General Information

General information contains an overview of University of Houston-Clear Lake, and its services and policies that pertain to both undergraduate and graduate students. This information was published in August 2017, and becomes effective with the beginning of the fall 2017 semester.
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University Overview

University of Houston-Clear Lake is a student-centered, community-minded, partnership-oriented university that offers bachelor’s, master’s and select doctoral degree programs to enhance the educational, economic and cultural environment of the region. The university serves a diverse student population from the state, the nation and abroad, particularly from the Houston-Galveston metropolitan area, by offering programs on and off campus.

UHCL offers a variety of programs in business, education, human sciences and humanities, and science and computer engineering. Academic programs are designed to develop the critical thinking, creative, quantitative, leadership and communication skills of students.

The university is committed to community engagement through partnerships with educational institutions, businesses, government agencies and nonprofit organizations.

A Metropolitan University

Located adjacent to NASA’s Johnson Space Center, UHCL is situated in the heart of Clear Lake’s high-technology community. The campus is located between downtown Houston and Galveston Island. Its neighbors to the east are Armand Bayou Nature Center and Bayport Industrial Complex. As one of the leading higher education institutions serving the Texas upper Gulf Coast, UHCL is a vital component of the surrounding region. The university conducts applied and basic research and engages in community and professional services that support both the economic development and the quality of life of the area. Because a strong university is essential to the success of the area’s industries, UHCL is dedicated to developing and strengthening programs that support the region’s various commercial, engineering, human services and trade sectors, especially in the computing, medical, petrochemical and space industries.

Students and faculty apply academic theories and conduct research through UHCL’s centers, institutes, clinics and laboratories. These entities include:

- Art School for Children and Young Adults
- Center for Executive Education
- Center for Autism and Developmental Disabilities
- Center for Educational Programs
- Center for Professional Development of Teachers
- Center for Robotics Software
- Counseling Clinic
- Cyber Security Institute
Establishment of UHCL

The establishment of UHCL was authorized by the 62nd Texas Legislature in 1971. The measure was the result of a 1968 report by the Coordinating Board, Texas College and University System (now the Texas Higher Education Coordinating Board), which called for a second University of Houston campus to provide upper-level and graduate programs. In 1973, the Texas Senate authorized construction of a permanent campus at Clear Lake.

Construction began early in 1974 with the first phase of the Bayou Building, the largest of the university’s five principal buildings. September 1974 marked the beginning of regularly scheduled classes on the UHCL campus under the leadership of founding chancellor, Alfred R. Neumann. Opening-day enrollment totaled 1,069 students. Charter faculty included 60 professors. Today, the university has approximately 8,900 students, and more than 600 full-time and adjunct faculty.

In fall 2014, UHCL welcomed its first-ever freshman class. The university received approval from the state in 2011 for downward expansion, which allowed the university to add freshman- and sophomore-level courses to its roster.

Creation of UHCL Pearland Campus

In 2007, the Texas Higher Education Coordinating Board approved creation of UHCL Pearland Campus. The new campus was developed as a partnership between UHCL and the City of Pearland to improve access to higher education for Pearland-area residents. During spring 2009, construction began on a 30,659-square-foot building, with 22,616 square feet to house the university and the remaining 8,043 square feet for the Pearland Economic Development Corporation. UHCL Pearland Campus, located at 1200 Pearland Parkway, Pearland, Texas, 77581, features eight media-equipped classrooms, two teaching labs, a computer lab, a library and a variety of student resources. Classes at the satellite campus began fall 2010, with more than 600 students enrolling in degree programs such as accounting, business, criminology, education, nursing and psychology.

In fall 2014, UHCL Pearland Campus began offering courses toward a Bachelor of Science in Nursing degree for registered nurses with associate degrees. The RN to BSN program is customized for students who wish to improve managerial skills and advance as nurse managers, educators or administrators. For
more information about degree programs offered at UHCL Pearland Campus, call the Office of Enrollment Services at 281-212-1690.

Accreditations

University of Houston–Clear Lake is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Houston–Clear Lake.

The College of Business maintains accreditation on its graduate and undergraduate business and accounting programs by the Association to Advance Collegiate Schools of Business (AACSB International).

The College of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP), 1140 19th Street, N.W. Suite 400, Washington, D.C. 20036, phone 202-223-0077. This accreditation covers all of the institution's initial teacher preparation and advanced educator preparation programs. In addition, the educational management with principal certification program is accredited by the Educational Leadership Constituent Council (ELCC). The EC–6 English as a second language certification program is accredited by Teachers of English to Speakers of Other Languages (TESOL). The early childhood education advanced program is accredited by the National Association for the Education of Young Children (NAEYC). The 4–8 generalist program is accredited by the Association for Middle Level Education (AMLE). The special education program is accredited by the Council for Exceptional Children (CEC). The reading specialist program is accredited by the International Reading Association (IRA). The 4–8 mathematics and the 8–12 mathematics certification programs are accredited by the National Council of Teachers of Mathematics (NCTM). The EC–6 generalist program is accredited by the Association for Childhood Education International (ACEI). The College of Education is also accredited by the Texas State Board for Educator Certification (SBEC).

The College of Human Sciences and Humanities' family therapy program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The college psychology program is accredited by the National Association of School Psychologists (NASP). The Bachelor of Social Work is accredited by the Council on Social Work Education (CSWE). The Behavior Analysis program is accredited by the Association for Behavior Analysis International. The Applied Cognitive Psychology concentration and the Human Factors Certificate program are accredited by the Human Factors and Ergonomics Society. University of Houston–Clear Lake is one of only two Texas universities to earn this distinction. University of Houston–Clear Lake Registered Nurse to Bachelor of Science in Nursing (RN–BSN) degree program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN).
The College of Science and Engineering’s undergraduate degree plan in computer engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) Inc. The undergraduate degree plans in computer science and computer information systems are accredited by the Computing Accreditation Commission of ABET. The program in chemistry is accredited by the American Chemical Society (ACS). The undergraduate Environmental Science–Industrial Hygiene and Safety plans are accredited by the Applied Science Commission of ABET.

The Office of Counseling Services is accredited by the International Association of Counseling Services (IACS). The Doctoral Internship Program in the Office of Counseling Services is additionally accredited by the American Psychological Association (APA).

**Governance**

UHCL is one of four institutions with distinct identities and missions that make up the University of Houston System. The universities are governed by the UH System Board of Regents and Chancellor Renu Khator. Administrative responsibility for UHCL is vested in its president. UHCL’s shared governance process includes the Faculty Senate, University Staff Association and Student Government Association, working with the university’s administration through various committees and councils including University Council, which is chaired by the university’s president. Other councils/committees include Academic Council, University Life Committee, Planning and Budgeting Committee, and Facilities and Support Services Committee.

**The Campus**

UHCL’s buildings, which comprise more than 800,000 square feet of space, are surrounded by a 524-acre natural environment. The campus features picturesque, park-like settings with Horsepen Bayou winding through heavily wooded areas abundant with wildlife.

The Arbor Building houses painting, ceramics, weaving and photography studios, as well as educational centers, teaching methods labs and psychology facilities.

The Bayou Building houses the majority of classrooms, administrative and faculty offices, the library, alumni relations, bookstore, cafeteria, computing services and laboratories, copy services, mail room, university police and the theater.

The Central Services Building is headquarters for building maintenance, grounds and custodial services, scheduling and space planning, and vehicle maintenance.

The Delta Building houses student computer laboratories and computing faculty offices.
The Student Services and Classroom Building accommodates five categories of functions including academic; enrollment; health, wellness and academic support; programming; and general space. The one-stop Student Assistance Center provides enrollment, registration, fee payment, financial aid and scholarship services.

University Forest Apartments is a privately owned and managed apartment complex built in 1995 on the campus of the university. This 136-unit student housing facility is a two-story complex that includes a central courtyard with clubhouse, laundry facility, swimming pool, jacuzzi, sand volleyball court, barbecue grills, and picnic and lounge areas.
University Services

Alfred R. Neumann Library

UHCL’s Alfred R. Neumann Library (www.uhcl.edu/library), named after the university's founding chancellor, provides students with online access to thousands of books, journals, and scholarly resources. UHCL librarians offer personal research assistance to students and instruction on navigating search interfaces, retrieving information and evaluating information for use in scholarly research. Visit with librarians in person, or contact them by phone at 281-283-3910, by text at 281-816-4341, or by email at library@uhcl.edu.

Visitors can receive help formulating effective search queries and identifying the best online resources from a collection of more than 239 subscription-only databases, most with full-text articles. Classes are available in research procedures tailored to particular courses. The library classroom is equipped with laptops so that students may participate in a hands-on-learning environment. Students may also make appointments with librarians to explore more in-depth instruction on library research strategies in a comfortable one-on-one environment.

UHCL students, faculty and staff may also borrow books from UH and UH-Downtown quickly and easily through the shared catalog. The TexShare card, available upon request in Neumann Library, allows a UHCL student to borrow books from most academic or public libraries in Texas. The library’s interlibrary loan service will borrow requested materials from any library in the country through a national interlibrary loan network. Neumann Library offers 42 fixed computer workstations for student use.

The library occupies approximately 80,000 square feet in the Bayou Building and contains collaborative study areas, laptop-friendly study space, group and individual study rooms, and a presentation-practice room. The library contains more than 510,000 volumes and 457,000 ebooks and provides access to 84,700 ejournals. The library has a collection of international films on DVD and subscribes to several educational video databases, which offer up to 43,700 streaming videos. A curriculum library for education students contains K-12 textbooks and classic and contemporary children’s literature in print and audio. Neumann Library also includes University Archives, which houses the NASA Johnson Space Center History Collection in addition to the university collections.

Computing and Telecommunications

The UCT Support Center serves as the first point of contact for all computing and telecommunications needs. Individuals may drop in at the center Monday through Thursday, 8 a.m. - 10:30 p.m., Friday and Saturday, 8 a.m. - 5 p.m. in the Bayou Building, Suite B2300, or contact the center by phone at
Computing and telecommunications resources available to students, faculty and staff include:

- Email accounts.
- Various technology orientations and training programs including online software training, student lab orientation, new student, faculty and staff orientations, computer use training, faculty orientation for classroom technology and Blackboard training for faculty.
- Wireless-equipped laptops may be checked out for free from several convenient locations on campus.
- Academic computing labs for students, in multiple locations, open daily including weekends.
  Printers and photo/document scanners available in all labs. Lab hours and locations can be found at www.uhcl.edu/uct.
- Specialized teaching labs including PC labs for students to work in teams, a high-performance PC lab for special graphic application usage, and a Mac lab equipped with 24-inch iMacs for video editing/creating, digital graphics and photography classes.
- University classrooms equipped with integrated video and audio technology.
- Support for online students using the Blackboard Course Management System.
- Support for faculty in instructional design of online courses as well as for web-enhanced instruction.
- Server support for university website (www.uhcl.edu).
- Wireless access in all campus classroom buildings.
- High-speed network for data, video and Internet access.
- Industry-recognized applications to block spam and intercept virus attacks on all university-owned computers.
- Secure remote access to campus resources via Virtual Private Network or VPN.
- Software purchase program for current faculty, staff and students that includes Microsoft and Adobe products.
- Access to Qualtrics and Gartner.
- Cisco VoIP telecommunications system for voice communications, including voicemail and fax service for faculty and staff.

**UHCL Alumni Association**

UHCL is committed to its alumni. The Office of University Advancement focuses on enhancing the pride, loyalty and engagement of alumni by connecting them to fellow UHCL alumni, parents, students, faculty and friends of the university through support services, activities and events.
All UHCL graduates and recipients of teacher’s certificates are automatically members of the UHCL Alumni Association. Alumni are encouraged to share UHCL pride with family, friends, co-workers and community members by reconnecting and getting involved with UHCL. To learn more about the UHCL Alumni Association or to get involved, visit www.uhcl.edu/alumni or contact the Office of Development and Alumni Relations at 281-283-2021 or alumni@uhcl.edu.

University Police

The University Police Department is responsible for law enforcement, security and emergency response at UHCL, UHCL Pearland, and UHCL Texas Medical Center. The UHCL police serve the university community and visitors alike through law enforcement, crime prevention, traffic control and public assistance programs. The department enforces all university regulations as well as local and state laws.

The department is located in the Bayou Building, Suite B1636. Police and security services are available 24 hours a day, seven days a week by calling 281-283-2222. Trained, professional police and communications officers staff the department. The university police provide the following services: lock-shop services including card access and keys, vehicle unlocks, vehicle jump-starts, airing deflated tires and safety escorts to your vehicle.

To report an on-campus crime or any emergency, call the University Police Department at 281-283-2222 from off-campus telephones or 2222 from on-campus telephones. For special announcements, emergency closings and other information, call the UHCL Hotline at 281-283-2221 or visit www.uhcl.edu/emergency. For a complete overview of the University Police Department and its services, visit www.uhcl.edu/police.

Parking

Parking is handled by the UHCL Parking Department. To purchase a student, faculty or staff permit, visit http://uhclparking.t2hosted.com. Guest passes may be purchased at kiosks located throughout campus. For more information, contact the Parking Department at 281-283-2277, email parking@uhcl.edu or visit www.uhcl.edu/parking.
Student Services

Office of the Associate Vice President for Student Services

The Office of the Associate Vice President for Student Services provides support and leadership for the offices of Career and Counseling Services, Dean of Students, Disability Services, Health Services, Student Diversity Equity and Inclusion, Math Center, Orientation and New Student Programs, Student Conference for Research and Creative Arts, Student Housing, Student Life, Student Publications, Student Services at Pearland, Student Success Center and the Writing Center.

This office also provides students with advocacy, information and assistance in all phases of campus life. The Associate Vice President is responsible for interpreting and implementing student life policies, resolving disputes and disciplinary problems and handling student complaints. The rights and responsibilities of students are published in the Student Life Policies handbook. Standards of student conduct are enforced to ensure the safety of individuals, protection of property and the continuity of the educational process. Copies of the Student Life Policies handbooks are available from the offices of the Associate Vice President, Student Life and Dean of Students, as well as online at www.uhcl.edu.

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<th>Office</th>
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<td>Career Services</td>
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<td>Math Center</td>
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Career Services

Career Services assists students in establishing and/or advancing careers in their degree fields and in finding jobs, while they are enrolled in school. Some services are available to alumni for a fee. Information on Alumni Career Services is available in SSCB 3109 or at 281-283-2590.

Career Services offers:

- Vocational testing and assessment
- Job search assistance
- Mock interviews and résumé critiques
- Resume referrals with career services registration
- On-line job listings
- On campus interviewing
- Multiple job fairs and networking events

Cooperative Education (Co-op) is a planned learning experience designed to prepare students for careers by integrating work experience with academic study. This program offers:

- Enriched student learning through experience gained from performing actual work assignments and developing professional skills in a work setting.
- Two work plans. The alternating plan allows students to alternate semesters of full-time classes with cooperative education work experiences. The parallel plan allows students to work part-time while attending classes.
- Students must be degree seeking and meet academic eligibility requirements as defined by individual colleges. When enrolled in a cooperative education course, students will be considered full-time for purposes of enrollment verification, but not for purposes of determining eligibility for veterans' benefits or financial aid.

Before participating in on-campus job interviewing, students are required to complete a Career Services or Co-op registration. Individual assistance is available by appointment and during drop-in hours. All other services are available during office hours from 8:30 a.m. to 7:00 p.m. on Monday through Thursday and 8:30 a.m. to 12:00 p.m. on Friday.

Counseling Services

The mission of UHCL Counseling Services is to help students fulfill their goals by fostering connections with and among members of the university community, facilitating the discovery and realization of power in their strengths and developing the ability to address emotional and psychological challenges.

The licensed professionals in Counseling Services provide a variety of free and confidential services including individual, couples, and group therapy in English and Spanish for a variety of personal concerns including anxiety, depression, relationship problems, family issues, substance use, and stress.
Additional services include psychiatry services, outreach, consultation, support groups, presentations/workshops and biofeedback training.

UHCL Counseling Services  SSCB 3.103, 281-283-2580, or www.uhcl.edu/counselingservices

Dean of Students

The Office of the Dean of Students (ODOS) provides a variety of programs and services designed to support students in achieving both academic and personal success. The ODOS is committed to fostering human dignity through acts of civility and respect; providing student-centered services and developing ethical leaders who work to create an inclusive community. The ODOS seeks to create student learning opportunities beyond the classroom that inspire intellectual, personal and civic growth for all students. The office staff serves as both advocates and liaisons for all students and are available to assist faculty, staff and parents in any way possible. Their primary purpose is to provide assistance to students and the university community in the following areas:

- Academic Resources for Student Success
- Campus Information Desk
- Community Building
- Conflict Resolution
- Emergency Resource
- Student Advocacy and Referral
- Student Assistance Center (SAC)
- Student Conduct
- Student Judicial Services
- Student Retention

Student Assistance Center

The Student Assistance Center (SAC) is a unit of the Office of the Dean of Students and provides assistance relating to registration, student financials, admissions, financial aid, student records, transcripts, E-Services, and academic and administrative issues. SAC provides support and general information to students, faculty, staff, and UHCL constituencies.

Student Advocacy

The Office of the Dean of Students provides referrals and support for students experiencing difficulties. This includes assisting students in resolving concerns and conflicts, making needed referrals, implementing student life policies and resolving disputes and disciplinary problems, including the Academic Honesty Policy.
**Student Travel Policy**

The University of Houston System has a policy that guides and directs all student travel. This policy, entitled "Travel by Students to Component University Funded Activity" (University of Houston System Administrative Memorandum - 03.E.08), is administered by the Office of the Dean of Students.

The purpose of the policy is stated as follows: This document outlines the policy to minimize risks of liability connected with travel by students of component universities. This policy applies to travel in excess of 25 miles that is undertaken by one or more students presently enrolled in a component university. Travel must be organized and sponsored by the component university and funded by the institution. The vehicles must be owned by the institution or an organization registered at the institution.

Copies of the policy can be obtained upon request at the office, or by accessing the Dean of Student's website at [www.uhcl.edu/deanofstudents](http://www.uhcl.edu/deanofstudents).

**Disability Services**

Disability Services promotes each student's learning experience by facilitating accessible programs and services for and fostering self-advocacy skills within students with disabilities, serving as consultants to students, faculty and staff, and educating the campus community on disability-related issues.

Services include accommodations, alternative testing, assistive technologies, scholarships, and advocacy. The staff of Disability Services may facilitate referrals to other offices, which provide students with counseling, advising, tutoring, or financial assistance. To be eligible for services, a student must submit the online application form, speak with a staff member about their disability, and provide appropriate documentation which validates their request. Prior to the beginning of the semester, students should contact Disability Services to request their accommodations so they can be provided in a timely matter.

SSCB 1302, 281-283-2648.

**Health Services**

Health Services provides a wide range of professional services to UHCL students. It is dedicated to promoting good health and to providing emergency services and short-term medical treatment to any student who becomes ill or injured.

Health Services has a women's health care clinic and a medical clinic. Medical evaluations with physicians are available by appointment only. Complete laboratory services and a limited pharmacy are available. Students may receive flu shots, immunizations, TB screening and routine injections. Nurses are readily available to answer health questions on a walk-in basis.
Prevention programs include screenings and health education on various medical issues. Chiropractic clinic is available by appointment.

Undergraduate students who are enrolled in six (6) or more credit hours or Graduate students in three (3) or more credit hours are eligible to enroll for coverage within the posted open enrollment time period. Literature detailing the approved health insurance plan is available at the Health Center office. International students are required to have health insurance and are charged automatically at the beginning of each semester. International students may have this insurance waived only with documented proof of an appropriate alternative health insurance. International Admission and Programs office handles all waiver approvals.

SSCB 1301, 281-283-2626.

Math Center

The Math Center is an instructional facility that serves the educational needs of UHCL students enrolled in Mathematics or statistics courses, especially elementary school certification candidates who wish to strengthen their understanding of mathematical concepts and skills. Resources include one-on-one assistance, software, videos, reference books and manipulatives. The Math Center also teams with the Office of Career and Counseling Services to provide math success workshops.

Contact the Math Center at 281-283-3883 or mathcenter@uhcl.edu. B2107

Orientation and New Student Programs

A comprehensive orientation to UHCL is offered prior to each semester (including summer) for both undergraduate and graduate students. Beginning in the summer/fall 2014, new students must attend this mandatory program, which addresses such topics as how to register for classes, how to make the most of campus life and how to utilize the available resources. Students are also given the opportunity to tour the campus, as well as meet with faculty, staff and other students. International students are encouraged to attend both this orientation and the New International Student Orientation sponsored by Intercultural and International Student Services. On-going support is provided to students through programs such as Mid-Term Madness and Finals Business Center as well as co-programmed events with different resources on campus.

Student Conference for Research and Creative Arts

This program provides an array of invaluable services for UHCL students. UHCL students from any discipline as well as students from other colleges and universities – are provided the opportunity to present their original research projects and works in a supportive, academic/professional setting at the
Student Conference for Research and Creative Arts. Numerous faculty members have incorporated the conference and its presentations into their course curriculum by either requiring students to present at the conference or attend and or/volunteer at the conference – effectively bridging the divide between student services and academics at UHCL. Not only does the conference give students the experience of serious academic presentation before their peers, but it also provides students not presenting the opportunity to learn from their peers by simply attending the conference. The conference engages the diverse campus community in thoughtful discussion on any array of topics – an activity that echoes UHCL’s own mission statement.

281-283-3375, Bayou 2608.

Student Diversity, Equity and Inclusion

SDEI provides advocacy, guidance, and support to enhance student success. SDEI promotes the retention and empowerment of a diverse student population, including racial/ethnic groups; and first generation, women, lesbian, gay, bisexual, trans-gender, international, and under-represented students. Through educational programs and services, SDEI facilitates the growth of culturally competent, respectful and well rounded global citizens.

- Student Advocacy – All students seeking general advice or assistance with concerns or problems, may request assistance from the SDEI staff. The staff serves as an advisory resource to all individuals and groups of students, including under-represented, first generation, marginalized, international, LGBT and women populations.
- Student Ambassador Program – SDEI Student Ambassadors serve as peer leaders and advocate for all students.
- Cultural Resource Center – SDEI maintains a collection of periodicals, books, training manuals, newsletters, audiotapes, and videos on a variety of cultural topics.
- Cultural Programs/Festivals – SDEI celebrates diversity on campus with a variety of cultural programs designed to enhance the campus community members' understanding of different cultural practices, beliefs, and histories.
- Student Organizations – Staff provide support to ethnic and cultural student organizations and their events.
- Transition and Retention Programs – SDEI offers programs specific to the needs of first-generation students (first in their family to go to college) to help them navigate the higher education system and help ease their transition.
- Strictly Speaking – This program assists international students in improving their spoken English skills by pairing international students with U.S. students.
- Generation One – GenOne is a learning community created to help incoming first-generation freshmen and sophomore students to transition, adjust and negotiate the campus environment for a successful academic and social experience.
Women's and LGBT Services

The SDEI Office offers women's services programming and others interested in women's issues. Programming is designed to promote gender equality and awareness. Advocacy and support are available for female students and others who need it.

The purpose of Women's and Lesbian, Gay, Bisexual and Transgender Services is to create educational programming for and about UHCL’s female and LGBT students, staff, and faculty and to provide advocacy for their needs. These services and programs are open to all those who are interested in women’s and LGBT issues. The women’s programming includes increasing awareness of sexual assault, the contributions of women throughout history, and health issues such as breast cancer and heart disease. The LGBT programming includes a weekly discussion group and activities honoring LGBT History Month and National Day of Silence. We have also established a Safe Zone program which is a faculty and staff program created to identify a network of allies within the university.

Cultural Competency for Leaders, Social Justice, and Safe Zone Training

The SDEI Office offers three training workshops:

Cultural Competency for Leaders (CCL), Social Justice Training and Safe Zone. All workshops are open to UHCL faculty/staff and students.

Cultural Competency for Leaders (CCL) focuses on inclusion, diversity and multicultural issues prevalent in Higher Education. The goal is to promote understanding and appreciation of all backgrounds.

Social Justice Training examines the Meaning social identities have for us individually and collectively, Social Justice Training explores the dynamics of difference as it relates to diversity and social justice.

These training workshops are designed to provide participants with the tools needed to reduce barriers and create a more inclusive environment at UHCL.

Safe Zone is a place where all people feel safe, welcome and included. The UHCL Safe Zone was created to respond to the needs of the UHCL community. The mission is to provide a welcoming environment for LGBT students, staff, administrators, faculty and allies that reflect the highest ethical standards of our university and society.

These training workshops are designed to provide participants with the tools needed to reduce barriers and create a more inclusive environment at UHCL.
Student Housing

University Forest Apartments (UFA) is located on campus at the University of Houston-Clear Lake. It is just a short walk to all classes and campus events!

UFA accommodates a community of 288 students. UFA offers apartment style living with three floor plans, either private or semi-private to fit residents housing needs. Whether residents like to cook or eat out, each apartment has a full kitchen equipped with a refrigerator, dishwasher, stove and oven. The housing installment includes wireless internet, furniture (select floor plans), electricity allowance, and water/sewer. Residents also have access to on-site amenities such as a study room, swimming pool & spa, clubhouse, sand volleyball court, bar-b-que pavilion, and much more within the pet-friendly gated community.

UFA, believes it's responsibility extends beyond a bed for residents. UFA strives to create a total residential living experience that enhances university life and creates a supportive community for residents during a key stage of their personal and educational development. Residents living at UFA are offered a memorable campus experience where they will have fun, make friends, have access to support when needed, develop life skills and achieve their academic goals.

For more information, please call 281-286-5959, email: info@universityforestUHCL.com, or visit www.universityforestUHCL.com. ou can also find us on Facebook: http://www.facebook.com/UniversityForest.

Student Life

The Office of Student Life provides programs and services designed to enrich and support students' educational experiences through opportunities to express ideas, develop leadership skills and meet new people. Services provided include locker rentals, student ID cards, ticket sales and posting approval. The Student Life Office is comprised of the following components.

Student Organizations and Student Government Association

There are approximately 90 student organizations recognized at UHCL, which represent most academic program areas and majors as well as social, recreational and religious interests. The Student Government Association (SGA), with representation from each organization, funds and assists student organizations. The SGA also appoints students to university committees and conveys student concerns and initiatives to the university administration.

The Office of Student Life supports the varied activities of the organizations through leadership development programs, space allocations and fund disbursement. All students are encouraged to participate in the activities of these organizations.
Activities and Spirit Programs
There are a variety of activities and spirit programs on campus including Film & Speaker Series, Leadership Workshop Series, I HEART UHCL, Lighting of the Letters and our oldest campus tradition, the Chili Cook-Off.

Campus Recreation
Campus Recreation provides a range of services to the UHCL community, such as recreational activities, fitness memberships, locker rentals and personal training. Located inside the Student Services Classroom Building, the 3,000 square foot Fitness Room is equipped with aerobic machines, free weight equipment and locker rooms. Fitness Room membership for UHCL students is included in the Student Service Fee.

Honor Societies
UHCL's honor societies recognize students' academic excellence and achievement. UHCL honor societies are affiliated with national organizations; students are invited to become members based on the standards recognized by these chartering organizations. Some societies recognize accomplishments within specific disciplines while Phi Kappa Phi and Omicron Delta Kappa honor students from all academic disciplines.

Student Publications
The student newspaper, The Signal, is a digital newspaper published through the joint efforts of a paid student staff, students enrolled in the COMM 4665 Media Production class, and the contributions of an engaged student/faculty/staff campus community. The Signal is published year round to provide news, features, entertainment and opinion pieces concerning university events and issues. The newspaper serves as a public forum and encourages students, faculty and staff to submit contributed articles/essays/visuals, story ideas and comments. Submission guidelines can be found on its website. The Signal has received numerous awards in state and national collegiate competitions from the Texas Intercollegiate Press Association, Columbia Scholastic Press Association, and Associated Collegiate Press Association. Online issues of the Signal can be found at www.uhclthesignal.com; it is also available as an App.

Student Success Center
The Student Success Center is a comprehensive academic resource for the UHCL student community, which includes peer tutoring, supplemental instruction, and academic coaching. The focus of the center is to help students enhance their academic skills for a particular course. Moreover, the Center helps students more effectively manage information by using experience and guided practice exercises designed to building confidence and competence in the classroom.
The Student Success Center works cooperatively across the university (i.e. in conjunction with the Writing Center, Math Center, Disability Services, Career Services, Counseling Services, academic departments, students, faculty and staff) in an effort to maintain a strong consortium of resources aimed at increasing student success, retention and persistence. The Center is open and free of charge to all UHCL students.

SSCB 3102, 281-283-2643.

**Writing Center**

The Writing Center is an instructional facility where students, faculty and staff can work with trained tutors on their writing projects. Tutors collaborate with writers as they analyze assignments and audiences, revise documents by clarifying ideas and structure, and learn stylistic and editing strategies. The Writing Center offers face-to-face services at the UHCL and Pearland locations, as well as online tutoring for currently registered students.

For more information, contact the Writing Center at 281-283-2910, visit [www.uhcl.edu/writingcenter](http://www.uhcl.edu/writingcenter), email writingcenter@uhcl.edu, or drop by SSCB 2105.
Veteran Services

It is the mission of the Capt. Wendell M. Wilson Office of Veteran Services staff to help veterans and their dependents flourish in their higher education pursuits. We will act as a liaison between the veteran, the school, the Department of Veterans Affairs (VA), and the Texas Veterans Commission in order to ensure these goals are reached with success. Our staff members are committed to assisting veterans and their eligible dependents with federal or state education benefits gained through military service.

Veterans entering UHCL should contact the Capt. Wendell M. Wilson Office of Veteran Services immediately to establish their benefits in a timely manner. For one-on-one counseling regarding your benefits, contact us directly at vso@uhcl.edu or by phone at 281-283-3071.

Services include:

- Providing certification of enrollment for the following federal benefits: Post 9/11 GI Bill, Montgomery GI Bill, Reservist Educational Assistance, Vocational Rehabilitation and Employment Program and Dependent Educational Assistance.
- Processing of Hazlewood Exemptions and Hazlewood Legacy Act.
- Determining eligibility for House Bill 269 (military service credit)
- Establishing residency for those who are receiving federal or state veteran education benefits.

Satisfactory Academic Progress for Veteran Benefits

Satisfactory academic progress for veterans receiving federal veteran educational benefits is defined by the Department of Veteran Affairs. Undergraduates must maintain a cumulative GPA of 2.000.

Veterans failing to achieve the required cumulative GPA will be placed on probation for one semester. At the end of the probationary semester, veterans who:

- Have not achieved the required semester GPA will be reported to VA as making unsatisfactory academic progress.
- Have achieved the required semester GPA but not the required cumulative GPA will continue to be on probation.

Satisfactory academic progress is also required of veterans, spouses and dependents utilizing the Hazlewood Exemption. Students must:

- Meet the GPA requirements of the institution's satisfactory academic progress policy in a degree or certificate program as determined by the institution's financial aid policy
Not be considered to have attempted an excessive amount of credit hours as determined by the institution's financial aid policy

Enrollment Status

Fall and Spring Semesters

The amount of monthly housing allowance for Post 9/11 GI Bill students is paid based on the student's rate of pursuit.

Undergraduate students (enrolled in at least one lecture based course):
- Full Time Enrollment = 12 hours or more
- Three Quarter Time Enrollment = 9 hours to 11 hours
- Half Time Enrollment = 6 hours to 8 hours
- Less Than Half Time Enrollment = 5 hours or less

Graduate students (based on the number of hours the student is enrolled)
- Full Time Enrollment = 9 hours or more
- Three Quarter Time Enrollment = 7 hours to 8 hours
- Half Time Enrollment = 5 hours to 6 hours
- Less Than Half Time Enrollment = 4 hours or less

Summer Semesters

Summer enrollment varies by the term in which the student is enrolled. To ensure your summer enrollment meets full time during the summer, please contact the Department of Veteran Affairs at 888-442-4551.

Students enrolled in half time OR less will not be eligible for Post 9/11 GI Bill monthly housing allowance. Students are responsible for notifying the Office of Veteran Services if their enrollment changes.

Online courses

Individuals only enrolled in distance learning courses will be eligible for a monthly housing allowance equal to 50% of the national average of all Basic Allowances for Housing. For the current rate, please visit www.va.gov.

Training Time (Chapters 30, 32, 35, 1606, and 1607)

VA benefits, for the chapters listed above, are paid based on training time. In a standard fall and spring semester, VA measures training time as follows:

Undergraduate students:
12 credits - full-time
9-11 credits - ¾-time
6-8 credits - ½-time
4-5 credits - less than ½-time (<½-time)
1-3 credits - ¼-time or less (<¼-time)

Graduate students:
9 credits - full-time
7-8 credits - ¾-time
5-6 credits - ½-time
1-4 credits - less than ½-time (<½-time)

Hazlewood Act

The Hazlewood Act passed by the Texas legislature provides a waiver of tuition and certain fees for Texas veterans. Hazlewood benefits are not transferred from one state university to another therefore, veterans must reapply and provide the Capt. Wendell M. Wilson Office of Veteran Services with all necessary documents. For a complete list of documents, please visit www.uhcl.edu/veteran-services. A veteran may qualify for benefits under the Hazlewood Act if he or she:

- Have received an honorable discharge or separation or a general discharge under honorable conditions as indicated on the Veteran's Certificate of Release or Discharge from Active Duty (DD Form 214);
- At the time of entry into active duty the U.S. Armed Forces, designated Texas as Home of Record; or entered the service in Texas; or was a Texas resident;
- Served at least 181 days of active duty service (excluding training);
- Have no federal Veteran's education benefits, or have no federal Veterans education benefits dedicated to the payment of tuition and fees only (such as Chapter 33 or 31; for term or semester enrolled that do not exceed the value of Hazlewood benefits;
- Not be in default on a student loan made or guaranteed by the State of Texas;
- Enroll in classes for which the college receives tax support (i.e., a course that does not depend solely on student tuition and fees to cover its cost), unless the college’s governing board has ruled to let Veterans receive the benefit while taking non-funded courses; and
- Meet the GPA and excessive hour requirements of the institution's satisfactory academic progress policy in a degree or certificate program as determined by the institution's financial aid policy and, as an undergraduate student, not be considered to have attempted an excessive amount of credit hours.

The Legacy Act allow veterans eligible for the Hazlewood Act to transfer unused Hazlewood hours to an eligible child. A child (legacy recipient) must:
• Be classified by the institution as a Texas resident;
• Be the biological child, stepchild, adopted child, or claimed as a dependent in the current or previous tax year;
• Be 25 years old or younger on the first day of the semester or term for which the exemption is claimed (unless granted an extension due to a qualifying illness or debilitating condition); and
• Meet the GPA and excessive hour requirements of the institution's satisfactory academic progress policy in a degree or certificate program as determined by the institution's financial aid policy and, as an undergraduate student, not be considered to have attempted an excessive amount of credit hours.

Students interested in using this benefit should contact the Capt. Wendell M. Wilson Office of Veteran Services for application instructions at vso@uhcl.edu.

Hazlewood Exemption Deadline

If the student provides his or her eligibility for the Hazlewood Exemption before the end date of each semester, then the institution must honor the waiver. Applications and all supporting documentation must be received by the institution no later than the last day of class in order to be evaluated for the semester or term.

Disabled Veteran Parking

In accordance with Texas Transportation Code 681.008 and 504.202, qualifying veterans will be issued a parking permit free of charge. The free permit is to be used for the Veteran only or while they are in the vehicle. Those exempt from paying a fee must display the following license plates on the vehicle:

• Disabled Veteran,
• Congressional Medal of Honor,
• Former Prisoner of War,
• Pearl Harbor Survivor,
  Purple Heart Recipient,
• Legion of Valor (Air Force Cross, Distinguished Service Cross, Army Distinguished Service Cross, Navy Cross or Medal of Honor)
• Legion of Merit License Plates
• Bronze Star Medal
• Distinguished Service Medal
• Silver Star Medal

To request a free parking permit, the following items will need to be submitted to the Capt. Wendell M. Wilson Office of Veteran Services:
1. Supporting documentation which proves their status listed above (this is the same proof shown at the Tax Assessor’s Office to obtain your specialty license plates)
2. Current UHCL student/faculty/staff ID
3. Texas driver’s license

Residency

Pursuant to Texas Education Code, Section 54.058 (k), military personnel, veterans and dependent students who are receiving federal VA education benefits may qualify for in-state tuition and fee rates, regardless of the length of time residing in Texas. If you are receiving federal VA education benefits and are being assessed out-of-state tuition, please contact the Capt. Wendell M. Wilson Office of Veteran Services for assistance.

House Bill 269

House Bill 269 allows veterans who enroll in Texas universities to be eligible to receive undergraduate college credit for the time they spent in the services if certain requirements are met.

Eligible veterans can receive college credit for an additional 12 semester credit hours of general elective course work to satisfy the degree requirements for your program of choice.

In order to be eligible to receive college credit for military service, you must have:

- Graduated from a public or private high school accredited by a generally recognized accrediting organization or from a high school operated by the U.S. Department of Defense.
- Completed a minimum of two years of Active Duty service in the Armed Forces; unless medically discharged.
- Been honorably discharged from the armed forces

Contact the CAPT. Wendell M. Wilson Office of Veteran Services to discuss your eligibility.
UH System and University Administration

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Vacant

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Regina Pickett, R.N, M.S.N.

Director of Student Life
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Vacant

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Albert Black
Director of Building Maintenance/Utilities and Fleet Management
Pamela E. Groves, M.S.

Director of Grounds and Custodial
Derrell Means
Graduate General Information

Graduate information contains an overview the services and policies that pertain to graduate students. This information was published in August 2017, and becomes effective with the beginning of the fall 2017 semester.

Distance and Off-Campus Education

In an attempt to meet the need for flexibility, the university offers classes in a variety of formats and at several convenient locations. Students can opt to complete selected master’s degrees or a Doctor of Education in Educational Leadership at centers close to their home or office. Alternatively, they can choose to take coursework online. Many of UHCL’s degree programs offer Web enhanced classes. Students and faculty can make use of the online environment to supplement traditional classes – decreasing the amount of time students actually spend in the classroom.

Distance and Off-Campus Education at UHCL facilitates and supports the delivery of UHCL courses, degrees and certificate programs, as defined by the UHCL catalog.

Course Delivery Formats

Distance Education (DE) is any instruction that takes place outside the UHCL campus classroom setting. University of Houston–Clear Lake offers students the opportunity to supplement their on-campus coursework or even complete entire certificates or graduate degree programs through Distance Education. Classes offered through DE are regular UHCL classes taught by UHCL faculty with the same pre-requisites and requirements as classes taken on campus. Classes are offered in a variety of formats that provide options for students:

- **Online (Internet)** – This format is delivered via the Internet using a course management tool called Blackboard with all class instruction delivered and course requirements fulfilled online. No face-to-face instructor and student interaction or face-to-face student group interaction is required. Courses offered online provide an environment for flexible learning and teaching while delivering the same high-quality content as in a traditional setting. *Some online courses require proctored exams. UHCL’s online classes are NOT open entrance/open exit or traditional correspondence courses. Although students are free to do their work online any time it fits into their weekly schedules, assignments are due as specified in the individual course syllabus.*

- **Web enhanced (Hybrid)** – With this format, classroom instruction is delivered and course requirements are fulfilled via a combination of face-to-face instruction at the UHCL campus and off-campus sites and online. In a web enhanced class, an instructor can deliver all instruction online but require
students to attend mandatory orientation, class presentations, and in-class examinations. The number of face-to-face meetings is determined by the instructor and can be found on the footnotes for the class on the UHCL class schedule. The Web enhanced format is popular both on the UHCL campus and at the off-campus learning centers.

- **Off-campus courses** - UHCL offers courses for selected graduate degree programs and certificates at off-campus learning centers. Courses at our off-campus learning centers may be offered face-to-face in a traditional classroom, or as a Web enhanced class. UHCL is committed to using the most current instructional techniques to ensure comparable learning outcomes between coursework delivered in a traditional, Web enhanced, or online format. It is recommended that students have their own computer with access to the Internet prior to registering for an online class. The university and off-campus centers have fully equipped computer labs that students may use.

UHCL is committed to using the most current instructional techniques to ensure comparable learning outcomes between coursework delivered in a traditional, Web enhanced, or online format. It is recommended that students have their own computer with access to the Internet prior to registering for an online class. The university and off-campus centers have fully equipped computer labs that students may use.

**DE Admission Requirements**

Admission requirements are identical to those for students participating in degree programs on the UHCL campus. Students interested in participating in a distance education program must indicate so on the UHCL Application for Admissions. Program options at different off-campus locations and for master's degrees offered online are listed on the application and in the catalog.

**Schedule of Classes**

Each semester, students have the ability to review course offerings via the online search engine on the UHCL website. See class schedule available online at www.uhcl.edu. To search for distance education courses, select your location of choice and/or instruction mode of delivery then search. The distance education class schedule can also be found at the DE website at www.uhcl.edu/disted.

**Registration**

Upon successful completion of the application process, students can register for classes online through E-Services. Tuition and fees can be paid by credit card or students can arrange to make installment payments. Students that register to take classes at an off-campus location must attend classes at that particular location.
Financial Aid and Scholarships

UHCL provides quick and easy access to financial aid and scholarship information to students at a distance. Eligibility for this assistance is the same as for on-campus students. All forms, a complete list of scholarships, timelines and instructions are available online at the Financial Aid website. Financial assistance is available to distance education students, as it would be for on-campus students. Please refer to www.uhcl.edu/finaid for more information.

Student Services

The DE office has developed unique advising procedures to best serve the needs of its students. Advisors are available to assist students via face-to-face appointments, telephone or email. Academic advising is available at each of our off-campus locations. To schedule an appointment, please call 281-283-3031.

UHCL also provides student services to off-campus and online students. For assistance in accessing these services, call the DE office or the Student Assistance Center at 281-283-2722. Examples of these services are:

- Student photo IDs available at off-campus locations
- Academic advising for students in online programs
- Career exploration online and at the UHCL Pearland Campus
- Online tutors in writing and specific content areas. Tutoring is also available at the UHCL Pearland Campus and Texas Medical Center.
- Online Bookstore
- Online Course Support
- Online study skills assessment
- General university information, via email and phone from the Student Assistance Center (SAC)
- Online access to the student news publication, The Signal
- Disability services, available both online and off-campus
- Virtual Library services
- Counseling information available online and personal counseling available at the UHCL Pearland Campus.

Additionally, UHCL email is the official method of communication between the university and students. Students will receive official UHCL notifications (i.e. financial aid award packages) through their UHCL email accounts. Students are responsible for checking email regularly to ensure they receive important university information in a timely manner. Students who choose to use email addresses other than the one assigned to them by University of Houston-Clear Lake must log in to E-Services and forward their UHCL email to another valid email account to ensure access to important information and requests.
Online Programs and Certificates

All online programs and certificates offered by UHCL can be found at www.uhcl.edu/online.

Off-Campus Programs

Distance education off-campus sites in the greater Houston area are also made possible by the collaborative agreements with other educational institutions and school districts. Currently, UHCL provides courses through distance education at eight ISDs (Alief, Clear Creek, Dickinson, Fort Bend, Katy, Pasadena, Spring Branch, and Texas City).

All off-campus programs offered by UHCL can be found at www.uhcl.edu/off-campus-education.

Financial Aid

Financial Aid Programs

The financial aid programs listed below are available to students seeking a graduate degree at University of Houston–Clear Lake. Students who wish to apply for financial aid should complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. UHCL’s federal school code is 011711. More information regarding the types of aid listed below can be found at www.uhcl.edu/finaid.

