Arts: DRAM 2366 or COMM 1335	3			3
	Social/Behavioral Science: PSYC 2301	3			3
	Speech: SPCH 1315	3			3
	Technology: CUIN 2312	3			3
B.	Introduction to Teaching				
	CUIN 1319 Geography for 21 st Century Classroom	3			3
	ENGL 3430 Professional Writing			4	4
	HIST 2310 Texas History	3			3
	CUIN 1310 The Art of Teaching	3			3
	MATH 1350 Fundamentals of Math I	3			3
	MATH 1351 Fundamentals of Math II	3			3
	CUIN 3324 Effective Classroom Mgmt and Student Assessment for Learning			3	3
C.	Middle School Education Content				
	ANTH 3311 Anthropology of Diverse Populations			3	3
	CUIN 2310 Introduction to Special Populations	3			3
	ENGL 3310 Introduction to Study of Language			3	3
	ENGL 3312 Grammar and Rhetoric			3	3
	FEDU 4310 Human Learning and its Application to Education			3	3
	INDS 3323 Child Develop. and Appl. To Learning			3	3
	MATH 3312 Math Concepts I for Middle School Teachers			3	3
	LITY 3320 Foundation of Reading Theories & Assess.			3	3
	LITY 3340 Using Literature with Adolescents			3	3
	LITY 4362 Workshop Approach to Reading and Writing Instruction			3	3
	SCIE 3320 Physical Science			3	3
D.	Professional Development				
	CUIN 3323 Instructional Design			3	3
	CUIN 4316 Effective Social Studies Instruction			3	3
	MATH 4345 Math Concepts II for Middle School Teachers			3	3
	CUIN 4358 or CUIN 4357 Science for Middle School			3	3
	SPE 3321 Exceptional Children: An Introduction			3	3
	MSED 4303 Middle School Educ. Student Teaching			3	3
	MSED 4304 Middle School Educ. Student Teaching			3	3
	MSED 4307 Middle School Educ. Prof. Seminar			3	3
	Totals	61		61	122

**Interdisciplinary Studies Plan
Grades 4 – 8 Generalist Certification
(Associates of Arts in Teaching-Track)**

		LD	LD/UD	UD	TOTAL
I.	UNIVERSITY CORE REQUIREMENTS				
A.	General				
	English (6 s.h. composition, 3 s.h. American Lit.)	9			9
	Political Science	6			6
	U.S. History and Texas History	6			6
	College Algebra	3			3
	English 3430 Professional Writing			4	4
B.	Core Distribution Electives				
	Natural Science with labs	12			12
	Speech 1311, 1315, or 1321	3			3
	Computer Proficiency less than 5 years old		3		3
	Humanities / Social Sciences:				
	ANTH 3311 Anthropology of Diverse Populations			3	3
	GEOG 1303 World Geography preferred	3			3
	INDS 3323 Child Dev. and Its App. to Learning			3	3
	MATH 1350 Fundamentals of Math I	3			3
	MATH 1351 Fundamentals of Math II	3			3
	FEDU 4310 Human Learning & Its Apps. to Educ.			3	3
II.	PLAN REQUIREMENTS				
A.	Plan Concentrations				
1.	Humanities:				
	ART, MUSIC, OR DRAMA	3			3
	ENGL 3310 Introduction to the Study of Language			3	3
	ENGL 3312 Grammar and Rhetoric			3	3
2.	Math:				
	MATH 3312 Advanced Math Concepts I for Middle School Teachers			3	3
3.	Literacy Studies:				
	LITY 3340 Using Literature with Adolescents			3	3
	LITY 3320 Found. of Literacy Theories/Assessment			3	3
	LITY 4362 Workshop Approach to Reading and Writing Instruction			3	3
4.	Science:				
	SCIE 3320 Physical Science			3	3
5.	Middle School:				
	CUIN 4357 or CUIN 4358 Science for Middle School			3	3
	MSED 4345 Math Concepts II for Middle School Teachers			3	3
	CUIN 4316 Effective Social Studies Instruction			3	3
	EDUC 1301 Intro to Teaching Profession	3			3
	EDUC 2301 Intro to Special Populations	3			3
6.	Special Education:				
	SPED 3321 Exceptional Children: An Introduction			3	3
7.	Professional Education:				
	CUIN 3323 Instructional Design			3	3
	CUIN 3324 Classroom Mgmt and Assessment for Learning			3	3
	MSED 4303 and 4304 Student Teaching			6	6
	MSED 4307 Middle School Education Prof. Seminar			3	3
	TOTALS:	57	3	61	121

**Interdisciplinary Studies Plan
Grades 4 – 8 Generalist Certification
(Non Associates of Arts in Teaching-Track)**

		LD	LD/UD	UD	TOTAL
I.	UNIVERSITY CORE REQUIREMENTS				
A.	General				
	English (6 s.h. composition, 3 s.h. American Lit.)	9			9
	Political Science	6			6
	U.S. History	6			6
	College Algebra	3			3
	English 3430 Professional Writing			4	4
B.	Core Distribution Electives				
	Natural Science (one with lab)	7			7
	Speech: SPCH 1311, 1315, or 1321	3			3
	Computer Proficiency less than 5 years old		3		3
	Humanities / Social Sciences:				
	ANTH 3311 Anthropology of Diverse Populations			3	3
	GEOG World Geography	3			3
	INDS 3323 Child Dev. and Its App. to Learning			3	3
	MATH 1350 Fundamentals of Math I	3			3
	MATH 1351 Fundamentals of Math II	3			3
	SPED 4325 The Inclusive Classroom			3	3
	FEDU 4310 Human Learning & Its Apps. to Educ.			3	3
II.	PLAN REQUIREMENTS				
A.	Plan Concentrations				
1.	Humanities:				
	ART, MUSIC, OR DRAMA	3			3
	HIST Texas History	3			3
	ENGL 3310 Introduction to the Study of Language			3	3
	ENGL 3312 Grammar and Rhetoric			3	3
2.	Math:				
	MATH 3312 Adv Mth Concepts I for Middle School Tchrs			3	3
3.	Literacy Studies:				
	LITY 3340 Using Literature with Adolescents			3	3
	LITY 3320 Found. of Reading Theories/Assessment.			3	3
	LITY 4362 Workshop Approach to Reading and Writing Instruction			3	3
4.	Science:				
	SCIE 3320 Physical Science			3	3
5.	Middle School:				
	CUIN 4357 or CUIN 4358 Science for Middle School			3	3
	MSED 4345 Math Concepts II for Middle School Teachers			3	3
	CUIN 4316 Effective Social Studies Instruction			3	3
	TECA 1354 Child Growth and Development	3			3
	EDUC 1301 Intro to Teaching Profession	3			3
6.	Special Education:				
	SPED 3321 Exceptional Children: An Introduction			3	3
7.	Professional Education:				
	CUIN 3323 Instructional Design			3	3
	CUIN 3324 Classroom Mgmt and Assmt for Learning			3	3
	MSED 4303 and 4304 Student Teaching			6	6
	MSED 4307 Middle School Education Prof. Seminar			3	3
	TOTALS:	55	3	67	125

**Middle School Education
Grade 4 – Grade 8 Generalist Certification
Degree Seeking Candidates Only**

Must be admitted to the Teacher Education Program. Check requirements in the UHV Catalog.

Block I – Must take these 3 classes CONCURRENTLY before moving on to the next block of classes.

CUIN	3323	Instructional Design
INDS	3323	Child Development & Its Application to Learning
LITY	3340	Using Literature with Adolescents

Prerequisites: CUIN 3323, INDS 3323 and LITY 3340

LITY	3320	Foundations of Reading Theories & Assessment
CUIN	4358	Science for Middle School
LITY	4362	Workshop Approach to Reading and Writing Instruction
MSED	4345	Math Concepts II for Middle School Teachers
CUIN	4316	Effective Social Studies Instruction – may be taken after block 1

General Education Courses

MATH	3312	Advanced Math Concepts – may be taken with any block
CUIN	4324	Classroom Mgmt and Student Assessment for Learning
FEDU	4310	Human Learning & Its Application to Education –may be taken after block I

The following University Based Courses may be taken without admission to the Teacher Education Program; however, you may have difficulties with scheduling if all are taken prior to acceptance to the Teacher Education Program.

University Based Courses

ANTH	3311	Anthropology of Diverse Populations
ENGL	3310	Introduction to the Study of Language
ENGL	3312	Grammar & Rhetoric
ENGL	3430	Professional Writing
SPED	4325	The Inclusive Classroom
SCIE	3320	Physical Science
SPED	3321	Exceptional Children: An Introduction

Student Teaching and Professional Seminar (Prerequisites – Admission by Application to the Director of Field Experiences – application deadline for fall is March 1st, spring deadline is September 15th)

MSED	4303	Middle School Education Student Teaching
MSED	4304	Middle School Education Student Teaching
MSED	4307	Middle School Education Professional Seminar

TEExES Academy

Purpose:

The TEExES Academy was established to provide University of Houston-Victoria School of Education and Human Development students seeking Texas educator certifications with

- information concerning the state examinations (TEExES)
- study sessions
- practice tests
- study recommendations prior to taking the examinations

Goal:

The goal of the TEExES Academy is to provide students with the tools to pass the TEExES on their first attempt.

Requirements:

Students must participate in TEExES Academy activities to receive the university approval to take the PPR, Generalist, or Content TEExES. Please go to the School of Education and Human Development website at <http://www.uhv.edu/edu/> for specific requirements.

There are requirements and restrictions for students who are no longer actively enrolled at UHV. Please see these at TEExES Academy on <http://www.uhv.edu/edu/>

Secondary Education – 8 - 12 Teacher Certification Programs

Programs leading to the certification of teachers for grades 8-12 are offered in cooperation among the Schools of Arts and Sciences, Business Administration and Education. Candidates earn their academic degrees through the Schools of Arts and Sciences and Business Administration and obtain teacher certification through the School of Education and Human Development, Office of Teacher Education Records.

The following are requirements for degrees that incorporate the provision of teacher certification:

1. Satisfy the requirements for the Bachelor of Arts, Bachelor of Science or Bachelor of Business Management.
 - a. For the Bachelor of Arts option, candidates can indicate a choice of plan as Humanities with either English or History or students may indicate a choice of Plan as Mathematical Science with Math.
 - b. For the Bachelor of Science option, candidates indicate a choice of plan as either computer science or mathematics or Biology (Science certification).
 - c. The Bachelor of Business Management applies to those electing to choose a plan in management and obtain a composite business certificate, grades 6-12.
 - d. All teacher certification candidates must have 9 semester hours of English, 6 of which must be in composition.
 - e. Advising for content related courses is provided by School of Business or School of Arts and Sciences.
2. Complete courses in fundamentals of speech and computer proficiency (not more than 5 years old), and complete a minimum of six hours of laboratory natural science courses for the B.B.A. or eight hours of laboratory natural science courses for the B.A. or B.S. degrees.
3. Secure admission to teacher education through the School of Education and Human Development.
4. Complete **24 hours of Professional of Development/Education** courses:
 - CUI 3323 Instructional Design
 - INDS 3323 Child Development and Its Application to Learning;
 - LITY 4364 Content Area Literacy and Study Skills;
 - CUI 4313 Secondary Teaching Strategies;
 - FEDU 3321 Educational Foundations for Teaching;;

and, **AFTER ADMISSION TO STUDENT TEACHING,**

- SEDU 4303, 4304 Secondary Student Teaching
 - SEDU 4308 Secondary School Education Professional Seminar.
5. Satisfy requirements in one of the following teaching fields, consistent with the courses meeting new state standards.

Student Teaching and Professional Seminar (Prerequisites – Admission by Application to the Director of Field Experiences – application deadline for fall is March 1st, spring deadline is September 15th)		
SEDU	4303	Secondary School Education Student Teaching
SEDU	4304	Secondary School Education Student Teaching
SEDU	4307	Secondary School Education Professional Seminar

SECONDARY EDUCATION PROGRAM

TSI complete/exempt, GPA of 2.5 overall and English, lower division core courses complete, background check results and admission to the Teacher Education Program **REQUIRED BEFORE** taking block courses

BLOCK COURSES

Prerequisite: Admission to Teacher Education

CUIN 3323 Instructional Design

INDS 3323 Child Development & Its Application to Learning

Classes have field base requirements and must be taken concurrently and must be taken before moving on to the rest of the Education classes.

ADDITIONAL EDUCATION COURSES

LITY 4364 Content Area Reading and Study Skills

CUIN 4313 Secondary Teaching Strategies

FEDU 3321 Educational Foundations for Teaching

(Must be taken before student teaching)

Courses are offered specific semesters. Please see advisor.

STUDENT TEACHING

Prerequisite: Admission by application to Director of Field Experiences
(Applications deadline for fall is March 1st, spring deadline is September 15th)

SEDU 4303 Student Teaching

SEDU 4304 Student Teaching

SEDU 4308 Student Teaching Professional Seminar

TEExES Academy

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Requirements

Students must participate in TEExES Academy activities to receive the university approval to take the PPR, Generalist, or Content TEExES. Please go to the School of Education and Human Development website at <http://www.uhv.edu/edu/> for specific requirements.

There are requirements and restrictions for students who are no longer actively enrolled at UHV. Please see these at TEExES Academy on <http://www.uhv.edu/edu/>

NOTE: The following are guidelines. Please check with faculty advisors for verification.

Business Management/Business Education – 85 semester hours

Lower Division: 6 semester hours of accounting
3 semester hours of finite math
3 semester hours of calculus
3 semester hours of business/professional speech
6 semester hours of economics
3 semester hours of computer science

Upper Division: ENGL 3430 Professional Writing
ACCT 3332 Financial Statement Analysis
FINC 3311 Business Finance
COSC 3325 Information Systems in Organizations
MGMT 3311 Principles of Management
MGMT 3312 Legal Environment of Business
MGMT 4314 Leadership
MGMT 4340 Strategic Management
MKTG 3311 Principles of Marketing
MGMT 4322 Strategy and the Environment of Business
QMSC 3311 Statistics for Business and Economics
QMSC 3321 Quantitative Decision Making
ECON 3315 Managerial Economics

Management Concentration Requirements:

MGMT 4320 Organizational Behavior
MGMT 4303 Entrepreneurship
MGMT 4311 Human Resource Management
MGMT 4316 International Management
MGMT 4325 Organizational Change
6 semester hours MGMT electives; 3 semester hours may be selected from MKTG electives, PSYC 3310 or HUMA 4322.

Computer Science – 57 semester hours

Lower Division: 6 semester hours of calculus
3 semester hours of C/C++ programming
3 semester hours from Fortran, Ada, Pascal, Java, or Advanced C/C++
(Advanced C/C++ recommended)

Upper Division: COSC 3317 Object Oriented Programming and Design
COSC 3331 Data Structures and Algorithms I
COSC 3332 Computer Organization and Architecture
COSC 3333 Data Structures and Algorithms II
COSC 4331 Structure of Programming Languages
COSC 4336 Database Systems
COSC 4337 Operating Systems
COSC 4339 Telecommunication and Networks
COSC 4320 Software Engineering
COSC 4350 Information Security, Privacy & Ethics
9 s.h. of UD Computer Science, Math courses by advisement
(excluding COSC 3325 and COSC 4305).

English, Language Arts, and Reading – 27 semester hours

Lower Division: 3 semester hours of British Literature

Upper Division: 6 semester hours taken from ENGL 3311 Shakespeare
ENGL 3313 Poetry and Poetics
ENGL 3316 Narrative Fiction, and ENGL 3312 Grammar and Rhetoric
ENGL 3310 Introduction to the Study of Language
ENGL 3320 19th Century Literature, or ENGL 3321 20th Century American Literature
LITY 3320 Foundations of Reading Theories and Assessment
LITY 3340 Using Literature with Adolescents
LITY 4361 Reading and Writing Workshop
or LITY 4362 Workshop Approach to Reading and Writing Instruction
COMM 3325 Advanced Professional Speaking
COMM 4318 Mass Media Communication

History – 27 semester hours

Lower Division: 6 semester hours of United States History
3 semester hours of Western Civilization
3 semester hours of Texas History
3 semester hours of World Geography

Upper Division: HIST 4313 Social History of the United States to 1865
HIST 4314 Social History of the United States Since 1865
HIST 4320 History of England to the 18th Century
HUMA 4314 Age of Enlightenment or HUMA 4315 Age of Revolution.

Mathematics – 24 semester hours

Lower Division: 6 semester hours of calculus

Upper Division: MATH 3343 History of Mathematics
MATH 3357 Introduction to Higher Geometry
MATH 3361 Linear Algebra
MATH 3362 Discrete Structures
MATH 3391 Probability and Statistics
MATH 4310 Fundamental Concepts of Analysis

Science – 57 to 61 semester hours

Lower Division: 6 semester hours of earth science
6 semester hours of chemistry
6 semester hours of physics or physical science
CHEM 2323 Organic Chemistry
BIOL 1406 and 1407 General Biology for Science Plans
BIOL 2420 Elementary Microbiology

Lower or Upper Division:
CHEM 2325 Organic Chemistry,
or BIOL 4310 Biochemistry *

Upper Division: BIOL 4313 Genetics or BIOL 4333 Comparative Animal Physiology
BIOL 3330 Histology
BIOL 3326 Plant Biology
BIOL 4337 Cell and Molecular Biology or BIOL 4335 Ecology
BIOL 3340 Animal Behavior or BIOL 3342 Social Biology

Speech – 24 Semester hours

Lower Division: SPCH 1315 Introduction to Public Speaking (should be taken with COMM 3325)

Upper Division: COMM 3315 Leadership Communication
COMM 3318 Communication and Public Culture
COMM 3322 Writing for the Print Media OR COMM 3323 Writing for the Broadcast

Media

COMM 3325 Advanced Professional Speaking (should be taken along with SPCH 1315)
COMM 4314 Intercultural Communication
COMM 4318 Mass Media Communication
COMM 4300 Special Topics: Debate

Teacher Certification

Admission to the School of Education and Human Development teacher certification program is admission to a professional program and must be applied for apart from admission to the university. Admission to teacher education applies to all teacher education students: elementary, middle, and secondary. Prospective candidates are encouraged to contact the Teachers Education Records Office in the School of Education and Human Development before making plans to enter any program that leads to teacher certification. Application for admission to teacher education is made through the Teacher Education Records Office during the semester prior to enrollment in the first professional education course.

Specific Requirements for Admission and Retention To a Teacher Certification Program

The following are the specific requirements for admission to the Teacher Certification Program:

1. Completion of 54 semester hours prior to enrollment in Professional Education Courses.
2. Passage of THEA/TASP, TSI complete or exempt.
3. GPA of 2.5 in 9 semester hours of lower division English; 6 semester hours must be in composition.
4. GPA of 2.5 in all lower division courses that apply to teacher certification.
5. Provide criminal background check results to TERO Office.
6. Lower division courses must be completed before admission to Teacher Education.

(Postbaccalaureates students see “POSTBACCALAUREATES” section for certification admission requirements.)

NOTE: All potential certificate applicants with criminal felony or misdemeanor convictions should contact the Teacher Education Records Office for information.

The following are the specific requirements for retention in the Teacher Certification Program:

1. GPA of 2.5 in all courses on degree. All UHV courses must be a grade of “C” or better.
2. Evidence of the characteristics, behaviors and attitudes appropriate to the teaching profession.

Student Teaching Standards and Procedures for Admission

Prerequisites for Student Teaching

1. Student Teaching General Requirements

- Admission to the teacher education program.

The completion of a minimum of 45 clock hours of scheduled and assigned observation/practicum in an accredited school. Undergraduate candidates who will be student teaching MUST complete a minimum of 45 hours of field observations in order to student teach. These observation hours are to be documented on an observation log that can be obtained from Block I instructors or Teacher Education Records Office. All candidates seeking certification are required to successfully complete all TExES Academy program requirements.

- After admission to teacher education and before applying for student teaching, a degree plan must be on file.
- Candidates desiring to register for student teaching are required to check with the School District in which they will perform their student teaching to determine if that School District requires a check for the disease of tuberculosis. If the School District requires such a check, the candidate will follow that School District's process for completing and then reporting the results of the test to the appropriate school district representative.
- Grades in all teacher education courses must be "C" or better.
- Completion of the required 9 semester hours of English with an average grade of 2.5.

2. Student Teaching Requirements for Specific areas

a. Elementary Education

1. A minimum of 12 semester hours of credit in teacher education courses earned at UH-Victoria. Exceptions must be approved by the Dean or the Dean's designee.
2. An overall GPA of at least 2.5 and an average of 2.5 in all UHV courses.
3. A candidate enrolled in ESED 4303, ESED 4304 and ESED 4307 (student teaching and the professional seminar) should be in the last full semester before graduation.
4. A candidate enrolled in student teaching may take no more than 3 semester hours in addition to the student teaching courses. Any exceptions must be approved by the Director of Field Experiences.

b. Middle School Education

1. A minimum of 12 semester hours of credit in teacher education courses earned at UH-Victoria in teacher education courses. Exceptions must be approved by the Dean or the Dean's designee.
2. An overall GPA of at least 2.5 and an average of 2.5 in all UHV courses.
3. A candidate enrolled in MSED 4303, MSED 4304, and MSED 4307 (student teaching and the professional seminar) should be in the last full semester before graduation.
4. A candidate enrolled in student teaching may take no more than 3 semester hours in addition to the student teaching courses. The Director of Field Experiences must approve any exceptions.

c. Secondary Education

1. A minimum of 12 semester hours of credit in teacher education courses earned at UH-Victoria.
2. Satisfactory completion of designated teacher education courses except student teaching.
3. An overall grade point average of at least 2.5 and an average of at least 2.5 in both the teaching field(s) courses and teacher education courses.
4. A candidate enrolled in SEDU 4303, 4304 and SEDU 4308 (student teaching and the professional seminar) should be in the last full semester before graduation.
5. A candidate enrolled in student teaching may take no more than 3 semester hours in addition to the student teaching courses. Any exceptions must be approved by the Director of Field Experiences.

Student Teaching Application

Student teaching requires daily participation in the activities of an assigned accredited school. Elementary Education student teaching (ESED 4303, 4304, 4307- Professional Seminar) or Middle School Education student teaching (MSED 4303, 4304, 4307-Professional Seminar) requires an assignment of 60 school days.

Secondary student teaching (SEDU 4303, 4304, SEDU 4308 Secondary Education Professional Seminar) requires an assignment of 60 school days.

Candidates may request the district in which they choose to complete their student teaching. Although every effort will be made to honor requests, candidates should be aware that the University cannot guarantee placements. Candidates may not request specific schools or cooperating teachers.

Announcements of application periods are normally made in prerequisite education courses and posted on campus bulletin boards.

The online student teaching application found at http://www2.uhv.edu/OST/CI/Student_Teaching_Application.pdf#view=FitV must be completed and submitted by March 1 for placement during the subsequent fall semester, and by September 15 for placement during the spring semester. Applications will be accepted for one (1) month after due date if accompanied by the \$100 Late Fee. After April 1 or October 15, absolutely no applications will be accepted. These application dates apply to guest student teachers and VOICE student teachers.

After the online application is verified, the candidate is placed into the appropriate online student teaching course. Candidates should monitor their home page for access to this course to complete additional student teaching placement processes.

Specific Certification Requirements

Specific requirements and/or procedures are as follows:

ELEMENTARY EDUCATION (EC-6 Generalist) and MIDDLE SCHOOL EDUCATION (Grades 4-8 Generalist)

1. Complete all requirements for the Bachelor of Science in Interdisciplinary Studies Plan.
2. Pass appropriate TExES exams.
3. Apply for teaching certificate.
4. Candidates already holding a bachelors degree should request a **certification plan or enter the VOICE program.**
5. Meet all TExES Academy Program requirements.

SPECIAL EDUCATION (EC-12)

A candidate interested in having a specialization in Special Education has two options:

1. Complete the EC-6 Generalist plan, -or- Complete the 4-8 Generalist plan,
2. And take:
 - SPED 3322 Exceptional Children Assessment and Programming
 - SPED 4323 Exceptional Children: Modification, Methods and Materials
 - SPED 4324 Exceptional Children: Behavior Management
 - SPED 4305 Practicum in Special Education
3. Meet all TExES Academy Program requirements.
4. Pass the TExES test #161.

Note: * SPED 4304 (Student Teaching :Exceptional Children) will replace ESED 4304 Early School OR MSED 4304 Middle School Student Teaching

(Candidates already holding a bachelors degree should request a certification plan. See "POSTBACCALAUREATE" information to follow.)

ENGLISH AS A SECOND LANGUAGE

1. Complete the EC-6 Generalist plan, -or- Complete the 4-8 Generalist plan.
2. Complete the following courses:
 - ENGL 3310 Introduction to the Study of Language
 - LANG 4310 Language and Reading
 - CUIN 4310 Teaching Diverse Populations
 - CUIN 4320 Teaching English as a Second LanguageStudent teaching is required in English as a Second Language, CUIN 4303.
3. Pass the TExES test #154.

SECONDARY EDUCATION (Grades 8-12)

The candidate must to be certified under standards mandated by the State Texas Education Agency as follows:

1. Completion of the courses which fulfill the standards in one of the following teaching fields: Business Management; Computer Science; English, Language Arts, Reading; History; Mathematics; Science; Spanish; Speech.
2. Completion of all degree requirements for an academic degree incorporating one of the areas above.
3. Completion of professional development courses as follows:
 - CUIN 3323 Instructional Design
 - CUIN 4313 Secondary Teaching Strategies
 - LITY 4364 Content Area Reading and Study Skills
 - INDS 3323 Child Development and Its Application To Learning
 - SEDU 4303/4304 Secondary School Student Teaching
 - SEDU 4308 Secondary School Education Professional Seminar
 - FEDU 3321 Educational Foundations for Teaching
4. Pass TExES in Professional Development and appropriate secondary field TExES.
5. Apply for teaching certificate.
6. Students already holding a bachelors degree should request a certification plan.
7. Meet all TExES Academic Program requirements.

TEExES Academy

Purpose:

The TExES Academy was established to provide University of Houston-Victoria School of Education and Human Development students seeking Texas educator certifications with

- information concerning the state examinations (TEExES)
- study sessions
- practice tests
- study recommendations prior to taking the examinations

Goal:

The goal of the TExES Academy is to provide students with the tools to pass the TExES on their first attempt.

Requirements

Students must participate in TExES Academy activities to receive the university approval to take the PPR, Generalist, or Content TExES. Please go to the School of Education and Human Development website at <http://www.uhv.edu/edu/> for specific requirements.

There are requirements and restrictions for students who are no longer actively enrolled at UHV. Please see these at TExES Academy on <http://www.uhv.edu/edu/>

POSTBACCALAUREATES

(Students already holding a bachelors degree)

Postbaccalaureate candidates must request a **certification plan**.

The application forms for a plan and the application for admittance into teacher education and a checklist can be located on the UHV School of Education and Human Development website at www.uhv.edu/edu .

Postbaccalaureate Certification Plans

Postbaccalaureate candidates requiring this service must secure certification plans from the Teacher Education Records Office in the School of Education and Human Development. A service charge of \$25.00 is required for a candidate requested certification plan. The candidate is required to complete a student teaching experience. However, an **internship** is made available to candidates who secure a teaching position, in the area and at the level that they are seeking certification, in an accredited school.

Deficiency Plans and Internships

The School of Education and Human Development also offers teacher certification programs for those teachers-in-service who are teaching in accredited schools. The school district where they are employed must request an official **deficiency plan** in writing. The candidate must serve an **internship** in lieu of student teaching. (To serve an internship, you must contact the Teacher Education Records Office, complete all necessary paper work, and enroll in the appropriate courses.)

The basic requirements for securing a certificate in this manner are similar to those listed for undergraduate students. The candidates are permitted to substitute equivalent semester hours of a one-year Internship in a school accredited by the Texas Education Agency for the required six semester hours of student teaching.

The teaching areas available for postbaccalaureate candidates are identical to the specialization fields accessible to undergraduate candidates. A minimum of twelve semester hours must be completed at UH-Victoria as part of any certification or endorsement program. Course work that is ten years old or older must be approved by the Certification Officer. The candidate must be admitted to the Teacher Education Program. See the University of Houston-Victoria website at www.uhv.edu/edu for the application to the teacher education program along with a checklist and application for a certification program.

Teacher certification candidates must pass all UHV courses required for teacher certification with a "C" or better. All teacher certification transactions and /or inquiries for UH-Victoria are made through the Teacher Education Records Office in the School of Education and Human Development.

All candidates seeking certification are required to successfully complete all TExES Academy Program requirements.

VOICE – Victoria Online Initial Certification for Educators

The VOICE program is an accelerated university based route to teacher certification for all grades designed to meet the requirements of “No Child Left Behind.” Coursework is offered on-line and candidates participate in a school-based field experience with university supervision. To be accepted into this program, applicants must meet the following requirements:

- Bachelor’s Degree completion
- Official transcripts from all previous universities on file in the Admissions Office
- Pass the Pre-Admission Content Test (PACT) in your certification area prior to being admitted to the program
- Pass the THEA, TSI complete or have a minimum GRE exam score of 800 (verbal & Quantitative sections)
- Provide criminal background check results.
- 2.75 GPA in last 60 hours of coursework
- Maintain a 2.75 GPA in the VOICE program with no more than two “C’s”
- Provide a letter of standing if you were previously in an Initial Teacher Certification Program
- There is a non-refundable \$60 service charge to apply for this program. Due dates for applications: Fall – July 15th; Spring – November 15th; Summer – April 15th. Late application due dates: Fall – August 15th; Spring – December 15th; Summer – May 15th. Applications received after the due date are charged an extra \$100 late fee.
- All Teacher Certification candidates must pass all UHV courses required for teacher certification with a “C” or better after June 1, 2008.
- According to Texas Administrative Code 228.35 – candidate must complete 30 clock hours of field-based observation to be completed prior to student teaching or internship. Appropriate activities include substitute teaching, hours spent as a classroom aide or classroom observations in an accredited school. See TERO for documentation requirements.
- According to Texas Administrative Code 228.35 – candidate must complete 80 clock hours of training prior to student teaching or internship. Completion of 2 VOICE courses will fulfill this requirement.
- All candidates seeking certification are required to successfully complete all TExES Academy Program requirements.

With faculty advisor approval, VOICE candidates may use up to 12 hours of VOICE courses (CUIN 6312, 6314, 6320 or FEDU 6323) toward a Masterr’s Degree in Curriculum and Instruction Elementary Education or a Master’s Degree in Curriculum and Instruction Secondary Education. For information about these degrees, consult with a certification analyst. In addition, upon approval from a faculty advisor, VOICE courses may be substituted for CUIN common core courses for those students seeking Master of Education in Curriculum & Instruction with Reading Specialist Certification, Master Reading Teacher Certification, or Master Mathematics Teacher Certification.

INTERNSHIP

Postbaccalaureate education candidates on a certification plan who secure a teaching position at an accredited school in the area and at the level that they are seeking certification may do an internship instead of student teaching. The candidate must qualify for the teacher education program before entering into an internship.

- According to Texas Administrative Code 228.35 – candidate must complete 30 clock hours of field-based observation to be completed prior to student teaching or internship. Appropriate activities include substitute teaching, hours spent as a classroom aide or classroom observations in an accredited school. See TERO for documentation requirements.
- All candidates seeking certification are required to successfully complete all TExES Academy Program requirements.

According to Texas Administrative Code 228.35 – candidate must complete 30 clock hours of training prior to student teaching or internship. Completion of 2 VOICE courses will fulfill this requirement.

All Teacher Certification candidates must pass all teacher education courses required for teacher certification with a “C” or better.

To serve an internship, the candidate must meet probationary certification requirements as outlined by the Texas Education Agency and must apply through the Teacher Education Records Office (TERO), complete all necessary paper work, contact the Director of Field Experience, and enroll in the appropriate courses.

Students are responsible for applying for a probationary certificate with TEA (www.tea.state.tx.us).

GRADUATE PROGRAMS Master of Education (M.Ed.)

Graduate programs in The School of Education and Human Development address the need for advanced academic and professional preparation of school personnel. In addition, degrees and specializations are offered that address concerns about children, families, and society and assist people of all ages in pursuing life-long learning and personal growth.

Graduate Degree Requirements

I. Prerequisites

The student entering a program, which leads to a graduate level professional certification, will be expected to have at least 18 semester hours of professional education courses and appropriate teaching or related experience. Students seeking the M.Ed. degree without certification need not show the 18 semester hours of professional education courses, but are expected to meet the general requirements for entrance to graduate studies as found in the section on admissions.

II. Additional Admission Requirements:

A. Educational Leadership, General Leadership, Curriculum & Instruction, and Special Education

1. The student must submit two letters of reference from practicing educators, such as supervisors or other professional school personnel.
2. The student must provide a letter explaining their purposes for pursuing the degree and their expectations of the degree.

B. Counseling

For counselors admission requirements, see Counseling section.

III. Candidacy and Comprehensive Examinations

The exam will be offered on October 29, 2012; March 9, 2013; and June 22, 2013. The student must apply for the comprehensive exam and candidacy for the master's degree by registering by the following deadline dates:

<u>Deadline Date</u>	<u>Late Application Accepted With \$50 Fee</u>	<u>Test Date</u>
September 14, 2012	September 15-28, 2012	October 27, 2012
January 29, 2013	January 30-February 7, 2013	March 9, 2013
May 17, 2013	May 18-29, 2013	June 22, 2013

Applications for Candidacy and Master's Comprehensive Exams will be assessed a late fee if submitted after the deadline date. Deadlines will be strictly enforced.

Applications are available on the UHV website at www.uhv.edu/edu/. A satisfactory performance on the school's comprehensive examination is required of all graduate students.

Comprehensive examinations are required for a second master's degree.

IV. All degrees must have at least 18 semester hours of **graduate** Education coursework and all courses through the School of Education and Human Development must be at graduate level.

V. Other University Requirements

The student must satisfy all university requirements for a master's degree as found in the section, UNIVERSITY DEGREE REQUIREMENTS, of this catalog.

The university does not award academic course credit for experiential learning, or life experience. As specified by the state, certain kinds of experience may be credited toward fulfilling certification requirements in Education.

Master of Education Education Leadership, Administration & Supervision

Mission: The mission of University of Houston – Victoria Educational Administration program is to develop leaders who advance ethics, excellence, and the highest educational standards in our society's schools.

Students must pass a comprehensive examination on the content of one education core course and the content of two courses in their plan area. One question must come from the faculty advisor and one question must come from faculty outside of the ELAS teaching core. Students are eligible to take the comprehensive exam upon completion of 24 graduate credit hours. Students who fail one part of the exam may re-take the exam within the same semester in which it was first attempted. Students who fail more than one part of the comprehensive examination must wait until the next semester before they may re-take the examination. A subsequent failure will result in required remedial work and may delay graduation. After three failures, students will be withdrawn from the program and, therefore, be deemed ineligible for graduation.

Principal 30-Hour Cohort Certification & Master's Plan

- ELAS 6304 Internship in Educational Leadership
- ELAS 6310 Theoretical Foundations and Functions of Educational Administration
- ELAS 6311 Functions of Educational Administration
- ELAS 6313 Ethics in Educational Administration
- ELAS 6315 Principles of Instructional Supervision
- ELAS 6316 Instructional Leadership
- ELAS 6331 Education Law
- ELAS 6332 Special Education Law
- ELAS 6336 School Business Management
- ELAS 6300 Selected Topics in Administration and Supervision

Principal Certification and Master's Degree Plan

I. Major Requirements:

- ELAS 6310 Theoretical Foundations and Functions of Educational Administration
- ELAS 6315 Principles of Instructional Supervision
- ELAS 6316 Instructional Leadership
- ELAS 6317 Managing Change for Diversity
- ELAS 6331 Education Law
- ELAS 6335 School Evaluation OR
- ELAS 6343 Public Affairs and Community Relations

Additional Work in Education

II. Core Requirements: Any six hours:

- CUIN 6321 Principles of Curriculum Development
- CUIN 6322 Principles of Curriculum Organization
- CUIN 6332 Education in a Multicultural Society
- CUIN 6360 Foundations of Literacy Learning
- FEDU 6321 Foundations of Educational Research
- FEDU 6322 Foundations of Educational Measurement
- FEDU 6331 Human Growth and Development
- FEDU 6333 Principles of Human Learning
- SPED 6321 Introduction to Special Education

III. Practicum (The candidate must be within 9 hours of completion prior to beginning practicum)

1. ELAS 6304 Internship in Educational Leadership
2. ELAS 6337 Functions of Mid-Management Administration
3. ELAS 6305 Practicum in Educational Leadership
4. ELAS 6336 School Business Management

Note: Certification as a school principal is included in the plan.

Additional Requirements for the Principal Certificate

1. Hold a valid Texas teacher certificate.
2. Masters degree.
3. A minimum of two years of teaching experience in an accredited school.
4. Admission to graduate study within the School of Education and Human Development must precede the completion of applicable course work.
5. Completion of an approved administrative practicum experience.
6. Completion of required course work designed to develop administrative competencies and comply with SBEC Learner Centered Proficiencies for the Principalship.
7. Pass the TExES # 068

Additional Requirements for the Superintendent Certificate

1. Hold a valid Principal Certificate.
2. Complete 12 semester hours of course work to include
 - ELAS 6341 Personnel Management
 - ELAS 6342 Educational Policy and Finance;
 - ELAS 6343 Public Affairs and Community Relations;
 - ELAS 6345 Educational Facilities and Environment
3. Complete the 6 semester hours of approved Superintendent's practicum
 - ELAS 6308 Practicum for the School Superintendency
 - ELAS 6309 Practicum for the School Superintendency
4. Pass the TExES # 195

Master of Education Administration and Supervision (General Leadership)

Core: 12 semester hours (will vary according to the specific needs of the individual program)

Plan:
ELAS 6310 Theoretical Foundations and Functions of Educational Administration
ELAS 6315 Principles of Instructional Supervision
ELAS 6316 Instructional Leadership
ELAS 6317 Managing Change For Diversity
ELAS 6331 Education Law

Additional Requirements:
9 semester hours selected by advisement from any discipline to complete and support the plan area.

Master of Education Program ADULT & HIGHER EDUCATION

Mission: The mission of the M.Ed. in Adult and Higher Education is to provide comprehensive continuing professional development and pre-professional preparation in adult and higher education encompassing local to global perspectives.

The Program

The changing nature of higher education and the influx of adult learners into formal, informal, community, and institutional education programs have sparked the need for skills, insights and knowledge of the field of adult and higher education.

The School of Education and Human Development at the University of Houston-Victoria is responding to that need by offering a new and exciting masters program that prepares students to work in formal and informal education environments outside of the K-12 structure.

UHV's program in Adult and Higher Education is unique among Texas institutions in that it combines coursework in both adult education and higher education administration. This type of program would have broad appeal to students employed in a variety of fields.

Who enrolls in this program?

People who might enroll in this program will be faculty, staff, counselors/advisors, and administrators from universities and community colleges seeking advancement or to build their repertoire for leadership that comes with having a master's degree. Those seeking the adult education track will be community educators such as those who teach in community settings, health education, corporate training and development environments, and religious organizations. This program will give them the valuable set of skills needed to accommodate the needs of and help overcome the barriers of adult learners.

Degree Requirements:

After completing the required core courses (15 credit hours), and the required research course (3 Credit Hours), students choose one of three areas of specialization: Higher Education (15 credit hours), Adult Education (15 credit hours), and or a "Discipline" track (18 credit hours). Students are required to complete an Internship in AHED (3 Credit Hours) or an additional elective within the AHED course curriculum. The completion of the program requires successfully passing a comprehensive exam that includes three questions-two core course questions and one specialty area course question. The student may be required to have an oral clarification of insufficient exam responses.

The breakdown is as follows:

Core:	15 Credit Hours
Research Core:	3 Credit Hours
Specialty Area:	15 Credit Hours for Adult or Higher, 18 for Discipline Track
Internship or Elective	3 Credit Hours
Comprehensive Exam	<u>Pass/Fail</u>
Total:	36 or 39 Credit Hours

Adult & Higher Education Degree Plan

ONLINE

All students must take the core courses: 18 hours.
Students may choose between three concentrations:

Adult Education 36 hours
Higher Education 36 hours
Instruction 39 hours

Core	Hours	Adult Education	Hours
AHED 6353 Educational Leadership in Organizations	3	AHED 6335 Diversity in Adult Education	3
AHED 6334 Foundations of Adult Education	3	AHED 6339 Self-Directed Learning	3
AHED 6346 Student Services in Higher Education	3	AHED 6332 Adult Development	3
AHED 6331 Program Planning and Development in AHED	3	AHED 6333 The Adult Learner	3
AHED 6356 IT Trends and Issues in AHED	3	AHED 6336 Continuing Professional Education	3
AHED 6338 Research in Adult and Higher Education	3	AHED 6305 Internship in AHED	3
Total	18	Total	18
Higher Education	Hours	Instruction	
AHED 6355 Higher Education History	3	Students must complete 18 hours in a single discipline plus 3 hours more in AHED UHV offers 18 graduate credits in the following disciplines: Biology, Business, Communication, Computer Science, Criminal Justice, Economics, History, Math, and Psychology. Note: The AHED program does not plan, advise, or coordinate courses offered outside the program. Students would accumulate these hours of their own advisement.	
AHED 6354 Higher Education Finance	3		
AHED 6342 The American Community College	3		
AHED 6337 College Teaching	3		
AHED 6344 The College Student	3		
AHED 6305 Internship in AHED	3		
Total	18	Total	21

Note: The “Internship in AHED” may be substituted with another specialty area course by students who currently work in the field of adult and higher education by submitting a letter from their employer and a resume. Approval of the waiver is granted by the AHED Program Coordinator.

The goal of the program is for students to develop the knowledge and skills needed to conduct informed practice in one of the areas of adult or higher education, and to prepare faculty interested in teaching a discipline within a community college. This informed practice is dependent upon having a knowledge base of numerous theories, literature, and research strategies to address practical challenges in the field.

Master of Education Program COUNSELING

Mission: The mission of the Counselor Education program at the University of Houston-Victoria is to educate, train and mentor students from diverse backgrounds to earn a master's degree in School Counseling, Community Counseling, or Student Affairs & College Counseling. UHV students are primarily drawn from urban and rural areas close to Victoria, Texas or the Greater Houston region. The UHV Counselor Education faculty members expect our students to engage in academic and experiential learning, and to develop a strong professional identity and multicultural sensitivity. The faculty members are committed to promoting the development of student competence in the provision of counseling, professional advocacy, and community outreach. The School Counseling Program and Community Counseling Program require 48 semester hours of course work which satisfy the educational requirement for the Texas LPC, Licensed Professional Counselor. The Student Affairs & College Counseling Program requires completion of 36 semester hours of course work.

The Master of Education programs in School Counseling and Community Counseling at the University of Houston-Victoria were accredited in July 2010 by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and are up for re-accreditation in 2012.

What is CACREP Accreditation?

The Council on Higher Education Accreditation (CHEA) recognizes specialized accrediting bodies that examine professional preparation programs with institutions of higher learning. CACREP (Council for Accreditation of Counseling and Related Educational Programs) is a specialized accrediting body that grants accredited status to graduate-level programs in the professional counseling field.

CACREP was formed in 1981 in cooperation with the American Counseling Association (ACA) to promote the advancement of quality in counselor education programs. For a program to receive accreditation, it hosts a CACREP survey team of counselor educators who review the program to see that it meets national standards in eight core areas of counseling: human growth and development, social/cultural foundations, the helping relationship, group dynamics/counseling, career development, appraisal, research, and professional orientation/issues. In addition to the core areas, the team reviews additional standards of instruction and supervised clinical experiences for the counseling specialty training offered by that program.

For more information about CACREP and CACREP standards, please see the Council for [Accreditation of Counseling and Related Educational Programs](#) website.

Why is CACREP Accreditation important for students?

Students have many options when it comes to choosing where to pursue an advanced degree. Selecting to enroll in a CACREP accredited program ensures students will receive quality instruction and clinical experiences in various contexts from a distinct professional identity as a counselor.

In addition, students graduating from a CACREP accredited program qualify to take the National Certified Counselor Exam, used by most states for LPC licensure. For students pursuing a doctoral degree, graduation from a CACREP accredited program will meet application preferences in doctoral programs in counseling and counselor education.

Comprehensive Examinations for Counselors

Students in the School, Community, and Student Affairs programs must pass a comprehensive examination on the content of their courses. All comprehensive exams are pass/fail. The School and Community programs have developed a 70 item multiple choice exam which reflect the eight content areas which form the foundation of the counseling courses. The Student Affairs & College Counseling program has a similar multiple choice exam of 50 questions, administered through Blackboard.