Program

- Federal TEACH Grant
- Texas Public Educational Grant (TPEG)
- University Scholarships
- Resident Graduate Student Assistance Grant
- Federal College Work Study Program (FWSP)
- Texas College Work Study Program (TWSP)
- *Federal Perkins Loan
- Hinson–Hazlewood Loan
- Federal Direct Grad PLUS Loan
- *Federal Direct Unsubsidized Stafford Loan

*All students applying for their first Federal Direct Loan must complete entrance loan counseling and the electronic Master Promissory Note (eMPN) at www.studentloans.gov before loan funds can be disbursed. Program availability is never guaranteed. Financial aid programs are subject to change at any time.
Qualifying for Financial Aid Programs

Students must meet these minimum requirements:

- Be a U.S. citizen, U.S. national (includes natives of American Samoa or Swain’s Island) or U.S. permanent resident who has an I−151, I−551 or I−551C (Permanent Resident Card)
- Be admitted to a degree-seeking graduate program
- Be enrolled at least half-time at UHCL
- Be making satisfactory academic progress toward a degree
- Not be in default on any education loan or owe a refund on a federal and/or state grant
- Be registered with Selective Service System, if male.
- Possess a High School Diploma, GED, Homeschool Completion Record, or equivalent of a high school diploma

Applying for Financial Aid

Because regulations governing financial aid change each year, students are required to reapply and submit new documentation annually. Funding sources and requirements change from year to year, and the amount and type of aid awarded to students may also change. All financial aid applicants are required to submit the following:

- 2017−2018 Free Application for Federal Student Aid (FAFSA) available online at www.fafsa.gov.
- If the FAFSA is selected for a process called verification, the student/spouse must provide supplemental information requested by the Financial Aid Office.

The priority deadline is March 15 of each year. Students applying after March 15 can expect the majority of the grant money to be exhausted.

The FAFSA and any additional documents will not be reviewed or processed until admission requirements have been met.

Students must submit ALL requested documentation to the Office of Student Financial Aid one month before the end of the term they wish to receive financial aid. Failure to adhere to this deadline can prevent the student from being awarded and disbursed financial aid.

Awarding of Aid

Financial aid is awarded based on the information received on the FAFSA. It is our institutional policy to award available grant, scholarship, and work study funds before considering the student for student loans.

UHCL’s policy is to award all eligible students based on full-time enrollment. Students will be given the option to update their intended enrollment. However, final awards will be based on actual enrollment.
Therefore, eligibility and enrollment must be verified before funds are disbursed to each student's account at the beginning of each semester.

Enrollment must again be verified after classes begin. Awards that are processed after the semester begins are based on the actual number of hours in which students are enrolled, excluding hours of withdrawal.

Students whose files are incomplete should be prepared to pay for their tuition, fees, books and supplies at the time of registration. Financial aid will not be awarded until all financial aid documents have been received and admission requirements have been met.

**E-mail as Official Communication**

The university-assigned campus e-mail address is the official communication vehicle for all student information and exchanges among academic administrative offices. The following notifications will be sent via e-mail:

- Requests for additional information
- Notices of scholarship deadlines and opportunities
- Award notices
- Disbursement notices
- Award revisions
- Required consumer disclosure information

Also, most required consumer disclosure information is contained in the UHCL Financial Aid Guidebook located on the UHCL financial aid website ([www.uhcl.edu/finaid](http://www.uhcl.edu/finaid)).

Students should check their UHCL e-mail accounts regularly to receive information from the Office of Student Financial Aid as well as other university offices. For information regarding UHCL e-mail, or to log in, go to [http://webmail.uhcl.edu](http://webmail.uhcl.edu).

Students have the ability to forward their UHCL e-mail account to a preferred e-mail account. Students interested in this option should visit University Computing and Telecommunications' website at [www.uhcl.edu/uct](http://www.uhcl.edu/uct).

Students wishing to receive a paper copy of all notifications must submit their request in writing to:

Office of Student Financial Aid  
Attn: Executive Director of Financial Aid  
Box 5  
2400 Bay Area Blvd.  
Houston, TX 77058
Disbursement of Funds

Financial aid disbursement occurs when grants, loans, or scholarships are applied to a student's UHCL account.

Financial aid disbursements begin approximately 7 days prior to the first class day. In some cases, financial aid disbursements may occur after the fee payment deadline. Any student who has anticipated aid showing on their student account in E-Services does not need to make payment arrangements for the fee payment deadline if the anticipated aid will pay their account balance in full. Students whose accounts will be paid in full with anticipated aid will not be charged late fees.

Aid applied to a student's account will be applied to the current balance first.

If the financial aid credited to a student's account creates a credit balance, a refund will be issued to the student by Student Business Services after the term begins.

Some forms of financial aid, such as TEACH Grant, may not disburse until after census date. Students concerned about a late payment due to these types of anticipated aid should contact the Office of Student Financial Aid.

The Office of Student Financial Aid will notify students by e-mail when their financial aid is applied to their account.

Criteria for Satisfactory Academic Progress

Under federal and state statutes all students applying for or receiving federal or state financial assistance must be making satisfactory academic progress (SAP) toward a degree. The Office of Student Financial Aid also uses this requirement for awarding institutional funds.

Students receiving some waivers and exemptions must meet certain components of SAP.

Review for SAP is done at the time the student first applies for financial aid and at the end of each semester. SAP is based on the following qualitative and quantitative measures:

Grade Point Average

The qualitative measure requires that graduate students working on a master’s degree or doctoral degree must maintain a cumulative Grade Point Average (GPA) of 3.000 or better.

*Financial Aid calculates a cumulative GPA for purposes of Satisfactory Academic Progress, which includes all grades received. Students repeating a course will have all grades included in their Financial Aid cumulative GPA calculation.
Completion Ratio

The quantitative measure requires that students must have completed 75% of their cumulative attempted UHCL course work. This percentage is derived by dividing the total number of UHCL hours completed by the total number of UHCL hours attempted. Attempted hours are the total number of hours completed plus hours of "WX", "WQ", "I", "F", and "IP". Hours of "WX", "WQ", "I", and "F" are considered "not completed" and negatively affect the ratio requirements. The percentage derived must be 75% or greater.

Timeframe to Complete Academic Program

First or second master’s degree or doctoral degree within a total of 54 UHCL hours. Hours counted include all coursework taken at UHCL (including "WX", "WQ", "I", "F", and "IP" grades) and transfer coursework.

Students enrolled in the following programs must complete their master's or doctoral degree within the specified timeframe listed below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education MS</td>
<td>73</td>
</tr>
<tr>
<td>Clinical Psychology MA</td>
<td>63</td>
</tr>
<tr>
<td>School Psychology SSP</td>
<td>70</td>
</tr>
<tr>
<td>Family Therapy MA</td>
<td>63</td>
</tr>
<tr>
<td>Healthcare Business Administration</td>
<td>84</td>
</tr>
<tr>
<td>Education Leadership EdD</td>
<td>69</td>
</tr>
</tbody>
</table>

Students with two or more earned graduate degrees attempting additional graduate degrees will be reviewed on a case-by-case basis after exceeding 54 UHCL hours or 150% of the program of study (whichever is greater).

Note: Students changing plans are still held to timeframes originally begun with the first major chosen.

Appeal Process for Denial Based on Unsatisfactory Progress

Students who fail to meet the grade point average requirement or the completion ratio requirement will be given a "financial aid warning" for the following semester. Students will be notified via UHCL e-mail of their warning status. Students who fail to meet SAP the following semester will not be eligible to receive financial aid unless they complete a SAP appeal and academic plan and that appeal is approved.

Students who fail to meet the timeframe requirement are not granted an automatic warning status and will not be eligible to receive financial aid unless they complete a SAP appeal and academic plan and that appeal is approved.

Appeals are considered for the following reasons:
• Increase in workload at place of employment because of promotion or overtime. Documentation from the employer may be required.
• Personal illness or serious illness of immediate family members, such as spouse, child, parent, or sibling. Documentation is required. Acceptable forms of documentation include but are not limited to receipts for doctor visits, insurance Explanation of Benefits (EOB), or a note from the doctor.
• Death of a family member. Documentation is required, such as a death certificate, obituary, prayer card, or brochure from the funeral or memorial service.
• Mitigating circumstances. Appropriate support documentation may be required.

Each appeal is reviewed on its own merit.

Appeal forms are available online at www.uhcl.edu/finaid under Online Forms and Services and must contain the following:

• Why the GPA is below the minimum requirement and how the student plans to bring the GPA up to the minimum requirement.
• Explanation of withdrawal from courses or the reason for not completing the courses.
• The number of courses or credit hours remaining for the student to complete the degree program.

Academic plan forms are available online at www.uhcl.edu/finaid under Online Forms and Services. These forms must be completed with an academic adviser. Students should contribute to the academic plan to ensure success.

All forms must be submitted to the Office of Student Financial Aid by the census date each semester. (Appeals received after this date may be reviewed at the discretion of the SAP Committee.) A copy of the student’s Candidate Plan of Study must be submitted with the appeal. Incomplete appeals and academic plans will not be considered. The SAP Committee will review all appeals at least twice per month. All decisions reached by the SAP Committee are final. Students will be notified via their UHCL e-mail regarding the outcome of their appeal.

Students whose SAP appeals are approved will receive financial aid for one semester on a probationary basis. At the end of that semester, students who are meeting the three criteria for SAP or are following the terms and conditions of their academic plan will not have to appeal. Students who are not meeting SAP will be notified via their UHCL email and they may submit another SAP appeal to the Office of Student Financial Aid.

**Financial Aid Policy for Students Withdrawing from the University**

Per Federal regulations students who receive financial aid and completely withdraw from the university must repay all or part of their financial aid according to the policy explained below.
Financial aid recipients who receive federal student aid who withdraw on or before the 60% point in time of the semester enrolled will have the percentage and amount of Title IV unearned assistance calculated by the university. The unearned funds must be returned to the Title IV programs. The federal formula used to determine the less than 60% portion of enrollment requires that the number of calendar days in the period of enrollment for which the assistance is awarded be divided into the number of calendar days completed in that period as of the day the student withdrew. The Office of Student Financial Aid will then determine the amount of money to be returned.

A student who obtains all "F" grades or a combination of withdrawals and "F" grades will be considered an unofficial withdraw. The Office of Student Financial Aid will use the date of last attendance input by the professor on the grade roster as the date of withdrawal for the term. If the withdrawal date is on or before the 60% point in time of the semester enrolled, the student will have the percentage and amount of Title IV unearned assistance calculated by the university. The Office of Student Financial Aid will then determine the amount of money to be returned. Aid may also be adjusted or cancelled if the student never attended the course.

While rare, some students may be eligible for a post-withdrawal disbursement. The Office of Student Financial Aid will contact these students. Students should carefully read the deadlines given to be eligible for the disbursement.

**Refund Distribution Priority**

Refunds will be applied to the funds received by the student in the following priority:

- Federal Direct Loan Program (DL) – Unsubsidized Stafford Loan
- Federal Perkins Loan
- Federal Direct Grad PLUS Loan
- Federal TEACH Grant
- Other Title IV programs

**Dropping From a Class but Retaining Half-Time Status**

Financial aid awards are based on full-time status. Students can request a package based on enrollment less than full-time. Students who change their enrollment status prior to census day will have their awards reevaluated based on their actual enrollment. Students who received funds based on the original enrollment status may be required to make repayment of the appropriate funds.

Students who reduce their course load after census day but remain enrolled at UHCL at least half-time will not have their financial aid adjusted and will not owe a refund. However, dropped courses are considered in the ratio calculation used to determine satisfactory academic progress.
College Work Study

Students awarded a college work-study (CWS) job as part of their financial aid package work on or off campus for up to 20 hours per week and are paid on a biweekly basis. Students who are awarded CWS can apply for jobs on the Office of Student Financial Aid’s website (www.uhcl.edu/finaid).

Exit Interview

When Stafford or Perkins loan recipients complete a degree or drop below half-time, federal statutes require those students to have an exit interview to clarify and establish a repayment schedule on any monies owed. Students’ academic records may be encumbered if the student borrower does not complete an exit interview.

Stafford exit interviews are completed online at studentloans.gov. Perkins exit interviews may be scheduled through Student Business Services.

State Waivers and Exemptions

The Office of Student Financial Aid coordinates the application for several state waivers and exemptions listed below. Students can find detailed information for each waiver and exemption at: www.collegeforalltexans.com

- Research Assistants and Teaching Assistants Waiver
- Competitive Scholarship Waiver
- Good Neighbor Scholarship Program
- Waiver for College Faculty and their Dependents
- Adopted Students Formerly in Foster or Other Residential Care
- Exemption for Students under Conservatorship of the Dept. of Family and Protective Services
- Blind/Deaf Student Exemption Program
- Peace Officer Tuition and Laboratory Fee Exemption Program
  - Application deadline is one week before the end of Open Registration for the semester.
  - Exemption is limited to no more than 20% of class enrollment receiving waiver. Students should apply early.

Exemptions allow special groups of Texas residents or nonresidents to enroll and pay a reduced amount of tuition and fees. Waivers allow special groups of nonresidents to enroll and pay a reduced nonresidents tuition rate.

Unless noted otherwise, all applications for waivers and exemptions must be submitted to the Office of Student Financial Aid by the census date for which the waiver/exemption would be applied. All applications after the census date will be reviewed on an individual basis and may be denied.
Senate Bill 1210 (83rd Texas Legislature, Regular Session) adds a Grade Point Average requirement for persons to receive continuation awards on certain waivers/exemptions listed above. The Bill also establishes a Limit to the Total Number of Hours, cumulative, that a student may take and continue to receive awards. Please refer to [www.collegeforalltexans.com](http://www.collegeforalltexans.com) or [www.uhcl.edu/finaid](http://www.uhcl.edu/finaid) for more information.

**Scholarships**

The Office of Student Financial Aid is committed to awarding scholarships to students consistent with the educational mission of our university. Graduate students (including international students) entering UHCL for the first time may apply for a Hawk Scholars scholarship award. Additionally, current/continuing UHCL students may apply for university scholarships annually. For information and to apply for scholarships, please visit [www.uhcl.edu/scholarships](http://www.uhcl.edu/scholarships).

**Enrollment Status**

The amount of financial aid a student can receive is dependent upon the number of hours in which the student is enrolled. The following are enrollment statuses for graduate students based on the number of hours the student is enrolled:

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Enrollment</td>
<td>9 hours or more</td>
</tr>
<tr>
<td>Three Quarter Time Enrollment</td>
<td>7 hours to 8 hours</td>
</tr>
<tr>
<td>Half Time Enrollment</td>
<td>5 hours to 6 hours</td>
</tr>
<tr>
<td>Less Than Half Time Enrollment</td>
<td>4 hours or less</td>
</tr>
</tbody>
</table>

Students enrolled less than half time will not be eligible for student loans.

Students are responsible for notifying the Office of Student Financial Aid if their enrollment changes.

**General Program Requirements**

**Student Responsibility**

Students are responsible for knowing their degree requirements and enrolling in courses appropriate for their chosen degree programs. Students also are responsible for knowing all university regulations regarding student affairs and course work standards required for study undertaken in the university.
While this catalog was prepared on the basis of the best information available at the time, all information including statements of fees, course offerings, admissions and graduation requirements is subject to change without notice or obligation. The most recent information regarding degree requirements and academic standards may be obtained from the appropriate dean's office. Student affairs information may be obtained by contacting the Office of the Dean of Students, or by contacting the individual student services offices.

Graduate Standing

Graduate standing is given to those students who have earned a bachelor’s degree and have indicated their intent to study at the graduate level or pursue teacher certification at UHCL by submitting a graduate studies application.

Degrees Offered

University of Houston–Clear Lake (UHCL) is authorized by the Texas Higher Education Coordinating Board to confer two doctoral degrees and six degrees in 46 graduate majors.

- Doctor of Education (Ed.D.)
- Doctor of Health Service Psychology (Clinical Psychology/School Psychology) (Psy.D.)
- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Master of Healthcare Administration (M.H.A.)
- Master of Healthcare Administration/Master of Business Administration (M.H.A./M.B.A.)
- Master of Science (M.S.)
- Specialized School Psychologist (S.S.P.)

Graduate Majors Offered

College of Business

- Accounting (M.S.)
- Business Administration (M.B.A.)
- Environmental Management (M.S.)
- Finance (M.S.)
- Healthcare Administration (M.H.A.)
- Healthcare Administration/Business Administration (M.H.A./M.B.A.)
- Human Resource Management (M.A.)
- Management Information Systems (M.S.)
- Professional Accounting (M.S.)
College of Education

- Counseling (M.S.)
- Curriculum and Instruction (M.S. & Ed.D.)
- Early Childhood Education (M.S.)
- Educational Leadership (Ed.D.)
- Educational Management (M.S.)
- Instructional Design and Technology (M.S.)
- Multicultural Studies in Education (M.S.)
- Reading (M.S.)
- School Library and Information Science (M.S.)

College of Human Sciences and Humanities

- Behavior Analysis (M.A.)
- Behavioral Sciences (M.A.)
- Clinical Psychology (M.A.)
- Criminology (M.A.)
- Cross-Cultural Studies (M.A.)
- Digital Media Studies (M.A.)
- Exercise and Health Sciences (M.S.)
- Family Therapy (M.A.)
- Health Service Psychology (Clinical Psychology/School Psychology) (Psy.D.)
- History (M.A.)
- Humanities (M.A.)
- Industrial/Organizational Psychology (M.A.)
- Literature (M.A.)
- Psychology (M.S.)
- School Psychology (S.S.P.)
- Sociology (M.A.)

College of Science and Engineering

- Biological Sciences (M.S.)
- Biotechnology (M.S.)
- Chemistry (M.S.)
- Computer Science (M.S.)
- Computer Engineering (M.S.)
- Computer Information Systems (M.S.)
- Engineering Management (M.S.)
- Environmental Science (M.S.)
- Mathematical Sciences (M.S.)
Enrollment Policies

In conjunction with academic performance standards, the policies listed below are utilized by the university in monitoring the academic progress of students.

Course Load

Students should be aware that academic work will be at advanced levels and should consider individual abilities when determining an appropriate course load. Course load limits may be set as terms of probation or readmission to the university after suspension. The university limits course loads to a maximum of 12 hours for graduate students during the fall and spring semesters. For the summer semester, the limit is 9 hours.

In evaluating their ability to carry a certain course load, students should consider:

- Time available for class preparation
- Whether an excessive load might endanger academic standing
- Physical and mental stamina
- Financial factors of commuting costs, tuition, fees and personal budget.

Under the Department of Homeland Security (DHS) regulations, international students are required to maintain full-time enrollment during each fall and spring semester. In addition, no more than three credit hours per semester taken online may be counted towards full-time enrollment for F and J student visa holders.

Full-Time/Part-Time Status Course Load

A student’s enrollment status is determined by the number of credit hours for which the student is enrolled at UHCL each semester. Enrollment statuses are listed below:

<table>
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</tr>
</tbody>
</table>
For the summer term, all hours are added together between sessions to arrive at the total number of hours for the summer.

When enrolled in a cooperative education course, students will be considered full-time for purposes of enrollment verification. The above hours requirement may differ for financial aid purposes. Please review the section of the catalog on Financial Aid or contact the Office of Financial Aid.

**Resident Credit**

Resident credit is defined in two ways:

- Credit awarded for successful completion of academic work undertaken at UHCL

or

- Credit awarded for successful completion of academic work undertaken at another college or university provided that
  - Students are candidates for degrees at UHCL and
  - Students have written approval of their faculty adviser and their appropriate associate dean before undertaking academic work elsewhere.

Students should be aware that credits earned elsewhere without prior approval from UHCL are not considered credits "earned in residence" for the purpose of fulfilling general degree requirements.

**Graduate Courses**

Graduate courses are defined as those courses with course numbers in the 5000, 6000, 7000, and 8000 range. 7000 and 8000 range courses are restricted to doctoral students.

Graduate courses taken as an undergraduate will only calculate in the undergraduate hours earned and in the undergraduate GPA. Undergraduate and post-baccalaureate non-degree-seeking students are not eligible to enroll in graduate courses.

**Class Attendance**

Regular class attendance is expected of all students. What constitutes an acceptable rate of class attendance is a matter between students and their instructors, although the university expects instructors to maintain reasonable standards. Whenever instructors determine that students’ absences have been excessive, they have the right to request that the appropriate associate dean withdraw the students from the course.
Dropping or Withdrawing from Classes

Drop/Withdrawal Time Frame
Students may drop one or all classes without a grade penalty through the census date of the semester or session. Classes that are dropped through the census date will not be posted on a student’s official or unofficial transcript. Students may drop classes online through their E-Services account. Please see the Academic Calendar at www.uhcl.edu/registrar for the census dates of the semester or session.

Students who drop a class or withdraw from all classes after the census date of the semester or session, but no later than the withdrawal deadline as stated in the Academic Calendar will receive one of the following grades: "WQ" (Student-initiated drop, No Evaluation) or "WX" (Administrative Drop or Withdrawal, No Evaluation). These grades imply no evaluation of students' performance prior to the withdrawal. Students may retain auditing privileges with the instructor's consent.

Student-Initiated Withdrawals
Once students have registered and paid tuition/fees for the course section, they are considered enrolled in the course(s) until they have officially dropped/withdrawn or received a grade. Nonattendance does not automatically terminate students' enrollment in the course(s) and does not exempt them from any academic or financial responsibilities. Students who stop attending class without officially dropping/withdrawing from the course(s) will receive a final grade based on coursework completed.

If a student wishes to drop any or all of their classes, they are responsible for doing so online through E-Services by the deadlines stated in the Academic Calendar. Withdrawal requests in writing can also be made by mail or by fax to 281-283-2530 and are effective on the date of receipt. Please contact the Office of the Registrar for additional assistance at registrar@uhcl.edu. The student assumes responsibility for written requests for drops/withdrawals that are delayed or not delivered. Drops/Withdrawal requests received after the deadlines stated in the Academic Calendar will not be processed. Student-initiated drops and withdrawals are irrevocable. Retroactive drops or withdrawals are not permitted. Students lose all university privileges on the date the withdrawal from the university is effective.

Course(s) dropped through the published Census Day will not appear on the transcript. Course(s) dropped after the Census Day and through the published withdrawal deadline will appear on the student’s transcript with a grade of WQ. Census Day and Withdrawal deadlines are published online in the Academic Calendar.

All outstanding bills and university obligations must be paid/fulfilled. This includes any payment plans or loan agreements issued by Student Business Services. Contact Student Business Services for additional information. Students receiving financial aid are advised to contact the Office of Financial Aid prior to making changes in their enrollment status. Reducing semester hours to zero is considered a withdrawal
and the Refund Schedule will be followed. Please refer to the Refund Schedule on the Student Business Services' website for information about deadlines.

**Administrative Withdrawals**

The university reserves the right to withdraw students from a class or all classes if, in the judgment of the appropriate university officials, such withdrawals are in the best interests of the students and the university. Students may be withdrawn for reasons of health, irresponsible financial conduct, unacceptable personal conduct, Honesty Code violations or other academic infractions, or disregard of official summonses to respond to official requests.

Students who are requesting a current semester medical withdrawal must submit a Student Appeal form to the Office of the Registrar before the end of the current semester if they cannot withdraw themselves by the withdrawal deadline. Please refer to the academic calendar for more information regarding deadlines. A medical withdrawal formally drops all courses in a term.

**Written appeal for a medical withdrawal should address each of the following:**

1. Describe the medical condition/circumstances that required you to withdraw from the university.
2. Explain in detail how/why the medical condition/circumstances prevented you from completing the academic term.
3. Detail the dates of the onset of your medical condition/circumstances, along with the dates of any treatment you received, if appropriate.
4. If you stopped attending classes, explain why and when. (Please note: nonattendance does not exempt you from academic and financial responsibilities.)
5. If you did not utilize the regular withdrawal process, explain why not.
6. Explain what relief you are seeking from this request. Be as specific as possible.

**Note:** Medical withdrawals do not refund tuition and fees.

**Supporting Documentation**

You must include a letter from your health care provider(s) or other pertinent sources. The documentation should be on clinic letterhead and should address the following:

- Describe the diagnosed medical or psychological condition or circumstances, and indicate when treatment commenced.
- Explain how the severity of the condition completely prevents the student from attending classes and completing the semester.
- Address potential health/clinical consequences if a medical withdrawal is not granted.

**Review Process**

1. Submit all materials to the Office of the Registrar. Any missing or incomplete information may delay consideration of your request.
2. After the materials are received, your request will be evaluated by the Office of the Registrar and you will be notified when it has been approved or denied. You may be asked to provide additional information to assist the university in its evaluation of your request. The decision of the Office of the Registrar is final.

3. Please note that a Medical Withdrawal is granted in rare instances where a student is faced with a serious and unexpected condition that completely precludes him/her from being able to function as a student. If a request is approved, the student may be required to submit documentation from a health care provider to indicate his/her ability to function successfully prior to subsequent enrollment. Additional requests for a medical withdrawal are normally not granted for the same circumstances.

4. Withdrawal appeals should be submitted to the Office of the Registrar prior to the close of the following long semester. Appeals submitted after one long semester will not be considered.

IMPORTANT NOTES:

- International students, students with a disability, and students who are receiving financial aid, veteran's and/or other benefits and who are considering withdrawing from the university must meet with the appropriate official (e.g., international student adviser, staff from Disability Services, financial aid counselor, or veteran's services) before withdrawing since there may be legal, certification, and/or repayment penalties associated with doing so.
- Medical withdrawal typically results in withdrawal from all classes. Students who are considering the medical withdrawal process and wish to drop some, but not all, of their classes for a term should instead contact the their academic associate dean's office for information about administrative drops.
- Student Loans: Students who have borrowed from the Perkins or Direct Loan programs are federally required to schedule an Exit Counseling session. Contact the Office of Financial Aid for additional information.
- All outstanding bills and university obligations must be paid/fulfilled. This includes any payment plans or loan agreements issued by Student Business Services. Contact Student Business Services for additional information.
- Medical withdrawals do not provide for a refund of tuition and fees.

Final Exams

Final exams for the regular fall and spring terms must be scheduled the week following the last day of classes at the day/time indicated on the final exam schedule. Faculty teaching online courses during the regular fall and spring terms can schedule final exams anytime starting on the last day of classes until the end of the week following the last day of classes (the end of the regular exam week). During the summer sessions and fall/spring 8 week sessions, final exams are held on the last day of classes. Students and faculty should refer to the academic calendar and final exam schedule found online at www.uhcl.edu/
Missed Examinations and Assignments

Students are expected to be present at all announced examinations, including final examinations. Unless satisfactory alternate arrangements are made with instructors, missed examinations will be considered as failed. Students who must be absent from classes for the observance of a religious holy day (as defined by the Texas Education Code) will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. Students needing to reschedule an examination or assignment for a holy day should submit a letter of request or appropriate form to each instructor within 15 days from the first class day of the semester. An instructor should acknowledge receipt where indicated on the form and return a copy to the student. A new date for taking an examination or completing an assignment missed for a holy day shall be set by the instructor. Should an instructor not honor the request for rescheduling examinations or assignments for holy days by setting reasonable new due dates, students may appeal the decision to their associate dean. The instructor or associate dean may require a letter of verification of the observed holy day from the religious institution.

Academic Appeals

Academic appeals include those appeals related to grades and academic programs or degree requirements. In all instances, the university expects that every attempt will be made initially to resolve such disputes informally through discussions by all relevant parties prior to initiating formal procedures.

Appeals of Academic Program or Degree Requirements

All appeals relating to specific program requirements (e.g., residency requirements, master’s degree option decisions) require that students submit a written petition to the associate dean of the degree granting college detailing the grounds for the appeal. The associate dean will respond in writing with a decision. The student may appeal this decision in writing to the dean within 15 working days of notification. The dean’s decision is final.

Grading Policies

Descriptions of Letter Grades

Performance in the range of "A" represents exceptional scholarship and intellectual initiative in accomplishing graduate level course goals and objectives.

Performance in the range of "B" represents competent achievement in accomplishing graduate level course goals and objectives.
Performance in the range of "C" represents the minimally acceptable performance in accomplishing graduate level course goals and objectives.
A "D" or "F" performance represents unsatisfactory or below minimally acceptable performance in accomplishing graduate level course goals and objectives.
Grades of "+" or "-" are refinements of the letter grades, represent grade point variations and may be used at the discretion of the instructor.

**Grading System**

<table>
<thead>
<tr>
<th>Grade Points Per Semester Hour</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>4.000</td>
<td>A</td>
</tr>
<tr>
<td>3.667</td>
<td>A-</td>
</tr>
<tr>
<td>3.333</td>
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<td>0.667</td>
<td>D-</td>
</tr>
<tr>
<td>0.000</td>
<td>F</td>
</tr>
</tbody>
</table>

**WQ* Student Initiated Drop, No Evaluation**
**WX* Withdrawal or Administrative Drop, No Evaluation**
**NG* No Grade Submitted, Contact Instructor**
**I* Incomplete-No Credit, unless work is not completed on time, then an F is given**
**CR*+ Credit**
**NC*+ No Credit**
**IP**++ In Progress-No Credit

*These grades are not included in computing the grade point average
+CR/NC awarded only for CLEP, graduate option and TexES course work
++IP awarded for graduate option course work

**Grade Point Average (GPA)**

The grade point average is a measure of a student’s academic achievement. Grade point averages are computed by multiplying the grade point earned by the number of credit hours in each course, and then dividing the sum of all grade points obtained by the total number of hours attempted.
The cumulative grade point average is based on the grade points earned since admission to UHCL excluding those hours for which grades are shown with asterisk (*) above. GPAs will round at three decimals. Grades earned for transferred courses are not calculated into grade point average at UHCL.

**Incomplete Grade and Incomplete Grade Contract**

A grade of Incomplete ("I") may be given at the discretion of the instructor to students who are making satisfactory progress in a course. Incompletes are typically given for emergency situations which occur after the withdrawal date but prior to the end of the semester, and which prevent the student from completing course requirements. When assigning the grade of "I," instructors provide students with an Incomplete Grade Contract that outlines the work to be accomplished before the "I" can be converted to a final grade and specifies a deadline date. This contract constitutes an agreement between instructors and students. A grade of "I" must be resolved within the time limit set by instructors; however, such limits may not be extended beyond the grade submission deadline for the next long semester following the semester in which the "I" was assigned. Failure to resolve an "I" will result in its conversion to a final grade of "F" on students’ permanent records. An "I" can be converted to a final grade only. A statement denoting the lapse will appear on the transcript.

Students should not re-register for a course to complete a grade of "I." Incomplete grade contracts are submitted to the appropriate associate dean’s office.

Students on academic probation, who have outstanding "I" grades, will remain on probation until all incompletes are resolved. "I" grades are not calculated in the GPA. An "I" which has been changed to a grade or has been converted to an "F" will be recorded and academic action taken during the semester of the grade change.

**In Progress Grade**

Master's Thesis, Project, Dissertation, and Residency require continuous enrollment. A grade of In Progress ("IP") will be recorded until final grade assignment for completion of the master’s option or dissertation. Not all internships require continuous enrollment but those that do are eligible for "IP" grades. The "IP" grade will not automatically convert to "F" if not resolved within a specified time. At the time final grades for graduate option course work are assigned, outstanding "IP" grades will be converted to Credit ("CR") or No-Credit ("NC"). If the final grades are "C" or better, six hours of the letter grade assigned will be recorded and the remaining "IP" grades will be converted to "CR." If the final grades are "C-" or below, six hours of the letter grade assigned will be recorded and the remaining "IP" grades will be converted to "NC." Faculty, with the approval of the associate dean, may change an additional three hours of "IP" to a final letter grade. Students enrolled in master's option course work or a dissertation are automatically enrolled in the same course each fall and spring semester until a final grade is assigned. Students must complete an application for graduation by the stated deadline during their last semester of enrollment. Failure to do so will result in a delay of graduation to a future semester.
Grade Changes

Grade changes are allowed for only one of the following three reasons:

- Removal of an incomplete grade.
- Result of a formal grade appeal or hearing process.
- Correction of instructor error.

Other than removing an incomplete, grades will not be changed on the basis of extra work submitted after final grades are assigned.

Only the course instructor may assign grades for students in a course. Grade changes may be made by the instructor or the associate dean in the absence of the instructor. After one long semester, a grade change submitted by an instructor must be approved by the associate dean for the program in which the course is taught. Grade changes must be filed in the Office of the Registrar within one year after the original grade is posted. Grade changes resulting from the completion of In Progress ("IP") or Incomplete ("I") work may only be initiated by the instructor of record or the associate dean. Academic action that results from a grade change will be taken during the semester of the grade change. The changed grade will be the final grade used to compute the GPA.

Repeated Courses

As of fall 2008, if students repeat a course, it is with the understanding that the last grade earned in the course is the one counted toward fulfillment of degree requirements and hours earned. Only the hours and grade points earned on the last attempt will be counted in the Grade Point Average (GPA) calculation and in determining academic standing. Any repeated courses where the final attempt was made prior to Fall 2008 will be counted in the GPA calculation and in determining academic standing. With prior approval of the appropriate associate dean, students may repeat courses at another college or university to raise a grade, including "F," earned at UHCL. However, the original grade earned at UHCL 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 UHCL GPA. Only grades earned on repeated courses taken at UHCL will be counted in the UHCL GPA.

Grade Reports

Students can access their semester grades online at www.uhcl.edu/eservices. The student’s password is required for this confidential access. Grades can also be obtained by requesting a transcript. Grade reports are not mailed.

Grade Appeals

All appeals relating to specific course grades require that students first seek a satisfactory solution with the instructor. If this is not possible or the instructor cannot be reached, the student must send a written
statement detailing the grounds for the appeal to the associate dean of the college in which the grade was earned. This written request must be received by the associate dean within 45 days from the calendar date when grades are available as reported in the UHCL class schedule for that semester. The associate dean will then initiate the appropriate procedures to review the appeal. The student will be notified in writing of the decision. The student may appeal this decision in writing to the dean within 15 working days of notification. The dean’s decision is final on all grade appeals.

### Academic Standards

The university expects students to meet certain standards of academic performance in order to maintain good standing and degree candidacy. The academic performance standards stated in this catalog apply to all students regardless of the catalog under which they entered the university.

#### Graduate Academic Status

Graduate students must maintain a cumulative GPA of 3.000 or better in course work at UHCL. Each college may establish standards beyond the university’s minimum cumulative GPA requirement. A minimum of 3.000 cumulative GPA is required to graduate. The last attempt of all course work taken as a graduate student will be used in calculating the grade point average and determining academic status even when those courses are not counted toward degree requirements.

#### Academic Probation

Graduate students whose cumulative GPA falls below 3.000 will be placed on academic probation. Students who are on academic probation must earn a minimum 3.000 semester GPA on course work each subsequent semester until the grade point deficiency is removed. Students will be removed from Academic Probation when their semester grade point average is 3.000 or higher and their cumulative grade point average is at or above 3.000. Only course work taken at UHCL will be applied toward the grade point deficiency. Students on academic probation, whose cumulative GPA meets minimum requirements, will remain on probation until all incompletes are resolved. Students who leave the university on academic probation will be readmitted on academic probation. Academic probation will be noted permanently on students’ academic records.

#### Mandatory Probation Counseling - International Students

In order to avoid the consequences of academic suspensions on an international student’s immigration status, an international student placed on academic probation will be placed under mandatory academic counseling until such time that the student returns to good academic standing (cumulative GPA of 3.0). The academic probation counseling program is a comprehensive program that requires the student to meet with the Student Success Center to evaluate the academic support needs of the individual. The Student Success Center, in collaboration with the student’s academic adviser, will assist the student in developing an academic plan that guides the student’s return to good academic standing.
**Academic Suspension**

Graduate students who are on academic probation and earn less than a minimum 3.000 semester GPA will be suspended from the university. During academic suspension, students may not enroll, audit or visit classes at the university. Academic suspension will be noted permanently on students’ academic records.

**Reinstatement**

Students who are suspended from the university for the first time may apply for reinstatement after one semester of non-enrollment. Students on suspension for the second time are eligible to apply for reinstatement after one year of non-enrollment. Students who have been suspended three times are suspended indefinitely. All academic suspensions are career specific (UGRD and GRAD). The suspension count is reset to zero for undergraduate students who pursue a UHCL graduate degree. Reinstatement following suspension is not automatic. Students who are eligible and seek reinstatement must submit to the associate dean of the college to which they wish to return a written petition justifying their readiness to resume satisfactory academic work at the university. Students who are non-degree-seeking [major codes NONDEGREGR] petition the Office of the Provost. At the time of application for reinstatement from academic suspension, students desiring to change their major from one college to another must submit a Request for Academic Record Change (ARC) form along with a petition for reinstatement to the associate dean of the school to which they wish to be admitted. Courses taken at another college or university while students are on suspension from UHCL may not fulfill UHCL graduate degree requirements. Such courses may only be used with special permission from the associate dean and it is advisable to include a transcript with the petition, in addition to having an official transcript sent to the Office of Admissions. Students petitioning for reinstatement over five years after their last term of attendance at UHCL must also resubmit official transcripts from universities and colleges previously attended. Records from previous institutions are destroyed after five years of academic inactivity.

Students who have not been enrolled for at least one year must file an admissions application with the Office of Admissions and meet the requirements for readmission of former students after reinstatement has been granted.

If students are allowed to enter the university after academic suspension, they enter on academic probation and will remain in that status until their cumulative GPA meets the minimum requirement of 3.000 for graduate students. A student who is reinstated must undergo mandatory advising and a registration hold will be placed on his/her record until such time that he/she returns to academic good standing. Disciplinary suspensions are not covered by this policy. For details of the UHCL disciplinary policy, see the Student Life Policy Handbook.
Early reinstatement from suspension - domestic graduate students

A graduate student who feels that they had extenuating circumstances beyond their control which affected their academic performance, may make a request for consideration for early reinstatement to the Associate Vice President for Academic Affairs.

A written petition should address the circumstances that led to the student’s academic difficulties, how the circumstances have changed and what additional steps the student intends to take to improve their academic performance if they are readmitted. Attached to the request should be a copy of transcripts showing the student’s academic history at other institutions that the student might have attended while under suspension. The student must also provide documentation that substantiates the extenuating circumstances referenced in the petition.

Early reinstatement is not automatic. The gravity of the circumstance and the student’s academic history will be considered in making a determination on whether the petition should be granted.

Early reinstatement is granted only once during a student’s graduate career. A student who, subsequent to their early reinstatement, is placed on academic suspension will have to follow the regular reinstatement policy and procedure applicable for their situation.

Early reinstatement decisions made by the Associate Vice President for Academic Affairs are final.

Early reinstatement from suspension - international graduate students

A graduate student who feels that they had extenuating circumstances beyond their control which affected their academic performance, may make a request for consideration for early reinstatement to the Associate Vice President for Academic Affairs.

In order to avoid the consequences that academic suspension has on an international student’s immigration status, an early reinstatement request will be accepted and reviewed only if the international student has followed the academic recovery plan developed in conjunction with the Student Success Center and the student’s academic adviser while under mandatory academic probation counseling.

A written petition should address the circumstances that led to the student’s academic difficulties, how the circumstances have changed and what additional steps the student intends to take to improve their academic performance if they are readmitted. Attached to the request should be a copy of transcripts showing the student’s academic history at other institutions that the student might have attended while under suspension. The student must also provide documentation that substantiates the extenuating circumstances referenced in the petition.

Early reinstatement is not automatic. The gravity of the circumstance and the student’s academic history will be considered in making a determination on whether the petition should be granted.
Early reinstatement is granted only once during the student’s graduate career. A student who, subsequent to their early reinstatement, is placed on academic suspension will have to follow the regular reinstatement policy and procedure applicable for their situation.

Early reinstatement decisions made by the Associate Vice President for Academic Affairs are final.

**Academic Honesty Policy**

**Preamble and Code**

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. The university can best function and accomplish its mission in an atmosphere of the highest ethical standards. The university expects and encourages all students to contribute to such an atmosphere by observing all accepted principles of academic honesty. This policy is designed to encourage honest behavior and is jointly administered by faculty and students.

**HONESTY CODE:** The Honesty Code is the university community's standard of honesty and is endorsed by all members of the University of Houston–Clear Lake academic community. It is an essential element of the university's academic credibility. It states:

I will be honest in all my academic activities and will not tolerate dishonesty.

**Section I: Responsibilities**

**Joint Responsibility:** Students and members of the faculty are jointly responsible for maintaining the academic integrity of the university by following the Academic Honesty Code and by refusing to participate in or tolerate scholastic dishonesty.

**Student Responsibility:** All students at the University of Houston–Clear Lake are expected to maintain complete honesty and integrity in all academic work attempted while enrolled at the university. This standard of conduct includes reporting incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic dean. Each student acknowledges, by the mere act of turning in work for a grade that he or she has honored the Academic Honesty Code.

**Faculty Responsibility:** Faculty are responsible for helping students comply with the Academic Honesty Policy by noting the Honest Code on the class syllabus. Instructors should help minimize student temptation to violate the code by enacting adequate security precautions in the preparation, handling and administering of graded work. Instructors are responsible for discussing incidents of alleged violation of the Honesty Code with the student involved, outlining authorized penalties for violation of the Honesty Code and notifying the student's academic dean of record and the Dean of Students when a determination has been made that a student has violated the Honesty Code, regardless of which type of academic sanction the instructor chooses to administer.
While all students are expected to maintain the highest standards of personal academic honesty, it is recognized that some students may not meet these standards. This policy is designated to address, in a uniform manner, cases of alleged violation of the Honesty Code.

Section II: Violations

Honesty Code Violations: Any conduct or activity by a student intended to earn or improve a grade or receive any form of credit by fraudulent or dishonest means is considered an Honesty Code violation. In addition, engaging in any conduct including the following examples which a reasonable person in the same or similar circumstances would recognize as academic dishonesty is considered a violation. Examples of violations of the Honesty Code include, but are not limited to, the following:

1. Acquiring information:
   a. Acquiring information for any assigned work or examination from any source not authorized by the professor.
   b. Working with another person or persons on any assignment or examination when not specifically permitted by the instructor.
   c. Observing the work of other students during any examination.
   d. Using, buying, selling, stealing, soliciting, copying or possessing, in whole or part, the contents of an unadministered examination.
   e. Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by others.

2. Providing information:
   a. Providing answers for any assigned work or examination when not specifically authorized by the instructor to do so.
   b. Informing any person or persons of the contents of any examination prior to the time the examination is given.

3. Plagiarism:
   a. Incorporating the work or idea of another person into one's own work without acknowledging the source of that work or idea.
   b. Attempting to receive credit for work performed by another person, including papers obtained in whole or part from individuals or other sources.
   c. Copying copyrighted computer programs or data files belonging to someone else.
   d. Conspiracy - agreeing with one or more persons to commit any act of academic dishonesty.

4. Fabrication of information:
   a. Falsifying the results obtained from a research or laboratory experiment.
   b. Presenting results of research or laboratory experiments without the research or laboratory experiments having been performed.
c. Substituting for another student to take an examination or to do any academic work for which academic credit will be received. Changing answers or grades after an academic work has been returned to the student and claiming instructor error.

d. Submitting work for credit or taking an examination and employing a technique specifically prohibited by the instructor in that course, even if such techniques would be acceptable in other courses.

5. Abuse of resource materials:
   a. Mutilating, destroying, concealing, stealing or altering any materials provided to assist students in the completion of academic work, including library books, journals, computer files, microfilm and microfiche files, materials placed on reserve by the instructor or any such materials as the instructor may provide or assign.
   b. Copying any data files or copyrighted computer program(s) for one's own personal use or the use of others.
   c. Copying without permission of the owner, or mutilating or destroying any copyrighted media, printed or electronic (for example, film, video, music, graphics, art, photography or manuscript).
   d. Failure to report – failing to report to the instructor any incident in which a student witnesses an alleged violation of the Academic Honesty Code. Details regarding the Academic Honesty Enforcement Procedures, Resolutions, Sanctions and Academic Honesty Council can be found in Student Life Policies in hard copy and on-line at the UHCL website and in the Faculty Handbook on-line at the UHCL website. Further policies governing alteration or misuse of university documents or furnishing false information to university officials may also be found in Student Life Policies or online at the UHCL website.