Students are eligible to take the comprehensive exam either the semester before or during the semester they intend to graduate.

Students who fail more than one part of the comprehensive examination must wait until the next semester before they may retake the examination. A subsequent failure will result in required remedial work and may delay graduation. After three failures, students will be withdrawn from the program and, therefore, be deemed ineligible for graduation.

Admission Requirements

Applicants for admission to the Counseling Program must first satisfy requirements for admission to University of Houston – Victoria graduate studies as described in the Admissions section of the catalog. Send the following to the Office of Admissions:

1. Completed application for graduate admission
2. Official transcripts of all coursework completed and baccalaureate or higher degrees conferred, sent directly from each institution to UHV.
3. Graduate Record Exam (GRE) or Miller’s Analogies Test (MAT) directly from the testing center to UHV.

Admission to the Counseling Program is provisional until the following procedures are completed.

1. Students show evidence of achieving an index score as defined by the Admissions Office.
2. Students submit three letters of professional and/or academic references. These references should speak to a student’s academic achievement and aptitude, their ability to complete graduate level course work, and their professional characteristics.
3. Students submit a writing sample that describes why they want to pursue professional counseling as a career. In addition, the statement should include what the student thinks his or her strengths are for counseling, and any other qualities which speak to the student’s potential for success in the counseling program. Limit the statement to no more than two pages double-spaced.
4. Students must complete an admissions interview and orientation. Counselor Education faculty facilitate the admissions interview and orientation. The purpose of this requirement is to further explore the applicant’s personal qualities that are useful for graduate and professional work as a counselor, to clarify any questions held by either the faculty or applicant, to determine if the applicant’s professional goals are in alignment with the objective of the program, and to share more information about the program and course work with the applicant.

**Return the complete application file in one envelope to:
School of Education and Human Development
Counseling Program
3007 N. Ben Wilson
Victoria, Texas 77901**

Applicants will be notified in writing of the committee’s decision. Admissions decisions occur in the spring and fall semesters.

The faculty members of the Counseling Program at UHV share a commitment to diversity and to pluralistic education and training, and therefore do not discriminate.

UHV-Counseling Evaluation, Remediation, and Retention Policy

The Counselor Education faculty members participate in an ongoing review of student progress in order to make decisions about student retention in the program. This review process helps to ensure that students, a) are completing program requirements successfully and making reasonable progress toward graduation, and b) have achieved an adequate level of professional and personal development in keeping with their future role as professional counselors. Faculty recourse to student's failure to meet the academic or professional expectations may be either remediation or removal from the program. More detailed information is available from the faculty advisor or in the Student Counseling Handbook

Program Options:

The **School Counseling** option prepares students for the TExES exam and the Texas School Counselor certificate.

The **Community Counseling** option prepares students for counseling positions in various community agencies such as mental health centers, private counseling agencies, drug abuse centers, centers for counseling the elderly, child protective services, family counseling centers, business and industry.

Both the Community Counseling option and the School Counseling option meet the academic specifications for **Texas licensure as a Professional Counselor (LPC)**.

The **Student Affairs** option prepares students to work in colleges, universities and community colleges. Graduates work in diverse student affair's settings such as residence life, student activities, academic advising, career services, multicultural services, admissions and orientation.

Degree Requirements:

Degree Requirements: 12 semester hours from the core courses; 33 semester hours from the plan; and 3 hours of elective courses as approved by faculty advisor.

SCHOOL COUNSELING (48 hours)

- Core: COUN 6311 Multicultural Counseling
COUN 6318 Assessment in Counseling
COUN 6345 Research & Program Evaluation OR
FEDU 6321 Foundations of Educational Research
COUN 6332 Counseling Across the Life Span
- Plan: COUN 6310 Counseling in the Schools
COUN 6321 Professional Orientation to Counseling
COUN 6322 Abnormal Human Behavior
COUN 6325 Career Education: The Counselor's Role
COUN 6327 Theories of Counseling
COUN 6329 Group Counseling: Theory and Techniques
COUN 6333 Counseling Techniques
COUN 6336 Counseling Children & Adolescents in Crisis
COUN 6303 Practicum in Counseling
COUN Elective
COUN 6348 Internship I
COUN 6348 Internship II

Practicum

All School Counseling students enrolling in COUN 6303 Practicum must have successfully completed 24 hours in the counseling program to include COUN 6310 Counseling in the Schools, COUN 6311 Multicultural Counseling, COUN 6321 Professional Orientation to Counseling, COUN 6327 Theories of Counseling, COUN 6329 Group Counseling, and COUN 6333 Counseling Techniques.

Internship

All School Counseling students enrolled in COUN 6348 Internship I and II must have satisfactorily completed COUN 6303 Practicum. Students must complete two sections of COUN 6348 Internship I and II over two semesters.

Additional Requirements for the School Counselor certificate:

1. Admission to graduate study within the School of Education and Human Development and to the Counseling program must precede the completion of coursework.
2. Master's degree in Counseling or closely related field (e.g., Education)
3. Pass the TExES #152
4. Proof of a minimum of two years of teaching experience in an accredited school.

COMMUNITY COUNSELING (48 Hours)

Core: COUN 6311 Multicultural Counseling
COUN 6318 Assessment in Counseling
FEDU 6321 Foundations of Educational Research
OR COUN 6345 Research & Program Evaluation
COUN 6332 Counseling Across the Life Span

Plan: COUN 6317 Couples and Family Counseling
COUN 6321 Professional Orientation to Counseling
COUN 6322 Abnormal Human Behavior
COUN 6325 Career Education: The Counselor's Role
COUN 6327 Theories of Counseling
COUN 6329 Group Counseling: Theories and Techniques
COUN 6333 Counseling Techniques
COUN 6350 Community Agency Counseling
COUN 6303 Practicum in Counseling
COUN Elective
COUN 6348 Internship I
COUN 6348 Internship II

Practicum

All Community Counseling students enrolling in COUN 6303 Practicum must have successfully completed 24 hours in the counseling program to include COUN 6350 Community Counseling, COUN 6311 Multicultural Counseling, COUN 6321 Professional Orientation to Counseling, COUN 6327 Theories of Counseling, COUN 6329 Group Counseling, and COUN 6333 Counseling Techniques.

Internship

All Community Counseling students enrolled in COUN 6348 Internship I and II must have satisfactorily completed COUN 6303 Practicum. Students must complete two sections of COUN 6348 Internship I and II over two semesters.

STUDENT AFFAIRS & COLLEGE COUNSELING (36 hours)

Core: COUN 6311 Multicultural Counseling
FEDU 6321 Foundations of Educational Research
OR COUN 6345 Research & Program Evaluation

Plan: COUN 6321 Professional Orientation to Counseling
COUN 6325 Career Education: The Counselor's Role
COUN 6327 Theories of Counseling
COUN 6333 Counseling Techniques
COUN 6348 Internship I
COUN 6342 The American College
COUN 6344 The College Student
COUN 6346 Intro to Student Services
COUN 6337 Crisis Response
COUN 6316 Addiction Counseling

Internship

All Student Affairs students enrolled in COUN 6348 Internship must have completed COUN 6311 Multicultural Counseling, COUN 6321 Professional Orientation to Counseling, COUN 6346 Introduction to Student Services, COUN 6327 Theories of Counseling, and COUN 6333 Counseling Techniques.

- Students wishing to pursue the LPC from the Student Affairs track must still take COUN 6303 Practicum and two additional sections of COUN 6348 over two semesters along with the remaining Community counseling course work requirements.

Master of Education Program CURRICULUM AND INSTRUCTION

Mission: The Curriculum and Instruction programs provide the master classroom teachers with knowledge of the latest research and skills to continue seeking new information. Due to their pursuit of knowledge, graduates of these programs shall be recognized as experts in their chosen field of study as well as outstanding classroom teachers.

Candidates must pass a comprehensive examination on the content of one course from their plan advisor, another from the core and one from a supporting area. Candidates are eligible to take the comprehensive exam either the semester before or during the semester they intend to graduate. Candidates who fail one part of the exam may re-take the exam within the same semester in which it was first attempted. Candidates who fail more than one part of the comprehensive examination must wait until the next semester before they may re-take the examination. A subsequent failure will result in required remedial work and may delay graduation. After three failures, candidates will be withdrawn from the program and, therefore, be deemed ineligible for graduation.

These programs have a common core as follows:

CUIN 6321 Principles of Curriculum Development,
or CUIN 6322 Principles of Curriculum Organization
CUIN 6332 Education in a Multicultural Society
FEDU 6321 Foundations of Educational Research,
or FEDU 6322 Foundations of Educational Measurement
FEDU 6331 Human Growth and Development,
or FEDU 6333 Principles of Human Learning

Curriculum and Instruction (Elementary Education- Early Childhood-8)

Core:	12 semester hours
Plan:	15 semester hours selected from the following, but with no more than six hours from any one concentration.
Literacy Studies:	LITY 6300 Selected Topics LITY 6331 Instruction for Students with Literacy Difficulties LITY 6333 Theory and Application of Writing for Globalized Learning LITY 6360 Theoretical Foundations of New and Traditional Literacies LITY 6362 Assessment of Multi-Literacies Learning LITY 6363 New and Traditional Literacies Across the Content Areas
Social Studies:	CUIN 6300 Selected Topics CUIN 6350 Teaching the Social Studies
Science:	CUIN 6300 Selected Topics CUIN 6336 Applications of Science Methods for Teachers
Math:	CUIN 6300 Selected Topics CUIN 6341 Teaching Problem Solving CUIN 6342 Assessment in Mathematics CUIN 6343 The Math Teacher as Leader CUIN 6347 Teaching Number Concepts CUIN 6348 Teaching Algebra & Geometry CUIN 6349 Teaching Probability & Statistics
Early Childhood:	ECED 6355 Early Childhood Education ECED 6357 Curriculum Development in Early Childhood ECED 6358 Seminar in Early Childhood Education ECED 6359 Tests & Measurement in Early Childhood
Special Education:	SPED 6321 Introduction to Special Education SPED 6327 Appraisal and Collaboration for Students with Disabilities SPED 6334 Diagnostic Teaching and Instructional Strategies
Additional Requirements:	CUIN 6305 Professional Research 6 semester hours by advisement (non-thesis option) OR CUIN 6308 & 6309 (thesis option)

Curriculum and Instruction (Elementary Mathematics Education)

Core:	12 semester hours
Plan:	CUIN 6341 Teaching Problem Solving CUIN 6342 Assessment in Mathematics CUIN 6343 The Math Teacher as Leader CUIN 6347 Teaching Number Concepts CUIN 6348 Teaching Algebra and Geometry CUIN 6349 Teaching Probability and Statistics
Additional Requirements:	FEDU 6322 Foundations of Educational Measurement CUIN 6305 Professional Research

Curriculum and Instruction (Elementary Science Education)

Core:	12 semester hours: CUIN 6321 Principles of Curriculum Development CUIN 6332 Education in a Multicultural Society FEDU 6321 Foundations of Educational Research FEDU 6331 Human Growth and Development
Plan:	SCIE 6325 Mechanics and Properties of Matter <u>OR</u> CUIN 6315 Applications of Physics for Teachers SCIE 6324 Heat, Sound, Light, and Electricity <u>OR</u> CUIN 6331 Applications of Life Science for Teachers SCIE 6322 Earth Science <u>OR</u> CUIN 6337 Applications of Earth Science for Teachers SCIE 6323 Environmental Science <u>OR</u> CUIN 6335 Applications of Environmental Science for Teachers SCIE 6321 Conceptual Chemistry <u>OR</u> CUIN 6338 Applications of Chemistry for Teachers CUIN 6336 Applications of Science Methods for Teachers
Additional Requirements:	FEDI 6322 Foundations of Educational Measurement Elective by advisement

Curriculum and Instruction (Literacy Studies - Reading Specialist Certification) and (Master Reading Teacher Certification)

Core:	12 semester hours
Plan:	LITY 6360 Theoretical Foundations of Literacies Learning LITY 6362 Assessment of Multiple Literacies Learning LANG 6310 Linguistics and Reading LITY 6304 Practicum in Literacy
Additional Requirements:	LITY 6340 Professional Literacy Research LITY 6363 New and Traditional Literacies Across the Content Areas LITY 6331 Instruction for Students with Literacy Difficulties
Additional Master Reading Teacher Requirement:	*LITY 6332 Literacy Leadership and Critical Policy Action

(*MRT Required Courses)

Additional Requirements for the Reading Specialist Certification

1. Hold a valid Texas teacher certificate.
2. Masters degree.
3. A minimum of two years of teaching experience in an accredited school
4. Admission to graduate study within the School of Education and Human Development must precede the completion of applicable course work
5. The program for the certificate includes:
 - a. Twelve semester hours of graduate work in reading including the following suggested areas: foundations of reading; diagnosis and correction of reading disabilities; and clinical or laboratory practicum in reading.
 - b. A resource area of at least six semester hours, including multicultural concepts and linguistics.
6. Pass the TExES #151.

(For requirements for the Master Reading Teacher (MRT) See “Graduate Certificates” in this section of the catalog)

Curriculum and Instruction (Literacy Studies)

Core: 12 semester hours

Plan: LITY 6360 Theoretical Foundations of New & Traditional Literacies
LITY 6362 Assessment of Multi-Literacies Learning
LITY 6363 New and Traditional Literacies Across the Content Areas
LITY 6333 Theory and Application of Writing for Globalized Learning
LITY 6331 Instruction for Students with Literacy Difficulties

Additional Requirements: LITY 6340 Professional Literacy Research
6 semester hours by advisement (non-thesis option)
OR CUIIN 6308 & 6309 (thesis option)

Curriculum and Instruction (Higher Education & Secondary Education)

This degree is available for those seeking the following:

- Increased competence in teaching at the secondary school level and college level,
- Accreditation for teaching dual credit courses in high school programs, or
- Credentials for teaching at the community college level.
- Mathematics, Science, English, History and Business

Core: 12 semester hours:

CUIIN 6321 Principles of Curriculum Development,
OR CUIIN 6322 Principles of Curriculum Organization
CUIIN 6332 Education in a Multicultural Society,
FEDU 6321 Foundations of Educational Research
OR FEDU 6322 Foundations of Education Measurement
FEDU 6331 Human Growth and Development,
OR FEDU 6333 Principles of Human Learning

Plan: (15-18 semester credit hours) 18 semester hours selected by advisement from the teaching discipline of the student. These will be courses outside the School of Education and Human Development. (Courses valid for dual credit teaching and community college instruction must be at the graduate level, 6300 or above.)

Additional Requirements: (6-9 semester credit hours)
3-6 semester credit hours selected by advisement from courses in the School of Education and Human Development, AND CUIIN 6305 Professional Research

Master of Education Program SPECIAL EDUCATION

Mission: The mission of the Special Education Department of the School of Education and Human Development is to provide knowledge of the legal, social and cultural aspects of disability. Professionals are prepared to assess, teach, reinforce and evaluate children and adults with disabilities so they may reach their learning and behavioral potential.

Students must pass a comprehensive examination on the content of one education core course and the content of two courses in their plan area. One question must come from the faculty advisor and one question must come from faculty outside of the SPED teaching core. Students are eligible to take the comprehensive exam either the semester before or during the semester they intend to graduate. Students who fail one part of the exam may re-take the exam within the same semester in which it was first attempted. Students who fail more than one part of the comprehensive examination must wait until the next semester before they may re-take the examination. A subsequent failure will result in required remedial work and may delay graduation. After three failures, students will be withdrawn from the program and, therefore, be deemed ineligible for graduation.

Special Education (30 Hours)

I. Core: (9 hours)

CUIN 6321 Principles of Curriculum Development
OR CUIN 6322 Principles of Curriculum Organization
FEDU 6321 Foundation of Educational Research
FEDU 6331 Human Growth and Development

a) Major Concentration (21 Hours)

SPED 6321 Introduction to Special Education
SPED 6325 Applied Behavior Analysis
SPED 6326 Programming & Collaboration
SPED 6327 Appraisal and Collaboration
SPED 6343 Transitions for Students With Disabilities
SPED 6331 Behavioral Adjustment of Exceptional Children and Youth
SPED 6334 Diagnostic Teaching and Instructional Strategies

Concentration in Applied Behavior Analysis (ABA)

Educators and professionals working with people with disabilities in schools, community service agencies as well as residential settings wishing to obtain knowledge and expertise in the area of Applied Behavior Analysis can now get their master's in Special Education with a concentration in Applied Behavior Analysis at UHV.

The course sequence for ABA includes the following courses:

SPED 6332 Principles of Behavior for the Educator
SPED 6338 Behavior Intervention Procedures for Educators
SPED 6331 Behavior Assessment and Adjustment of Exceptional Children and Youth
SPED 6336 Behavior Applications Focus on Autism and Developmental Disabilities
SPED 6325 Applied Behavior Analysis (Students pursuing the ABA concentration should take SPED 6332, SPED 6338 and SPED 6331 (3) prior to enrolling in SPED 6325)

Special Education M.Ed.: ABA Concentration (39 hours)

I. Core Requirements (9 hours)

- CUIN 6321 Principles of Curriculum Development
OR CUIIN 6322 Principles of Curriculum Organization
- FEDU 6321 Foundations of Educational Research
- FEDU 6331 Human Growth & Development

II. Major Concentration (15 hours)

- SPED 6321 Intro. to Special Education
- SPED 6334 Diagnostic Teaching and Instructional Strategies
- SPED 6326 Programming and Collaboration
- SPED 6327 Appraisal and Collaboration
- SPED 6343 Transition for Students with Disabilities

III. ABA Concentration (15 hours)

- SPED 6332 Principles of Behavior for the Educator
- SPED 6338 Behavior Intervention Procedures for Educators
- SPED 6336: Behavior Applications Focus on Autism and Developmental Disabilities
- SPED 6331 Behavior Assessment and Adjustment of Exceptional Children and Youth
- SPED 6325 Applied Behavior Analysis

Those students who already have a Master's Degree can enroll at UHV as non-degree seeking students to take the ABA course sequence.

Concentration Educational Diagnostician Certification (39 Hours)

I. Core Requirements (9 hours)

- CUIN 6321 Principles of Curriculum Development
OR CUIIN 6322 Principles of Curriculum Organization
- FEDU 6321 Foundations of Educational Research
- FEDU 6331 Human Growth and Development

II. Major Concentration (21 Hours)

- SPED 6321 Introduction to Special Education
- SPED 6325 Applied Behavior Analysis
- SPED 6326 Programming & Collaboration
- SPED 6327 Appraisal and Collaboration
- SPED 6343 Transitions For Students with Disabilities
- SPED 6331 Behavioral Adjustment of Exceptional Children and Youth
- SPED 6334 Diagnostic Teaching and Instructional Strategies

III. Diagnostician Concentration (9 hours)

- SPED 6345 Intellectual Assessment
- SPED 6344 Educational Assessment of Students with Disabilities
- SPED 6305 Educational Diagnostician Practicum

Additional Requirements for the Educational Diagnostician Certification:

1. Hold a valid Texas teacher certificate.
2. Masters degree.
3. A minimum of two years teaching experience in an accredited school.
4. Admission to graduate study within the School of Education and Human Development must precede the completion of applicable course work.
5. Completion of at least 45 semester hours of approved courses related to the program for educational diagnostician.
6. Pass the TExES #153.

Graduate Certifications

UH-Victoria offers programs leading to the following graduate certificates. Specific requirements for each certificate are available from the Teacher Education Records Office. The State Board of Educator Certification requires passing scores on the appropriate TExES (Texas Examination of Educator Standards) or TexMaT (Texas Examinations for Master Teachers) for certificates.

NOTE: When students begin work toward certification, a personal profile is recorded at the State Board of Educator Certification (SBEC). Students are responsible for maintaining current information online at this agency's website (www.sbec.state.tx.us).

Educational Diagnostician

1. Hold a valid Texas teacher certificate.
2. Masters degree. (see Master of Education – Special Education)
3. A minimum of two years teaching experience in an accredited school.
4. Admission to graduate study within the School of Education and Human Development must precede the completion of applicable course work.
5. Completion of at least 39 semester hours of approved courses related to the program for educational diagnostician.
6. Pass the TExES #153.

Reading Specialist

1. Hold a valid Texas teacher certificate.
2. Masters degree. (see Master of Education – Reading Specialist)
3. A minimum of two years of teaching experience in an accredited school.
4. Admission to graduate study within the School of Education and Human Development must precede the completion of applicable course work.
5. The program for the certificate includes:
 - a. Twelve semester hours of graduate work in reading including the following suggested areas: foundations of reading; diagnosis and correction of reading disabilities; and clinical or laboratory practicum in reading.
 - b. A resource area of at least six semester hours, including multicultural concepts and linguistics.
 - c. A professional education area of at least six semester hours. (Individuals holding provisional certification at the elementary level are required to have at least six semester hours in the study of the junior high and/or high school age pupil and in the study of working with pupils at the secondary level; individuals holding certification at the junior and/or high school level are required to have at least six semester hours in the study of the elementary school pupil and in the study of working with pupils at this level.)
6. Pass the TExES #151.

Master Reading Teacher (MRT)

1. Hold a valid Texas teacher certificate.
2. Bachelors degree.
3. A minimum of three years of teaching experience in an accredited school.
4. Admission to graduate study within the School of Education and Human Development must precede the completion of applicable course work.
5. Complete the 15 semester hours of specified graduate-level courses beyond the bachelor's degree in an approved graduate teacher education program. Students must have a signed plan on file.
 - LITY 6360 Theoretical Foundations of New and Traditional Literacies
 - LITY 6362 Assessment of Multi-Literacies Learning
 - LITY 6304 Practicum in Literacy
 - LANG 6310 Linguistics and Reading
 - LITY 6332 Literacy Leadership and Critical Policy Action
6. Pass the TExMaT #85 for Master Reading Teacher, unless you hold a Reading Specialist certificate.

Master Mathematics Teacher (MMT)

1. Hold a valid Texas teacher certificate.
2. Bachelors degree.
3. A minimum of three years of teaching experience in an accredited school.
4. Complete the 18 semester hours of specified graduate-level courses beyond the bachelor's degree in an approved graduate teacher education program. Students must have a signed plan on file.
CUIN 6341 Teaching Problem Solving CUIN 6347 Teaching Number Concepts
CUIN 6342 Assessment in Mathematics CUIN 6348 Teaching Algebra & Geometry
CUIN 6343 The Math Teacher as Leader CUIN 6349 Teaching Probability & Statistics
5. Pass the TExMaT –MMT EC-4 #87 OR 4-8 #88.

School Administrator – Principal

1. Hold a valid Texas teacher certificate.
2. Masters degree. (See Master of Education – Administration and Supervision – Principal)
3. A minimum of two years of teaching experience in an accredited school.
4. Admission to graduate study within the School of Education and Human Development must precede the completion of applicable course work.
5. Completion of an approved administrative internship experience.
6. Completion of required course work designed to develop administrative competencies and comply with SBEC Learner Centered Proficiencies for the Principalship.
7. Pass the TExES # 068

Superintendent

1. Hold a valid Principal Certificate.
2. Complete 12 semester hours of course work to include
ELAS 6342 Educational Policy and Finance;
ELAS 6341 Personnel Management
ELAS 6343 Public Affairs and Community Relations;
ELAS 6345 Educational Facilities and Environment.
3. Complete the 6 semester hours of approved Superintendent's practicum:
ELAS 6308 Practicum for the School Superintendency
ELAS 6309 Practicum for the School Superintendency
4. Pass the TExES # 195

School Counselor

1. Masters degree in counseling or a related educational field. (See Master of Education – Counseling)
2. A minimum of two years of teaching experience in an accredited school.
3. Admission to graduate study within the School of Education and Human Development as post graduate applicant.
4. Completions of COUN 6310 and other related courses to the program as assigned by Counseling Faculty and approval of School Counseling Program Coordinator.
5. Pass the TExES #152.

UHV School of Education and Human Development Certificate

Adult and Higher Education

1. Admission to the UHV graduate program prior to taking the last course.
2. Complete the 15 semester credit hours of course work that includes the Internship.
3. Courses for the certificate include:
AHED 6353 Educational Leadership in Organizations
AHED 6334 Foundations of Adult Education
AHED 6346 Student Services in Higher Education
AHED 6331 Program Planning and Development in AHED
AHED 6305 Internship in AHED

School of Nursing
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Phone: 361.570-4370 Fax: 361.580.5596
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Introduction

Mission

The mission of the University of Houston-Victoria (UHV) School of Nursing (SoN) is to provide innovative and flexible programs for entering or advancing a career in nursing that produce respected graduates and leaders. The SoN is committed to serving the educational needs and advancing quality of life while enhancing the economic, cultural and health of communities served. The SoN expands knowledge through scholarship, leadership, and life-long learning and through service that benefits multiple communities while promoting the image and growth of the profession.

Vision

*Innovative Nursing Excellence...
Meeting Dreams in Your Community*

School of Nursing Goals

1. Provide accessible student-centered educational programs that blend innovative technology and face-to-face support.
2. Prepare valued nurse leaders for the communities served.
3. Maintain excellence in baccalaureate and graduate nursing curricula.
4. Develop strong clinical and service liaisons and partnerships with community groups, health care agencies, alumni, and other interested individuals.
5. Advance the nursing profession through faculty scholarship and professional involvement

Accreditation

The RN to BSN program has been approved by the Texas Board of Nursing. The Second Degree BSN program has received initial approval from the Texas Board of Nursing. The MSN program in Administration and Education has been approved by the Texas Higher Education Coordinating Board. The baccalaureate and masters programs have received full accreditation as a new school from the Commission of Collegiate Nursing Education (CCNE) until 2014.

Plans and Degrees Offered

The programs of the School of Nursing consist of the plans listed below. Students pursuing a graduate plan can emphasize a specialization in Nursing through specific courses.

Plan	Degree	Concentration
Nursing (RN to BSN)	B.S.N.	
Nursing (Second Degree)	B.S.N.	
Nursing	M.S.N.	Nurse Administration* Nurse Educator*

Nursing/Business

Administration (MSN/MBA) M.S.N./M.B.A.

*Post-Master's certificate available

Curricular Practical Training (CPT) is not available to F-1 international students for any School of Nursing degree programs.

Priority Deadlines for RN-BSN, and MSN Application:

Fall – June 15
Spring – November 15
Summer – April 15

Deadline for Verified Second Degree BSN Applications to NursingCAS:

Spring – October 1

Degree Requirements for the Bachelor of Science in Nursing (B.S.N.)

Undergraduate Program Goals:

At the end of the undergraduate educational programs, the graduate will have had the opportunity to:

1. Synthesize knowledge from the biological sciences, social sciences, behavioral sciences, humanities and nursing to provide appropriate culturally sensitive care to individuals, families and communities.
2. Demonstrate effective interpersonal communication, collaboration with other professionals, and leadership and management skills.
3. Critically analyze and apply research finds to nursing practice related to disease prevention, health promotion, illness care and restoration of health.
4. Utilize critical thinking skills to evaluate the outcomes of nursing care.
5. Serve as client advocates by providing health education and in monitoring and promoting access to cost-effective care.
6. Encourage lifelong learning and create a foundation for graduate study.
7. Integrate professional values and ethical, moral and legal aspects of nursing into practice in a variety of structured and unstructured settings.

Degree Requirements for the RN to Bachelor of Science in Nursing (B.S.N.) Program

The primary educational objective of the RN to BSN completion program is to increase the career and educational opportunities available to registered nurses in the university's service region. Graduates of the program will have a broader understanding of the nursing profession and will bring that understanding to the practice of nursing in their places of employment. Graduates will be prepared to assume some leadership and management roles.

The following requirements apply to all candidates for the RN-BSN degree.

1. Students must satisfy all university requirements for a bachelor's degree as found in the section UNIVERSITY DEGREE REQUIREMENTS of this catalog in addition to the program requirements below:
2. Lower Division:
 - a. 3 semester hours of statistics (may take psychology statistics or math statistics.)
 - b. 8 semester hours of human anatomy and physiology.
 - c. 4 semester hours of Microbiology
 - d. 6 semester hours of Psychology (PSYC 2301 Introduction to Psychology, and PSYC 2314 Human Growth and Development).
 - e. RN-BSN students will be given 36 semester hours of advanced placement credit for successful completion of nursing courses and subsequent unencumbered RN licensure.

3. Upper Division: Thirty (30) semester hours of Nursing core (Professional Role Development and Practice Issues, Health Assessment Across the Lifespan, Leadership and Management in Professional Nursing Practice, Concept Integration in Patient Care Management, Community Health Nursing, Policy, Politics and Ethics in Professional Nursing Practice, Pathophysiology, Nursing Research, and a Nursing elective.

These requirements are summarized in the following table:

Lower-Level Prerequisite Courses	Semester Hours
ENGL 1301/ENGL 1302 English Composition	6
HIST 1301/HIST 1302 U. S. History	6
GOVT 2301/2306 and GOVT 2302/2305 Political Science (Federal and State)	6
Literature (any sophomore level Literature course)	3
Speech (may take any Speech course including Interpersonal Comm.)	3
COSC 1301 or equivalent Computer Literacy course	3
PSYC 2301 Introduction to Psychology	3
PSYC 2314 Human Growth and Development	3
Visual/Performing Arts (may select from Art, Drama, or Music)	3
MATH 1342 - Statistics	3
BIOL 2401 and BIOL 2402 Human Anatomy and Physiology	8
BIOL 2420 Microbiology	4
Elective (Can be any course taken at a Community College for Associates degree in Nursing)	<u>3</u>
Total Prerequisite Courses	54

Advanced Placement - Students will be given 36 semester hours of credit for successful completion of nursing courses and subsequent unencumbered RN licensure.

Upper-Level Degree Requirements	
NURS 3310 Professional Role Development and Practice Issues	3
NURS 3311 Health Assessment Across the Life Span	3
NURS 3315 Pathophysiology	3
NURS 4312 Leadership and Management in Professional Nursing Practice	3
NURS 4314 Nursing Research	3
NURS 4521 Community Health Nursing	5
NURS 4520 Concept Integration in Patient Care Management	5
NURS 4322 Policy, Politics and Ethics in Professional Nursing Practice	3
NURS 4200 Nursing Elective	2
Total Upper-Level Degree Requirements	30
Total Degree Requirements:	120

RN-BSN students are expected to:

1. Be familiar with the mission of this program and to comply with the expectations of them outlined in this catalog, new student orientation, and student handbook.
2. Maintain high standards of academic honesty and ethical behavior as outlined in course syllabi.
3. Ensure that degree plan requirements are understood and contact advisor promptly to resolve any questions regarding enrollment.
4. Comply with registration deadlines, financial aid deadlines, and tuition and fees deadlines.
5. Ensure contact information such as address and e-mail address is kept current in their MyUHV self service account.
6. Apply for graduation by the published deadline for the semester in which they will complete degree requirements.
7. Visit the school's web page (www.uhv.edu/nursing) regularly for important updates and to obtain information on course textbooks.

Requirements for Undergraduate Admission (RN-BSN)

Applicants to the RN-BSN program must meet all requirements for undergraduate admission as outlined in the ADMISSIONS section of this catalog. International students must have a minimum score of 89 on the TOEFL. In order to be considered for admission a student must send the following credentials to the Office of Admissions:

1. A completed application for undergraduate admission.
2. An official transcript from EACH college or university attended, sent directly from each institution to UH-Victoria. (For timely and accurate processing, students should ensure that all official documents have been submitted prior to registration.)
3. Applicants to the BSN program must have graduated from an accredited associate degree or diploma program. Applicants who have completed an international nursing diploma program that is not affiliated to a university may not satisfy the Associate Degree requirement for admission to the University of Houston-Victoria RN-BSN program due to the non-academic nature of this type of coursework. Please contact an International Student Advisor in the University of Houston-Victoria's Office of Admissions.
4. Applicants to the BSN program must provide evidence of an unencumbered, current RN Texas license and current CPR certification.
5. Applicants to the BSN program must have a cumulative GPA of at least 2.0 and a GPA of 2.5 in natural and behavioral sciences is expected.
6. Applicants to the BSN program must have completed all prerequisite course work prior to enrolling in the program.

Qualified applicants to the RN-BSN program must clear a criminal background check, and drug screen.

Qualified applicants must provide evidence of completion of Texas minimum State vaccine immunization requirements:

1. Annual TB skin test (or chest x-ray). All TB screens must be repeated every year while the student is enrolled in nursing school (pos and neg).
2. Tetanus-diphtheria toxoid (Td) within the last 10 years
3. Measles/Mumps/Rubella vaccinations(s)
4. Seasonal Influenza
5. Varicella vaccinations(s)* Varicella immunity must be confirmed by one of three ways:
 - a) a signed provider note verifying that the student was diagnosed with Varicella
 - b) a blood titer indicating immunity
 - c) verification of receipt of the Varicella immunization
6. Three-injection hepatitis B vaccination series or serologic confirmation of immunity to hepatitis B virus.

Degree Requirements for the Second Degree Bachelor of Science in Nursing (B.S.N.) Program

The objective of the Second Degree BSN program is to produce graduates for professional nursing practice who can draw upon knowledge from the biological sciences, social sciences, humanities and nursing to critically analyze human responses to actual and potential health problems and provide appropriate nursing interventions. The Second Degree bachelors program is a twelve-month intensive full-time program for people holding bachelors or masters degrees in other fields who want to become registered nurses (RNs). This program is designed to facilitate a career change for the more mature and experienced student .

The following requirements apply to all candidates for the Second Degree Bachelor of Science in Nursing degree.

1. Students must satisfy all university requirements for a bachelor's degree as found in the section UNIVERSITY DEGREE REQUIREMENTS of this catalog in addition to the program requirements below:
2. **Lower Division:**
 - a. 3 semester hours of statistics (may take psychology statistics or math statistics).
 - b. 3 semester hours of nutrition.
 - c. 8 semester hours of human anatomy and physiology.
 - d. 4 semester hours of Chemistry (may take introductory chemistry or general chemistry).
 - e. 4 semester hours of Microbiology
 - f. 6 semester hours of Psychology (PSYC 2301 Introduction to Psychology, and PSYC 2314 Human Growth and Development).
 - g. 3 semester hours of Sociology (SOCI 1301 Introduction to Sociology).
3. **Upper Division:** 60 semester hours of Nursing core; (Nursing Professional Role I, Nursing Professional Role II, Nursing Professional Role III, Pharmacology for Collaborative Nursing Practice, Reading and Interpreting Scientific Literature, Introduction to Evidence-Based Nursing Practice, Nursing Process for Symptom Management, Nursing Process for Collaborative Practice I, Nursing Process for Collaborative Practice II, Clinical Nursing Practice I, Clinical Nursing Practice II, Clinical Nursing Practice III, Special Topics, Nursing Research).

These requirements are summarized in the following table:

Lower-Level Prerequisite Courses	Semester Hours
ENGL 1301/ENGL 1302 English Composition	6
HIST 1301/HIST 1302 U. S. History	6
GOVT 2301/2306 and GOVT 2302/2305 Political Science (Federal and State)	6
Literature (any sophomore level Literature course)	3
Speech (may take any Speech course including Interpersonal Comm.)	3
COSC 1301 or equivalent Computer Literacy course	3
PSYC 2301 Introduction to Psychology	3
PSYC 2314 Human Growth and Development	3
SOCI 1301 Introduction to Sociology (3
Visual/Performing Arts (may select from Art, Drama, or Music)	3
MATH 1342 - Statistics	3
BIOL 1322 Nutrition	3
Chemistry (May take Introductory Chem. or General Chemistry)	4
BIOL 2401 and BIOL 2402 Human Anatomy and Physiology	8
BIOL 2420 Microbiology	4
Total Prerequisite Courses	61

Upper-Level Degree Requirements	Semester Hours
NURS 3230 Nursing Professional Role I	2
NURS 3331 Nursing Professional Role II	3
NURS 3332 Nursing Professional Role III	3
NURS 3247 Pharmacology for Collaborative Nursing Practice	2
NURS 3337 Reading and Interpreting Scientific Literature	3
NURS 3440 Introduction to Evidence-Based Nursing Practice	4
NURS 3631 Nursing Process for Symptom Management	6
NURS 3636 Nursing Process for Collaborative Practice I	6
NURS 3737 Nursing Process for Collaborative Practice II	7
NURS 3633 Clinical Nursing Practice I	6
NURS 3634 Clinical Nursing Practice II	6
NURS 3735 Clinical Nursing Practice III	7
NURS 4200 Special Topics (elective)	2
NURS 4314 Nursing Research	<u>3</u>
Total Upper-Level Degree Requirements	60
Total Degree Requirements:	121

Second Degree BSN students are expected to:

1. Be familiar with the mission of this program and to comply with the expectations of them outlined in this catalog, new student orientation, and student handbook.
2. Maintain high standards of academic honesty and ethical behavior as outlined in course syllabi.
3. Ensure that degree plan requirements are understood and contact advisor promptly to resolve any questions regarding enrollment.
4. Ensure contact information such as address and e-mail address is kept current in their MyUHV student self service account.
5. Comply with registration deadlines, financial aid deadlines, and tuition and fees deadlines.
6. Apply for graduation by the published deadline for the semester in which they will complete degree requirements.
7. Visit the school's web page (www.uhv.edu/nursing) regularly for important updates and to obtain information on course textbooks.

Requirements for Undergraduate Admission (Second Degree BSN)

Application Process:

- It is the responsibility of the applicant to furnish all necessary documentation to NursingCAS. The NursingCAS application, completion of all program prerequisites, submission of all official transcripts, copy of TEAS V scores must be received and the NursingCAS application verified by the October 1st deadline.
- The social security number form is due to the UHV School of Nursing office prior to the October 1st deadline.
- Applicants to the Second Degree BSN program must meet all requirements for undergraduate admission as outlined in the ADMISSIONS section of this catalog. International students must have a minimum score of 89 on the TOEFL. Applicants to the Second Degree BSN program must have graduated from an accredited baccalaureate degree program.
- Applicants must complete the NursingCAS online application for nursing undergraduate admission at the following website <https://portal.nursingcas.org/>. NursingCAS is the first national centralized application service for students applying to registered nursing programs. For additional information regarding NursingCAS go to <http://nursingcas.org/index.php>. Request all official transcripts be sent directly to NursingCAS.

- Submit the social security number form and e-mail the completed form to UHV School of Nursing at nursing@uhv.edu or fax to 361-580-5596. The form is available on the School of Nursing website at http://www.uhv.edu/nursing/Resources/Release_of_Social_Security_Number_Form.pdf
- Applicants must submit official transcript(s) from EACH college or university attended, sent directly from each institution to Nursing CAS. (For timely and accurate processing, students should ensure that all official documents have been submitted prior to the deadline date. It can take up to one month for NursingCAS to process applications to verified status.)
- Applicants to the second degree BSN program must have a cumulative gpa of at least 3.0 and a gpa of 3.0 in natural and behavioral sciences is expected. (Science courses taken more than five years ago will be evaluated on an individual basis and may have to be repeated.)
- Applicants to the second degree BSN program must have completed all prerequisite course work prior to the deadline date of October 1st. No in progress course work will be considered.
- Applicants to the second degree BSN program must pass the school approved pre-admission test. The UHV School of Nursing is accepting Test of Essential Academic Skills (TEAS V) as the school approved pre-admission test.

Interview:

All students who are invited to the interview must provide the following criteria for acceptance in to the interview:

- Qualified applicants to the second degree BSN program will be asked to submit a current CPR healthcare provider or professional health care provider course completion card. Only American Heart Association (AHA), Health Care Provider, or American Red Cross (ARC) Professional Provider CPR verification will be accepted.
- Qualified applicants to the second degree BSN program must clear a criminal background check according to Texas Board of Nursing.
- Qualified applicants will be invited by the second degree BSN admission committee to participate in an interview to determine acceptance to the program. Writing samples, group presentation, and/or admission tests completed at the time of interview.
- Qualified applicants who will be asked to provide evidence of completion of Texas minimum State vaccine immunization requirements:
 1. Annual TB skin test (or chest x-ray). All TB screens must be repeated every year while the student is enrolled in nursing school (pos and neg).
 2. Tetanus-diphtheria toxoid (Td) within the last 10 years
 3. Measles/Mumps/Rubella vaccinations(s)
 4. Seasonal Influenza
 5. Varicella vaccination(s)* Varicella immunity must be confirmed by one of three ways:
 - a) a signed provider note verifying that the student was diagnosed with Varicella
 - b) a blood titer indicating immunity
 - c) verification of receipt of the Varicella immunization.
 6. Three-injection hepatitis B vaccination series or serologic confirmation of immunity to hepatitis B virus.

Acceptance Into Program:

- All qualified applicants who are invited for acceptance into the Second Degree BSN program must pass a drug screen prior to final admission in January.
- All qualified applicants who have accepted the invitation for admission to the Second Degree BSN program must attend the mandatory orientation session in January.

The requirements of the second degree BSN program are divided into two broad areas: direct-care nursing skills, and basic leadership/management. Upon successful completion of the program the graduate is to apply to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Satisfactory achievement on the examination will qualify the graduate for licensure as a Registered Nurse.

Transfer of Undergraduate Credit

The college from which credit is to be transferred must be accredited by one of the six recognized regional accrediting associations. The dean of the school of the student's plan, with the advice and consent of the academic advisor of the student's plan, will make the decision concerning the application of transfer credit to the degree program.

Degree Requirements for the Master of Science in Nursing (M.S.N.)

Graduate Degrees Offered

MSN with an option in nursing education and nursing administration

The Master of Science in Nursing program prepares professional nurses for leadership roles in nursing education and nursing administration. Graduate study in nursing requires the acquisition and systematic application of knowledge and skills in nursing practice, evidence based practice, and nursing role. Advanced critical thinking skills in nursing are enhanced through the study of theory and research. Innovative educational delivery and part-time study is available.

Graduate Program Goals:

1. Assume advanced leadership roles in a variety of health care settings.
2. Exemplify ethical, legal, and professional standards for advanced nursing practice.
3. Integrate advanced knowledge of nursing and related disciplines in the roles of educator, administrator, or clinician.
4. Participate in research and other scholarly activities to expand nursing knowledge.
5. Work effectively in interdisciplinary relationships or partnerships to promote, maintain and restore the health of clients; improve health care delivery systems; shape health policy; or influence professional education.

The following courses are required for attaining the Master of Science in Nursing Degree.

REQUIRED CORE NURSING COURSES (12 HOURS)

Requirement (Prerequisite*)

NURS 6301 Nursing Research and Advanced Inquiry

NURS 6306 Professional Role, Policy and Ethics

NURS 6307 Nursing Theory

NURS 6351 Evidence-Based Practice Project

*Students should refer to individual course descriptions for additional information on course prerequisites.

ACADEMIC CONCENTRATION

Choose one of the following:

Nurse Administration: MSN students interested in **Nurse Administration** will take the Nursing core courses, in addition to the courses listed below:

- NURS 6309 Advanced Leadership and Management
- NURS 6313 Theories and Methods of Teaching and Learning in Nursing

- NURS 6316 Healthcare Organizational Behavior (Cross-listed as MGMT 6351)
- NURS 6317 Human Resource Management in Healthcare (Cross-listed as MGMT 6374)
- NURS 6318 Healthcare Delivery Systems and Organization
- NURS 6319 Healthcare Finance
- NURS 6320 Healthcare Informatics
- NURS 6321 Leadership Practicum

TOTAL PROGRAM REQUIREMENTS

REQUIRED CORE NURSING COURSES	12 hours
<u>ACADEMIC CONCENTRATION</u>	<u>24 hours</u>
TOTAL	36 hours

Nurse Educator: MSN students interested in **Nurse Education** will take the Nursing core courses, in addition to the courses listed below:

- NURS 6310 Advanced Clinical I
- NURS 6311 Advanced Clinical II
- NURS 6312 Measurement and Evaluation in Nursing Education
- NURS 6313 Theories and Methods of Teaching and Learning in Nursing
- NURS 6314 Development of Nursing Curriculum
- NURS 6315 Practicum in Teaching in Nursing
- NURS 6320 Healthcare Informatics
- NURS Elective, can be selected from the following options:
 - NURS 6300 Selected Topics in Nursing
 - NURS 6304 Advanced Pathophysiology
 - NURS 6305 Advanced Health Assessment
 - NURS 6318 Healthcare Delivery Systems & Organization (Cross-listed as MGMT 6351)
 - NURS 6319 Healthcare Policy, Finance, and Economics (Cross-listed as MGMT 6374)
 - NURS 6323 Foundations of Adult Education (Cross-listed as FEDU 6334)
 - NURS 6324 Diversity and Adult Education (Cross-listed as FEDU 6335)

TOTAL PROGRAM REQUIREMENTS

REQUIRED CORE NURSING COURSES	12 hours
<u>ACADEMIC CONCENTRATION</u>	<u>24 hours</u>
TOTAL	36 hours

***Post-Master's Degree Certificate in Nursing Education – 9 hours**

Students who desire this additional certificate are required to complete the Nurse Administration requirements, in addition to the courses listed below:

- NUR 6312 Measurement and Evaluation in Nursing Education
- NUR 6313 Principles of Teaching and Learning
- NUR 6314 Curriculum Development

Note: NUR 6315 Practicum in Teaching in Nursing will be an optional course for the post-master's certificate and will be required if the applicant has credit for NURS 6313 in the master's degree course work.