Records

The dean of students shall retain a copy of all Honesty Code Violation Forms. If the sanction imposed is a final grade penalty, suspension or expulsion, the registrar's office is notified and a record of the notification is maintained in the registrar's office according to the prescribed operating procedures of that office. If the student is found in violation of the Honesty Code and the penalty is anything except suspension or expulsion, the form does not become a part of the student's permanent record or transcript. Instead, it is retained by the dean of students. If the student is found in violation of the Honesty Code and the penalty is suspension or expulsion, the record becomes part of the student's permanent academic file and the notation of "Disciplinary Suspension" or "Disciplinary Expulsion" is placed on the transcript. In the case of suspension, the notation will be removed at the conclusion of the specific suspension period at the written request of the student. In the case of expulsion, the entry is noted permanently.
University Degree Requirements

UHCL has established minimum requirements for graduate course work leading to the Doctor of Education, Doctor of Health Service Psychology (Clinical Psychology/School Psychology), Master of Arts, Master of Science, Master of Business Administration, Master of Healthcare Administration and Master of Healthcare Administration/Master of Business Administration degrees. All graduate students must have an approved Candidate Plan of Study (CPS) that fulfills all university requirements and all degree program requirements. The university requirements for doctoral degrees are:

- Fulfillment of specific degree program requirements. Requirements are reported in the relevant school sections of this catalog.
- Courses selected from those numbered 7000 or higher (see specific requirements for numbers of hours in the relevant school section).
- 9–12 hours of dissertation are required as specified in the relevant school section of this catalog.
- The Residency Requirement may be met by taking 9 or more hours in each of two consecutive long terms, in each of three consecutive summer terms, or in each of two consecutive summer terms and in one of the two intervening long terms.

Please see the College of Education or the College of Human Sciences and Humanities for the details of courses required in doctoral programs.

The university requirements for the master’s degree are:

- Fulfillment of specific degree program requirements. These requirements are reported in the college section of this catalog.
- Each master’s degree must require a total of no less than 30 credit hours. Each school within the university retains the right to set minimum hour requirements in excess of 30 hours for its degrees.
- At least 24 hours must be selected from courses numbered 5000 or higher.
- At least 18 of the final 30 semester hours must be taken in residence.
- Completion of three or more hours of one of the master’s degree option. The individual schools establish the options to be available and set the number of hours in each option.
- Colleges may allow no more than 25% of courses at the 3000 or 4000 level, exclusive of any foundation courses, or equivalent to apply toward the total number of hours required for a master’s degree.
- A minimum of a 3.000 cumulative grade point average on course work taken at UHCL. No grade lower than a "C" is acceptable towards a graduate degree.
- Correspondence and non–resident credit may not be applied toward a graduate degree.
- Successful completion of at least one of the following requirements: comprehensive examination; thesis, project, residency or internship; or extended course work with a capstone course of a comprehensive nature.
Time Limitation on Past Course Work
Courses completed more than five years prior to the most current admission to graduate study at UHCL may not be counted toward fulfillment of the required number of hours unless approval is granted by the appropriate dean.

Limitation on Courses in the College of Business for Graduate Students
Degree-seeking graduate students outside the College of Business must limit their programs of study to less than 50 percent of their course work in the College of Business.

Dual Degrees: Bachelor’s to Master’s
The dual Bachelor’s\Master’s programs allow students to earn both degrees in five years. Students begin work on their Master’s degree during the final year of their Bachelor’s degree.

1. Bachelor’s (minimum 120 hours) to Master’s (minimum 30 hours) degrees provides students the opportunity to earn degrees at an accelerated pace. In this program undergraduates with 90 or more credit hours may be allowed to enroll in graduate classes and count up to 6 graduate credit hours toward their Bachelor’s degree. The same 6 graduate credit hours may also count towards a Master’s degree.
2. Graduate courses utilized for a Bachelor's degree cannot be utilized for a graduate degree outside of the accelerated Bachelor's to Master's degree program.
3. No more than 6 graduate hours can be taken as an undergraduate.
4. In the dual degree program no more than 6 hours of graduate work may be counted toward the requirements of both degrees and at least 24 of the required 30 graduate hours must be taken at the 5000 level or 6000 level.
5. Students must apply to the dual degree program the semester before completing their Bachelor’s degree requirements.
6. Students interested in this program must meet with a dual degree adviser in their college before enrolling in graduate courses.
7. Students admitted to dual degree programs should have an overall GPA of 3.0 or better. Students with a GPA of less than 3.0 must take the GRE or GMAT. (See individual college requirements for appropriate examination and for acceptable scores.)
8. A student who becomes ineligible to participate in or withdraws from the accelerated Bachelor's to Master's program cannot double count any courses for both Bachelor's and Master's degrees. However, courses successfully completed with a 3.0 or better may count toward the Bachelor's degree as appropriate substitutions.
9. Students in dual degree programs receive the Bachelor’s degree upon completion of the master’s degree.
10. Students in dual degree programs not completing the Master’s degree may apply for graduation with the bachelor’s degree.
11. Dual degree program students must complete the undergraduate residency requirements.

**Dual Graduate Degree Policy**

_(Simultaneous, Non-Simultaneous and Dual Degrees)_

The University of Houston-Clear Lake has approved a policy that permits schools to apply graduate credit earned at UHCL toward more than one UHCL graduate degree. Specific requirements and approvals are completed by the individual college.

**Additional Master’s Degrees**

Students possessing a master’s degree from UHCL or another accredited college or university may earn an additional master's degree in a different degree program by satisfying the general requirements for the master's degree. Under certain circumstances, credit from one UHCL graduate degree may be applied towards a second UHCL graduate degree. The following provisions apply only to masters programs of 36 hours or more. Students should be aware that a course taken more than five years earlier cannot be applied towards a degree, unless approval is granted by the dean of the college. With respect to the provisions which follow, colleges choosing to offer additional masters degrees reserve the right to set additional requirements for degrees awarded by that college including the right to not offer such degrees. Students should be aware that the faculty of the individual colleges as set forth in the colleges’ procedures determine the approved Candidate Plan of Study in all cases of graduate work.

**Simultaneous UHCL Master’s Degrees**

Students pursuing two master’s degrees simultaneously may earn both degrees by completion of a special "Simultaneous Master’s Degree CPS" subject to the following provisions:

- Fulfillment of all specific degree program requirements in each degree including a separate master’s degree option (i.e. comprehensive exam, thesis, residency, internship or extended course work with a capstone course or a comprehensive exam) for each degree. These requirements are reported in the college section of this catalog.
- At least 60 hours must be selected from the 5000 or 6000 levels.
- At least 30 unique hours must be selected from courses from the 5000 and 6000 level or their equivalents in each degree.
- At least 48 of the final 60 semester hours must be taken in residence.
- Colleges may allow not more than 25 percent of courses at the 3000 or 4000 level, exclusive of any foundation courses, or equivalent courses, to apply toward the total number of hours required for each of the master’s degrees.
- A minimum of a 3.000 cumulative grade point average on course work taken at UHCL in each degree. No grade lower than a "C" is acceptable towards a graduate degree.
- The faculty of the program areas will determine the appropriate CPS.
Note: Students with the Simultaneous Master’s Degree CPS, who wish to complete only one of the two degrees, must follow the basic university graduate degree requirements for that degree.

Non-Simultaneous UHCL Master’s Degrees

Students pursuing an additional master's degree may earn the additional degree by completion of a special "Additional Master’s Degree CPS" subject to the following provisions:

- Fulfillment of all specific degree program requirements in each degree including a separate master’s degree option (i.e. comprehensive exam, thesis, residency, internship or extended course work with a capstone course or a comprehensive exam) for each degree. These requirements are reported in the college section of this catalog.
- At least 24 unique hours must be selected from courses from the 5000 and 6000 level or their equivalents for the additional degree.
- At least 24 semester hours must be taken in residence.
- College may allow not more than 25 percent of courses at the 3000 or 4000 level, exclusive of any foundation courses or equivalent courses, to apply toward the total number of hours required for the additional master’s degree.
- A minimum of a 3.000 cumulative grade point average on course work taken at UHCL in the additional degree. No grade lower than a "C" is acceptable toward a graduate degree.
- The faculty of the program areas will determine the appropriate CPS.

Master’s and Doctoral Degree Options

All master’s and doctoral option course work requires continuous enrollment until completion. See Automatic Enrollment – Graduate Option Course Work. Students enrolled in at least three hours of graduate option course work, excluding the capstone course, will be considered full time for purposes of enrollment verification for loan deferment, but not for purposes of determining eligibility for veteran’s benefits or financial aid. Students who plan to graduate at the end of their last semester of Master’s Option enrollment must file an application to graduate by the stated deadlines.

Option 1: Master’s Thesis

The Master’s Thesis requires continuous registration until completion, for a minimum of six hours; some programs may require more than six hours. If a student does not maintain continuous registration in the master’s thesis, previously accumulated master’s thesis credits will not count toward the master’s degree. A grade of In Progress ("IP") will be recorded on the transcript until completion. For details, please consult the appropriate academic adviser. All students registering for thesis must submit a copy of both the "Steps in Completing a Thesis" and the "Thesis Preparation Guide." These may be obtained from the associate dean of their college. Individual colleges may provide additional information regarding specific college requirements.
Objective
The master’s thesis must present evidence of:

- A thorough review and understanding of the literature
- The ability to do independent research
- The preparation of a manuscript that conforms to generally recognized standards of scientific and scholarly writing in the discipline. The dean of each college will provide, on request, a copy of the procedures for registering for thesis work, selecting an adviser and thesis committee, writing a proposal in advance of starting work, preparing the manuscript, presenting the thesis for approval and submitting the thesis in approved electronic format for archiving by Neumann Library. The Library will make the thesis freely available online through the UHCL Institutional Repository. Students may have hard copies of their thesis bound for personal use.

Option 2: Master’s Project
The master’s project requires continuous registration until completion, for a minimum of six hours; some programs may require more than six hours. If a student does not maintain continuous registration in the master’s project, previously accumulated master’s project credits will not count toward the master’s degree. A grade of In Progress ("IP") will be recorded on the transcript until completion.

Objective
The master’s project may be widely and variously conceived but must present evidence of:

- A careful review and understanding of the relevant literature and other knowledgeable sources
- The ability to do independent scholarship and/or field study: to carry out and/or assess a major practical application of theory or methods from the discipline
- The preparation of a report and other materials, as appropriate, which conform to recognized professional and scholarly standards. The dean of the college will provide a copy of the procedures for registering for project work, selecting an adviser, preparing the proposal and the report and presenting it for approval. After approval, the project will be submitted in approved electronic format for archiving by Neumann Library. The Library will make the project freely available online through the UHCL Institutional Repository. Students may have hard copies of their project bound for personal use.

Option 3: Master’s Residency or Internship

- Graduate Residency: Requires continuous registration until at least six semester hours of residency have been completed; some programs may require more than 6 hours. A grade of In Progress ("IP") will be recorded on the transcript until completion. For details, please consult the appropriate academic adviser.
Graduate Internship: Depending upon the program, a minimum of three semester hours will be required. A grade of In Progress ("IP") may be assigned for internship programs. For details, please consult the appropriate academic adviser.

Objective
The master’s internship and residency are designed to provide important learning experiences complementary to the academic preparation gained in course work. In general, the residency must represent application of master’s level instruction to materials or situations that are new to students. The internship should provide an opportunity for students to evaluate the relevance of theoretical or academic perspectives to the work environment.

Option 4: Extended Course Work
The extended course work option requires at least six semester hours of course work in addition to the minimum of 24 hours of course work numbered 5000 or higher. Option 4 also requires successful completion of a capstone course or a comprehensive examination.

Master’s Option Appeals
Students may appeal previous academic actions or decision by faculty members regarding master’s degree options 1, 2 or 3 by following the academic appeals process.

Requesting and Repeating Comprehensive Examination
Students who have selected degree programs requiring comprehensive examinations are responsible for requesting the examinations in writing from the dean of the college by the deadline set by the college for the examination. Associate deans and/or chairpersons of students’ degree committees offer guidance concerning students’ readiness for the examination and the form of the request. Students who have been reported to a dean for failing a comprehensive examination may request a second comprehensive examination no sooner than the next semester after the semester in which the examination was failed. Normally, comprehensive examinations will not be administered more than two times. Appeals to this policy will follow the normal academic appeals process.

Graduation under a Particular Catalog
As long as students maintain continuous enrollment, they are entitled to graduate under the degree provisions in effect at the time the Candidate Plan of Study (CPS) is filed. Degree-seeking students should file a CPS during the first semester of enrollment at UHCL. Filing of the CPS is completed when it is signed and dated by the appropriate dean and is effective on that date. Failure to enroll in and satisfactorily complete at least one course in a 12-month period shall break continuous enrollment for the purpose of the CPS. The dean may require revision of the CPS of students who have not maintained continuous enrollment. The revisions may bring the plan into conformance with provisions of any catalog.
issued after that in effect when the plan was filed or last revised. Students may, with the approval of their adviser or dean, amend their CPS to comply with the provisions of catalogs issued after the initial filing of the CPS. Degree requirements must be completed within five years from the effective date of the CPS. Exceptions may be granted by the appropriate dean. Graduate students exceeding the time limit will automatically come under the provisions of a more recent catalog, the specific edition to be determined by the dean.

Applying for Graduation

Degrees are not awarded automatically upon completion of degree requirements. To be considered a candidate for graduation, the student must submit an online application for graduation via their student E-Services account. Degree candidates must officially apply for graduation within the first three weeks of the semester in which they plan to graduate, but no later than the date specified in the Academic Calendar. Please refer to the Academic Calendar for online graduation application dates and deadlines to avoid additional late fee charges. To be eligible to apply for graduation, students must have completed or be enrolled in the final courses required to meet graduation requirements. A non-refundable fee is required of all students who intend to complete their degree regardless if they choose to participate in the commencement ceremony. Degree candidates, who are in two separate programs and anticipate completing the degree requirements for each program, must apply and pay separate non-refundable graduation application fees for each program. If students do not successfully complete their degree requirements at the close of the semester for which they have applied, they will be required to reapply and pay another fee during the subsequent semester in which they intend to graduate. Students who elect to participate in the commencement ceremony must "walk" in the semester they graduate. As there is no commencement ceremony in the summer, students who graduate in August will be eligible to participate in the December ceremony. Diplomas are mailed after the final approval is received from the graduating student's college. Diplomas are mailed to students 10 to 12 weeks after the end of the semester. Diplomas are mailed to the mailing address on record at the time of graduation. Students who graduate from UHCL must complete a new application and pay the applicable fee in order to continue taking classes.

International Admissions and Programs

The Office of International Admissions and Programs is the one stop shop for all University matters related to our campus internationalization. The location of UHCL in the city of Houston, with more than 80 consulates, offers an unprecedented opportunity where one can evolve towards global citizenship. The Office of International Admissions and Programs welcomes prospective and current students, alumni, faculty and staff. Our services include: international admission; international advising for F-1 students and alumni, F-2 dependents, and J-1 exchange visitors; study abroad programs; New International Student Orientation programs; and all University international agreements.
Admissions

Application Fees

International applicants $75
International doctoral applicants $135

If applicants have not enrolled, they are eligible to update their application within three semesters of filing their original application for admission. To update to a new semester, they should submit an Application Update Form. This form can be found on the Office of International Admissions and Programs' website.

Application fees can be paid by credit card (MasterCard, VISA, American Express or Discover) during online application or after the application's submission. To submit the application fee online after applying, students must use their E-Services account or pay in person at the Office of Student Business Services.

Application Deadlines

Some Programs may have earlier deadlines. Please refer to the Catalog for deadlines specific to your Program.

Fall Enrollment
Priority Deadline*: Apply by March 1
Final Deadline: Apply by June 1

Spring Enrollment
Priority Deadline*: Apply by August 1
Final Deadline: Apply by November 1

Summer Enrollment
Priority Deadline*: Apply by February 1
Final Deadline: Apply by April 1

* Students interested in qualifying for scholarships &/or applying for visas outside the U.S. should apply and submit the application documents/test scores by the priority deadline.

Admissions Requirements

Graduate international students must meet general admission requirements as noted in the Graduate Admission Procedures section of the catalog, in addition to submitting the following:

1. International Graduate Application for Admission (for applicants who have earned bachelor’s degrees or higher and who wish to pursue graduate degrees)
2. Non-refundable application fee (see Application Fees)
3. Official TOEFL, PTE or IELTS score report meeting minimum score requirements or official
documentation of successful completion of ELS level 112 intensive English Language Program (see
the English Proficiency Requirement).
4. Signed Sponsor’s Affidavit with attached financial statement
5. Signed Statement of Understanding
6. Copy of a current I–94 and SEVIS I–20 for F–1 students (pages 1 and 2) or DS2019 for J–1
students (if currently attending an institution in the U.S.)
7. Copy of the photo page of the passport

Please note: International students submitting foreign documents must follow University
of Houston–Clear Lake procedures for the submission of this documentation (International
Transcript and Document Requirements)

Admission Procedures
All applicants are encouraged to apply online and must present documented evidence that they meet the
appropriate admission requirements. International students have additional documentation requirements
(see International Transcript and Document Requirements).

Degree-seeking applicants must submit:

1. Admissions application. Online applications are available through the Office of International
   Admission and Program’s website. Some programs have a dual application process and require
   both a university and a program application. Applications submitted after the deadlines, may not
   be considered or may be updated to the next available semester.
2. Non-refundable application fee (see Application Fees)
3. Official transcript(s) from each institution attended. Transcripts should be sent directly to the
   Office of International Admissions and Programs from the previous institution. Transcripts from
   institutions outside of the United States must be accompanied by an English translation from an
   accredited agency.
4. Official graduate score report per the requirements of the appropriate academic program or
department – Graduate Management Assessment Test (GMAT), Graduate Records Examination
(GRE) or Miller Analogies Test (MAT). All score reports should be sent directly to the Office of
International Admissions and Programs.

Transcripts should reach the Office of International Admissions and Programs by the published
application deadlines for the semester in which students plan to enroll. If documentation is not received
in time or if documentation is received that indicates admission requirements have not been met, the
student may be ineligible for admissions. Students who are enrolled at transfer institutions at the time
of admission to UHCL and/or who enroll in coursework at other transfer institutions after enrollment
should send documentation directly to the Office of International Admissions and Programs immediately.
upon the completion of that coursework. Admitted students who fail to submit the aforementioned documentation will receive encumbrance holds on the student records (see Encumbrance Holds).

**Examinations for Graduate Candidacies**

All new graduate students must provide standardized test results for GRE, GMAT or MAT examinations to the Office of International Admissions and Programs as required by their academic program (refer to the program’s section of the catalog). Former students pursuing a degree in a different program or academic department may be required to take a different graduate examination, prior to being admitted and must apply by the posted deadline for new graduate students.

Scores must be received directly from the testing agency. Hand-carried or student copies of score results or those that are more than five years old at the time of application are considered unofficial and will not be accepted. Students enrolling as non-degree-seeking are generally exempt from the standardized test requirement (please check the appropriate program's requirements). Non-degree-seeking students who want to change to degree-seeking status are required to meet current admissions requirements and must reapply and pay the application fee.

**Notification of Admission**

Upon receipt of appropriate documentation, the Office of International Admissions and Programs will determine applicants' eligibility to the university, and will notify them of the admissions decision. If accepted, applicants will receive important information regarding registration dates and procedures. This information is also available on the university's website through E-Services.

**Applicants with Pending Bachelor Degrees**

Applicants to a graduate program may be admitted while they are pending receipt of a bachelor's degree. To qualify, students must meet current admission requirements and provide proof that they will earn at least a bachelor's degree prior to their first day of classes at UHCL.

**Current UHCL Undergraduate Students**

Current UHCL undergraduate students who apply to graduate programs prior to conferral of a bachelor's degree, must have a pending Graduation Application form on file in the Office of Academic Records. The Office of International Admissions and Programs will verify that the application for graduation has not been denied prior to admission. Admitted students must earn their bachelor's degree prior to the first day of classes. Those needing additional time to complete requirements for pending undergraduate degrees will be returned to undergraduate status to complete those requirements, before being allowed to enroll in graduate studies.
Non-UHCL Undergraduate Students

Applicants from other institutions must have already completed graduation requirements or be in progress toward courses that will complete graduation requirements at their current school. These students must earn their bachelor’s degree prior to enrollment at UHCL. They must submit an official Letter of Standing from the associate dean, program adviser or registrar at their home institution documenting that a bachelor's degree will be awarded.

Non-Degree-Seeking Status

International students, who hold F-1 visas, are not eligible for admission as non-degree-seeking students. They must enroll as degree-seeking in specific degree plans or programs. Although their primary programs must be degree-seeking, these students can simultaneously enroll in secondary non-degree certificate or certification programs. International students, who hold J-1 visas, may be admitted in non-degree-seeking status.

Graduate Transient Status

Graduate students in good standing at another institution may be admitted to University of Houston-Clear Lake as transients for one semester. These students generally plan to transfer coursework back to their home institution. Transient students must submit official transcripts showing proof that a bachelor’s degree or higher has been conferred. Due to prerequisite requirements, some programs may also require a Letter of Standing from the transfer institution indicating the coursework being requested at UHCL. Students in F-1 or J-1 status must also provide a letter from their immigration adviser at their respective institution allowing them to enroll as a transient student.

Transients who wish to enroll in a second semester must obtain permission from the associate dean of their academic program. They must then reapply by submitting a new application and application fee to the Office of International Admissions and Programs. Students enrolling under this option, who subsequently decide to become degree-seeking, must reapply, pay the appropriate application fee, (see Application Fees) and meet the university’s and academic program’s current admission requirements.

International Conditional Admission

International applicants who meet the university’s admission requirements for their chosen degree programs, but who have not yet met the English Proficiency requirement, can be conditionally admitted. To be eligible to be conditionally admitted, students must be enrolled in a University approved English Language Program. Please note that conditional admission does not allow registration or enrollment at UHCL. To satisfy the English Proficiency requirement and be fully admitted to the university, students must enroll and successfully complete an approved ELS Level 112 intensive English program or submit an alternate means of English Proficiency as required for admission by University of Houston-Clear Lake (see English Proficiency Requirements for Students Educated Outside of the US).
Transcripts and Records Information

**Applicants with both U.S. and International Documents**
Graduate applicants, who meet their program's admission requirements based on their U.S. documentation, are not required to submit accredited international transcripts during the admissions process. Once waived, at the applicant's request, official international transcripts may be accepted for additional credit, if that credit has not already been taken at UHCL or another accredited U.S. institution.

**International Transcript and Document Requirements**

**School Accreditation Status**
For applicants submitting college or university transcripts/documents, the institution must be listed among the recognized institutions of the International Association of Universities (UNESCO) or Ministry of Education.

**Transcripts from International Institutions**
Students must provide the Office of International Admissions & Programs with official transcripts, mark (grade) sheets and confirmation of degrees or diplomas for all academic studies attempted and completed at those colleges/universities. Some exceptions to this policy are noted in Applicants with Both U.S. and International Documentation.

Transcripts and/or mark (grade) sheets must be in the original language and accompanied by English translations (if applicable). These documents should clearly indicate dates of attendance, subjects taken and marks (grades) earned and reflect any degrees or diplomas awarded.

Official transcripts must be sent to University of Houston-Clear Lake by the registrar of each institution attended. When this is not possible, documents certified by an embassy or consular, Education USA Official, University Authority such as Principal, Registrar, Controller of Examinations, Vice Rector or Rector, Ministry of Education or Ministry of Foreign Affairs official as "true copies" may be accepted. Copies of documents that are not certified will not be accepted.

**English Proficiency Requirements for Students Educated Outside of the United States**
All applicants, educated in countries where English is not the native or first language, must demonstrate English proficiency. The intent of this policy is to insure that students for whom English is not the native or first language have reasonable chances to succeed academically based on their abilities to comprehend, speak, and write in English.

Applicants may satisfy the English proficiency requirement by presenting any of the following*:
• Official Test of English as a Foreign Language (TOEFL) scores of 550 or higher on the written exam or 79 or higher on the iBT TOEFL examination,
• Official Pearson Test of English (PTE) scores of 53 of higher,
• Official International English Language Testing System (IELTS) scores of 6.0 or higher, or
• Official documentation of successful completion of ELS Level 112 Intensive English programs.

Score reports may not be more than two years old at the time of application. Only official scores will be accepted.

Exception: Candidates for educator certification must demonstrate English proficiency by passing the iBT TOEFL examination with a score of 26 on the speaking portion. No other tests or programs are accepted by Texas Education Agency for certification applicants.

Procedure to Apply for an English Proficiency Waiver

A TOEFL exemption may apply, if at least one of the following requirements is met:

• Applicants have earned high school diplomas from a U.S. high schools or earned Associate's of Arts, Associates of Science or bachelor's degrees from a regionally accredited U.S. institutions of higher education.
• Applicants were educated in a countries where English is the native language. This exemption refers to students from Australia, Bahamas, Belize, British Isles (England, Ireland, Scotland and Wales), English–speaking Canadian provinces, Fiji Islands, Guyana, Jamaica, Liberia, New Zealand, Sierra Leone, South Africa, St. Lucia, Trinidad, United States, Virgin Islands, West Indies and Zimbabwe.*
• Applicants present qualifying test scores from SAT, ACT, TAAS, TAKS or Stanford Achievement Tests (for deaf students only). Specific exemption information can be obtained by contacting the Office of International Admissions and Programs. All information used to exempt students from English proficiency requirements must be received directly from the appropriate testing agency or posted on official transcripts from a transfer institutions.
• Applicants have completed 12 or more semester credit hours of English from regionally accredited US institutions of higher education with grades of "C" or better, with six of the 12 semester credit hours being English composition. English as a Second Language (ESL) courses will count only if they would apply toward degrees at the institutions where the courses were taken.
• Applicants have earned a bachelor's degree or higher from a regionally accredited U.S. institutions of higher education or recognized foreign institutions of higher education where English is the medium of instruction and both the native and official language.

*Applicants whose native or first languages are not English, but who have earned a bachelor’s degree or higher in an English–speaking country, may request consideration for English proficiency waivers. Those requesting waivers must submit petitions and supporting documentation to the Office of International Admissions and Programs. Appropriate action will be taken only when full documentation is provided.
Changing Levels or Enrollment Status

Enrolled students who would like to change their educational level from undergraduate to graduate (vice versa) or who would like to change their classification from non-degree-seeking to degree-seeking, must submit a new application to the Office of International Admissions and Programs, pay the application fee and meet appropriate admission criteria and deadlines. Students who enroll as degree-seeking and wish to change to non-degree-seeking should complete an Academic Records Change form (ARC), available through their programs academic advising office.

Applicants to the university, who applied to either an undergraduate or graduate career and would like to change their educational level before enrolling, can do so once without submitting a new application by completing an Application Update Request Form. For each additional level change, students must reapply and submit a new application fee.

Applicants interested in changing their program or degree status while remaining at the same educational level can make a request through submitting the Application Update Request Form. Applicants interested in changing their program or degree status should make the request early so that the request can be considered. Applicants who make the request late maybe advised that the change can only be made for the next semester.

Other Policies Applicable for International Students

Transfer-In Policy

Students who hold F-1 visas and are currently studying at another SEVIS approved institution of higher education in the United States must do the following:

- Be accepted by University of Houston-Clear Lake
- Request the "transfer-out" school to transfer their SEVIS record to UHCL
- The "transfer-out" school must then set up the SEVIS transfer to UHCL, prior to the student receiving eligibility to enroll.

Health Insurance

All international students holding F or J visas are required to have health insurance, including medical evacuation and repatriation coverage. The university provides such insurance and automatically adds the premium to applicable tuition/fee statements. International students with private health insurance comparable to the university's coverage may request a waiver of the university's health insurance.

To be considered for a waiver, students must submit a waiver request online by the dates posted. The Office of International Admissions & Programs will not accept waiver requests by U.S. mail, e-mail, fax, or documents brought to the office. Incomplete requests, late requests, or insurance policies not meeting
the minimum requirements will not be approved. Each F or J visa holder is responsible for any late fees associated with the waiver process.

**Check-In**

All international students holding F and J visas are required to check in with the Office of International Admissions & Programs upon arrival to campus. Students can complete this check-in process through an online system available through the department’s website. Also, students must submit all official transcripts, other academic documents showing degree completion, and final semester coursework.

**International Student Orientation**

New International Student Orientation is offered prior to each fall, spring and summer semester and is mandatory for all new international students. A comprehensive program is offered to all new international students to the university. The orientation provides information regarding health insurance, visa regulations, cross-cultural adjustment, transition to college, negotiating campus setting, academic and peer advising. Airport pickup services are offered for first time international students.

**Co-Enrollment (International Students)**

International students seeking may obtain an International Student Advisor’s permission to co-enroll at another (host) institution. Permission for concurrent enrollment must be obtained from a UHCL international student adviser prior to attempting to register and enroll concurrently at a different institution. Registration print out or transcript from the host school must be provided to the UHCL international student adviser as proof of students' enrollment status. International students must provide official transcripts after the semester has completed from host institution.

**Study Abroad Programs**

At UHCL, we are committed to helping students expand their global awareness. Study abroad allows students to have the experiences that come with traveling abroad while also enhancing their academic program. Students and faculty who are interested in study abroad opportunities should contact OIAP to arrange an information meeting. All students who participate in a study abroad program are required to complete the University's study abroad participation forms, purchase the University approved study abroad health insurance, and attend a pre-departure orientation meeting.
New Student Admissions

Office of Admissions

Admission Statuses

Admission is defined as permission to enroll in courses for academic credit. Admission to the University does not guarantee admission to specific majors or academic programs. Graduate applicants must have earned a bachelor's degree or higher and meet university admission requirements in order to enroll. Upon acceptance, students may enroll in degree-seeking programs, in other relevant coursework as non-degree-seeking students, or they may pursue teacher certification while simultaneously completing graduate degree programs.

Some students, such as those admitted as transients and those admitted to certificate programs, can only be admitted as non-degree-seeking. Students seeking undergraduate teacher certification, without pursuing graduate degrees, are also considered non-degree-seeking and should enroll as undergraduates in post-baccalaureate status. For admission purposes, all students are categorized as "new" or "returning" and are defined as follows:

New UHCL graduate students

- Graduate students who have never enrolled or have not been enrolled at University of Houston-Clear Lake beyond the census date of any semester; or, former graduate students returning to enroll in a different graduate program.

These students are considered new graduates and must meet the published deadlines for New Graduate Students:

- Former UHCL undergraduates who have already earned bachelor's degrees and will be applying as first-time graduate students. UHCL students in this category are eligible to apply for new student scholarships that are available to graduate students.
- Current undergraduate students who are eligible to graduate at their home institution and will apply as first-time graduate students. (see Applicants with Pending Bachelor's Degrees)
- Former graduate students returning to UHCL, who will apply to a different or new graduate program.

Returning UHCL graduate students

Former graduate students who have left the University, but will reapply to complete the same program they left, can re-apply by either the UHCL priority or final admission deadlines.
Returning UHCL graduate students, who apply to the same program after three semesters of non-enrollment, must be readmitted. To qualify for readmission, these students must have left the University in good standing and should follow procedures outlined in Readmission or Status Change Process.

- Former UHCL graduate students interested in returning under a different major should apply by the posted deadline for New UHCL Graduate Students.

New and Returning students can enroll under the following classifications:

**Degree-seeking students** are those applying for admission to academic degree program.

**Non-degree-seeking students** are those applying for admission for reasons other than the pursuit of degrees, (e.g. personal enrichment, job enhancement or graduate certificates). Non-degree-seeking students are not eligible for financial aid and must reapply as degree-seeking to pursue degrees at UHCL in future semesters. Students seeking a graduate certificate should apply directly for the certificate on the application. Certificate programs require the submission of all transcripts and students must have earned a 3.0 GPA on the last 60 hours. Some certificates have different requirements. For specific admission requirement information, if applicable, please consult graduate program requirements in the appropriate school's section of the catalog or their UHCL website.

Credit earned in non-degree status will not automatically be applicable to specific academic degree programs. A maximum of 12 hours can be taken in non-degree-seeking status. Some graduate-level courses are restricted to only degree-seeking students and the number of hours that can be applied to their Candidate Plans of Study (CPS) may be limited. For specific policies regarding course availability and application procedures, please refer to the appropriate academic department’s program section of this catalog.

**Transient students** generally plan to enroll in non-degree-seeking status at UHCL for only one semester, in order to transfer coursework back to their current graduate school. Graduate transients must provide an official transcript of their highest degree earned and a letter/email directly from their adviser to the UHCL Admissions Office. The adviser should indicate whether they are enrolled in a graduate program, their current academic standing and what course(s) they are approved to take at UHCL.

To enroll in a second semester, transient students must submit a new application and fee to the Office of Admissions. Because the application fee is non-refundable, students should obtain permission from the associate dean's office of the appropriate academic program prior to submitting a new application.
Graduate Application Fees and Deadlines

The current application fees are as follows:

Graduate applicants $45
COE Graduate doctoral applicants $105

If applicants have not enrolled, they are eligible to update their application within three semesters of submitting their original application for admission. To update to a new semester, they should submit a Transfer/Graduate Application Update Form. This form can be found on the Office of Admission’s website.

Application fees can be paid by credit card (MasterCard, VISA, American Express or Discover) during online application or after the application's submission. To submit the application fee online after applying, students must use their E-Services account or pay in person at the University's Student Business Services Office.

General Graduate Admissions Deadlines

- Fall - August 1
- Spring – December 1
- Summer – May 1

Transcripts and Records Information

U.S. and International Transcript Requirements

The Office of Admissions must receive all documents by the appropriate deadline (See Deadlines). If students knowingly withhold information or submit fraudulent information regarding enrollment at another college or university, their application to University of Houston-Clear Lake will be considered invalid and the students may be administratively withdrawn from classes without a refund of fees paid.

U.S. Transcript Requirements

For Admission purposes, UHCL will accept official transcripts from regionally accredited colleges and universities. Electronic delivery via EDI or SPEEDE download is the fastest and UHCL’s preferred method of delivery; however, official transcripts may be mailed directly from the issuing institution(s) to the Office of Admissions.

Additionally, UHCL may accept hand-delivered transcripts as official, if they are printed within the past 60 days and are received in a sealed envelope from the issuing institution. Unofficial transcripts, student
copies, or transfer work included on documentation received from other institutions will not be accepted as the official record of student coursework for admission purposes.

Generally, UHCL only considers "academic" credit in transfer. Consideration of other transfer credit toward UHCL graduate degrees must be reviewed for applicability by the program department. To be considered, all credit must be equal in content and rigor to UHCL coursework (see Graduate Transfer Credit Information).

International Document Requirements

All transcripts submitted for admission purposes must be earned from accredited institutions. The university must be listed among recognized institutions of the International Association of Universities (UNESCO) or the Ministry of Education. Credit will be granted according to UHCL degree requirements in effect at the time of enrollment.

An evaluation for coursework completed outside the United States will not occur until a syllabus or course catalog description is submitted. Once all required documentation is received, an official evaluation for transferring students can be completed. If proper documentation has been received, the evaluation will occur during the student's first semester of enrollment.

Domestic students with International documentation must provide their official transcripts, mark (grade) sheets and confirmation of degrees or diplomas for all academic studies attempted and completed at other institutions. This information must be sent directly to the Office of Admissions, prior to enrollment. Official transcripts and/or mark sheets must be in the original language and accompanied only by English translations (if applicable). Transcripts should clearly indicate dates of attendance, subjects taken, marks (grades) earned and include any degrees or diplomas awarded.

Official transcripts for domestic students must be sent directly to University of Houston–Clear Lake Office of Admissions by the registrar of each institution attended. When this is not possible, documents certified by an embassy or consular official as "true copies" may be accepted. Copies of documents that have not been certified will not be accepted.

Applicants with both U.S. and International Documents

Graduate applicants, who meet their program's admission requirements based on their U.S. documentation, are not required to submit accredited International documentation during the admissions process. Once waived, at the students' request, official international documentation may be accepted for additional credit, if that credit has not already been taken at UHCL or another accredited U.S. institution.

Repeated Transfer Courses

All transferrable coursework attempted (including repeated courses) will be used to determine the cumulative transfer grade point average required for admission to a specific program or plan. However,
if transfer courses that fulfill specific UHCL admission and program requirements are repeated, only the final graded attempted will be used for that purpose.

Service Indicators

Service Indicator holds will prevent students from registering for the next enrollment term, until all appropriate admissions documentation is received. Failure to provide official documentation will result in holds that will hinder future registration attempts and stop the release of records, including University of Houston-Clear Lake transcripts. These holds may vary in restriction and type and may be placed by various university departments. In order to avoid future registration holds, students admitted with transcripts indicating that some coursework is incomplete or currently in-progress, must submit a final transcript showing completed grades or degrees as soon as the information is available.

Service Indicator holds placed by a University of Houston system campus (UHCL, University of Houston (UH), University of Houston-Victoria (UHV) or University of Houston-Downtown (UHD) will not affect registration and/or enrollment at a different campus unless the hold is a "Cross Campus" financial hold.

Cross Campus financial holds applied at one UH system campus will also be applied to student accounts/records at each system campus. Although each campus applies the Cross Campus hold, it can only be cleared at the campus where the hold originated. The Cross Campus financial hold must be cleared before the student is eligible to register at any campus in the University of Houston system.

University Policy Regarding Discretionary Authority

The University reserves the right to reject applicants whose record does not indicate potential success at University of Houston-Clear Lake, notwithstanding the completion of other requirements. It also reserves the right to further evaluate applicants by using psychological, achievement and/or aptitude tests and personal interviews.

Additionally, the University reserves the right to reject applicants who falsify information submitted for admission consideration or used to determine admissibility to the University as well as those who display, during the application process, acts of misconduct or conduct unbecoming of a UHCL student, as defined in section B of the UHCL student conduct code policies. Readmission may be denied to former students who have falsified university documents or who have used a university official's signature inappropriately, for personal benefit or gain.

Admissions Communications

Email Communication

The University-assigned campus email address is the official means of communication for all student-related information and exchanges among academic and administrative offices. Applicants will be
contacted by the preferred email address they indicated when applying for admission. Once admission is granted, all students will be contacted by their UHCL email address.

Applicants and students are responsible for checking UHCL email regularly to ensure receipt of important university information, in a timely manner. For convenience, students may forward UHCL email to another preferred email account. Those interested in this option should visit University Computing and Telecommunications' website for forwarding instructions or contact them by email at supportcenter@uhcl.edu.

Notification of Admission

Upon receipt of required documentation, the Office of Admissions and/or program department will determine applicants' eligibility to the University. Applicants will be notified of their admissions decision by the Office of Admissions or the program department, as applicable. If accepted, important information regarding registration dates and additional procedures will be sent by email or letter. Important enrollment information is also available on the University's website.

Acceptance into a Degree Program

Acceptance into a degree program is determined by each academic college or department's admission standards. Transfer credit from other institutions and credit earned at UHCL is not automatically applied toward the completion of UHCL degrees.

Transferrable courses and additional coursework applicable toward UHCL degree requirements are confirmed, once the Candidate Plan of Study has been completed by the departments and provided to students. Students who do not enroll for 12 months must contact their academic adviser to receive a revised CPS, based on new or revised degree requirements.

Admissions Requirements and Procedures

Applicants will be considered for admission to University of Houston-Clear Lake, if they have earned a bachelor's degree or higher from a regionally accredited institution of higher education and are eligible to return to the last institution attended.

All applicants are encouraged to apply online and must present documented evidence that they meet the appropriate admission requirements.

Degree-seeking applicants

Degree-seeking applicants must submit:
1. Admissions application – Online applications are available through the Office of Admission’s website. Some programs have a dual application process and require both a University and a program application. Applications submitted online after the posted deadlines, may not be considered or may be automatically updated to the next available semester.

2. Non-refundable application fee (see Application Fees).

3. Official transcript(s) from each institution attended – Transcripts should be sent directly to the Office of Admissions from the previous institution. Transcripts from institutions outside of the United States must be accompanied by an English translation from an accredited agency, if applicable.

4. Official Graduate Score Report – A Graduate Management Assessment Test (GMAT), Graduate Records Examination (GRE) or Miller Analogies Test (MAT) is required, per the requirements of the appropriate academic program or department. All score reports should be sent directly to the Office of Admissions electronically, if available. Some programs may allow graduate score exemptions.

Transcripts should reach the Office of Admissions by published deadlines for the semester in which students plan to enroll. If documentation is not received by the deadline or if documentation is received that indicates admission requirements have not been met, Service Indicator holds will be placed on student records to prohibit future enrollment. Students who are enrolled at transfer institutions at the time of admission to UHCL and/or who enroll in coursework at other transfer institutions, after enrollment, should send documentation directly to the Office of Admissions immediately upon the completion of that coursework.

**Applicants with Pending Bachelor Degrees**

Applicants transferring to University of Houston–Clear Lake or current UHCL undergraduate students applying to a graduate program, may be admitted while they are pending receipt of a bachelor's or higher degree. To qualify, students must meet current admission requirements and provide proof that they will earn the required degree prior to their first day of classes at UHCL.

**Transfer Students**

Applicants transferring to UHCL from another institution must have already completed graduation requirements or meet the requirements for their program, while being currently enrolled in coursework leading to completion of the required degree. Students who are pending a required degree must complete graduation requirements at their current school, prior to the first day of classes at UHCL.

*An official Letter of Degree Standing from their home institution’s program adviser, registrar or associate dean, documenting that the appropriate degree will be earned and awarded prior to enrollment at UHCL, is required.*
Current UHCL Undergraduate Students

Current UHCL students who apply to a master’s or doctoral program, prior to conferral of required degrees, must have a pending Graduation Application on file in the Office of Academic Records. The Office of Admissions will verify that the application for graduation has not been denied, before admission to the graduate or doctoral program is granted*. Admitted students must earn their required degree prior to the first day of classes. Those needing additional time to complete requirements for pending degrees will be returned to undergraduate or master's status to complete those requirements, before being allowed to enroll for the applied program.

*Some graduate programs may accept certification from UHCL advisers for earlier admission.

Non-degree-seeking Graduates

Non-degree-seeking graduate students are those seeking to enroll in classes, but who do not plan to pursue a degree at University of Houston-Clear Lake. These students must submit an official transcript from the last institution attended and an official transcript showing their highest degree conferred.

Credit earned in non-degree-seeking status will not automatically be applicable to a specific academic degree program. Some graduate level courses are also restricted to only degree-seeking students and the number of hours that can be applied to a Candidate Plan of Study (CPS) may be limited.

Non-degree-seeking students, who plan to enroll in graduate coursework in the College of Business, must have permission from the associate dean or appropriate designee prior to registering for classes. For specific program policies regarding course availability and application, please refer to the appropriate section of this catalog.

Graduate Transient Status

Graduate students in good standing at another institution may be admitted to University of Houston-Clear Lake as transients for one semester. These students generally plan to transfer coursework back to their home institution. Transient students must submit official transcripts showing proof that a bachelor’s degree or higher has been conferred. Due to prerequisite requirements, some programs may also require a Letter of Standing from the transfer institution indicating the coursework being requested at UHCL.

Transients who wish to enroll in a second semester must obtain permission from the associate dean of their academic program. They must then reapply by submitting a new application and application fee to the Office of Admissions. Students enrolling under this option, who subsequently decide to become degree-seeking, must reapply, pay the appropriate application fee, and meet the University's and academic program’s current admission requirements.
Certificate Programs
Applicants who would like to earn a graduate certificate, without earning a master's degree, must apply for admission, pay the application fee and submit transcripts from all previously attended institutions. Graduate test scores are not required.

When applying via the online application system, students must apply directly for the specific Certificate program sought. Since Certificate Programs are considered non-degree-seeking, students enrolling in these programs are not eligible for either financial aid or scholarship awards.

Teacher Certification
Degree-seeking students in master's degree programs may be simultaneously enrolled in teacher certification programs. Those applying for undergraduate teacher certification programs, without intending to pursue graduate degrees, should apply as undergraduate students in post-baccalaureate status. All students are encouraged to seek appropriate advising through their academic department.

English Proficiency Requirements for Students Educated Outside of the United States
All applicants, educated in countries where English is not the native or first language, must demonstrate English proficiency. The intent of this policy is to insure that students for whom English is not the native or first language have reasonable chances to succeed academically based on their abilities to comprehend, speak, and write in English.

Applicants may satisfy the English proficiency requirement by presenting any of the following*:

- Official Test of English as a Foreign Language (TOEFL) scores of 550 or higher on the written exam or 79 or higher on the iBT TOEFL examination,
- Official Pearson Test of English (PTE) scores of 53 of higher,
- Official International English Language Testing System (IELTS) scores of 6.0 or higher, or
- Official documentation of successful completion of ELS Level 112 Intensive English programs.

Score reports may not be more than two years old at the time of application. Only official scores will be accepted.

Exception: Candidates for educator certification must demonstrate English proficiency by passing the iBT TOEFL examination with a score of 26 on the speaking portion. No other tests or programs are accepted by Texas Education Agency for certification applicants.

Procedure to Apply for an English Proficiency Waiver
A TOEFL exemption may apply, if at least one of the following requirements is met:
• Applicants have earned high school diplomas from a U.S. high schools or earned Associate's of Arts, Associates of Science or bachelor's degrees from a regionally accredited U.S. institutions of higher education.

• Applicants were educated in a countries where English is the native language. This exemption refers to students from Australia, Bahamas, Belize, British Isles (England, Ireland, Scotland and Wales), English-speaking Canadian provinces, Fiji Islands, Guyana, Jamaica, Liberia, New Zealand, Sierra Leone, South Africa, St. Lucia, Trinidad, United States, Virgin Islands, West Indies and Zimbabwe.*

• Applicants present qualifying test scores from SAT, ACT, TAAS, TAKS or Stanford Achievement Tests (for deaf students only). Specific exemption information can be obtained by contacting the Office of International Admissions and Programs. All information used to exempt students from English proficiency requirements must be received directly from the appropriate testing agency or posted on official transcripts from a transfer institutions.

• Applicants have completed 12 or more semester credit hours of English from regionally accredited US institutions of higher education with grades of "C" or better, with six of the 12 semester credit hours being English composition. English as a Second Language (ESL) courses will count only if they would apply toward degrees at the institutions where the courses were taken.

• Applicants have earned a bachelor’s degree or higher from a regionally accredited U.S. institutions of higher education or recognized foreign institutions of higher education where English is the medium of instruction and both the native and official language.

*Applicants whose native or first language is not English, may request consideration for English proficiency "waivers", based on relevant documented criteria. Those requesting waivers must submit petitions and any supporting documentation to the Office of Admissions at least 30 days prior to the intended term of enrollment. Consideration of requests will be given only when full documentation is provided.

Examinations for Graduate Candidacies

All new graduate students must provide standardized test results for GRE, GMAT or MAT examinations to the Office of Admissions as required by their academic program (refer to the program’s section of the catalog). Former students pursuing a degree in a different program or academic department may be required to take a different graduate examination, prior to being admitted and must apply by the posted deadline for New Graduate Students.

Scores must be received directly from the testing agency. Hand-carried or student copies of score results or those that are more than five years old at the time of application are considered unofficial and will not be accepted. Students enrolling as non-degree-seeking are generally exempt from the standardized test requirement (please check the appropriate program’s requirements). Non-degree-seeking students who want to change to degree-seeking status are required to meet current admissions requirements, submit any required documentation not yet received and they must reapply and pay the appropriate application fee.
Examination Exceptions

The University will waive the graduate test score requirement for applicants with conferred academic doctorate degrees from accredited U.S. institutions (e.g. Ph.D. or Ed.D.). Graduate score exemptions will also apply to applicants who have earned other doctorate degrees such as M.D., D.D.S. (including other appropriate dental degrees), or J.D. degrees and who are also licensed to practice in the United States. Graduate applicants to the College of Business are not required to hold a licensure on the M.D., D.D.S., or J.D. degrees.

Applicants who do not meet the University waivers, may meet requirements for specific college or departmental graduate test score waivers as follows:

- College of Science and Engineering's graduate acceptance committee may request a Dean’s examination exemption for applicants who have earned graduate degrees in programs related to their field of study from regionally accredited institutions of higher education.
- College of Human Sciences and Humanities will waive the graduate examination requirement for applicants who have earned a 3.0 GPA or higher on the last 60 hours of coursework or who hold master’s or doctoral degrees. Examination exceptions do not apply for applicants in the following programs: General Psychology, Industrial/Organizational Psychology, Clinical Psychology, the Applied Behavior Analysis degree program and the Doctor of Psychology.
- College of Education will waive the graduate examination requirement for applicants who have earned a 3.0 GPA or higher over the last 60 hours of coursework and have earned a bachelor’s degree or higher, as well as for Counseling applicants who have already earned a master's degree. Examination exceptions do not apply for applicants to the Doctor of Education programs.
- College of Business will waive the examination requirements for applicants who have earned a graduate degree from a "business school" accredited by AACSB International (Association to Advance Collegiate Schools of Business).

College of Business will also provide examination waivers for the following programs if they meet all of the requirements below:

- Applicants to MBA, MHA, MHA/MBA, Human Resource Management, M.A., Management Information Systems, M.S.*, Environmental Management, M.S., must have the following:
  - 3.000 cumulative GPA on last 60 hours of coursework and have earned a bachelor's degree from an accredited college or university in a country where English is the native language or,
  - Earned a graduate or professional degree from a country where English is the native language or a Ph.D., M.D., Ed.D., D.D.S. or J.D. from an accredited U.S. institution or U.S. licensure.

Applicants to the Master of Science in Accounting* must have the following:
• 3.00 cumulative GPA on upper level courses at UHCL (minimum of 24 hours required) and a 3.00 GPA in upper level accounting courses at UHCL (minimum of 12 hours required), or
• Earned a graduate degree in business from an AACSB accredited university, or
• Earned a Ph.D., M.D., Ed.D., D.D.S. or J.D. from an accredited U.S. institution or U.S. licensure.

*The graduate test score waiver for the Master of Science in Management Information Systems (MIS) and Master of Science in Accounting will be effective for Spring 2018 admission.*

Applicants to the Master of Science in Finance must have the following:

• 3.25 cumulative GPA on last 60 hours of coursework in Accounting, Finance, Economics or STEM (Science, Technology, Engineering and Mathematic fields) and have earned a bachelor's degree from an accredited college or university in a country where English is the native language or,
• Earned a graduate or professional degree from a country where English is the native language or a Ph.D., M.D., Ed.D., D.D.S. or J.D. from an accredited U.S. institution or U.S. licensure.

**Test Center Telephone Numbers and Information**

Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT) and Miller Analogies Test (MAT) test center information is listed below. For more specific examination requirements by college, program or plan, please refer to the appropriate college's section of this catalog.

**Graduate Record Examination (GRE)**
• Phone 1-609-771-7670 or 510-654-1200
• Institution code – R6916

**Miller Analogies Test (MAT)**
• Phone 1-800-622-3231

**Graduate Management Admission Test (GMAT)**
• Phone 1-800-717-4628
• Select code by program of interest as follows: Select code by program of interest as follows:
  • 1FD-BS-78 Master's in Healthcare Administration
  • 1FD-BS-76 MBA, Full-Time
  • 1FD-BS-08 MBA, Part-Time
  • 1FD-BS-45 MA in Human Resource Management
  • 1FD-BS-29 MS in Accounting
  • 1FD-BS-71 MS in Environmental Management
  • 1FD-BS-86 MS in Finance
  • 1FD-BS-81 MS in Management Information Systems
  • 1FD-BS-93 MHA/MBA Joint Degree
• 1FD-BS-97 MS in Computer Information Systems

Majors that accept both GMAT and GRE scores are as follows:
• MHA
• MS-MIS
• MA-HRM
• MS-Environmental Management
• MS -Computer Information Systems

Readmission or Status Change Process

Former UHCL Students
Former students (see Admission Statuses) seeking readmission should submit the following:

1. Completed Admissions Application
2. Non-refundable application fee (see Application Fees)
3. Official transcript(s) of any coursework completed since the last semester of enrollment at University of Houston-Clear Lake.

Students who graduated or will graduate from UHCL and wish to enroll in additional coursework must submit a new application and the appropriate application fee. To be considered for readmission, former students who have not enrolled at UHCL within the last five years, must resubmit documents from other institutions, if this information is no longer on file.

Students who leave the University on academic probation will be readmitted on probation. Degree-seeking students, whose permission to register was terminated due to academic deficiency, must be reinstated by the appropriate dean prior to readmission. Non-degree-seeking students may be reinstated by the Associate Vice President of Enrollment Management.

College of Business

The College of Business will automatically allow students to return to the same graduate program within 5 years if they left in good academic standing. The above-mentioned document are required.

College of Education

The College of Education will automatically allow graduate students, with the exception of Doctoral and Counseling students, to return to the same program within 5 years, if they left in good academic standing and the test score is not more than 5 years old. If the test score is more than 5 years old, the file will be forwarded to the College for an admit decision.
College of Human Sciences and Humanities

Students who are returning to programs which use the general HSH admission requirements, are permitted to return directly to the same program of study, with no additional requirements. If the student was enrolled in a program which had special admission requirements, the file will be reviewed by the program prior for an admit decision. Students returning to a new program in HSH, must meet the current admission requirements.

College of Science and Engineering

The College of Science and Engineering will automatically allow graduate students to return to the same program within 5 years, if they left in good academic standing and the test score is not more than 5 years old. If the test score is more than 5 years old, the file will be forwarded to the College for an admit decision.

Students who graduated or will graduate from UHCL and wish to enroll in additional coursework must submit a new application and the appropriate application fee. To be considered for readmission, former students who have not enrolled at UHCL within the last five years, must resubmit documents from other institutions, if this information is no longer on file.

Students who leave the University on academic probation will be readmitted on probation. Degree-seeking students, whose permission to register was terminated due to academic deficiency, must be reinstated by the appropriate dean prior to readmission. Non-degree-seeking students may be reinstated by the Associate Vice President of Enrollment Management.

Changing Careers or Enrollment Status

Enrolled students who would like to change their academic careers from undergraduate to graduate (vice versa) or who would like to change their classification from non-degree-seeking to degree-seeking, must submit a new application to the Office of Admissions, pay the application fee and meet appropriate admission criteria and deadlines. Students who enroll as degree-seeking and wish to change to non-degree-seeking should complete an Academic Records Change form (ARC), available through their programs academic advising offices.

Applicants to the University, who applied to either an undergraduate or graduate career and would like to change their career before enrolling, can do so once without submitting a new application* by completing an Application Update Request Form. For each additional career change, students must reapply and submit a new application fee. *Some applicants may be asked to submit a new application, if applicable; however, the fee will not be assessed.

Applicants interested in changing their program or degree status while remaining in the same career can do so prior to the first day of classes.
Records Retention and Release

Records from other institutions are kept on file for a period of five years. Former students who did not enroll during the past five years must resubmit transcripts, documentation and pay the application fee when reapplying to the University. Once documents are submitted to University of Houston–Clear Lake, they become the property of the University and will not be returned or otherwise sent to other institutions or entities via email, fax or U.S. mail. Students may receive a copy of their previously submitted transcripts or scores in person, by bringing a valid Texas driver’s license or ID to the Office of Admissions and completing a request form to release the information.

Graduate Transfer Credit Information

Transfer of Graduate Credit

Course equivalencies for all graduate transfer work is determined through the student’s academic program department.

Master’s degree programs require a minimum of 30 semester credit hours. A minimum of 24 semester credit hours must be earned through instruction at UHCL. No more than 25% of the semester credit hours required for a graduate degree can be accepted in transfer from other institutions. Therefore, the possibility of transferring credit toward a master’s degree is in most cases limited to no more than 6 hours for a master’s degree requiring 30 semester credit hours and no more than 9 semester credit hours for programs requiring 36 semester credit hours.

Doctoral degree programs require a minimum of 69 hours beyond the master’s degree. The possibility of transferring credit toward doctoral degrees is limited to no more than 21 hours, but in most cases may not exceed 12 semester credit hours.

Credit applied toward previous graduate degrees may not be used to fulfill requirements of a different degree. Additionally, this credit is not necessarily applicable to subsequent degree programs.

Only graduate courses with grades of "B-" or above are transferrable; grades of "C" or below are not transferrable.

The dean of the academic program will determine whether the content of such coursework is pertinent to the degree objective.

Courses completed more than five years prior to admission into graduate programs at UHCL may not be counted toward fulfilling the required number of hours, unless approval is granted by the dean.
Registration and Records Services

Registration

Enrollment is necessary for every period of attendance at University of Houston-Clear Lake. The Office of the Registrar sends announcements to specify times and other instructions for completing the enrollment process. Registration is completed online by logging into E-Services at www.uhcl.edu/eservices. Please refer to the Academic Calendar online for Registration dates and deadlines. Students who need assistance with registration may visit the Student Assistance Center at the UHCL campus or Enrollment Services at Pearland. Registration is not complete until tuition and fees have been paid in full. If tuition and fee payments are not received by stated deadlines, payment will be considered late. Additional questions regarding registration should be directed to the Office of the Registrar.

Degree-Seeking Versus Non-Degree-Seeking Status

- **Degree-seeking** students must select courses complying with provisions of their Candidate Plan of Study (CPS). The university is under no obligation to recognize courses taken prior to approval of a CPS, as applicable to any degree.
- **Non-degree-seeking** students may register for courses on a space available basis. Several programs, however, restrict availability of classes to degree-seeking students. Contact the advising office in each school for additional information. The university is under no obligation to recognize credits earned by non-degree-seeking students as applicable to any degree. Non-degree-seeking students are subject to the university’s academic standards and do not differ from degree-seeking students in regard to the requirements of any other university policies. Non-degree students who have earned at least 12 credit hours by the end of the current semester will have an advising hold placed to restrict future enrollment. The student and academic school adviser must make appropriate course selections or select a specific degree program before future enrollment will be allowed. Non-degree seeking students are not eligible for financial aid.

Availability of Courses

The university does not guarantee that courses listed in this catalog will be offered in any given term or year. Registration for a particular section will be permitted only until available classroom space has been filled. The university also reserves the right to cancel any course or section which, according to state policies, enrollment is deemed insufficient to split into classes that are over-enrolled and to change the instructor and/or classroom without advance notice.
Class Enrollment

Enrollment in a class is achieved only through proper registration or schedule revision procedures. Instructors receive students’ names only by official notice from the Registrar. Students will not receive credit for courses for which they are not registered. Students are responsible for insuring that they have met any prerequisites prior to enrolling in any course. International students (F and J student visa holders) are limited to three credit hours per semester of online coursework that may be counted toward full–time enrollment per the Department of Homeland Security. The UHCL catalog provides a complete listing of courses with descriptions that include prerequisites. Course prerequisites are also shown in the class schedule. Students who enroll for courses without having met the prerequisites may be dropped from the course.

Time Conflict Enrollment

Students are not permitted to enroll in two different courses that are scheduled to meet at the same or overlapping times.

Automatic Enrollment—Graduate Option Course Work

Students’ first semester of registration for master’s thesis, project, internship, dissertations or residency must be done in person. After the initial semester of registration in master’s thesis, project, internship, dissertations or residency, students will be automatically enrolled in the same course work each long semester (fall and spring, but not summer) until a final grade is awarded. This registration will be processed during Open Registration, and students are expected to meet the fee payment deadline for Open Registration. Students wishing to be enrolled for summer semesters must notify the Office of the Registrar prior to the beginning of the summer semester.

Late Registration

Final schedule revisions (drop/add) and late registration will be permitted during the first week of classes of a long semester. The late registration and drop/add period for the summer terms is less than one week. Times and dates will be announced by the Office of the Registrar. No registrations or schedule changes will be permitted after late registration. A late registration fee will be charged to students who register during late registration. Students who have not paid by the payment deadline date will be charged a late payment fee.
Census Date

As defined by the Texas Higher Education Coordinating Board (THECB), the census date is the date for official enrollment reporting. For long semesters (fall and spring), the census date is the 12th class day for regular sessions and is adjusted in accordance with THECB rules for all other sessions. The census date is the last day to drop without a record and the last day to request a change on residency status for that semester. Official verifications of enrollment for a semester will begin on the day following the census date.

Registration Discrepancies

If students become aware of registration discrepancies, (i.e., they are not listed on the official class roster or their class schedules do not reflect the classes being attended), they must contact the Office of the Registrar in order to correct any discrepancies. Only the Office of the Registrar is authorized to make official changes in students’ registration status.

Cancellation of Registration

Students may cancel their registration and be entitled to a full refund of tuition and refundable fees if they follow proper procedures through the Office of the Registrar before the first class day of the term. (Refer to Refund Policies) Requests for cancellations may be done through E-Services or in writing and received by the Office of the Registrar prior to the first class day of the term. Such notices may be faxed to the office at 281-283-2530 or submitted via email at registrar@uhcl.edu.

Auditing Courses

Application forms to audit a course may be obtained from the appropriate associate dean's office. A student ID will be required in order to register for classes. Contact the Office of Admissions at 281-283-2500 or admissions@uhcl.edu for assistance if a new student ID needs to be created. Registration to audit a course is on a space-available basis. Individuals may be given permission to audit courses only after the conclusion of the regular registration period and the determination that the student is eligible and space is available. Auditing status provides the privilege of class attendance only and does not include taking examinations, submitting papers, participating in laboratories, field work or receiving a grade in the course. Individuals auditing courses will pay the regular tuition, student services fees, specific course fees and other applicable fees indicated in this catalog. Audit students can make payment for audited classes in person at the Clear Lake and Pearland Student Business Services offices. Audit students must provide the approved Audit Application and completed Campus Audit Permit when making payment. Individuals with audit status will not be given credit status after having registered on an audit basis. Records of individuals who have audited courses will not be maintained by the university.
Fee Waiver for Senior Citizens to Audit Courses

As provided in the Texas Education Code, senior citizens, 65 years of age or older, may audit, on a space-available basis, any course offered without payment of tuition or fees. Applicants need to provide evidence of age to Student Business Services when requesting waiver of fees.

Each school's Academic Advising office will be responsible for assisting senior citizens to determine course availability, approval of instructor, registration procedures and general auditing regulations. Applicants should contact the appropriate academic advising office for the course(s) in which they wish to audit.

College of Business Advising
College of Education Advising
College of Human Sciences and Humanities Advising
College of Science and Engineering Advising

Academic Record Services

Official student records reside and are maintained in the Office of the Registrar. Students are responsible for insuring the accuracy of their records. Such records include, but are not limited to, personal information, home address and phone number, degree status, career (level), major and grades.

Academic Record Changes

Students wishing to change their major must obtain the Request for Academic Record Change form from the office of the associate dean in the college from which they are earning their degree. Students wishing to change their career (level) or degree status should contact the Office of the Registrar for the appropriate application. Changes made after the census date will be applicable to the next semester.

Personal Information Changes

University records of students' names and addresses are based on information given on the Application for Admission. Subsequent changes must be reported to the Office of the Registrar. Requests for name changes must be accompanied by supporting documentation. Please refer to the Personal Information Change form available online at www.uhcl.edu/registrar.

Any communication from the university mailed to the name and address or sent to the email address on record is considered to have been properly delivered.
Transcripts

Students may request official copies of their transcript from the Office of the Registrar. Transcript requests can be made online through student E-services, fax or mail. There is no additional charge for transcripts. Transcript requests by fax or by mail must include the following:

- The name of the student,
- UHCL student ID,
- A clear copy of a government issued photo ID,
- The number of copies requested,
- The address it is to be mailed to or whether it will be picked up,
- A phone number where the student may be reached, and
- The signature of the student whose record is requested.

Requests without a verifiable signatures cannot be processed. Written requests can be mailed to University of Houston-Clear Lake, Office of the Registrar, 2700 Bay Area Boulevard, Houston, Texas 77058–1098 or faxed to 281–283–2530. Telephone requests or e-mails will not be honored. For same day requests, please visit the Student Assistance Center on the UHCL campus or at the Enrollment Services counter at the Pearland Campus.

Students who have encumbrance holds placed on their permanent records will be denied transcript services until the specific obligations have been met.

UHCL transcripts contain only academic information and course work pursued at UHCL. Requests are limited to 10 copies per request form.

Transcripts from other institutions submitted to UHCL become the university's property and will not be reproduced and/or mailed to other institutions. Students may not obtain copies of their transcripts from other institutions. Transcripts from other institutions are destroyed five years after the last term of attendance.

Enrollment and Degree Verifications

The University of Houston–Clear Lake has authorized the National Student Clearinghouse to provide degree and enrollment verification through their EnrollmentVerify services. Students have access to print a proof-of-enrollment verification online through their E-services account. For more information about the National Student Clearinghouse, please visit www.uhcl.edu/registrar.
Student Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a post-secondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the University of Houston-Clear Lake receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University of Houston-Clear Lake in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of regents; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the University of Houston-Clear Lake who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school
official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University of Houston–Clear Lake. The University of Houston–Clear Lake may disclose a student’s education records to other institutions if the student seeks or intends to enroll in the other institution and the institution has requested the records.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that post-secondary institutions may make without consent.

FERPA permits the disclosure of PII from students’ education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student—

- To other school officials, including faculty members, within that school whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student’s enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State post-secondary authority that is responsible for supervising the university’s State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and 99.35)
In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))

To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))

To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))

To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))

Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))

To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))

To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

If you have any questions regarding these policies, please feel free to contact the Office of the Registrar at (281)283-2525 or via email at registrar@uhcl.edu.

Policy on Release of Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law stating (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that institutions will maintain the confidentiality of student education records.

UHCL accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to, nor will the institution disclose, any information from students’ education records without the written consent of students except with exceptions permitted under the act. (See Student Notification of Rights Under FERPA).
Within UHCL, only those members individually or collectively acting in students' educational interest are allowed access to student education records. These members include personnel in the office of the president, senior vice president and provost, vice president for administration and finance, deans, associate deans, student services, computing services, student business services, accounting, career and counseling services, student life, health center, financial aid, member of academic, grade and honesty appeal committees and academic personnel within the limitations of their need to know.

At its discretion, the University of Houston–Clear Lake may provide "directory information" to the general public without student consent.

Directory information is defined by the University of Houston–Clear Lake as follows (within guidelines of the Family Educational Rights and Privacy Act of 1974):

- Student name
- Address
- Telephone number
- University e-mail address
- Date and place of birth
- Major field of study
- Dates of attendance
- Classification
- Hours enrolled
- Date of graduation
- Photographs
- Degrees and awards received
- Most recent previous educational agency or institution attended
- Participation in officially recognized activities and sports

“Student” means a person who; (a) is currently enrolled at the University; (b) is accepted for admission or readmission to the University; (c) has been enrolled at the University in a prior semester or summer term and is eligible to continue enrollment in the semester or summer term that immediately follows; or (d) is attending an additional program sponsored by the University while that person is on campus.

Students who do not wish that public information (including their name, address and phone number) be released can go online at www.uhcl.edu/eservices and select all information to be restricted from release (with the noted exceptions for Release to Publications) according to Family Educational Rights and Privacy Act of 1974 guidelines and policies.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory and to submit explanatory statements for inclusion in their files if they feel
the decisions of the hearing panel to be unacceptable. To review records, a student must make a request in writing to the Office of the Registrar. The request must identify the record or records he or she wishes to inspect. In compliance with FERPA, UHCL will provide the student's records for review within 45 days from the day the university receives the request.

Students may delegate access to their records to a 3rd Party. Students wishing to give individuals (such as parents) access to their records may complete in person an Authorization to Release Educational Records. This form can be completed in person at the following offices: Office of Financial Aid, Student Business Services, Student Assistance Center, or Academic advising offices.

**Communication with Students**

The university-assigned campus email address is the official means of communication for all student-related information and exchanges among academic and administrative offices.

Students should check their UHCL e-mail accounts regularly to receive information from university offices. For information regarding UHCL e-mail, or to log in, go to [http://webmail.uhcl.edu](http://webmail.uhcl.edu). Students have the ability to forward their UHCL e-mail account to a preferred e-mail account. Students interested in this option should visit University Computing and Telecommunications' website at [www.uhcl.edu/uct](http://www.uhcl.edu/uct).

From time-to-time, university offices may employ other means of communication. Those avenues of communications include texting, calling, and snail mail. In some circumstances, automated calling (typically referred to as “robocalls”) and texting may be used to notify students of important deadlines.

If students do not wish to receive automated text messages or phone calls, students may call 1-855-502-7867 to “opt-out” of these communications. Students opting out may miss important deadlines which could jeopardize enrollment at the University of Houston-Clear Lake.

For additional information on opting out of automated text messages or phone calls, please contact the Office of the Registrar.

**Tuition and Fees**

The tuition and fees information provided is not intended to be comprehensive and is subject to change pending action taken by the Texas Legislature or University of Houston Board of Regents. Changes become effective on the date of enactment. The following information should be used only as a guide for estimating tuition and fees charges.
E-Mail as Official Communication

The university-assigned campus e-mail address is the official communication vehicle for all student information and exchanges among academic administrative offices. The following notifications will be sent via e-mail:

- 1098T
- Set Aside

Students should check their UHCL e-mail accounts regularly to receive information from Student Business Services as well as other university offices. For information regarding UHCL e-mail, or to log in, go to http://webmail.uhcl.edu.

Students have the ability to forward their UHCL e-mail account to a preferred e-mail account. Students interested in this option should visit University Computing and Telecommunications' website at www.uhcl.edu/uct.

Definition and Regulations

Students are responsible for knowing the current financial regulations of the university. Current regulations are applicable to all students regardless of the date of enrollment. Interpretation or explanations contrary to the regulations of this catalog are not binding upon the university. The university reserves the right to modify any statement as required by unforeseen conditions or by legislative actions.

Tuition

Students are assessed tuition according to residence classification and the number of semester credit hours for which they register, subject to the statutory provisions of House Bill No. 43, 62 Legislature:

Residents of Texas will be charged tuition at the rate of $100 per semester credit hour for students. Non-residents of Texas and foreign students will be charged tuition at the rate of $485 per semester credit hour for students.
An alien who has been lawfully admitted for permanent residence in the United States shall be considered for residency based on the same regulations in effect for U.S. citizens. Aliens who are present in the United States on a temporary or student visa shall not be eligible for classification as residents.
Tuition Residence Regulations and Appeals

It is important for students to know whether they will be classified as residents of the state of Texas. Students who do not qualify as bona fide residents at the time they register must pay the non-resident tuition fee.

An official determination of the residence status of students is made in the Office of Admissions at the time the application for admission and support documents are received. If students expect a change in residence status prior to first registration, this should be indicated on the application. If a change in residence status occurs after submitting the application, students must inform the Office of Admissions. Students have a continuing responsibility to register under and to maintain the correct residence classification.

If there is any question concerning eligibility for classification as a resident of Texas at the time of registration, or any time thereafter, it is the responsibility of students to consult with the Office of Admissions. All requests for reclassification should be submitted at least 30 days prior to the registration period in question, but no later than the census date. Requests or documents received after the census date of a given semester will be considered for the next semester.

Students who believe they have been misclassified may petition the Office of Admissions for reclassification. Students may be required to furnish evidence in support of an appeal.

General Residency Requirements

Summarized below are the general rules for meeting eligibility requirements in the state of Texas. Exceptions to these rules for military personnel, teachers of higher education and their dependents, scholarship recipients and other special programs are discussed in an online booklet titled "Rules and Regulations for Determining Residence Status" published annually by the Texas Higher Education Coordinating Board. The information may be viewed online through www.collegeforalltexans.com in the Get All The Facts section.

Residence of a Minor or Dependent: An individual who is 18 years of age or under or is a dependent and whose family has not resided in Texas for the 12-month period immediately preceding the date of registration shall be classified as a non-resident student regardless of whether he/she has become the legal ward of residents of Texas or has been adopted by residents of Texas while he/she is attending an educational institution in Texas, or within a 12-month period before attendance, or under circumstances indicating that the guardianship or adoption was for the purpose of obtaining status as a resident student. The legal residence of minors or dependent children is usually that of the parent with whom the individual spends the principal amount of time. Upon divorce of parents, residency is based on the residence of the parent who has legal custody or has claimed the minor for federal income tax purposes both at the time of enrollment and for the tax year preceding enrollment.
Individuals over 18: An individual who is 18 years of age or older, who is a legal U.S. permanent resident, who has come from outside Texas and who is gainfully employed in Texas for a 12-month period immediately preceding registration in an educational institution shall be classified as a resident student as long as he/she continues to maintain a legal residence in Texas. If such 12-month residence, however, can be shown not to have been for the purpose of establishing legal residence in the state but to have been for some other purpose, the individual is not entitled to be classified as a resident. A student enrolling in an institution of higher education prior to having resided in the state for 12 months immediately preceding time of enrollment will be classified as non-resident for tuition purposes.

Fees

**Student Service Fee**

The Student Service Fee, as authorized by state law, is required of all students. The income from this fee supports recreational activities, health and hospital services, artist and lecture series, cultural entertainment series, student publications, student government and other student services as authorized by state law.

**Reinstatement Fee**

The reinstatement fee is charged to students who are approved for reinstatement after being dropped/withdrawn from classes for non-payment of tuition and fees.

**Recreation and Wellness Facility Fee**

This fee may be used only for the purpose of financing, constructing, operating, maintaining, improving, and equipping a recreation and wellness facility and for the operating recreation and wellness programs at the University of Houston–Clear Lake.

**Academic Record Fee**

The proceeds from the Academic Record Fee shall be used to cover the costs of maintaining online registration system components and cover the costs of university publications and reproduction of transcripts.

**Orientation Fee**

This one time fee funds costs for the new student orientation programs.

**Tuition Designated Fee**

The Tuition Designated Fee is required of all students, graduate or undergraduate, resident or nonresident, enrolling in higher education institutions. As authorized by state law House Bill 3015 in the 78th Legislature in 2003, the university governing boards have been authorized the flexibility to "charge any student an amount designated as tuition that the governing board considers necessary for the effective operation of the institution."
Parking Fee
A Parking Fee of $85 for an annual permit, or $50 for each fall and each spring, and $35 for the summer semester, will be assessed to students who operate motor vehicles on the campus or on properties leased by the university. Proof of ownership (current license receipts or titles for the vehicles) may be required. Refer to the Parking and Traffic Regulations page at www.uhcl.edu/parking for additional information.

Any vehicle not having a valid UHCL permit will be ticketed unless special arrangements have been made with the Parking Management Department to park on campus without such permit.

Lost or stolen parking permits must be reported at https://uhclparking.t2hosted.com/cmn/index.aspx so that a replacement permit may be purchased. Lost or stolen permits may be purchased at a cost of $20.00 at https://uhclparking.t2hosted.com/cmn/index.aspx.

Information Resource Fee
The Information Resource Fee will be used to provide operational and personnel support and resources for the Neumann Library and for the UHCL Pearland Campus Library. The libraries provide students with a learning environment that includes instructional services and research material in print, video, and electronic forms. Additionally this fee will be used to provide students with access to computing facilities for activities and uses that are part of the regularly scheduled academic functions of the university and which are related to instructional activities, lectures, homework projects and provisions of the learning environment.

Extended Access and Support Fee
The University of Houston Board of Regents has authorized the UH System universities to charge a fee to support Distance Education and Off-Campus Instructional programs. The revenue from the Extended Access and Support Fee will support these programs, including Web-enhanced, Web-based courses, and marketing. The charge will be $7 per credit hour, up to a maximum of $63 per semester for all students registering for classes.

Student Center Fee
A fee charged for the sole purpose of financing, constructing, operating, maintaining and improving a student center for UHCL. This fee will pay for expanded student organizational space, more informal space for students (i.e., lounges, study rooms, gathering spaces), multifunctional space, space for meditation, recreational/exercise facilities, maintenance and operation of the new building and renovations to existing spaces.

Designated Differential Tuition
The Designated Differential Tuition (DDT) is charged separately by the colleges in order to improve and enhance resources available to students.
The College of Business uses its DDT to hire full-time faculty to facilitate meeting the faculty sufficiency and qualifications standards for AACSB International business college accreditation.

The College of Human Sciences and Humanities uses its DDT to increase and improve resources available by hiring more full-time faculty and improving the instruction of adjunct faculty.

The College of Education uses its DDT to maintain and improve programs by hiring additional faculty and providing student financial support.

The College of Science and Engineering uses its DDT to hire more full-time faculty and teaching assistants and to buy and maintain state of the art equipment for use in labs and classrooms.

**College of Education Doctoral Program**

The Designated Differential Tuition charged by the College of Education applies to doctoral-level courses only and will be used as excellence funding to support faculty development and research initiatives.

**International Education Fee**

The International Education Fee of $2 is assessed to each student in order to provide scholarship support for those who participate in study abroad programs.

**Graduate Programs Research Capability Fee (BUS)**

Additional revenue will be used to purchase and support research databases befitting AACSB International accredited graduate business programs.

**BUS Computer Support Fee**

This fee will supports labs for dedicated College of Business use.

**Credit Card Processing Fee**

Texas Education Code Section 54.5011 authorizes the institution to charge an amount reasonable and necessary to reimburse the University, for expenses incurred by the university in processing credit card transaction or a debit card that is processed as a credit card. The current credit card processing fee rate is 1.45% and will apply to payments that are related to student tuition and fees only.

**Schedule of Charges and Special Fees**

The following Schedule of Charges and Special Fees shall apply, where applicable, to all students at UHCL. These tuition and fee charges are assessed according to the number of semester credit hours for which students enroll and are payable at the time of registration. Students are not registered and are not entitled to university privileges until their tuition and fees have been paid in full. If payment is made by
check or money order, such check or money order must be payable to the University of Houston-Clear Lake.

The charges quoted are those authorized at the time of publication of this catalog but are subject to change without notice as necessitated by university or legislative actions. Questions should be directed to Student Business Services.

**Special Fees**

The following Schedule of Charges and Special Fees shall apply, where applicable, to all students at UHCL. These tuition and fee charges are assessed according to the number of semester credit hours for which students enroll and are payable at the time of registration. Students are not registered and are not entitled to university privileges until their tuition and fees have been paid in full. If payment is made by check or money order, such check or money order must be payable to the University of Houston-Clear Lake.

The charges quoted are those authorized at the time of publication of this catalog but are subject to change without notice as necessitated by university or legislative actions. Questions should be directed to Student Business Services.

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount In U.S. Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Record Fee</td>
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<tr>
<td>Alumni Donation</td>
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<tr>
<td>Certificate, Teacher</td>
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</tr>
<tr>
<td>Certificate, Professional</td>
<td>75</td>
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<tr>
<td>Cooperative Education</td>
<td>75</td>
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<tr>
<td>Differential Designated Tuition (BUS) - Graduate</td>
<td>65</td>
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<tr>
<td>Differential Designated Tuition (SOE) - Graduate</td>
<td>12</td>
</tr>
<tr>
<td>Differential Designated Tuition (HSH) - Graduate</td>
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<tr>
<td>Differential Designated Tuition (CSE) - Undergraduate</td>
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<tr>
<td>Differential Designated Tuition - SOE Doctoral Program</td>
<td>20</td>
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<tr>
<td>Differential Designated Tuition – HSH Doctoral Program</td>
<td>20</td>
</tr>
<tr>
<td>Extended Access Fee</td>
<td>7/hr - 63/max</td>
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<tr>
<td>Duplicate Fee Statement, each</td>
<td>3</td>
</tr>
<tr>
<td>Duplicate Diploma</td>
<td>25</td>
</tr>
<tr>
<td>Excessive Undergraduate Hours – 3 Peat ($390 per 3 hour course)</td>
<td>130/hr</td>
</tr>
<tr>
<td>Field trip, each, when required for any given course; variable amount sufficient to defray the cost of the trip.</td>
<td>Variable</td>
</tr>
<tr>
<td>Fee</td>
<td>Amount In U.S. Dollars</td>
</tr>
<tr>
<td>--------------------------------------------------------------------</td>
<td>------------------------</td>
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<tr>
<td>Former Student File Reactivation Application (not enrolled for at least one year)</td>
<td>45</td>
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<tr>
<td>Graduate Program Research Fee (BUS only)</td>
<td>80</td>
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<tr>
<td>Graduate Studies Application</td>
<td>45</td>
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<td>Graduation Application (includes diploma but not cap/gown)</td>
<td>80</td>
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<td>Information Resource Fee</td>
<td>26/hr - 312/max</td>
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<td>International Education Fee</td>
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<td>International Student Insurance (annual)</td>
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<td>International Student Application/Evaluation</td>
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<td>International Student Records Processing (per semester)</td>
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<td>Internship</td>
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<td>Laboratory, per course</td>
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<td>Late Payment</td>
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<td>Late Registration</td>
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<td>Matriculation (for withdrawal prior to first class day)</td>
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<td>New Student Orientation</td>
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<td>Parking (annual)</td>
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<td>Parking (per long term)</td>
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<td>Parking (summer)</td>
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<td>Recreation and Wellness Center Fee</td>
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<td>Reinstatement Fee</td>
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<td>Returned check charge, per check</td>
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<tr>
<td>Special course fee, when required; an amount sufficient to defray the cost of materials and/or supplies required. May include malpractice insurance.</td>
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<td>Student Center Fee</td>
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<td>Student Service Fee (max of $234)</td>
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<td>Thesis publishing by UMI</td>
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<tr>
<td>Tuition Recovery</td>
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## Tuition and Fee Schedule for Graduate Students

<table>
<thead>
<tr>
<th>CR HR</th>
<th>RES GRAD</th>
<th>NR/F GRAD</th>
<th>TUI DESGD</th>
<th>TUI DES NR/FGD</th>
<th>ST SVC</th>
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<th>EXT ACC</th>
<th>INT EDU</th>
<th>ST CENT</th>
<th>ACDM RCRD</th>
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<th>NR/F GRAD TOTAL</th>
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Rebates or Exemptions from Tuition and Fees

The statutes of the state of Texas describe certain instances in which students may be exempted from tuition and/or fees. The various types of exemptions and the Tuition Rebate Program are described below. In the case of exemptions, students have the responsibility to initiate the action of applying for an exemption through the Office of Financial Aid and to provide evidence that all conditions required for the exemption have been met. Until such time as the exemption is established, students will be required to pay all tuition and fees. Students should apply to the Office of Financial Aid at least one month prior to registration for the term in which they plan to utilize the exemption provision, but in all cases such requests must be received no later than the census date of any semester to be effective for that semester. For more information contact the Office of Financial Aid. In the case of a rebate, the student must apply for the rebate at the time of graduation in the Office of the Registrar. Once the rebate is verified by the Office of the Registrar, the refund will be issued by Student Business Services.

Texas Veterans (Hazlewood Act)

Legal residents of Texas may be exempted from tuition and certain required fees under the Hazlewood Act. Texas veterans must meet the eligibility criteria listed in the Financial Aid section of this catalog. UHCL Hazlewood applications should be submitted to the UHCL Office of Veterans Affairs 30 days prior to registration.

Children of Texas Veterans

Exemption from payment of tuition and certain fees extends to children of members of the armed forces who were killed in action or died while in service in World War II or in the Korean conflict or in any subsequent actions, and to orphans of members of the Texas National Guard and the Texas Air National Guard killed since January 1, 1946 while on extended active duty.

Children of Disabled Public Employees

Children of certain eligible firefighters, peace officers, employees of the Texas Department of Criminal Justice and game wardens who have suffered injury resulting in death or disability sustained in the line of duty may, under certain conditions, be exempted from payment of tuition and certain fees.

Deaf or Blind Students

Deaf or blind persons who are Texas residents may, under certain conditions, be exempted from payment of tuition and certain fees.

Children of Prisoners of War or of Persons Missing in Action

Dependent children under 18 years of age, or persons under 25 years of age who receive the majority of their support from their parent(s) may be exempted from the payment of tuition and certain fees if they
are the dependent children of any person who is a domiciliary of Texas on active duty in the armed forces of the United States, and who at the time of registration is classified by the Department of Defense as a prisoner of war or as missing in action.

**Good Neighbor Waiver**

Qualified native-born students from the other nations of the American hemisphere and from Latin American countries designated by the United States Department of State may be exempt from the payment of certain tuition and fees.

**Child of Protective Services or Child of Foster Care or other Residential Care**

Exemption for payment of tuition and fees for students meeting the qualifications outlined in Texas Education Code 54.366 or 54.367

**Payment Plans Available for payment of Tuition and Fees**

**Installment Plan**

At the time of original registration UHCL students may pay their tuition and fees in full or they may elect a four-payment option (one quarter of tuition and fees at time of registration and the remaining balance split in three equal installments). There is a $15 non-refundable fee for the multiple payment plan. The installment plan is not available for summer semesters. Courses added after the original registration period will adjust into the installment plan and an additional amount may be due depending on the add/drop activity.

Subsequent dates of payments will be listed on the fee statement. Students are responsible for all installment payments being made on time. Additional payment notices are not mailed. A $10 late fee is charged for each late installment. Students who do not meet installment payment deadlines will have their records encumbered until all fees and penalties have been paid. At semester’s end, any students who have not fulfilled their financial obligation on the installment contract will have their records encumbered and no grades or transcripts will be issued. There will be a $50 default fee attached to the existing debt. In order for students to be eligible for enrollment in subsequent semesters and have the encumbrance removed from their records, all penalties and contract balances must be paid in full.

**Short Term Loan**

At the time of original registration at UHCL students may pay their tuition and fees in full or they may elect a two-payment option (one quarter of tuition and fees due at the time of registration and the remaining amount due later in the term. There is a $15 non-refundable fee for the payment plan. Courses added after the original registration period will adjust into the payment plan and an additional amount may be due depending on add/drop activity.
Subsequent due date of remaining payment will be listed in the student’s E-Services account under the "charges due" tab. Additional payment notices are not mailed. The Short Term Loan bears a five per cent (5%) interest per annum. Students who do not meet the final payment deadline will have their records encumbered until all fees and penalties have been paid. At semester’s end, any students who have not fulfilled their financial obligation on the Short Term Loan contract will have their records encumbered and no grades or transcripts will be issued. In order for students to be eligible for enrollment in subsequent semesters and have the encumbrance removed from their records, all penalties and contract balances must be paid in full.

**Vocational Rehabilitation**

The Texas Department of Assistive and Rehabilitative Services (DARS) offers assistance for tuition and required fees to students having certain physical or emotional disabilities, provided vocational objectives selected by the individuals with disabilities have been approved by appropriate representatives of DARS. Through this state agency, other rehabilitation services are available to assist persons with disabilities to become employable. Applications for assistance should be made to the nearest DARS office.

**Refund Policies**

**Refunds on Withdrawals**

A student is considered Withdrawn if they are no longer enrolled in the current term. Students receiving financial aid are advised to contact the Office of Financial Aid prior to making changes in their enrollment status. Student services and privileges, including library services and use of computer labs, terminate when a student withdraws from the university. Class days are counted from the first official class day of a semester or session and include weekdays and Saturdays. Refunds will first be applied to outstanding obligations.

Students who pay tuition and fees for any term and who subsequently cancel their registration through the Office of the Registrar prior to the first day of classes for that term as specified in the academic calendar are entitled to a full refund minus a $15 matriculation fee and the $28 Academic Record Fee and any other non-refundable fees.

Students who officially withdraw from the university after classes begin may be eligible for a partial refund of tuition and fees. The applicable refund is based upon the courses in which students are enrolled on the date of official withdrawal. Refunds are based on the amount billed and not what has been paid.

Once a student registers, he or she is responsible for the total fees assessed regardless of whether the installment or short term loan option is used. Refund percentages are applied to total fees assessed and
not the amount paid. This means if you withdraw after making your first payment of tuition and fees, but after the 100% withdrawal period, a credit balance will first be applied to any outstanding amount due.

Withdrawal from courses or from the university can be made through E-Services prior to the deadline stated in the academic calendar. Withdrawals in writing are effective on date of receipt. Letters can be faxed to the Office of the Registrar at 281-283-2530. The university reserves the right to deduct from the refund any outstanding financial obligations to the university.