***Post-Master's Degree Certificate in Nursing Administration – 9 hours**

Students who desire this additional certificate are required to complete the Nurse Administration requirements, in addition to the courses listed below:

NURS 6309 Advanced Leadership and Management
NURS 6317 Human Resource Management in Health care
NURS 6319 Health Care Finance

*Post-Masters Degree certificate candidates are required to achieve a grade of B or higher in all post MSN certificate courses to be eligible to receive the certificate.

General Requirements

Students may, with the approval of their UH-Victoria academic advisor, transfer in not more than ten semester hours of graduate nursing course work, dependent on area of concentration, attained at an accredited institution after acceptance into the program.

MSN students are expected to:

1. Be familiar with the mission of this program and to comply with the expectations of them outlined in this catalog, new student orientation, and student handbook.
2. Maintain high standards of academic honesty and ethical behavior as outlined in course syllabi.
3. Ensure that degree plan requirements are understood and contact advisor promptly to resolve any questions regarding enrollment.
4. Maintain a GPA of 3.0 throughout the program, and receive no more than two Cs in MSN courses.
5. Ensure contact information such as address and e-mail address is kept current in their MyUHV student self service account.
6. Comply with registration deadlines, financial aid deadlines, and tuition and fees deadlines.
7. Apply for graduation by the published deadline for the semester in which they will complete degree requirements.
8. Visit the school's web page (www.uhv.edu/nursing) regularly for important updates and to obtain information on course textbooks.

Qualified applicants to the MSN program must clear a criminal background check, and drug screen.

Qualified applicants must provide evidence of completion of Texas minimum State vaccine immunization requirements:

1. Annual TB skin test (or chest x-ray). All TB screens must be repeated every year while the student is enrolled in nursing school (pos and neg).
2. Tetanus-diphtheria toxoid (Td) within the last 10 years
3. Measles/Mumps/Rubella vaccinations(s)
4. Seasonal Influenza
5. Varicella vaccinations(s)* Varicella immunity must be confirmed by one of three ways:
 - a) a signed provider note verifying that the student was diagnosed with Varicella
 - b) a blood titer indicating immunity
 - c) verification of receipt of the Varicella immunization
6. Three-injection hepatitis B vaccination series or serologic confirmation of immunity to hepatitis B virus

Requirements for Graduate Admission

Applicants to the graduate nursing programs must meet all requirements for graduate admission as described in the ADMISSIONS section of this catalog. International students must have a minimum score of 89 on the TOEFL. In order to be considered for admission a student must send the following credentials to the Office of Admissions:

1. A completed application for graduate admission which includes the graduate action form found on the ADMISSIONS web page (www.uhv.edu/oar).
2. Completion of Bachelor of Science in Nursing (BSN) degree from an institution accredited by one of the six recognized regional accrediting associations as described in the ADMISSIONS section of this catalog.
3. Official transcripts reflecting AT LEAST the last 60 hours of coursework completed AND the baccalaureate (or higher) degree conferred, sent directly from each institution to UH-Victoria.
4. Applicants to the MSN program must provide evidence of an unencumbered, current RN Texas license and current CPR certification.
5. Applicants to the MSN program must provide a short essay (one page in length) which includes career goals and expectations for the desired program of study.
6. Two recommendations. The recommendation form is located on the School of Nursing website at www.uhv.edu/nursing.

Your approval to the MSN program depends on the following:

- A grade point average (GPA) of 3.0 or higher on at least the last 60 semester credit hours you have attempted at the college and/or university level.
- Content of essay which includes career goals and expectations for the desired program of study.
- Content of recommendations.
- Health Sciences Reasoning Test (HSRT) with a minimum score of 15. The HSRT may not be taken more than twice.

Transfer of Graduate Course Credit

Credit may be transferred only for graduate credit courses completed with a grade of A or B. The transfer student must complete 75% of the coursework required for a degree program at UHV unless transferring from a UH System institution. In the latter case, the student must complete 50% at UHV.

It is the student's responsibility to provide course description and course syllabi for consideration. Approval of transfer credit toward the MSN degree is by the appropriate academic advisor of the student's plan and school dean of the student's plan.

Degree Requirements for the MSN/MBA (Master of Science in Nursing/Business Administration)

The joint Master of Science in Nursing and Master of Business Administration program prepares professional nurses for leadership roles in nursing administration, providing them with the knowledge and skills needed to successfully manage healthcare organizations in a dynamic environment. Graduate study in nursing requires the acquisition and systematic application of knowledge and skills in nursing practice, evidence based practice, and nursing role. Advance critical thinking skills in nursing are enhanced through the study of theory and research. Graduate study in business offers an integrated curriculum that blends theoretical concepts with practical applications.

Program Objectives:

- Assume advanced leadership roles in a variety of health care settings, applying leadership roles in a variety of health care settings, applying leadership skills to work effectively with individuals and teams in organizational situations.
- Exemplify ethical, legal, and professional standards for advanced nursing practice.
- Integrate advanced knowledge of nursing and related disciplines in the role of administrator
- Analyze business operations and processes.
- Analyze changes in the organization's environment to develop strategies that respond to emerging opportunities and threats.
- Apply cross-functional approaches to organizational issues.
- Participate in research and other scholarly activities to expand nursing knowledge.
- Work effectively in interdisciplinary relationships or partners to promote, maintain and restore the health of clients; improve health care delivery systems; and shape health policy.

The following courses are required for attaining the Master of Science in Nursing Degree.

REQUIRED COURSES

- NURS 6301 Nursing Research and Advanced Inquiry
- NURS 6306 Professional Role, Policy and Ethics
- NURS 6307 Nursing Theory
- NURS 6351 Evidence-Based Practice Project
- NURS 6309 Advanced Leadership and Management
- NURS 6316 Healthcare Organizational Behavior (Cross-listed as MGT 6351)
- NURS 6317 Human Resource Management in Healthcare (Cross-listed as MGT 6374)
- NURS 6318 Healthcare Delivery Systems and Organization
- NURS 6320 Healthcare Informatics
- NURS 6321 Leadership Practicum
- ACCT 6351 Financial Reporting and Analysis
- BUSI 6351 Business and Society
- ECON 6351 Economics for Managers
- FINC 6352* Financial Management
- MGMT 6355* Operations Management: Creating Competitive Advantages
- MGMT 6359 Seminar in Strategic Management
- MKTG 6352 Strategic Marketing Management

* MSN/MBA students must complete NURS 6301 prior to enrolling in FINC 6352 or MGMT 6355. Enrollment in all other course work listed requires fulfillment of published prerequisites.

PRESCRIBED ELECTIVE COURSES (Select Two Courses)

- ACCT 6352 Strategic Cost Management
- ECON 6361 Managerial Economics
- MGMT 6353 Management of Diversity
- MGMT 6375 Seminar in Employment Law
- MKTG 6374 Seminar in Services Marketing

MSN/MBA students are expected to:

1. Be familiar with the mission of this program and to comply with the expectations of them outlined in this catalog, new student orientation, and student handbook.
2. Maintain high standards of academic honesty and ethical behavior as outlined in course syllabi.
3. Ensure that degree plan requirements are understood and contact advisor promptly to resolve any questions regarding enrollment.
4. Maintain a GPA of 3.0 throughout the program, and receive no more than two Cs in MSN courses.
5. Ensure contact information such as address and e-mail address is kept current in their MyUHV self service account.
6. Comply with registration deadlines, financial aid deadlines, and tuition and fees deadlines.
7. Apply for graduation by the published deadline for the semester in which they will complete degree requirements.
8. Visit the School of Nursing web page (www.uhv.edu/nursing) regularly for important updates and to obtain information on course textbooks.

Requirements for Graduate Admission

Applicants to this program will be required to meet admissions standards sufficient to establish their likelihood of success in both graduate nursing and graduate business courses. Admission requirements include:

1. A completed application for graduate admission which includes the graduate action form found on the ADMISSIONS web page of the university web site. (www.uhv.edu/oar).
2. Completion of Bachelor of Science in Nursing (BSN) degree from an institution accredited by one of the six recognized regional accrediting associations as described in the ADMISSIONS section of the university catalog. International students must have a minimum score of 89 on the TOEFL.
3. Official transcripts reflecting AT LEAST the last 60 hours of coursework completed AND the baccalaureate (or higher) degree conferred, sent directly from each institution to UH-Victoria.
4. A grade point average (GPA) of 3.0 or higher on at least the last 60 semester credit hours you have attempted at the college and/or university level.
5. Graduate Records Examination (GRE), students would need a score of 292 or higher, OR
6. A Graduate Management Admission Test (GMAT) score of 450 or higher (verbal and quantitative sections combined), and an Analytic Writing score of 4 or above.
7. Completion of the Health Sciences Reasoning Test (HSRT) with a minimum score of 15 or above.
8. Applicants to the MSN/MBA program must provide evidence of current RN Texas licensure and current CPR certification.
9. Applicants to the MSN/MBA program must provide a short essay which includes career goals and expectations for the desired program of study.
10. Applicants to the MSN/MBA program must provide two letters of recommendation.

Clinical Readiness Policy

Qualified applicants to the MSN/MBA program must provide evidence of completion of Texas minimum State vaccine immunization requirements:

1. Two-step TB skin test within one year
2. Tetanus-diphtheria toxoid (Td) within the last 10 years
3. Measles/Mumps/Rubella vaccinations(s)
4. Seasonal Influenza
5. Varicella vaccination(s)* Varicella immunity must be confirmed by one of three ways:
 - a) a signed provider note verifying that the student was diagnosed with Varicella
 - b) a blood titer indicating immunity
 - c) verification of receipt of the Varicella immunization
6. Three-injection hepatitis B vaccination series or serologic confirmation of immunity to hepatitis B virus.

Transfer of Graduate Credit

Credit may be transferred only for graduate credit courses completed with a grade of A or B. The transfer student must complete 75% of the coursework required for a degree program at UHV unless transferring from a UH System institution. In the latter case, the student must complete 50% at UHV. It is the student's responsibility to provide course description and course syllabi for consideration.

Approval of transfer credit toward the MSN/MBA degree is by the appropriate academic advisor of the student's plan and school dean of the student's plan.

Graduation and Pinning Ceremony

Deadline for Application: UHV does not automatically award a degree when you complete your scholastic requirements. A student who plans to graduate at the end of the current term should check the academic calendar for deadlines to apply for graduation. The student must apply for graduation before the deadline indicated for each term in the academic calendar. An application for graduation must be filed even if the student will not be participating in the actual commencement ceremony. Students who have not applied for graduation will not be graduated in a given term.

The University hosts two commencement ceremonies which occur at the end Fall and Spring terms each year. An application for graduation is to be filed in the Office of The Registrar and Student Records by the published deadlines. Only those students who indicate that they will be participating will receive information concerning caps and gowns, announcements, etc. At the present time, Summer semester graduates participate during the Fall ceremony.

Graduation with Honors: Subject to the approval of the appropriate dean and the Provost and Vice President for Academic Affairs, students who complete their degree requirements with exceptionally high scholastic averages will be eligible for baccalaureate degrees with honors. For complete information regarding graduation with honors, please see the Graduation with Honors information in the UHV Academic Policies section of this catalog.

Pinning Ceremony: The School of Nursing wishes to recognize the achievements of all students completing degree requirements. Only students who have met requirements for graduation may participate in the pinning ceremony.

The pinning ceremony will be scheduled at the end of the Fall and Spring term to coincide with the university's graduation commencement ceremony.

Academic regalia will be worn at the graduation commencement ceremony, however, business attire may be worn to the pinning ceremony.

The School of Nursing will send pinning ceremony invitations to eligible participants. A printed program will be provided by the School of Nursing at the ceremony. During the ceremony students will receive a nursing pin and will have the opportunity to acknowledge family for their support. A reception with light refreshments will follow the pinning ceremony.

Texas Common Course Numbering System (TCCNS)

The Texas Common Course Numbering System (TCCNS) has been adopted voluntarily by many public community colleges and universities in Texas. Common Courses are freshman and sophomore academic credit courses that have been identified as common by institutions that are members of the common course numbering system. UH-Victoria is a member institution of the TCCNS. The system is designed to assist students in the transfer from one Texas college or university to another.

The numbering system consists of a set of four-character abbreviations for academic disciplines and four-digit course numbers. The first digit of the number reflects the academic level of the course (1 for freshman, 2 for sophomore) and the second digit reflects the semester-credit-hour value of the course. The third and fourth digits represent sequence.

The common courses listed below are required for the various degrees at UH-Victoria. These course numbers will be used in the evaluation of lower division courses transferred from other institutions. A student who has completed the core curriculum at another Texas public institution will have satisfied the core curriculum requirements for UHV.

Students who have not completed the core at another Texas public institution are subject to the following guidelines. Any transferable lower division course, which is not equivalent to a course listed in this roster, will transfer as a non-advanced elective. The dean of the student's plan will make the decision concerning the application of transfer credit to the degree program with the advice and consent of the Provost and Vice President for Academic Affairs or his/her designate. Courses will transfer on the same level and with the corresponding number of hours as earned at another institution.

Accounting (ACCT)

ACCT 2301; 2401: Accounting Theory I

Fundamentals of financial reporting.

ACCT 2302; 2402: Accounting Theory II

Analysis of financial data for managerial decisions.

Art (ARTS)

ARTS 1313; 1325: Fundamentals of Art

A general education course open to all students. A basic course in theory and practice of two- and three-dimensional organization as related to design principles; includes a series of creative art experiences involving a variety of art media.

Biology (BIOL)

BIOL 2401; 2402: Anatomy and Physiology

The anatomy and physiology of the human body; the various physiological processes.

BIOL 1322: Nutrition

Designed to develop an understanding of metabolism, nutrition, diet analysis, and diet therapy for students of nursing and other areas of science.

BIOL 1406; 1407: General Biology for Science Plans

Major concepts of biology for science plans.

BIOL 1408; 1411: Botany

Fundamental principles of plant life including the structure, taxonomy, adaptation, physiology, genetics and life histories of plants.

BIOL 1409; 1413: Zoology

Fundamental principles of living animals with emphasis on man; principles of heredity, early embryology and ecology.

BIOL 2420: Microbiology

Fundamental principles of the relationship of microorganisms to the life of human beings.

Business Computer Information Systems (BCIS)

BCIS 1305: Business Computer Applications

Computer terminology, hardware, software, operating systems, and information systems relating to the business environment. The main focus of this course is on business applications of software, including word processing, spreadsheets, databases, presentation graphics, and business-oriented utilization of the Internet.

Chemistry (CHEM)

CHEM 1407: Introductory Biochemistry

Fundamentals of biological chemistry. Topics may include inorganic, organic, biochemistry, food/physiological chemistry, and environmental/consumer chemistry.

CHEM 1411: General Inorganic Chemistry

Study of fundamental laws, theories and concepts of chemistry; structure of matter; solutions.

CHEM 1412: General Inorganic Chemistry

Systematic qualitative analysis; balancing oxidation-reduction equations; equilibrium; introduction to organic chemistry; atomic energy.

CHEM 2123: Organic Chemistry Lab

Lab to accompany CHEM 2323.

CHEM 2125: Organic Chemistry Lab

Lab to accompany CHEM 2325.

CHEM 2323: Organic Chemistry

Major concepts of organic chemistry for chemistry majors and pre-professional students. Study of the properties and behavior of hydrocarbon compounds and their derivatives.

CHEM 2325: Organic Chemistry

Continuation of CHEM 2323. Major concepts of organic chemistry for chemistry plans and pre-professional students.

Computer Science (COSC)

COSC 1301; 1401: Microcomputer Applications

Overview of computer information systems. Introduces computer hardware, software, procedures, systems, and human resources and explores their integration and application in business and other segments in society.

COSC 1317; 1417: FORTRAN Programming

Fundamental programming and programming structure using the FORTRAN language.

COSC 1432: COBOL Programming

Fundamental programming and programming structure using the COBOL language.

COSC 1336; 1436: Programming Fundamentals I

Introduces the fundamental concepts of structured programming. Topics include software development methodology, data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. This course assumes computer literacy. The course is taught in C.

COSC 1337; 1437: Programming Fundamentals II

Review of control structures and data types with emphasis on structured data types. Applies the object-oriented programming paradigm. Course is taught using JAVA.

COSC 1318; 1418: PASCAL Programming

Fundamental programming and programming structure using the PASCAL language.

COSC 1420; 2420: C Programming

Fundamental programming and programming structure using the C language.

COSC 2335; 2425: Computer Organization and Machine Language

Basic computer organization; machine cycle, digital representation of data and instructions; assembly language programming, assembler, loader, macros, subroutines, and program linkages.

COSC 2432: Advanced COBOL Programming

Advanced programming and programming structure using the COBOL language.

COSC 2336; 2436: Data Structures and Algorithms (Programming Fundamentals III)

Further applications of programming techniques, introducing the fundamental concepts of data structures and algorithms. Course is taught in C/C++.

ITSE 1331; 1431: Introduction to Visual Basic Programming

Introduction to computer programming using Visual BASIC. Emphasis on fundamentals of structured design, development, testing, implementation, and documentation.

Criminal Justice (CRIJ)

CRIJ 1301: Introduction to Criminal Justice

History and philosophy; nature and impact; overview of criminal justice system; court system.

CRIJ 1306: The Courts and Criminal Procedure

Structure of American court system; prosecution; right to counsel; pre-trial release; grand juries; adjudication process; sentencing.

CRIJ 1307: Crime in America

American crime problems: historical perspective, social policy, impact and trends, social characteristics of crime, and prevention.

CRIJ 1310: Fundamentals of Criminal Law

Nature; historical development; concepts; classification of crime; elements and penalties.

CRIJ 2301: Community Resources in Corrections

Role of community in corrections; programs for adults and juveniles; administration of community programs; legal issues.

CRIJ 2313: Correctional Systems and Practices

Correctional role; institutional operations; alternatives to institutionalization; treatment and rehabilitation.

CRIJ 2314: Criminal Investigation

Investigative theory; collection and preservation of evidence; forensic sciences; case and trial preparation.

CRIJ 2323: Legal Aspects of Law Enforcement

Police authority; responsibilities; constitutional restraints; laws of arrest, search and seizure; police liability.

CRIJ 2328: Police Systems and Practices

Police profession-organization; role; ethics; community relations.

Economics (ECON)

ECON 2301: Principles of Economics I

Economic instability and economic growth; monetary, fiscal and related policies designed to cope with these two important problems.

ECON 2302: Principles of Economics II

Resource allocation, income distribution and international trade; monopoly, oligopoly and competition; labor unions, collective bargaining, tariff regulations and other institutions.

Education (EDUC)

EDUC 1301 Schools and Society

An enriched and integrated pre-service course and content experience that provides active recruitment and support of undergraduates interested in careers in teaching, especially in high need fields such as secondary math and science education, bilingual education, and special education. The course provides students with opportunities to participate in early field experiences including middle and high school classrooms with varied and diverse student populations, provides students with support from college and school faculty, preferably in small cohort groups, for the purpose of introducing and analyzing the culture of schooling and classrooms from the perspectives of language, gender, socio-economic, ethnic, and disability-based academic diversity and equity.

EDUC 6000 Masters Comp. Exam: Counseling

Administrative component for online testing through Blackboard or current learning/content management system.

English (ENGL)

ENGL 1301; 1302: Freshman Composition

Rhetoric and composition; practice in expository writing; methods of research and the research essay.

ENGL 2331; 2332; 2333: Western World Literature

First semester: Classical and medieval literature; Second semester: World literature from Renaissance to the present.

ENGL 2322; 2323: Survey of English Literature

First semester: Beowulf to Romantic Period; Second semester: Romantic Period to present.

ENGL 2326; 2327; 2328: American Literature

Study of works of major American writers stressing background, appreciation and development.

French (FREN)

FREN 1411-1412: Elementary French

Understanding, speaking and pronouncing French.

FREN 2311-2312: Intermediate French

Grammar review, reading of literary materials, conversation and composition.

Geography (GEOG)

GEOG 1301; 1303: World Geography

Examination of the interactions between people, cultures and natural surroundings.

Geology (GEOL)

GEOL 1303-1103; 1403: Physical Geology

Emphasis on earth materials and physical processes operating on and in the earth.

GEOL 1304-1104; 1404: Historical Geology

Geologic history of the earth; uses of geological principles to interpret earth history.

German (GERM)

GERM 1411-1412: Elementary German

Understanding, speaking and pronouncing German.

GERM 2311-2312: Intermediate German

Grammar review, reading of literary materials, conversation and composition.

Government (PSCI)

GOVT 2301; 2306: American Government: National, State and Local

Origin and development of federal system; national and Texas constitutions; emphasis on processes of state government. Satisfies Texas government requirement for teacher certification.

GOVT 2302; 2305: American Government: National, State and Local

Structure of American political system; study of government of United States, its origins and growth.

History (HIST)

HIST 2311; 2312; 2321; 2322: History of Western Civilization

First semester: Ancient and medieval backgrounds to 1450; Second semester: Europe and European Expansion since 1450.

HIST 1301; 1302: United States History

First semester: U.S. History to 1865; Second semester: U.S. History since 1865.

HIST 2301; 2303: Texas History

Mathematics (MATH)

MATH 1314: College Algebra

A study of fundamental concepts of algebra, equations and inequalities; matrices and determinants, functions, exponential and logarithmic functions.

MATH 1316: Trigonometry

Trigonometry functions and their applications.

- MATH 1324: Finite Mathematics**
Discrete probability, vectors and matrices, linear equations and linear programming.
- MATH 1325: Elements of Calculus for Business**
For applications in business and social sciences; curve sketching and graphical analysis; differentiation and integration of elementary functions.
- MATH 1332: College Mathematics**
Modern algebra and geometry. Sets, logic, number systems, number theory, functions, equivalence, congruence, measurement, and introduction to probability & statistics.
- MATH 1342: Introduction to Statistics**
Principles and techniques of collection and tabulation of data, bar charts, graphs, tables, sampling, averages, dispersion, correlation, the normal distribution, and probability with applications to various fields.
- MATH 1350: Fundamentals of Mathematics I**
Concepts of sets, functions, numeration systems, number theory, and properties of the natural numbers, integers, rational, and real number systems with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek middle grade (4-8) teacher certification.
- MATH 1351: Fundamentals of Math II**
Concepts of geometry, probability, and statistics, as well as applications of the algebraic properties of real numbers to concepts of measurement with an emphasis on problem solving and critical thinking. This course is designed specifically for students who seek middle grade (4-8) teacher certification.
- MATH 2312; 2412: Precalculus**
Properties of real numbers, functions and graphs, trigonometric functions, exponential and logarithmic functions and analytic geometry.
- MATH 2313; 2413: Calculus I**
Functions, limits, differentiation and applications of differentiation.
- MATH 2314; 2414: Calculus II**
Integration, applications of integration, indeterminate forms and improper integrals.
- MATH 2315; 2415: Calculus III**
Sequences, infinite series, power series, partial differentiation, multiple integration and applications of partial differentiation and multiple integration.
- MATH 2320: Differential Equations**
Solution of ordinary differential equations and their applications to problems in engineering and allied fields.

Music (MUSI)

- MUSI 1300; 1301: Fundamentals of Music**
Designed for music plans or non-plans. Provides study of basic notation, note values, scales, intervals, and key signatures with simple keyboard applications. Also, development of music skill including basic theory, rhythm, sight-singing, and elementary chord structure.

Physics (PHYS)

- PHYS 1401: General Physics**
Mechanics, heat and sound.
- PHYS 1402: General Physics**
Magnetism, electricity, light and elementary atomic theory.

Psychology (PSYC)

- PSYC 2301: Introduction to Psychology**
Principles and theories of psychology including growth and development, perception, learning and intelligence, emotions, personality development and mental health.
- PSYC 2314: Human Growth and Development**
A life-span approach to the study of common processes and major influences in human development, integrating input from psychology and other behavioral and natural sciences.

Sociology (SOCI)

SOCI 1301: Introduction to Sociology

Nature and principles of sociology; interrelations of personality, culture and society; social processes, organizations and functions.

Spanish (SPAN)

SPAN 1411-1412: Elementary Spanish

Basic and oral expression and listening comprehension with increasing attention to elementary reading and writing.

SPAN 2311-2312: Intermediate Spanish

Oral and listening comprehension skills with increased attention to writing and especially reading.

Speech Communication (SPCH)

SPCH 1311; 1315: Fundamentals of Public Speaking

Beginning theory and practice of informative and persuasive communication. Satisfies requirement for teacher certification.

SPCH 1318: Interpersonal and Problem-Solving Communication

Elementary theory and practice of oral communication in dyadic and small group situations.

SPCH 1321: Business and Professional Speech

Fundamentals of speech as they relate to business and professional settings. Includes interviews; informative, persuasive and public speeches.

SPCH 1342: Voice and Diction

International phonetic alphabet and the sounds of speech; physiology of the speech mechanism; voice and analysis and drill on vocal characteristics.

SPCH 2341: Oral Interpretation of Literature

Introduction to the oral interpretation of poetry, prose and drama.

Texas Early Childhood Articulation (TECA)

TECA 1303: Family, School, & Community

A study of the relationship between the child, family, community, and educators, including a study of parent education and involvement, family and community lifestyles, child abuse, and current family life issues.

TECA 1311: Educating Young Children

An introduction to the profession of early childhood education focusing on developmentally appropriate practices, types of programs, historical perspectives, ethics and current issues.

TECA 1318: Wellness of the Young Child

A study of nutrition, health, and safety including community health, universal health precautions, and legal implications. Practical application of these principles in a variety of settings.

TECA 1354: Child Growth & Development

A study of the principles of child growth and development from conception through adolescence. Focus on physical, cognitive, social, and emotional domains of development.

UHV Course Descriptions

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Course Numbering System

Each course is represented by four capital letters followed by a four-digit numeral (e.g., FINC 3311).

The letters form an abbreviation for the instructional area while the numeral is interpreted as follows:

First Digit: The first digit indicates academic level and provides information regarding restrictions as to undergraduate and/or graduate student enrollment:

- | | |
|----------------------|--|
| 1000 and 2000 series | --undergraduate lower division |
| 3000 and 4000 series | -- undergraduate upper division (normally for undergraduate students but with advisor approval for graduate students). |
| 6000 series | -- graduate courses (for graduate students only except for undergraduates with an approved mixed load petition). |

Second Digit : The second digit indicates the amount of credit awarded. For example, a course numbered 4331, carries three semester hours of credit.

Third and Fourth Digits: The third and fourth digits are used to distinguish between courses within an instructional area.

Course Punctuation

One of the following marks of punctuation may immediately follow the course number, or may separate a series of course numbers. Internal punctuations (between multi-listed courses) take precedence over all punctuation in a series of course numbers. The significance of each mark of punctuation is as follows:

- **Colon** – A colon (:) following a course number indicates that the course may be taken as an independent one-semester course. This also applies when two course numbers are separated by a colon.
- **Comma** – A comma (,) between course numbers indicates that both courses must be taken before credit is received for either, but the second course may be taken first.
- **Hyphen** – A hyphen (-) between course numbers indicates that both courses must be taken before credit is received for either. The first course must be completed before the student enrolls in the second course, or if “concurrent enrollment only” is shown in the course description, both courses must be taken at the same time.
- **Semicolon** – A semicolon (;) between course numbers indicates that the first course may be taken and justify credit without completion of the second course, but the second course cannot be taken without the first as prerequisite.

The three numbers in parentheses (0-0-0) after each course title indicate the number of semester credit hours, the number of class hours per week, and the number of additional laboratory or activity hours per week.

2012-13 Course Listings

Accounting (ACCT)

- ACCT 2301: Principles of Financial Accounting**
Cr.3. (3-3-0). Prerequisites: COSC 1301
An introduction to financial statements and their use in decision making. Topics include the accounting cycle; concepts and principles used in recording assets, liabilities, equity, revenues and expenses; internal controls; and basics of accrual basis accounting.
- ACCT 2302: Principles of Managerial Accounting**
Cr.3. (3-3-0). Prerequisites: ACCT 2301
Accounting concepts and methods used in managerial planning, control and decision-making. Topics include budgetary planning, control and analysis, responsibility accounting, costing techniques, standard costs, cost-volume-profit relationships and capital budgeting.
- ACCT 3303 Financial Statement Analysis**
Cr. 3. (3-3-0). Prerequisites: ACCT 2301/2041 and 2302/2402
Develop basic skills in financial statement analysis and appreciate the factors that influence the outcome of the financial reporting process. (Formerly ACCT 3332) (*Credit will not be given for both ACCT 3332 and ACCT 3303.*)
- ACCT 3311: Costs and Budgets**
Cr. 3. (3-3-0). Prerequisites: ACCT 2301/ 2401 and 2302/ 2402.
A study of basic cost accounting and budgeting principles, costing and decision making models, application of variances analysis for planning and control, and Activity Based Costing.
- ACCT 3312: Intermediate Accounting I**
Cr. 3. (3-3-0). Prerequisites: ACCT 3303
A study of GAAP as it applies to current assets, revenue and expense recognition, current and long term liabilities; and the organization, analysis, and reporting of financial information.

- ACCT 3313: Intermediate Accounting II**
Cr. 3. (3-3-0). Prerequisite: ACCT 3312
 A study of GAAP as it applies to long-term liabilities and owner's equity; selected topics including the statement of cash flows and accounting changes; and the organization, analysis, and presentation of financial information. Course includes a comprehensive computerized financial statement project.
- ACCT 4300: Selected Topics in Accounting**
Cr. 3. (3-3-0). Prerequisites: 6 s.h. advanced accounting and approval of school dean. May be repeated when topics vary.
- ACCT 4311: Principles of Federal Income Taxation**
Cr. 3. (3-3-0). Prerequisites: ACCT 3303
 A study of a broad range of tax concepts and types of taxpayers. Discusses the role of taxation in the business decision-making process; the use of electronic libraries in performing basic tax research and tax planning; professional standards and ethics; and the interrelationship and differences between financial accounting and tax accounting. (Formerly: *FEDERAL INCOME TAX I*)
- ACCT 4320: Accounting Information Systems**
Cr. 3. (3-3-0). Prerequisite: ACCT 3303
 A study of the important roles of accounting information; major components of accounting information systems; internal control; and flowcharting techniques. Discusses the evaluation of internal control and its integration into a computer-based accounting system. (Formerly: *ACCOUNTING SYSTEMS*)
- ACCT 4321: Auditing**
Cr. 3. (3-3-0). Prerequisites: ACCT 3313, which may be taken concurrently
 A study of the auditing process; its legal environment; standards; opinions; and professional ethics.
- ACCT 4331: Advanced Accounting**
Cr. 3 (3-3-0). Prerequisite: ACCT 3313
 A study of the preparation of consolidated financial statements; international accounting; foreign currency translations and transactions; SEC regulations of financial reporting; and government and nonprofit financial information. (Formerly: *ADVANCED FINANCIAL ACCOUNTING*)
- ACCT 6300: Selected Topics in Accounting**
Cr. 3. (3-3-0). Prerequisite: ACCT 6351 or equivalent. May be repeated when topics vary.
- ACCT 6351: Financial Reporting and Analysis**
Cr. 3. (3-3-0). Prerequisite: Graduate standing.
 As a result of this course, students will be able to analyze and evaluate financial information with respect to profitability and risk of a firm. (Credit will not be given for both ACCT 6351 and ACC 6311.)
- ACCT 6352: Strategic Cost Management**
Cr. 3. (3-3-0). Prerequisites: ACCT 6351
 This course emphasizes the integration of cost analysis and strategic analysis. Coverage includes activity based costing, target costing, value chain analysis, performance measurement matrices (e.g., balanced scorecard), strategic positioning, and product life cycle costing and management. (Credit will not be given for both ACCT 6352 and ACC 6315.)

- ACCT 6371: Advanced Auditing**
Cr. 3. (3-3-0). Prerequisite: ACCT 4321 or equivalent.
 Examination of advanced auditing issues including the study of statistical sampling techniques, auditing through the computer, audits of financial and non-profit institutions, special-purpose reporting situations, compliance auditing for internal, operational and governmental entities. Study of specialized audit case situations and an evaluation of the most current changes and proposed changes in GAAP as it affects the auditor. (Formerly ACC 6322)
- ACCT 6372: Advanced Studies in Taxation**
Cr. 3. (3-3-0). Prerequisites: ACCT 4311 or equivalent.
 Discusses situations concerning choice of entity and special tax subjects; arriving at conclusions or recommendations that integrate ethical considerations, competent tax research and thoughtful tax planning; preparing a schedule M-1; and preparing tax returns using tax preparation software.
- ACCT 6373: Contemporary Issues in Accounting**
Cr. 3. (3-3-0). Prerequisites: ACCT 6371 and ACCT 6372, one may be taken concurrently
 This course is designed to teach students how to stay current in accounting after graduation. This process is known as applied research. The process of applied research starts with identifying a business problem and searching the accounting literature in order to provide a client or firm with a current, relevant, and accurate solution. This process requires judgment, resourcefulness, and critical thinking.
- ACCT 6377: International Accounting**
Cr. 3. (3-3-0). Prerequisite: ACCT 6351
 Discussion of how basic U.S. accounting rules and financial statement analysis differ from accounting practices in other countries; problems associated with using financial statement analysis for investing decisions; diversity of financial accounting reporting and disclosure practices worldwide; multinational consolidations; foreign currency translation; accounting information systems in the international arena; multinational performance evaluation; transfer pricing; international taxation; and emerging issues in international accounting. (Formerly ACC 6313)

Adult Higher Education (AHED)

- AHED 6300: Selected Topics in AHED**
Cr. 3. (3-3-0).
 This course is designed for engaging in a topic of current or critical importance that arises in the field of adult and/or higher education.
- AHED 6302: Individual Study in AHED**
Cr. 3. (3-3-0).
 This course is designed to allow students to engage in individual research or collaboration of a substantive nature with their faculty, program chair, or advisor. No more than 6 credit of individual study can be used toward the degree. Approval of advisor and school dean is required.
- AHED 6305: Internship in AHED**
Cr. 3. (3-3-0).
 The internship will provide students who have no background in adult or higher education, or who would like to gain experience in another area of interest to explore those areas and gain valuable firsthand experience in the field.
- AHED 6331: Program Planning and Development in AHED**
Cr. 3. (3-3-0).
 This course presents an overview of designing, presenting, and evaluating programs in adult and higher education.

- AHED 6332: Adult Development**
Cr. 3. (3-3-0).
 This course combines lectures, resources and communicative power of the internet to create a learning community where students and instructor explore interact to explore, articulate, and learn about the developing adult at three stages: early adulthood, middle adulthood and late adulthood. *(Cross-listed with FEDU 6332)*
- AHED 6333: The Adult Learner**
Cr. 3. (3-3-0).
 This course will include but is not limited to material about learning theories in Adult Education, models, and principles and their application to the instructional process with adults.
- AHED 6334: Foundations of Adult Education**
Cr. 3. (3-3-0).
 This is an overview course designed to give participants an understanding of the field of practice in adult education. *(Cross-listed with FEDU 6334)*
- AHED 6335: Diversity in Adult Education**
Cr. 3. (3-3-0).
 This course entails and analysis of diversity in adult education context. Various psychosocial developmental factors of diverse identity groups and the influence of these variables on adult education will be studied.
- AHED 6336: Continuing Professional Education**
Cr. 3. (3-3-0).
 This course will provide a description, explanation and critique of the goals, processes, outcomes, and issues related to the continuing education of professionals. An exploration of the design, development and administration of these programs and activities for a least twelve different professions will be undertaken.
- AHED 6337: College Teaching**
Cr. 3. (3-3-0).
 Study of research, theory, and practices associated with teaching and learning processes within the college system. Topics include course planning and organization, student diversity, teaching and student retention, and instructional technology. *(Cross-listed with COUN 6342)*
- AHED 6338: Research in Adult and Higher Education**
Cr. 3. (3-3-0).
 This course is designed to provide students with an understanding of the research process and the ethical context within which research is conducted and provides basic skills needed to conduct and interpret qualitative and quantitative research on topics relevant to adult and higher education.
- AHED 6339: Self-Directed Learning**
Cr. 3. (3-3-0).
 This course is devoted to illuminating the principles of self-directed learning as they apply to learning, schooling, and to life. This course also focuses on Self-Directed Learning as an area of emphasis in the field of adult education.
- AHED 6342: The American Community College**
Cr. 3. (3-3-0).
 A comprehensive description of American community colleges, which includes recent state-level directives regarding functioning and funding. *(Cross-listed with COUN 6342)*
- AHED 6344: The College Student**
Cr. 3. (3-3-0).
 A study of the characteristics and needs of college students including student subcultures that affect the campus environment and the services required for student success. *(Cross-listed with COUN 6344)*

AHED 6346: Introduction to Student Services

Cr. 3. (3-3-0).

This is a comprehensive study of critical issues and trends in higher education student services as reflected in current research. (Cross-listed with COUN 6346)

AHED 6353: Ed. Leadership in Organizations

Cr. 3. (3-3-0).

This course will investigate issues or leadership roles in organizational performance, and how theoretical conceptions of leadership have changed over time. Through readings and research, the course will examine the nature of effective leadership and how it is evaluated.

AHED 6354: Higher Education Finance

Cr. 3. (3-3-0).

This course is designed to provide a working knowledge of the economic, finance, and policy context of the U.S. higher education system. It is also intended to introduce prospective college and university administrators to issues and practices related to higher education budgeting.

AHED 6355: Higher Education History

Cr. 3. (3-3-0)

This course's purpose is to provide an in-depth overview of the philosophic, political, social, and economic forces that have influenced higher education from the colonial period to the present, while simultaneously exploring how these forces relate to issues and challenges in contemporary higher education.

AHED 6356: IT Trends and Issues in AHED

Cr. 3. (3-3-0).

This course will address the imperative that modern education administrators be skilled in assessing IT's role in managing operations, products, and services for students, faculty and staff by examining the current issues and trends in the field.

Air Force ROTC (AFSC)

AFSC 1201:1202 Foundations of the USAF I, II

Cr. 2. (2-0)

Overall roles and missions of the USAF; career fields available. Emphasis on military customs and courtesies, appearance standards, core values, written and personal communication. Introduction to American military history.

AFSC 2201:2202 Evolution of Air Power I, II

Cr. 2. (2-0).

Key historical events and milestones in the development of air power as a primary instrument of the United States national security. Core values and competencies of leaders in the United States Air Force. Tenets of leadership and ethics.

AFSC 3301:3302 Air Force Leadership Studies I, II

Cr. 3. (3-3-0).

Leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, and leadership ethics. Case studies of Air Force leadership and management situations.

AFSC 3801: Field Training

Cr. 8. (8-0). Prerequisites: AFSC 2202 or consent of department chair

No military obligation is associated with this course. Four week off-campus field training practicum. Introduces student to Air Force leadership. Places student in demanding and stressful leadership situations.

AFSC 4301:4302 National Security Affairs I, II

Cr. 3. (3-3-0).

Evolution of the role of national security in a democratic society with emphasis on policy formation, competing values, and organizations. Civilian control of the military; roles of the services; functions of the Air Force Commands.

Anthropology (ANTH)

ANTH 3311: Anthropology of Diverse Populations

Cr. 3. (3-3-0).

Study of divergent socialization and the school and extra-school factors that create risk for students (K-12).

Arabic (ARAB)

ARAB 3310: Oral and Written Communication I

Cr. 3. (3-3-0). Prerequisite: Permission of Instructor.

Development of fluency through intensive oral practice and writing of Arabic.

ARAB 3320: Oral and Written Communication II

Cr. 3. (3-3-0). Prerequisite: Satisfactory completion of ARAB 3310 or Permission of Instructor.

Development of greater fluency through intensive oral practice and writing of Arabic.

ARAB 4300: Special Topics in Arabic

Cr. 3. (3-3-0). Prerequisite: Permission of instructor.

May be repeated when topics vary.

ARAB 4310: Arabic-Advanced Oral and Written Communication I

Cr. 3. (3-3-0). Prerequisite: ARAB 3320 or an equivalent or consent of instructor.

Development of advanced fluency through intensive oral practice and writing of Arabic.

ARAB 4312: Professional Applications of Arabic

Cr. 3. (3-3-0). Prerequisite: Placement test with 3000 or 4000 level credit in Arabic or instructor consent.

Development of professional fluency through intensive oral practice and writing of Arabic. Emphasis placed on business correspondence and professional communication.

Biology (BIOL)

BIOL 1106: Biology I Lab

Cr. 1. (1-0-3). Prerequisite: BIOL 1306 or 1308 completion or concurrent registration.

Laboratory designed to give hands-on experience and to reinforce basic principles of cell physiology, molecular biology and genetics. Three lab hours each week.

BIOL 1107: Biology II Lab

Cr. 1. (1-0-3). Prerequisite: BIOL 1307 or 1309 completion or concurrent registration.

Laboratory designed to give hands-on experience and to reinforce basic principles of diversity, ecology, and evolution. Three lab hours each week.

BIOL 1306: Biology I for Science Majors

Cr. 3. (3-3-0).

Introduction to cell physiology, molecular biology and genetics. This class is designed for science majors. Concurrent enrollment in BIOL 1106 recommended.

BIOL 1307: Biology II for Science Majors

Cr. 3. (3-3-0).

Emphasis on organismal diversity, ecology, behavior and evolution. This class is designed for science majors. Concurrent enrollment in BIOL 1107 recommended.

- BIOL 1308: Biology I for Non-Science Majors**
Cr. 3. (3-3-0).
 Introduction to cell physiology, molecular biology and genetics. Three hours lecture each week. This class is designed for non-science majors. Concurrent enrollment in BIOL 1106 recommended.
- BIOL 1309: Biology II for Non-Science Majors**
Cr. 3. (3-3-0).
 Emphasis on organismal diversity, ecology, behavior and evolution. Three hours lecture each week. This class is designed for non-science majors. Concurrent enrollment in BIOL 1107 recommended.
- BIOL 1322: Nutrition**
Cr. 3. (3-3-0).
 Introduction to nutrition for students of science and non-science majors. Topics include fundamentals of nutrition, metabolism, digestion, absorption, nutrient storage and drug/nutrient interactions.
- BIOL 1410: Environmental Chemistry**
Cr. 4. (4-3-1).
 A discussion of key element cycles in the atmosphere, lithosphere and hydrosphere as related to functioning of biological systems. Major environment issues, such as acid rain, sewage treatment and eutrophication will also be considered.
- BIOL 2303: Physiology**
Cr. 3. (3-3-0).
 Introduction to bodily function and regulation, including all major organ systems. Class intended for non-science majors. BIOL 1306 or 1308 preferred.
- BIOL 2306; 2406: The Living Planet**
Cr. 3; 4. (3-3-0); (4-3-1). Students cannot receive credit for both BIOL 1307/1407 General Biology II and BIOL 2306/2406 The Living Planet.
 Overview of world ecology to students of science and non-science majors. Includes a survey of major biomes of the world, environmental interactions of species, populations and community dynamics and impact of humans on world ecology. BIOL 2406 includes a laboratory component.
- BIOL 2420: Elementary Microbiology**
Cr. 4. (4-3-1). Prerequisites: 8 hours of freshman biology (including 2 hours of lab) or permission of the instructor.
 Fundamental microbiology course designed to give a student basic training in microbiology, with a survey of relevant microbes and microbial processes. Laboratory portion of the course is designed to train students in basic microbiological techniques as well as to support classroom learning with hands-on applications.
- BIOL 3122: Human Physiology Lab**
Cr. 1. (1-0-3). Prerequisites or Co-requisite: BIOL 3322
 Lab practicum for Human Physiology.
- BIOL 3126: Plant Biology Lab**
Cr. 1. (1-0-3). Prerequisite or Co-requisite: BIOL 3326
 Lab lecture and lab practicum of 3 hours per week. Lab practicum in plant morphology, plant tissue culture and plant physiology.
- BIOL 3130: Histology Lab**
Cr. 1. (1-0-3). Prerequisite or Co-requisite: BIOL 3330
 Lab lecture and lab practicum of 3 hours per week. Lab practicum in preparing tissue biopsies for microscopic staining procedure.
- BIOL 3226: Laboratory for Plant Biotechnology**
Cr. 2. (2-0-6). Prerequisite: General Biology, Co-requisite: BIOL 3326.
 An introduction to genetic engineering of plants with an emphasis on phytochemicals and plant physiology.
- BIOL 3230: Lab for Histology and Immunology**
Cr. 2. (2-0-5). Prerequisite: General Biology, Co-requisite: BIOL 3330
 Lab lecture and lab practicum of 5 hours per week. Lab practicum in histochemistry and immunology through various staining procedures.