No refund will be made to students who leave the university without officially withdrawing. Refunds are made in accordance with this schedule:

**Fall and Spring Semesters (Regular Session)**
- Prior to the 1st class day - 100%
- On or before the 5th class day - 80%
- 6th through 10th class day - 70%
- 11th through 15th class day - 50%
- 16th through 20th class day - 25%
- 21st class day and thereafter - No Refund

**All Semesters (Eight and Nine Week Sessions)**
- Prior to the 1st class day - 100%
- On or before the 3rd class day - 80%
- 4th through 6th class day - 50%
- 7th day and thereafter - No Refund

**Summer Semester (Three, Four, and Five Week Sessions)**
- Prior to the 1st class day - 100%
- On the first class day - 80%
- On the 2nd class day - 50%
- 3rd class day and thereafter - No Refund

Class days, including Saturdays, are counted from the first day that classes begin at the university as indicated in the academic calendar for that semester. Refunds are not made immediately upon official withdrawal. They will be processed after completion of all university registrations for that semester. Refunds will be processed through Bank Mobile.

**Refunds on Dropped Courses**

Dropped courses refunds only apply when one or more classes from a student's schedule are removed but remain enrolled in at least one course. Students receiving financial aid are advised to contact the Office of Financial Aid prior to making changes in their enrollment status. Reducing semester hours to zero is
considered a withdrawal and the Refund on Withdrawals schedule will be followed. Please refer the Refund on Withdrawals section of the catalog.

Students who drop classes within the first 12 class days of a 15-week session; within the first four class days of an 8-week or 9-week session or within the first two class days of a 3-week, 4-week and 5-week session and who remain enrolled in the university for that semester may be refunded the applicable tuition and fees for classes dropped. No refunds will be made for courses dropped after the 12th class day during a 15-week session, the 4th class day of an 8-week or 9-week session, or the 2nd class day of a 3-week, 4-week and 5-week session. Refunds will be processed through Bank Mobile. UHCL has partnered with Bank Mobile to provide disbursement services for financial aid and tuition refunds. The refunds quoted are those authorized at the time of publication of this catalog but are subject to change without notice as necessitated by the university or legislative action.

Payment Agreement

The state of Texas requires that any student unable to pay their tuition and fees in full by the due date established by the university must enter into a payment plan with the university. The payment agreement constitutes a contract between the student and the university wherein the student acknowledges financial obligation to the university in writing (electronic signature) through their self-service student account.

Student Financial Responsibility

Students must meet financial responsibilities to the university. Writing checks on accounts with insufficient funds and failure to meet all financial obligations are considered a lack of financial responsibility.

Students forfeit check writing and cashing privileges for the balance of the academic year if they write two bad checks (unless due to bank error) to the university for tuition and fees, to the university offices for payment of other university obligations or for check cashing purposes. The university will not accept two-party checks for payment or check cashing privileges.

Students who have written a bad check to the university (unless due to bank error) will be assessed a $20 service charge. It is the responsibility of students to present evidence of bank error. Encumbrances and returned checks must be cleared by cash or cashier’s check. Returned checks will not be re-deposited.

Students must be in good financial standing with the university at all times. Failure to meet financial responsibilities to the university may subject students to withdrawal and disqualification for registration for a subsequent term. Transcripts will not be given to or on behalf of students until all financial responsibilities have been met. Failure to clear outstanding debts could result in the debt being placed
with a collection agency, additional collection fees charged, and being reported to the Credit Bureau of Greater Houston.
Colleges and Departments

College of Business

Mission
The mission of the College of Business (BUS) at the University of Houston-Clear Lake is to provide quality lifelong education for the Houston/Galveston metropolitan population. Programs serve both full-time students and working professionals in the region. Instruction is designed for flexible hours and fosters development of business skills with global applicability. Faculty pursue a blend of research contributing to knowledge in professional practice, innovative pedagogy and discipline-based scholarship.

Accreditations and Approvals
The graduate and undergraduate accounting and business administration degrees in the College of Business are accredited by the AACSB International - The Association to Advance Collegiate Schools of Business. A variety of undergraduate and graduate degrees are offered in the business discipline. Students are eligible to apply for jobs through the Cooperative Education Program, which is designed to prepare students for careers by integrating paid work experience with academic study.

Departments
- Department of Accounting
- Department of Decision Sciences, Economics, Finance, and Marketing
- Department of Healthcare Administration
- Department of Management
- Department of Management Information Systems

Contact Us
Office of the Dean
Phone: 281-283-3100
Web: www.uhcl.edu/business
Bayou Building 2239

Office of Academic Advising
Phone: 281-283-3110
Email: busadvoff@uhcl.edu
Web: www.uhcl.edu/business/advising
General Degree Requirements for all Business Degrees

Students applying for one of the College of Business graduate plans must have a bachelor’s degree. All College of Business 5000- and 6000-level courses, including foundation courses, are reserved exclusively for graduate degree-seeking and graduate certificate seeking students.

All graduate plans require the completion of a minimum of 30 hours, including a required capstone course, which is designated in the plan listing.

Students seeking a Master of Science (MS) degree in Accounting, Finance, Management Information Systems, or Environmental Management, the Master of Business Administration (MBA) degree, the Master of Healthcare Administration (MHA), the MHA/MBA dual degree, or the Master of Arts (MA) in Human Resource Management are required to submit applications, transcripts for all prior college coursework, and GMAT scores (unless requirement for waiver has been met) in accordance with these deadlines:

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<th>Enrollment</th>
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<td>December 1</td>
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<td>Summer Enrollment</td>
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Deadlines for international students transferring from outside the U. S. are April 1, October 1 and March 1.

The degrees in the College of Business prepare students to assume administrative, managerial and professional positions in their respective fields. Graduate degrees in the College of Business include the Master of Science degree in Accounting, the Master of Science degree in Finance, the Master of Arts degree in Human Resource Management, the Master of Science degree in Management Information Systems and the Master of Business Administration (MBA) degree.

Pre-Foundation Requirements

In order to function effectively, it is assumed that all students will have completed three hours of college algebra (evidenced on a college transcript) and have computer skills in the use of database/spreadsheet software, creation of professional looking documents, and exploration of the Internet for business purposes.
Foundation Requirements

Foundation requirements are graduate-level courses designed for BUS graduate students whose prior academic study lacked adequate coverage of specific basic principles critical for advanced studies in business. These courses provide the business background necessary for successful pursuit of the student’s chosen plan. Foundation courses eliminate the need for a student to complete undergraduate business courses prior to acceptance into a graduate field of study in the College of Business.

Foundation courses may be waived by presenting equivalent courses taken. Equivalent courses must have a grade of "C" or better. International students may be asked to acquire a subject analysis evaluation from World Education Services (wes.org) and have the results sent to the College of Business prior to matriculation for foundation courses to be reviewed for possible waiver.

Prior to registering for classes, students should contact their academic advisers to see if courses they have already completed in their undergraduate degree satisfy foundation courses required for their graduate programs. This process ensures that students do not enroll in courses they do not need.

Grade Requirements

A minimum of a 3.000 cumulative grade point average on course work taken at UHCL. No grade lower than a "C" is acceptable toward a graduate degree; this includes foundation work as well as the plan requirements. Grades of "C-" or lower are not acceptable.

Department of Accounting

University of Houston–Clear Lake's Department of Accounting offers you both a robust foundation in contemporary accounting and business principles and the well-rounded education that modern employers desire. As one of only two universities in Houston with an AACSB International accreditation specifically for accounting, UHCL can give you the edge you need as you prepare for a career in auditing, forensic accounting, financial accounting, financial analysis, internal auditing, managerial accounting or tax planning.

Graduate Degrees

• Accounting M.S.
Department of Decision Sciences, Economics, Finance and Marketing

Taught by professionals with vast real-world knowledge and practical experience, students who enroll in a degree program with the Department of Decision Sciences, Economics, Finance and Marketing in University of Houston–Clear Lake's College of Business will receive sound management principles and the skills necessary for professional advancement. You will gain valuable insights throughout your coursework at UHCL, complete with hands-on learning opportunities and a highly motivated faculty to support and assist every step of the way.

Graduate Degrees

• Finance M.S.

Department of Healthcare Administration

Addressing the growing need for more qualified healthcare administrators nationwide, the Department of Healthcare Administration in University of Houston–Clear Lake's College of Business prepares students for long-term career success. We will ensure that you are ready for a management role in a hospital, insurance provider, pharmaceutical company, physician practice or public health advocacy group. Our prime location in the greater Houston area gives you access to one of the leading healthcare centers in the world and the leaders who helped create it.

Graduate Degrees

• Healthcare Administration/Business Administration MHA/MBA
• Healthcare Administration MHA

Department of Management

In today's ultra-competitive job market, you deserve the best possible education as you aim for a long career in management. Begin by pursuing a degree in the Department of Management at University of Clear Lake. You will acquire the necessary leadership, analytical and problem-solving skills by completing coursework that focuses on entrepreneurship, small business management and administration, as well as electives including dispute resolution, organizational communication, human resources, and employee training. You will graduate with the expertise and training required to face a complex collection of challenges, whether financial, legal, environmental, human or material.
Graduate Degrees

- Business Administration MBA
- Environmental Management M.S.
- Human Resource Management M.A.

Certificates

- Environmental Management Certificate
- Human Resource Management Certificate
- Management of Technology Certificate

Department of Management Information Systems

As the reliance upon technology increases, so does the demand for qualified management information systems specialists who can maintain and enhance the infrastructure for that technology. In the Department of Management Information Systems for the College of Business at University of Houston-Clear Lake, you’ll acquire the education that will equip you for an array of highly coveted tech positions across all industries. Coursework in our degree programs focus on the hands-on applications of both hardware and software.

Graduate Degrees

- Management Information Systems M.S.

Certificates

- Management Information Systems Certificates
  - Business Application Development Certificate
  - Business Computer Networking and Security Certificate
  - Business Database Development and Administration Certificate
  - Information System Management Certificate
  - Information Technology Certificate

College of Education

Building on a solid base of liberal arts and general studies, the College of Education (COE) seeks to produce thoughtful, skilled and humane educators. Numerous plans are available to help students develop into highly qualified professionals.
The COE offers an extensive choice of certification plans in graduate specializations. Many alumni find employment in a variety of educational settings, while others pursue careers in industry, government, independent practice or consulting. Plans in the COE are fully approved by the State Board for Educator Certification (SBEC)/Texas Education Agency (TEA). The University of Houston-Clear Lake (UHCL) is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

The COE believes that teaching, learning and educational leadership should be learner-centered. Whether referring to university pre-service teachers, in-service teachers pursuing advanced studies, others in professional educator roles or the learners influenced by these educators, the focus of teaching and learning is on the learner. This conceptual framework guides the way in which the COE structures its courses and degree plans. This is reflected in the COE mission statement. It is also the central theme reinforced in classes. The vision of the COE is of a learner-centered community in which success for all students is paramount.

Mission
The mission of the COE is to prepare outstanding educators and leaders in education through achievement of the highest standards of knowledge, skills and dispositions to assist all students in learning. The mission is accomplished by promoting:

- Excellence and innovation in learner-centered teaching and learning for all
- The value and understanding of all types of diversity
- Professional and personal integrity
- Effective use of technologies
- Partnerships with and service to the community
- Ongoing assessment for both candidate and program improvement
- Research to expand the knowledge base for teaching and learning

Although each of these is critically central to the goals and directions of the COE at UHCL, the first, "...promoting excellence and innovation in learner-centered teaching and learning for all...", is the most succinct statement of what the faculty within the COE value.

Departments
- Department of Counseling, Special Education, and Diversity
- Department of Curriculum and Instruction
- Department of Educational Leadership and Policy Analysis
- Department of Literacy, Library, and Learning Technologies

Contact Us
Office of the Dean
Phone: 281-283-3501
Web: www.uhcl.edu/education
Bayou Building 1231

Office of the Associate Dean
Phone: 281-283-3620
Bayou Building 1231

Office of Academic Advising
Phone: 281-283-3615
Email: education@uhcl.edu
Web: www.uhcl.edu/education/advising
Bayou Building 1231

Center for Professional Development of Teachers (CPDT)
Phone: 281-283-3612
Bayou Building 1231

Center for Educational Programs (CEP)
Phone: 281-283-3530
Arbor Building 1300

Office of Educator Certification
Phone: 281-283-3618
Bayou Building 1231

Office of State Assessments
Phone: 281-283-3600
Bayou Building 1231

Research Center for Language and Culture
Phone: 281-283-3580
Bayou Building 1325

Learning Resources Review Center
Phone: 281-283-3900
Bayou Building 3402

Council for the Accreditation of Educator
Accreditation and Accountability

University of Houston–Clear Lake (UHCL) is accredited by the Southern Association of Colleges and Schools (SACS). Unique to education itself are other accrediting and accountability bodies with strict guidelines and standards that must be met in order for the College of Education (COE) at UHCL to recommend educators for teaching certificates, supplemental certificates, master teacher certificates and certificates requiring a master’s degree. Below is a brief description of the accountability and accreditation measures of the U.S. Department of Education (USDE), the Council for the Accreditation of Educator Preparation (CAEP) and the State Board for Educator Certification (SBEC)/Texas Education Agency (TEA) and how the university measures up to those criteria and standards.

Department of Education Accountability

The Higher Education Opportunity Act (Public Law 110–315) (HEOA) was enacted on August 14, 2008, and reauthorizes the Higher Education Act of 1965, as amended. The Act established a reporting system for the U.S. Department of Education (USDoE) to collect information annually on the quality of the teacher training programs of states and institutions of higher education. Within Title II, the USDoE mandates federal accountability measures to determine how well all higher education institutions prepare teachers, what states require of individuals before they are allowed to teach and how institutions and states are raising their standards to provide highly qualified educators. The USDoE administers Title II and gathers information from all the states each October for distribution in April of the following year. Institutions are ranked on aggregate and summary pass rates. The rankings show the percentages of program completers who demonstrated subject–matter competency by passing a required state assessment.

The pass rates of those who completed their teacher certification at UHCL during the 2015–2016 academic year were evaluated and compared to the pass rates of the state and national groups of program completers. At UHCL, students from 2015–2016 had an overall passing rate of 100% on all of their state assessments. For a complete summary of all pass rates, see the federal Title II reporting Web site at https://title2.ed.gov/default.asp.

CAEP Accreditation

The Council for the Accreditation of Educator Preparation (CAEP) is the largest and most recognized accrediting body for teacher education in the United States. University of Houston–Clear Lake (UHCL) is
one of only 20 Texas higher education institutions to be accredited by NCATE or CAEP. CAEP (formerly NCATE) has rigorous academic guidelines for initial and advanced levels of educator certification. NCATE site visitors conducted a review of COE’s initial and advanced level programs in spring 2014 and found no areas for improvement.

**SBEC/TEA Accreditation**

University of Houston–Clear Lake (UHCL) is one of 150 educator preparation programs in the State of Texas that are accredited to recommend educators for certificates. The State Board for Educator Certification (SBEC)/Texas Education Agency (TEA) implements stringent guidelines and standards for initial and advanced levels of educator certification. TEA accreditation for 2015–2016 was based on candidate pass rate performance on state assessments. TEA’s last announcement of UHCL’s overall final pass rate on all state assessments was 100%. For 2017–2018, programs are evaluated on pass rates, principal appraisals of beginning teachers and on the field supervision support given to beginning teachers.

The administrative functions for the certification process are conducted by the Educator Leadership & Quality Division of the TEA. Licensing authority remains with the SBEC/TEA.

**Policy on Professional Dispositions**

Students who are seeking teacher certification or who are enrolled in the College of Education (COE) are required to read "The Statement on Professional Dispositions," which defines the behavioral standards the COE expects of its students. Just as students may be withdrawn from their program for not meeting the academic requirements, they may also be withdrawn for not meeting the professional disposition standards.

**Field Experience Courses**

There are many COE courses that require field experiences. Students in these courses are required to spend part of their time off campus, in most cases, in school classrooms. The State of Texas requires each of these students to pass a criminal background check before being allowed in the classroom for the field experience.

**Criminal Background Checks**

As required by Texas Senate Bill 9, the district will conduct a criminal background check on each student before the student is allowed in the school for a field experience. In order for the criminal background check to be conducted, each student must complete all required documentation. Part of the documentation will require that each student provide his/her social security number and driver's license number. If a student does not have a driver's license, then, at the discretion of the school district, other official numbers (visa, passport, etc.) may be required. The criminal background check is conducted for each field-experience course each semester and for each district in which the student is completing a
field experience. If a student is denied access to a district based on the criminal background check, the student cannot get credit for the course. The student will not be able to register for any further field experience course until the situation has been corrected. For information on the Code of Ethics for Texas educators, refer to the Texas Administrative Code Web site.

The Texas Education Agency (TEA) offers Preliminary Criminal History Reviews for Educator Certification Candidates for a non-refundable fee of $50.00. This service allows those individuals who are contemplating obtaining a Texas teacher certificate in the future the opportunity to have a review of an existing criminal history performed by agency staff. The review is based solely on information provided by the candidate and will result in a non-binding opinion issued by the agency as to whether the candidate would be eligible for Texas teacher certification at the time of the evaluation. The process does not preclude a candidate from being required to submit to a national criminal history review as required by statute at the time of application for educator credentials. For more detailed information for the service, including all necessary forms and instructions, visit the Frequently Asked Questions on the TEA Web site.

Courses that require field placement in registered child care programs will have criminal background checks processed through the Texas Family and Protective Services.

Centers and Offices

Center for Professional Development of Teachers (CPDT)

The College of Education (COE) has been designated as a Center for Professional Development of Teachers (CPDT). The teacher preparation plan has been restructured to provide extensive school-based experiences for prospective educators. These expanded experiences include a two-semester internship/student teaching, field-based courses and close cooperation with a number of schools which have been designated as Professional Development School (PDS) sites. These sites operate under the philosophy that every staff member is a mentor, providing a rich and supportive environment for the preparation of professional educators. The CPDT coordinates field experiences and collaborates with the Center for Educational Programs (CEP) in providing a wide array of professional development opportunities. The CPDT also provides technological support and professional development for all Internship I and II Candidates.

Field-based experiences and graduate internships and practicums take place in a variety of settings in twenty-two local area school districts. Fifty-five schools have been designated as PDSs and provide pre-service internships and professional mentoring. In addition, the COE has an additional 124 affiliation agreements with other businesses and other school districts to provide both graduate internship/practicum placement and field experiences. All placement sites must have an approved UHCL Agreement of Affiliation on record with the CPDT office prior to beginning the practicum.
Center for Educational Programs (CEP)
The Center for Educational Programs (CEP) provides academic and outreach services to students, faculty, schools, school districts, other educational entities and members of the community. The CEP coordinates the College of Education’s (COE’s) clinical services, provides facilities and coordination for laboratory experiences, supports a broad range of programs for children and youth, offers non-credit courses for area educators, assists local schools and school districts in emerging and ongoing professional development activities and promotes and supports various projects of the COE.

Office of Academic Advising
This office provides information about the College of Education (COE) degree requirements, advises all graduate and post-degree teacher certification students seeking initial teaching certificates, analyzes transcripts, performs student audits prior to admission and prepares students' degree and certification plans. The office also advises prospective graduate students in the various COE plans and assigns them faculty advisers.

Office of Educator Certification
Questions about state educator certification policies and regulations should be directed to this office. It maintains all official certification records for the College of Education (COE). This office also approves applications for admission to the Teacher Education Program (TEP); audits for the Master's Comprehensive examination and graduation; recommends students for educator certificates; and tracks data for Title II and the Accountability Standards for Educator Preparation (TEA Accreditation).

Office of State Assessments
The Office of State Assessments advises and disseminates information to students about the state educator certification exams, which are called Texas Examinations of Educator Standards (TExES). Candidates must pass their required TExES in order to become public school educators in the state of Texas. The Office of State Assessments gives test approval to eligible students and keeps a record of students’ exam scores. It distributes literature pertaining to state assessments, such as registration instructions, practice test information and notification of any changes or updates from the Texas Education Agency (TEA) regarding the TExES. This office offers opportunities for UHCL students and alumni to take practice tests to help prepare them for their actual exam(s). The College of Education (COE) State Assessments Coordinator networks with UHCL faculty and staff, as well as with the Educational Testing Service (ETS) and TEA, in order to maintain accurate testing procedures and requirements.

Research Center for Language and Culture
This center supports initiatives in the research and development of educational programs for students working with second language learners and their families. Funded projects have included teacher training, bilingual counselor training and bilingual administrator training.
Learning Resources Review Center

This center is jointly sponsored by the Alfred R. Neumann Library and the College of Education (CoE) and houses current children's books furnished by the generosity of publishers and producers of books and materials. The primary function of the center is to encourage review activities.

Certification

Alternative Certification Program (ACP)

The University of Houston–Clear Lake (UHCL) College of Education (COE) Alternative Certification Program (ACP), in cooperation with UHCL member school districts, is a training program that provides the opportunity for initial teacher certification students who have earned bachelor's degrees to be employed as full-time teachers while they complete their certifications. The length of the program may be from one to three years depending on students' qualifications. According to the USDE and NCLB, each school district must ensure that all teachers who teach core academic subjects funded by Title I funds are "highly qualified." Uncertified educators are able to meet this "highly qualified" definition by:

- Holding a bachelor's degree or higher from an approved institution,
- Being admitted to a State Board for Educator Certification (SBEC) approved ACP, and
- Passing the state assessments required for the certification area being sought.

Admission Requirements for Alternative Certification Program (ACP)

Students must have the following:

1. Bachelor’s degree or higher from an approved accredited institution. Must be conferred by May for fall entry and August for spring entry into the program.
2. All required state assessments must be passed.
3. Admitted to UHCL as a post-baccalaureate teacher certification or graduate teacher certification student.
4. Admission to TEP is required before accepting a position with a school district.
5. Thirty documented clock hours of K–12 experience observation.
6. 2.750 GPA, overall in the last 60 hours of coursework may be accepted (includes all coursework in the semester of the 60th hour).
7. Application must be submitted to the Center for the Professional Development of Teachers (CPDT) by the deadline posted on the ACP application. The deadline is January 1 for spring semester and August 1 for the fall semester.
8. $60 application fee.

The teaching position must be with one of the UHCL CPDT Teacher Center Board member districts listed below.
Qualified Alternative Certification Program (ACP) Students

Upon acceptance, qualified students will complete the following steps:

1. Apply for probationary/intern certificate at http://tea.texas.gov.
2. Pay a non-refundable fee of $3,000 (subject to change) which will be deducted from each ACP student’s annual salary by the school district. Students will pay additional fees if a second and/or third year is necessary.
3. Complete all requirements listed on certification plan.

General Certification Information

In accordance with the rules of the State Board of Education, students applying for a teaching certificate in the State of Texas must meet the requirements for a bachelor’s degree with an academic major (other than education) or an interdisciplinary academic major. The major must be related to the public school curriculum as defined by Chapter 74 of the Texas Administrative Code.

Students seeking a certification recommendation must have at least a 3.000 overall grade point average (GPA) in Pedagogy coursework and at least a 2.500 overall GPA in the content area for which the
recommendation is sought. Grades of "C-" or better are necessary for all University of Houston-Clear Lake (UHCL) course requirements. Pre-Service Internship I requires a grade of "B-" or better.

A State Board for Educator Certification (SBEC) rule (Title 19, Part 7, Chapter 249) gives the board the authority to suspend or revoke a teaching certificate or refuse to issue a teaching certificate to a person who has been convicted of a felony or misdemeanor which directly relates to the duties and responsibilities of the teaching profession. For additional actions that may be taken by the board, see Rule 249.

SBEC and TEA require all educator preparation students, faculty, staff, field supervisors and advisory committee (TCC) members to be trained in and adhere to the Texas Educators' Code of Ethics. See Texas Administrative Code, Title 19, Part 7, Chapter 228.50. Training may be provided online or in a classroom setting. Candidates will receive training prior to student teaching, internship or practicum.

**State Assessments Information**

Graduate students seeking Principal, Superintendent, Reading Specialist, School Librarian, School Counselor, Master Technology Teacher, and/or Master Reading Teacher certifications must pass their respective state exams (TExES) in order to be recommended for certification. Their degree or certification plan must match the state assessments for which they are registering.

Registration for the TExES is done online at www.ets.texas.org, unless the test taker has no way of paying the test fee electronically, in which case registration may be done by telephone at 1-800-205-2626. After setting up a personal account with the ETS, students should follow the directions for registering for an exam.

Graduate certification candidates must pass their respective TExES to be eligible for practica/internships.

The ETS provides preparation materials for every certification at [http://www.texas.ets.org/prepMaterials/](http://www.texas.ets.org/prepMaterials/). The State Assessments Coordinator administers paper-based practice tests, several times a month, for the following graduate-level certifications: Principal, School Librarian, School Counselor, and Superintendent, Master Technology Teacher, and Master Reading Teacher. Please check the COE Web site at www.uhcl.edu/soe or call 281-283-3609 for practice test dates. Computer-administered practice exams are available in the open computer lab, Bayou 3608, for Principal, Reading Specialist, School Counselor, Superintendent, and Master Reading Teacher certification candidates during normal computer lab hours.

**Texas Education Agency (TEA)**

For additional information on State certification, contact the Texas Education Agency (TEA) through its Web site at [http://tea.texas.gov](http://tea.texas.gov), or its Information and Support Center number at 1-512-936-8400. Any changes made by the State and University of Houston-Clear Lake (UHCL) in interpreting the rulings on
educator certification plans in Texas may supersede the requirements of existing certification plans, degree plans, alternative certification plans or deficiency plans.

**Applying for Certification**

All students completing requirements for certificates must apply for certification and pay the required fee at the "Educator Certification Online System" Web site at [http://tea.texas.gov](http://tea.texas.gov). Verification of certification will automatically be issued to an educator electronically by the Texas Education Agency (TEA) as soon as all requirements have been completed.

**Complaint Resolution Procedures**

For issues or complaints, contact the College of Education Office of Academic Advising by email, education@uhcl.edu, or phone, 281-283-3600. If the issue is not resolved, contact the College of Education, Office of the Associate Dean.

For further issues or complaints about this educator preparation program, see the UHCL COE "Complaint Procedures."

For steps to follow in contacting the Texas Education Agency with a complaint about this EPP, see [About_TEA/Contact_Us/complaints/complaints/](http://www.tea.state.tx.us/About_TEA/Contact_Us/complaints/complaints/).

**Post-Degree Teacher Certification Plans**

Students seeking initial teacher certification who hold at least a bachelor’s degree from an accredited university may choose from two sets of programs. Students wishing to combine their pursuits of initial teacher certification with the pursuit of a master’s degree can follow a graduate teacher certification program. Students who do not wish to pursue a master’s degree can follow a post-baccalaureate teacher certification program (see undergraduate catalog). Students pursuing a second bachelor’s degree are also considered to be post-baccalaureate teacher certification program students and should consult the University of Houston-Clear Lake (UHCL) Undergraduate Catalog.

**Graduate Teacher Certification Plans**

To be eligible for admission to a graduate teacher certification plan, students must hold a bachelor's degree from an accredited university and also be pursuing a master's degree. Students must meet the graduate admissions requirements for both the university and the College of Education (COE). These requirements are described in the graduate catalog.
Graduate teacher certification students are considered graduate students; therefore, they must maintain graduate academic standards and pay graduate tuition rates. Some courses listed on the graduate teacher certification plans can also be applied to the pursuit of a master's degree.

At UHCL, graduate students may pursue the following graduate teacher certificates:

1. Core Subjects EC–6
2. Core Subjects EC–6 with Bilingual Education Supplemental
3. Core Subjects EC–6 with ESL Supplemental
4. Core Subjects EC–6 with Special Education EC–12
5. English Language Arts and Reading 4–8
6. English Language Arts and Reading/Social Studies 4–8
7. Core Subjects 4–8
8. Mathematics 4–8
9. Science 4–8
10. Social Studies 4–8
11. English Language Arts and Reading 7–12
12. History 7–12
13. Life Science 7–12
14. Social Studies 7–12
15. Mathematics 7–12

Master Teacher Plans

A Master Teacher certificate added to an existing Texas teaching certificate designates the educator as having mastery of a particular subject area. It is the intent that the master teacher will serve as a resource to fellow teachers. University of Houston–Clear Lake (UHCL) offers the following Master Teacher certificate plans:

- Master Mathematics Teacher
- Master Reading Teacher
- Master Technology Teacher

Supplemental Certificates

A supplemental certificate is an area of concentration added to an existing certificate. A supplemental certificate gives educators the ability to teach the supplemental subject only at the grade level and in the area of their already existing teaching certificates. University of Houston–Clear Lake (UHCL) offers the following supplemental certificates:
Admission to Pre-Service Internships I and II For Graduate Teacher Certification Students

TCED 4378, Pre-Service Internship I, and TCED 4978, Pre-Service Internship II/Clinical Teaching are the capstone experiences for the University of Houston-Clear Lake (UHCL)-approved Teacher Education Program (TEP), and students must enroll in consecutive long semesters (fall/spring or spring/fall) to complete these two experiences. Pre-Service Internship I is every Wednesday of the public school semester. Pre-Service Internship II/Clinical Teaching is every day of the public school semester. Enrollment in Pre-Service Internship I should not be considered until almost all courses have been successfully completed, since the number of semester hours in the Pre-Service Internship II/Clinical Teaching semester is restricted to 15 hours. Specific requirements for Pre-Service Internships I and II are listed below.

Students must apply for Pre-Service Internship I through the Center for Professional Development of Teachers (CPDT). Applications for Pre-Service Internship I must be received in the CPDT by March 1 for fall internship and by October 1 for spring internship. Pre-Service Internships I and II are not offered during the summer.

Current Internship I candidates do not need to apply for Internship II/Clinical Teaching. The COE advising staff will automatically conduct an audit of all Internship I candidates’ academic records at the end of each semester to determine candidates’ eligibility for Internship II.

Informational meetings are held in early September and February each year. Dates and times are posted on the bulletin board outside Suite B1231 as well as on the CPDT website. COE advisers also send students notification of the informational meetings via UHCL e-mail. Pre-Service Internship I applications are available at the informational meeting.

Pedagogy courses must be taken prior to or concurrently with Pre-Service Internship I. The Office of Academic Advising will perform audits to establish students’ eligibility for these experiences. Audits are work copies only. The degree and/or certification Candidate Plan of Study (CPS) is the official documentation of requirements.

**Pre-Service Internship I (TCED 4378)**

All students must meet the following requirements for admission to Pre-Service Internship I:

1. Formal admission to the Teacher Education Program (TEP)(see above).
2. Field experience courses must be satisfactorily completed prior to or taken concurrently with Pre-Service Internship I. Students are not allowed to take more than two courses which include field experience concurrently with Internship I.

3. Any Wednesday courses taken concurrently with Pre-Service Internship I cannot be scheduled earlier than 7:00 p.m.

4. For those certifications requiring TCED 4323/5233 or TCED 4333/5333, successful completion of MATH 1351 is a prerequisite. See catalog prerequisites for all pedagogy courses.

5. TCED 4100/4102 must be taken prior to consideration for TCED 4378.

6. Applications for Pre-Service Internship I must be received in the Center for Professional Development of Teachers (CPDT) (B1231-4) before the close of business on March 1 for fall internship and by October 1 for spring internship. If the application deadline falls on a weekend or a university holiday, applications will be accepted before the close of business on the following working day.

7. Upon acceptance into TCED 4378, students will be placed on the district's substitute list. As required by Texas Senate Bill 9, the district will conduct a criminal background check on each student. In order for the criminal background check to be conducted, each student will be required to complete all required documentation. Part of the documentation will require that each student provide his/her social security number and his/her driver's license number. If a student does not have a driver’s license number, the state identification number must be provided.

Admission to Pre-Service Internship I is contingent upon eligibility for entering Pre-Service Internship II/Clinical Teaching II the following consecutive long semester. In the event that the student has not passed the required state certification exams prior to the following consecutive long semester, the student will enter Internship II/Clinical Teaching II the following semester after the required state certification exams have been passed. Students will be informed of their public school internship assignments before Pre-Service Internship I begins.

Intern I participants must pass all Texas Examinations of Educator Standards (TExES) to be eligible for Internship II/Clinical Teaching. Scores must be submitted by July 15 for fall Intern II participants and January 15 for spring Intern II participants.

**Pre-Service Internship II (TCED 4798)**

Students must meet the following requirements for admission to Pre-Service Internship II/Clinical Teaching:

1. All Texas Examinations of Educator Standards (TExES) exams must be passed to be eligible for Internship II. Scores must be submitted by July 15 for fall intern II participants and by December 15 for spring intern II participants.

2. Successful completion of Pre-Service Internship I with a grade of "B-" or better.

3. Successful completion of all field experiences courses.
4. A grade point average (GPA) of 3.000 or better in pedagogy courses, with a "B-" or better in Pre-Service Internship I.
5. A GPA of 2.500 or better in specialization courses with grades of "C-" or better in each.
6. Grades of "C-" or better are required for all other coursework at University of Houston–Clear Lake (UHCL).
7. Successful completion of TCED 4100.
8. It is strongly recommended that Internship II/Clinical Teaching II be taken alone in the final semester. No more than six additional semester hours may be taken during Pre-Service Internship II (TCED 4978). These additional courses must meet no earlier than 7 p.m., as they may interfere with Internship II/Clinical Teaching course requirements. See an adviser for acceptable coursework.

Students denied admission to Pre-Service Internships I or II may reapply but must do so by stated deadlines for subsequent semesters.

Admission to the Teacher Education Program (TEP) for Post-Degree Teacher Certification Students

Students must be formally admitted to the Teacher Education Program (TEP) in order to enroll in pedagogy coursework. Enrollment in the College of Education (COE) TEP is contingent on the following:

1. Meeting basic skills in reading, mathematics & writing by holding a baccalaureate degree or higher awarded by a regionally accredited U.S. institution of higher education.
2. Submitting the TEP application with all required documents to the Office of Educator Certification in B-1231. The application is available online at the UHCL website in the COE "Forms and Info" section.
3. Achieving grades of "C-" or better in prerequisite courses EDUC 4310, SILC 6030/4315, and TCED 6031/INST 3313.
4. Completing a college-level public speaking course with a grade of "C-" or better, or submitting a Speech Competency form signed by a University of Houston–Clear Lake (UHCL) instructor who has observed the English public speaking skills of the student.
5. Achieving a grade point average (GPA) of > 2.750 overall or in the last 60 semester credit hours. The GPA will be calculated by the COE after the application is submitted.
6. Achieving a passing score on the Texas Education Agency (TEA)-approved content exam (graduate/post-baccalaureate only). Register for the content exam(s) as a "Pre-Admission Content Test" (PACT). Those pursuing math or science certificates must have 15 semester credit hours completed in the content area.
7. Being evaluated for certificate appropriateness by completing a written instrument of why the student wants to teach in this area of certification and what makes the student a good candidate.
8. Educator candidates who were educated in countries where English is not the native language must demonstrate English proficiency by passing the TOEFL-iBT test with a score of 26 on the Speaking portion. No other English proficiency tests are accepted by TEA. Transcripts must be evaluated course-by-course by a TEA approved foreign credential service.

9. Verify that you have read and understand the handout, "7 Things to Know Before Becoming a Teacher."

10. Receiving formal approval of the application for admission to the TEP. Candidate must "accept" admission to the program.

Upon acceptance to the TEP, the COE will establish an initial profile for each student with the TEA. All educator candidates in Texas are required to open a TEA account upon entering a program. Students will receive an e-mail message from the TEA prompting them to activate their accounts and complete their profiles.

The final authority for admission and retention in the TEP resides with the dean of the COE.

Content Courses Waived for Post-Degree Teacher Certificates

Post-degree teacher certification students who pass the required academic specialization state assessment (TExES) on the first attempt while approved by University of Houston–Clear Lake (UHCL) may have all of their respective academic specialization coursework waived by UHCL if they are pursuing one of the following certificates:

1. English Language Arts and Reading 4–8
2. English Language Arts and Reading/Social Studies 4–8
3. Mathematics 4–8
4. Science 4–8
5. Social Studies 4–8
6. English Language Arts and Reading 7–12
7. History 7–12
8. Life Sciences 7–12
9. Mathematics 7–12
10. Social Studies 7–12

Important Points to Know:

If a student does not pass the content area state assessment specified on the plan on the first attempt, then all the academic specialization courses will remain on the plan and must be completed before certification recommendation will be made by UHCL.
The following teaching certificate programs are NOT included in the course waiver policy: Core Subjects EC-6, Core Subjects EC-6 with Bilingual Education Supplemental, Core Subjects EC-6 with ESL Supplemental, and Core Subjects EC-6 with Special Education EC-12.

For the Core Subjects 4-8 program only: For each subject area test passed by the students on the first attempt of the Core Subjects 4-8 state assessment, the respective content courses (English, Mathematics, Science, and Social Studies) will be waived.

Graduate Plans

Master’s degree plans are offered in the areas listed below. In several instances, certification plans requiring a master’s degree are combined with master’s degrees so that requirements for both can be achieved within a coordinated plan of studies.

Master of Science (M.S.):

1. Counseling
2. Curriculum and Instruction
3. Early Childhood Education
4. Educational Management
5. Instructional Design and Technology
6. Multicultural Studies in Education
7. Reading
8. School Library and Information Science

General Requirements for Graduate Studies in Education

**Graduate Admissions Requirements**

All students planning to pursue a master's degree or a certification plan which requires a master's degree must hold a bachelor's degree from an accredited university and have either an overall grade point average (GPA) of 3.000 or greater or a GPA of 3.000 or greater in their last 60 hours. The last 60 hours, listed chronologically, including the full semester in which the 60th hour appears, will be used to calculate the GPA for the last 60 hours.

Students who wish to be admitted to the Counseling program must complete a special admission process described under Master of Science in Counseling later in this section.

Students who wish to be admitted to the Curriculum and Instruction program must meet additional requirements described under Master of Science in Curriculum and Instruction later in this section.
Students who wish to be admitted to the Educational Management program must meet additional admissions requirements described under Master of Science in Educational Management with Principal Certification later in this section.

Students who wish to be admitted to the Reading program must meet additional requirements described under Master of Science in Reading with Reading Specialist Certification later in this section.

Students who wish to be admitted to the School Library and Information Science program must meet additional requirements described under Master of Science in School Library and Information Science with School Librarian Certification later in this section.

Students with an overall GPA of 2.500 or above but less than 3.000 in the last 60 hours, including those who already hold a master's or doctoral degree, may pursue a master's degree or certification plan requiring a master's degree by obtaining one of the following:

- A combined score of 294 or greater on the quantitative and verbal portions of the Graduate Record Examination (GRE) and a 3.5 or greater on the analytical writing portion of the GRE. (If the GRE was taken prior to August 2011, a combined score or 900 or greater on the quantitative and verbal portions of the GRE is required.)
- A score of 390 or greater on the Miller Analogies Test (MAT)

Students with less than an overall 2.500 GPA in the last 60 hours or a 2.500 to 3.000 GPA but not meeting the GRE or MAT requirements listed above will not be allowed to pursue a master’s degree or a certification plan requiring a master’s degree except by sponsored admissions. A full-time College of Education (COE) faculty member may sponsor four students a year for admission to a master’s degree or a certification plan requiring a master’s degree. To be considered for sponsored admission, non-certification students must have submitted a GRE or MAT score but no minimum score requirements are specified. Sponsored certification-seeking students must submit a GRE score and meet the minimums set by the Texas Education Agency (Verbal Reasoning 143; Quantative Reasoning 140; Analytical Writing 3.0). The faculty member’s recommendation for sponsorship will be based on consideration of the students’ previous academic record, standardized test scores, leadership potential, professional experiences, and such other factors as the individual faculty member may deem predictive of potential success in a graduate plan at University of Houston-Clear Lake (UHCL). The "Request for Sponsorship" form is available in the COE Office of the Associate Dean. A sponsoring faculty member must complete and sign the form. In sponsoring students, faculty members agree to provide advisement support to enhance the likelihood of success in the students’ academic plans. All requests for sponsored admission must be approved by the Associate Dean.

Educator candidates who were educated in countries where English is not the native language must demonstrate English proficiency by taking all four parts of the TOEFL-iBT test with a score of 26 on the
Speaking portion. No other English proficiency tests are accepted by TEA. Transcripts must be evaluated by a TEA-approved foreign credential evaluation service.

Credits earned prior to formal admission to a master’s degree or a certification plan requiring a master’s degree as defined under this policy may not be credited toward that degree or certificate.

**TEA Admission Fee**

The Texas Education Agency (TEA) requires all educator preparation programs to collect a $57 fee from each new candidate entering a teacher or advanced certification program in Texas. UHCL forwards the fee to TEA and TEA uses it to create and monitor your TEAL (TEA Login) account at the TEA website. Graduate students entering any program that includes any of the following certifications will be charged this fee:

- Master Teacher (Mathematics, Reading or Technology)
- Principal
- School Counselor
- School Librarian
- Superintendent
- Reading Specialist

**Graduate Candidate Plan of Study (CPS)**

Graduate degree-seeking students in the COE must have on file in the Office of Educator Certification an approved CPS, which will include a minimum of 33 hours of coursework. The CPS will be developed jointly by the students and their advisers and approved by the Associate Dean. These documents specify the coursework that must be completed in order to fulfill the requirements for the graduate degree or the certification plan requiring a master’s degree.

**Age of Coursework for Graduate Degrees**

Coursework, whether transfer or resident, may not be used for degree purposes if it is more than five years old at the time the degree is to be conferred, unless prior approval is given by the associate dean.

**Course Credit and Residency Requirements**

A maximum of six hours of approved 4000-level courses may be used toward a 36-hour degree. The final 24 hours of coursework must be taken in residence at UHCL. A minimum of 30 hours must be taken from 5000- and 6000-level courses. Correspondence or extension credits may not be applied toward a
graduate degree. EDUC 6032 is the prerequisite to EDUC 6033 and EDUC 6033 is to be completed before students register for Master’s Options 1 or 2. Students must have an approved Master’s Thesis/Project form on file with the COE Office of the Associate Dean prior to enrolling in either a master’s project or master’s thesis.

Transfer of Credit

Only graduate courses in which grades of "B-" or better were earned may be considered for transfer credit toward a master’s degree. Grades of "C+" or below or grades of "Satisfactory" ("S"), "Passing" ("P"), or "Credit" ("CR") will not be accepted toward meeting requirements for the master’s degree. In most instances, the transfer of credit is limited to six hours of coursework but may not include more than 12 hours.

Master’s Degree Options

One of the following options must be selected for each plan leading to a master’s degree (not all options apply to all master's degree plans):

- **Option 1, Master’s Thesis**, requires continuous registration in the thesis research course, EDUC 6939, during each fall and spring semester until completion. Students must register for a minimum of six hours of thesis credit, and no more than six hours of thesis may apply as credit toward a degree. If continuous registration in the master’s thesis course is not maintained during fall and spring semesters, previously accumulated master's thesis credits will not count toward the master's degree.

- **Option 2, Master’s Project**, requires continuous registration in the project course, EDUC 6839, during each fall and spring semester until completion. Students must register for a minimum of six hours of project credit, and no more than six hours of project may apply as credit toward a degree. If continuous registration in the master’s project course is not maintained during fall and spring semesters, previously accumulated master's project credits will not count toward the master’s degree.

- **Option 3, Master’s Internship/Practicum**, requires application for admission by June 8 for the fall semester, October 1 for the spring semester, and March 1 for the summer session. Candidates seeking professional certification as a superintendent, principal, school counselor, school librarian, or reading specialist participate in a practicum for a minimum of 160 clock-hours. All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teacher’s office prior to beginning the practicum.

- **Option 4, Extended Course option**, requires an additional six hours of coursework and successful completion of a comprehensive examination. The application to take the comprehensive examination must be submitted by August 10 for fall, February 10 for spring, and May 10 for summer.
Detailed requirements and procedures for satisfying the Master’s Degree Options are contained in the Master’s Options Guidelines booklet, which is available on the COE Web site.

**Age of Standard Certification Coursework for Students Who Hold a Master’s Degree**

All coursework, whether resident or transfer, may not exceed five years in age at the time of recommendation for a certificate requiring a master's degree.