- BIOL 3320: Human Genetics**
Cr. 3. (3-3-0). Prerequisite: None. Recommend General Biology and General Chemistry.
 Study of the basic principles of inheritance and human genetics.
- BIOL 3322: Human Physiology**
Cr. 3. (3-3-0).
 A systems approach to the study of basic physiology and biochemistry of the vertebrates using the human as the main focus.
- BIOL 3323: Comparative Anatomy**
Cr. 3. (3-3-0). Prerequisite: General Biology.
 The organ systems of various vertebrate animals with a concentration on human anatomy.
- BIOL 3324: Human Reproduction**
Cr. 3. (3-3-0). Prerequisites: BIOL 1306 Biology I or BIOL 1322 Human Nutrition, or Instructor Approval.
 Overview of the human reproductive system. Includes such diverse topics as sexual differentiation, fertilization, endocrinology, infertility, and brain sex.
- BIOL 3326: Plant Biology**
Cr. 3. (3-3-0). Prerequisite: 6 s.h. General Biology.
 Analysis of the biology of plants and phytochemicals.
- BIOL 3330: Histology**
Cr. 3. (3-3-0). Prerequisite: General Biology and Anatomy and Physiology.
 A study of animal and human tissues morphology and how they differentiate.
- BIOL 3340: Animal Behavior**
Cr. 3. (3-3-0).
 A study of behavioral adaptation of animals to their environments.
- BIOL 3342: Social Biology**
Cr. 3. (3-3-0).
 A synthesis of scientific disciplines that attempts to explain behavior in all species by considering the evolutionary advantages of social behavior.
- BIOL 3343: Immunology**
Cr. 3. (3-3-0). Prerequisites: BIOL 3330.
 The study of immunity and the response of the immune system to foreign substances such as bacteria and viruses.
- BIOL 3427: Aquatic and Wetland Biology**
Cr. 4 (4-3-1).
 Survey of freshwater ecosystems, their structure, function and role in the biosphere.
- BIOL 3428: Coastal Marine Ecology**
Cr. 4. (4-3-1)
 Review of coastal marine and estuarine ecosystems, their structure, function and the role in the biosphere and hydrosphere.
- BIOL 4100; 4200: Selective Labs in Biology**
Cr. 1; 2. (1-0-3);(2-0-6). Prerequisite: Approval of Professor.
 May be repeated when topics vary.
- BIOL 4102; 4302: Independent Research in Biology**
Cr. 1; 3 (1-0-3); (3-0-6) Prerequisites: Approval of Instructor
 Independent research study in biology.
- BIOL 4110: Biochemistry Lab**
Cr. 1. (1-0-3). Prerequisite or Co-requisite: BIOL 4310
 Biochemical techniques in proteins, enzymology, chromatography, spectrometry and nucleic acids.
- BIOL 4113: Genetics Lab**
Cr. 1. (1-0-3). Prerequisite or Co-requisite: BIOL 4313
 Molecular lab techniques in recombinant DNA, genetic engineering, PCR, DNA sequencing and biotechnology.

- BIOL 4135: Ecology Lab**
Cr. 1. (1-0-3). Prerequisite or Co-requisite: BIOL 4335
 Lab lecture and lab practicum of 3 hours per week. Lab practicum in analysis of pond, lake and sea organisms and pollution.
- BIOL 4203: Biology Seminar**
Cr. 2. (2-2-0).
 Literature, surveys, presentations and research papers are required.
- BIOL 4210: Laboratory for Biochemistry and Biotechnology**
Cr. 2. (2-0-6). Corequisite: BIOL 4310.
 Lab practicum for Biochemistry lecture.
- BIOL 4235: Lab for Ecology and Toxicology**
Cr. 2. (2-0-6) Prerequisites: BIOL 4335 or BIOL 4345
 Lab analysis of pond, lake air pollution and organisms. Lab practicum for mercury, arsenic and lead poisoning to lab fish and shrimp.
- BIOL 4237: Cell and Molecular Genetics Laboratory**
Cr. 2. (2-0-6). Prerequisite or Corequisite: BIOL 3320, or BIOL 4337, or BIOL 4313.
 Includes cell and genetic engineering, recombinant DNA technology, PCR, DNA sequencing and biotechnology.
 Lab practicum for Genetics and Cell and Molecular Biology lecture.
- BIOL 4300: Selected Topics in Biology**
Cr. 3. (3-3-0). Prerequisite: Consent of instructor.
 May be repeated when topics vary.
- BIOL 4310: Biochemistry**
Cr. 3. (3-3-0). Prerequisite: General Biology and Chemistry, and Organic Chemistry I.
 Structure and function of amino acids, proteins, carbohydrates, and nucleic acids. An introduction to enzyme kinetics, metabolism, bioenergetics and protein chemistry.
- BIOL 4313: Genetics**
Cr. 3. (3-3-0). Prerequisites: One year of General Biology and General Chemistry.
 The study of inheritance and molecular mechanisms in genetics and DNA science.
- BIOL 4320: Embryology**
Cr. 3. (3-3-0). Prerequisite: General Biology, General Chemistry and cell and molecular biology or genetics.
 A study of the events that occur prior to and during gestation, including developmental biology topics in differentiation, stem cells, cloning, developmental genetics, regeneration, cell-cell communication and environmental regulation of development.
- BIOL 4325: Introduction to Forensic Science**
Cr. 3. (3-3-0). Prerequisites: None; Recommend: General Biology and General Chemistry.
 An introduction to the basic principles of forensic science.
- BIOL 4328: Marine Biology**
Cr. 3. (3-3-0).
 Provides fundamental and comprehensive knowledge on latest awareness on marine ecology, marine microbiology and environmental impacts.
- BIOL 4333: Comparative Animal Physiology**
Cr. 3 (3-3-0) Prerequisite: General Biology.
 Study of organ function in major animal phyla with an emphasis on human physiology.
- BIOL 4335: Ecology**
Cr. 3 (3-3-0)
 The study of the interrelationships between organisms and the environment.
- BIOL 4337: Cell & Molecular Biology**
Cr. 3. (3-3-0). Prerequisites: General Biology, General Chemistry, and BIOL 3320 or BIOL 4313.
 Study of cell function at the molecular level including the fundamentals of DNA. Recombinant genetic engineering of plasmid DNA, transfections, DNA cloning, eukaryotic cells, the manipulation of bacteria and virus in cell culture will be discussed.

- BIOL 4338: Cancer Biology**
Cr. 3. (3-3-0).
 Basic introduction to cancer biology, including prevention and various modes of treatments with special reference to personalized medicines in treating cancer using cancer genomics.
- BIOL 4345: Toxicology**
Cr. 3. (3-3-0). Prerequisites: BIOL 4333, or BIOL 3330, or BIOL 3320, or BIOL 4313, or BIOL 4310, or BIOL 4335, or BIOL 3326.
 The study of harmful interactions between chemicals and biological systems, including man, animals and plants.
- BIOL 4390: Phytochemicals, Nutrition, and Disease**
Cr. 3. (3-3-0).
 Topics in nutrition, phytochemicals, antioxidants, cancer, plant biology and human disease.
- BIOL 4437: Environmental Microbiology**
Cr. 4. (4-3-1).
 Discussion of structure and function of microbial communities and their role in a larger biological and geological context, including petroleum microbiology as related to prospecting and waste treatment.
- BIOL 4438: Limnology**
Cr. 4. (4-3-1).
 Review of freshwater ecosystems, their structure, function and role in the biosphere and hydrosphere. Special attention will be paid to biological, chemical and physical processes occurring in freshwater environments.
- BIOL 6300: Selected Topics in Biology**
Cr. 3. (3-3-0).
 May be repeated when topics vary.
- BIOL 6320: Introduction to Bioinformatics**
Cr. 3. (3-3-0).
 A basic introduction to the study of biological information stemming from molecular genetics, proteomics and metabolomics; with the practical tools of mathematics and computer science.
- BIOL 6330: Comparative Genomics**
Cr. 3. (3-3-0).
 Comparative studies of genomes and genomic information among species, with a concentration on the human genome.
- BIOL 6333: Advanced Cell Biology and Proteomics**
Cr. 3. (3-3-0). Prerequisites or Co-requisite: BIOL 3320 and BIOL 4237; or BIOL 4310 and BIOL 4210.
 Advanced concepts in cell and molecular biology and studies in proteomics.
- BIOL 6335: Applications for Bioinformatics**
Cr. 3. (3-3-0).
 Study of various tools used in genomics, proteomics and metabolomics including microarrays and application programs.
- BIOL 6337: Computer Science for Bioinformatics**
Cr. 3. (3-3-0).
 Computer Science programs for bioinformatics: includes programming in PERL and use of applied programs.

Biomedical Sciences (BIMS)

- BIMS 6300: Selected Topics in Biomedical Sciences**
Cr. 3. (3-3-0). May be repeated when topics vary.

- BIMS 6322: Biochemical and Molecular Genetics**
Cr. 3. (3-3-0). Prerequisites: Previous/concurrent enrollment in BIOL 4310 or BIOL 4313 or Consent of Instructor.
 Biochemical and molecular aspects of the inborn errors of human metabolism. Particular attention will focus on laboratory methods employed for the detection of hereditary disease, including organic and amino acid analysis, and routine metabolic screening. Molecular studies will include common techniques such as DNA and RNA isolation and purification; electrophoresis or nucleic acids.
- BIMS 6324: Phytochemicals, Cancer and Disease**
Cr. 3. (3-3-0).
 Studies in plant derived phytochemical bioactive molecules, their preventative effects in cancer biology and disease. Cell signaling pathways and other related mechanisms in disease prevention will also be discussed.
- BIMS 6332: Studies in Intermediary Metabolism**
Cr. 3. (3-3-0). Prerequisites: Previous/concurrent enrollment in BIO 4310 or BIO 4313 or Consent of Instructor.
 Investigation of the interrelationships of energy utilizing and producing metabolic pathways. Consideration will be given to glycolysis, Krebs's cycle, oxidative pathways of fatty acids and amino acids, and the pathways of lipid and sterol formation, in addition to various aspects of gluconeogenesis and the pentosephosphate shunt.
- BIMS 6341: Molecular Biology of Cancer**
Cr. 3. (3-3-1).
 Advanced topics in cancer at the molecular level and how this affects cellular and molecular biology.

Business (BUSI)

- BUSI 3303: Statistics for Business and Economics**
Cr. 3. (3-3-0). Prerequisite: MATH 1324 and MATH 1325
 Study of statistical application in business. Statistical techniques will be introduced in conjunction with real business problem solving software. (Formerly QMSC 3311) (*Credit will not be given for both QMSC 3311 and BUSI 3303*).
- BUSI 6351: Business and Society**
Cr. 3. (3-3-0). Prerequisite: Graduate standing.
 This course provides an understanding of the complex and dynamic nature of the internal and external environment of business.

Chemistry (CHEM)

- CHEM 1111 General Inorganic Chemistry I Lab**
Cr. 1 (1-3-0). Prerequisite: None. Corequisite: CHEM 1311
 This is a lab to accompany a fundamental chemistry course designed to give a student basic training in chemistry as well as a basic understanding of chemical interactions.
- CHEM 1112: General Inorganic Chemistry II Lab**
Cr. 3. (1-3-0). Prerequisite: None. Corequisite: CHEM 1312
 This is a fundamental chemistry course (continuation of General Inorganic Chemistry I) designed to give a student basic training in chemistry as well as a basic understanding of chemical interactions.
- CHEM 1311: General Inorganic Chemistry I**
Cr. 3. (3-3-0).
 This is a fundamental chemistry course designed to give a student basic training in chemistry as well as basic understanding of chemical interactions.

CHEM 1312: General Inorganic Chemistry II

Cr. 3. (3-3-0).

This is a fundamental chemistry course (continuation of General Inorganic Chemistry I) designed to give a student basic training in chemistry as well as basic understanding of chemical interactions.

CHEM 2107: Introductory Biochemistry Lab

Cr. 3. (1-3-0). Prerequisite: CHEM 1311; CHEM 1312; CHEM 1111; CHEM 1112; Corequisite: CHEM 2307

This is a lab to accompany a basic biochemistry course designed to acquaint students with the biological molecules and chemical processes occurring in living organisms.

CHEM 2307: Introductory Biochemistry

Cr. 3. (3-3-0). Prerequisite: CHEM 1311; 1312

This is a biochemistry course designed to acquaint students with the biological molecules and chemical processes occurring on living organisms.

Communication (COMM)

COMM 1335: Intro to Radio and Television

Cr. 3. (3-3-0).

Survey course focusing on historical, technical, and governmental aspects of the broadcast industry. Topics such as programming, sales, rating, and public broadcasting will be introduced.

COMM 2301: Introduction to Technology and Human Communication

Cr. 3. (3-3-0).

A survey introduction to the role of communication in perceiving/understanding others and building/maintaining relationships in interpersonal, small group, organizational, public, mediated, and intercultural settings.

COMM 2323: Media Literacy

Cr. 3. (3-3-0).

Criticism and analysis of the mass media in society from the consumer perspective. Includes ethical, political, economic, and cultural factors in the operation of the media.

COMM 3310: Introduction to Communication Theory

Cr. 3. (3-3-0).

Introduces and examines theoretical approaches to mediated and interpersonal communication useful for everyday living.

COMM 3311: Organizational Communication

Cr. 3. (3-3-0).

An introduction to theories and processes of communication within and by organizations.

COMM 3313: Public Relations Communication

Cr. 3. (3-3-0).

An introduction to the history, theories, and principles of public relations as a communication activity and its role and practice in various organizational contexts. Cross-listed with LDRS

COMM 3315: Leadership Communication

Cr. 3. (3-3-0).

An introduction to classic and contemporary leadership theories, with an emphasis on the central role of leadership communication.

COMM 3317: Interviewing

Cr. 3. (3-3-0).

Explores dyadic communication in a variety of contextual settings; mentoring, coaching, and other human resource development activities; consulting and sales; research; and assessment. Cross-listed with LDRS.

COMM 3318: Communication and Public Culture

Cr. 3. (3-3-0).

Introduces the functions of communication in the complexity of evolving and changing publics, cultures and public cultures. Focuses on public discourse.

COMM 3322: Writing for the Print Media

Cr. 3. (3-3-0). Prerequisite: B or higher in ENGL 1302.

Teaches professional techniques in news and feature media writing. Includes news judgment, interviewing, writing, revising, and critical analysis of print story construction.

COMM 3323: Writing for the Broadcast Media

Cr. 3. (3-3-0). Prerequisite: B or higher in ENGL 1302.

Writing and formatting for basic radio and TV copy. Emphasizes script preparation, broadcast writing techniques, critical thinking about and writing for specific broadcast audiences.

COMM 3325: Advanced Professional Speaking

Cr. 3. (3-3-0). Prerequisites: Lower-level speech course.

Focuses on professional leadership competencies in oral discourse; understanding purpose, analyzing audiences, organizing and supporting ideas, developing listening and presentational skills, and utilizing technology appropriately.

COMM 4100: Selected Topics in Communication

Cr. 1. (1-1-0). Prerequisite: Consent of instructor.

COMM 4300: Selected Topics in Communication

Cr. 3. (3-3-0). May be repeated when topics vary.

COMM 4302: Independent Study

Cr. 3 per semester or more than 3 by concurrent enrollment. Prerequisite: 3 s.h. in lower division speech.

COMM 4303: Communication Internship

Cr. 3. Prerequisites: Senior status as COMM plan and consent of instructor.

Provides students the opportunity to apply classroom theory to actual practice.

COMM 4313: Communication and Conflict

Cr. 3. (3-3-0).

An introduction to theories and principles of conflict and communication and the role of communicating in causing, preventing, mediating, and managing the conflict process. (Formerly "Consensus and Conflict")

COMM 4314: Intercultural Communication

Cr. 3. (3-3-0).

Theories and research relating to how people of different cultures communicate, the cultural factors which influence communication styles, and conflicts caused by differences.

COMM 4315: Global Communication

Cr. 3. (3-3-0).

Explores theories of global communication for the purpose of applying theory to concrete situations involving media, identity, and global communication flows. Cross-listed with LDRS.

COMM 4316: Visual Communication

Cr. 3. (3-3-0).

Explores historical and conceptual approaches to visual communication ranging from the origins of writing to contemporary trends in art, design and technology. Cross-listed with LDRS. Formerly: "Image Communication")

COMM 4317: New Media Production

Cr. 3. (3-3-0).

Addresses the design, theory and development skills and techniques for various digital media. (Formerly "Digital Storytelling").

COMM 4318: Mass Media Communication

Cr. 3. (3-3-0).

Examines theories of mass media communication in relation to the history and development of mass media communication in an American context.

COMM 4322: Public Relations Techniques

Cr. 3. (3-3-0). Prerequisite: COMM 3313; and ENGL 3430 or permission of instructor.

This course teaches public relations techniques and skills such as writing news and feature releases for print and broadcast media, designing newsletters, brochures, and web pages.

COMM 4323: Public Relations Case Studies

Cr. 3. (3-3-0). Prerequisite: COMM 3313.

Application of public relations principles, using case studies and current community examples. Prepares students to critically analyze and provide solutions in the corporate environment.

COMM 4324: Editing for the Media

Cr. 3. (3-3-0). Prerequisite: B or higher in ENGL 1302.

Teaches professional editing techniques for print media. Includes editing print materials for AP style and grammar, headline writing, photo editing, layout and design.

COMM 4325: Virtual Worlds

Cr. 3. (3-3-0).

Course aims to familiarize you with virtual worlds as you explore them in greater depth while equipping you with the necessary tools needed to perform this task. As part of this exploration, we will focus on the history of virtual worlds, their participants and social and cultural issues surrounding them.

COMM 4326: Digital Games as Communication

Cr. 3. (3-3-0).

This course brings questions about texts, producers and audiences to the new medium of the digital game as a way to further our understanding of this popular cultural phenomenon. Studying the games themselves, casting a critical eye toward the game industry and examining how audiences engage these games will ground the questions we will address in the course.

COMM 4330: Theories of Web Design

Cr. 3. (3-3-0).

Examines the tensions between old media and new in digital culture by surveying theoretical approaches to this relationship.

COMM 6300: Special Topics

Cr. 3. (3-3-0).

Includes topics such as the Rhetoric of Social Intervention, Communicating in Relationships and Web Design. May be repeated when topics vary.

COMM 6331: Studies in Communication Theory

Cr. 3. (3-3-0).

Survey of the communication field focusing on the construction and function of contemporary theories in communication.

COMM 6334: Studies in International and Intercultural Communication

Cr. 3. (3-3-0)

Survey of contemporary theories on the nature of culture, how cultures vary, and the challenges of communication between cultures.

COMM 6335: Studies in Rhetoric and Persuasion

Cr. 3. (3-3-0)

Explores rhetorical theories and their application in various contexts for the purpose of more fully understanding how persuasion works.

COMM 6340: Media Studies

Cr. 3. (3-3-0)

Explores media theories and their application to better engage the relationship between media, culture, technology, and social change.

Computer Science (COSC)

- COSC 1301: Technology and Problem Solving**
Cr. 3. (3-3-0).
Introduction to technology, algorithmic problem solving and their applications for students in sciences, humanities, social sciences and business.
- COSC 1436: Programming Fundamentals I**
Cr. 4. (4-3-1).
Topics include fundamental concepts of programming, data types, control structures, functions, arrays, and the methods of running, testing and debugging.
- COSC 1437: Programming Fundamentals II**
Cr. 4. (4-3-1). *Prerequisites: COSC 1436*
Topics include fundamental concepts of object-oriented design, definitions and use of classes, basic analysis of algorithms, searching and sorting techniques, and an introduction to software engineering.
- COSC 3315: Application Design Using GUI and Database**
Cr. 3. (3-3-0). *Prerequisite: COSC 3317 or 6 s.h. of programming*
Component based Desktop Application development, ADO, component based design and implementation, COM, Active X Control, object hierarchies, MDI programming, and database accessing.
- COSC 3317: Object Oriented Program & Design**
Cr. 3. (3-3-0). *6 s.h. programming; C++ or Java preferred.*
A study of concepts of object oriented technology in programming and design. Object oriented programming in Java. *(Formerly: ISC 4317)*
- COSC 3325: Information Systems in Organizations**
Cr. 3. (3-3-0). *Prerequisite: COSC 1301 or 3 s.h. of programming.*
An introduction to the functions of information systems in organization and their relationships to organizational objectives and structure. Studies of decision theory, quantitative procedures, system design and types of applications that are part of an information system.
- COSC 3331: Data Structures and Algorithms I**
Cr. 3. (3-3-0). *Prerequisite: COSC 3317*
A study of basic data structures and algorithm concepts and their application to computing problems including searching, sorting, recursion. Analysis of algorithms. Implementation of theoretical concepts for data structures and software design in Java.
- COSC 3332: Computer Organization and Architecture**
Cr. 3. (3-3-0). *Prerequisite: 3 s.h. of COMPUTER SCIENCE or APPLICATIONS or equivalent knowledge.*
Provides analysis of the level structure of a typical computer system. Topics include machine, assembly and logic gates levels, programming in machine and assembler languages, memory and processor organization, combinational and sequential networks. *(Formerly: Computer Organization & Programming)*
- COSC 3333: Data Structures and Algorithms II**
Cr. 3. (3-3-0). *Prerequisite: COSC 3331*
A study of advanced data structures and algorithms and their application to computing problems. Implementation of data structures and algorithms in Java. Software design; Problem spaces; AI search algorithms: breadth-first, depth-first, best-first, minimax search, alpha-beta pruning, constraint satisfaction, and backtracking.
- COSC 3347: Computer Graphics and Applications**
Cr. 3. (3-3-0). *Prerequisite: COSC 3331.*
Topics include software and hardware required for computer graphics systems; data structures, programming languages and software systems as they apply to graphics systems.

- COSC 4102: 4302: Independent Study**
Cr. 1 or 3 per semester. Prerequisites: 6 s.h. of computer science and approval of school dean.
- COSC 4300: Selected Topics in Computer Science or Information Systems**
Cr. 3. (3-3-0). Prerequisites: COSC 3317 and instructor approval. May be repeated when topics vary.
- COSC 4305: Computer Science Internship**
Cr. 3. Prerequisite: Senior status and consent of instructor.
 Provides students the opportunity to apply classroom theory to actual practice.
- COSC 4320: Software Engineering**
Cr. 3. (3-3-0). Prerequisite: COSC 3333.
 Systems life cycle, requirements specification structured analysis and design, object oriented analysis and design, other methodologies, testing strategies, and CASE applied in course project.
- COSC 4321: IT Project Management**
Cr. 3. (3-3-0). Prerequisite: Minimum 9 hours GMNG or COSC courses.
 Acquire and apply knowledge and skills necessary to lead, manage, and be a member of successful IT project teams such as software or game development projects. Planning, estimating, scheduling, risk management, tracking, staffing, organization, quality management, and configuration management. (Formally ISC 4321)
- COSC 4324: Computer Architecture**
Cr. 3. (3-3-0). Prerequisite: COSC 3332.
 Methods of organizing hardware and associated software into efficient, reliable systems. Topics include design of processors, memory and communication, fault tolerance, and parallel computation.
- COSC 4331: Structure of Programming Languages**
Cr. 3. (3-3-0). Prerequisite: COSC 3333.
 Description, classification and analysis of programming languages and their associated processes. Propositional and predicate logic. Resolution and theorem proving.
- COSC 4336: Database Systems**
Cr. 3. (3-3-0). Prerequisite: Minimum 9 hours GMNG or COSC courses.
 An introduction to the concepts of database design, their languages, and their associated applications. A careful analysis of the structures of some database management systems representing hierarchal plex (network) and relational models. A comparison of some contemporary database management system concepts. (Formally ISC 4336)
- COSC 4337: Operating Systems**
Cr. 3. (3-3-0). Prerequisite: COSC 3331.
 Operating system analysis and design process scheduling; deadlocks; concurrency, memory management, file systems, disk scheduling, UNIX; other case studies.
- COSC 4339: Telecommunication and Networks**
Cr. 3. (3-3-0). Prerequisite: COSC 3325 or 3 s.h. of programming.
 Topics include communications concepts and functions; communications in organizations; communication media, equipment, and software; networking concepts and functions; network media and equipment; networking architecture; communications and networking designs; performance monitoring and pricing; and applications in industry and business.
- COSC 4340: Client-Server Computing**
Cr. 3. (3-3-0). Prerequisite: COSC 4336 or consent of instructor.
 Development, programming, and implementation of client/server systems. The course covers client/server architecture, networks, data processing over networks, multi-user systems, and business applications.

- COSC 4341: Internet Computing**
Cr. 3. (3-3-0). Prerequisite: COSC 3317 and COSC 3315.
 A study of web programming concepts, algorithms, and applications. Client and server side programming, including HTML, JavaScript, ASP JSP, XML, and web database programming.
- COSC 4350: Information Security, Privacy and Ethics**
Cr. 3. (3-3-0). Prerequisite: COSC 3325 or 3 semester hours of programming.
 Social context of computing, professional and ethical responsibilities, intellectual property, privacy, threats and vulnerabilities of information systems, protective measures, encryption algorithms, risk analysis, acceptable use policy.
- COSC 4355: IT Service and Process Management**
Cr. 3. (3-3-0). Prerequisites: COSC 3325 or equivalent knowledge of information technology services and business processes.
 Learn essentials of IT Service Management (ITSM), a process oriented discipline for managing large-scale information technology (IT) systems, the most widely accepted framework for ITSM. Understand how organizations can benefit by applying these principles to the work environment. Cover topics in ITIL Foundation Certificate exam in ITSM. Examine other current best practices for IT Process Management.
- COSC 6105; 6205; 6305: Computer Information Systems Internship**
Cr. 1;2;3. (1- 0); (2-0); (3-3-0). Prerequisites: A minimum of 15 semester hours of graduate courses completed in the program, plus completed course work appropriate to the project, as determined by the Mentor and Director of Internship.
 The Graduate Internship in Compute Information Systems is a one, two, or three credit hour course which an MS-CIS student may complete after completing two full semesters with UHV, with exceptions made on a case-by-case basis. The credit hours earned in the internship class cannot be used for the student's concentration or focus area electives, but only as general electives. Course may be repeated, but a maximum of 3 credits may be applied to the degree program.
- COSC 6300: Special Topics in Computer Science / Information Systems**
Cr. 3. (3-3-0). Prerequisite: Graduate Standing.
 May be repeated for credit when topics vary.
- COSC 6302: Independent Study**
Cr. 3. (3-3-0). Prerequisite: Graduate Standing and approval of instructor.
 Course may be repeated with different topics.
- COSC 6308-6309: Master's Thesis**
Cr. 3 per semester. Prerequisite: Approval by a faculty member, under whom the student has taken at least one course; A minimum overall "B" average in the program.
- COSC 6310: Multimedia Development and Programming**
Cr. 3. (3-3-0). Prerequisite: A good understanding of object-oriented programming.
 A study of media theory and programming skills, such as a creating immersive media driven applications for DVD, CD-Rom and Web; broadcasting TV-quality video on the office LAN and broadband Internet.
- COSC 6320: Mobile, Ubiquitous, and Pervasive Information Systems**
Cr. 3. (3-3-0). Prerequisite: COSC 6339.
 This course provides an in-depth coverage of issues in mobile, ubiquitous, and pervasive information systems. This will include the current and emerging applications, wireless and mobile infrastructure, devices, middleware, and network access issues.
- COSC 6325: Policy, Strategy, and Ethical Issues in Information Systems**
Cr. 3. (3-3-0). Prerequisite: COSC 3325 or equivalent.
 Information systems policies and procedures to support the organization's mission; contemporary information systems strategic planning and policy. A survey of contemporary legal and ethical issues faced by information systems professionals. Case studies will be used to illustrate current best practices.

- COSC 6329: Data Warehousing and Data Mining**
Cr. 3. (3-3-0). Prerequisite: COSC 6336
 Data warehousing; OLAP; data mining; data marts; advanced topics in integration of different technologies.
- COSC 6333: Computer Science Project**
Cr. 3. (3-3-0). Prerequisite: Core Completed. If a substantial part of the core is complete and student is concurrently enrolled in the remainder of the core, student may petition to enroll in the same semester.
 A one-semester course designed to assist the student in the Project Option to complete the special requirements of the Option. The project requires approval by a graduate faculty advisor in the student's area of interest in the semester prior to its inception. Student will develop and prepare a proposal, conduct the research, write the drafts and the final report, and make a presentation to students and program faculty, if required, all with the help of the faculty advisor. Presentation is encouraged.
- COSC 6334: Computer Graphics and Game User Interfaces**
Cr. 3. (3-3-0). Prerequisites: Heavy programming experience and knowledge of programming with C or C++ languages in Windows or Linux environments.
 The objective of this course is to introduce the students to Computer Graphics and Games using interactive sound, animation, and multimedia interface design.
- COSC 6335: Computational Science**
Cr. 3. (3-3-0). Prerequisites: Calculus II, Probability and Statistics, and experience in programming.
 In this course techniques for designing computational frameworks for a number of interdisciplinary applications are investigated. The computational mechanisms covered in the course range from analytical modeling to stochastic processes.
- COSC 6336: Database Systems Development**
Cr. 3. (3-3-0). Prerequisite: 3 s.h. of programming in an object-oriented programming language or equivalent experience.
 Design principles of large database-based applications and distributed database. Formerly "Database Design."
- COSC 6337: Web Mining & Information Retrieval**
Cr. 3. (3-3-0) Prerequisite: Graduate Standing
 To study the impact of the Web on the business side of data mining. To introduce the field of information retrieval. To study the different models used to define and retrieve relevant information from the internet and the measures used to evaluate the performance of a model.
- COSC 6338: Computer Architecture and Parallel Processing**
Cr. 3. (3-3-0). Prerequisite: Nine advanced hours of computer science (COSC 3332 or COSC6340 is recommended).
 Organizational and operational analysis of digital computers at the component and functional levels. Design and performance issues. Algorithms and architectures for parallel processors.
- COSC 6339: Network Design and Management**
Cr. 3. (3-3-0). Prerequisite: Graduate Standing
 Concepts and mechanisms of data transport systems including information in the form of data, voice, and image, Network architecture, terminology, control, and general topologies. Current equipment and physical interconnection are explored in an applied model incorporating a range of network services to support application development, distributed processing, information centers, and distance learning. Emphasis is placed on the impact of data communications technology on organizations and on the design of future information systems.

- COSC 6340: Software and System Architecture**
Cr. 3. (3-3-0). Prerequisite: 3 semester hours of programming; Graduate Standing.
Concepts of computer systems from applications down to logic gates. Topics include high-level languages, operating systems, assembly and machine languages, and architecture.
- COSC 6341: Internet Programming**
Cr. 3. (3-3-0). Prerequisite: A good understanding of object-oriented programming.
A study of JAVA programming skills for Internet applications, through learning JAVA concepts and developing JAVA applications in the areas of computer graphics, graphical user interface, multi-threading, multimedia, servlet, RMI, networking and JAVA beans.
- COSC 6342: Software Engineering Project Management**
Cr. 3. (3-3-0). Prerequisite: Programming Experience.
A study of the software development process, how to plan and manage it, process improvement. We will also consider social and environmental factors.
- COSC 6343: Intelligent Agents and Applications**
Cr. 3. (3-3-0). Prerequisites: COSC 6361 or 6 semester hours of programming.
Critically examine what intelligent agents are, how to design them, and how new techniques arising from this field can be applied to problems requiring intelligent solutions in both business and engineering applications. Reference will be made to the different types of problems which intelligent agents techniques can help solve, such as automating decision making, recognition tasks. It will equip students with sufficient understanding of current theory and applications so that they will be able to apply that knowledge to address future software and business needs.
- COSC 6344: Advanced IT Project Management**
Cr. 3. (3-3-0).
Students will acquire and apply the knowledge and skills necessary to manage or lead successful IT and Information Systems project teams. Some advanced topics will be discussed. Term project required.
- COSC 6345: Design and Analysis of Algorithms**
Cr. 3. (3-3-0). Prerequisites: COSC 3333 or equivalent
Study of algorithm design, analysis tools, and techniques for selected problems including sorting, searching, graphs, branch and bound strategies, dynamic programming, game theory, algebraic methods, parallel algorithms, and string matching.
- COSC 6346: Automata and Formal Languages**
Cr. 3. (3-3-0). Prerequisites: COSC 3333 or equivalent
Introduction to fundamental concepts in automata theory and formal languages including grammar, finite automation, regular expression, formal language, pushdown automaton, Turing machine, and an into to computability and decidability. Study the properties of these models, and various rigorous techniques for analyzing and comparing them, using both formalism and examples.
- COSC 6347: System Administration**
Cr. 3. (3-3-0). Prerequisite: Graduate Standing
Develop insight and understanding of Unix systems at a level useful for systems and network administration. Installing and administering Linux. Network administration will be covered at an OS level as an integral part of systems administration. Basic system security, performance tuning, and system diagnostics will be discussed throughout the course. Students will develop an understanding of the Unix philosophy and fundamental design ideas of Unix.

- COSC 6350: Systems Analysis & Design**
Cr. 3. (3-3-0). Prerequisites: COSC 6361 or 6 semester hours of programming.
Systems Development Life cycle and the technologies used to model, design, document, and implement high quality information systems. Systems analysis and design is the essence of the IS professional's work. This course will allow students to synthesize their experiences in software development and project management, into a comprehensive project. CASE tools that emphasize object-oriented analysis and design principles will be used. Requirements determination, specification development, testing, documentation, and reporting will be emphasized.
- COSC 6351: Decision Support Systems**
Cr. 3. (3-3-0). Prerequisites: COSC 3325 or equivalent
Support systems for decision-making in complex, technologically rich environments. Decision theory principles, problem identification, model formulation, and solution procedures. Sample quantitative and qualitative tools to study the behavioral aspects of decision making in a decision support environment. At least one expert system will be examined or developed. Neural networks are discussed.
- COSC 6353: Information Systems Security**
Cr. 3. (3-3-0). Prerequisites: COSC 6361 or 6 semester hours of programming.
Develop knowledge and skills for security of information and information systems within organizations. Concepts and methods associated with planning, designing, implementing, managing, and auditing security at all levels and on all systems platforms, including worldwide networks. Techniques for assessing risk associated with accidental and intentional breaches of security. The associated issues of ethical uses of information and privacy considerations. Security in computer operating systems, networks, and data.
- COSC 6357: Web Engineering**
Cr. 3. (3-3-0). Prerequisites: COSC 6361 or 6 semester hours of programming
Design and implementation of Internet and World Wide Web based application using the current technology. Other topics include data compression, multimedia data technologies, and wireless computing.
- COSC 6358: Advanced Operating System Concepts**
Cr. 3. (3-3-0). Prerequisites: COSC 6340 or equivalent
Learning, understanding, and implementing operating system fundamentals, including process and thread management, concurrency with semaphores and monitors, deadlocks, storage management, file systems, and I/O. Hands-on experiences of operating system design and implementation and how it impacts application systems design and performance.
- COSC 6359: Advanced Computer Communication**
Cr. 3. (3-3-0). Prerequisite: COSC 6339
Study of the conceptual and experimental issues in the design and implementation of data and computer communications from the physical layer to communication architecture and protocols. Formerly "Computer Communication Protocols."
- COSC 6360: Fundamentals of Programming**
Cr. 3. (3-3-0). Prerequisites: Graduate standing. Not open to MAIS students except to satisfy the programming prerequisite. Will NOT count toward the 36 semester hour requirements.
Object-oriented programming using Java; abstraction, encapsulation, inheritance, and polymorphism. The concept of an abstract data type (such as a stack or queue or both) and their implementations. Programming projects will be assigned throughout the semester.

COSC 6361: Programming and Data Structures
Cr. 3. (3-3-0). Prerequisites: COSC 6360. Not open to MAIS students except to satisfy the programming prerequisite. Will NOT count toward the 36 semester hour requirements.
Object-oriented programming using Java; abstraction, encapsulation, inheritance, and polymorphism. The concept of an abstract data type (such as a stack or queue or both) and their implementations. Programming projects will be assigned throughout the semester.

COSC 6390: Integrating the Enterprise, IS Function and IS Technologies
Cr. 3. (3-3-0). Prerequisites: Completion of the entire core.
Builds on previous courses, integrative in nature. Taught in seminar style. Current and strategic issues in information management from the executive perspective; analyze, synthesize, and respond at the highest organization level. Overall information needs of an organization and the role information systems play in meeting those needs. A major research paper based on a thorough literature search of primary sources in information systems; presentation of research.

Counseling (COUN)

COUN 6300: Selected Topics in Counselor Education
Cr. 3. (3-3-0). Prerequisites: Approval of advisor and school dean.

COUN 6302: Independent Study
Cr. 3 per semester. Prerequisites: Approval of advisor and school dean. No more than 6 semester hours on program of studies.

COUN 6303: Practicum in Counseling
Cr. 3. Prerequisite: COUN 6333, COUN 6321, COUN 6327, COUN 6329, and COUN 6311. COUN 6310 or COUN 6322. 24 s.h. completed in Counseling Program and Consent of Instructor.
Experiences in field situations under supervision. Includes seminars.

COUN 6310: Counseling in the Schools
Cr. 3. (3-3-0)
The role of the school counselor in providing essential service and comprehensive programs.

COUN 6311: Multicultural Counseling
Cr. 3. (3-3-0).
Introduction to the cognitive, affective and behavioral considerations associated with counseling diverse client populations.

COUN 6315: Principles and Techniques of Stress Management
Cr. 3. (3-3-0).
An introduction to the principles of stress and the stress response. The potential impact of stress upon mental/physical health and coping will be explored.

COUN 6316: Addiction Counseling: Theory and Techniques
Cr. 3. (3-3-0).
An introduction to the addiction process and methods of intervention. Includes exploration of the behaviors, feelings and defenses as positive/negative adaptive methods of coping.

COUN 6317: Couples and Family Dynamics
Cr. 3. (3-3-0). Prerequisite: COUN 6327.
An introduction to the theory and techniques of couples and family counseling.

COUN 6318: Assessment in Counseling
Cr. 3. (3-3-0). Prerequisite: COUN 6321.
Study will include principles, procedures and ethics of assessment in counseling, assessment instruments, statistical concepts and evaluation and interpretation of assessment data.

- COUN 6319: Death and Dying**
Cr. 3. (3-3-0).
 Study of issues surrounding the process of death and grieving. Students will explore theoretical approaches to helping individuals experiencing grief.
- COUN 6320: Feminist Counseling: Theory and Techniques**
Cr. 3 (3-3-0).
 Gender differences in counseling, traditional approaches, high prevalence disorders among women, crisis intervention and alternative or nontraditional approaches.
- COUN 6321: Professional Orientation to Counseling**
Cr. 3. (3-3-0).
 Study of the history, role identity, ethics, and legal standards of counseling.
- COUN 6322: Abnormal Human Behavior**
Cr. 3. (3-3-0).
 A survey of emotional, mental and behavioral dysfunction across the life span.
- COUN 6324: Consultation Theory and Practice**
Cr. 3. (3-3-0).
 Course will provide an overview of consultation theories for professional counselors and help students develop consultation skills for schools, community agencies and other organizational settings.
- COUN 6325: Career Education: The Counselor's Role**
Cr. 3. (3-3-0).
 A study of career theories, methods of appraisal, and counseling techniques of the career development throughout the lifespan.
- COUN 6327: Theories of Counseling**
Cr. 3. (3-3-0).
 A survey of current theoretical models and techniques utilized in counseling relationships.
- COUN 6328: Gestalt Theory and Techniques**
Cr. 3. (3-3-0). Prerequisite: COUN 6327.
 Advanced study in the theory and techniques of Gestalt counseling.
- COUN 6329: Group Counseling: Theory and Techniques**
Cr. 3. (3-3-0).
 A study of group dynamics, process, theoretical applications, techniques and leadership skills in an experiential setting.
- COUN 6332: Counseling Across the Life Span**
Cr. 3. (3-3-0).
 The course includes major theories of human development across the life span with understanding of stages and developmental tasks. The counseling process, interventions and strategies will be addressed in relation to the topical issues.
- COUN 6333: Counseling Techniques**
Cr. 3. (3-3-0).
 Techniques and processes of interviewing and counseling in an experiential setting. Use of audio and videotaping with clients.
- COUN 6336: Counseling Children and Adolescents in Crises**
Cr. 3. (3-3-0).
 Assessment and techniques of working with children and adolescents in personal or family crises. (Formerly: Counseling Children In Crises)
- COUN 6337: Crisis Response**
Cr. 3. (3-3-0)
 Introductory course in crisis response/intervention for mental health professionals, trained paraprofessionals/laypersons, including crisis/trauma/models of crisis, crisis assessment/strategies/ applications/ethical/ legal aspects of crisis intervention.
- COUN 6338: Introduction to Play Therapy**
Cr. 3. (3-3-0). Prerequisites: COUN 6327, COUN 6333, and COUN 6332
 This course provides an overview of the elements and principles of play therapy, including history, theories, modalities, techniques, applications and skills.

- COUN 6339: Play Therapy in School Settings**
Cr. 3. (3-3-0). Prerequisites: COUN 6327, 6329, 6332, and 6333
 Designed for use by the school counselor and professional licensed counselors in schools to deal with adjustment, academic and milder forms of behavioral difficulties typically encountered in the school setting.
- COUN 6340: Advanced Counseling Techniques**
Cr. 3. (3-3-0). Prerequisite: COUN 6321, COUN 6333, COUN 6327, COUN 6329.
Advanced counseling skills development. Individual and group assessment of each student's counseling skills.
- COUN 6342: The American Community College**
Cr. 3. (3-3-0).
 A comprehensive description of American community colleges, and the changing role of student services.
- COUN 6343: Psychopharmacology**
Cr. 3. (3-3-0).
 Introduction to psychopharmacology for counseling. Topics include basic neurobiology, pharmacokinetics, assessment, and history taking, and drugs as they relate to the treatment of various disorders. Course will focus on the classifications of psychotropic drugs, their indications for use, intended drug actions, common side effects and adverse reactions.
- COUN 6344: The College Student**
Cr. 3. (3-3-0).
 A survey of the characteristics and needs of college students including student subcultures that affect the campus environment and the counseling services required for student success.
- COUN 6345: Research and Program Evaluation**
Cr. 3. (3-3-0).
 This course is designed to introduce students to the importance and uses of research in counseling. It will cover basic univariate statistics, how to critique published research, and how to use research in applied settings.
- COUN 6346: Introduction to Student Services in Higher Education**
Cr. 3. (3-3-0).
 A comprehensive study of critical issues and trends in higher education student services as reflected in current research.
- COUN 6348: Internship in Counseling**
Cr. 3. (3-3-0). Prerequisite: COUN 6303 for School Counseling and Community Counseling Students; COUN 6346, COUN 6321, COUN 6311, and COUN 6327 for Student Affairs Students.
 Supervised experience in counseling in schools, community mental health organizations, and offices of college and student affairs. Students are required to complete two sections of this course over two semesters for the M.Ed. in School or Community Counseling.
- COUN 6350: Community Agency Counseling**
Cr. 3. (3-3-0).
 Didactic and experiential training to prepare the community-oriented counselor for work with service, welfare, health and charitable organizations and agencies that require unique counseling expertise.

Criminal Justice (CRIJ)

CRIJ 1301: Intro to Criminal Justice

Cr. 3. (3-3-0).

History and philosophy of criminal justice, ethical considerations, definition of crime, its nature and impact, overview of criminal justice system, law enforcement, court systems and corrections.

CRIJ 3310: Foundations of Criminal Justice

Cr. 3. (3-3-0).

Overview of the interdisciplinary nature of criminal justice. Examined in brief are the various aspects which comprise the framework of the criminal justice system. Required course/gateway course to program.

CRIJ 3314: Criminal Justice Administration

Cr. 3. (3-3-0).

Study of contemporary theories of management and supervision from an interpersonal relations standpoint. Emphasis on establishing and maintaining effective communications and a supportive environment. (Formerly: *Criminal Justice Personnel Administration*; and also *Introduction To Police Management*)

CRIJ 3316: Ethics of Social Control

Cr. 3. (3-3-0).

The role of law in controlling behavior, questions of individual responsibility and governmental obligation and authority, and professional ethics in corrections and law enforcement.

CRIJ 3318: Criminology

Cr. 3. (3-3-0).

The examination of the causes of crime (etiology) by exploring and analyzing sociological, biological and psychological theories of crime causation.

CRIJ 3321: American Court Systems

Cr. 3 (3-3-0).

Focuses on the role of the courts in the administration of criminal justice. Topics include court structures, the Supreme Court, plea bargaining, and trial proceedings.

CRIJ 3322: Patterns and Typologies

Cr. 3. (3-3-0).

Concentrates on major patterns of offender behavior, career criminal data, and systematic classification of criminal behavior. Included are terrorism, mass and serial criminals.

CRIJ 3323: Institutional Corrections

Cr. 3. (3-3-0).

Historical analysis of the development, philosophy and function of incarceration in America. Examination of issues, trends and practices in institutional corrections.

CRIJ 3324: Research Methods in Criminal Justice I

Cr. 3. (3-3-0). Prerequisite: CRIJ 3318 or consent of instructor.

Introduces the student to some of the fundamentals of knowledge-generating processes in criminal justice. Discussion of research techniques and writing.

CRIJ 4102: 4202: 4302: Independent Study

Cr. 1-3 per semester.

Restricted to 5 s.h. toward requirements of plan (alone or in combination with *Directed Research*).

CRIJ 4103: 4203: 4303: Directed Research in Criminal Justice

Cr. 1-3 per semester. Prerequisites: CRIJ 3324 and CRIJ 4424 or consent of instructor. Restricted to 5 s.h. (alone or in combination with *Independent Study*)

Designed to enable advanced students the opportunity to experience development and implementation of a research project in the area of criminal justice.

CRIJ 4300: Selected Topics in Criminal Justice

Cr. 3. (3-3-0). May be taken twice for credit toward plan if topics differ.

On recommendation of advisor, when topic is appropriate for specialization.

- CRIJ 4305: Internship for Criminal Justice Plans**
Cr. 3 per semester. Prerequisite: Senior standing. May be taken twice for credit.
 Supervised placement with one or more of the agencies comprising the criminal justice system. Requires five class meetings, 135 field hours and project.
- CRIJ 4311: Criminal Law**
Cr. 3. (3-3-0).
 General doctrines of criminal law and their application in the Texas penal code.
- CRIJ 4312: Alternatives to Incarceration**
Cr. 3. (3-3-0). Prerequisite: CRIJ 3323.
 Explores alternatives to imprisonment and intermediate sanctions. Included are probation, parole, diversion and other community-based corrections. Theories of rehabilitation, treatment and corrections are covered. *(Formerly: Probation and Parole)*
- CRIJ 4313: Juvenile Justice System**
Cr. 3. (3-3-0).
 The history, philosophy and role of the juvenile court with emphasis on jurisdiction, treatment, criminal proceedings, and the family court.
- CRIJ 4315: Group and Gang Delinquency**
Cr. 3. (3-3-0). Prerequisite: CRIJ 4313.
 Study of group behavior, peer relationships and adolescence. Focus is on the history and development of gangs, female gangs, theories, and policies.
- CRIJ 4318: Victimology**
Cr. 3. (3-3-0).
 A study of victims, victimization and the consequences of victimization, including victims of sexual assault and child abuse; victim's rights and services.
- CRIJ 4320: Senior Seminar**
Cr. 3. (3-3-0). Prerequisite: CRIJ 3310, CRIJ 3314, CRIJ 3318, CRIJ 3324, CRIJ 4424
 Intensive seminar examining students understanding of fundamental knowledge gained throughout the curriculum. Designed to build analytical abilities and measure comprehension.
- CRIJ 4321: Policing a Democratic Society**
Cr. 3. (3-3-0).
 An in-depth look at the relationship between law enforcement and American society. Focus is on police-community relations, the police subculture, social perception and cultural differences.
- CRIJ 4322: Advanced Criminology**
Cr. 3. (3-3-0). Prerequisite: CRIJ 3318.
 Provides an advanced understanding of factors related to crime by study of selected theories and their impact on criminal justice philosophy and practice.
- CRIJ 4424: Research Methods in Criminal Justice II**
Cr. 4. (3-1). Prerequisite: CRIJ 3324.
 Methods and techniques of research. Design of studies, data collection and interpretation of results. Emphasis on use of computers in research.
- CRIJ 6300: Selected Topics in Criminal Justice.**
Cr. 3. (3-3-0).
 Topics to be related to the criminal justice field.
- CRIJ 6322: Criminological Research Design & Quantitative Analysis**
Cr. 3. (3-3-0). Prerequisites: Graduate Student, College Algebra, and 3 hours of statistics at any college level.
 Methods and techniques of research and research design; conducting and assessing research in the criminal justice agency management environment; and the use of descriptive and inferential statistics and computer applications as used in criminal justice research.
- CRIJ 6330: Advanced Criminology**
Cr. 3. (3-3-0).
 History of criminological thought, etiology of criminal behavior, and analysis and evaluation of contemporary criminological theories.

CRIJ 6331: Advanced Patterns & Typologies
Cr. 3. (3-3-0).
Patterns of criminal behavior, career criminal data, and systematic classification of criminal behavior. Emphasis placed on serial murder and forensic techniques.

CRIJ 6332: Advanced Criminal Justice Administration
Cr. 3. (3-3-0). Prerequisites: Graduate Student
Study of contemporary theories of management and supervision from an interpersonal relations standpoint. Emphasis on establishing and maintaining effective communications and a supportive environment.

Curriculum and Instruction (CUIN)

CUIN 1100: Selected Topics in Curriculum and Instruction
Cr. 3. (3-3-0). May be repeated when topics vary.

CUIN 1300: Selected Topics in Curriculum and Instruction
Cr. 3 (3-3-0). May be repeated when topics vary.

CUIN 1310: The Art of Teaching
Cr. 3. (3-3-0).
Provide insight into the teaching profession through field-based observations of P-12 classrooms with diverse populations in order to analyze schools and classrooms.

CUIN 1318: The Well Child
Cr. 3. (3-3-0).
A study of factors that impact the well-being of the children including healthy behavior, food, nutrition, fitness, and safety practices. There is a focus on local and national standards, as well as legal implications of relevant policies and regulations. Field Experience with children, infancy through age 12, is required.

CUIN 1319: Geography for the 21st Century Classroom
Cr. 3. (3-3-0).
Introduction to geographical perspective for future educators to master subject content while focusing on spatial distributions of human activities that account for present and past cultural patterns such as population, folk and popular culture, language, religion, gender, ethnicity, politics, and economic development.

CUIN 2300 Selected Topics in Curriculum and Instruction
Cr. 3. (3-3-0)
May be repeated when topics vary.

CUIN 2310: Introduction to Special Populations
Cr. 3. (3-3-0).
An overview of diversity in schools and classrooms in language, gender, socioeconomic status, ethnic, and academic with field-based observations in P-12 classrooms.

CUIN 2312: Educational Technology for Teaching, Learning, and Communicating
Cr. 3. (3-3-0).
Student content mastery of applications of word processing, databases, spreadsheets, desktop publishing, and the internet integrated with curriculum software, communities of shared interest, and media rich teaching and learning tools.

CUIN 3300: Selected Topics
Cr. 3. (3-3-0) May be repeated when topics vary.

CUIN 3323: Instructional Design
Cr. 3. (3-2-1). Prerequisites: Admission to Teacher Education. Concurrent enrollment in INDS 3323.
Introduces pre-service teachers to skills and knowledge necessary to design instruction for today's classrooms.

- CUIN 3324: Effective Classroom Management and Student Assessment for Learning**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education program; Successful completion of Block I courses.
 Best practices and subject mastery, conflict resolution, and classroom assessment with application of a variety of communication styles and assessment methods to help students become self-regulated learners.
- CUIN 3326: The Professional Educator**
Cr. 3. (3-3-0).
 A study of the essential components of effective teaching, curriculum development and classroom management skills. Certification only, EC-4, EC-6, 4-8, 8-12.
- CUIN 4100: Selected Topics in Curriculum and Instruction**
Cr. 3. (3-3-0). May be repeated when topics vary.
- CUIN 4300: Selected Topics in Curriculum and Instruction**
Cr. 3. (3-3-0). May be repeated when topics vary.
- CUIN 4302: Independent Study**
Cr. 3 per semester or more than 3 by concurrent enrollment. Prerequisite: Approval of school dean.
- CUIN 4303: Student Teaching in an English as a Second Language Classroom**
Cr. 3. Prerequisite: Admission by application to the Director of Field Experiences.
 English as a second language teaching experience in a public or laboratory school, guided by a cooperating teacher and directed by a university supervisor.
- CUIN 4307: Professional Seminar: Capstone Course**
Cr. 3. (3-3-0). Prerequisite: Admitted to the University of Houston-Victoria Teacher Education Program. Enrolled in the last semester of coursework for degree and certification.
 Teaching in an accredited school, guided by a cooperating teacher and directed by a university supervisor, includes university student teaching seminars.
- CUIN 4308: Professional Seminar**
Cr. 3. (3-0-3). Prerequisites: Admission by application to Director of Field Experiences.
 Effective lesson planning, teaching strategies, questioning strategies, and classroom management for classroom teacher or instructional aide, in a school setting, under the guidance of a facilitator/mentor.
- CUIN 4310: Teaching Diverse Populations**
Cr. 3. (3-3-0).
 Examination of divergent communities and education through cultural categories.
- CUIN 4311: Mathematics Concepts and Methods for Secondary Teachers**
Cr. 3. (3-3-0). Prerequisites: INDS 3323 and CUIN 3323 and Admission to Teacher Education. 6 s.h. of college mathematics and consent of instructor
 Introduction to the nature, history, methods and applications of mathematics and to mathematic journals of relevance to secondary teachers; study of computer algorithms and applications and survey of computer related journals of relevance to secondary teachers.
- CUIN 4312: Effective Teaching Models**
Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education.
 Facilitates learning through research-based effective models and strategies of teaching. Teacher certification only.
- CUIN 4313: Secondary Teaching Strategies**
Cr. 3. (3-3-0) Prerequisites: Admission to Teacher Education
 The secondary pre-service teacher will be given opportunities to create, observe, and evaluate classroom strategies for secondary students.
- CUIN 4315: Secondary Science Methods**
Cr. 3. (3-3-0). Prerequisite: Instructor approval; Admission to Teacher Education
 Course focus is on methods, materials, and technology for teaching science in secondary schools.
- CUIN 4316: Effective Social Studies Instruction**
Cr. 3. (3-3-0). Prerequisite: Admission to teacher education program. Block III.
 Analysis and integration of early and middle school social studies curriculum based upon cognitive and social development, current research and state mandates.

- CUIN 4320: Teaching English as a Second Language**
Cr. 3. (3-3-0). Prerequisite: Advisor approval.
 Study of methods and materials in teaching students of limited English speaking ability. Instruction and practice in designing strategies and using appropriate materials derived from assessment of specific linguistic competencies.
- CUIN 4322: Elementary Science Methods**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education Program
 Elementary science methods: Teaching science as inquiry, teaching for understanding, the nature of science, safety, laboratory design, technology, classroom planning, management, assessment and evaluation.
- CUIN 4324: Teaching Mathematics Methods**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education
 Provides a base for understanding the mathematics curriculum and how children learn mathematics in an EC-6 classroom. Field-based hours are included.
- CUIN 4325: Assessment in Mathematics and Science**
Cr. 3. (3-3-0).
 Uses a variety of formal and informal assessment techniques appropriate to monitor and guide instruction and to evaluate and report student progress.
- CUIN 4326: Mathematical Perspectives**
Cr. 3. (3-3-0).
 Historical development of mathematical ideas, the interrelationship between the society and mathematics, the structure of mathematics and the evolving nature of mathematics and mathematical knowledge.
- CUIN 4357: Science for the Middle School**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education; Block I
 Curriculum, concepts, methods and materials for grades 4-8 science program in a field-based setting.
- CUIN 4358: Science for the Middle School (Non Field Based)**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education; Block I
 Curriculum, concepts, methods and materials for grades 4-8 science program in a non-field-based setting.
- CUIN 4360: Beginning Math and Science**
Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education, CUIN 3323. INDS 3323, and LITY 3310.
 A developmentally appropriate approach to create math and science curriculums for students in the preschool and primary grades. Designed for EC-6 teacher candidate.
- CUIN 6100: Selected Topics in Curriculum and Instruction**
Cr. 1. (1-0).
- CUIN 6102: Independent Study**
Cr. 1. (1-0).
- CUIN 6300: Selected Topics in Curriculum and Instruction**
Cr. 3. (3-3-0). Prerequisites: Approval of advisor and school dean.
- CUIN 6302: Independent Study**
Cr. 3. per semester. Prerequisites: Approval of advisor and school dean.
- CUIN 6305: Professional Research**
Cr. 3. Prerequisites: FEDU 6321 or FEDU 6322 and approval of instructor.
 Designing and conducting independent and original school-based research projects.
- CUIN 6306: Practicum in Gifted/Talented Education**
Cr. 3. Prerequisites: CUIN 6370, 6371, 6372, 6373, and advisor approval.
- CUIN 6308:6309 Master's Thesis**
Cr. 3. (3-3-0).
- CUIN 6311: Curriculum & Technology**
Cr. 3. (3-3-0). Prerequisites: Basic computer skills.
 Educators learn to use and evaluate the use of current multimedia technology in restructuring the learning environment to meet the needs of diverse learners.

- CUIN 6312: Human Development and Learning**
Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education VOICE Program
 Theoretical study of the social, emotional, physical and intellectual development of children and adolescents as they apply to learning experiences in the classroom.
- CUIN 6314: Classroom Practice, Process, & Procedure**
Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education VOICE Program
 Formulation and implementation of the essential knowledge and skills necessary for becoming a professional educator. Content includes theories of curriculum development, instructional technology, and classroom management.
- CUIN 6315: Application of Physics for Teachers**
Cr. 3. (3-3-0).
 Introduction of basic concepts in physics and the utilization of inquiry method for teaching physics in elementary schools.
- CUIN 6316: Application of Educational Roles & Responsibilities I**
Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education VOICE Program; Must be employed in an Internship as Teacher of Record
 This course is designed to provide interns with the skills needed to fulfill their professional roles and responsibilities in an accredited school setting.
- CUIN 6317: Application of Educational Roles & Responsibilities II**
Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education VOICE Program; Must be employed in an Internship as Teacher of Record
 This course is designed to provide interns with the skills needed to fulfill their professional roles and responsibilities in an accredited school setting.
- CUIN 6318: Practicum Seminar**
Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education VOICE Program
 This course provides an understanding of the complex and dynamic nature of teaching.
- CUIN 6319: Practicum in Teaching**
Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education VOICE Program; CUIN 6318 Practicum Seminar
 The Practicum in Teaching is supported by current research practices in a public school or TEA accredited private school and guided by a mentor teacher.
- CUIN 6320: Models of Teaching**
Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education VOICE Program
 Formulation and implementation of various teaching strategies supported by current research theory and practice to promote learning in EC-12 classrooms.
- CUIN 6321: Principles of Curriculum Development**
Cr. 3. (3-3-0).
 A study of curriculum development since 1900; approaches to curriculum construction, determination of objectives, selection and adaptations of subject matter.
- CUIN 6322: Principles of Curriculum Organization**
Cr. 3. (3-3-0).
 Principles of curriculum organization and the selection and evaluation of instructional materials. Rationale underlying major positions on those issues.
- CUIN 6327: Theory and Practice of Adult Learning**
Cr. 3. (3-3-0).
 Overview of theories, practices of adult learning. Curricular foundations for higher education. Study of *andragogy*, self-directed learning, situated learning and transformational learning. Exploration of effective classroom methodology – critical thinking and instruction via current technologies.
- CUIN 6328: Internship in Higher Education**
Cr. 3. (3-3-0).
 Mentoring of higher education faculty with classroom visits, professional seminars on selected topics. Guided development of individual research or study plans in the specific teaching field of the intern.

- CUIN 6331: Application of Life Science for Teachers**
Cr. 3. (3-3-0). Prerequisites: Bachelors Degree
 This course will enhance teachers' life science teaching skills. It will include the following topics: plant biology, animals' structures and functions, genetics, evolution, natural selection, biodiversity, and cells.
- CUIN 6332: Education in a Multicultural Society**
Cr. 3. (3-3-0).
 Examination of psychological, sociological, political and economic forces on education within various communities.
- CUIN 6335: Applications of Environmental Science for Teachers**
Cr. 3. (3-3-0). Prerequisites: Bachelors Degree.
 This course will enhance teacher's environmental science teaching skills. It will include the following: environmental science and systems, ecology, human population, conservation biology, resource management, health, water systems and resources, pollution, global climate change., etc.
- CUIN 6336: Applications of Science Methods for Teachers**
Cr. 3. (3-3-0). Prerequisites: Bachelors Degree.
 This course enhances teacher instructional skills. It includes case studies, teaching science as inquiry, teaching for understanding, the nature of science, classroom planning, management, assessment and evaluation.
- CUIN 6337: Applications of Earth Science for Teachers**
Cr. 3. (3-3-0). Prerequisites: Bachelors Degree.
 This course will enhance teachers' Earth Science knowledge and instructional skills. It includes topics and principles in geology, oceanography, meteorology, and astronomy.
- CUIN 6338: Application of Chemistry for Teachers**
Cr. 3. (3-3-0).
 Introduction of basic concepts in chemistry and the utilization of inquiry method for teaching chemistry in elementary schools.
- CUIN 6341: Teaching Problem Solving**
Cr. 3. (3-3-0). Prerequisites: Admission to EC-4 or 4-8 Master Math Teacher Cert. Prog.
 Methodology and content for understanding and using mathematical processes to reason, solve problems, make connections and communicate mathematically to teach the statewide curriculum.
- CUIN 6342: Assessment in Mathematics**
Cr. 3. (3-3-0). Prerequisites: Admission to EC-4 or 4-8 Master Math Teacher Certificate Program
 Methodology and content for selecting assessments for diagnosing, evaluating, and reporting student progress and to become more effective teaching the statewide curriculum.
- CUIN 6343: The Math Teacher as Leader**
Cr. 3. (3-3-0). Prerequisites: Admission to EC-4 or 4-8 Master Math Teacher Certificate Program
 Study of leadership skills and best practices for mathematics teachers as leaders working with school, districts, state and/or national (NCTM) initiatives and issues.
- CUIN 6346: Math Applications and Research**
Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education.
 Mathematical concepts, skills and research, which address Standards and TExES, will be objective of class with reference to classroom experiences.
- CUIN 6347: Teaching Number Concepts**
Cr. 3. (3-3-0). Prerequisites: Admission to EC-4 or 4-8 Master Math Teacher Certificate Program
 Methodology and content research on number systems and their vertical alignment, operations, algorithms, and quantitative reasoning to teach the statewide curriculum.
- CUIN 6348: Teaching Algebra and Geometry**
Cr. 3. (3-3-0). Prerequisites: Admission to EC-4 or 4-8 Master Math Teacher Certificate Program
 Methodology and content for understanding and applying patterns, relations, and functions; algebraic, analytic, geometric, and spatial reasoning; and measurement concepts to teach the statewide curriculum.

- CUIN 6349: Teaching Probability and Statistics**
Cr. 3. (3-3-0). Prerequisites: Admission to EC-4 or 4-8 Master Math Teacher Certificate Program
 Methodology and content appropriate to understand probability and statistics, the applications and vertical alignment of probability and statistics concepts to teach the statewide curriculum.
- CUIN 6350: Teaching the Social Sciences & History**
Cr. 3. (3-3-0).
 Recent literature, teaching methods and trends. (Formerly: EED 6350 Teaching the Social Studies.)
- CUIN 6370: Introduction to Gifted/Talented Education**
Cr. 3. (3-3-0). Prerequisite: Postbaccalaureate status.
 Survey of gifted education: topics include characteristics, identification procedures, programs, curriculum, instructional strategies, assessment of current issues, and professional literature.
- CUIN 6371: Learning Theories Applicable to Gifted/Talented Education**
Cr. 3. (3-3-0). Prerequisite: CUIN 6370.
 Psychological theories and teaching/learning models related to gifted/ talented education. Includes research on creative and critical thinking.
- CUIN 6372: Curriculum for Gifted/Talented Education**
Cr. 3. (3-3-0). Prerequisites: CUIN 6370 and 6371.
 Strategies and techniques for developing differentiated curriculum. Includes scope and sequence, instructional strategies, material selection, evaluation and current literature.
- CUIN 6373: Assessment and Guidance for Gifted/Talented**
Cr. 3. (3-3-0). Prerequisite: CUIN 6370.
 Identification and evaluation of gifted students. Includes interpretation of appropriate objective and subjective measures. Study of psycho/social nature and needs of gifted.

Communication Design (DSGN)

- DSGN 3320: Advanced Typography**
Cr. 3. (3-3-0).
 Explores advanced concepts in typographic design and lettering. Hand and computer graphic skills are reviewed and enhanced.
- DSGN 3321: Theories of Design**
Cr.3. (3-3-0).
 Explores the theoretical components of design from the industrial revolution to the present day.
- DSGN 3322: Advanced Design**
Cr.3. (3-3-0).
 In a studio based class with a collaborative atmosphere, students expand upon their Design skills to develop ideas for and execute visual/verbal narratives.
- DSGN 4300: Selected Topics in Design**
Cr.3. (3-3-0). May be repeated when topics vary.
- DSGN 4310: History of Design**
Cr.3. (3-3-0).
 Surveys the history of design, focusing on the development of Design as well as the influence of historical events and eras.
- DSGN 4312: Digital Design**
Cr.3. (3-3-0).
 Through lecture and studio work, this course will focus on learning advanced web design and development principles.

DSGN 4316: Visual Communication

Cr.3. (3-3-0).

Explores the process of creating, controlling and communicating an image in a variety of enterprise settings, including advertising, public relations and political and social discourse. (This course is cross-listed with COMM 4316).

DSGN 4318: Senior Seminar

Cr.3. (3-3-0).

This course orients the student toward professional practice in design, including art direction and work situations, client relations, portfolio and resume preparation and career development.

DSGN 4320: Design Internship

Cr.3. (3-3-0). Prerequisites: Senior Standing; Minimum GPA at UHV: 2.0; Minimum 2.5. GPA in Design Courses, Student must have completed a minimum of 5 core courses from the BA in Design curriculum: DSGN 3322 Advanced Design; DSGN 3321 Theories of Design; DSGN 4310 History of Design, DSGN 4300 Special Topics.

A supervised work experience in Design with an approved employer.

DSGN 4322: Senior Portfolio

Cr.3. (3-3-0). Prerequisites: Senior Standing; Minimum GPA at UHV: 2.0; Minimum 2.5. GPA in Design Courses, Student must have completed a minimum of 5 core courses from the BA in Design curriculum: DSGN 3322 Advanced Design; DSGN 3321 Theories of Design; DSGN 4310 History of Design, DSGN 4300 Special Topics; DSGN 4318 Senior Seminar.

This course represents the culmination of the student's work. Over the course of the semester, student will develop a project that will encompass at least five pieces presented for grades in previous classes. Three will be developed over the course of the semester in which the portfolio is completed. The project must be approved by the instructor and should represent the area of Design that student hopes to pursue professionally.

Drama (DRAM)

DRAM 2366: Intro to Cinema

Cr. 3. (3-3-0).

Emphasis on the analysis of the visual and aural aspects of selected motion pictures, dramatic aspects of narrative films, and historical growth and sociological effect of film as an art.

Early Childhood Education (ECED)

ECED 4300: Selected Topics in Elementary Education

Cr. 3. (3-3-0). May be repeated when topics vary.

ECED 4302: Independent Study

Cr. 3 per semester or more than 3 by concurrent enrollment. Prerequisite: Approval of school dean.

ECED 4303: 4304: Elementary School Student Teaching

Cr. 3 per course. Prerequisite: Admission by application to the Director of Field Experiences. Undergraduate credit only.

Classroom management, record keeping and observation; teaching in a public school, guided by a cooperating teacher and directed by a University Supervisor.

ECED 4305: Student Teaching in the Pre-Kindergarten or Kindergarten

Cr. 3. Prerequisite: Admission by application to the Director of Field Experiences.

Classroom management, record keeping and observation; teaching in a public school, guided by a cooperating teacher and directed by a University Supervisor.

- ECED 4308: Elementary School Internship I**
Cr. 3. Prerequisites: Admission by application to Director of Field Experiences.
 Teaching in an accredited school, guided by a mentor teacher, directed by a University Supervisor.
- ECED 4309: Elementary School Internship II**
Cr. 3. Prerequisites: Admission by application to Director of Field Experiences.
 Teaching in an accredited school, guided by a mentor teacher, directed by a University Supervisor.
- ECED 6302: Independent Study**
Cr. 3 per semester. Prerequisites: Approval of advisor and school dean.
- ECED 6355: Early Childhood Education**
Cr. 3. (3-3-0). Prerequisite: Consent of instructor.
 Programs for young children and the analysis and interpretation of related research.
- ECED 6357: Curriculum Development in Early Childhood Education**
Cr. 3. (3-3-0).
 Principles of curriculum and development, classroom organization; and evaluation for the EC-6 programs.
- ECED 6358: Seminar in Early Childhood Education**
Cr. 3. (3-3-0).
 Intensive study of contemporary issues in early childhood education.
- ECED 6359: Tests and Measurements in Early Childhood**
Cr. 3. (3-3-0).
 Identify, analyze and evaluate assessment methodology for young children. Emphasis on the analysis of the research on evaluation practices for young children.
- ECED 6367: Literature for Children**
Cr. 3. (3-3-0). Prerequisite: LIT 3325 or equivalent or consent of instructor.
 Analysis of fiction and nonfiction, approaches to criticism and emphasis upon criteria for selection of books for literary study.

Economics (ECON)

- ECON 2301: Principles of Macroeconomics**
Cr. 3. (3-3-0).
 Topics in macroeconomics including aggregate economic performance, aggregate supply and aggregate demand, money and financial markets, monetary and fiscal policies, policy debates and applications, and international economics.
- ECON 2302: Principles of Microeconomics**
Cr. 3(3-3-0).
 A study of market systems. Topics include supply and demand, the behavior of firms and households in different market structures, government intervention in markets, barriers to trade, and foreign exchange markets.
- ECON 3305: Managerial Economics**
Cr. 3. (3-3-0). Prerequisites: ECON 2301, 2302, BUSI 3303, COSC 3325
 The development of basic economic concepts and their application to managerial decision making. This is an applied microeconomic theory and applied econometric course requiring the use of a statistical package. (Formerly ECON 3315) (*Credit will not be given for both ECON 3315 and ECON 3305*)
- ECON 3311: Money/Banking and the Economy**
Cr. 3. (3-3-0). Prerequisites: ECON 2301 and 2302.
 Creation of money; control of money creation; effect of central bank policies on the national income price level and interest rate; monetary and fiscal policy in theory and practice.
- ECON 6300: Selected Topics in Economics**
Cr. 3. (3-3-0). Prerequisite: ECON 6351. May be repeated when topics vary.

ECON 6351: Economics for Managers

Cr. 3. (3-3-0). Prerequisite: Graduate standing.

A study of the domestic and global economic environment of organizations. (*Credit will not be given for both ECON 6351 and ECO 6311.*)

ECON 6361: Managerial Economics

Cr. 3. (3-3-0). Prerequisite: ECON 6351 and QMSC 6351.

Application of calculus and statistics to economic theory. Major emphasis is to provide theory and tools that aid decision making process in private and public enterprise. (*Formerly ECO 6315*)

ECON 6367: Global Economics

Cr. 3. (3-3-0). Prerequisite: ECON 6351.

This course is designed to provide students with an overview of today's global economy and markets. The contemporary issues in the global economy arise from the dynamics of the economic relations among nation states as each attempts to better position itself in the increasingly interdependent and competitive world.

Economic Development and Entrepreneurship (EDEN)

EDEN 6350: Introduction to Economic Development and Entrepreneurship

Cr. 3. (3-3-0). Prerequisites: Graduate standing

This course investigates the complicated intermingling of public and private roles in economic development within cities and surrounding regions. Topics include: small business development and government subsidies, approaches to land acquisition and disposition, private provision of public benefits through exactions, linkage, and inclusion/incentive zoning, strategic capital investments, and urban redevelopment strategies.

EDEN 6351: Fundamentals of Entrepreneurship and Innovation

Cr. 3. (3-3-0). Prerequisites: Graduate standing

At the center of entrepreneurial activity is the individual entrepreneur combined with an opportunity to create something new and valuable. This course investigates the relation between the entrepreneur and the opportunity to ignite the creative spark that leads to this creation. Topics include who the entrepreneur is and the entrepreneur's contribution to society, creative thinking, innovation, opportunity recognition, opportunity evaluation, franchising opportunities, global entrepreneurship, and entrepreneurial resources.

EDEN 6352: Developing the Business Plan

Cr. 3. (3-3-0). Prerequisites: EDEN 6351

Turning a viable entrepreneurial opportunity into valuable enterprise is a critical part of the entrepreneurial process. This course will use the development of a formal business plan to teach the student the process of turning an opportunity into a real enterprise. Topics include developing the marketing plan, financial plan, formal organization plan, and production/service plan. Additional topics will include tax issues, legal and regulatory issues, intellectual property protection, and risk management.

EDEN 6353: Nurturing and Growing the Fledgling Venture

Cr. 3. (3-3-0). Prerequisites: Graduate standing

This course investigates the early stages of a firm's Growth, which are critical to long-term success. Topics include financial analysis and control, sources of early-stage financing (both private and public), establishment of a strong customer base, human resource issues for early-stage firms, the basics of planning and budgeting, leadership, managing change, E-commerce, ethical behavior and social responsibility, and management for long-term growth.

EDEN 6354: Growing the Successful Venture

Cr. 3. (3-3-0). Prerequisites: EDEN 6353

This course investigates the challenges and issues facing the entrepreneur as the firm grows and matures beyond the early stages. Topics include private and public funding sources, including going public; strategic planning; human resource issues for the growing firm; managing change; growth and expansion options; leadership; ethical behavior and social responsibility; succession planning; estate planning; and exit strategies.

EDEN 6355: Economic Development and Entrepreneurial Finance

Cr. 3. (3-3-0). Prerequisites: Graduate standing

The course examines the fundamentals of economic development finance, including an overview of economic development finance, business credit analysis, fixed asset financing, real estate financing, sources of private and public finance, and capital budgeting. Coverage also includes entrepreneurial finance designed to help managers make better investment and financing decisions in entrepreneurial settings, including venture capital and private equity.

EDEN 6356: Methods in Economic Development

Cr. 3. (3-3-0). Prerequisites: Graduate standing

This is an introductory course in data analysis, methods of measurement, survey techniques, data presentation, economic and demographic trend analysis, location analysis as applied to economic development, and GIS. Emphasis will be on computer applications.

EDEN 6357: The Practice of Local Economic Development

Cr. 3. (3-3-0). Prerequisites: EDEN 6350, EDEN 6355, and EDEN 6356

This course introduces students to the practices underlying the field of economic development. *Economic development* is a field that has grown in importance in recent years as the post-modern economy in the United States has evolved away from traditional manufacturing jobs towards service-oriented industries. This restructuring has heightened the competition between cities for economic growth and new development, leading to a new wave of strategies and programs to develop new industries or attract relocating firms.

EDEN 6358: Theory and Practice of Regional Economic Development

Cr. 3. (3-3-0). Prerequisites: EDEN 6350 and EDEN 6356

This course examines issues surrounding sustained economic growth, such as retention of the existing firms to maintain economic growth for the region while adding new businesses. Topics include the supply chain; human resources; cluster analysis; location analysis with emphasis on location decision-making and investment by different types of businesses; foreign direct investment; international trade; land use policy (natural resource and environment); and the SWOT analysis.

EDEN 6359: Economic Development and Entrepreneurship Project

Cr. 3. (3-3-0). Prerequisite: Must be within nine hours of graduation.

The course is designed to allow students to apply knowledge and skills learned throughout the program to a specific project. Students will be required to complete a project that has an economic development focus, entrepreneurship focus, or both. The project will be approved by the course instructor and graduate program director prior to registration for the course.

Education Leadership, Administration and Supervision (ELAS)

ELAS 6300: Selected Topics in Administration and Supervision

Cr. 3 per semester or more than 3 by concurrent enrollment. Prerequisite: Approval of instructor. May be repeated when topics vary.

ELAS 6302: Independent Study

Cr. 3 per semester. Prerequisite: Approval of instructor.

Individual study of areas in educational administration. Requirements jointly established by staff and student.

ELAS 6303: Practicum in General Administration

Cr. 3 per semester. Prerequisite: By application.

Practical assignment to provide experiences in the administration of institutions other than schools.

- ELAS 6304: Internship in Educational Leadership**
Cr. 3 per semester. Prerequisite: By application.
 Academic-year-long assignments to provide experiences in administrative functions of the schools including building, campus, and central office functions.
- ELAS 6305: Practicum in Educational Leadership**
Cr. 3 per semester. Prerequisite: By application.
 Academic-year-long assignments to provide experiences in administrative functions of the schools including building, campus, and central office functions.
- ELAS 6306: 6307: School Supervision Practicum**
Cr. 3 per semester. Prerequisite: By application.
 Academic-year-long assignments to provide experiences in the application of the theory and principles of instructional supervision. Includes regular seminars.
- ELAS 6308: Internship for the School Superintendency**
Cr. 3 per semester. Prerequisite: By application
 Semester-long assignments to provide experiences in the activities and responsibilities of the superintendent of schools.
- ELAS 6309: Practicum for the School Superintendency**
Cr. 3 per semester. Prerequisite: By application.
 Academic-year-long assignments to provide experiences in the activities and responsibilities of the superintendent of schools.
- ELAS 6310: Theoretical Foundations and Functions of Educational Administration**
Cr. 3. (3-3-0).
 The course will provide the foundation of understanding of fundamental concepts upon which school administration is based.
- ELAS 6311: Functions of Educational Administration**
Cr. 3. (3-3-0).
 Historical development of educational administration as a career. The duties and responsibilities of school administrators at building, campus and system levels.
- ELAS 6312: The Administrative Role in Student Achievement**
Cr. 3. (3-3-0).
 Approaches to improving student achievement through human resource development of teachers. Implementation, support, and evaluation of interventions will be based on research and best practice.
- ELAS 6313: Ethics in Educational Administration**
Cr. 3. (3-3-0).
 Familiarize upper-level graduate students with ethical theories that can be utilized in policy development and administration of school districts.
- ELAS 6315: Principles of Instructional Supervision**
Cr. 3. (3-3-0).
 Principles and problems involved in supervision of school curricula. Basic practices of the curriculum supervision are included.
- ELAS 6316: Instructional Leadership**
Cr. 3. (3-3-0).
 Leadership functions for supervision and improvement of the school curriculum. Incorporates current practices in evaluation of instructional programs and personnel.
- ELAS 6317: Managing Change For Diversity**
Cr. 3. (3-3-0).
 Emerging issues and trends will be examined through process experiences. Emphasis is on diverse population needs (socio-economic and ethnic) and strategies to meet changing educational needs.
- ELAS 6331: Education Law**
Cr. 3. (3-3-0).
 Legal principles involved in operating educational systems; authority, responsibility, liability and appeals; Texas educational law and significant court holdings.

- ELAS 6332: Special Education Law**
Cr. 3. (3-3-0).
 Course will familiarize students with current issues in the field of special education law.
- ELAS 6335: School Evaluation**
Cr. 3. (3-3-0).
 Practices and procedures for evaluation and accreditation of the many aspects of school management functions; emphasis is on evaluation of personnel and the instructional program.
- ELAS 6336: School Business Management**
Cr. 3. (3-3-0).
 Principles and practices of the financial management of the local school campus and district with emphasis on the leadership role and state accounting requirements.
- ELAS 6337: Functions of Mid-Management Administration**
Cr. 3. (3-3-0).
 Functions of school administration at the building, campus and district levels in positions other than the superintendency.
- ELAS 6341: Personnel Management**
Cr. 3. (3-3-0).
 Responsibilities in the identification of staffing needs, recruitment, interviewing, induction, evaluation, motivation, growth development, compensation, contract negotiations, conflict resolution, termination, and technology in personnel management.
- ELAS 6342: Educational Policy and Finance**
Cr. 3. (3-3-0).
 Economic relationships and problems in local, state and national financial support of education; state financial systems, local taxation, program budgeting, cost accounting, indebtedness and fiscal management. *(Formerly AED 6333 Educational Finance)*
- ELAS 6343: Public Affairs and Community Relations**
Cr. 3. (3-3-0).
 Purposes, functions and practices of information, communications and public affairs programs related to education. External and internal communication techniques are emphasized.
- ELAS 6345: Educational Facilities and Environment**
Cr. 3. (3-3-0).
 Planning educational facilities and learning environment; program analysis for facility planning; administration of building projects; plant maintenance and operation

English (ENGL)

- ENGL 1301: Composition I**
Cr. 3. (3-3-0).
 Composition course providing instruction in the writing and analysis of expository prose; emphasis on rhetorical principles and basic organizational modes.
- ENGL 1302: Composition II**
Cr. 3. (3-3-0). Prerequisite: ENGL 1301
 Continued Development of writing skills acquired in English 1301 and development of critical thinking skills in argumentation, analysis and interpretation of various types of literature.

- ENGL 2313: Introduction to Creative Writing**
Cr. 3. (3-3-0). Prerequisite: ENGL 1301 & 1302
An introduction to the fundamentals and forms of fiction-, poetry- and nonfiction-writing. Required for all creative writing majors.
- ENGL 2332: World Literature I**
Cr. 3. (3-3-0). Prerequisite: ENGL 1302
Study of the masterpieces of Western World Literature from the ancient Greeks through the Renaissance.
- ENGL 3310: Introduction to the Study of Language**
Cr. 3. (3-3-0). Prerequisite: ENGL 1301.
Study of English language including attitudes, terminology, phonology, morpho-syntactic and lexical structures. (Formerly LNG 3310)
- ENGL 3311: Shakespeare**
Cr. 3. (3-3-0). Prerequisite: 3 s.h. in sophomore literature.
Study of selected plays of Shakespeare. (Formerly LIT 3311)
- ENGL 3312: Grammar and Rhetoric**
Cr. 3. (3-3-0).
Study of the structure of English and rhetorical strategies for writing. (Formerly LNG 3311)
- ENGL3313: Poetry and Poetics**
Cr. 3. (3-3-0). Prerequisite: 3 s.h. in sophomore literature.
Study of the basic conventions of poetry and of its explication; methods of interpretation and criteria for evaluation. (Formerly LIT 3313)
- ENGL 3315: Creative Nonfiction Writing**
Cr. 3. (3-3-0). Prerequisite: Successful completion of Intro to Creative Writing ENGL 2313
Study in and practice of writing the various forms of nonfiction, including the memoir, reportage, new journalism, and the essay.
- ENGL 3316: Narrative Fiction**
Cr. 3. (3-3-0). Prerequisite: 3 s.h. in sophomore literature.
Study of the elements of fiction, narrative theory, and methods of interpretation. (Formerly LIT 3316)
- ENGL 3317: Contemporary Drama**
Cr. 3, (3-3-0) Prerequisites: 3 SH in Sophomore Literature
Study of selected contemporary plays.
- ENGL 3318: Fiction Writing**
Cr. 3. (3-3-0) Prerequisite: ENGL 2313 Introduction to Creative Writing
Study in and practice of writing the various forms of fiction, including the short story, the novella and the novel.
- ENGL 3319: Poetry Writing**
Cr. 3. (3-3-0). Prerequisite: Successful completion of Introduction to Creative Writing
Study in and practice of writing poetry, in forms and free verse. Conducted in a writing workshop setting.
- ENGL 3320: 19th Century American Literature**
Cr. 3. (3-3-0). Prerequisite: 3 s.h. in sophomore literature.
Study of selected authors from William Bradford to Henry James. (Formerly LIT 3320)
- ENGL 3321: 20th Century American Literature**
Cr. 3. (3-3-0). Prerequisite: 3 s.h. in sophomore literature.
Study of selected authors from Frost, Pound and Eliot to the present. (Formerly LIT 3321)
- ENGL 3322: Writing for the Print Media**
Cr. 3. (3-3-0). Prerequisite: B or higher in ENGL3430.
Teaches professional techniques in news and feature media writing. Includes news judgment, interviewing, writing, revising and critical analysis of print story construction.
- ENGL 3323: Writing for the Broadcast Media**
Cr. 3. (3-3-0). Prerequisite: B or higher in ENGL 1302.
Writing and formatting for basic radio and TV copy. Emphasizes script preparation, broadcast writing techniques, critical thinking about and writing for specific broadcast audiences.

- ENGL 3335: Studies in Ethnic Literature**
Cr. 3. (3-3-0).
 Literature of ethnic groups in the United States, including Black Americans, Mexican Americans, and American Indians.
- ENGL 3337: Studies in World Literature**
Cr. 3. (3-3-0).
 Introduction to world literature. Focus on such writers as Achebe, Naipaul, Gordimer, Jhabvala and others.
- ENGL 3340: Writing in the Workplace**
Cr. 3. (3-3-0).
 To master techniques for creating effective documents in the workplace.
- ENGL 3341: Professional Writing Style**
Cr. 3. (3-3-0).
 Introduce students to the concepts of style in professional and workplace writing. Main focus will be placed on style choices that will reflect different discourse communities.
- ENGL 3342: Style and Editing in the Workplace**
Cr. 3. (3-3-0).
 Analysis of style in workplace writing; and to master techniques of editing workplace documents.
- ENGL 3430: Professional Writing**
Cr. 4. (4-3-1). Prerequisites: ENGL1301 and ENGL1302. Must be taken in first semester of coursework at UHV.
 Study of professional writing, including correspondence, proposals, research reports, resumes and job letters. (Formerly COM 3430)
- ENGL 4130: Online Production Lab**
Cr. 1. (0-1). Can be repeated for up to 3 credit hours. Prerequisite: Permission of instructor.
 Experience working on the student online publication, writing, putting up web pages.
- ENGL 4300: Selected Topics in Language and Literature**
Cr. 3. (3-3-0). Prerequisites: 3 s.h. in sophomore literature and approval of instructor.
 Topics vary depending on field of interest of instructor. (Formerly LIT 4300)
- ENGL 4302: Independent Study**
Cr. 3 per semester or more than 3 by concurrent enrollment. Prerequisites: 3 s.h. in sophomore literature and approval of instructor. (Formerly LIT 4302)
- ENGL 4315: Advanced Creative Nonfiction Writing Workshop**
Cr. 3. (3-3-0) Prerequisite: Successful completion of Introduction to Creative Writing; Creative Nonfiction Writing
 Continued and intensive practice in writing creative nonfiction, in a workshop setting, with the aim of preparing manuscripts for potential publication. May be repeated once for credit.
- ENGL 4318: Advanced Fiction Writing Workshop**
Cr. 3. (3-3-0). Prerequisite: Successful completion of Introduction to Creative Writing
 Fiction Writing Continued and intensive practice in writing fiction, in a workshop setting, with the aim of preparing manuscripts for potential publication. May be repeated once for credit.
- ENGL 4319: Advanced Poetry Writing Workshop**
Cr. 3. (3-3-0). Prerequisite: Successful completion of Introduction to Creative Writing; Poetry Writing.
 Continued and intensive practice in writing poetry, in a workshop setting, with the aim of preparing manuscripts for potential publication. May be repeated once for credit.
- ENGL 4323: Reading for Writers**
Cr. 3. (3-3-0).
 Develop students' abilities to better identify, characterize and understand the craft, style and technique of significant writers of prose or poetry.
- ENGL 4324: Editing for the Media**
Cr. 3. (3-3-0). Prerequisite: B or higher in ENGL3430
 Teaches professional editing techniques for print media. Includes editing print materials for AP style and grammar, headline writing, photo editing, layout and design.