**Grade Point Requirements for Standard Certificate Requiring a Master’s Degree**

Students seeking a certificate requiring a master’s degree must maintain at least a "B" (3.000) average in certification coursework to be recommended for any certification. Only grades of "C" or better are accepted for credit toward any professional certificate.

**Transfer Credit Toward a Certificate Requiring a Master's Degree**

Only coursework in which a grade of "B-" or above was earned from an accredited institution may be considered for transfer credit. A maximum of twelve credit hours may be transferred toward the certificate plan. Any required practicum or internship experiences must be completed at UHCL in order to be recommended for that certificate by the COE.

**Deadlines**

Applications for graduate practica and internships may be obtained from and returned to B1231. These applications must be received by June 8 for the fall semester, October 1 for the spring semester, and March 1 for the summer session. Students are authorized for enrollment in either the practicum or the internship as soon as possible after all requirements have been verified.

Students are referred to the Master’s Option Guidelines booklet for specific information regarding theses, projects, internships/practica, and comprehensive examinations. This booklet is available in the Office of the Associate Dean. Completed theses and projects are due in that office by the posted deadlines.

**Department of Counseling, Special Education, and Diversity**

Our focus in the Department of Counseling, Special Education, and Diversity is preparing teachers and school counselors who can address the developmental needs of all learners. Graduates of University of Houston–Clear Lake’s Department of Counseling, Special Education, and Diversity are uniquely trained to become transformative leaders who work with students with diverse needs so that students can attain their full academic potential. To this end, we offer undergraduate and masters degrees that encompass these programs. UHCL is one of 150 educator preparation programs in Texas that are accredited to recommend educators for certificates.
Graduate Degrees

- Counseling M.S.
- Counseling M.S. with Clinical Mental Health Counseling Concentration
- Counseling M.S. with School Counselor Certification
- Counseling M.S. with General Applied Techniques Concentration (Non Licensure)
- Multicultural Studies in Education M.S.

Teacher Certifications

- Bilingual Education Supplemental Certificate
- ESL Supplemental Certificate
- Special Education Supplemental Certificate
- Bilingual Administrator Certificate

Department of Curriculum and Instruction

Follow your dream to become the best teacher possible by choosing a degree program in University of Houston-Clear Lake's Department of Curriculum and Instruction. We offer undergraduate, graduate and doctoral degrees that focus on the preparation and development of dedicated teachers and teacher leaders who will work with children from birth through elementary, middle and secondary school and beyond. Our focus is on preparing classroom teachers and other professionals who will work in positions that serve children and youth to understand and utilize the most effective and current teaching tools available to assist students in achieving academic success.

Graduate Degrees

- Curriculum and Instruction Ed.D.
- Curriculum and Instruction M.S.
- Early Childhood Education M.S.

Teacher Certification

- Master Mathematics Teacher Certification

Department of Educational Leadership and Policy Analysis

Demonstrate your commitment to professional and personal development by furthering your own education. University of Houston-Clear Lake’s Department of Educational Leadership and Policy Analysis
is committed to preparing candidates to become inspired leaders who create and foster positive change in the educational environment of schools, associated organizations, institutions and agencies.

**Graduate Degrees**

- Educational Leadership Ed.D.
- Educational Management M.S.
- Educational Management M.S. with Principal Certification
- Educational Management M.S. with Principal Certification and Reading Specialist Certification
- Educational Management M.S. with Principal Certification and Master Technology Teacher Certification
- Educational Management M.S. with Principal Certification and Special Education Certification

**Teacher Certification**

- Superintendent Certification
- Probationary Principal Certification

**Certificates**

- UHCL Performance Technology Professional Development Certificate
- UHCL Research for Administrators Professional Development Certificate
- UHCL Teaching Research and Statistics Professional Development Certificate

**Department of Literacy, Library, and Learning Technologies**

Librarians are at the heart of a school’s research activities. They support the right to access information for everyone, and it is a librarian's mission to ensure students have access to the materials they need to help them learn. That is why the focus of the Department of Literacy, Library, and Learning Technologies in University of Houston–Clear Lake's College of Education is to provide teachers, librarians, instructional designers, and educational leaders with the knowledge and experience to build a solid foundation in the literacy skills of reading, writing, listening, and speaking, viewing and visually representing, while utilizing the ever-expanding communication spectrum which constitutes the world with which all learners will be confronted.

**Graduate Degrees**

- Instructional Design and Technology M.S.
- Instructional Design and Technology M.S. with Game Theory and Design Specialization
- Instructional Design and Technology M.S. with Human Resource Management Specialization
- Instructional Design and Technology M.S. with Industrial/Organizational Psychology Specialization
• Instructional Design and Technology M.S. with Information Science Specialization
• Reading M.S.
• Reading M.S. with Reading Specialist Certificate
• School Library and Information Science M.S. with School Librarian Standard Certificate (EC–12)
• School Library and Information Science M.S. with School Librarian Standard Certificate EC–12 and Master Technology Teacher Certification

Teacher Certification
• Graduate Teacher Certification Plan English Language Arts and Reading 4–8
• Graduate Teacher Certification Plan English Language Arts, Reading and Social Studies 4–8
• Graduate Teacher Certification Plan English Language Arts and Reading 7–12
• Reading Specialist Standard EC–12 Certificate
• School Librarian Standard Certificate EC–12 Certificate
• Master Reading Teacher Certificate for Reading Specialists
• Master Reading Teacher Certificate for Teachers
• Master Technology Teacher Certificate
• Technology Applications EC–12 Certificate
• Technology Applications 7–12 Certificate
• UHCL Distance Education Certificate
• UHCL Performance Technology Professional Development Certificate
• UHCL Technology Applications (EC–8) Professional Development Certificate

College of Human Sciences and Humanities

The College of Human Sciences and Humanities (HSH) is dedicated to the study of people and significant issues about the human experience. HSH fosters the liberal arts and encourages practical preparation for occupations. HSH is organized into five departments, each of which is home to individual programs; in addition, HSH offers a number of certificates.

Accreditations and Approvals
Various programs in HSH are accredited by the following organizations: the Commission on Accreditation for Marriage and Family Therapy Education; the Association for Behavioral Analysis International; the Council on Social Work Education; and the Human Factors and Ergonomics Society. HSH also carries approval from the National Association of School Psychologists, and the National Strength and Conditioning Association has recognized the Exercise and Health Sciences curriculum as preparing students for successful entrance into the career field.
Departments and Programs of Study

The departments comprising HSH include Clinical, Health, and Applied Sciences; Communication and Studio Arts; Liberal Arts; Psychology; and Social and Cultural Sciences. Each is home to a variety of programs representing the areas of academic study indicated below.

Department of Clinical, Health, and Applied Sciences

- Behavioral Analysis M.A.
- Exercise and Health Sciences M.S.
  - Dual Doctor of Chiropractic M.S.
- Industrial/Organizational (I/O) Psychology M.A.
- Professional Psychology Plans
  - Clinical Psychology M.A.
  - Family Therapy M.A.
  - School Psychology S.S.P.
  - Health Service Psychology Psy.D.

Department of Communication and Studio Arts

- Digital Media Studies M.A.

Department of Liberal Arts

- History M.A.
- Humanities M.A.
- Literature M.A.

Department of Psychology

- Psychology M.S.
  - Applied Cognitive Psychology
  - Applied Social Issues
  - Behavioral Neuroscience

Department of Social and Cultural Sciences

- Behavioral Sciences – General M.A.
- Criminology M.A.
- Cross-Cultural Studies M.A.
- Sociology M.A.
Certificates
In addition to study in programs leading to major degrees, HSH also offers a number of program-related certificates including the following:

- Applied Behavior Analysis
- Human Factors/Ergonomics
- Women's and Gender Studies

Contact Us
Office of the Dean
Phone: 281-283-3300
Email: hsh@uhcl.edu
Web: www.uhcl.edu/human-sciences-humanities
Bayou Building 1529

Office of Academic Advising
Phone: 281-283-3333
Email: hshadvising@uhcl.edu
Web: www.uhcl.edu/human-sciences-humanities/advising/
Bayou Building 1539

Texas Department of Corrections program
Phone: 281-283-3420
Email: hsh@uhcl.edu
Web: www.uhcl.edu/human-sciences-humanities
Bayou Building 1617

Admission into an HSH Program of Study
Records for degree-seeking graduate students are processed by the Office of Admissions and forwarded to the dean’s office for faculty assignment and completion of the program of study.

Requirements for each HSH program of study are detailed in the following pages.

Information on HSH degree plans and advising schedules may be obtained from the HSH Office of Academic Advising.
There are two ways applicants may be accepted into a graduate program of study in the College of Human Sciences and Humanities:

- Those applicants who have a minimum of a 3.00 cumulative grade point average (GPA) in their last 60 hours of coursework meet the College’s graduate admissions criterion. Those applicants who meet the minimum cumulative GPA requirement are not required to take the GRE.
- Students whose cumulative GPA for the last 60 hours of study falls below 3.00 must submit scores from the Verbal and Quantitative portions of the Graduate Record Examination (GRE). To be admitted into degree candidacy in HSH under the second option, students who took the GRE after August 2011 must have a minimum score of 350 using the following formula: \((\text{GPA in the last 60 hours} \times 24) + \text{GRE Verbal} + \text{GRE Quantitative}\). Students who took the GRE before August 2011 must have a minimum score of 2050 using the following formula: \((\text{GPA in the last 60 hours} \times 500) + \text{GRE Verbal} + \text{GRE Quantitative}\).

A student who has been denied admission to any HSH program of study may appeal the decision in writing to the HSH Associate Dean.

The Application for Admission, transcripts for all prior college coursework, and GRE scores (if necessary) must be received by the Office of Admissions according to the following deadlines unless otherwise stated in individual program descriptions:

for Fall Enrollment
August 1

for Spring Enrollment
December 1

for Summer Enrollment
May 1

Some programs and concentrations in HSH require secondary admission or secondary application procedures as described in the relevant catalog sections below. Such programs and concentrations include: Behavior Analysis, Digital Media Studies, Industrial/Organizational Psychology, and Literature; the Applied Cognitive concentration in Psychology, the Applied Social Issues concentration in Psychology, the Behavioral Neuroscience concentration in Psychology; and all of the Professional Psychology plans (Clinical Psychology, Family Therapy, Health Service Psychology, and School Psychology). Applicants should review relevant catalog sections for information about the admission process, requirements, and deadlines.
Transferring Majors

Students who wish to transfer from one HSH graduate major to another may do so by completing an Academic Record Change form if the admission criteria for the desired program is equivalent to that of the program to which the student was originally admitted. If the admission criteria for the program to which the student wishes to transfer are different in kind or higher in expectation, the student must complete an Academic Record Change form with the HSH Office of Academic Advising which will then be forwarded to the program director of the desired program to render an admissions decision.

Standards of Academic Performance

Standards of Academic Performance may be set by individual programs in the College of Human Sciences and Humanities. Such standards are stated in the catalog and apply retroactively to all students seeking a degree in that program, regardless of the catalog under which the student first enrolled in a course to be counted toward degree completion.

Department of Clinical, Health, and Applied Sciences

The Department of Clinical, Health, and Applied Sciences (CHAS) is committed to educating and preparing undergraduate and graduate students for careers that promote the mental, physical, and psychosocial health and well-being of individuals, families, and communities. Because of changing lifestyle and environmental factors that result in an increased prevalence of disease and disability, there is a growing need to discover, develop, and disseminate evidence-based prevention, treatment, and rehabilitation programs for physical and mental impairments. Through research, teaching, and service, the faculty of CHAS programs are dedicated to meeting this growing societal need. Moreover, CHAS faculty members are committed to the academic preparation and professional mentorship of students who will become the community and family health leaders of future generations.

CHAS offers undergraduate degrees in various areas of clinical and applied health sciences. At the graduate level, CHAS offers the Psy.D. in Health Service Psychology (Clinical Psychology/School Psychology), Masters of Sciences, Masters of Arts, and Specialty Degrees.

Graduate Degrees

- Behavior Analysis M.A.
- Exercise and Health Sciences M.S.
- Health Service Psychology (Clinical Psychology/School Psychology) Psy.D.
- Industrial/Organizational Psychology M.A.
- Professional Psychology Plans
Many of these programs are accredited by their various national councils, and graduating students may sit for their appropriate licensing exams.

**Professional Psychology Plans**

The graduate programs in Professional Psychology lead to various degrees: the Doctor of Psychology (Psy.D.), Master of Arts (M.A.), or Specialist in School Psychology (S.S.P.) degrees. These programs provide a background in psychology as an academic discipline along with specific coursework and specialized training in one of four areas: Health Service Psychology (Clinical Psychology/School Psychology), Clinical Psychology, Family Therapy, or School Psychology. While completing a Professional Psychology program does not automatically qualify graduates for any specific license or clinical credential, many of our graduates have been successfully licensed in Texas as Licensed Psychological Associates (LPA), Licensed Specialists in School Psychology (LSSP), Licensed Professional Counselors (LPC), Licensed Marriage and Family Therapists (LMFT), and/or by a number of other professional boards or associations. For further information about certification and licensure, contact the director for the respective program.

Admission into a Professional Psychology program will be offered only to the most qualified applicants. The typical minimum standard for admission is an overall 3.25 grade point average, prerequisite psychology preparation, and evidence of clinical aptitude. The percentage of applicants accepted into the professional programs of study generally ranges between 25% and 75% depending on the program.

**Admission**

The application process is restricted to one program only. There is an application fee for the program payable to the University of Houston-Clear Lake as described below, a cost in addition to the application fee for university admission. Applications to the program must be submitted online through ApplyTexas. Recommendation forms and letters must be submitted by each recommendation writer to the email for the program (psyd@uhcl.edu; clinicalschool@uhcl.edu). Applicants submit GRE scores to the university following the standard reporting procedure as well as entering them onto the program application form. In addition to completing the program application described here, applicants are advised that they must complete a university Application for Admission and submit it and all required fees and documents to the university Admissions Office before beginning the program.

Application for admission to all Professional Psychology programs:
1. All application materials must be submitted online through ApplyTexas. All recommendation forms and letters need to be submitted by each writer to the email address for the program.

2. Professional Psychology application components:
   a. A brief curriculum vitae (a resume including relevant coursework and paid or volunteer work experiences, any honors, presentations, papers, and other life experiences that should be considered).
   b. A brief (up to 1000-word) essay stating reasons for desiring this training and how it fits into career goals.
   c. Three Recommendations for Applicant Admission (form may be found in the program brochure or on the university’s web site).
   d. Transcripts from all colleges and universities previously attended (these are in addition to the transcripts sent directly to the UHCL Office of Admissions) collected by the applicant and included in the application envelope.
   e. Scores on the Graduate Record Examination (GRE) General Test.
   f. A $35 check or money order made payable to: UHCL Professional Psychology Programs, including the name of the programs (Clinical Psychology, Family Therapy, Health Service Psychology, or School Psychology.)

All program application fees via check or money order should to be sent to:

Professional Psychology Program Applications
University of Houston Clear Lake
2700 Bay Area Blvd, Box 73
Houston, TX 77058

- **Deadline for Application.** Application deadlines for the Masters and Specialist Programs is January 25. Application deadline for the Psy.D. program is December 15. Applicants must ensure that their applications for UHCL admission, GRE scores, and supporting transcripts are all received by the university Office of Admissions and the Professional Psychology program of choice. Each program’s admissions committee will notify applicants of admission decisions by late spring.

- **Additional Information Regarding Applications.** Applicants should note that admission to graduate status at the university is not equivalent to admission to one of the Professional Psychology programs. In some cases, applicants may be contacted by the advising office; any such communication refers only to acceptance into graduate status at the university based on the application for university admission described above. This should not be confused with acceptance into one of the Professional Psychology programs. Applicants are not admitted into a Professional Psychology program until
they receive formal notice from the Professional Psychology program director that they have been accepted. Applicants should direct any questions regarding the status of their applications to the program director of the respective program. If students are not accepted into a Professional Psychology program, they may apply for admission to a non-clinical master’s program. Information regarding these programs is available through the HSH Office of Academic Advising. Applicants to a non-clinical master’s program should be aware of the information in the section entitled "Restricted Courses."

Review of Progress

Continuation in a Professional Psychology program requires satisfactory academic performance and the acquisition of appropriate clinical and professional skills and personal attributes. Students admitted to these programs will be evaluated annually for academic progress and appropriate professional behavior and development. An unsatisfactory evaluation may lead to probation or, in extreme cases, termination from the program. The policies and procedures for each program provide further information regarding these matters and may be obtained from the director of each program.

Grade Requirements

Only courses in which a grade of "B-" or better is earned may be applied toward any Professional Psychology program requirement. Grades of "C+" or below are not acceptable.

Restricted Courses

Applicants should note that the following courses are restricted to students formally admitted to one of the Professorial Psychology programs. Restricted courses may not be taken by graduate students in the General Psychology program or transitional students not yet admitted into a Professional Psychology program.

In addition to the courses below, all 7000–8000-level PSYC courses are restricted to students in the Psy.D. program.

- PSYC 5111
- PSYC 5136
- PSYC 5138
- PSYC 5231
- PSYC 5236
- PSYC 5239
- PSYC 5731
- PSYC 5734
- PSYC 5738
Department of Communication and Studio Arts

The Department of Communication and Studio Arts (CASA) includes four programs—Communication, Digital Media Studies, Art and Design, and Writing—that emphasize creativity and critical thinking. In state-of-the-art studios and computer laboratories, students prepare for career positions such as fine artists, professional writers, graphic designers, and public relations professionals. Students work under the supervision of professors who are nationally and internationally recognized in their fields.

Students in our Master of Arts program in Digital Media Studies may design their degrees to meet their career goals drawing from a curriculum that includes courses in communication, graphic design, computer science, marketing, management, psychology, and instructional technology. Students focus on media management, design, or production and then apply the skills they have acquired in our Digital Media Center to professional internships, graduate projects, or practicum experiences.

Graduate Degree

- Digital Media Studies M.A.
Department of Liberal Arts

The Department of Liberal Arts (LA), which houses the History, Humanities, and Literature programs, is one of five departments within the College of Human Sciences and Humanities. The department's faculty are dedicated teachers and scholars who strive to develop and enhance the analytical, communicative, and research skills of their students by exposing students to the customs, values, and behaviors of culturally diverse populations as expressed through the texts, arts, and artifacts of those populations.

The Department of Liberal Arts offers Masters of Arts in History, Humanities, and Literature. Students pursuing the M.A. in Humanities or the M.A. in Literature may focus their studies in one of the concentrations described in each program's section of the catalog.

Graduate Degrees

- History M.A.
- Humanities M.A.
- Literature M.A.

Department of Psychology

The Department of Psychology includes the undergraduate Bachelor of Science in Psychology and the graduate Master of Science in Psychology degrees. The discipline of psychology is the scientific study of human behavior which includes the critical analyses of data and the potential for the application of those analyses in our communities. All aspects of the Psychology degree are guided by the curricula suggested by the American Psychological Association and have been developed by our faculty for optimum learning in classroom, laboratory, and applied settings. Faculty expertise and course requirements within the program include biological bases of behavior, developmental psychology, learning and cognition, scientific methods, and sociocultural psychology. The psychology of diverse peoples and experiences is included in these areas.

Graduate students who complete their degrees in Psychology gain a specific orientation in psychology through critical analysis, application, and the integration and synthesis of knowledge. Students also acquire research and practical experience through thesis, project, or internship capstone options. Students graduating with the Master's in Psychology are prepared to work as human services and research managers, to teach at the community college level, or to pursue doctoral degrees. Students who wish to complete a concentration with the Master of Science program must complete a separate application to be admitted to that concentration.
The Women's and Gender Studies program at UHCL offers a certificate at the graduate level. Women's and Gender Studies is an interdisciplinary unit which is aligned with the Department of Psychology for administrative purposes. Students enrolled in Women's and Gender Studies courses gain an understanding of multiple and alternative perspectives of lived experience related to race, ethnicity, class, sexual orientation, ability, and additional identities. Women's and Gender Studies students learn to value social action regarding the empowerment of women and girls. Such students go on to a variety of careers including social services in non-profit and governmental agencies, research, education, business, and law as well as graduate programs.

**Graduate Degrees**

- Psychology M.S.
  - Applied Cognitive Psychology Concentration
  - Applied Social Issues Concentration
  - Behavioral Neuroscience Concentration

**Certificates**

- Human Factors/Ergonomics
- Women’s and Gender Studies

**Department of Social and Cultural Sciences**

The Department of Social and Cultural Sciences (SCS) provides students with critical thinking skills and analytical knowledge in order to help them understand the social contexts of their intellectual, artistic, and professional work. The faculty of our interdisciplinary department span the social sciences: Behavioral Sciences-General, Criminology, Cross-Cultural Studies, and Sociology. The department's elective courses highlight interdisciplinary approaches and intellectual diversity that foster critical investigation and curiosity. Students may choose from a variety of courses that examine the political, social, cultural, and geographical forces that shape life.

**Graduate Degrees**

- Behavioral Sciences – General M.A.
- Criminology M.A.
- Cross-Cultural Studies M.A.
- Sociology M.A.
College of Science and Engineering

The College of Science and Engineering (CSE) offers high quality academic degrees consistent with the role of a regional public university. Plans within the college prepare graduates to enter fields in natural sciences, mathematics, computing and computer engineering. Individuals in the college's plans are expected to develop skills in problem solving, independent study and critical thinking, and to be able to adapt knowledge to new situations and to the benefit of society. Students in these plans attain a sense of professional values and ethics as well as knowledge and skills relevant to their specific subject area. This sense of professional responsibility is essential if society is to benefit from the interfaces with advanced technology and science.

The college supports research and development directed toward producing new knowledge and identifying additional applications of existing knowledge. Dissemination of scientific knowledge through publications and presentations is encouraged, as well as professional service to local, regional, national and international communities.

Accreditations and Approvals

Various programs in CSE are accredited by the following organizations: The undergraduate degree plans in Computer Science and Computer Information Systems are accredited by the Computer Accreditation Commission of ABET, http://www.abet.org. The undergraduate degree plan in Computer Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. The Chemistry Program has complete accreditation from the American Chemical Society (ACS). The undergraduate Environmental Science–Industrial Hygiene and Safety plans are accredited by the Applied Science Commission of ABET, http://www.abet.org.

Departments

The College of Science and Engineering has five departments. The faculty of each department aspires to a professional model that includes balance among the components of the CSE mission: teaching, research and service.

- Department of Computing Sciences
- Department of Engineering
- Department of Physical and Applied Sciences
- Department of Biological and Environmental Sciences
- Department of Mathematics and Statistics

Contact Us

Office of the Dean
Admission into an CSE Degree Plan

Following admission to the university, students’ transcript evaluations are forwarded to the Office of Student Advising. All graduate plans require that faculty admissions committees review the students’ files and determine whether students will be accepted into degree plans. Students are notified of their admission status by the associate dean. Once accepted to a degree plan, students meet with academic advisers at New Student Orientation to obtain detailed instructions about completing a Candidate Plan of Study (CPS). The CPS delineates specific requirements of a study area and must be completed during the semester of acceptance into a degree plan.

In general, no more than nine hours for a graduate degree taken at University of Houston–Clear Lake prior to completion of a CPS may be applied toward any degree in the college. These hours, along with the hours accumulated during the semester the CPS is being finalized, will be evaluated for acceptance by the faculty adviser and approved by the associate dean.

Standards for Graduate Degrees

The Graduate Record Examination (GRE) is required of all students applying for admission to a graduate plan in the college. Computer Information Systems and Engineering Management may accept the Graduate Management Admission Test (GMAT) in lieu of the GRE. It is recommended that students who apply for admission to a graduate plan have a grade point average (GPA) of at least 3.000 (four point grade scale) on the last 60 hours of course work. A minimum score of 290 (verbal + quantitative) is preferred. GRE scores will be evaluated by the degree plan’s admissions committee and will be used as one of the indicators of the applicant’s potential for completion of the plan to which he/she has applied. Individual degree plans may specify additional qualifications (see individual plan descriptions).

All graduate degrees in the College of Science and Engineering require 30–36 hours depending on specific plan requirements; a minimum of 30 hours must be graduate courses. No more than six hours of upper-level (4000 level) credit will be allowed in any master’s degree. A maximum of six hours of independent
study may be applied to any master’s degree. A maximum of six hours of grades within the range of "C+" or "C" may be counted toward any graduate degree.

Graduate Degree Options

Thesis Option

Students selecting the thesis option must select a committee and submit a formal thesis proposal to the Office of the Dean prior to enrolling for thesis courses. The thesis committee will consist of at least three members, two of whom must be full-time UHCL faculty members. A fulltime faculty member of the College of Science and Engineering will serve as the chair of the committee. The Office of the Dean will notify students, chairs and committee members of approval of the committee composition. The chair will report the final grades.

Students must register for the appropriate thesis research course no later than the first long semester after the dean has accepted the proposal. See Master’s Degree Option: Master’s Thesis for more information.


Extended Course Work Option

All graduate plans in the college offering this option require a capstone course. See the particular plan area for the specific extended course work option requirements.

Internship Option

Some plans offer an internship option. See the particular plan of interest.

Research Project Course Option

Some plans offer a research project course option. See the particular plan of interest.

Department of Biological and Environmental Science

Students desiring to study in the biological and environmental science department may choose from the graduate plans below. Applicants should consult the chair of the division for additional information.
Graduate Degrees

- Biological Science M.S.
- Biotechnology M.S.
- Environmental Science M.S.
- Environmental Science M.S. Online

Department of Computing Sciences

Students desiring to study in the computing sciences may choose any one of the graduate plans below. Applicants should consult the chair of the division for additional information.

Graduate Degrees

- Computer Science M.S.
- Computer Information Systems M.S.

Department of Engineering

Students desiring to study in the engineering department may choose from the graduate plans below. Applicants should consult the chair of the division for additional information.

Graduate Degrees

- Computer Engineering M.S.
- Engineering Management M.S.
- Engineering Management M.S. Online
- Software Engineering M.S.
- Software Engineering M.S. Online
- Systems Engineering M.S.

Certificates

- Software Engineering Certificate
- Systems Engineering Certificate
Department of Mathematics and Statistics

Students desiring to study in the mathematics and statistics department may choose from the graduate plans below. Applicants should consult the chair of the division for additional information.

Graduate Degrees

- Mathematical Science M.S.
- Statistics M.S.
- Mathematics M.S./Statistics M.S.

Department of Physical and Applied Sciences

Students desiring to study in the physical and applied sciences department may choose from the graduate plans below. The department of physical and applied sciences also include the Environmental Science plans of Chemistry, Industrial Hygiene, Safety and Geology. Students should consult the chair of the division for additional information.

Graduate Degrees

- Chemistry M.S.
- Physics M.S.
- Physics Ph.D. Collaborative UHCL/UH Program

Certificates

- Physics Candidacy Certificate
The objective of the Master of Science degree in Accounting is to provide students with a broad-based background in business, and depth and breadth in accounting. This will provide students with a basis for exercising judgment in accounting-related decisions within administrative, managerial and professional positions and enhance rapid career development. The course of study satisfies the required preparation for the Certified Public Accountant (CPA) examination. In addition, requirements for other professional certifications may be met within this plan. Students planning on taking the CPA examination are required to have a 3-semester credit hour ethics course which has been approved by the Texas State Board of Public Accountancy. ACCT 4346 Ethics for Accountants has been approved by TSBPA and satisfies the ethics course requirement.

It is anticipated that students with three different academic backgrounds may choose to pursue a Master of Science degree in Accounting. These differing academic backgrounds are best described as: Category A: No prior academic work in business; Category B: Prior academic work in business, but does not have the equivalent of a major in accounting; Category C: Undergraduate degree in accounting or degree in business with a major in accounting.

The Candidate Plan of Study for all three categories of students will include a minimum of 30 semester hours. Students selecting the master’s thesis option will receive six semester hours credit for the thesis. Students in Category A may not elect the thesis option. The availability of the thesis option for Category B students will depend upon their previous academic work in accounting and/or business.

The specific degree requirements vary depending on academic background. The plan requirements are:

**Category A Requirements**

<table>
<thead>
<tr>
<th>Foundation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| MGMT 5032              |
| Human Behavior in Organizations |
| Credit Hours: 3         |

**Management Information Systems Concentration**

Accounting students desiring the Management Information Systems Concentration must take (in addition to the Foundation Requirements):

<table>
<thead>
<tr>
<th>Major requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-hour ACCT Elective (Graduate Level)</td>
</tr>
</tbody>
</table>

**Additional Information**

Course work at the 33xx- or 43xx-level may to be included.
Any graduate ACCT course except --ACCT 5131, 5133, 5134 and 5157.

If the MIS concentration is declared, the Approved Accounting Elective is replaced with an MIS concentration course.

Category B Requirements

The course of study will be designed to meet the student’s educational needs in light of previous academic work and career objectives. Students in Category B must meet requirements of Category A. Courses taken in a student’s previous academic work determined to be equivalent to foundation requirements may result in waiver of foundation requirements. If courses taken in a student’s previous academic work are determined to be equivalent to degree requirements, other courses may be substituted with approval. Of the 30 semester hours of plan requirements, Category B students must complete at least 15 semester hours of accounting at the graduate level. Course work at the 33XX- or 43XX-level may not be included.

Category C

The course of study will be designed to meet the student’s educational needs in light of previous academic work and career objectives. Category C students must complete 30 semester hours, which must include at least twelve semester hours of accounting at the graduate level. Course work at the 33XX- or 43XX-level may not be included.

Accounting Concentration in Management Information Systems

Students may choose an information systems concentration in their Master of Science Degree in Accounting. These students will be required to take:

Accounting Concentration in Management Information Systems

Additional Information

ISAM 5030 Fundamentals of Business Programming Applications is waived for students with six hours of college-level programming with grades of "C" or better.

Additional Concentration courses

Select three of the following five courses:

Behavior Analysis M.A.

The goal of the Behavior Analysis M.A. Program is to provide students with a well-rounded foundation in behavior analysis through an integrated sequence of coursework, practicum, and research activities. Students obtain competency in the basic principles of learning and the application of these principles with particular emphasis on interventions for individuals with developmental disabilities. Practicum and research experiences are provided in a variety of settings. All students complete a major research project prior to graduation. The program, which is accredited by the Association for Behavior Analysis–International®, includes a course sequence and practicum approved by the Behavior Analyst Certification Board, Inc®. Students completing the coursework and practicum requirements of the program
will be eligible to sit for the Board Certified Behavior Analyst (BCBA) exam. The coursework also prepares graduates who are interested in becoming Licensed Psychological Associates. Furthermore, graduates will be prepared to pursue doctoral degrees in psychology or behavior analysis.

Admission

Students wishing to enroll in this program of study must formally apply. Additional information may be obtained by contacting the program director, Dr. Dorothea Learman, at lerman@uhcl.edu. Consult the application packet for further information about the admissions requirements. The deadline for applying for the M.A. in Behavior Analysis is January 5.

Prerequisites: Bachelor's degree or higher, preferably in a related field such as psychology, education, or special education. In addition, applicants should identify coursework or practical experience associated with Behavior Analysis.

Degree Requirements

<table>
<thead>
<tr>
<th>Courses</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5030</td>
<td>Experimental Analysis of Behavior: Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5235</td>
<td>Learning Principles</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5435</td>
<td>Conceptual Issues in Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6031</td>
<td>Behavioral Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6134</td>
<td>Biological Basis of Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

| PSYC 6238     | Applied Behavior Analysis                                                   |              |
| PSYC 6239     | Behavioral Interventions I                                                  |              |
| PSYC 6330     | Research and Practicum in Applied Behavior Analysis                         |              |
| PSYC 6331     | Behavioral Interventions II                                                 |              |
| PSYC 6338     | Ethics and Professional Issues in Behavior Analysis                         |              |
| PSYC 6339     | Research Methods in Behavior Analysis                                       |              |

Additional Information

- PSYC 6239 Behavioral Intervention I, PSYC 6331 Behavioral Intervention II: These seminar courses include class meetings and up to 10 hours per week of field activities in home, school, and clinic settings.
- PSYC 6330 Research and Practicum in Applied Behavior Analysis: This course requires completion of a research project and 20 hours per week of field experience in home, school, or clinic settings for two semesters (3 credits per semester).

Behavior Analysis Electives (3 hours)

Choose ONE of the following courses.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5736</td>
<td>Behavioral Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5931</td>
<td>Research Topics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6235</td>
<td>Behavioral/Cognitive Therapies</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology electives (3 hours)

Choose ONE of the following courses. For PSYC 5532, the following may be substituted: SOCI 5532

<table>
<thead>
<tr>
<th>Courses</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5031</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5131</td>
<td>Psychopathology of Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5532</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6036</td>
<td>Research Design and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6037</td>
<td>Research Design and Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>
Behavioral Sciences - General M.A.

The graduate program in Behavioral Sciences leads to the Master of Arts (M.A.) degree. The plan is a vehicle for advanced multidisciplinary study of human behavior. Students in Behavioral Sciences address problems from multiple perspectives whether through a pre-developed concentration or an individually tailored degree. Students pursue this degree to learn about theories from different disciplines related to a specific problem, to identify methods from a variety of disciplines to investigate programs, and to participate in a capstone experience that examines a specific problem.

Admissions

A minimum of twelve undergraduate upper-level hours in the Behavioral Sciences is required. If this requirement has not been met prior to admission, then such courses must be taken before beginning work toward the Master of Arts.

Degree Requirements (36 hours)

Grades of "B-" or better must be earned for at least 30 hours of coursework. Grades of "C+" or below are not acceptable for these 30 hours. Grades of "C" are not acceptable for any classes.

Methods and Statistics Requirements (6 hours)

Option 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6036</td>
<td>Research Design and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6037</td>
<td>Research Design and Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 6730</td>
<td>Graduate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6731</td>
<td>Graduate Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 6730</td>
<td>Graduate Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Option 4

Capstone Requirements (6 hours)

| Courses                                |

Identified Concentration or Individualized Courses (24 hours)

Students must complete a concentration listed below or create an individualized plan of study. The concentration or the individual plan must be identified in the student’s Candidate Plan of Study (CPS).

Individualized plans must have the following characteristics: At least 12 credit hours must be drawn from a combination of courses from the following areas: BSCI, GEOG, PSYC, SOCI, CRCL,
ANTH, and CRIM. No more than 12 of these 24 hours of courses may be taken from one area.

**Capstone Notes**

Students wishing to complete a master's option must submit a master's option proposal. For the thesis or project, the proposal should be 3–6 pages in length. It should include a literature review with references and a statement of the proposed methodology for carrying out the thesis or project. Before registering for the thesis or project, students must have the approval of a faculty member who agrees to supervise the work. Faculty supervise work based on their availability and their ability to help students in an area. Before registering for an internship, students must apply through the internship coordinator and meet the required criteria, including a grade point average of 3.00 or better. The university reserves the right to deny admittance to or to remove a student from a specific internship.

**Women's and Gender Studies Concentration**

Students may elect to have an identified concentration in Women's and Gender Studies. This concentration makes students eligible for the Women's and Gender Studies certificate sponsored by the Women's and Gender Studies program.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5337</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5533</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5732</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information

Students must take 3 hours of Women's and Gender Studies classes from graduate-level courses in ARTS, HIST, HUMN, LITR, or PHIL.

**Biological Sciences M.S.**

The graduate plan in Biological Sciences leads to the master of science (M.S.) degree. Applicants for candidacy should have a bachelor's degree in Biology, although applicants with other degrees may apply if their degrees or preparation include a significant number of plan core courses in the Biological Sciences, as well as appropriate chemistry, physics and mathematics courses.

**Requirements**

Students should have completed the basic requirements for the bachelor of science degree in Biological Sciences at UHCL or the following courses (including prerequisites or equivalents) before applying for admission:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2413</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 1301</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1101</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 1302</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1102</td>
<td>1</td>
</tr>
</tbody>
</table>
STAT 3308  Computational Statistics

Students should have completed one of the following courses or its equivalent:


text

Students should also have completed coursework in at least two of the following areas:

Additional Information

A maximum of six credit hours of the 4000 level courses listed above, taken as foundation required for admission, may be applied toward the MS degree.

The GRE score (verbal + quantitative) should be a minimum of 290 points, with a minimum quantitative score of 150, verbal score of 140 and writing score of 3.5. As a condition of admittance to the graduate program, students who do not meet School GRE and/or GPA standards will be required to meet additional performance criteria, such as past performance in critical courses, withdrawal and drop history, letters of recommendation, personal knowledge of past performance, improvement on repeated courses, work and/or life experiences and individual faculty support as a mentor in the research laboratory.

For students pursuing the Pre-Health Specialization only, MCAT or DAT scores will be considered as grounds for waiving the GRE requirement. A copy of the official MCAT/DAT test score report must be provided.

All graduate students in the Biological Sciences program must complete a Candidate Plan of Study (CPS) with their assigned faculty adviser before they complete 9 hours of graduate credit. Courses completed past the initial 9 hours that are not on the approved CPS may not be counted toward the degree.

The M.S. in Biological Science requires 36 hours of coursework in one of four Specialization Areas, of which 24 hours must be in biology courses. Students enrolling in the non-thesis option must complete 33 hours of coursework (which may include independent study research) and the capstone course, BIOL 6838 Research Project and Seminar. BIOL 6838 must be taken in the last 12 hours. Alternately, students may elect to pursue the thesis option, which requires 27 hours of coursework, plus BIOL 5530 Research Methods (three hours) and BIOL 6939 Master’s Thesis (six hours). Students pursuing the master’s thesis option are advised to consult with their faculty adviser early in their studies for guidance in preparation for beginning the thesis.

Information on the certificate option in Biotechnology can be found in the Undergraduate Catalog: Biotechnology Certificate Option.

Biological Science M.S. Specializations (36 hours)

Pre-Health Specialization

The master's degree in Biological Science with a pre-health focus consists of coursework that is intended to prepare the student for medical/dental/physician assistant/allied health school curricula. The prehealth specialization coursework includes 27 hours of core courses, three hours of capstone course (BIOL 6838), and
six hours of graduate electives. A thesis option is also available.

### Biological Science core coursework (27 hours)

- [ ]
- [ ]
- [ ]

### Designated electives (6 hours)

- [ ]
- [ ]
- [ ]

### Cell/Molecular Specialization

The master’s degree in Biology with a cell/molecular biology focus consists of coursework that is intended to prepare the student for a career in biomedical research. The cell/molecular specialization includes coursework selected from the list below, in consultation with the faculty adviser, and a three-hour capstone course (BIOL 6838). A thesis option is also available.

### Core coursework (select 33 hours)

- [ ]
- [ ]
- [ ]

### Additional Information

- Students selecting BIOL 5235 or BIOL 5215 must take both BIOL 5235 and BIOL 5215.
- Students selecting BIOL 5532 or BIOL 5512 must take both BIOL 5532 and BIOL 5512.
- Students selecting BIOL 5537 or BIOL 5517 must take both BIOL 5537 and BIOL 5517.
- Students may select any BIOL 5x3x Approved Elective Course to fulfill this requirement.

### Ecology/Microbiology/Aquatic and Marine Biology Specialization

The master’s degree in Biological Science with an ecology/microbiology/aquatic and marine biology focus consists of coursework that is intended to prepare the student for a career in environmental biology research, consulting, or in the government/regulatory sector. The ecology/microbiology/aquatic and marine biology specialization includes coursework selected from the list below, in consultation with the faculty adviser and a three-hour capstone course (BIOL 6838). A thesis option is also available.

### Core coursework (select 33 hours)

- [ ]
- [ ]
- [ ]

### Additional Information

- Students can select any BIOL 5x3x Approved Elective Course to fulfil this requirement.
Plant Biology Specialization

The master’s degree in Biological Science with a plant biology focus consists of coursework that is intended to prepare the student for a career in plant biochemistry and genetics, nutritional biochemistry and biomedical research. The plant biology specialization includes coursework selected from the list below in consultation with the faculty adviser and a three-hour capstone course (BIOL 6838). A thesis option is also available.

<table>
<thead>
<tr>
<th>Core coursework (select 33 hours)</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Additional Information

- Students may select any BIOL 5x3x Approved Elective Course including BIOT 5x3x Plant Genomic Analysis to fulfill this requirement.

Biotechnology M.S.

The graduate plan in Biotechnology leads to the Master of Science (M.S.) degree. The Master of Science program in Biotechnology graduates students with a thorough understanding and application of fundamental principles of biotechnology and its related disciplines to develop and manage products and processes and to refine the techniques and tools used in those processes. The student’s course of study qualifies them for careers in research and development, teaching, or private industry. Students must specialize in one of the following areas:

- Molecular Biotechnology
- Bioinformatics/Computational Biology
- Biotechnology Management and Marketing

Applicants for candidacy should have a bachelor’s degree in biology or related field and have minimum GRE (verbal + quantitative) score of 290, (minimum quantitative score of 150, verbal score of 140 and writing score of 3.5). Upon acceptance to the M.S. in Biotechnology, students must declare their specialization to be pursued.

Requirements

Core Requirements (36 hours)

The M.S. degree requires the completion of 36 hours. All core requirements and Biotechnology electives must be completed with a grade of "C" or better and a GPA of ≥ 3.0 must be maintained. All graduate students in the Biotechnology program must complete a Candidate Plan of Study (CPS) with their assigned faculty adviser before they complete 9 hours of graduate credit. Courses completed past the initial 9 hours that are not on the approved CPS may not be counted toward the degree.

Although the M.S. in Biotechnology does not require independent study, co-op (internship),
field experience (practicum), or thesis, these options are available and students are encouraged to participate in these courses.

In addition to the following required courses there are additional required courses for each specialization:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
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<tbody>
<tr>
<td></td>
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</table>

Biotechnology Extended Coursework Option

Under the extended coursework option, a minimum of 33 hours of coursework in one of the three Specialization areas, of which 18–24 hours (depending on the specialization) must be biotechnology courses and three hours of BIOT 6838 Research Project and Seminar taken in the last 12 hours. Non-thesis students who take BIOT 5530 as an elective will still be required to take BIOT 6838.

Biotechnology Thesis Option

The Thesis Option requires a minimum of 27 hours of Biotechnology in one of the three Specialization Areas and BIOT 5530 Research Methods in Biotechnology and six hours of BIOT 6939 Master's Thesis Option. Graduate students who are pursuing the master's thesis option are advised to consult with their faculty adviser early in their studies for guidance in preparation for beginning the thesis and register for BIOT 5530 Research Methods in Biotechnology early in their studies.

If they take more than 6 hours of 6939, they are not able to count it toward their degree and they only receive a grade for 6 hours. Once they enroll in the course, they have to stay continually enrolled until they graduate. Any hours above the 6 will show a credit only with no grade.

Biotechnology Program Specialization Areas and Electives

Specialization Prerequisites

Please be informed that there are additional prerequisites for each specialization/concentration. In all cases for specialization requirements, evidence of completion of the course with a grade of "C" or better is required.

Molecular Biotechnology Specialization

The M.S. in Biotechnology with a Specialization in Molecular Biotechnology requires 36 hours of coursework, of which 24 hours must be biotechnology (BIOT).

<table>
<thead>
<tr>
<th>Required Courses</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Additional Information

Students must complete Methods of Biotechnology laboratory and discussion sections BIOT 5021/BIOT 5011 before registering for laboratory and discussion sections BIOT 5121/BIOT 5111 and BIOT 5122/BIOT 5112. Students must be registered concurrently for both the laboratory and COLLEGE OF SCIENCE AND ENGINEERING 343 discussion courses (BIOT 5021/BIOT 5011, sections BIOT 5121/BIOT 5111 and BIOT 5122/BIOT 5112).

Molecular Biotechnology Specialization Electives (9-15 hours)

<p>| | |</p>
<table>
<thead>
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<tbody>
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<td></td>
<td></td>
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</tbody>
</table>
Specialization Prerequisites

Although laboratory courses in Molecular Biology and Biochemistry will greatly assist students, these skills will be reviewed and enhanced in BIOT 5021, Methods of Biotechnology therefore none are required.