- ENGL 4325: Editing Internship**
Cr. 3. (3-3-0). Prerequisites: ENGL 3430 w/ B or Higher and either ENGL 3312 or ENGL 3342. Major or Minor in English. Min 3.0 GPA, Senior Status. Application Required.
 A practical course in which students learn advanced editing techniques by working on actual publishing projects under the guidance of an instructor.
- ENGL 4326: Publishing Internship**
Cr. 3. (3-3-0). Prerequisites: ENGL 3430 w/ B or Higher and either ENGL 3312 or ENGL 3342. Major or Minor in English. Min 3.0 GPA. Senior Status, Application Required.
 A practical course in which students learn advanced document design, layout and proofreading techniques by working in a professional publishing environment.
- ENGL 4327: Interactive Narrative**
Cr. 3. (3-3-0).
 Examines the theory, research and Practice of creating interactive narratives for traditional and new media. Covers improvisation, dramatic and narrative theory as well as nonlinear structure theory for games and simulation.
- ENGL 4328: Screenwriting**
Cr. 3. (3-3-0). Prerequisite: Successful completion of Introduction to Creative Writing
 Introduction to and practice of writing for film, through adaptations and original screenplays.
- ENGL 4340: Report Writing in the Workplace**
Cr. 3. (3-3-0).
 This course is designed to teach students to prepare a variety of workplace reports.
- ENGL 6300: Selected Topics in English**
Cr. 3. (3-3-0).
 Focuses on a number of English topics, including major authors, pop culture, speculative literature, and many others.
- ENGL 6330: British Literary History**
Cr. 3. (3-3-0). May not be repeated for credit.
 In-depth analysis of a selected period or major movement in British literary history. Focuses on the relation between literature and the history of the time.
- ENGL 6332: American Literary History**
Cr. 3. (3-3-0). May not be repeated for credit.
 In-depth analysis of a selected period or major movement in American literary history. Focuses on the relation between literature and the history of the time.
- ENGL 6340: Literary Theory**
Cr. 3. (3-3-0). May not be repeated for credit.
 In-depth analysis of literary theory and criticism and its application to literature.
- ENGL 6350: Genre Studies**
Cr. 3. (3-3-0). May not be repeated for credit.
 In-depth analysis of a genre, including theoretical and historical foundations.

Early School Education (ESED)

- ESED 4300: Selected Topics in Early School Education**
Cr. 3. (3-3-0). May be repeated for credit when topics vary.
- ESED 4302: Independent Study**
Cr. 3. (3-3-0).
- ESED 4303: 4304: Early School Education Student Teaching**
Cr. 3 per course. Prerequisite: Admission by application to the Director of Field Experiences. Undergraduate credit only.
 Classroom management, record keeping and observation; teaching in a public school, guided by a cooperating teacher and directed by a University Supervisor.

- ESED 4305: Early School Education Internship I**
Cr. 3. Prerequisites: Admission by application to the Director of Field Experiences.
 Teaching in an accredited school, guided by a mentor teacher, directed by a University Supervisor.
- ESED 4306: Early School Education Internship II**
Cr. 3. Prerequisites: Admission by application to the Director of Field Experiences.
 Teaching in an accredited school, guided by a mentor teacher directed by a University Supervisor.
- ESED 4307: Early School Education Professional Seminar**
Cr. 3 (3-3-0). Prerequisite: Admission by application to student teaching.
 Provides understanding about the roles and responsibilities of a professional early school educator in today's society, under the guidance of a faculty supervisor. Includes seminar meetings. (Formerly: Early School Education Student Teaching Professional Seminar)
- ESED 4310: Social/Emotional Development Through the Arts**
Cr. 3 (3-3-0). Prerequisite: Admission to Teacher Education.
 Factors affecting the social/emotional development of children and how the arts impact the developmental process. Twelve field-based hours are included.
- ESED 4311: Play & Children's Social/Emotional Development**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education.
 The study of children's play and its affect on children's social and emotional development in the early school learning environment. This course is designed specifically for students who seek Early Childhood-4th Grade teacher certification without the field-based component.
- ESED 4312: Social/Emotional Development and the Fine Arts**
Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education.
 A field-based course in the study of factors which affect the social and emotional development of children and adolescents and how the fine arts can impact the developmental process.
- ESED 4313: Creativity and Play**
Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education Program
 A study of theory and practice focused on creative activities in EC-6th grade. Students demonstrate a synthesis of child development, pedagogy, and developmentally appropriate practices. Field-based required.
- ESED 4314: Early Childhood Administration and Leadership**
Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education Program
 This course is designed to focus on the application of management, supervision, and leadership of early childhood program. The principles presented in this course can be applied in various types and sizes of child care facilities.
- ESED 4350: Social Studies in the Early School Classroom**
Cr. 3. (2-1). Prerequisite: Admission to Teacher Education.
 Strategies and techniques for developing and integrating a contemporary social studies curriculum through field-based experiences in Early Childhood-4th Grade classrooms.
- ESED 4351: Early School Social Studies**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education
 Analysis of the social studies curriculum and integration into the early school learning environment. This course is designed specifically for students who seek Early Childhood-4th Grade teacher certification without the field-based component.
- ESED 4357: Math & Science for the Young Child**
Cr. 3. (2-1). Prerequisite: Admitted to Teacher Education
 The development and implementation of an organized, sequential approach to creating a developmentally appropriate curriculum in math and science. Field-based experiences in Early Childhood-Grade 4 classrooms.

ESED 4358: Early School Math & Science

Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education.

A sequential approach to creating developmentally appropriate curriculum in mathematics and science for preschool and primary age children. This course is designed specifically for students who seek Early Childhood-4th Grade teacher certification without the field-based component.

English as a Second Language (ESLN)

ESLN 4303: Student Teaching in an English as a Second Language Classroom

Cr. 3. Prerequisite: Admission by application to the Director of Field Experiences.

English as a second language teaching experience in a public or laboratory school, guided by a cooperating teacher and directed by a university supervisor. (Formerly C&I 4303)

ESLN 4310: Teaching Diverse Populations

Cr. 3. (3-3-0).

Examination of divergent communities and education through cultural categories. (Formerly C&I 4310)

ESLN 4311: Language and Reading

Cr. 3. (3-3-0).

Analysis of the relationship between language and reading. Analysis of oral and written cueing systems and study of first and second language acquisition. Cross-listed with LANG 4310.

ESLN 4320: Teaching English as a Second Language

Cr. 3. (3-3-0).

Study of methods and materials in teaching students of limited English speaking ability. Instruction and practice in designing strategies and using appropriate materials derived from assessment of specific linguistic competencies. (Formerly C&I 4320)

Foundations of Education (FEDU)

FEDU 3321: Educational Foundations for Teaching

Cr. 3. (3-3-0).

Understanding and analyzing of historical, cultural and psycho-logical influences upon individual and group behavior.

FEDU 3330: Current Issues, Mandates, and Special Populations In American Schooling

Cr. 3. (3-3-0).

Introduces current philosophical, socio-political, and economic forces affecting education. Survey of topics addressing cultural diversity and special populations in secondary school classrooms. Teacher certification only.

FEDU 4310: Human Learning and its Application to Education

Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education Program.

A survey of theories of learning including behavioral, cognitive and information processing theories. Application of learning theories in the public school classroom will be emphasized. (*Replaces PSY 4320 for Education plans*)

FEDU 6300: Special Topics in Foundations of Education

Cr. 3. (3-3-0).

May be repeated when topics vary.

FEDU 6321: Foundations of Educational Research

Cr. 3. (3-3-0).

The scientific method applied to educational problems; systematic application of hypothesis formation and decision-making through elementary research design principles, survey procedures and historical analysis.

- FEDU 6322: Foundations of Educational Measurement**
Cr. 3. (3-3-0).
 Construction, usage and interpretation of teacher-made and standardized testing instruments; consideration of reliability, validity and processes of educational evaluation.
- FEDU 6323: Cultural & Social Foundations of American Education**
Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education VOICE Program
 Analysis of social, political and economic forces that impact education in the United States. (Formerly: *Cultural Foundations of American Education.*)
- FEDU 6331: Human Growth and Development**
Cr. 3. (3-3-0).
 An introduction to the current theories and empirical research with emphasis on the physical, affective, psychosocial, and cognitive development of humans throughout the lifespan.
- FEDU 6332: Adult Development**
Cr. 3. (3-3-0).
 Theories of adult development and implications for adult learners. Explores theories of cognitive, intellectual, and epistemological adult development. Topics include the nature of adult development, psychological and socio-cultural aspects of adult development, and implication for instruction.
- FEDU 6333: Principles of Human Learning**
Cr. 3. (3-3-0).
 Applications of behavioral, social and cognitive theories of learning. Particular emphasis will be placed on cognitive theories of learning, metacognitive skills and how to promote metacognitive skills to develop self-regulated learners.
- FEDU 6334: Foundations of Adult Education**
Cr. 3. (3-3-0).
 Overview course designed to give participants an understanding of the field of practice in adult education. It will offer an overview of the major historical developments of adult education, particular to the U.S. and will examine the philosophical roots of adult education.
- FEDU 6335: Diversity and Adult Education**
Cr. 3. (3-3-0).
 This course entails an analysis of diversity in the adult educational context. Various psychosocial developmental factors of diverse identity groups and the influence of these variables on adult instruction will be studied.

Film (FILM)

- FILM 6300: Selected Topics in Film**
Cr.3. (3-3-0). May be repeated when topics vary.
- FILM 6310: Critical Theory**
Cr. 3. (3-3-0)
 Become familiar with the history and ideas of critical social theory and how to apply to contemporary situations.
- FILM 6311: Film and Psychology**
Cr. 3. (3-3-0).
 Study of film structure and the psychological techniques employed by filmmakers to generate audience interest, emotional involvement and satisfaction.
- FILM 6312: Film, Fantasy, & Romance**
Cr. 3. (3-3-0).
 Explores some of the more creative uses of film and the imaginative literary genres from which these films derive: fantasy, romance and science fiction.
- FILM 6313: Political Film**
Cr. 3. (3-3-0).
 Examines films that reveal key aspects of power in society: democratic, capitalistic or otherwise.

Finance (FINC)

- FINC 3304: Business Finance**
Cr. 3. (3-3-0). Prerequisites: ACCT 2301/2401, 2302/ 2402 and BUSI 3303.
Examines the role of and theoretical framework available to financial managers as they seek to solve business financial problems. (Formerly FINC 3311) (*Credit will not be given for both FINC 3311 and FINC 3304*).
- FINC 3321: Capital Markets**
Cr. 3. (3-3-0). Prerequisites: FINC 3311
Managers in any corporate function should understand the pricing of financial instruments in the capital markets. This course will examine the main investment concepts in the fixed income, equity and derivatives markets.
- FINC 4300: Selected Topics in Finance**
Cr. 3. (3-3-0). Prerequisite: FINC 3311. May be repeated when topics vary.
Selected topics in Finance include, but are not limited to, the following areas:
A. Cases in financial management. Application of investment and financial management techniques and concepts to finance cases. Issues and alternatives are identified and evaluated.
B. Financial statement analysis. The analysis and interpretation of financial statements. Effective financial statement evaluation examined from the perspective of managers, investors, and creditors. Pro forma statement development for effective financial management.
C. Estate planning. Study of the advantages of estate planning and types of instruments involved (wills, gifts, trusts); analysis of tax consequences of various approaches of estate planning, state and federal laws applicable to estates.
D. Risk Management. Analysis of risk management tools as an integral part of corporate financial decisions; alternatives for spreading risk such as insurance, retention funds and external funds.
- FINC 4320: Investment Principles**
Cr. 3. (3-3-0). Prerequisite: FINC 3311.
Introduction to securities markets; analysis of securities issued by corporations, intermediaries and federal, state and municipal governments; and investment management in light of tax considerations, timing, and selected portfolio needs.
- FINC 4325: International Finance**
Cr. 3. (3-3-0). Prerequisite: FINC 3311.
Application of finance principles in the international environment; including the nature of the balance of payment mechanism, the factors affecting the foreign exchange markets; defensive techniques to protect the business against foreign exchange risk; and investing, financing, and working capital management within a multinational firm.
- FINC 4352: Intermediate Financial Management**
Cr. 3. (3-3-0). Prerequisites: FINC 3311
An integrated approach to financial management including study of intermediate-level financial theory and its application to financial decision making under uncertainty.
- FINC 4353: Portfolio Management and Security Analysis**
Cr. 3. (3-3-0). Prerequisites: FINC 3311
Theory and practice of portfolio management. Efficient markets theory, modern portfolio theory, asset pricing models, portfolio management strategies, and portfolio performance evaluation.
- FINC 4354: Risk Management**
Cr. 3. (3-3-0). Prerequisites: FINC 3311
Various financial derivatives and corporate risk management theories; concepts of risk and the basic principles of risk management; risk management for corporate assets and liabilities; corporate operating risk; options, futures, swaps, and other financial derivatives for corporate risk management.

- FINC 4355: Real Estate Finance**
Cr. 3. (3-3-0). Prerequisites: FINC 3311
 Framework and valuation tools to manage real estate investments as individual properties or as part of a portfolio; how to make decisions on whether and how to lease, buy, or mortgage a property acquisition; whether to renovate, refinance, demolish or expand a property; and when and how to divest a property.
- FINC 4356: Emerging Equity Markets**
Cr. 3. (3-3-0). Prerequisites: FINC 3311
 Develops a comprehensive framework for valuing an emerging equity market. The role of equity risk premium, as it affects early dynamic equity valuation, is also covered in order to illuminate important drivers of securities price performance.
- FINC 4358: Fixed Income Analysis**
Cr. 3. (3-3-0). Prerequisites: FINC 3311
 Fundamental ideas and tools for thinking about traditional fixed income securities. Introduction to modern techniques for pricing fixed income securities and derivatives.
- FINC 4369: Cases in Finance**
Cr. 3. (3-3-0). Prerequisites: FINC 3321, FINC 4320, and FINC 4352
 Introduction to construction and utilization of financial decision models using case study methods. Topics covered are: working capital management, capital budgeting, cost of capital, capital structure, dividend policy, valuation, risk-return, and other special topics of financial management.
- FINC 6300: Selected Topics in Finance**
Cr. 3. (3-3-0). Prerequisite: FINC 6352 or concurrent enrollment with FINC 6352.
 May be repeated when topics vary.
- FINC 6352: Financial Management**
Cr. 3. (3-3-0). Prerequisites: ACCT 6351, ECON 6351, and QMSC 6351
 Effects of projects and financial policy on shareholder wealth. This course focuses on the basic concepts and methods of finance, including net present value, the capital asset pricing model, and market efficiency, within the context of the valuation of assets, risk and return, cost of capital, financial planning and forecasting, and agency theory. (Credit will not be given for both FINC 6352 and FIN 3615.)
- FINC 6361: Investments**
Cr. 3. (3-3-0). Prerequisites: FINC 6352 or concurrent enrollment with FINC 6352.
 The course objective is to achieve an understanding of the various types of investments and their relative merits; security prices and yields; investment objectives, principles and standards for selection of specific investments; introduction to portfolio management. (Formerly: FIN 6317)
- FINC 6362: Financial Institutions & Markets**
Cr. 3. (3-3-0). Prerequisites: FINC 6352 or concurrent enrollment with FINC 6352.
 Study of the financial markets, instruments and the role of banks and other financial institutions in the economy.
- FINC 6363: Financial Modeling**
Cr. 3. (3-3-0). Prerequisites: ACCT 6351 and FINC 6352
 This course combines the application of financial theories and concepts, spreadsheet skills and Visual Basic to analyze financial statements, prepare cash budgets, prepare financial forecasts, perform time value of money, stock and bond analysis, perform breakeven and leverage analysis, make cost of capital and capital budgeting decisions, perform portfolio analysis, and apply Visual Basic for financial analysis.
- FINC 6364: Technical Analysis of Stocks & Commodities**
Cr. 3. (3-3-0). Prerequisites: FINC 6352
 This course is designed to provide students with an introduction to trading mechanisms of various financial products, such as stocks, bonds, futures, commodities and foreign exchanges. The coverage will emphasize technical analysis of securities. Fundamental analysis will also be discussed.

FINC 6367: International Finance

Cr. 3. (3-3-0) Prerequisite: FINC 6352 or concurrent enrollment with FINC 6352.

Discussion of international monetary system; balance of payments concept; institutional and structure arrangements within the foreign exchange market; basic foreign exchange market products; importance of parity condition; exchange rate determination; Eurocurrency and Eurobond market; international equity market; foreign currency options and futures; hedging foreign exchanges exposure; international capital budgeting and working capital management; and cost of capital and capital structure in multinationals. (Formerly: FIN 6313.)

Forensic Science (FORS)

FORS 6300: Special Topics in Forensic Science

Cr. 3. (3-3-0).

May be repeated when topics vary.

FORS 6310: Forensic Psychology

Cr. 3. (3-3-0). Prerequisite: Approval of instructor.

Theories, processes and issues related to criminal behavior and forensic psychology.

FORS 6320: Analytical Chemistry and Toxicology

Cr. 3. (3-3-0). Prerequisite: BIOL4310 or BIOL4345

Theories and methods in the analysis of drugs and toxins, including the study of harmful interaction between chemicals and biological systems.

FORS 6330: Forensic Biology and Criminalistics

Cr. 3. (3-3-0). Prerequisite: BIOL4325 or Approval of instructor.

An introduction to the basic and more advanced principles in forensic biology, DNA science and criminalistics.

French (FREN)

FREN 3313: Oral and Written Communication I

Cr. 3. (3-3-0). Prerequisite: Permission of Instructor.

Development of fluency through intensive oral practice and the writing of French.

FREN 3323: Oral and Written Communication II

Cr. 3. (3-3-0). Prerequisite: Satisfactory completion of FRE 3313 or Permission of Instructor.

Development of greater fluency through intensive oral practice and the writing of French.

FREN 4300: Special Topics in French

Cr. 3. (3-3-0). Prerequisite: Approval by instructor.

May be repeated when topics vary.

FREN 4313: Advanced Oral and Written Communication I

Cr. 3. (3-3-0). Prerequisite: FRE 3323 or an equivalent or consent of instructor.

Development of advanced fluency through intensive oral practice and the writing of French.

FREN 4320: Professional Applications of French

Cr. 3. (3-3-0). Prerequisites: Placement test or FRE 3323 or instructor consent.

Development of professional fluency through intensive oral practice and writing of French. Emphasis placed on business correspondence and professional communication.

Gaming (GMNG)

GMNG: 3310: 3D Modeling

Cr. 3. (3-3-0).

Fundamental 3D theories, principles, methodologies for creating and exploring 3D computer models.

GMNG: 4300: Special Topics in Digital Gaming and Simulation

Cr. 3. (3-3-0). Prerequisites: Varies with class offering.

A course in the BS in Computer Science and BAAS with Concentration in Digital Gaming and Simulation.

GMNG: 4305: Digital Gaming and Simulation Internship

Cr. 3. (3-3-0). Prerequisite: COSC 3331; 6 s.h. UD GMNG with a minimum grade of "B" completed course work applied to the project, or permission from instructor.

Provides students the opportunity to apply classroom theory to actual practice and to broaden their experience by exposure to industrial practice in Gaming or Simulation.

GMNG: 4310: Advanced Game Programming with DirectX

Cr. 3. (3-3-0) Prerequisites: DirectX Programming and MATH 3361 Linear Algebra, or permission from instructor.

Provides an advanced knowledge of programming interactive computer graphics, with an emphasis on game development, using real-time shaders with DirectX.

GMNG: 4311: Advanced 3D Modeling

Cr. 3. (3-3-0). Prerequisites: Some 3D Modeling course work or experience from lower-division, or permission from instructor.

Fundamental 3D theories, principles, methodologies for creating and exploring 3D computer models, modeling techniques including texturing, lighting, and rendering 3D models. Apply the concepts to one or more programming projects. A major term-long team project ending with a presentation.

GMNG: 4312: Game Engines

Cr. 3. (3-3-0). Prerequisites: COSC 3317 or permission from instructor.

Graphics game engines and their high-level APIs, behavioral control for characters, level design, gameplay, interface issues and the business, social and personal aspects of games. The development of gameplay using a commercial 3D gaming engine such as Unreal Tournament 2004 (UT). Team project required. (Formerly GAM 4312)

GMNG: 4314: Gaming Networks Architecture

Cr. 3. (3-3-0). Prerequisite: COSC 4339 Telecommunications and Networking, or a background in networking with concurrent enrollment in COSC 4339.

Study the theory and application of massively multiplayer game development. Topics will include design, architecture, and development of massively multiplayer gaming systems. Network, security, and database techniques used in the development process will also be covered.

GMNG: 4316: Advanced Leveling

Cr. 3. (3-3-0). Prerequisites: MATH 3321 Gaming Mathematics for Non-Programmer and GAM 3310 3D Modeling

In depth coverage of level design theory for games and simulations, and applications of leveling theory in designing levels, characters, and objects.

GMNG: 4317 Art for Gaming

Cr. 3. (3-3-0).

Study of 3D animation, lighting, shading, texture, digital sound, and other building blocks to produce 3D animation using modeling, entering, animation and outputting software. Application to digital games and simulations training models. A major term long project ending with a presentation.

GMNG 4318: Advanced Animation for Gaming

Cr. 3. (3-3-0). Prerequisite: COSC 3331 and Math for Gaming, permission from instructor

Concepts and theories of motion modeling. Students will gain skills in creating scripts for multimedia animating objects and developing multimedia animation projects.

GMNG 4320: Digital Games as Communication

Cr. 3. (3-3-0).

Course brings questions about texts, producers and audiences to the new medium of the digital game as a way to further our understanding of this popular cultural phenomenon.

GMNG 4321: Game Development Project Management

Cr. 3. (3-3-0). Prerequisite: GMNG 4312 Game Engines.

Acquire and apply knowledge and skills necessary to lead, manage, and be a member of successful game project teams such as software or game development projects. Planning, estimating, scheduling, risk management, tracking, staffing, organization, quality management, and configuration management.

GMNG 4322: Game Artificial Intelligence and Behavioral Modeling

Cr. 3. (3-3-0).

Navigation, pathfinding, non-player character behavior, strategic intelligence, content generation, conversational behavior, coordinated behavior, learning–player modeling, strategy learning, etc. Combine design and technology to craft a powerful, engaging player experience. Readings in contemporary Game AI. Term project.

GMNG 4340: Senior Project

Cr. 3. (3-3-0). Prerequisite: COSC 3331; 6 s.h. UD GMNG course with a minimum grade of B or permission from instructor.

Individual or group project directed by faculty/industry experts. Plan, develop, implement prototype game or simulation project from concept to completion. Present final prototype and portfolio to a jury of faculty and gaming/simulation company representatives. Must be approved by faculty advisor before project can be initiated.

GMNG 6311: Fundamentals of 3D Modeling

Cr. 3. (3-3-0) Prerequisite: Some 3D modeling coursework or experience from undergraduate, or permission from instructor.

Fundamental 3D theories, principles, methodologies for creating and exploring 3D computer models, modeling techniques including texturing, lighting, and rendering 3D models. Apply the concepts to one or more programming projects. A major term-long team project ending with presentation.

GMNG 6314: Fundamentals of Game Networks

Cr. 3. (3-3-0). Prerequisite: COSC 6339 or a background in networking with concurrent enrollment in COSC 6339.

Study the theory and application of massively multiplayer game development. Topics will include design, architecture, and development of massively multiplayer gaming systems. Network, security, and database techniques used in the development process will also be covered.

GMNG 6316: Advanced Level Design

Cr. 3. (3-3-0). Prerequisite: MATH 3321 Gaming Mathematics for Non-Programmers and experience with 3D Modeling.

In-depth coverage of level design theory for games and simulations, and applications of leveling theory in designing levels, characters, and objects.

GMNG 6322: Intelligent Agents for Games

Cr. 3. (3-3-0). Prerequisite: GMNG 6343, or permission from instructor.

Critically examine what intelligent agents are, how to design them, and how new techniques arising from this field can be applied to problems requiring intelligent solutions in games. Reference will be made to the different types of problems which intelligent agent techniques can help solve, such as automating decision making, recognition tasks, etc. It will equip students with sufficient understanding of current theory and applications so that they will be able to apply that knowledge to address future software and business needs.

GMNG 6343: Artificial Intelligence for Games

Cr. 3. (3-3-0). Prerequisite: Coursework in Probability and Statistics, Algorithms, or permission of instructor.

Navigation, pathfinding, non-player character behavior, strategic intelligence, content generation, conversational behavior, coordinated behavior, learning-player modeling, strategy learning, etc. Combine design and technology to craft a powerful, engaging player experience. Readings in contemporary Game AI. Term project.

Health Care Administration (HCAD)

- HCAD 4351: Quality Assessment for Patient Care Improvement**
Cr .3. (3-3-0).
The concept of Quality and the process of Quality Assessment and Improvement across the health Care continuum. Focus on the history and evolution of quality, its terms, principles, theories, and practices; methods of assessing and improving the quality of care and caring in healthcare delivery systems; review changes implemented by health care systems in America.
- HCAD 4352: Healthcare Information Systems Management**
Cr .3. (3-3-0).
An introduction to practices developed for the management of electronic healthcare records and information mobility. Emphasis placed on the impact of technology on patient care and how new uses for technology are designed and implemented. Includes techniques used for problem solving with information technology; basics of information representation; relational databases; system design; propositional logic.
- HCAD 4353: Human Resource Management**
Cr .3. (3-3-0). Prerequisites: MGMT 3311 (Cross-listed with MGMT 4311.)
A survey of human resource management (HRM) activities within the organization. Topics include the functional areas of HRM as integrated components of business strategy, HR planning, recruitment, selection, and diversity, jobs analysis and design, training and development, employee and labor relations, compensation, and the legal framework for the practice of HRM.
- HCAD 4354: Economics for Healthcare**
Cr .3. (3-3-0).
This course is designed to foster a student's understanding of the economic principles that drive the demand for and supply of medical care in the United States. After completing this course, the student should be adept at deducing the logic behind decisions made by physicians, hospitals, managed care organizations, and government as well as the choices made by consumers on individual aggregate levels.
- HCAD 4355: Organizational Change**
Cr .3. (3-3-0). Prerequisites: MGMT 3311 (Cross-listed with MGMT 4325.)
Examines theories, concepts, skills, and practices concerning organizational development and change. Topics include the nature of planned changes, diagnosing organizations, collecting and analyzing diagnostic information, feeding back diagnostic information, designing interventions, and leading, managing and evaluating organizational change.
- HCAD 4356: Strategic Healthcare Management & Planning**
Cr .3. (3-3-0).
Designed to give students an opportunity to develop conceptual skills needed to plan, develop, and effectively execute strategy in health and managed care organizations. Emphasis on development of organizational strategy in health care institutions and emergency programs; strategic planning process; formulation of objectives and policies; execution of the strategy process in the health care industry; overcoming the challenge of strategy failure in managed care organizations.
- HCAD 4361: Healthcare Delivery Systems & Organization**
Cr .3. (3-3-0).
Provides foundational overviews of U.S. nursing and health care delivery systems including unit level healthcare models, delivery systems of care, complexity theory and managing change. (Cross-listed with NURS 6318.)
- HCAD 4362: Healthcare Informatics**
Cr .3. (3-3-0).
Provides foundational overviews of health informatics, information technology systems and healthcare technologies. Examines utilization of health information and technologies for best patient care outcomes. (Cross-listed with NURS 6320.)
- HCAD 4364: Healthcare Finance**
Cr .3. (3-3-0).
Examines healthcare policy, resource allocations, healthcare finance and socioeconomic principles to manage patient care. Student will learn to develop budgets for best patient care practices. (Cross-listed with NURS 6319.)

HCAD 4366: Professional Role, Policy and Ethics

Cr. 3. (3-3-0).

Examines concepts of policy, power, ethical decision-making and political behaviors to generate strategies for implementing professional leadership in changes in health care delivery systems. (Cross-listed with NURS 6306.)

Homeland and International Security (HINS)

HINS 6300: Selected Topics in Homeland and International Security

Cr. 3. (3-3-0). May be repeated for credit when topics vary.

HINS 6310: Theories of Political Violence

Cr. 3. (3-3-0).

An examination of the phenomenon of politically motivated violence. Contains evaluation of various psychological and sociological theories which attempt to define and explain political violence; focus on terrorism, guerrilla warfare, insurgencies, and an examination of cultural aspects of conflict.

HINS 6311: Domestic Terrorism and Hate Groups

Cr. 3. (3-3-0).

An overview of domestic terrorism and its sociological, political, historical, and religious causes. Additional focus on hate crimes and hate groups, and various aspects of American subcultures which contribute to violence-producing social movements.

HINS 6312: International Terrorism and Religious Violence

Cr. 3. (3-3-0).

An overview of religious violence and its cultural, sociological, political, historical, and religious causes. Focus on religious terrorism around the world and from all major religious traditions.

HINS 6313: Unconventional Warfare Since 1945

Cr. 3. (3-3-0).

Examines unconventional warfare (guerrilla, low-intensity, and insurgency) between un- or underdeveloped and industrial nations from the end of WWII to the present. Particular attention will be paid to tribal and clan-based cultures and their styles of conflict and how those traditional styles affect modern warfare.

History (HIST)

HIST 1301: U.S. History I

Cr. 3. (3-3-0).

Survey course of US history from 1492 to 1865 including social, political, intellectual, economic and military history will be explored.

HIST 1302: U.S. History II

Cr. 3. (3-3-0).

Survey course of US history from 1865 to present, including social political, intellectual, economic and military history will be explored.

HIST 2310: Texas History

Cr. 3. (3-3-0).

Survey of the social, economic and political history of Texas.

HIST 2311: Western Civilization to 1600

Cr. 3. (3-3-0)

Surveys the people, ideas, events and major trends – economic, social, political and cultural in western civilization from pre-history up to about 1600.

HIST 2312: Western Civilization Since 1600

Cr. 3. (3-3-0).

Surveys the people, ideas, events and major trends – economic, social, political and cultural in western civilization from 1600 to about 2000.

HIST 3310: History of Education

Cr. 3. (3-3-0).

The history of education from primitive societies to the present, including the progression of philosophical thought leading to the structure of today's schools.

- HIST 3321: Twentieth Century Europe**
Cr. 3. (3-3-0). Prerequisite: 6 s.h. in history.
Concentrates on World War I, World War II, and the Bolshevik Revolution and the emergence of Fascism.
- HIST 4300: Selected Topics in History**
Cr. 3. (3-3-0). Prerequisites: 6 s.h. in history and approval of instructor. May be repeated for credit.
- HIST 4302: Independent Study**
Cr. 3 per semester or more than 3 by concurrent enrollment. Prerequisites: 6 s.h. in history and consent of instructor.
- HIST 4310: History of the U.S. 1900-1945**
Cr. 3. (3-3-0). Prerequisite: 6 s.h. in history.
An examination of the major forces involved in the making of contemporary America.
- HIST 4311: History of the U.S. 1945-1970**
Cr. 3. (3-3-0). Prerequisite: 6 s.h. in history.
Continuation of HIST4310.
- HIST 4313: 4314: Social History of the United States—to 1865: Since 1865**
Cr. 3. (3-3-0). Prerequisite: 6 s.h. in history.
First semester: colonial times to 1865. Second semester: since 1865.
- HIST 4320: History of England to the 18th Century**
Cr. 3. (3-3-0).
A survey of English history from 3,000 B.C. to the 18th century focusing on the major changes in political, social and economic institutions.
- HIST 4321: Nineteenth Century Britain**
Cr. 3. (3-3-0). Prerequisite: 6 s.h. in history.
An examination of the effect of the Industrial Revolution on British society and the transformation of British political institutions by the Reform Acts.
- HIST 4322: Twentieth Century Britain**
Cr. 3. (3-3-0). Prerequisite: 6 s.h. in history.
Traces the changes in British society resulting from the world wars and the emergence of the welfare state in Britain.
- HIST 4323: Nazi Germany**
Cr. 3. (3-3-0). Prerequisite: 6 s.h. in history.
Study of twentieth century Germany which focuses on the origins of support for political extremism, the reasons for Hitler's success and the effect of Nazi control on German society.
- HIST 4324: History of Modern Russia**
Cr. 3. (3-3-0). Prerequisite: 6 s.h. in history.
Study of the decline of Tsarist Russia and the Soviet Union since the Bolshevik Revolution
- HIST 6300 : Selected Topics in History**
Cr. 3. (3-3-0). May be repeated when topics vary.
- HIST 6302: Independent Study**
Cr. 3 per semester or more than 3 by concurrent enrollment. Prerequisite: Approval of instructor.
- HIST 6310: U.S. Social History**
Cr. 3. (3-3-0).
Study of the major social, ethnic and racial groups in American society and the forces, including war, immigration and religion, which have changed them.
- HIST 6311: 20th Century U.S. History**
Cr. 3. (3-3-0).
Subjects to be considered include America's role in the two world wars, the New Deal, the war in Vietnam and the reforms of the Kennedy-Johnson administrations.
- HIST 6314: Modern British History**
Cr. 3. (3-3-0).
Study of 19th and 20th century British history with particular attention to the emergence of parliamentary democracy and the two world wars.

HIST6316: Nazi Germany

Cr. 3. (3-3-0).

Study of the origin and development of Nazi Germany through readings in key historical sources.

Humanities (HUMA)

HUMA 4300: Selected Topics in the Humanities

Cr. 3 (3-3-0). May be repeated for credit when topics vary.

Focuses on a humanities topic that does not belong exclusively to any single traditional discipline, for example, utopian thought or women in transition.

HUMA 4302: Independent Study

Cr. 3 per semester. Prerequisite: Consent of instructor.

HUMA 4312: Classical Greece and Rome

Cr. 3. (3-3-0).

Intensive study of classical Greece and Rome from an inter-disciplinary perspective.

HUMA 4313: Medieval and Renaissance Civilization

Cr. 3. (3-3-0).

Intensive study of the Middle Ages and Renaissance in Europe from an interdisciplinary perspective.

HUMA 4314: The Age of Enlightenment

Cr. 3. (3-3-0).

Intensive study of the 17th and 18th centuries from an inter-disciplinary perspective.

HUMA 4315: The Age of Revolution

Cr. 3. (3-3-0).

Intensive study of the period from the American Revolution to 1850 from an interdisciplinary perspective.

HUMA 4317: The Modern Era

Cr. 3. (3-3-0).

Major trends from the mid-nineteenth century to the present studied from an interdisciplinary perspective.

HUMA 4322: Ethics

Cr. 3. (3-3-0).

Introduces students to the history of moral philosophy in the western tradition from the pre-Socratics to contemporary thinkers, and exposes students to the fundamental issues of moral philosophy and to the major positions on how to address them.

HUMA 4323: Asian Culture

Cr. 3. (3-3-0).

Introduction to Middle Eastern, Indian, Chinese, and Japanese cultural traditions, including music, literature, philosophy, art, architecture, with an emphasis on the overlap between these disciplinary boundaries.

HUMA 4324: Gender Studies

Cr. 3. (3-3-0).

Introduction to current gender theory and the ways gender shapes behavior in areas such as the family, the labor force, and politics.

HUMA 4325: Hispanic Heritage, Culture & Civilization to 1848

Cr. 3. (3-3-0).

Overview of Pre-Hispanic cultures and exchanges created by European arrival. The course is organized with an historical/topical format, including analysis of the political, cultural, economic, scientific and religious underpinnings of Pre-Columbian and subsequent interaction with European cultures.

HUMA 4326: Hispanic Heritage, Culture & Civilization from 1848

Cr. 3. (3-3-0).

History and development of Hispanic Culture in the US within the Larger context of contact with "Anglo" culture, continuing relationships with Spain, and the changing juxtaposition of minority/majority groups, especially immigrants. Selected topics about political, cultural, economic, educational, scientific and religious issues of importance to Latinos.

HUMA 4341: Dimensions of Western Religion

Cr. 3. (3-3-0).

This course examines the theological, social and philosophical problems raised by the history of religion in the West, focusing on the Judeo-Christian tradition.

International Business (IBUS)

IBUS 4300: Selected Topics in International Business

Cr. 3. (3-3-0). Prerequisite: Senior standing and approval of instructor.

May be repeated for credit when topics vary.

IBUS 4316: International Management (cross-listed with MGMT 4316)

Cr. 3. (3-3-0). Prerequisite: MGMT 4320

A survey of international management issues studied from the perspective of the individual and the organization. Topics include the international environment, conducting business in international settings, and managing effectively in multi-cultural settings.

IBUS 4325: International Marketing (cross-listed with MKTG 4325)

Cr. 3. (3-3-0). Prerequisites: MKTG 3311

The study of the economic, social, cultural, legal, political and regulatory environment required for developing a global marketing strategy and plan.

IBUS 4331: International Finance (cross-listed with FINC 4325)

Cr. 3. (3-3-0). Prerequisite: FINC 3311.

Application of finance principles in the international environment; including the nature of the balance of payment mechanism, the factors affecting the foreign exchange markets; defensive techniques to protect the business against foreign exchange risk; and investing, financing, and working capital management within a multinational firm.

Interdisciplinary Studies (INDS)

INDS 3323: Child Development and Its Application To Learning

Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education Program

Theories of growth and social, emotional, physical and intellectual development in children and youth with some attention to their application to classroom management.

INDS 3324: Child Development and Learning

Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education

Theories of growth and social, emotional, physical and cognitive development of individuals with reference to classroom experiences. Certification only EC-4, 4-8, 8-12.

INDS 4315: The Psychology of Film

Cr. 3. (3-3-0).

A study of film and the psychological techniques employed to generate audience interest and participation.

- INDS 6300: Selected Topics in the Humanities**
Cr. 3. (3-3-0). May be repeated with permission of advisor.
 Focuses on a humanities topic not belonging exclusively to any single traditional discipline. Topics include cross-disciplinary objects of study (e.g., utopianism) and cross-disciplinary heuristics (e.g., feminist hermeneutics).
- INDS 6302: Independent Study**
Cr. 3 per semester. Prerequisite: Approval of advisor.
- INDS 6305: Interdisciplinary Research Project**
Cr. 3. (3-3-0). Prerequisites: Last semester of MAIS program.
 Required course for students with first concentration in bioinformatics, computer science, or math. Option for all other concentrations. Requires approval of concentration coordinator.
- INDS 6307: Thesis Project**
Cr. 3 per semester.
 3 semester hours Master's Thesis.
- INDS 6308-6309: Master's Thesis**
Cr. 3 per semester.
- INDS 6312: Introduction to Interdisciplinary Studies**
Cr. 3. (3-3-0). Prerequisites: Admission to MAIS program; Must be taken within first 15 s.h. of course work.
 Investigates the formation, history and current status of traditional disciplines as background for the study of the theory and practice of interdisciplinary studies; considers how disciplines interact and how projects cross disciplinary lines.
- INDS 6313: Gender Studies**
Cr. 3. (3-3-0).
A review of recent work in gender studies in humanities and social sciences.
- INDS 6315: Cultural Studies**
Cr. 3. (3-3-0).
 An interdisciplinary study of the main problems linking culture and society.
- INDS 6321: Interdisciplinary Research**
Cr. 3. (3-3-0). Prerequisite: INDS 6312.
 This course allows students to design and execute research in multiple concentrations. On-line research will be included.
- INDS 6324: Ethics**
Cr. 3. (3-3-0).
 An inquiry into the principles and problems of moral psychology.
- INDS 6326: Social Philosophy**
Cr. 3. (3-3-0).
 An analysis of the principles of justice as they apply to politics, economics, and culture.
- INDS 6328: Philosophy of Science**
Cr. 3. (3-3-0).
 Covers topics in philosophy of science that pertain especially to biology, evolutionary theory, complex systems theory, cognitive science and philosophy of mind.

Language (LANG)

- LANG 4310: Language and Reading**
Cr. 3. (3-3-0).
 Analysis of the relationship between language and reading. Analysis of oral and written cueing systems and study of first and second language acquisition.
- LANG 6310: Linguistics and Reading**
Cr. 3. (3-3-0).
 Study of relationship between language/language acquisition and reading. Focus on normal language acquisition, reading acquisition and on students with limited English and language disabilities.

Leadership and Enterprise Studies (LDRS)

- LDRS 3313: Public Relations Communication**
Cr. 3. (3-3-0)
An introduction to public relations, examining the theory and practice of public relations, its function in organizations, and its role in society. Emphasis is on how public relations professionals communicate effectively with various publics in a variety of professional settings. Cross-listed with COMM.
- LDRS 3315: Leadership Communication**
Cr. 3. (3-3-0).
Explores the communication disciplines necessary for leadership. These disciplines include: defining and framing a vision; developing and communicating the vision narrative; and empowering ownership of that vision. Cross-listed with COMM.
- LDRS 3317: Interviewing**
Cr. 3. (3-3-0).
Explores dyadic communication in a variety of contextual settings: mentoring, coaching, and other human resource development activities; consulting and sales; research; and assessment. Cross-listed with COMM.
- LDRS 4313: Communication and Conflict**
Cr. 3. (3-3-0).
Explores the communication processes inherent in decision-making in any public, organizations, corporate or community context. Cross-listed with COMM
- LDRS 4315: Global Communication**
Cr. 3. (3-3-0).
Explores the exigencies of communicating a consistent message globally to diverse constituencies. Cross-listed with COMM.
- LDRS 4316: Visual Communication**
Cr. 3. (3-3-0).
Course provides you with tools for the production and interpretation of images so that you might think more critically about visual communication. Cross-listed with COMM.(Formerly:“Image Communication”)

Literacy Studies (LITY)

- LITY 3310: Early Literacy Development**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education
A field-based course in the study of the wide range and variety of literature for the young child, both historical and contemporary; criteria for evaluation and selection; guidance of children's reading interest.
- LITY 3320: Foundations of Literacy: Theories and Assessment**
Cr. 3. (3-2-1). Prerequisite: Admission to Teacher Education, CUIV 3323, IDST 3323, LITY 3352
Study of the theoretical underpinnings for literacy acquisition and assessment as well as the systems of language and how they are interrelated and mutually supportive. (Formerly RDG 3320).
- LITY 3321: Foundations of Early Literacy Theories and Assessment**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education
To study the theoretical underpinnings for early literacy acquisition and assessment as well as the systems of language and how they are interrelated and mutually supportive. This course is designed specifically for students who seek Early Childhood-Grade 4 teacher certification on a deficiency plan.
- LITY 3322: Foundations of Literacy Theories and Assessment for Elementary Classrooms**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education
Specialization study of theoretical underpinnings for multiple literacy acquisition and Informal and formal assessment of virtual and traditional literacy in elementary classrooms; for EC-6 certification.

- LITY 3323: Foundations of Literacy Theories and Assessment for the Middle School Classroom**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education
 Specialization study of theoretical underpinnings for multiple literacy acquisition and informal and formal assessment of virtual and traditional literacy in middle school classrooms; for 4-8 certification.
- LITY 3330: Using Literature With the Young Child**
Cr. 3. (3-3-0).
 A field-based course in the study of the wide range and variety of literature for the young child, both historical and contemporary; criteria for evaluation and selection; guidance of children's reading interest. *Formerly "Literature for the Young Child".*
- LITY: 3331: Literature for the Young Child**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education
 Study of the wide range and variety of literature for the young child, both historical and contemporary; criteria for evaluation and selection; guidance of children's reading interest. This course is designed specifically for students who seek Early Childhood-4th Grade teacher certification without the field-based component.
- LITY 3340: Using Literature with Adolescents**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education, CUIN 3323, IDST 3323, LITY 3352
 A field-based study and application of adolescent reading material to include both traditional print literacy and virtual print literacy materials, criteria for evaluation and selection; includes the use of literature and trade books in content areas.
- LITY 3350: Methods & Materials: Teaching with Children's and Preadolescent Literature**
Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education, CUIN 3323, INDS 3323, LITY 3352
 Integrated use of children's and preadolescent literature to promote caring teaching skills while evaluating modern and classic texts to meet current curriculum standards. (Formerly RDG 3350).
- LITY 3352: Literacy Development for 21st Century Elementary Students**
Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education.
 Theory and research to examine traditional print literacy components; includes an introduction to virtual innovations to support literacy development.
- LITY 4360: Components of Effective Reading Instruction**
Cr. 3. (3-2-1). Prerequisites: Admission to Teacher Education.
 Application of instructional practice in the areas of oral language, phonological awareness, alphabetic principle, word study, spelling, fluency, comprehension, and written expression.
- LITY 4361: Reading and Writing Workshop**
Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education, CUIN 3323, INDS 3323, LITY 3352
 A field-based course in the survey of goals, methods, and organization of literacy workshop programs and practices in the elementary and secondary schools. (Formerly RDG 4361).
- LITY 4362: Workshop Approach to Reading and Writing Instruction**
Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education. CUIN 3323, INDS 3323, LITY 3352
 A non-field-based course that addresses the goals, methods and organization of literacy workshop programs and practices. (Formerly RDG 4362).
- LITY 4364: Content Area Literacy and Study Skills**
Cr. 3. (3-3-0). Prerequisite: Admission to the Teacher Education Program, CUIN 3323, INDS 3323
 A course for prospective secondary teachers covering reading, writing, and study skills for diverse classrooms. Includes unit preparation, theories and techniques of literacy, internet applications. Teacher certifications only.
- LITY 4365: Components of Effective Literacy Instruction**
Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education, CUIN 3323, INDS 3323, and LITY 3310.
 Field/clinical application of research-based traditional and virtual practices to promote literacy competencies and classroom assessments.

- LITY 6304: Practicum in Literacy**
Cr. 3. Prerequisites: Admission into the School of Education and Human Development Graduate Program
 Connecting research-based traditional and New Literacies theoretical foundations to instructional practices under supervision in a field setting. Includes development of virtual multi-literacies portfolio.
- LITY 6330: Using Multicultural Literature in Schools**
Cr. 3. (3-3-0). Prerequisite: Admission to the School of Education and Human Development graduate program.
 Evaluation and selection of children and adolescent multicultural fiction and non-fiction literature, literacy approaches with an emphasis on comprehension and assessment of literacy development. (Formerly C&I 6330).
- LITY 6331: Instruction for Students with Literacy Difficulties**
Cr. 3. (3-3-0). Prerequisite: Admission to School of Education and Human Development graduate program.
 Research-based study of instructional strategies for age-appropriate prevention and intervention to promote literacy development for the struggling student. Includes development of virtual multi-literacies portfolio.
- LITY 6332: Literacy Leadership and Critical Policy Action**
Cr. 3. (3-3-0). Prerequisite: Admission to School of Education and Human Development graduate program.
 Examination of the role of a literacy leader; how public policy impacts P-12 literacy curriculum and instruction; how to become an informed maker of multi-literacy policies.
- LITY 6333: Theory and Application of Writing for Globalized Learning**
Cr. 3. (3-3-0). Prerequisite: Admission to School of Education and Human Development graduate program.
 Analysis of the researched-based theoretical dimensions of traditional and virtual written communication to promote effective pedagogy for writing growth of 21st century students. Includes development of virtual multi-literacies portfolio.
- LITY 6340: Professional Literacy Research**
Cr. 3. (3-3-0). Prerequisites: FEDU 6321, LITY 6360, Admission into the School of Education and Human Development Graduate Program.
 Designing and conducting original school-based action literacy research projects. Including development of virtual multi-literacies portfolio.
- LITY 6360: Theoretical Foundations of New and Traditional Literacies**
Cr. 3. (3-3-0). Prerequisites: Admission to the School of Education and Human Development Graduate Program.
 Analysis and comparison of New Literacies and traditional literacy theories that impact literacy education; focus on cognitive, linguistic, cultural, social, and neurobiological development. (Formerly: *Survey of Reading Instruction; Foundations of Literacy Learning*) (Formerly C&I 6360).
- LITY 6362: Assessment of Multi-Literacies Learning**
Cr. 3. (3-3-0). Prerequisites: Admission to the School of Education and Human Development Graduate Program.
 Information on various traditional and virtual assessment tools, instructional resources and theoretical underpinnings to guide the use of these tools. Includes formal and informal assessment.
- LITY 6363: New and Traditional Literacies across the Content Areas**
Cr. 3. (3-3-0). Prerequisites: Admission to the School of Education and Human Development Graduate Program.
 Application of research-based virtual and traditional literacy approaches across the content areas including: evaluation, selection and application of digital media and traditional reading materials in classrooms. Including developing of virtual multi-literacies portfolio.

Mathematical Sciences (MATH)

- MATH 1314: College Algebra**
Cr. 3. (3-3-0).
Course will cover quadratics, polynomial, rational, logarithmic and exponential functions, system of equations, progression, sequences and series, matrices and determinants.
- MATH 1324: Finite Math**
Cr. 3. (3-3-0).
Course will provide essentials of finite mathematics, including topics such as set theory, matric algebra, solving systems of equations using matric methods; counting method; probability theory; game theory.
- MATH 1325: Business Calculus**
Cr. 3. (3-3-0).
Course will provide essentials of business calculus, including study of functions and graphs from a calculus viewpoint as applied to problems in business.
- MATH 1350: Mathematics Fundamentals I**
Cr. 3. (3-3-0).
Topics include problem solving, sets and whole numbers, numeration systems, number theory, integers, fractions, decimals, and proportional reasoning concepts.
- MATH 1351: Mathematics Fundamentals II**
Cr. 3. (3-3-0).
Topics include algebra, geometry, measurement, statistics and probability concepts.
- MATH 2312: Pre-Calculus**
Cr. 3. (3-3-0).
Course will provide essentials of pre-calculus including linear and non-linear functions, graphs of functions, trigonometric functions; analytic trigonometry, analytic geometry, and solving system of linear equations and inequalities.
- MATH 2413: Calculus I**
Cr. 3. (3-3-0). *Prerequisites: MATH 2312*
Provide essentials of Calculus I. Discover the important topics such as mathematical models, continuity and limit, derivative and differentiation rules; optimization and approximation, and anti-derivatives.
- MATH 2414: Calculus II**
Cr. 3. (3-3-0). *Prerequisite: MATH 2413*
Course will provide essentials of Calculus II, including integration, rules for integration, sequences, finite and infinite series, differential equations.
- MATH 2415: Calculus III**
Cr. 3. (3-3-0). *Prerequisite: MATH 2414*
Course will provide essentials of Calculus III, including vectors, partial derivatives, tangent planes, gradient, directional derivatives, multiple integration, Lagrange multipliers.
- MATH 3300: Selected Topics in Mathematical Sciences**
Cr. 3. (3-3-0).
- MATH 3310: Math Concepts I**
Cr. 3. (3-3-0). *Prerequisites: MATH 1314 College Algebra. Admitted to Teacher Education.*
A problem solving approach to sets, relations, numeration systems, whole numbers, number theory, integers, rational numbers as fractions, and measurement (Early Childhood-Grade 4 certification).
- MATH 3311: Math Concepts II**
Cr. 3. (3-3-0). *Prerequisite: MATH 1314 College and MATH 3310; Admission to Teacher Education.*
A problem solving approach to decimal, percent, ratio, proportion, probability, statistics, and geometry concepts. (Early Childhood-Grade 4 certification).

- MATH 3312: Math Concepts I for Middle School Teachers**
Cr. 3 (3-3-0) Prerequisites: MATH 1314, MATH 1350, MATH 1351. Admission to Teacher Education .
 Foundations for functions, linear functions, quadratic and other functions with algebraic, graphic and tabular representations. Other algebraic and geometry concepts will be addressed. Computers, graphing calculators, and cutting edge technology will be incorporated. This course is designed specifically for students who seek middle grade (4-8) teacher certification.
- MATH 3318: Concepts in Math I**
Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education, Math 1314.
 Sets, whole numbers, relations, numerations systems, theory, integers, rational numbers, fractions and measurement will be addressed by a problem solving approach. Designed for EC-6 teacher candidate.
- MATH 3320: Concepts in Math II**
Cr. 3. (3-3-0). Prerequisites: Admission to Teacher Education, Math 1314, MATH 3318.
 Decimals, percent, ration, proportion, probability, statistic and geometry concepts will be addressed by a problem solving approach. Designed for EC-6 teacher candidate.
- MATH 3321: Gaming Mathematics for Non-Programmer**
Cr. 3. (3-3-0). Prerequisites: 3 credits lower-division math and 3 credits lower-division computer programming.
 Mathematics theory and application for students who pursue non-programming gaming degree. Topics include motion and computer graphics related math theories and the application of these theories to game programming and simulations.
- MATH 3343: History of Mathematics**
Cr. 3. (3-3-0). Prerequisite: 3 s.h. calculus.
 A historical development of the mathematical sciences.
- MATH 3347: Operations Research**
Cr. 3. (3-3-0). Prerequisites: Finite math; and MATH 3391, MATH 3395 or QMSC 3311.
 Linear programming, critical path analysis, inventory models, Monte Carlo simulation, queuing models and dynamic programming.
- MATH 3357: Introduction to Higher Geometry**
Cr. 3. (3-3-0). Prerequisite: 3 s.h. of calculus or trigonometry.
 Introduction to modern approaches to the development of Euclidean geometry.
- MATH 3361: Linear Algebra**
Cr. 3. (3-3-0). Prerequisites: 3 s.h. of calculus, finite math or equivalent.
 Vector spaces, linear transformation, representation of linear transformations by matrices, matrix algebra, determinants, systems of linear equations and eigenvalue problems. Applications to 2D and 3D geometric modeling, computer graphics, and digital game programming.
- MATH 3362: Discrete Structures**
Cr. 3. (3-3-0). Prerequisite: MATH 3357 or MATH 3391 or 3 s.h. of pre-calculus or business calculus.
 Mappings, relations, recurrence, logic, Boolean algebras, graphs, induction, proofs, languages, state machines, history of artificial intelligence, Turing test, and applications of these areas.
- MATH 3391: Probability and Statistics**
Cr. 3. (3-3-0). Prerequisite: Pre-calculus or calculus or Finite Math and Business Calculus.
 Applied statistics with probability.
- MATH 3395: Statistics for the Social Sciences**
Cr. 3. (3-3-0). Prerequisite: 3 s.h. of college algebra; must have completed at least 30 semester hours.
 Descriptive and inferential statistics used in the social sciences. Cross-listed with PSY 3315.
- MATH 4300: Selected Topics in Mathematical Sciences**
Cr. 3. (3-3-0). Prerequisites: 6 s.h. in mathematics and consent of instructor. May be repeated with approval of school dean.
- MATH 4302: Independent Study**
Cr. 3 per semester or more than 3 by concurrent enrollment. Prerequisites: 6 s.h. in mathematics and approval of school dean.

- MATH 4310: Fundamental Concepts of Analysis**
Cr. 3. (3-3-0). Prerequisite: 8 s.h. of calculus or equivalent or permission of instructor.
 Definitions of functions and limits. Introduction to continuity, differentiation, integration, sequences and series, point-set topology, sequences and series of functions, and functions of several variables.
- MATH 4311: Modern Algebra**
Cr. 3. (3-3-0). Prerequisite: MATH 3362 or MATH 4310 or 8 s.h. of Calculus.
 Logical structure of mathematics, proof techniques, rings, integral domains, fields, factorization, groups ideals and field extensions, applications.
- MATH 4312: Mathematical Programming**
Cr. 3. (3-3-0). Prerequisite: 3 s.h. of calculus or equivalent.
 Mathematical development on linear programming, sensitivity analysis, dual problem dynamic programming, probabilistic inventory models and Monte Carlo methods.
- MATH 4345: Math Concepts II for Middle School Teachers**
Cr. 3. (3-3-0). Prerequisites: MATH 1314, MATH 1350, MATH 1351, Admission to Teacher Education
 Methods for teaching the four basic operations of integers, rational numbers or real numbers. Also methodology for estimation, percent, ratio, proportion, measurement, geometry, probability and statistics in the middle school. This course is designed specifically for students who seek middle grade (4-8) teacher certification.
- MATH 4327: Trends in Mathematics I**
Cr. 3. (3-3-0). Prerequisite: MATH 3312 and MATH 4345.
 Mathematical processes, perspectives, learning, instruction, assessment of algebra, probability and statistics concepts for the Mathematics 4-8 Concentration or Mathematics/Science 4-8 Concentration.
- MATH 4328: Trends in Mathematics II**
Cr. 3. (3-3-0). Prerequisite: MATH 3312 and MATH 4345.
 Mathematical processes, perspectives, learning, instruction, assessment of geometry, measurement, trigonometry and calculus concepts for the Mathematics 4-8 Concentration or Mathematics/Science 4-8 Concentration.
- MATH 4351: Mathematical Modeling**
Cr. 3. (3-3-0). Prerequisite: MATH 2315 or MATH 2415(Calculus III); or MATH 2320 Differential Equations.
 The modeling process; dimensional analysis and similtude. Models using proportionality, curve-fitting, experiments, optimization, simulation, and differential equations.
- MATH 4378: Numerical Analysis**
Cr. 3. (3-3-0). Prerequisite: 8 s.h. of calculus.
 Basic numerical methods and error analysis associated with the following topics: power series, roots of equations, systems of linear algebraic equations, interpolation, integration, finite differences and ordinary differential equations. Computer programming of selected algorithms.
- MATH 4381: Theory of Interest**
Cr. 3. (3-3-0). Prerequisite: 8 s.h. of calculus.
 Study of interest, compound interest, value equations, annuity functions and their application.
- MATH 4382: Actuarial Mathematics**
Cr. 3. (3-3-0). Prerequisite: MATH 2315 or MATH 2415 (Calculus III)
 Mathematics development of life contingencies, single-life, joint-life, survivor-life functions and their applications.
- MATH 4391: Probability and Statistics II**
Cr. 3. (3-3-0). Prerequisite: 6 s.h. of calculus or equivalent.
 Mathematical development on multivariate distribution, methods of estimation, test of hypothesis, regression and Bayesian method.
- MATH 6300: Selected Topics in Mathematical Sciences**
Cr. 3 per semester or more than 3 by concurrent enrollment. Prerequisite: Consent of instructor. May be repeated with approval of school dean.

- MATH 6310: Chaos, Fractals and Dynamic Systems**
Cr. 3. (3-3-0). Prerequisite: 7 s.h. of calculus.
 Introduction to the study of dynamical systems. Topics include linear systems, fixed points, chaos, fractals and complex dynamic systems.
- MATH 6311: Combinatorics and Number Theory**
Cr. 3. (3-3-0). Prerequisite: MATH 4310 or 3362 or equivalent.
 Theory of numbers and combinatorics and their applications. The topics include: fundamental theorem of arithmetic, general counting methods, generating functions, recurrence, inclusion-exclusion, and network algorithms.
- MATH 6312: Multivariate Statistical Analysis**
Cr. 3. (3-3-0). Prerequisite: MATH 3391 or 4391 or equivalent.
 Multivariate hypothesis testing and estimation, multivariate analysis of variance, factor analysis, multidimensional scaling and principal components.
- MATH 6313: Abstract Algebra**
Cr. 3. (3-3-0). Prerequisite: MATH 4310 or 3362 or equivalent.
 Study of those topics that make up the core of algebra with applications. Topics include: groups, rings, fields, modules, ideals and Galois theory.

Management (MGMT)

- MGMT 3303: Principles of Management**
Cr. 3. (3-3-0). Prerequisite: Junior standing.
 General systems theory; evolution of management theory; interpersonal behavior in business organizations to include: motivation, leadership, value attitudes and organizational development. (Formerly MGMT 3311) (*Credit will not be given for both MGMT 3311 and MGMT 3303.*)
- MGMT 3304: Legal Environment of Business**
Cr. 3. (3-3-0). Prerequisite: Junior standing.
 The interaction between politics, society, government and the law (public/private and federal/state), how corporate policy and business decisions are influenced by such institutions. (Formerly MGMT 3312) (*Credit will not be given for both MGMT 3312 and MGT 3304.*)
- MGMT 3306: Quantitative Decision Making**
Cr. 3. (3-3-0). Prerequisite: BUSI 3303 and COSC 3325
 Emphasizes decision-making models and tools with applications to business situations involving manufacturing, production, and service operations. (Formerly QMSC 3321) (*Credit will not be given for both QMSC 3321 AND MGMT 3306.*)
- MGMT 4300: Selected Topics in Management**
Cr. 3. (3-3-0). Prerequisite: MGMT 4320. May be repeated when topics vary.
- MGMT 4303: Entrepreneurship**
Cr. 3. Prerequisite: MGMT 4320.
 This course focuses primarily on the business plan and the start-up of a business. Topics include mission, vision, recognition of opportunities, business plan development, entry and operating strategies, obtaining financing, legal implications and the transition from starting a business to running one. (*Formerly: Entrepreneurship in Small Business*)
- MGMT 4304: Entrepreneurship Field Studies**
Cr. 3. (3-3-0). Prerequisite: MGMT 4303
 A practical course in which students work on entrepreneurial projects or with existing business with guidance from the instructor.
- MGMT 4305: Leadership**
Cr. 3. (3-3-0). Prerequisite: MGMT 3311
 Examines the complexity of business leadership through the review of key theories of leadership and their managerial applications from both organizational and individual perspectives. Topics include leadership concepts, theories, power, motivation, communication, delegating and ethical issues. (Formerly MGMT 4314) (*Credit will not be given for both MGMT 4314 and MGMT 4305.*)

MGMT 4309: Strategic Management

Cr. 3. (3-3-0). Prerequisites: Senior standing. All BBA core courses, one of which may be taken concurrently.

Formulation and implementation of strategies for both single-business and diversified firms operating in domestic or international contexts. Topics include the analysis of the remote, industry, and operating environments, the analysis of the internal firm resources, competencies and competitive advantages and weakness, the issues of outsourcing, mergers, acquisitions, and joint ventures, and the integration of functional and behavioral knowledge in the formulation and implementation of firm strategies and tactics. (Formerly MGMT 4340) *(Credit will not be given for both MGMT 4340 and MGMT 3309.)*

MGMT 4311: Human Resources Management

Cr. 3. (3-3-0). Prerequisite: MGMT 4320.

A survey of human resource management (HRM) activities within the organization. Topics include the functional areas of HRM as integrated components of business strategy, HR planning, recruitment, selection, and diversity, job analysis and design, training and development, employee and labor relations, compensation, and the legal framework for the practice of HRM.

MGMT 4312: Staffing

Cr. 3. (3-3-0). Prerequisite: MGMT 4311.

A course in organization staffing focusing on matching the strategic management needs of the organization with the knowledge, skills and abilities of the individual. Topics include recruiting, equal employment opportunity and affirmative action, assessment, testing, interviewing, and selection. *(Formerly: Human Resource Development)*

MGMT 4313: Compensation

Cr. 3. (3-3-0). Prerequisite: MGMT 4311.

Analysis of the compensation of employees in contemporary organizations. Topics include motivation theories, market dynamics in pay determination, wage surveys, external and internal compensation package considerations, pay-level policies, fringe benefit packages and administration, and compensation philosophy. *(Formerly: Compensation Management)*

MGMT 4315: Contemporary Issues in Management

Cr. 3. (3-3-0). Prerequisite: MGMT 4320.

A survey of contemporary issues in management. Examples of topics included are trends and changes in the global, political, legal, socio-economic, and cultural environments of business, learning organizations, systems, knowledge workers, work teams, corporate universities, e-commerce, and managing technologies. *(Formerly: Contemporary Management Issues)*

MGMT 4316: International Management

Cr. 3. (3-3-0). Prerequisite: MGMT 4320.

A survey of international management issues studied from the perspective of the individual and the organization. Topics include the international environment, conducting business in international settings, and managing effectively in multi-cultural settings.

MGMT 4318: Organizational Theory and Development

Cr. 3. (3-3-0). Prerequisite: MGMT 4320.

Organizational Theory and Development (OTD) looks into the role of the general manager and OTD implications. Topics include organizational theory, strategy, structure and organizational design, inter-organizational relationships, organizational lifecycle, culture and ethical values, innovation and change, conflict power and politics. *(Formerly: Organizational Theory and Design)*

MGMT 4320: Organizational Behavior

Cr. 3. (3-3-0). Prerequisite: MGMT 3311.

Human behavior issues in organizations studied from the perspective of the individual and that of the organization. Topics include personality, perceptions, motivation, group dynamics, work teams, decision-making, communication, leadership, and organizational change. *(Formerly: Advanced Organizational Behavior)*

MGMT 4321: Quality Management

Cr. 3. (3-3-0). Prerequisite: MGMT 4320.

The evolution and implementation of quality practices in organizations. Examines TQM, CQI and other quality practices.

- MGMT 4322: Strategy and the Business Environment**
Cr. 3. (3-3-0). Prerequisites: MGMT 3311 and ENGL 3430
 Addresses strategy formulation in a diverse environment by providing an understanding of perspectives that form the context for business. Coverage includes ethical and global issues, the influence of political, social, legal and regulatory, environment and technological issues, and the impact of diversity on organizations.
- MGMT 4325: Organizational Change**
Cr. 3. (3-3-0). Prerequisite: MGMT 4320.
 Examine theories, concepts, skills, and practices concerning organizational development and change. Topics include the nature of planned changes, diagnosing organizations, collecting and analyzing diagnostic information, feeding back diagnostic information, designing interventions, and leading, managing and evaluating organizational change.
- MGMT 4335: Project Management**
Cr. 3. (3-3-0). Prerequisite: MGMT 4320.
 Analysis and application of project management techniques and processes to large scale, complex and unique projects. Topics include project selection; planning and organization; negotiation and conflict resolution; budgeting and cost elimination; scheduling; resource allocation; monitoring and control; project auditing; and termination.
- MGMT 6300: Selected Topics in Management**
Cr. 3. (3-3-0). Prerequisite: MGMT 6351 or consent of the instructor.
May be repeated when topics vary.
- MGMT 6351: Management and Organizational Behavior**
Cr. 3. (3-3-0). Prerequisites: Graduate standing. (Cross-listed with NURS 6316)
 This course provides an overview of managerial functions with an emphasis on the study of individual, group and inter-group behaviors in organizations; focus will be contemporary management theories with an emphasis on practical applications. *(Credit will not be given for both MGMT 6351 and MGT 6320.)*
- MGMT 6352: Management Information Systems**
Cr. 3. (3-3-0). Prerequisites: Basic competency in computer literacy.
 This course focuses on current (and future) information technology capabilities that can be leveraged for strategic and operational advantage, as well as the limitations and potential problems involved in the use of information technology. *(Credit will not be given for both MGMT 6352 and MGT 6316.)*
- MGMT 6353: Management of Diversity in Organizations**
Cr. 3. (3-3-0). Prerequisites: BUSI 6351 and MGMT 6351
 This course provides students with an opportunity to develop the necessary knowledge and skills in the areas of inter-personal, team-building, communication, mentoring, counseling, decision-making and problem solving, conflict management and negotiation; emphasis will be placed on managing a diverse work force and cross-functional teams with a focus on practical applications.
- MGMT 6354: Leadership and Organizational Change**
Cr. 3. (3-3-0). Prerequisites: BUSI 6351 and MGMT 6351
 This course examines the key role of the leader as a change agent in organizations. Students will be able to understand various models and theories of organizational change and the role of the leader in the diagnosis and implementation of change.
- MGMT 6355: Operations Management: Creating Competitive Advantages**
Cr. 3. (3-3-0). Prerequisites: QMSC 6351
 This course focuses on using operations to compete and win sustainable competitive advantage in the marketplace. Operations management covers the design, operation and improvement of the systems that create and deliver the firm's primary products and services. *(Credit will not be given for both MGMT 6355 and QMC 6322.)*
- MGMT 6359: Seminar in Strategic Management**
Cr. 3. (3-3-0). Prerequisite: Completion of all MBA Core Courses – MGMT 6354 may be taken concurrently.
 Using cases and recent articles, this course focuses on value creation through strategic formulation and implementation. *(Credit will not be given for both MGMT 6359 and MGT 6331.)*

MGMT 6367: International Operations Management

Cr. 3. (3-3-0). Prerequisites: QMSC 6351 and MGMT 6352

This course examines various strategic and operational issues in the design, planning and execution of a firm's international operations, including acquisition of input resources, location of production facilities and logistics. The course will cover a range of topics from a strategic overview of international operations to detailed operational mechanisms to match global supply with demand from multinational markets for a firm's products and services.

MGMT 6369: International Business Strategy

Cr. 3. (3-3-0). Prerequisites: ECON 6367, FINC 6367, MGMT 6367, MGMT 6377 and MKTG 6377

Using an international consulting project, this course focuses on value creation through strategic formulation and implementation in the global marketplace.

MGMT 6371: Contemporary Management Issues

Cr. 3. (3-3-0). Prerequisite: MGMT 6351

Provides an understanding of the complex and dynamic nature of corporate environment in the current global economy in which business and its environment are not clearly separated. Includes discussion of emerging technologies, globalization, future trends, Learning Organization, recruiting and training the knowledge worker, Corporate Universities, mergers, acquisitions, Innovation Dilemma, Information Technology, and strategy transformation. (Formerly MGT 6326.)

MGMT 6372: Organizational Theory and Development

Cr. 3. (3-3-0). Prerequisite: MGMT 6351

Theoretical foundations and action strategies of organizational theory and development with emphasis on organizational analysis. Role of the general manager, problems and challenges of corporate managers in complex organizations, strategies in a turbulent environment. (Formerly MGT 6335.)

MGMT 6373: Seminar in Behavioral Decision Making

Cr. 3. (3-3-0). Prerequisites: MGMT 6351

Factors that affect individual judgment and decision making; effect of group dynamics on decision making; strategies for improving decision making. (Formerly MGT 6336.)

MGMT 6374: Human Resources Management

Cr. 3. (3-3-0). Prerequisite: MGMT 6351. (Cross-listed with NURS 6317)

This course encompasses an analysis of the classical and contemporary administrative functions involved in the management of people within organizations. Emphasizes staffing, EEO regulation, compensation policy, performance appraisal, and training and career development within the context of an increasingly diverse, internationalized, and competitive organizational environment. (Formerly MGT 6328)

MGMT 6375: Seminar in Employment Law

Cr. 3. (3-3-0). Prerequisites: MGMT 6351

Exploring the legal environment that pervades the relationship between employers and employees; analysis of the nature and scope of internal rules, regulations, policies and procedures that should be implemented governing the workplace and the conduct of employers and employees; writing and implementing policies; complying with federal and state employment laws, rules, and regulations. (Formerly MGT 6341.)

MGMT 6376: Entrepreneurship

Cr. 3. (3-3-0).

This course studies the entrepreneurial process. Topics include idea generation and assessment, writing the business plan, financing, gathering needed resources, firm startup, and exit strategies. (Credit for this course cannot be used to satisfy elective requirements on the MS-EDE program.)

MGMT 6377: International Management

Cr. 3. (3-3-0). Prerequisite: MGMT 6351

Theoretical and practical rationale for international business activities; delineation of macro-environmental factors and international institutions that affect global business; policy concerns raised by the dynamic international environment; political, legal, and cultural environment; implementation of global strategies for smaller companies and multinationals. (Formerly MGT 6330.)

MGMT 6378: Seminar in e-Commerce

Cr. 3. (3-3-0). Prerequisites: MGMT 6351

This course provides an advanced study of e-commerce as a new trend in doing business. A managerial perspective is adopted to show how online business is being conducted and managed, along with its opportunities, limitations, issues, and risks. Includes design and development of business-oriented Internet application using HTML-based tools. (Formerly MGT 6337.)

MGMT 6387: Comparative Management

Cr. 3. (3-3-0). Prerequisite: MGMT 6351

This course addresses the dilemmas and opportunities that managers face when interacting in international multi-cultural environments. The course focuses on increasing students' effectiveness/ability to manage cross-cultural interactions, and in identifying, understanding, and managing the cultural components of organizational and business dynamics. (Formerly MGT 6324.)

Marketing (MKTG)

MKTG 3303: Principles of Marketing

Cr. 3. (3-3-0). Prerequisite: Junior standing.

Marketing orientation and concepts applied to marketing strategies and planning, pricing, product development and management, promotion and channels of distribution. Emphasis is on ethics in marketing practice and on global marketing. (Formerly MKTG 3311) (Credit will not be given for both MKTG 3311 and MKTG 3303.)

MKTG 3321: Selling and Sales Management

Cr. 3. (3-3-0). Prerequisite: MKTG 3311.

Personal selling; analysis of product and market; the planning and execution of the sale; behavioral science applications to selling; the sales management function.

MKTG 4300: Selected Topics in Marketing

Cr. 3. (3-3-0). Prerequisite: MKTG 3311. May be repeated when topics vary.

MKTG 4311: Buyer Behavior

Cr. 3. (3-3-0). Prerequisite: MKTG 3311

Behavior factors (such as perception, cognition, attitude, reference group and decision theories) affecting consumer decisions concerning purchase of products and services; emphasis is placed on the analysis of buyer behavior and marketing strategy development.

MKTG 4312: Promotion Management

Cr. 3. (3-3-0). Prerequisites: MKTG 3311

Promotion mix strategy development based on the knowledge of consumer behavior. Analyzing the opportunities of using advertising, sales promotion, personal selling, publicity and public relations as part of the marketing mix strategy. (Formerly: Advertising)

MKTG 4313: Marketing Research

Cr. 3. (3-3-0) Prerequisites: MKTG 3311 and QMSC 3311

Nature and uses of marketing research in business. Methods of collecting and interpreting marketing information and specific application to problems in marketing.

MKTG 4315: Business-to-Business Marketing

Cr. 3. (3-3-0). Prerequisite: MKTG 3311

Marketing channel analysis, design, development, and management. Inter-organizational relationships, structure, conflicts, and negotiation. Global and ethical perspective.

MKTG 4316: Electronic Marketing

Cr. 3 (3-3-0). Prerequisite: MKTG 3311

The WWW as a communication medium and channel of distribution. Current e-marketing models, systems, and processes applied to develop strategies and enhance competitiveness, customer relationships and profitability.

- MKTG 4317: Services Marketing**
Cr. 3. (3-3-0). Prerequisite: MKTG 3311
 The uniqueness of service marketing, analyzing and designing service processes, systems, and service organizations, tuned to maximizing service quality, customer value, customer satisfaction and loyalty.
- MKTG 4325: International Marketing**
Cr. 3. (3-3-0). Prerequisites: MKTG 3311
 The study of the economic, social, cultural, legal, political and regulatory environment required for developing a global marketing strategy and plan.
- MKTG 4340: Marketing Management**
Cr. 3. (3-3-0). Prerequisites: MKTG 3311
 A course in marketing with emphasis on marketing strategy, planning and implementation. A program/plan field study is the central part of class activities.
- MKTG 6300: Selected Topics in Marketing**
Cr. 3. (3-3-0). Prerequisite: MKTG 6352. May be repeated when topics vary.
- MKTG 6352: Strategic Marketing Management**
Cr. 3. (3-3-0). Prerequisites: Graduate standing.
 The role of the marketing manager in analyzing market behavior, researching marketing opportunities, developing marketing strategies, and implementing and controlling the marketing effort. The emphasis is on the application of concepts to actual case histories. *(Credit will not be given for both MKTG 6352 and MKT 6321.)*
- MKTG 6371: Seminar in Consumer Behavior**
Cr. 3. (3-3-0). Prerequisite: MKTG 6352
 Discussion of the buying process to gain insight into conducting marketing research and designing product offers; how consumers think, behave, and learn about new products; what interests consumers; how consumers evaluate products and services, make choices, and feel about purchases; buyer motives, choice criteria, information processing, and decision making processes; buyer demographics and lifestyles; marketing strategies using the marketing mix. *(Formerly MKT 6316)*
- MKTG 6372: Marketing Research**
Cr. 3. (3-3-0). Prerequisite: MKTG 6352
 Research issues, methods and applications in marketing. The scope of market research, buyer and industrial applications, research methodologies including research design, data collection and analysis, report writing and presentation. *(Formerly MKT 6317)*
- MKTG 6373: Seminar in Business to Business Marketing**
Cr. 3. (3-3-0). Prerequisite: MKTG 6352
 Impact of the current business environment on business-to-business marketing and purchasing; current practice in business-to-business marketing and purchasing, including concepts, theories, institutions, and events; managerial decision-making and competitive strategy and program development. *(Formerly MKT 6315)*
- MKTG 6374: Seminar in Services Marketing**
Cr. 3. (3-3-0). Prerequisite: MKTG 6352
 Marketing and managing services as opposed to tangible goods; current practice in services marketing and management; managerial decision making and competitive service strategy development. *(Formerly MKT 6327)*
- MKTG 6375: Seminar in Integrated Marketing Communication**
Cr. 3. (3-3-0). Prerequisite: MKTG 6352
 Impact of current business environment on firm's communication with the outside environment; current practice in integrated marketing communications; managerial decision making and development of competitive marketing communication strategies and programs. *(Formerly MKT 6325)*

- MKTG 6376: Seminar in Advertising**
Cr. 3. (3-3-0). Prerequisite: MKTG 6352
 An introduction to current processes and practices of advertising. The course focuses on the role of advertising in the marketing mix and the critical role advertising plays in marketing success.
- MKTG 6377: International Marketing**
Cr. 3. (3-3-0). Prerequisite: MKTG 6352
 Global marketing environment and concepts and theories that are required in order to analyze the global market and to develop global marketing strategies. Readings, cases, and projects. (Formerly MKT 6318)
- MKTG 6378: Seminar in e-Marketing**
Cr. 3. (3-3-0). Prerequisite: MKTG 6352
 This course involves acquiring a basic knowledge of current e-business models and processes and applying this knowledge to develop strategies that enhance competitiveness, customer relationships and profitability. (Formerly MKT 6323)

Middle School Education (MSED)

- MSED 4300: Selected Topics in Middle School Education**
Cr. 3. (3-3-0).
- MSED 4302: Independent Study**
Cr. 3. (3-3-0).
- MSED 4303: 4304: Middle School Education Student Teaching**
Cr. 3 (3-3-0) Prerequisite: Admission by application to the Director of Field Experiences. Undergraduate credit only.
 Classroom management, record keeping and observation; teaching in a public school, guided by a cooperating teacher and directed by a University Supervisor.
- MSED 4305: Middle School Education Internship I**
Cr. 3 (3-3-0). Prerequisites: Admission by application to Director of Field Experiences.
 Teaching in an accredited school, guided by a mentor teacher, directed by a University Supervisor.
- MSED 4306: Middle School Education Internship II**
Cr. 3 (3-3-0). Prerequisites: Admission by application to Director of Field Experiences.
 Teaching in an accredited school, guided by a mentor teacher, directed by a University Supervisor.
- MSED 4307: Middle School Education Professional Seminar**
Cr. 3 (3-3-0). Prerequisite: Admission by application to student teaching.
 Provides understanding about the roles and responsibilities of a professional middle school educator in today's society, under the guidance of a faculty supervisor. Includes seminar meetings.
- MSED 4325: Adolescent Development with Application in the Schools**
Cr. 3. (3-3-0). Prerequisites: None
 Provides a broad overview of theories, research, and issues with an emphasis on school applications in the study of human development from early to late adolescence. (Replaces PSYC 3313 for Education plans)
- MSED 4345: Mathematics in the Middle School**
Cr. 3. (3-3-0). Prerequisite: MATH 1314, MATH 1350, MATH 1351, Admission to Teacher Education.
 Methods for teaching the four basic operations of integers, rational numbers or real numbers. Also methodology for estimation, percent, ratio, proportion, measurement, geometry, probability and statistics in the middle school. This course is designed specifically for students who seek middle grade (4-8) teacher certification.
- MSED 4350: Social Studies for Middle School**
Cr. 3. (2-1). Prerequisite: Admission to Teacher Education.
 Analysis of Social Studies curriculum and integration into the Grade 4-Grade 8 curriculum. Field based classroom teaching experience.

- MSED 4351: Social Studies for the Middle School**
Cr. 3. (3-3-0). Prerequisite: Admission to Teacher Education.
Analysis of Contemporary Middle School curriculum in social studies; methods of delivery based on cognitive and social development; current research; and national/state mandates.

Nonprofit Leadership (NONP)

- NONP 4340: Principles of Nonprofit Leadership and Management**
Cr. 3. (3-3-0).
A survey of principles guiding the leadership and management of people, programs and organizational development, quality, information systems, fiscal responsibility and risk, mission-based decision making and planning and organizational responsibility. *(Formerly IDS 4340)*
- NONP 6300: Topics in Nonprofit Management**
Cr. 3. (3-3-0).
May be repeated with permission of advisor. Selected management topics among which are conflict resolution, developing and managing boards, funds-raising and development, building collaborative partnerships, recruiting and managing volunteers, and managing risk.
- NONP 6330: The Leader's Mind**
Cr. 3. (3-3-0).
The study of the research and development of leadership competencies: communication, vision-setting, strategic planning from the bottom-up, guiding change, problem-solving, conflict management, and personal mastery (integrity) which inform accountable and effective leadership.
- NONP 6340: Strategy, Information and Finance**
Cr. (3-3-0).
Strategic development and implementation of nonprofit organizations: setting goals, measuring objectives and indicators, benchmarking, establishing activity-based information, budgeting and fund-raising systems, assuring quality and accountability of program performance.
- NONP 6360: Nonprofit Service Marketing**
Cr. 3. (3-3-0).
The study of quality customer-based marketing competencies for nonprofits: assessment and analysis of needs, resources, program effectiveness and client satisfaction; development and execution of strategy-based outreach (advertising and public relations) and service delivery (distribution and provision).
- NONP 6380: Community-Building**
Cr. 3. (3-3-0).
The research and development of building self-sufficient, sustainable and healthy communities: community research and democratization of information; leadership development, popular education and resident capacity-building; micro-financing and community economic; neighborhood justice and resource development.

Nursing (NURS)

- NURS 3230: Nursing Professional Role I**
Cr.2. (2-0).
Course will allow the student to compare past professional experiences with nursing practice. The art and science of professional nursing is examined from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
- NURS 3247: Pharmacology for Collaborative Nursing Practice**
Cr. 2. (2-0).
A foundational overview of pharmacology emphasizing the basics of drug knowledge including pharmacotherapeutics, pharmacodynamics, and pharmacokinetics. Drug therapy for all age groups is incorporated.

- NURS 3310: Professional Role Development and Practice Issues**
Cr.2. (3-3-0). Prerequisite/Corequisite: ENGL 3430 Professional Writing
 Focuses on the socialization of the student to the baccalaureate essentials for professional practice. Roles of the nurse, historical and theoretical foundations, and nursing philosophy and standards that define professional nursing are explored. (Formerly NURS 3210) (*Credit will not be given for both NURS 3310 and NURS 3210.*)
- NURS 3311: Health Assessment Across the Lifespan**
Cr. 3.(2-2).
 Presents health and cultural assessment concepts for individuals and families across the lifespan, building upon skills acquired in an initial licensure program. Emphasis is on history taking, data collection, and critical analyses of health and illness. Students practice clinical assessment skills in a laboratory setting.
- NURS 3315: Pathophysiology**
Cr. 3. (3-3-0).
 Course focuses on the pathophysiological basis of disease processes. Central concepts include symptoms, treatment, and prognosis across the lifespan. Mechanisms and principles that underlie pathogenesis provide a basis for evidence-based practice.
- NURS 3331: Nursing Professional Role II**
Cr.3. (3-0). Prerequisite: NURS 3230
 An open discussion forum to enable development of skills focusing on management principles and theories to provide professional nursing leadership.
- NURS 3332: Nursing Professional Role III**
Cr. 3. (3-3-0). Prerequisite: NURS 3331, NURS 3737
 Course focuses on political, legal, ethical and advocacy issues affecting health care and professional nursing practice.
- NURS 3337: Reading and Interpreting Scientific Literature**
Cr. 3. (3-3-0).
 The study of statistical procedures and scientific methods to enable critique of nursing research, use of scientific literature and evaluation of evidence-based nursing practice.
- NURS 3440: Introduction to Evidence-Based Nursing Practice**
Cr. 4. (3-3).
 Provides foundational overview of evidence-based nursing practice, health assessment, pathophysiology, and beginning data collection strategies. History, physical examination, data collection and critical analysis in situations of health and illness are emphasized..
- NURS 3631: Nursing Process for Symptom Management**
Cr. 6. (6-0).
 Focus is on the utilization of the nursing process as a systematic approach to symptom management and psychosocial care of adults.
- NURS 3633: Clinical Nursing Practice I**
Cr. 6. (0-18). Prerequisite or Co-Requisite: NURS 3230, NURS 3247, NURS 3440, NURS 3631
 Course provides clinical practice opportunities in acute care and psychiatric settings to enable the beginning student to acquire basic symptom management and communication skills.
- NURS 3634: Clinical Nursing Practice II**
Cr. 6. (0-18). Prerequisite: NURS 3633
 Course provides clinical practice opportunities in acute care and maternal/child settings to enable the student to acquire intermediate nursing care skills.
- NURS 3636: Nursing Process for Collaborative Practice I**
Cr. 6. (6-0). Prerequisite: NURS 3631
 Course focuses on care of the older adult, adult, child, and child bearing families experiencing alterations in tissue integrity and healthcare needs.
- NURS 3735: Clinical Nursing Practice III**
Cr. 7. (0-21). Prerequisite: NURS 3634
 Course provides clinical practice opportunities in high acuity and community settings to enable the student to acquire advanced nursing care and leadership/ management skills.
- NURS 3737: Nursing Process for Collaborative Practice II**
Cr. 7. (7-0). Prerequisite: NURS 3636
 Focus on wellness, health promotion, primary disease prevention, and management of health problems in complex care and community settings for patients of all ages.
- NURS 4102: Independent Study**
Cr. 1 (1-0). Prerequisite: Instructor approval.
 Topic will vary.

- NURS 4200: Selected Topics in Nursing**
Cr. 2. (2-0). Prerequisite: Instructor approval.
 Topics in Nursing vary each semester.
- NURS 4202: Independent Study**
Cr. 2 (2-0). Prerequisite: Instructor approval.
 Topic will vary.
- NURS 4300: Selected Topics in Nursing**
Cr. 3. (3-3-0). Prerequisite: Instructor approval.
 Topics in Nursing vary each semester.
- NURS 4302: Independent Study**
Cr. 3 (3-3-0). Prerequisite: Instructor approval.
 Topic will vary.
- NURS 4312: Leadership and Management in Professional Nursing Practice**
Cr. 3. (3-3-0). Prerequisites: NURS 3210
 Focuses on leadership theories and management principles to provide the foundation for professional nursing administration. Contemporary workplace issues impacting the nurse leader are explored. (Formerly NUR 4412)
- NURS 4314: Nursing Research**
Cr. 3. (3-3-0). Prerequisite: Statistics course
 Introduces the research process and presents research methods commonly used by nurse researchers. The importance of critical appraisal of nursing research and appropriate utilization of research findings in professional nursing practice are emphasized.
- NURS 4322: Policy, Politics, and Ethics in Professional Nursing Practice**
Cr. 3. (3-3-0). Prerequisite: NURS 3210
 Focuses on political, legal, ethical, and advocacy issues affecting health care delivery and nursing practice. Personal, societal, and professional influences are explored. (Formerly NUR 4222)
- NURS 4520: Concept Integration in Patient Care Management**
Cr. 5. (5-3-6). Prerequisites: NURS 3210; NURS 3311; NURS 3315; NURS 4312; NURS 4322; NURS 4314; and NURS 4521
 Focuses on integration of principles for interdisciplinary care management of patients, families, and populations across practice settings. Allows opportunities for knowledge synthesis in the provision of nursing care in varied settings utilizing the decision-making process. Expansion of the professional clinical role by demonstrating entry level competencies of BSN graduate roles to coordinate continuous quality care through the utilization of evidence-based practice in patient care management across practice setting is emphasized. Clinical instruction is individualized and focuses on application of the nursing process in direct care, teaching, interventions, and assessment of the clinical site for individuals and families.
- NURS 4521: Community Health Nursing**
Cr. 5. (5-3-6). Prerequisites: NURS 3210; NURS 3311; NURS 3315; NURS 4312; NURS 4322; NURS 4314
 Introduces the concept of community as client. The focus is on providing culturally appropriate care to populations within the public health framework. Allows opportunities for knowledge synthesis in the provision of nursing care in community-based and community health settings utilizing public principles. Expansion of the professional clinical role by demonstrating entry level BSN graduate role population focused competencies to coordinate continuous quality care through the utilization of evidence-based practice in patient care management across community-based practice settings is emphasized. Clinical instruction is individualized and focuses on application of the nursing process in direct care, teaching, interventions, and assessment of the clinical site for individuals, families, and groups.
- NURS 6300: Selected Topics in Nursing**
Cr. 3. (3-3-0) Prerequisite: Approval of instructor
 Topic will vary.
- NURS 6301: Nursing Research and Advanced Inquiry**
Cr. 3. (3-3-0). Prerequisite: Statistics course, and (pre/corequisite): NURS 6307
 Examines nursing research methodologies, their value and use for nursing practice. Principles and methods of research in problem identification, framework, critique, design, data collection, and analysis are emphasized. Students will critically examine the literature and develop and research proposal to evaluate patient care outcomes for evidence-based practice.