Bioinformatics/Computational Biology Specialization

The M.S. in Biotechnology with a Specialization in Bioinformatics/Computational Biology requires 36 hours of coursework, of which 18 hours must be in biotechnology (BIOT). Additional prerequisites for the Bioinformatics/Computational Biology Specialization (UHCL course or equivalent) are:

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Additional Information

• Students must select between CSCI 1320 or CSCI 1370.
• In all cases for specialization requirements, evidence of completion of the course with a grade of "C" or better is required.

Biotechnology Management and Marketing Specialization

The M.S. in Biotechnology with a Specialization in Management and Marketing Biology requires 36 hours of coursework, of which 18 hours must be in biotechnology (BIOT) or biology (BIOL). Additional prerequisites for the Biotechnology Management and Marketing specialization (UHCL course or equivalent) are:

<table>
<thead>
<tr>
<th>Specialization Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHCL course or equivalent.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 5833 must be taken prior to CSCI 5933.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must select BIOT 5111 or BIOT 5112.</td>
</tr>
<tr>
<td>Students select BIOT 5121 or BIOT 5122.</td>
</tr>
<tr>
<td>Students must complete Methods of Biotechnology laboratory and discussion sections BIOT 5011/BIOT 5021 before registering for laboratory and discussion sections BIOT 5111/BIOT 5121 and BIOT 5112/BIOT 5122. Students must be registered concurrently for both the laboratory and discussion courses (BIOT 5011/BIOT 5021, sections BIOT 5111/BIOT 5121 and BIOT 5112/BIOT 5122).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students select BIOT 5111 Or BIOT 5112.</td>
</tr>
<tr>
<td>Students select BIOT 5121 Or BIOT 5122.</td>
</tr>
<tr>
<td>Students must complete Methods of Biotechnology laboratory and discussion sections BIOT 5011/BIOT 5021 before registering for laboratory and discussion sections BIOT 5111/BIOT 5121 and BIOT 5112/BIOT 5122. Students must be registered concurrently for both the laboratory and discussion courses (BIOT 5011/BIOT 5021, sections BIOT 5111/BIOT 5121 and BIOT 5112/BIOT 5122).</td>
</tr>
</tbody>
</table>
Designated Electives

Students are required to take 3 of the following electives:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5032</td>
<td>Human Behavior in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5133</td>
<td>Teamwork and Leadership Skills: Theory in Practice</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5434</td>
<td>Negotiation Skills and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5636</td>
<td>Management of Technology</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5638</td>
<td>Leading Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Biotechnology Management and Marketing Specialization

Electives (9-15 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 6332</td>
<td>International Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information

- Students enrolled in the Management and Marketing specialization cannot take more than 15 hours of Management and/or Marketing courses.

Major Requirements

The major requirements consist of these courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5032</td>
<td>Human Behavior in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6731</td>
<td>Strategic Management Seminar (Capstone)</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 5332</td>
<td>Executive Decisions in Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Twelve hours of electives are required. Electives should be selected from graduate level courses taught in the College of Business. Students desiring to use their electives in courses taught by other colleges in the university must petition the Department Chair for their program for approval prior to enrolling. Course work at the 33xx or 43xx level may not be included.

M.B.A Concentrations

Students may complete a concentration within the M.B.A. The requirements of the M.B.A. degree with a concentration will contain a minimum of 36 hours, plus any required foundation hours. In addition to the completion of 24 hours of required M.B.A. course work and any foundation hours, concentrations require the completion of 12 semester hours of course work in the concentration.

Concentration Requirements (12 hours)

Environmental Management Concentration

For the concentration in environmental management, students will be required to complete 12 hours as follows:

Business Administration MBA

The requirements for the M.B.A. degree will include a minimum of 36 semester hours, plus a maximum of 3 hours of foundation course work.

Foundation Requirements (3 hours)
### Finance Concentration
For the concentration in finance, student will be required to complete 12 hours selected from the following list of courses:

### Human Resource Management Concentration
For the concentration in Human Resource Management, Students will be required to complete 12 hours as follows:

### Concentration Courses
One of the following three courses (3 hours):

- **MGMT 5332** Labor Relations
  - Credit Hours: 3

### International Business Concentration
For the concentration in International Business, students will be required to complete 12 hours as follows:

- **MGMT 6332** International Management
  - Credit Hours: 3
- **MKTG 5532** International Marketing Strategy
  - Credit Hours: 3

### Leadership Concentration
The concentration in leadership is designed to allow students the opportunity to develop the skills necessary to lead teams and organizations (public or private) within the context of ever-changing environmental demands. Students must complete 12 hours in the concentration from the list below:

- **MGMT 5439** Positive Leadership and Ethical Action
  - Credit Hours: 3

### Additional Information
Courses with the rubric PSYC and SOCI are only allowed when the student completes the Leadership Concentration. PSYC and SOCI courses will not count as elective for general MBA.

**SOCI 5430** may be substituted for **PSYC 5334**. Credit for only one course is allowed.

<table>
<thead>
<tr>
<th>List A</th>
<th>List B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MGMT 5135</strong></td>
<td><strong>MGMT 5234</strong></td>
</tr>
</tbody>
</table>
| Organizational Transformation, Learning, and Design | Leading Non-Profit Institutions
| Credit Hours: 3       | Credit Hours: 3          |
| **MGMT 6331**         | **MGMT 5238**            |
| Organizational Development | Gender and Diversity Issues in Leadership
| Credit Hours: 3       | Credit Hours: 3          |
| **PSYC 5334**         | **MGMT 5434**            |
| Change and Organizational Development | Negotiation Skills and Strategies
| Credit Hours: 3       | Credit Hours: 3          |
| **SOCI 5337**         | **MGMT 5437**            |
| Complex Organizations | International Leadership and Influence
| Credit Hours: 3       | Credit Hours: 3          |
| **SOCI 5433**         | **MGMT 5931**            |
| Social Conflict and Mediation | Research Topics in Management
| Credit Hours: 3       | Credit Hours: 3          |
| **SOCI 5238**         | **SOCI 5337**            |
| Negotiating Across Cultures | Complex Organizations
| Credit Hours: 3       | Credit Hours: 3          |
| **SOCI 5433**         | **SOCI 5430**            |
|                       | Complex Organizations    |
|                       | Credit Hours: 3          |
### Leadership in Organizations

**Credit Hours:** 3

**Additional Information**
Courses with the rubric PSYC and SOCI are only allowed when the student completes the Leadership Concentration. PSYC and SOCI courses will not count as elective for general MBA.

MGMT 5931 must be research topics in Alternative Dispute Resolution and Creativity and Innovation.

Students must pick a least one course from List A.

SOCI 5339 may be substituted for PSYC 5333 credit for only one course is allowed.

### Management Information Systems Concentration

For the concentration in management information systems, students will be required to take:

- ISAM 5030 is waived for students with six hours of college-level programming.

### Concentration Courses

12 hours of graduate level ISAM courses (excluding ISAM 5030).

### Management of Technology-Leadership Concentration

For the concentration in management of technology, students will be required to complete 12 houses as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5233</td>
<td>Entrepreneurship &amp; Corporate Venturing</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5636</td>
<td>Management of Technology</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5638</td>
<td>Leading Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Concentration Courses

One of the following courses (3 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5439</td>
<td>Positive Leadership and Ethical Action</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5931</td>
<td>Research Topics in Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6237</td>
<td>Comparative Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Information**

MGMT 5931 special topic should include Management of Technology in the title.

### Sustainability Concentration

The concentration in sustainability is designed to connect graduate business students to the latest dialog behind the pursuit of sustainability in today’s economy, which is captured in the triple bottom line argument of organizations seeking to achieve economic, social and environmental goals. The coursework includes key models and theories as well as research and application projects that tackle issues of sustainable communities, environmental management, and strategic management. The program seeks to integrate the perspectives of multiple stakeholders and actors impacted by the pursuit for sustainable economies, while integrating the associated business managerial challenges and opportunities. For the graduate environmental management students, this new concentration deals with the sustainability aspects of environmental protection and resilience. This includes aspects of environmental regulations, processes, and components (air, water, waste, resources, etc.). It is designed for graduate students seeking to practice a career in environmental consultancy or environmental compliance responsibility.

For the concentration in Sustainability, students will be required to complete 12 hours.

### Concentration Courses

One of the following courses (3 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5439</td>
<td>Positive Leadership and Ethical Action</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5234</td>
<td>Sustainability and Strategic Advantage</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5634</td>
<td>Leading Non-Profit Institutions</td>
<td>3</td>
</tr>
</tbody>
</table>
Chemistry M.S.

The plan in Chemistry leads to the master of science (M.S.) degree. Graduate students enrolled in the Chemistry plan may choose from high quality content courses in all of the traditional areas of Organic, Analytical, Physical and Inorganic Chemistry, as well as in the closely related fields of Biochemistry and Environmental Chemistry. Moreover, students are encouraged to further enhance their studies by undertaking research in the format of thesis option or non-thesis (extended coursework) option. The thesis option is strongly recommended for improving the competitiveness of our graduates in the current job market and in admission to Ph.D. school. M.S. students in the thesis option will undertake thesis research in any of the above areas and publish the results as appropriate. The non-thesis option substitutes thesis research with additional coursework, including additional Research Project and Seminar II course. In regard to such research, it should be noted that the Chemistry plan has received endowments from the Welch Foundation in the form of a Chemistry Departmental Research Grant. This fund has been expended in support of the research efforts carried out by the plan’s faculty during the training of students. The Chemistry plan also has endowments from the Zeon Chemicals Company and Petrotecx.

All chemistry courses taken at UHCL more than one year prior to being admitted to the Chemistry plan are subject to faculty review before being accepted for degree credit. The GRE score (verbal + quantitative) should be a minimum of 290 points, with a minimum quantitative score of 150 and an essay of 3.0 or above. Further information on the Chemistry plan is available from the University’s website.

Requirements

Chemistry Basic Requirements

Students seeking the master of science (M.S.) degree in Chemistry must have completed, at minimum, the following courses with grades of “C−” or better.

<table>
<thead>
<tr>
<th>Chemistry Basic Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 hours of General (Freshman) Chemistry I and II with laboratory</td>
</tr>
<tr>
<td>11 hours of Organic Chemistry I and II with laboratory and Advanced Organic Chemistry</td>
</tr>
<tr>
<td>12 hours of upper-level Chemistry courses in any of the following areas: Inorganic Chemistry, Analytical Chemistry, Instrumental Analysis, Physical Chemistry, or additional Organic Chemistry.</td>
</tr>
</tbody>
</table>

Students who do not fully meet the admission requirements may be admitted provisionally. They will be required to take missing undergraduate courses during their first year with grades of C or better; such remedial courses will not count toward the graduate coursework.

Chemistry Core Requirements

Students must successfully complete 36 hours of graduate career chemistry courses, including 15 hours of core courses and 6 or 9 hours of Research Project & Seminars or thesis option. All core requirements and chemistry electives must be completed with a grade of "C" or better.
Chemistry Core Requirements areas

(A minimum of three hours must come from each of the following)

Organic Chemistry
Analytical Chemistry
Physical Chemistry
Inorganic Chemistry

Chemistry Extended Course Work Option

Under the extended course work option, a minimum of 30 hours of formal course work must be completed. In addition, students must choose an adviser and complete a total of six hours credit in the two Research Project and Seminar courses (CHEM 6837 and CHEM 6838). Students must have 15 hours of approved or specialization electives listed below.

Chemistry Thesis Option

Under the thesis option, a minimum of 24 hours of formal course work must be completed. In addition, students must complete a minimum of six hours of Master’s Thesis Research (CHEM 6939) as well as CHEM 6837. A maximum of nine hours of CHEM 6939 can be applied toward graduation requirements. Remaining course work for a total of 36 hours may come from additional or specialization elective courses listed below.

Specialization Requirements

Chemistry Program currently has two specialization areas: Petrochemical & Process Chemistry, and Medicinal Chemistry. Students in the specialization area must complete the required courses with a grade of "C" or better.

Specialization in Medicinal Chemistry

**Required courses for Specialization in Medicinal Chemistry**

In addition to the M.S. Chemistry core requirements, students are required to take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 6837</td>
</tr>
<tr>
<td>CHEM 6838</td>
</tr>
</tbody>
</table>

Specialization in Petrochemical and Process Chemistry

**Required courses for Specialization in Petrochemical & Process Chemistry**

In addition to the M.S. Chemistry core requirements, the following courses must be selected:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 6837</td>
</tr>
<tr>
<td>CHEM 6939</td>
</tr>
</tbody>
</table>

Elective Requirements (12-15 hours)

Students pursuing extended coursework option need 15 hours of approved or specialization electives. Students pursuing thesis option need 12 hours of approved or specialization electives.

Clinical Psychology M.A.

The Clinical Psychology program prepares students to work in the mental health field and includes theoretical training and practical experience in psychological assessment and
intervention. The program is a member of the Council of Applied Master's Programs in Psychology (CAMPP) and adheres to the academic and training standards of CAMPP. Graduates of the plan regularly meet the requirements for licensure as Professional Counselors and/or Psychological Associates.

### Prerequisites (15 hours)
In addition to the courses listed below an additional three hours of undergraduate upper-level psychology is required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 2301</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 3331</td>
<td>Theories of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 4311</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 4351</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Degree Requirements
A number of courses below are prerequisite requirements and are restricted to students admitted into a Professional Psychology plan. See the Course Roster for information about prerequisite requirements; see also the prerequisite section below on restricted courses.

### Core Requirements (21 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5031</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5235</td>
<td>Learning Principles</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5734</td>
<td>Professional Practice, Law, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6036</td>
<td>Research Design and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6037</td>
<td>Research Design and Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6334</td>
<td>Biological Basis of Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

### Sociocultural Elective (3 hours)
Choose ONE of the following courses. For PSYC 5437, the following may be substituted: SOCI 5437 For PSYC 5534, the following may be substituted: SOCI 5333

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5136</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5437</td>
<td>Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5533</td>
<td>Psychology of Gender, Race, and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5534</td>
<td>Minorities and Majorities</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5535</td>
<td>Cross-Cultural Perspectives on the Family</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5831</td>
<td>Gender and Cultural Perspectives in Therapy</td>
<td>3</td>
</tr>
</tbody>
</table>

### Assessment Requirements (6 hours)
Choose TWO of the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6031</td>
<td>Behavioral Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6032</td>
<td>Intellectual Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6033</td>
<td>Personality Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

### Therapy Requirements (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5331</td>
<td>Psychotherapy: Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5731</td>
<td>Basic Psychotherapy Skills</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5239</td>
<td>Group Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6235</td>
<td>Behavioral/Cognitive Therapies</td>
<td>3</td>
</tr>
</tbody>
</table>

### Therapy Electives (6 hours)
Choose TWO of the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5138</td>
<td>Mindfulness and Acceptance Therapies</td>
<td>3</td>
</tr>
</tbody>
</table>
PSYC 5233  Introduction to Family Therapy  Credit Hours: 3
PSYC 5630  Behavioral Parent Training  Credit Hours: 3
PSYC 5735  Anxiety and Stress Management  Credit Hours: 3
PSYC 5736  Behavioral Medicine  Credit Hours: 3
PSYC 6534  Couple and Sex Therapy  Credit Hours: 3
PSYC 6337  Development and Treatment of Mood and Anxiety Disorders  Credit Hours: 3

Additional Information
Other courses may be substituted with the consent of the student's adviser.

Free Elective (3 hours)
PSYC 5335 is needed for LPC requirements. PSYC 6939 can be taken in place of this free elective.
PSYC 5335  Career Counseling  Credit Hours: 3

Supervised Clinical Experience (12 hours)
For each option, complete a total of 6 hours.
PSYC 6038  Clinical Practicum  Credit Hours: 3
PSYC 6636  Clinical Internship  Credit Hours: 3

Computer Engineering M.S.

The plan in Computer Engineering leads to the master of science (M.S.) degree. Graduate study in this plan prepares students to occupy leading roles in the development and use of computers and computing systems. The plan in Computer Engineering addresses the evaluation, design and implementation of computer systems for various applications. The curriculum and faculty research emphasize the integration of systems design, software applications and hardware design. Current specializations within the computer engineering degree plan include robotics, embedded system design, digital signal and image processing, integrated circuits and systems, communication and networks and high performance computing. The plan consists of formal courses, laboratory work and research in one of the specialty areas conducted under the guidance of a faculty adviser. Students have two degree completion options: thesis option (33 credit hours) or extended course work option (36 credit hours).

Degree Requirements

Computer Engineering Basic Preparation
Candidates should have a bachelor’s degree in Computer Engineering or related areas. Students should consult an academic adviser to determine if they have sufficient background to satisfy the required foundation courses. At a minimum, the following foundation courses, or their equivalents, are required and should be completed prior to enrolling in certain graduate courses:

Core Requirements (15 hours)

Computer Engineering Core Requirements (15 hours)
The following courses or their approved substitutions are required for both the thesis and the extended course work options.

Students will select two more core courses from the following list:
Elective Requirements for Thesis Option (18 hours)

Computer Engineering Elective Requirements (18 hours thesis option, 21 hours non-thesis)

The following courses or their approved substitutions are required for both the thesis and the extended course work options. 6 hours of CENG courses 5100-6000 level, 3 hours of CENG/CSCI/SWEN/SENG courses 5100-6000 level, 3 hours of CENG/CSCI/SWEN 4000-6000 level: 3 hours thesis option, 6 hours non-thesis, 6 hours of Master's thesis

Extended Course Work Option (21 hours)

Extended Course Work Option (21 hours)

12 hours of CENG courses 5100-6000 level, 3 hours of CENG/CSCI/SWEN/SENG courses 5100-6000 level, 3 hours of CENG/CSCI/SWEN courses 4000-6000 level, 3 hours of Research Project and Seminar

Additional Information

Prior approval of non-CENG electives is required from the faculty adviser. CENG 6938 must be taken in the semester in which the student applies to graduate. Up to 3 hours of combined internship and co-op can be used as an elective with approval of the faculty adviser.

Robotics Specialization

Robotics

Students interested in a Robotics Specialization should take the following courses:

Integrated Circuits and Systems Specialization

Integrated Circuits and Systems

Students interested in a Integrated Circuits and Systems Specialization should take the following courses:

Digital Signal and Image Processing Specialization

Digital Signal and Image Processing

Students interested in a Digital Signal and Image Processing Specialization should take the following courses:

Communication and Networks Specialization

Communication and Networks

Students interested in a Communication and Networks Specialization should take the following courses:

Embedded System Design Specialization

Embedded System Design

Students interested in an Embedded System Design Specialization should take the following courses:

Computer Information Systems M.S.

Graduate studies in Computer Information Systems lead to a master of science (M.S.) degree. This plan is designed to prepare students for key technical, administration and management positions in the analysis, design, implementation, maintenance, operation and management of industrial and commercial computer information systems. The GRE score
(verbal + quantitative) should be a minimum of 290 points, with a minimum quantitative score of 150.

**Requirements**

**Computer Information Systems Basic Preparation**

Students aspiring to graduate degree candidacy must have a bachelor’s degree in a related area and a background in Computer Information Systems. Preparatory requirements are proficiency in at least two high level languages, including an object-oriented programming language such as Java, C++ or C# and the following undergraduate course: Calculus I or Business Calculus.

**Upper-level foundation course requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWEN 4342</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Information**

- Student select from CINF 3331 Or CENG 3331 And CENG 3131
- None of the above courses may apply to the graduate degree

Students may select from the thesis option or the extended course work option. The thesis option requires 33 credit hours of graduate work and the extended course work option requires 36 credit hours.

**Core Requirements (15 hours)**

The following courses, or approved substitutions are required for both the thesis option and extended course work options:

**Computer Information Systems Thesis Option (18 hours)**

3 hours of CENG/CINF/CSCI/SWEN or other approved related courses
6 hours of CINF/CSCI 4000–6000 levels
3 hours of CINF/CSCI 5100–6000

**Additional Information**

CINF/CSCI courses, 5100–6000 level: Students interested in pursuing the thesis option are encouraged to take CINF 5939 (Independent Study in CIS) during their first year, in order to write up their thesis proposals (with the sponsoring of a faculty adviser).

**Computer Information Systems Extended Course Work Option (21 hours)**

Students desiring to follow the extended course work option must successfully complete the capstone project course (CINF 6838) 3 hours of CENG/CINF/CSCI/SWEN or other approved related courses
6 hours of CINF/CSCI 4000–6000 levels
9 hours of CINF/CSCI 5100–6000

**Additional Information**

- CINF 6838 must be taken after completion of the required core and during last 12 hours.
- All electives must be approved before enrolling.

**Computer Information Systems Specialization**

Note: Data Science Specialization requires STAT 4345 or any Calculus based Statistics course as a prerequisite. (STAT 4345 may be allowed as an elective in this specialization if not taken previously)

**Data Science Specialization**

STAT 5531 or STAT 5636
Computer Science M.S.

The plan in Computer Science leads to the master of science (M.S.) degree. This plan is designed to prepare students to hold key technical positions in the development of computer-based solutions to complex systems problems.

Students should consult with their faculty adviser to determine if they have sufficient background to satisfy a specific course prerequisite. Foundation and prerequisite courses should be completed before enrolling in any graduate course.

Students expecting credit for foundation courses completed at international institutions must submit course descriptions to the waiver committee in their first semester of enrollment. This will allow proper evaluation and appropriate credit.

Students may select from the thesis option or the extended course work option. The thesis option requires 33 credit hours of graduate work. The extended course work option requires 36 credit hours.

Requirements

For degree requirements see Computer Science M.S. Addendum.
Computer Science M.S. Addendum

The plan in Computer Science leads to the master of science (M.S.) degree. This plan is designed to prepare students to hold key technical positions in the development of computer-based solutions to complex systems problems.

Students should consult with their faculty adviser to determine if they have sufficient background to satisfy a specific course prerequisite. Foundation and prerequisite courses should be completed before enrolling in any graduate course.

Students expecting credit for foundation courses completed at international institutions must submit course descriptions to the waiver committee in their first semester of enrollment. This will allow proper evaluation and appropriate credit.

Students may select from the thesis option or the extended course work option. The thesis option requires 33 credit hours of graduate work. The extended course work option requires 36 credit hours.

Requirements

Computer Science Basic Preparation

Students seeking admission into the degree plan in Computer Science must have a bachelor’s degree in computer science or a closely related area and extensive background in computer science. It is expected that the minimum Graduate Record Examination (GRE) score required for acceptance into the plan be reasonably balanced among the different components of the GRE exam. The GRE score (verbal + quantitative) should be a minimum of 290 points, with a minimum quantitative score of 150. Students with bachelor’s and master’s degrees in related fields of study will be required to complete appropriate background courses. The admissions committee, during evaluation of the student’s application, will designate courses to be completed before beginning graduate studies. Preparatory requirements include proficiency in at least two modular computer programming languages, including C or C++ plus the completion of the following undergraduate courses, their equivalents or successful completion of equivalence exams upon approval from the admissions committee.

<table>
<thead>
<tr>
<th>Computer Science Basic Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2414</td>
</tr>
<tr>
<td>Calculus II</td>
</tr>
</tbody>
</table>

Additional Information

Students should also have 3 hours of credit for an Object Oriented programming language and 3 hours of credit for one of the following: C, C++, C# or Java.

Additionally, at least two of the following must be completed:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>MATH 2305</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>MATH 2318</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>MATH 2320</td>
<td>Differential Equations</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>PHYS 2326</td>
<td>University Physics II</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>STAT 3334</td>
<td>Probability and Statistics for</td>
</tr>
<tr>
<td></td>
<td>Scientists and Engineers</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
</tbody>
</table>
SWEN 4342  |  Software Engineering  
Credit Hours: 3

Additional Information  
None of the above courses may apply towards the graduate degree.

Core Requirements (15 Hours)

The following courses or their approved substitutions are required for both the thesis and the extended course work options:

Thesis Option (18 hours)

Computer Science Thesis Option (21 hours)

Complete the following courses.

Additional Information
- A student must take an additional 12 hours of electives.
- Students may take either 6 hours of 4000 level CSCI/CINF electives or may take 3 hours 4000 level CSCI/CINF and 3 hours SENG/CENG/SWEN.
- Note: All electives must be approved before enrolling.
- Students take CSCI 6939 for 6 hours.

Extended Course Work Option (24 hours)

Computer Science Extended Course Work Option (24 hours)

Complete the following courses:

Additional Information
- A student must take an additional 18 hours of electives, pending faculty adviser approval.
- Students may take either 6 hours of 4000 level CSCI/CINF electives or may take 3 hours 4000 level CSCI/CINF and 3 hours SENG/CENG/SWEN.
- Note: CSCI 6838 must be taken during the last 12 hours, after completion of CSCI 5531 and CSCI 5333. All electives must be approved before enrolling.

Computer Science Specializations

Students interested in a specialization should take the courses listed below:

Data Science Specialization

STAT 5531 or STAT 5532

Additional Information
Choose 3 (for thesis) or 4 (for extended course work) from the following: CINF 5432, CINF 5931, CSCI 5532, CSCI 5833, CINF/CSCI 5000–6000 approved course related to Data Science.

Cyber Security Specialization

Additional Information
Choose 1 (for thesis) or 2 (for extended course work) from the following: CSCI 5234, CSCI 5737, CSCI/CINF 5000–6000 approved courses.

Cooperative Doctor of Chiropractic Masters of Science in Biology Degree Program

The Texas Chiropractic College (TCC) and UHCL have established a cooperative D.C./M.S. degree program. Students meeting the requirements (see below) may apply to enter the cooperative D.C./M.S. program. This program provides students with the opportunity to earn a clinical doctorate degree while gaining theoretical knowledge and practical experience in the biological sciences. Students wishing to participate in this cooperative program must be
accepted into both the TCC D.C. program and the graduate program in Biological Sciences at UHCL. Upon completion of the cooperative program the degrees of Doctor of Chiropractic and Master of Science in Biology will be conferred by the Texas Chiropractic College and UHCL, respectively.

Entry Requirements to participate in Cooperative D.C./M.S. Program:

- Independent admission to TCC and the M.S. degree program at UHCL.
- Earn passing grades in all Tri-1 through Tri-5 courses at TCC.
- Prior to enrollment in the cooperative program, the student must earn a Bachelor’s degree or have earned TCC’s Bachelor of Science (B.S.) degree in Human Biology (at the completion of Tri-5).
- Earn a TCC GPA of 3.0 or higher at the time of application to the program.

- All students who apply to the cooperative D.C./M.S. program are required to follow all UHCL academic standards and policies in addition to those of TCC as well as complete the UHCL application forms and fees.
- Copies of the student’s official TCC transcripts showing conferred B.S. degree will be made available for the Biological Sciences graduate department at UHCL.
- Upon acceptance into the program students must maintain a 3.0 or better GPA at UHCL.
  Earning a “C” at UHCL will result in academic probation in accordance with UHCL policies, which could ultimately result in their dismissal from the M.S. program.

- The GRE Exam will not be required for admission to the cooperative degree program.

Students enrolled in the cooperative D.C./M.S. program will complete a total of 36 hours of advanced courses in the M.S. program at UHCL as detailed below. The required foundation courses for admission to the Biology M.S. degree program [BIOL 3431 (Genetics), BIOL 4431 (Biochemistry), MATH 3038 (Computational Statistics), BIOL 3231 Microbiology, BIOL 4437 Cellular Physiology, and BIOL 4435 (Human Physiology)] will be waived contingent on the candidate’s earning a “B” (3.0 GPA) or higher in the first 5 trimesters of TCC classes.

The cooperative degree program consists of 7 hours of course credit for basic science courses at TCC, 17 core degree hours at UHCL, and 12 credit hours of elective courses. Key required courses include two Cooperative Education Work Term courses in which the student will serve as: 1) a laboratory instructor in gross anatomy and 2) as a facilitator for a problem-based learning small group in physiology courses at TCC. A capstone course (3 hours) will also require students write and deliver an original basic science lecture in their area of specialization to first year TCC students. The student will pay all tuition and related course fees, as well as any additional fees (ex. parking, etc.) incurred.

**Requirements for D.C./M.S. Cooperative Degree**

Seven (7) transfer hours from TCC courses are required.
D.C./M.S. Core Requirements

Elective Concentration Area: Biological Sciences
Biological Sciences (9 hours required)*

Additional Information
A maximum of 6 hours of 4000-level courses may be applied to the M.S. degree plan.

Elective Concentration Area: Education
Education (3 hours required)

Additional Information
Students in the program will be responsible for completing the program in a timely manner. Neither TCC nor UHCL are responsible for students failing to complete the cooperative degree coursework necessary to earn the DC or M.S. degree. Students must complete the M.S. degree within seven years of starting their first course or they will automatically be dismissed from the cooperative program and will not receive the M.S. degree.

Counseling M.S.

The graduate plan in Counseling leads to the Master of Science (M.S.) degree. Students seeking this degree may, depending on their career goals, select degree plans that meet the academic requirements for General Applied Techniques Concentration (Non-Licensure) (GATC), for the School Counselor standard certificate (EC-12) or for Clinical Mental Health Counseling Concentration (CMHC) in preparation for licensure as a Licensed Professional Counselor (LPC) in the state of Texas.

The master's degree for GATC (Non-Licensure) requires a plan of 30 hours with a comprehensive examination. The School Counselor Standard certificate plan requires a minimum of 48 hours. To be eligible at the time of certification recommendation, students must have a master's degree, a valid Texas standard teaching certificate, a passing score on the state assessment and two years of successful full-time approved classroom teaching experience.

The opportunity to complete the academic requirements for the GATC, CMHC, or the School Counselor Standard certificate through the counseling plan is restricted to students admitted to the counseling program. Students who are not admitted to the counseling program may enroll in counseling courses only with prior approval of the program coordinator. In each case, students must meet the stated course prerequisites and space must be available in the course.

Admission Requirements

Students who meet the graduate admissions requirements to the College of Education (COE) (see Graduate Admissions Requirements) must meet additional requirements prior to applying for candidacy to the Counseling program. Counseling applications are available on the COE Web site at https://www.uhcl.edu/admissions/apply/graduate/how-to-apply. Each application for candidacy must include the following:

1. completed application form;
2. brief essay (500–800 words) stating the student’s career goals and reasons for application;
3. documentation of completion of the Graduate Record Examination (GRE);
4. official transcripts from all universities attended. The last 60 hours, including the full semester in which the 60th hour appears, will be used to calculate the grade point average (GPA);
5. students seeking School Counselor Certification must have a GPA of 2.750 over the last 60 hours;
6. three professional recommendation forms;
7. applicant self–rating sheet; and
8. current resume.

Applicants who submit properly completed applications may be invited to participate in a structured interview. The admissions process is conducted during the fall and spring semesters of each year. Application forms and instructions may be obtained in the COE Office of Academic Advising. Questions about the content of the application packet and process should be directed to the Office of Academic Advising. Applicants are solely responsible for ensuring that their packets containing the completed application forms, essays, supporting transcripts, documented GRE scores, letters of recommendation and self–rating sheet are received by the Office of Academic Advising on or before the deadline: November 1 for spring entry and June 1 for fall entry. If the application deadline falls on a weekend or a university holiday, applications will be accepted before the close of business on the following work day. Faxes and late applications will not be accepted.

Applicants will be contacted to schedule an interview with the admissions committee. Notification of conditional admissions decisions will be sent to applicants in December for spring entry and in August for fall entry. If conditionally admitted to the counseling program, students must attend a mandatory orientation.

Students who receive written notice that their applications are incomplete must write a letter requesting reactivation of their counseling application and submit the requested documentation to B1231 by the deadlines given above in order to be reconsidered for admission.

Counseling M.S. General Applied Techniques Concentration (Non-Licensure)

Requirements
Check prerequisites before enrolling in any courses.
Grades for all courses must be completed with a B or higher.

Counseling Core Courses (30 hours):

<table>
<thead>
<tr>
<th>Counseling Core Courses (30 hours):</th>
</tr>
</thead>
</table>
| Capstone Experience Comprehensive Final Examination

2017 - 2018 Graduate
Counseling M.S. with Clinical Mental Health Counseling Concentration

Check prerequisites before enrolling in any courses. Grades for all courses must be completed with a B- or higher.

Requirements

Required Courses (45 hours):

See Faculty Adviser to select electives.

Electives (6 hours):

Capstone experience (9 hours):

Additional Information

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

Counseling M.S. with School Counselor Certificate

Check prerequisites before enrolling in any courses.

Requirements

Required Courses (39 hours):

Additional Required Course (1 hour)

Additional Information

Candidates not passing the School Counselor State Assessment by their final semesters must enroll in and successfully complete this course. Candidates passing the School Counselor State Assessment prior to the final semester of this plan will have this course waived.

Capstone experience (9 hours):

Additional Information

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

Criminology M.A.

The graduate program in Criminology leads to the Master of Arts (M.A.) degree. This degree
requires 36 hours for students completing a thesis, project, or internship and 39 hours for students selecting the additional coursework option.

The academic goal of the program is to provide students with a comprehensive, in-depth understanding of crime: why it occurs, how it is measured, and how it might be controlled. An additional goal is to help students develop the knowledge and skills needed to attain successful careers in the criminal justice system or to advance in their current careers.

Undergraduate courses may not be used to fulfill degree requirements.

**Degree Requirements**

**Courses**

For CRIM 5331, the following may be substituted: SOCI 5331For CRIM 5336, the following may be substituted: SOCI 5336

**Six hours selected from the following core courses:**

For CRIM 5133, the following may be substituted: SOCI 5133. For CRIM 5338, the following may be substituted: SOCI 5338.

**Master’s Option**

Students may select this option or the Coursework Master’s Option.

**Master’s Options Courses**

Choose ONE of the following courses.

**Additional Information**

Students choosing one of these three options must select nine hours of electives from Criminology and/or other relevant disciplines with approval of and academic adviser for a total of 36 hours.

**Coursework Option**

Students may choose the option below in place of a master’s thesis, project, or internship.

**Coursework Master’s Option courses**

**Additional Information**

Students selecting the coursework option must take 15 hours of electives from Criminology and/or other relevant disciplines for a total of 39 hours.

Students may not enroll in this course until they have completed at least 24 hours of their degree plan.

**Available Criminology Electives**

**Criminology Electives:**

For CRIM 5135, the following may be substituted: SOCI 5135. For CRIM 5332, the following may be substituted: SOCI 5332. For CRIM 5335, the following may be substituted: SOCI 5335.

**Additional Information**

Courses from the core course list not utilized to fulfill the core requirement may be used as electives.

**Cross-Cultural Studies M.A.**

The Master of Arts (M.A.) program in Cross-Cultural Studies examines the relationships among culture, diversity, and power in the
U.S. and in a global context. The program emphasizes the study of differences and inequalities structured by race, gender, ethnicity, class, sexuality, and nationality. It develops an understanding of social and political conflict and strategies of conflict resolution. Cross–Cultural Studies is an interdisciplinary program drawing from disciplines as diverse as Anthropology, History, Literature, and Sociology. By exploring similar questions in diverse disciplines and using a range of methodological approaches, students gain an understanding of the complexities of culture and diversity. The program emphasizes religion, gender, human rights, and immigration. Focusing on contemporary and historical issues, courses provide theoretical and practical training that may be applied in a variety of fields, including non-profit, legal, service, religious, and educational institutions.

### Degree Requirements

#### Core Requirements (9 hours)

#### Foundation Courses (6 hours)

For CRCL 5033, the following course may be substituted: SOCI 5236.

#### Area Studies (3 hours)

These courses address cultural and historic aspects of populations in specific geographic regions as well as immigrants and refugees living in Houston and throughout U.S. For CRCL 5537, the following course may be substituted: ANTH 5537.

#### Program Courses (9 hours)

For SOCI 5333, the following course may be substituted: PSYC 5534. Area Studies or Foundation courses may satisfy this requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5533</td>
<td>Psychology of Gender, Race, and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5333</td>
<td>Minorities and Majorities</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5537</td>
<td>Urban Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5633</td>
<td>American Immigration Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Electives (3 hours)

Select any of the above courses OR select another course with the approval of an adviser.

### Master’s Option

#### Select ONE (6 hours)

Students are encouraged to select the internship option (CRCL 6739). Students must contact the internship coordinator or thesis/project adviser the semester before beginning an internship, project, or thesis for approval and registration.

### Coursework Option

#### Courses

Students selecting the coursework option instead of the master’s thesis, project, or internship will complete 36 hours of courses plus the zero-credit course below:

### Concentrations

In order to organize their studies, explore a specific topic, and prepare for careers, students may select one of the following concentrations.
Select THREE of the following courses:

**SOCI 5537**  
Urban Problems  
Credit Hours: 3

**Religions in Dialogue**

Select THREE of the following courses: For CRCL 5033, the following course may be substituted: SOCI 5236; CRCL 5931 may be selected only when the topic is either "Islam in Society" or "Religions in Dialogue."

**Women, Gender, and Sexuality**

Select THREE of the following courses: HIST 5232 may be selected only when the topic is "American Feminisms."

**PSYC 5533**  
Psychology of Gender, Race, and Sexuality  
Credit Hours: 3

**Latin American Studies**

Select THREE of the following courses: Only one of the following courses may count for credit in this concentration: ANTH 5333 or CRCL 5232; GEOG 5931 may be selected only when the topic is "Geography of Latin American." WGST 5931 may be selected only when the topic is "Latina and Latin American Feminisms."

**WGST 5931**  
Research Topics in Women's and Gender Studies  
Credit Hours: 3

**Culture, Health, and Inequality**

Select THREE of the following courses:

**Immigration and Refugees**

Select THREE of the following courses:

**SOCI 5633**  
American Immigration Studies  
Credit Hours: 3

---

**Curriculum and Instruction M.S.**

The graduate plan in Curriculum and Instruction leads to the Master of Science (M.S.) degree. This degree consists of a minimum of 36 semester hours and is designed for practicing teachers whose career plans remain focused on classroom instruction. There are two tracks for this degree. The first track supports educators seeking to enhance their pedagogy as generalists and the second track supports educators seeking to enhance a content specialization area.

Potential candidates who meet the graduate admissions requirements to the College of Education (COE) (see Graduate Admissions Requirements) must meet additional requirements prior to being admitted to the Curriculum and Instruction program. Each applicant must provide:

- proof of a valid Texas teaching certificate; and
- proof of a minimum of one year of successful full-time classroom teaching experience in an accredited school.

Potential candidates with teaching certificates from other states or with non-public school teaching experiences may apply for conditional acceptance to the program by submitting:

- proof of a valid teaching certificate from another state (if applicable); and
- a letter requesting conditional acceptance, providing a thorough explanation of any related teaching experience, including the scope of experience and/or how a Master
of Science in Curriculum and Instruction degree supports career goals

Upon review of these documents, faculty may request an interview with the potential candidate to further explore his/her eligibility for conditional acceptance into the program.

University of Houston-Clear Lake (UHCL) students who seek teaching certification dually with a graduate degree may be considered for conditional acceptance to the program through the following:

- 3.200 grade point average (GPA) of UHCL certification coursework
- completion of methods courses;
- recommendation from two UHCL faculty; and
- interview with program faculty.

Check prerequisites before enrolling in any courses.

Requirements

Track A - Curriculum and Instruction M.S.

Professional Education Core (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum and Instruction Core (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5030</td>
<td>Models of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TCED 5031</td>
<td>Curriculum Planning</td>
<td>3</td>
</tr>
<tr>
<td>TCED 5036</td>
<td>Issues of Pedagogy</td>
<td>3</td>
</tr>
</tbody>
</table>

Master’s Degree Options (6 hours)

Select one option

Option 1

Option 2

Option 3

TCED 6739  
Curriculum and Instruction Practicum  
Credit Hours: 3

TCED 5038  
Professional Development for Enhancing Teacher Leadership  
Credit Hours: 3

Additional Information

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

Track B - Curriculum and Instruction M.S. - Content Specialist

Professional Education Core (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Content Specialization (15 hours)

Fifteen hours from area of specialization courses chosen in consultation with faculty adviser.

Curriculum and Instruction Core (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5030</td>
<td>Models of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TCED 5031</td>
<td>Curriculum Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

Master’s Degree Options (6 hours)

Select one option

Option 1
Digital Media Studies M.A.

The graduate degree in Digital Media Studies at UHCL provides students with cutting-edge interdisciplinary instruction in the theory and production of emerging media. The degree responds to a cultural shift toward media convergence by giving students exposure to courses that cross the disciplines of communication, art, business, computer programming, and gaming.

The Digital Media Studies degree requires 36 hours of study. Students are required to take 9 hours from a common core, 21 hours of specialized coursework, and 6 hours in a capstone experience. Specialized coursework is organized into three concentrations: Public Relations and Social Media, Production Design, and Gaming. The capstone may be in the form of a master’s project, thesis, practicum in our Digital Media Lab, internship, or the exam option (2 additional advanced and approved courses in the student’s concentration and an exam with zero credit hours and a minimum grade of "B-”). Graduate projects, theses, and exam options typically begin in the spring semester. Practica in the Digital Media Lab and internships may begin any semester. Students are expected to maintain a 3.00 or better GPA before taking a capstone.

Admission

Students must have a 3.00 or better GPA or have met the HSH admission GRE requirement to be accepted into the program. Additionally, all students are expected to have had courses in Digital Photography Media Writing and Web Design. Those who feel they have the experience to waive the entrance requirements will need to submit a portfolio to the Digital Media Studies program director along with a detailed description of their skills and experience.

Students without the required preparatory courses may be provisionally accepted into the program but will need to complete those courses or their equivalents within the first two semesters. Students may take Critical Approaches to Digital Media and Technical Foundations of Digital Media in conjunction with preparatory prerequisites but may not progress to further coursework until the prerequisites are complete.

Applicants must also submit a "Statement of Purpose" describing previous education, work experience, and relevant coursework. Include why you are interested in Digital Media and why you are interested in our program. Include any additional information you would like us to know. The statement should be no more than 800 words. Send the statement with a resume and a portfolio of previous work directly to the DMST program director.
Applications are accepted for review twice a year, from January 15-March 31 and from August 15-October 15. Admission decisions for fall are usually made by the end of April and for spring by the end of November.

Equipment and Software

The university provides on-campus labs equipped with computers and the software needed for coursework. Students who wish to work from home may need to purchase equipment and software. A DSLR camera is highly recommended for students concentrating in Production Design.

Degree Requirements

Core Curriculum (9 hours)

Must be taken in the first year.

Additional Information

Students who have taken Graphic Design in another program may take Advertising Design or an adviser-recommended alternative.

Concentrations

Public Relations and Social Media (15 hours plus 6 hours of electives)

Students entering this concentration who have not had a course in media writing will be required to take the undergraduate Media Writing course as a prerequisite for PR Writing. Students who have previously taken required courses in this concentration may substitute others in the track.

<table>
<thead>
<tr>
<th>MKTG 5435</th>
<th>E-Marketing Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours: 3</td>
<td></td>
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</table>

Gaming (21 hours required with no additional electives)

Instead of CSCI 3311, students may complete ISAM 5030.

<table>
<thead>
<tr>
<th>PSYC 6431</th>
<th>User-Centered Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours: 3</td>
<td></td>
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</tbody>
</table>

Recommended Electives

Classes included in another concentration may also be taken for elective credit, as long as necessary prerequisites are met.

<table>
<thead>
<tr>
<th>MGMT 5636</th>
<th>Management of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours: 3</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>MGMT 5638</th>
<th>Leading Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours: 3</td>
<td></td>
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</tbody>
</table>

Capstone Experience (6 hours)

Practicia in the Digital Media Lab and graduate internships may begin any semester. Students are strongly encouraged to begin graduate projects and theses in the spring semester and complete them in the fall. Proposals for graduate projects or theses are due to the project or thesis
chair no later than week ten of the semester prior to the anticipated start date for the project or thesis. Students who apply for the practicum or internship may be asked to turn in a portfolio first so the capstone supervisor may assess their level of preparation.

<table>
<thead>
<tr>
<th>Capstone Experience (6 hours)</th>
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</table>

**Additional Information**

- No more than six hours of undergraduate coursework may apply toward the degree.
- New courses are introduced under the DMST 5931: Research Topics in Digital Media Studies rubric.
- Students who have earned an undergraduate degree from UHCL will not be able to take cross-listed courses in the curriculum for master's level credit that they have previously taken for undergraduate credit.
- No grade lower than a "B-" will count for credit in the DMST graduate program.