- NURS 6302: Independent Study**
Cr. 3. (3-3-0). Prerequisite: Approval of instructor.
 Topic will vary.
- NURS 6306: Professional Role, Policy and Ethics**
Cr. 3. (3-3-0).
 Focuses on the impact of policy, ethics, and politics on advanced nursing practice roles. The importance of advanced practice participation in shaping the direction of health care is emphasized.
- NURS 6307: Nursing Theory**
Cr. 3. (3-3-0).
 Evaluates nursing philosophical and conceptual models and various theories related to research and practice roles. Students will critically examine and apply theory to nursing practice roles and research. (Formerly NUR 6302)
- NURS 6309: Advanced Leadership and Management**
Cr. 3. (3-3-0). Prerequisite or Co-requisite: NURS 6306 or NURS 6307
 Focuses on the knowledge, skills, and abilities needed to practice in an administrative position in a health care organization at the nurse manager or nurse executive level. Students analyze leadership theories and management principles in advanced roles.
- NURS 6310: Advanced Clinical I**
Cr. 3. (2-3). Prerequisite or Co-requisite: NURS 6306 or NURS 6307; NURS 6301 and NURS 6313
 Focuses on the clinical practitioner and educator roles in advanced nursing practice and health care management of individuals from diverse populations. Students address developmental, physiological, pathological, and psychosocial changes during acute and chronic illnesses.
- NURS 6311: Advanced Clinical II**
Cr. 3. (1-6). Prerequisite or Co-requisite: NURS 6306 or NURS 6307; NURS 6310
 This course focuses on management of commonly encountered health deviations. The student will critique protocols for treatment decisions, referrals and follow up.
- NURS 6312: Measurement and Evaluation in Nursing Education**
Cr. 3. (3-3-0). Prerequisite or Co-requisite: NURS 6306 or NURS 6307; Statistics
 Examines theoretical aspects of measurement and evaluation as related to the role of nurse educator in nursing practice and research. Focus is placed on the concepts of reliability and validity in the development of objectives and evaluation strategies.
- NURS 6313: Theories and Methods of Teaching and Learning in Nursing**
Cr. 3. (3-3-0). Prerequisite or Co-requisite: NURS 6306 or NURS 6307
 Course presents an overview of educational theories and instructional methods related to nursing education. Students select appropriate theories and instructional methods used in academic, staff, and patient educational settings.
- NURS 6314: Development of Nursing Curriculum**
Cr. 3. (3-3-0). Prerequisite or Co-requisite: NURS 6306 or NURS 6307
 Focuses on curriculum design and development for the nurse educator. Students apply curriculum elements to various nursing educational settings.
- NURS 6315: Practicum in Teaching in Nursing**
Cr. 3. (0-9). Prerequisite or Co-requisite: NURS 6306 or NURS 6307; NURS 6313
 Synthesizes educational theories and instructional methods utilized in nursing education. Students use critical thinking and evidence-based practice to deliver and evaluate education in academic, staff, and/or patient settings.
- NURS 6316: Healthcare Organizational Behavior**
Cr. 3. (3-3-0). Prerequisite or Co-requisite: NURS 6306 or NURS 6307
 Provides overview of managerial functions with an emphasis on the study of individual, group and inter-group behaviors in organizations. (Cross-listed MGMT 6351)
- NURS 6317: Human Resource Management in Healthcare**
Cr. 3. (3-3-0). Prerequisite: NUR 6316/MGMT 6351
 Encompasses an analysis of the classical and contemporary administrative functions involved in management of people and organization, staffing, EEO regulation, compensation policy, performance appraisal and training and career development within the context of an increasing diverse, internationalized, and competitive health care organizational environment are emphasized. (Cross-listed MGMT 6374)

- NURS 6318: Healthcare Delivery Systems and Organization**
Cr. 3. (3-3-0). Prerequisite or Co-requisite: NURS 6306 or NURS 6307
 Provides foundational overviews of U.S. nursing and health care delivery systems. Students analyze key concepts models, frameworks, process, and structures related to healthcare delivery organizations.
- NURS 6319: Health Care Finance**
Cr. 3. (3-3-0). Prerequisite or Co-requisite: NURS 6306 or NURS 6307
 Provides an overview of financial management and health care finance for nonfinancial managers. Students explore concepts related to budgeting and financial management.
- NURS 6320: Healthcare Informatics**
Cr. 3. (3-3-0). Prerequisite or Co-requisite: NURS 6306 or NURS 6307
 Course focuses on health informatics, information technology systems, and health care technologies. Students examine how to utilize health information and technologies for quality outcomes.
- NURS 6321: Leadership Practicum**
Cr. 3. (3-0-9). Prerequisites: NURS 6309, NURS 6316, NURS 6318, NURS 6319
 Provides opportunities to integrate previously learned knowledge and skills during a 135 hour practicum. Students work with nurse preceptors in mid-or upper-level administrative positions in a variety of health care settings to demonstrate competencies related to complex adaptive systems, health care administration, and health care quality and safety.
- NURS 6323: Foundations of Adult Education**
Cr. 3. (3-3-0).
 An overview course designed to give participants an understanding of the field of practice of adult education. It will offer an overview of the major historical developments of adult education, particularly to the U.S. and will examine the philosophical roots of adult education. (Cross-listed FEDU 6334)
- NURS 6324: Diversity and Adult Education**
Cr. 3. (3-3-0).
 This course entails an analysis of diversity in the adult education context. Various psychosocial factors of diverse identity groups and the influence of these variable on adult education will be studied. (Cross-listed FEDU 6335)
- NURS 6351: Evidence-Based Practice Project**
Cr. 3 (3-3-0). Prerequisite: Capstone course – will begin in final semester of MSN program (may require additional semesters of enrollment for completion.) Student must have a 3.0 grade point average in the MSN program to take this course.
 Course synthesizes knowledge from the core and track specific courses in the development of an evidence-based project based on a needs assessment. Students prepare the project for implementation, publication, grant submission, or professional presentation.

Philosophy (PHIL)

- PHIL 1301: Intro to Western Philosophy**
Cr. 3. (3-3-0).
 Provide general introduction to critical and reflective thinking concerning the problems of existence and the quest for meaning approached through study of great philosophers and philosophical movements.
- PHIL 1303: Critical Thinking**
Cr. 3. (3-3-0).
 Provide information on reasoning and critical thinking including identification of fallacies, types of arguments, and nature and limits of sources of information.

Physics (PHYS)

- PHYS 1401: College Physics I - Mechanics**
Cr. 4. (4-3-1).
 An introductory physics course designed for biology, applied arts and sciences, computer science and gaming students. Topics include motion, work and energy, and sound waves.

PHYS 1402: College Physics II – Electricity and Magnetism

Cr. 4 (4-3-1).

An intermediate level physics course designed for biology, applied arts and sciences, computer science, and gaming students. Topics include electricity, magnetism, optics.

Political Science (PSCI)

PSCI 2305: U.S. Government

Cr. 3. (3-3-0).

Introduction to United States national government and politics; including constitutional basis, processes, institutions and policies of U.S. Government and politics.

PSCI 2306: Texas State & Local Government

Cr. 3. (3-3-0).

Introduction to Texas state and local government including constitutional basis, processes, institutions and policies of Texas government and politics.

PSCI 3320: Introduction to Public Policy

Cr. 3. (3-3-0). Prerequisites: PSCI 2305 or 2306

Provides a basic foundation in US Public Policy. Covers the basics of what is public policy, the different policy-making institutions and processes, the different areas of public policy, as well as how to analyze public policy outputs and outcomes.

PSCI 3340: World Politics

Cr. 3. (3-3-0).

International relations among nation-states are analyzed in their comparative aspects with structural components, transnational organizations, cultures, institutions, and rational choice. *Formerly "Global Political Studies"*

PSCI 4102; 4202; 4302: Independent Study of Political Science

Cr. 1; 2; 3. (1-1-0); (2-2-0); (3-3-0)

Topics will vary.

PSCI 4300: Selected Topics in Political Science

Cr. 3. (3-3-0). Prerequisites: PSCI 2305 and PSCI 2306

Topics in political science will vary each semester.

PSCI 4305: Internship in Political Science

Cr. 3. (3-3-0). Prerequisite: Approval of instructor

Provides students with opportunities to participate in a work setting or research project with appropriate agencies or entities in the field of political science.

Psychology (PSYC)

PSYC 2300: Selected Topics in Psychology

Cr. 3. (3-3-0).

Topics in psychology; will vary each semester.

PSYC 2301 Introduction to Psychology

Cr. 3. (3-3-0).

Survey of Introductory topics such as learning, memory, sensation and perception, personality, life-span development, psychological basis of behavior, stress and health, psychological disorders, social psychology and research methods.

PSYC 3310: Industrial Organizational Psychology

Cr. 3. (3-3-0).

Applications of psychological theory and methodology to the problems of recruiting, selecting, training, and motivating individuals in organizational settings.

PSYC 3314: Physiological Psychology

Cr. 3. (3-3-0). Prerequisite: PSYC 2301.

Examination of the relationship between brain processes and behavior.

- PSYC 3315: Statistics for the Social Sciences**
Cr. 3. (3-3-0). Prerequisites: 3 s.h. of college algebra; must have completed at least 30 semester hours.
 Descriptive and inferential statistics used in the social sciences. Cross-listed with MATH 3395.
- PSYC 3316: Child and Adolescent Development**
Cr. 3. (3-3-0). Prerequisite: PSYC 2301
 Physical, cognitive, and social development in children through adolescence; factors affecting the developmental process.
- PSYC 3317: Adult Development and Gerontology**
Cr. 3. (3-3-0). Prerequisite: PSYC 2301
 Physical cognitive, and social development in adulthood through elder years; factors affecting the developmental process.
- PSYC 4102: 4302: Independent Study**
Cr. 1 or 3 per semester or more than 3 by concurrent enrollment. Prerequisite: Approval of instructor.
- PSYC 4300: Selected Topics in Psychology**
Cr. 3. (3-3-0). Prerequisites: PSYC 2301 and consent of instructor. May be repeated when topics vary.
- PSYC 4305: Internship**
Cr. 3. Prerequisite: Approval of instructor.
 Provides students with opportunities to participate in a work setting or research project with appropriate agencies or entities in the field of psychology.
- PSYC 4310: Tests and Measurements**
Cr. 3. (3-3-0). Prerequisites: PSYC 2301 and PSY 3315.
 Norms, reliability, validity, and critical analysis of tests used in psychology and education.
- PSYC 4311: Abnormal Psychology**
Cr. 3. (3-3-0). Prerequisite: PSYC 2301.
 Analysis of maladaptive behavior; historical and current trends in diagnosis and treatment.
- PSYC 4312: Social Psychology**
Cr. 3. (3-3-0). Prerequisite: PSYC 2301.
 The psychology of social influence. Includes topics such as social persuasion, interpersonal attraction, aggression, and prejudice.
- PSYC 4313: Introduction to Clinical Psychology**
Cr. 3. (3-3-0).
 Theory and practice of clinical psychology. Psychological assessment, theories of psychotherapy and professional issues. Preview of graduate training in clinical psychology.
- PSYC 4314: History and Systems**
Cr. 3. (3-3-0). Prerequisite: PSYC 2301.
 Philosophical, theoretical and conceptual issues in psychology, and major schools of thought within the field.
- PSYC 4316: Psychology of Personality**
Cr. 3. (3-3-0). Prerequisite: PSYC 2301.
 Major contributors and theories of personality development; examination of applications to current social situations.
- PSYC 4317: Human Sexuality**
Cr. 3. (3-3-0). Prerequisite: Consent of instructor.
 Physical, psychological, emotional and socio-cultural aspects of sexuality.
- PSYC 4318: Research Methods for the Social Sciences**
Cr. 3 (3-3-0). Prerequisites: PSYC 3315.
 Research design and statistical analyses used in the social sciences.
- PSYC 4319: Psychology of Happiness**
Cr. 3. (3-3-0).
 The course examines a new area of psychology called positive psychology that involves the emotional states, traits, and institutions that facilitate well-being. It also explores strategies for enhancing happiness and well-being.

- PSYC 4320: Principles of Learning**
Cr. 3. (3-3-0).
 Approaches to learning, memory, and motivation in humans; theory and application of learning principles.
- PSYC 4328: Principles of Psychopharmacology**
Cr. 3. (3-3-0).
 An overview of principles of psychotropic drug action; behavioral and cognitive effects of currently used medications for major psychiatric disorders and those of historical significance.
- PSYC 4330: Stress and Health**
Cr. 3. (3-3-0).
 Examines the relationship between stress and health. Explores strategies for effective stress coping and making lifestyle changes to enhance health and wellness.
- PSYC 4332: Substance Abuse and Dependence**
Cr. 3. (3-3-0).
 Introduction of contemporary perspectives on addictive behavior with emphasis on the study of substance abuse, dependence and addiction. *(Formerly: Psychology of Addiction)*
- PSYC 4334: Psychology of Women**
Cr. 3. (3-3-0).
 Introduces perspectives on the psychology of women, including the historical contributions of women psychologists.
- PSYC 6300: Selected Topics in Psychology**
Cr. 3. (3-3-0). May be repeated when topics vary.
- PSYC 6302: Independent Study**
Cr. 3 per semester or more than 3 by concurrent enrollment. Prerequisite: Approval of instructor.
- PSYC 6303: Counseling Psychology Practicum**
Cr. 3. Prerequisites: PSYC 6321, PSYC 6330, PSYC 6333, PSYC 6335, PSYC 6337 and consent of instructor.
 Counseling psychology supervised field experience in counseling and/or assessment.
- PSYC 6304: Practicum in Forensic Psychology**
Cr. 3. Prerequisites: PSYC 6321, 6330, 6333, 6335, 6337 and consent of instructor. Enrollment limited. May be repeated for a maximum of 9 semester hours with approval of instructor.
- PSYC 6305: School Psychology Internship**
Cr. 3. (3-3-0). Prerequisites: All other program coursework; Passage of the Comprehensive Exams and Praxis II Exam
 The culminating experience in the school psychology professional training program that provides a supervised opportunity to practice professional skills in a school setting.
- PSYC 6308-6309: Master's Thesis**
Cr. 3 per semester. Prerequisites: PSYC 6326 and 9 additional s.h. of graduate psychology.
- PSYC 6315: Advanced Learning**
Cr. 3. (3-3-0).
 Review of research in classical and contemporary learning theory. Principles of application and ethics.
- PSYC 6319: Vocational Psychology and Career Counseling**
Cr. 3. (3-3-0) Prerequisite: Admission to masters program in Psychology and/or consent of instructor.
 Theories of vocational and career choice, relationship to lifestyle; sources of occupational and educational information, and the career decision-making process. Includes career development through life stages. *(Formerly: Educational and Career Decision Making)*
- PSYC 6321: Advanced Abnormal Psychology**
Cr. 3. (3-3-0). Prerequisite: PSY 4311, and admission to masters program in Psychology, or consent of instructor.
 Theories, processes and issues related to the development, evaluation and classification of maladaptive behavior patterns using the current DSM.

- PSYC 6324: Techniques of Child and Adolescent Psychotherapy**
Cr. 3. (3-3-0). Prerequisites: PSYC 6334 Theories & Issues in Psychotherapy
 An intermediate course that prepares students to work with children and adolescents through exploration of a variety of evidence-based therapeutic methods and techniques with children and adolescents.
- PSYC 6326: Advanced Research Methods**
Cr. 3. (3-3-0). Prerequisite: PSYC 3315, PSYC 4318, and admission to Master's Program in Psychology.
 Advanced research design and statistical analyses used in the social sciences; directed research. *(Formerly Empirical Methods)*
- PSYC 6327: Assessment for Forensic Psychology**
Cr. 3. (3-3-0). Prerequisites: Admission to MA program in Forensic Psychology, successful completion of PSYC 6336, PSYC 6337, and PSYC 6343; consent of instructor.
 Selection, administration and interpretation of psychological tests used for forensic populations.
- PSYC 6328: Biological Psychology**
Cr. 3. (3-3-0).
 Structure and function of CNS, neuropsychology, perception, behavioral genetics, and psychopharmacology.
- PSYC 6329: Principles and Application of Psychopharmacology**
Cr. 3. (3-3-0).
 Drug action; behavioral and cognitive effects of medications/drugs of abuse commonly seen in clinical practice. Develop skills necessary to remain current in clinical settings.
- PSYC 6330: Life-Span Developmental Psychology**
Cr. 3. (3-3-0).
 Theory and research of successive life changes and challenges across the life span of the individual.
- PSYC 6331: Multicultural Psychotherapy**
Cr. 3. (3-3-0) Prerequisites: PSYC 6334 or COUN 6327.
 Multicultural issues in theory, practice and research. Emphasis on developing skills for more effective psychotherapy with persons from a variety of cultural/racial/ethnic groups.
- PSYC 6332: Advanced Social Psychology**
Cr. 3. (3-3-0).
 Theory and research of social influence.
- PSYC 6333: Ethics and Practice of Psychology**
Cr. 3. (3-3-0).
 Professional orientation to the roles, ethical and legal standards of practice in school psychology and counseling psychology. *(Formerly: Psychology and the Law)*
- PSYC 6334: Theories and Issues in Psychotherapy**
Cr. 3. (3-3-0). Prerequisite: Admission to masters program in psychology.
 Examination of the major schools of psychotherapy including theory, process, issues, and efficacy.
- PSYC 6335: Techniques of Psychotherapy**
Cr. 3. (3-3-0). Prerequisite: PSYC 6334.
 Therapy skills introduced through didactic, demonstration and experiential learning situations. Students will be rated on oral communication and clinical skills in application of various techniques.
- PSYC 6336: Introduction to Assessment**
Cr. 3. (3-3-0). Prerequisite: Admission to masters program in psychology.
 Intake interviewing, behavioral observations, administration and interpretation of standardized intellectual and achievement tests, writing evaluations.
- PSYC 6337: Advanced Assessment**
Cr. 3. (3-3-0). Prerequisites: Admission to masters program in psychology and PSY 6336.
 Administration, scoring and interpretation of personality tests and specific diagnostic tests.
- PSYC 6338: Group Psychotherapy**
Cr. 3. (3-3-0). Prerequisite: PSYC 6335.
 Theory and techniques of group psychotherapy; emphasis on process.

- PSYC 6339: Theory and Techniques of Family Therapy**
Cr. 3. (3-3-0). Prerequisite: PSYC 6334 or COUN 6327.
 An introduction to family therapy; theories and techniques of the major approaches; application to multiple settings; ethical issues.
- PSYC 6340: School Consultation**
Cr. 3. (3-3-0).
 Examines the process and practices of school consultation. Required for LSSP.
- PSYC 6341: Behavior Management**
Cr. 3. (3-3-0).
 The application of learning principles to conduct behavioral assessments and design behavioral management programs in school and home environments.
- PSYC 6343: Advanced Forensic Psychology**
Cr. 3. (3-3-0). Prerequisites: Admission to graduate study in Psychology or Criminal Justice, or permission of instructor.
 Includes topics such as understanding behavior and legal issues in penal settings, criminal settings, tort settings. Will also cover basic ethical and professional issues and roles for psychologist.
- PSYC 6344: Ethics & Profession of School Psychology**
Cr. 3. Prerequisite: Admissions to the School Psychology Graduate Program.
 Introduces the student to the history, practice, credentials and ethics of school psychology.
- PSYC 6345: Integrated School-Based Assessment I**
Cr. 3. (3-3-0). Prerequisite: PSYC 6336 Introduction to Assessment
 An intermediate course that prepares students for integrated psycho-educational assessment in school psychology with an emphasis on attentional, social, behavioral and emotional functioning.
- PSYC 6346: Integrated School-Based Assessment II**
Cr. 3. (3-3-0). Prerequisites: PSYC 6336 Introduction to Assessment, PSYC 6345 Integrated School Based Assessment I; Co-requisite: School Psychology Practicum in Assessment.
 An advanced course that prepares students for integrated psycho-educational assessment in school psychology with an emphasis on neurological functioning, low-incidence disorders, and preschool children. (Replaces PSY 6342)
- PSYC 6347: Seminar in Professional Behavior in School Psychology**
Cr. 3. (3-3-0). Prerequisite: The Ethics & Profession of School Psychology & both School Psychology Practica
 An advanced course that prepares students for comprehensive exams, licensure, internship and professional practice as school psychologists.
- PSYC 6348: School Psychology Practicum in Consultation**
Cr. 3. (3-3-0). Prerequisites: PSYC 6334 & PSYC 6335 and consent of instructor, enrollment limited.
 Field based opportunity for consultation in school psychology.
- PSYC 6349: School Psychology Practicum in Assessment**
Cr. 3. (3-3-0). Prerequisites: PSYC 6336, PSYC 6337, PSYC 6342 and consent of instructor. Enrollment limited.
 Field-based experience for students to use skills in data-based decision-making in school psychology.
- PSYC 6399: Selected Topics in Forensic Psychology**
Cr. 3. (3-3-0). Prerequisites: Admission to MA program in Forensic Psychology or consent of instructor. May be repeated when topics vary.

Publishing (PUBL)

- PUBL 6305: Publishing Internship**
Cr. 3. (3-3-0).
 The publishing internship must be taken for two semesters for a total of six hours. The internship will serve as the culminating experience for student, a time to make meaningful connections skills and concepts learned in the classroom and their application in a professional publishing setting-

- PUBL 6310: Introduction to Publishing**
Cr.3. (3-3-0) Prerequisites: Admission to the MS Publishing program.
 A historical overview of the origins, development, and current practices of publishing.
- PUBL 6312: Publication Design**
Cr.3. (3-3-0). Prerequisites: Admission to the MS Publishing program.
 An introduction to design principles and practices for publishing. Current version of Adobe Creative Suite required.
- PUBL 6314: Legal Environment of Publishing & Contracts**
Cr.3. (3-3-0). Prerequisites: Instructor approval and PUBL 6310 Introduction to Publishing.
 An introduction to copyright, contracts and the history of law in publishing
- PUBL 6316: Style and Editing**
Cr.3. (3-3-0). Prerequisites: PUBL 6310 Introduction to Publishing, or instructor approval.
 Introduction to copyediting, proofreading and developmental editing.
- PUBL 6318: Digital Publishing**
Cr.3. (3-3-0). Prerequisites: PUBL 6310 Introduction to Publishing, PUBL 6312 Publication Design, PUBL 6316 Style and Editing.
 In this graduate seminar, students will learn how to use new media to create publications, including e-books and other digital mediums. *Formerly "Advanced Publishing".*

Quantitative Management Science (QMSC)

- QMSC 6300: Selected Topics in Quantitative Management**
Cr. 3. (3-3-0). Prerequisite: MGMT 6352. May be repeated when topics vary.
- QMSC 6351: Statistics and Research Methods**
Cr. 3. (3-3-0). Prerequisites: Graduate standing and business calculus or equivalent.
 This course places a strong emphasis on the application of research methodology and statistical techniques to typical business problems encountered by management. *(Credit will not be given for both QMSC 6351 and QMS 6311.)*

Religion (RELN)

- RELN 6300: Selected Topics in Religion**
Cr. 3. (3-3-0).
 May be repeated when topics vary.
- RELN 6310: History of Christianity**
Cr. 3. (3-3-0).
 Overview of Christianity as an evolving legacy of beliefs and historical events.
- RELN 6311: Asian Religion & Culture: Classic to Contemporary**
Cr. 3. (3-3-0).
 Introduces students to Asian culture through the history, social customs and art of Asia, focusing on the traditions of India, China and Japan.
- RELN 6312: Religion and Media**
Cr. 3. (3-3-0).
 Examines relationship between media and religion and consider how media mediate religious experience.
- RELN 6313: Philosophy of Religion**
Cr. 3. (3-3-0).
 Examines what is most important to religion, including basic problems common to all religions.

Science (SCIE)

- SCIE 3310: Earth Science**
Cr. 3. (3-3-0) Prerequisites: None.
Basic topics and principles in geology, oceanography, meteorology, and astronomy.
- SCIE 3320: Physical Science**
Cr. 3. (3-3-0). Prerequisites: None
Basic topics and principles in sound, heat, light, magnetism, electricity, friction, machines, and changes in matter and energy.
- SCIE 4112: Physical Science for Elementary Schools**
Cr. 1. (1-0). Prerequisite: 6 s.h. in science. May be repeated when topics vary.
Topics in physical science relevant to science teaching in elementary classrooms.
- SCIE 4313: Earth and Space Science**
Cr. 3. (3-3-0).
Concepts and principles in Earth and space science. The course includes Earth history, geology, oceans, atmosphere, and Earth's place in the universe.
- SCIE 4314: Environmental Science**
Cr. 3. (3-3-0).
Environmental science topics include the following: ecology, environmental systems, human population, conservation biology, resource management, water systems and resources, pollution, global climate change, etc.
- SCIE 4315: Conceptual Chemistry**
Cr. 3. (3-3-0)
Basic concepts and principles of the composition, structure, properties and reactions of matter; especially of atomic and molecular systems.
- SCIE 4316: Conceptual Physics**
Cr. 3. (3-3-0)
Basic concepts and principles of mechanics, heat, light and other radiation, sound, electricity, and magnetism.
- SCIE 6112: Physical Science for Secondary Schools**
Cr. 1. (1-0). Prerequisite: 18 s.h. in science. May be repeated when topics vary.
Topics in physical science relevant to science teaching in secondary classrooms.
- SCIE 6300: Selected Science Concepts**
Cr. 3 (3-3-0). Prerequisites: Approval of advisor or school dean.
Concepts in physical science, environmental science, biology, and earth and space science.
- SCIE 6321: Conceptual Chemistry**
Cr. 3. (3-3-0). Prerequisite: Bachelors Degree
This course will enhance teachers' content knowledge and understanding of our world of atoms and molecules. It will include particles of matter, elements of chemistry, subatomic particles, chemical bonding, chemical reactivity, organic compounds, and medicinal chemistry.
- SCIE 6322: Earth Science**
Cr. 3. (3-3-0). Prerequisite: Bachelors Degree
This course will enhance teachers' content knowledge in Earth Science. It will include an introduction to geology, matter and minerals, rock, earthquakes, volcanoes, running water and ground water, weather plate tectonics, oceanography, the atmosphere, and the solar system.
- SCIE 6323: Environmental Science**
Cr. 3. (3-3-0). Prerequisite: Bachelors Degree
This course will enhance teachers' environmental science teaching skills. It will include the following: environmental science and systems, ecology, human population, conservation biology, resource management, health, water systems and resources, pollution, global climate change, etc.

- SCIE 6324: Heat, Sound, Light, and Electricity**
Cr. 3. (3-3-0). Prerequisite: Bachelors Degree
 This course will enhance teachers' content knowledge in physics, particularly heat, sound, light and electricity. It will include change of phase, vibration and waves, reflection and refraction, electrostatics, current electricity and magnetism.
- SCIE 6325: Mechanics and Properties of Matter**
Cr. 3. (3-3-0). Prerequisite: Bachelors Degree
 This course will enhance teachers' content knowledge in physics, particularly mechanics and properties of matter. It will include Newton's laws of motion, momentum, energy, and the atomic nature of matter.
- SCIE 6326: Trends in Teaching Secondary Science**
Cr. 3. (3-3-0). Prerequisite: Bachelors Degree
 This course will enable secondary science teachers to create and manage an engaging, productive science classroom by integrating science content, teaching methods, standards, technology, and inquiry activities.

Secondary Education (SEDU)

- SEDU 4302: Independent Study**
Cr. 3 per semester. Prerequisite: Instructor approval.
- SEDU 4303:4304: Secondary School Student Teaching**
Cr. 3 per course. Prerequisite: Admission by application to the Director of Field Experiences. Undergraduate credit only.
 Teaching in selected schools.
- SEDU 4306: Secondary School Internship I**
Cr. 3. Prerequisites: Admission by application to Director of Field Experiences.
 Teaching in an accredited school, guided by a mentor teacher, directed by a University Supervisor.
- SEDU 4307: Secondary School Internship II**
Cr. 3. Prerequisites: Admission by application to Director of Field Experiences.
 Teaching in an accredited school, guided by a mentor teacher, directed by a University Supervisor.
- SEDU 4308: Secondary School Education Professional Seminar**
Cr. 3. (3-3-0). Prerequisites: Admission by Application to Director of Field-Based Experience.
 Provides understanding about the roles and responsibilities of a professional secondary educator in today's society, under the guidance of a faculty consultant/facilitator. Includes seminar meetings.
- SEDU 6367: Literature for Adolescents**
Cr. 3. (3-3-0). Prerequisite: Graduate standing in the School of Education and Human Development or consent of instructor.
 Emphasis upon selection, criteria for evaluation and guidance of reading interests for 12 to 16 years old.

Spanish (SPAN)

- SPAN 1301: Elementary Spanish I**
Cr. 3. (3-3-0).
 Introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills.
- SPAN 1302: Elementary Spanish II**
Cr. 3. (3-3-0). Prerequisites: Successful completion of SPAN 1301.
 Continues SPAN 1301 by focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills.

- SPAN 2301: Intermediate Spanish I**
Cr. 3. (3-3-0). Prerequisites: Successful completion of SPAN 1301 & 1302 or instructor permission.
 Development of the integration of comprehension, speaking, reading, and writing skills on an intermediate level.
- SPAN 2302: Intermediate Spanish II**
Cr. 3. (3-3-0). Prerequisites: Successful completion of Intermediate Spanish I.
 Continuation of Intermediate Spanish I with focus on the integration of comprehension, speaking, reading, and writing skills on an intermediate level.
- SPAN 2312: Practical Conversation**
Cr. 3. (3-3-0). Prerequisite: Permission of instructor or successful completion of SPAN 1301 & SPAN 1302
 Master practical spoken Spanish in its cultural context. Use the language strategically, to accomplish objectives and resolve conflicts, in culturally accurate circumstances using appropriate vocabulary.
- SPAN 3301: Spanish Grammar and Composition**
Cr. 3. (3-3-0). Prerequisite: Successful completion of Intermediate Spanish I & II
 Theory and practice of more advanced Spanish grammatical structures. Guided and creative exercises and compositions.
- SPAN 3313: Oral and Written Communication I**
Cr. 3. (3.0). Prerequisite: By permission of instructor.
 Contextualized oral and written language development pertinent to a broad range of life situations. Response to both aural and written stimuli. Emphasis on interpersonal interaction skills, to include description, narration in past, present and future situations, comparison and contrast, giving instructions, stating opinions and recommendations and other Advanced proficiency skills. Focus on cross-cultural awareness and appropriateness and broad range of culture from history, geography, politics, religion, family, and traditions. Study abroad option.
- SPAN 3323: Oral and Written Communication II**
Cr. 3. (3.0). Prerequisite: SPAN 3313 or equivalent, or instructor consent.
 Contextualized oral and written language development pertinent to a broad range of academic disciplines and career fields. Response to both aural and written professional stimuli. Emphasis on interpersonal interaction skills and simple professional presentation. Focus on components of Advanced proficiency, including accuracy, vocabulary development, and cross-cultural awareness and intercultural appropriateness with a broad range of culture from history, geography, politics, religion, family and traditions. Study abroad option.
- SPAN 4300: Special Topics in Spanish**
Cr. 3. (3.0). Prerequisite: Approval by instructor.
 May be repeated when topics vary.
- SPAN 4313: Advanced Oral and Written Communication I**
Cr. 3. (3.0). Prerequisite: SPAN 3313
 Contextualized oral and written language development pertinent to a variety of disciplines and career fields. Focus on presentational skills, but to include response to aural and written professional stimuli as well. Emphasis on rhetoric, persuasion, negotiation, hypothesis, circumlocution and other components of Advanced High to Superior proficiency and on enhanced accuracy and cross-cultural appropriateness, with a broad range of culture from history, geography, politics, religion, family and traditions. Study abroad option.
- SPAN 4314: Spanish Phonetics**
Cr. 3. (3-3-0). Prerequisite: Successful completion of Intermediate Spanish I & II
 Introduction to the study and practice of the sounds of Spanish.

SPAN 4315: Latin American Literature

Cr. 3.

A study of the foremost literary works from the mid-nineteenth century to the Latin American boom and its repercussions. This course reveals the gradual development of literature in the nineteenth century that first took on primarily European influences, but gradually defined their own themes and content. Works are included from Mexico, the Caribbean, the Andes, and the Southern Cone.

SPAN 4316: Mexican American Literature

Cr. 3. (3-3-0).

Introduction to American literature written by Mexican Americans. The course focuses on the themes, expression and ideologies of said literature.

SPAN 4320: Professional Applications of Spanish

Cr. 3. (3.0). Prerequisite: Placement test with 3000 or 4000 level credit in Spanish, or instructor consent.

Contextualized oral and written language development pertinent to a broad range of academic disciplines and career fields. Response to both aural and written professional stimuli. Emphasis on interpersonal interaction skills and simple professional presentation. Focus on components of Advanced proficiency, including accuracy, vocabulary development, and cross-cultural awareness and intercultural appropriateness with a broad range of culture from history, geography, politics, religion, family and traditions. Study abroad option.

SPAN 4366: History of Spanish Language

Cr. 3. (3-3-0). Prerequisite: Successful completion of Spanish Phonetics

Examine the history of the Spanish language from its earliest origins to the modern day, looking at the source cultures and languages that contributed to what we now call Spanish.

Speech (SPCH)

SPCH 1315: Fundamentals of Public Speaking

Cr. 3. (3-3-0).

Introduction of the basic principles and techniques in research, composition, organization and delivery of speeches for various purposes appropriate for purpose, occasion and audience.

Special Education (SPED)

SPED 3321: Exceptional Children: An Introduction

Cr. 3. (2-1).

Handicapping conditions of exceptional children are identified, described and discussed. Field based experiences are provided with special education teachers and students in the public schools.

SPED 3322: Exceptional Children Assessment and Programming

Cr. 3. (2-1).

Assessment and systematic intervention for special needs children in regular education and alternative settings. Field based appraisal and programming activities are provided.

SPED 4302: Independent Study

Cr. 3 per semester. Prerequisites: Approval by school dean.

SPED 4304: Student Teaching: Exceptional Children

Cr. 3. Prerequisites: SPED 3321, 3322, 4323, 4324.

Learning styles, classroom management, delivery systems, IEP development, observation and student teaching with exceptional children in a variety of public settings are offered.

- SPED 4305: Practicum in Special Education**
Cr. 3. (3-3-0).
 Direct experience in classroom application in special education. Instruction, informal and curriculum based assessment, direct observations and IEP construction, classroom modifications, transition and collaboration.
 Supervisor.
- SPED 4323: Exceptional Children: Modifications, Methods and Materials**
Cr. 3. (3-2-1).
 Adoption and development of techniques and materials to enhance educational progress for exceptional students.
- SPED 4324: Exceptional Children: Behavior Management**
Cr. 3. (3-2-1).
 Experience providing training in learning styles and behavior management on a one to one basis will be offered in a field based setting.
- SPED 4325: The Inclusive Classroom**
Cr. 3. (3-3-0).
 Survey of special education law, the disability categories and techniques for modifying instruction for students with disabilities in the regular classroom.
- SPED 4326: Language, Culture and Young Children**
Cr. 3. (3-3-0). Prerequisites: Admission to the Teacher Education Program
 The influences of children's family, culture and environmental factors on language, cognitive, physical and social development in the context of legal mandates and transition to schooling.
- SPED 6300: Selected Topics in Special Education**
Cr. 3. (3-3-0). Prerequisite: Approval of advisor and school dean.
- SPED 6302: Independent Study**
Cr. 3 per semester or more than 3 by concurrent enrollment. Prerequisite: Approval of advisor and school dean.
- SPED 6304: Practicum in Teaching Exceptional Children**
Cr. 3. Prerequisites: 6 s.h. of special education and consent of instructor. May be repeated for a maximum of 6 s.h. with advisor approval.
 Supervised teaching in specialized area designed to provide professional development for teachers-in-service. Seminar meetings to evaluate work in progress.
- SPED 6305: Educational Diagnostician Practicum**
Cr. 3. (3-3-0). Prerequisite: Approval of advisor.
 Supervised field experience with administering and interpreting assessments for students with disabilities in the public schools. Seminar meetings to evaluate work in progress.
- SPED 6321: Introduction to Special Education**
Cr. 3. (3-3-0).
 Survey of disabilities; federal and state mandates; transition; eligibility requirements; and, procedures for creating the optimal conditions for students with disabilities at appropriate developmental levels.
- SPED 6322: Educational Appraisal and Programming**
Cr. 3. (3-3-0).
 A workshop experience in current educational appraisal and programming activities, which influence the education of handicapped persons.
- SPED 6324: On-the-Job Application and Demonstrations**
Cr. 3. (3-3-0). Prerequisite: SPED 6322.
 A workshop experience that provides on-the-job training on a one-to-one or small group basis with handicapped persons. Demonstration teaching is provided.
- SPED 6325: Applied Behavior Analysis**
Cr. 3. (3-3-0). Prerequisite: SPED 6331.
 Principles and techniques of behavior analysis and behavior change.
- SPED 6326: Programming and Collaboration for Students with Disabilities**
Cr. 3. (3-3-0).
 The collaborative process of developing and implementing an IEP and transition plan for students with disabilities through functional analysis and educational assessment, methods and foundations.

- SPED 6327: Appraisal and Collaboration for Students with Disabilities**
Cr. 3. (3-3-0).
 Appraisal using permanent products, direct observation, informal and curriculum-based assessments and interpretation of formal assessments. Emphasis on collaboration with school, family and community.
- SPED 6331: Behavioral Assessment and Adjustment of Exceptional Children and Youth**
Cr. 3. (3-3-0).
 Analysis of conceptual models and issues surrounding children with emotional and behavioral disorders in the public schools. Legal guidelines, functional assessments and behavior intervention also reviewed.
- SPED 6332: Principles of Behavior for the Educator**
Cr. 3. (3-3-0).
 Overview of Principles of Behavior including history, philosophy and conceptual framework of applied behavior analysis. In depth examination of principles of behavior applied to working with individuals with disabilities.
- SPED 6334: Diagnostic Teaching and Instructional Strategies**
Cr. 3. (3-3-0)
 Use of strategies and materials for students based on formal and informal assessment with emphasis on reading, math, functional living skills and community based instruction.
- SPED 6335: Ethical and Professional Conduct for the Applied Behavior Analyst**
Cr. 3. (3-3-0)
 Survey of guidelines, and disciplinary and ethical standards for responsible conduct for the Behavior Analyst. Students will evaluate various ethics scenarios from Applied Behavior Analysis..
- SPED 6336: Behavior Applications; Focus on Autism and Developmental Disabilities**
Cr. 3. (3-3-0).
 Review of autism spectrum disorders and developmental disabilities. Focus on applied behavior analysis techniques as they apply to teaching and working with children and adults with autism and other developmental disabilities in a variety of settings.
- SPED 6338: Behavior Intervention Procedures for Educators**
Cr. 3. (3-). Prerequisite: SPED 6332
 Principles and concepts of behavior change and applied behavior analysis techniques. Measurement of behavior, procedures to establish new behavior, and increase decrease behavior will be taught.
- SPED 6343: Transitions for Students with Disabilities**
Cr. 3. (3-3-0).
 Survey of issues in transitions from home to pre-kindergarten; kindergarten to primary school; primary to secondary school; and secondary school to independent adult life.
- SPED 6344: Educational Assessment of Students with Disabilities**
Cr. 3. (3-3-0). Prerequisite: SPED 6345
 Review, administration and interpretation of achievement, reading, math, written oral language, perceptual motor and adaptive behavior tests used in educational settings.
- SPED 6345: Intellectual Assessment**
Cr. 3. (3-3-0). Prerequisites: None
 Administration and Interpretation of standardized intellectual tests, including nonverbal and early childhood instruments used in public schools; report writing and application of special education law. (*Replaces PSYC 6336 for Education plans.*)

University (UNIV)

UNIV 1200: First Year Seminar

Cr. 2. (2-2-0).

In conjunction with the Community Readers Program, this course will provide an academic context for: (1) the understanding of the interdisciplinary nature of a college education; (2) study and life skills necessary for academic success; and, (3) opportunities for connection with peers, faculty and the institution. This course is required for freshmen students in all majors and any student entering the university with less than 30 SCH.

University of Houston – Victoria Telephone / Fax / Web Directory

Requests for information and forms should be directed to the UH-Victoria office shown below:

<u>Office</u>	<u>Telephone & Fax</u>	<u>Web / Email</u>
UHV Main Switchboard Academic Advisement and Degree Plans:	(361)-570-4848 1-877-970-4848	www.uhv.edu
School of Arts and Sciences	VIC (361)-570-4113 SL 281-275-3374 Fax: (361)-570-4207	artsscience@uhv.edu
School of Business Administration	(361)-570-4231 Fax: (361)-570-4229	busadvisor@uhv.edu
School of Education and Human Development	(361)-570-4371 Fax: (361)-580-5580	education@uhv.edu
School of Nursing	(361)-570-4370 Fax: (361)-580-5596	nursing@uhv.edu
Academic Affairs / Office of the Provost	(361)-570-4321 Fax: (361)-580-5514	ProvostOffice@uhv.edu
Academic Affairs / Center for Teaching Innovations	(361)-570-4282 (361)-580-5514	ltid@uhv.edu
Academic Center	(361)-570-4288 Fax: (361)-580-5588	leibenspergers@uhv.edu
Admission / Office of Admissions	(361)-485-9995 or 1-800-687-3738 Fax: (361)-580-5500	admissionsandregistration@uhv.edu
Alumni Relations	(361)-570-4869 Fax: (361)-580-5515	alumni@uhv.edu
Bookstore/ The Victoria College	(361)-572-6430	www.victoriacollege.edu /dept/bstore
Campus Safety & Security	(361)-570-4245 Fax: (361)-580-5525	campussafety@uhv.edu
Communications and Marketing/ Office of Administration & Finance	(361)-570-4349 Fax: (361)-580-5559	marketing@uhv.edu
Computer Accounts/ Information Technology	(361)-570-4399 Fax: (361)-580-5569	InfoTech@uhv.edu

Computer Microlabs	(361)-570-4888	InfoTech@uhv.edu
Development / Office of University Advancement	(361)-570-4306 Fax: (361)-580-5515	makeagift@uhv.edu
Financial Aid/ Office of Financial Aid	(361)-485-9995 or 1-800-687-3738 Fax: (361)-580-5555	finaid@uhv.edu
Housing/ Office of Student Recruitment & Relations	(361)-570-4102 Fax: (361)-580-5506	recruitment@uhv.edu
Information Technology	(361)-570-4390 Fax: (361)-580-5569	InfoTech@uhv.edu
International Students/ Office of Admissions	(361)-485-9995 or 1-800-687-3738 Fax: (361)-580-5500	intladmissions@uhv.edu
Jaguar Hall Safety & Security	(361) 485-4403 Fax: (361) 580-5525	campussafety@uhv.edu
Library	(361)-570-4166 Toll Free: 1-800-687-5006 Fax: (361)-570-4155	http://vcuhvlibrary.uhv.edu
Loans & Scholarships/ Office of Financial Aid	(361)-485-9995 or 1-800-687-3738 Fax: (361)-580-5555	finaid@uhv.edu
Marketing/ Office of Administration & Finance	(361)-570-4349 Fax: (361)-580-5559	marketing@uhv.edu
President www.uhv.edu/president/index.htm	(361)-570-4332 Fax: (361)-580-5534	
Recruitment/ Office of Student Recruitment & Relations	(361)-485-9995 or 1-800-687-3738 Fax: (361)-580-5544	recruitment@uhv.edu
Registration/ Office of the Registrar and Student Records	(361)-485-9995 or 1-800-687-3738 Fax: (361)-580-5500	admissionsandregistration@uhv.edu
Residency/ Office of Admissions	(361)-485-9995 or 1-800-687-3738 Fax: (361)-580-5500	admissionsandregistration@uhv.edu
Student Employment/ Office of Career Services	(361)-570-4369 Fax: (361)-580-5510	mesae@uhv.edu

Student Senate/ Office of Student Recruitment & Relations	(361)-570-4143 Fax: (361)-580-5506	recruitment@uhv.edu
Student Services/ Office of Student Recruitment & Relations	(361)-570-4137 Fax: (361)-580-5506	recruitment@uhv.edu
Teacher Education/ Teacher Education Records Office	(361)-570-4371 Fax: (361)-570-4313	education@uhv.edu
Training and Continuing Education/ Human Resources	(361)-570-4366 Fax: (361)-570-4364	oro@uhv.edu
Transcripts/ Office of the Registrar and Student Records	(361)-485-9995 or 1-800-687-3738 Fax: (361)-580-5500	admissionsandregistration@uhv.edu
University Advancement	(361) 570-4306 Fax: (361) 580-5515	mundya@uhv.edu
University of Houston System at Cinco Ranch	832-842-2800 Fax: 281-395-2629	www.cincoranch.uh.edu
University of Houston Sugar Land Campus	281-275-3300 Fax: 281-275-3301	www.sugarland.uh.edu
Veterans Affairs/ Office of Financial Aid	(361)-570-4131 Fax: (361)-570-4132	finaid@uhv.edu
Victoria College, The	(361)-573-3291	www.victoriacollege.edu
Visitor Information	(361)-570-4848	www.uhv.edu

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