**Dual Doctor of Chiropractic/M.S.**

**Program Requirements**

Qualifying students may choose to apply for the Dual Doctor of Chiropractic (D.C.) Master of Science (M.S.) at the Texas Chiropractic College (TCC) and the University of Houston-Clear Lake (UHCL). The DC and M.S. degrees are conferred by the TCC and UHCL, respectively. Entry into the program requires independent university acceptance by the admissions office and acceptance into the Exercise and Health Sciences Program. Completion of the joint program provides students with an opportunity to earn a clinical doctorate degree while gaining theoretical knowledge and practical field experience in exercise/sports science. Additionally, the dual degree program:

- provides students with advanced knowledge in the physiological and physical mechanisms underlying exercise adaptation;
- provides students with the knowledge needed to design and implement evidence-based strength and conditioning programs;
- prepares students for employment in medically oriented environments that place emphasis on research or the application of exercise science knowledge; and
- provides students with the knowledge and degree necessary to sit for state chiropractic licensing exams.

Students currently enrolled in the TCC-DC program who wish to enroll in the MS in Exercise and Health Sciences program must:

- have earned a bachelor's degree at TCC or another institution prior to enrollment in the dual-program;
- complete the UHCL application form and pay the appropriate application fee at the TCC registrar's office. Copies of the student's official TCC transcripts showing conferred B.S. degree will be transferred to the UHCL admissions office and the Exercise and Health Sciences graduate program admissions committee. Any GRE requirement is waived for incoming joint-degree seeking students;
- earn passing grades in all Tri-1 through Tri-5 courses at TCC;
- earn a TCC GPA of 3.00 or higher at the time of application to the program;
- follow all UHCL academic standards and policies in addition to those of TCC; and
- maintain a 3.00 or better GPA at UHCL. If the cumulative GPA falls below 3.00, students will be placed on academic
probation according to the university policies.

Students enrolled in the Dual DC-M.S. program complete a total of 30 hours of advanced courses in the M.S. program at UHCL. Course requirements for EXHS 6032 and a concentration course of a student's choice will be waived contingent upon earning a grade of "B" or higher in the following TCC classes: CH 6432: Orthopedics I and CP 6212: Physical Medicine and Rehabilitation. Students may complete the capstone requirement by selecting EXHS 6739, or another course from the EHS curriculum.

Dual DC-M.S. students pay current UHCL tuition and fees for all courses in which they are enrolled. In addition, students are responsible for any optional fee selected (parking, etc.). If students need to register for additional semesters at UHCL beyond graduation from TCC for the sole purpose of completing the M.S. degree, they will be charged only UHCL tuition and fees related to their remaining coursework and not general TCC tuition and fees.

It is a student's obligation to schedule their coursework in order to complete the degree in a timely manner. TCC is not responsible for students failing to complete the coursework necessary to earn the M.S. degree. Students must complete the M.S. degree within five years of starting their first course or they will be automatically dismissed from the joint program and will not receive the M.S. degree. Students are eligible to attend graduation at UHCL upon completion of their 30 hour M.S. degree.

For additional information about this dual degree, students should contact Dr. Bill Amonette at amonette@uhcl.edu or 281-283-3381.

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**Early Childhood Education M.S.**

The graduate plan in Early Childhood Education leads to the Master of Science (M.S.) degree. Students may be subject to an interview with members of the Early Childhood Education program prior to admission. Students seeking this degree must complete at least 36 hours of credit. Within the degree, there are three tracks of Early Childhood Education: the master’s degree, the master’s degree focusing on young children with disabilities, and the master’s degree with EC-6 certification.

Check prerequisites before enrolling in any courses.

### Requirements

**Core Requirements**

<table>
<thead>
<tr>
<th>Professional Education Core (12 hours)</th>
</tr>
</thead>
</table>

| SILC 6030 | Foundations of Multicultural Education Credit Hours: 3 |

**Additional Information**

Students in Track C must take TCED 6031 instead of INST 6031.

| Early Childhood Core (12 hours) |

**Track A - Master's Degree Only**

| Advised Electives (6 hours): |

---
### Master's Degree Options (6 hours)
Select one option.

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED Elective Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Additional Information
- Three hours of an approved elective (Internship requires prior completion of a minimum of nine hours of the Professional Education Core and a minimum of 15 ECED hours completed from the 21 ECED hours on the plan).
- All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

### Track B - Master's Degree with Focus on Young Children with Disabilities

#### Required (6 hours)

<table>
<thead>
<tr>
<th>Master's Degree Options (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5931</td>
</tr>
</tbody>
</table>

#### Additional Information
- Internship requires prior completion of a minimum of nine hours of the Professional Education Core and a minimum of 15 ECED hours completed from the 21 ECED hours on the plan.
- All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

### Additional Certification Courses (34 hours)

<table>
<thead>
<tr>
<th>TCED 4300</th>
<th>Core Subjects Teacher Seminar Credit Hours: 1</th>
</tr>
</thead>
</table>

One of the following

<table>
<thead>
<tr>
<th>LLLS 5131</th>
<th>Integrating the Language Arts Credit Hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 4344</td>
<td>Reading &amp; Writing for EC-6 Credit Hours: 3</td>
</tr>
</tbody>
</table>

One of the following

<table>
<thead>
<tr>
<th>LLLS 5533</th>
<th>Selecting Literature and Materials for Children Credit Hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 4345</td>
<td>Survey of Children’s Literature Credit Hours: 3</td>
</tr>
</tbody>
</table>

One of the following

<table>
<thead>
<tr>
<th>SPED 5030</th>
<th>Survey of Individual Differences Credit Hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 4300</td>
<td>Survey of Exceptionalities Credit Hours: 3</td>
</tr>
</tbody>
</table>

One of the following

<table>
<thead>
<tr>
<th>TCED 5231</th>
<th>Teaching Social Studies in the Elementary School Credit Hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4321</td>
<td>Social Studies Methods for EC-6 Credit Hours: 3</td>
</tr>
</tbody>
</table>
One of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5232</td>
<td>Teaching Science in the EC-6 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4322</td>
<td>Science Methods for EC-6</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5233</td>
<td>Teaching Mathematics in the EC-6 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4323</td>
<td>Mathematics Methods for EC-6</td>
<td>3</td>
</tr>
</tbody>
</table>

**Internship**

Option 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4378</td>
<td>Pre-Service Internship I</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4978</td>
<td>Pre-Service Internship II/Student Teaching</td>
<td>9</td>
</tr>
</tbody>
</table>

Option 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4678</td>
<td>Post-Degree Internship I</td>
<td>6</td>
</tr>
<tr>
<td>TCED 4679</td>
<td>Post-Degree Internship II/Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

**Additional Information**

Students seeking teaching certification must complete additional requirements. See a College of Education adviser for details.

**Admission Requirements**

- Bachelor’s Degree (or higher) and a 3.000 GPA in last 60 hours.
- If GPA in last 60 hours is 3.000 or higher, the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) is NOT required.
- If GPA is below 3.000, scores from either the GRE/MAT must be submitted.
- If GPA is below 2.500 - 3.000, minimum required test scores;
  - GRE - 294 combined on the Quantitative & Verbal, 3.5 Analytical Writing
  - MAT - 390

**Educational Management M.S.**

The graduate plan in Educational Management leads to the Master of Science (M.S.) degree. The master’s degree in Educational Management consists of 33 hours of graduate coursework. Candidates for this master's degree must complete the Professional Education Core (6 hours), the Administration Core (24 hours) and the Capstone Experience (3 hours). Students will be eligible to register for the capstone experience/ADSU 6735, Leadership Research Seminar, after they have successfully completed at least 24 hours of the master's degree.

Check prerequisites before enrolling in any courses.

**Degree Requirements**

**Professional Education Core (6 hours)**

Select two after meeting with adviser.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Administration Core (24 hours)**
Capstone Experience (3 hours)

Educational Management M.S. Online Option

The online graduate plan in Educational Management leads to the Master of Science (M.S.) degree with Principal Certification. The master’s degree in Educational Management consists of 30 hours of graduate coursework. Candidates for this master's degree must complete the Professional Education Core (6 hours), the Administration Core (21 hours) and the Capstone Experience (3 hours). Students will be eligible to register for the capstone experience, ADSU 6739 Graduate Practicum, after they have successfully completed at least 21 hours of the master's degree and have earned a passing score on the Principal TExES.

Check prerequisites before enrolling in any course.

Professional Education Core (6 hours)

Select two after meeting with adviser.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Administration Core (21 hours)

Capstone Experience (3 hours):

Educational Management M.S. with Principal Certification

The graduate plan in Educational Management leads to the Master of Science (M.S.) degree with Principal Certification, if principal certification requirements are met. The master's degree in Educational Management consists of 33 hours of graduate coursework. Candidates for this degree must complete the Professional Education Core (12 hours), the Administration Core (18 hours) and the Capstone Experience/Graduate Practicum (3 hours). Students will be eligible to register for the graduate practicum after they have successfully completed at least 24 hours of the master's degree and earn a passing score on the Principal TExES. Graduate Practicum is only offered in the fall and spring semesters. A practicum application form must be completed and submitted by June 8 for the fall semester and October 1 for the spring semester in order to enroll in ADSU 6739 Graduate Practicum.

In order to fulfill principal certification requirements, students must successfully complete the 33 hours of M.S. degree coursework in Educational Management. Students must also have a valid Texas teaching certificate, two years of successful full-time classroom teaching in an approved accredited school, and a passing score on the Principal state assessment.

Students who meet the graduate admissions requirements to the College of Education (COE) (see Graduate Admissions Requirements) must meet additional requirements prior to being
admitted to the Educational Management program. Each applicant must:

- have a GPA of 2.750 over the last 60 hours;
- provide proof of having a valid Texas teaching certificate; and
- provide a letter of support from a school building administrator.

Check prerequisites before enrolling in any courses.

### Degree Requirements

<table>
<thead>
<tr>
<th>Professional Education Core (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two after adviser meeting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administration Core (24 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Required Courses (1 hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Additional Information

Successful completion is required prior to enrollment in ADSU 6739. Candidates passing the Principal state assessment prior to enrolling in ADSU 5010 will have this course waived.

### Capstone Experience (3 hours)

### Additional Information

- Practicum application form must be completed and submitted by June 8 for fall semester and October 1 for spring semester in order to enroll in ADSU 6739. Students will be eligible to register for ADSU 6739 after they have successfully completed at least 24 hours of the master’s degree and received a passing score on the Principal TExES. Graduate Practicum is only offered in the fall and spring semesters. A practicum application form must be completed and submitted by June 8 for the fall semester and October 1 for the spring semester in order to enroll in ADSU 6739 Graduate Practicum.

In order to fulfill principal certification requirements, students must successfully complete the 30 hours of M.S. degree coursework in Educational Management. Students must also have a valid Texas teaching certificate, two years of successful full-time classroom teaching in an approved accredited school, and a passing score on the Principal state assessment.

### Degree Requirements

<table>
<thead>
<tr>
<th>Professional Education Core (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two after adviser meeting</td>
</tr>
</tbody>
</table>
SILC 6030  
Foundations of Multicultural Education  
Credit Hours: 3

Administration Core (24 hours)

Other Required Courses (1 hour)

Additional Information
Successful completion is required prior to enrollment in ADSU 6739. Candidates passing the Principal state assessment prior to enrolling in ADSU 5010 will have this course waived.

Educational Management  
M.S. with Principal Certification and Master Technology Teacher Certification

The graduate plan in Educational Management leads to the Master of Science (M.S.) degree with Principal Certification and Master Technology Teacher Certification, if certification requirements are met. The master’s degree in Educational Management consists of 40 hours of graduate coursework. Candidates for this master’s degree must complete the Professional Education Core (6 hours), the Administration Core (18 hours), the Instructional Technology Core (10 hours) and the Capstone Experience/Graduate Practicum (6 hours). Students will be eligible to register for the graduate practicum after they have successfully completed at least 24 hours of the master's degree and earned a passing score on the Principal TExES. ADSU 6739 is only offered in the fall and spring semesters. A practicum application form must be completed and submitted by June 8 for the fall semester and October 1 for the spring semester in order to enroll in ADSU 6739, Graduate Practicum.

In order to fulfill principal certification requirements, students must successfully complete the 40 hours of M.S. degree coursework in Educational Management. Students must also have a valid Texas teaching certificate, two years of successful full-time classroom teaching in an approved accredited school and a passing score on the Principal state assessment. Students seeking the Master Technology Teacher Certification must hold a valid Texas teaching certificate and must be able to verify a minimum of two years of full-time approved successful teaching experience. A passing score on the Master Technology Teacher state assessment is required. Students who meet the graduate admissions requirements to the College of Education (COE) (see Graduate Admissions Requirements) must meet additional requirements prior to being admitted to the Educational Management program. Each applicant must:

- have a GPA of 2.750 over the last 60 hours;
- provide proof of having a valid Texas teaching certificate; and
- provide a letter of support from a school building administrator.

Check prerequisites before enrolling in any courses.

Degree Requirements:

Professional Education Core (6 hours):
Certification and Reading Specialist Certification

The graduate plan in Educational Management leads to the Master of Science (M.S.) degree with Principal Certification and Reading Specialist Certification, if certification requirements are met. The master’s degree in Educational Management consists of 39 hours of graduate coursework. Candidates for this master’s degree must complete the Professional Education Core (6 hours), the Administration Core (15 hours), the Reading Core (15 hours), and the Capstone Experience/Graduate Practicum (3 hours). Students will be eligible to register for the graduate practicum after they have successfully completed at least 24 hours of the master’s degree and for Principal certification, pass the Principal TExES. Graduate Practicum is only offered in the fall and spring semesters. A practicum application form must be completed and submitted by June 8 for the fall semester and October 1 for the spring semester in order to enroll in ADSU 6739, Graduate Practicum.

In order to fulfill Principal certification requirements, students must successfully complete the 33 hours of M.S. degree coursework in Educational Management. Students must also have a valid Texas teaching certificate, two years of successful full-time classroom teaching in an approved accredited school, and a passing score on the Principal state assessment. Students seeking the reading specialist certification must hold a valid Texas teaching certificate and must be able to verify a minimum of two years of full-time approved successful teaching experience.

Educational Management
M.S. with Principal
A passing score on the Reading Specialist state assessment is required.

Students who meet the graduate admissions requirements to the College of Education (COE) must meet additional requirements prior to being admitted to the Educational Management program. Each applicant must:

- have a GPA of 2.750 over the last 60 hours;
- provide proof of having a valid Texas teaching certificate; and
- provide a letter of support from a school building administrator.

Check prerequisites before enrolling in any courses.

Degree Requirements:

Professional Education Core (6 hours)

Select two after meeting with adviser.

- SILC 6030 Foundations of Multicultural Education Credit Hours: 3

Administrative Core (15 hours)

Reading Core (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 6311</td>
<td>Sociolinguistic Applications to Reading</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 6332</td>
<td>Foundations of Early and Secondary Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 6333</td>
<td>Genre Studies in Children’s &amp; Young Adult Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Leadership in Clinical Practices in Assessment of Literacy Tasks
Credit Hours: 3

Assessment and Remediation of Reading and Language Arts Literacy
Credit Hours: 3

Professional Preparation Seminar for Reading Specialists
Credit Hours: 1

Successful completion is required prior to enrollment in ADSU 6739. Candidates passing the Principal state assessment prior to enrolling in ADSU 5010 will have this course waived.

Successful completion is required prior to enrollment in LLLS 6639. Candidates passing the Reading Specialist State Assessment prior to enrolling in LLLS 5010 will have this course waived.

Practicum application form must be completed and submitted by June 8 for fall semester and October 1 for spring semester in order to enroll in ADSU 6739. Students will be eligible to register for ADSU 6739 after they have successfully completed at least 24 hours of the master’s degree and received a passing score on the Principal state assessment.

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

Educational Management

M.S. with Principal Certification and Special Education Certification

The graduate plan in Educational Management leads to the Master of Science (M.S.) degree with Principal Certification and Special Education Certification, if certification requirements are met. The master’s degree in Educational Management consists of 39 hours of graduate coursework. Candidates for this master's degree must complete the Professional Education Core...
(6 hours), the Administration Core (15 hours),
the Special Education Core (15 hours), and the
Capstone Experience/Graduate Practicum (3
hours). Students will be eligible to register
for the graduate practicum after they have
successfully completed at least 24 hours of
the master's degree and passed the state
certification exams. Graduate Practicum is
only offered in the fall and spring semesters. A
practicum application form must be completed
and submitted by June 8 for the fall semester
and October 1 for the spring semester in order to
enroll in ADSU 6739, Graduate Practicum.

In order to fulfill Principal certification
requirements, students must successfully
complete the 33 hours of M.S. degree coursework
in Educational Management. Students must also
have a valid Texas teaching certificate, two years
of successful full-time classroom teaching in
an approved accredited school, and a passing
score on the Principal state assessment. Students
seeking the special education certification must
hold a valid Texas teaching certificate. A passing
score on the Special Education state assessment
is required. Register for this test as "By Exam Only".

Students who meet the graduate admissions
requirements to the College of Education
(COE) must meet additional requirements
prior to being admitted to the Educational
Management program. Each applicant must:

- have a GPA of 2.750 over the last 60 hours;
- provide proof of having a valid Texas
teaching certificate; and
- provide a letter of support from a school
building administrator.

Check prerequisites before enrolling in any
courses.

## Degree Requirements:

### Professional Education Core (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Administrative Core (15 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5311</td>
<td>Educational Assessment of Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5332</td>
<td>Curricular Approaches to Learning Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5333</td>
<td>Practicum in Inclusive Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5233</td>
<td>Providing Positive Behavioral Support</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5332</td>
<td>Exceptionalities in Infants and Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

### Special Education Core (15 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5131</td>
<td>Educational Assessment of Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5132</td>
<td>Curricular Approaches to Learning Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5133</td>
<td>Practicum in Inclusive Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5233</td>
<td>Providing Positive Behavioral Support</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5332</td>
<td>Exceptionalities in Infants and Young Children</td>
<td>3</td>
</tr>
</tbody>
</table>

### Capstone Experience (3 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5010</td>
<td>Professional Preparation Seminar for Special Educators</td>
<td>1</td>
</tr>
</tbody>
</table>

### Additional Information

- Practicum application form must be completed and submitted by June 8 for fall semester and October 1 for spring semester in order to enroll in ADSU 6739. Students will be eligible to register for ADSU 6739 after they have successfully completed at least 24 hours of the master’s degree and received a passing score on the Principal state assessment.
- All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

### Other Required Courses (2 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5010</td>
<td>Professional Preparation Seminar for Special Educators</td>
<td>1</td>
</tr>
</tbody>
</table>
Additional Information

- Successful completion is required prior to enrollment in ADSU 6739. Candidates passing the Principal state assessment prior to enrolling in ADSU 5010 will have this course waived.
- Successful completion is required prior to enrollment in SPED 5133. Candidates passing the Special Education State Assessment prior to enrolling in SPED 5010 will have this course waived. Register for this exam as "By Exam Only".

Engineering Management M.S.

The graduate plan in Engineering Management (EMGT) leads to the master of science (M.S.) degree. The Engineering Management plan offers the candidate the opportunity to earn an advanced degree in two years while maintaining full-time employment. The broad EMGT curriculum was designed to prepare students with technical backgrounds to become industry leaders. To achieve this objective, the curriculum is carefully designed by integrating courses from the College of Science and Engineering and the College of Business. The program focuses on multiple disciplines such as: Business Management/Administration, Project Management, Systems Engineering, and Industrial Engineering among others.

The Engineering Management (EMGT) curriculum is composed of 36 hours of graduate course work of which 21 hours will be core requirements and 15 hours will be electives with capstone or a thesis option. The EMGT MS program offers two different options—traditional EMGT MS and fully online EMGT MS. Students in the traditional option complete the program either face to face or partially online while students in the fully online option complete all courses online.

Admissions Requirements

To enter the EMGT plan, applicants must hold a bachelor’s degree in engineering, science or another field with significant work experience in science or engineering. The graduate admission committee will ensure that applicants have the appropriate industry or managerial background.

The application materials include a resume summarizing candidate's career objectives and professional experience as well as three letters of recommendation from current or former academic advisers or work supervisors. The Graduate Record Examination (GRE) is required of all candidates applying for admission, a minimum GRE score (verbal + quantitative) of 290 points with a minimum quantitative score of 145, verbal score of 140 and writing score of 3.5. The Graduate Management Admission Test (GMAT) may substitute for the GRE. It is recommended that candidates who apply for admission have a grade point average (GPA) of 3.0 or greater (four point grade scale) on the last 60 hours of course work.

The graduate degree in EMGT requires 36 hours of graduate courses. No 4000 level credits will be allowed for the EMGT master’s degree. A maximum of six hours of grades of "C" or "C +" may be counted toward the graduate degree; grades of "C−" will not apply.

Engineering Management Online

The Engineering Management program may be taken online. Online courses are offered less frequently than face to face courses. Students
requiring 100% of their courses online can expect to take longer to graduate than those who choose a mix of face to face and online courses to fulfill the degree. Foundation courses may only be offered as traditional on campus classes. These courses must be taken either at UHCL or at another university before entry into the EMGT online option.

**Degree Requirements**

**Foundation Courses Required for Entrance**

In addition, the program requires that a set of foundation courses and their prerequisites be completed before enrolling in graduate EMGT program. The foundation courses are:

<table>
<thead>
<tr>
<th>Foundation Courses Required for Entrance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2413  Calculus I  Credit Hours: 4</td>
<td></td>
</tr>
<tr>
<td>STAT 3334  Probability and Statistics for Scientists and Engineers  Credit Hours: 3</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Information**

STAT 3334 is equivalent to DSCI 3321. Only one will be counted.

The program may also assign further prerequisites depending upon the candidate’s qualification in terms of professional experience and English proficiency. EMGT 5035 (Scientific Writing) may be assigned depending on candidate’s GRE verbal and essay scores. The admission committee based upon plan needs, the guidelines stated herein and UHCL admission requirements will decide acceptance into the program. Once admitted, the candidate must file a Candidate Plan of Study (CPS) in the first semester of enrollment.

**EMGT Core Requirements (21 hours)**

The following 21 hours of core requirements must be completed for both thesis and capstone options

<table>
<thead>
<tr>
<th>EMGT Core Requirements (21 hours)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5032  Human Behavior in Organizations  Credit Hours: 3</td>
<td></td>
</tr>
<tr>
<td>SENG 5230  Systems Engineering Economics</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Information**

EMGT 5530 is equivalent to MGMT 5032. Only one will be counted.

**EMGT Elective Requirements**

The following 21 hours of core requirements must be completed for both thesis and capstone options

<table>
<thead>
<tr>
<th>EMGT Elective Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SENG 5130  Systems Engineering Processes</td>
<td></td>
</tr>
<tr>
<td>SENG 5332  Decision Analysis for Systems Engineering</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Information**

- SWEN 5130
- MGMT 5133
- MGMT 5638

**EMGT Capstone Option (21 hours of core requirements + 12 hours of electives + 3 hours of Capstone)**

The Capstone enrollment is limited to candidates who have completed 24 hours of the EMGT core and elective requirements after completion of
their prerequisites. Under the capstone option, the master degree candidates must complete 21 hours of core requirements and 12 hours of elective requirements. Capstone course may be available online.

**EMGT Capstone Option (21 hours of core requirements + 12 hours of electives + 3 hours of Capstone)**

**EMGT Thesis Option (21 hours of core requirements + 9 hours of electives + 6 hours of thesis)**

Master degree candidates must complete 21 hours of core requirements and 9 hours of elective requirements. The thesis is counted as 6 hours.

**EMGT Thesis Option (21 hours of core requirements + 9 hours of electives + 6 hours of thesis)**

**Environmental Management M.S.**

This plan leads to the Master of Science in Environmental Management degree. The graduate degree in environmental management requires a minimum of 36 hours including the master's degree option. Depending on academic background, additional course work in economics, chemistry and statistics may be required.

**Degree Requirements**

**Foundation Requirements**

**Science Foundation Requirements (6 hours)**

Choose one:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1302</td>
<td>College Physics II</td>
</tr>
</tbody>
</table>

**Science Foundation Requirements continued**

**Major Requirements (12 hours):**

**Additional Information**

BAPA 5031 may be substituted for an approved MGMT Course

**MGMT Elective Requirements (6 hours):**

Choose two from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5032</td>
<td>Human Behavior in Organizations Credit Hours: 3</td>
</tr>
<tr>
<td>MGMT 5133</td>
<td>Teamwork and Leadership Skills: Theory in Practice Credit Hours: 3</td>
</tr>
<tr>
<td>MGMT 5234</td>
<td>Leading Non-Profit Institutions Credit Hours: 3</td>
</tr>
<tr>
<td>MGMT 5434</td>
<td>Negotiation Skills and Strategies Credit Hours: 3</td>
</tr>
<tr>
<td>MGMT 5636</td>
<td>Management of Technology Credit Hours: 3</td>
</tr>
<tr>
<td>MGMT 5638</td>
<td>Leading Technology Credit Hours: 3</td>
</tr>
<tr>
<td>MGMT 6237</td>
<td>Comparative Leadership Credit Hours: 3</td>
</tr>
<tr>
<td>MGMT 6331</td>
<td>Organizational Development Credit Hours: 3</td>
</tr>
</tbody>
</table>
The remaining 18 hours of the degree requirements will be chosen in consultation with a faculty adviser to fit the career interests of the students. All graduate ENVR courses are approved electives. No more than two courses or 6 hours at the 33XX- or 43XX level may be included, and any undergraduate elective must be approved by the faculty program coordinator. Courses from other disciplines must also be approved.

Environmental Science M.S.

The graduate plan in Environmental Science leads to the master of science (M.S.) degree. The plan seeks, through an interdisciplinary approach, to prepare students for opportunities in government and the private sector. Graduates of the plan may also be prepared to pursue further academic training in environmental sciences and occupational health. Students must specialize in one of the following areas:

- Environmental Biology
- Environmental Chemistry
- Environmental Geology
- Industrial Hygiene
- Safety

All graduate students are required to produce a major paper and present a public seminar. Prior to enrolling in ENSC 5530, students must have a faculty adviser and an approved research topic. Following completion of ENSC 5530, the student will be advised into ENSC 6731 or ENSC 6838 or ENSC 6939.

Students pursuing the research project option may be advised to complete hours in independent study or internship in addition to ENSC 6838. Before enrolling in thesis, students must have a faculty thesis adviser and an approved research proposal.

Degree Requirements

Environmental Science Basic Requirements

Students seeking a master’s degree must have course work preparation appropriate to their area of specialization. At least 34 hours of natural science and six hours of mathematics are required prior to admission. Candidates should have a "B" average (GPA) 3.0 on the last 60 hours of credit. GRE scores are required by all students applying for the graduate program. Scores will be evaluated by the college’s admissions committee.

Students should submit a written statement to the Science and Computer Engineering Academic Advising Office (sceadvising@uhcl.edu) specifying their educational goals and objectives as well as their intended areas of specialization, i.e., Environmental Biology, Environmental Chemistry, Environmental Geology, Industrial Hygiene or Safety. Applicants are also encouraged to submit letter(s) of recommendation as supporting documents. Basic requirement courses do not count toward the degree. These courses do, however, count toward the total hours required above.

The following must be completed prior to admission into the graduate plan:

- General Chemistry I and II with labs
• General Physics I and II with labs
• Calculus I

The following must be completed prior to or within the first year of study:

• Organic Chemistry I
• Statistics

The master’s degree requires completion of a minimum of 36 hours.

Environmental Science Core

Environmental Science Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 5135</td>
<td>Applied Statistical Methods</td>
</tr>
</tbody>
</table>

Additional Information

Students select between ENSC 6731 Or ENSC 6838 Or ENSC 6939.

Environmental Science Thesis Option (36 hours)

Environmental Science Thesis Option (36 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 5135</td>
<td>Applied Statistical Methods</td>
</tr>
</tbody>
</table>

Additional Information

- Electives are selected in consultation with the faculty adviser and must include at least one course from three of the following rubrics: BIOL, CHEM, GEOL or INDH.
- A maximum of six hours of environmental management (ENVR) courses may be included.

Environmental Science Research Project Course Option (36 hours)

Environmental Science Research Project Course Option (36 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 5135</td>
<td>Applied Statistical Methods</td>
</tr>
</tbody>
</table>

Additional Information

- Electives are selected in consultation with the faculty adviser and must include at least one course from three of the following rubrics: BIOL, CHEM, GEOL or INDH.
- A maximum of six hours of environmental management (ENVR) courses may be included.

Environmental Science Specializations

Environmental Biology Specialization Electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 5135</td>
<td>Applied Statistical Methods</td>
</tr>
</tbody>
</table>

Additional Information

- Students select between ENSC 6838 Or ENSC 6731.
- Electives are selected in consultation with the faculty adviser and must include at least one course from three of the following rubrics: BIOL, CHEM, GEOL or INDH.
- A maximum of six hours of environmental management (ENVR) courses may be included.

Environmental Chemistry Specialization Electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 5135</td>
<td>Applied Statistical Methods</td>
</tr>
</tbody>
</table>

Additional Information

- Students select between ENSC 6731 Or ENSC 6838 Or ENSC 6939.
- Electives are selected in consultation with the faculty adviser and must include at least one course from three of the following rubrics: BIOL, CHEM, GEOL or INDH.
- A maximum of six hours of environmental management (ENVR) courses may be included.

Environmental Science Research Project Course Option (36 hours)

Environmental Science Research Project Course Option (36 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 5135</td>
<td>Applied Statistical Methods</td>
</tr>
</tbody>
</table>

Additional Information

- Students select between ENSC 6731 Or ENSC 6838 Or ENSC 6939.
- Electives are selected in consultation with the faculty adviser and must include at least one course from three of the following rubrics: BIOL, CHEM, GEOL or INDH.
- A maximum of six hours of environmental management (ENVR) courses may be included.

Environmental Chemistry Specialization Electives:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>STAT 5135</td>
<td>Applied Statistical Methods</td>
</tr>
</tbody>
</table>

Additional Information

- Students select between ENSC 6731 Or ENSC 6838 Or ENSC 6939.
- Electives are selected in consultation with the faculty adviser and must include at least one course from three of the following rubrics: BIOL, CHEM, GEOL or INDH.
- A maximum of six hours of environmental management (ENVR) courses may be included.

Environmental Science Specializations

Environmental Biology Specialization Electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 5135</td>
<td>Applied Statistical Methods</td>
</tr>
</tbody>
</table>

Additional Information

- Students select between ENSC 6838 Or ENSC 6731.
- Electives are selected in consultation with the faculty adviser and must include at least one course from three of the following rubrics: BIOL, CHEM, GEOL or INDH.
- A maximum of six hours of environmental management (ENVR) courses may be included.

Environmental Chemistry Specialization Electives:

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>STAT 5135</td>
<td>Applied Statistical Methods</td>
</tr>
</tbody>
</table>

Additional Information

- Students select between ENSC 6731 Or ENSC 6838 Or ENSC 6939.
- Electives are selected in consultation with the faculty adviser and must include at least one course from three of the following rubrics: BIOL, CHEM, GEOL or INDH.
- A maximum of six hours of environmental management (ENVR) courses may be included.
Environmental Geology Specialization Electives:

Cross-discipline courses (12 hour maximum) must be selected in consultation with faculty adviser.

Industrial Hygiene Specialization Electives:

Cross-discipline (12 hour maximum) CHEM/GEOL courses must be approved in advance by the adviser.

Safety Specialization Electives:

INDH 5xxx System Safety and Accident Investigation

Cross-discipline (12 hours maximum) BIOL/CHEM/GEOL courses must be approved in advance by the adviser.

Environmental Science M.S. Online Option

All graduate students are required to produce a major paper and present an online public seminar. Prior to enrolling in ENSC 5530, students must have a faculty adviser and an approved research topic. Following completion of ENSC 5530, and in consultation with their faculty adviser, online students will enroll in ENSC 6731 or ENSC 6838 and prepare their major capstone research paper.

Degree Requirements

Environmental Science Online Option (36 hours)

Additional Information

Students select between ENSC 6838 or ENSC 6731.

Environmental Science General Online Course Electives

Must include at least one course from three of the following rubrics: BIOL, CHEM, GEOL, and INDH.

Additional Information

- Electives are selected in consultation with the faculty adviser.
- A maximum of six hours of environmental management (ENVR) courses may be included.

Environmental Science Occupational Safety & Health Online Course Electives

Must include at least one course from three of the following rubrics: BIOL, CHEM, GEOL, and INDH.
Exercise and Health Sciences M.S.

The graduate program in Exercise and Health Sciences leads to a Master of Science (M.S.) degree. Exercise and Health Sciences graduate students may select one of two concentration areas: Sport Science or Public Health. The Sport Science concentration is designed to prepare students for careers as sport coaches, sport scientists, strength and conditioning professionals, and exercise fitness specialists, where prime duties are initiating, directing, and evaluating exercise and testing programs. The Public Health concentration provides a broad background in public health and prevention, epidemiology, biostatistics, and exercise for individuals with disabilities. The concentration is ideal for individuals seeking employment in health-related fields or for practicing health and medical professionals who seek to further their education at the graduate level.

Admissions

Applicants to the Exercise and Health Science program who do not possess an adequate exercise or basic science background may be required to complete prerequisite courses in preparation for the graduate program. Prerequisite course requirements are determined by the student's faculty adviser.

Degree Requirements

Shared Core Requirements (15 hours)

Concentrations (21 Hours)

Sport Science Concentration (21 hours)

Select 21 hours

Public Health Concentration (21 hours)

Select 21 Hours

SOCI 5232  Environmental Health
Credit Hours: 3

SOCI 6736  Seminar in Global Health
Credit Hours: 3

Note: Any student planning to enroll in EXHS 6739 should complete an Exercise and Health Sciences Internship application, provided by the student's adviser. This application must be completed by the graduation application deadline of the semester prior to beginning the internship. Additional courses may be substituted into a student's concentration area with approval from the student's program adviser.
Master's Option (6 hours)

Master’s Option Course (6 Hours)

Exercise and Health Sciences students in either the Sport Science or Public Health concentrations may choose to complete a master’s thesis. In such case, students will complete the thesis (EXHS 6939) in lieu of an internship (EXHS 6739) or an extra course and will substitute one additional course from their concentration as approved by their adviser. Thesis credit requires continuous registration during each fall and spring semester until completion for a minimum of six hours. If students do not maintain continuous registration in the master’s project, thesis, or internship, previously accumulated master’s option credits will not count toward the master’s degree.

Family Therapy M.A.

The Family Therapy Program provides academic coursework, clinical training, and supervision to prepare students for careers as creative, caring, and competent professional couple and family therapists. The program has been accredited by the Commission of Accreditation for Marriage and Family Therapy Education (AAMFT.org) since 1982 and prepares the student for licensure as a Marriage and Family Therapist (LMFT) in Texas. Completion of the degree also fulfills the coursework requirements needed to take the Licensed Professional Counselor (LPC) Exam in Texas. The UHCL Family Therapy Program prepares students to provide effective systemic and/or relationally oriented therapies with couples, families, individuals, and groups.

Admissions

The Family Therapy Selection Committee accepts a limited number of students into the program based on review and evaluation of the criteria required for application. These criteria include: Complete application (application form, vita, GRE scores, essay, and three professional letters of reference–professor/academic preferred); official transcripts of all previous course work; GPA of 3.20 or above; GRE of 297 (1000 for older versions of GRE) or above preferred (Verbal & Quantitative); and six hours of undergraduate Behavioral Sciences coursework which must include Introduction to Psychology and Abnormal Psychology.

Degree Requirements

Foundation Courses (6 hours)

Six hours of undergraduate Behavioral Sciences coursework in Introduction to Psychology and Abnormal Psychology. Similar courses may be substituted for these classes, and coursework from various classes may meet these content requirements as well. All such substitutions must be approved by the student’s faculty adviser.

Required Courses (60 hours)

For the following courses choose between PSYC 5231 or PSYC 5335. PSYC 5738 must be taken for 2 semesters. PSYC 6636 must be taken for 3 semesters.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5231</td>
<td>Psychotherapy: Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5233</td>
<td>Introduction to Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5235</td>
<td>Learning Principles</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5236</td>
<td>Family Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5239</td>
<td>Group Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5433</td>
<td>Substance Abuse: Causes and Treatments</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5535</td>
<td>Cross-Cultural Perspectives on the Family</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5731</td>
<td>Basic Psychotherapy Skills</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5737</td>
<td>Family Therapy Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5738</td>
<td>Family Therapy Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5931</td>
<td>Research Topics in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6137</td>
<td>Family Research</td>
<td>3</td>
</tr>
</tbody>
</table>
University of Houston-Clear Lake

Degrees and Programs

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6233</td>
<td>Advanced Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6234</td>
<td>Systems and Symptoms</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6236</td>
<td>Child and Adolescent Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6531</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6534</td>
<td>Couple and Sex Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6636</td>
<td>Clinical Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information

- Clinical internship involves a minimum of 400 hours of direct client contact. Internships are completed at approved sites throughout the Houston area.
- Students are expected to join the American Association for Marriage and Family Therapy (AAMFT) while they are in the program.

Finance M.S.

The degree requirements for the Master of Science degree in Finance will include 30 hours of course work, including 24 hours of required courses and 6 hours of electives.

Degree Requirements

Required Graduate Courses (24 hours)

<table>
<thead>
<tr>
<th>Required Graduate Courses (24 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
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</tbody>
</table>

Graduate Elective Requirements (6 hours)

<table>
<thead>
<tr>
<th>Elective Requirements (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two courses from the list:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

MS Finance Concentration in Healthcare Administration

Students may complete a 12-hour concentration in healthcare administration within MS in Finance. Students choosing this option will have a 36-hour program of study. In the graduate course work listed above, the 6 hours of MS Finance electives will not be required. Listed below are the Healthcare Administration courses for the concentration:

<table>
<thead>
<tr>
<th>Concentration requirements: (12 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Additional Information

All 4 courses must be completed to fulfill the requirement for MS Finance Concentration in Healthcare Administration.

Healthcare Administration MHA

This plan leads to the Master of Healthcare Administration degree. In addition to the grade point average and GMAT requirements, entrance into this plan also requires the submission of a résumé, three letters of recommendation, and a statement of career goals. All materials must be received by the application deadline so that the applicant can be considered for admission. Only completed applications will be considered. The résumé, three letters of recommendation, and statement of career goals should be sent to the Office of Admissions, University of Houston-Clear Lake, 2700 Bay Area Blvd., Houston, TX 77058-1098.
Degree Requirements

Major Requirements (36 hours)

Plan requirements consist of these courses (36 hours):

HADM Elective Options:

Electives (Choose one):

Additional Information

HADM 6539 with permission from of the Dept. Chair (2 semesters)

Optional electives beyond degree requirements

Healthcare Administration/ Business Administration
MHA/MBA

The joint degree in Healthcare Administration and Business Administration leads to the Master of Healthcare Administration/Master of Business Administration degree. In addition to the grade-point average and GMAT requirements, entrance into this plan also requires the submission of a résumé, three letters of recommendation, and a statement of career goals. All materials must be received by the application deadline so that the applicant can be considered for admission. Only completed applications will be considered.

Degree Requirements

Foundation requirements (3 hours)

M.H.A. Plan Requirements (36 hours)

Required Courses (36 Hours)

HADM Electives

Choose one course from list

M.B.A. Plan Requirements (24 hours)

Required courses (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5032</td>
<td>Human Behavior in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6731</td>
<td>Strategic Management Seminar (Capstone)</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 5332</td>
<td>Executive Decisions in Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>
Optional Electives beyond degree requirements:

History M.A.

The graduate program in History leads to the Master of Arts (M.A.) degree. Students may enroll with degrees from other fields, although undergraduate training in History is desirable.

Degree Requirements

All students seeking the Master of Arts degree in History must complete HIST 5031 in the first 12 hours of course work. This course is offered in the fall semester only. Students must also take at least one course in each of the four regions that the program offers: Europe, Latin American, the Middle East, and the United States.

Master's degree candidates prepare a Candidate Program of Study (CPS) with the assistance and approval of a faculty adviser. All master's degree options must contain a minimum of 30 graduate semester credit hours. Only courses in which a grade of "B-" or better is earned may be applied toward any of the programs for a Master of Arts Degree in History; grades of "C+" or below are not acceptable.

Master's Degree Options

Master's theses and projects (Option 1 and 2 below) require continuous registration during each fall and spring semester until completion for a minimum of six hours. if students do not maintain continuous registration in the master's project or thesis, previously accumulated master's option credits will not count toward the master's degree.

Option 1

The Master's Degree Option 1 requires a minimum of 30 graduate semester hours including six hours of master's thesis research and, at the discretion of the thesis adviser, an oral defense of the thesis.

For the successful completion of master's degree Option 1, the Master's Thesis, students are expected to complete an original, extensive work of historical scholarship based on intensive research using primary source documents. The thesis must enhance understanding of a defined sub-field of History. Faculty approval for this capstone option is required.

Option 2

The Master's Degree Option 2 requires a minimum of 36 semester hours including six hours of master's project research and, at the discretion of the project adviser, an oral examination upon completion of the project.

To complete master’s degree Option 2, the Master's Project, students are expected to make contributions to the collection and organization of useful and important historical materials for an archive, library, historical society, or museum. Students may propose a project to the History faculty. Students pursuing careers as archivists may also contact Dr. Adam Hodges (hodgesaj@uhcl.edu) to request approval to organize a set of papers for the NASA/Johnson Space Center History Collection at UHCL. Faculty approval for this capstone option is required.
Option 3

The Master's Degree Option 3 requires a minimum of 36 semester hours of coursework plus written and oral comprehensive examinations in the last semester. Students must register for the zero credit-hour course HIST 6909 during the final semester of the degree. The written component will be based on two broad historical fields with reading lists to be developed by the examination committee. The oral exam will follow, permitting detailed discussion of the written material. This is the default capstone option.

Human Resource Management M.A.

This degree prepares students for careers in human resource management, personnel administration training and/or human resource planning. The core requirements provide exposure to workforce planning, quality of work life, human resource development and the legal environment of personnel. The degree requirements consists of a minimum of 36 hours, plus a maximum of 3 foundation hours.

Degree Requirements

Foundation Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5032</td>
<td>Human Behavior in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6331</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information

MGMT 5133 may be substituted for MGMT 5032.

Elective Courses (6 hours)

Choose two courses from the list:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5332</td>
<td>Labor Relations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5636</td>
<td>Management of Technology</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6332</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6334</td>
<td>Sustainability and Strategic Advantage</td>
<td>3</td>
</tr>
</tbody>
</table>

Humanities M.A.

The graduate program in Humanities leads to the Master of Arts (M.A.) degree. The program encourages interdisciplinary study in the humanities while allowing specialization in one of the following concentrations: studio arts, art history, museum studies, film studies, writing, and the history of ideas. Students in the program will gain an appreciation of major artistic and intellectual contributions across history and the global landscape. Students may enroll with degrees from one of the humanistic disciplines or from other fields, although prior
coursework in the Humanities is desirable. Upon enrollment, a student will be assigned a faculty adviser who will help mentor the student through the program. The culmination of the program is the successful completion of one of the capstone options (thesis, internship, project, or comprehensive exam); selection of the capstone options should be guided by the student’s interests and professional goals. For additional information about the degree, contact the HSH Office of Academic Advising.

Course of study:
The degree consists of a required core (9 hours), concentration(s), and a capstone option. All options contain a minimum of 30 graduate semester hours. Depending on the concentration a student selects, there may be opportunities to enroll in elective courses as described at the end of the capstone options. With the approval of their faculty adviser, students pursuing an M.A. degree in Humanities may take up to six hours of credit outside those rubrics. Further exceptions may be made at the discretion of the Liberal Arts Department in consultation with the faculty adviser.

Required Core:
All students will take 3 courses, 1 from each pair of courses listed below.

<table>
<thead>
<tr>
<th>Philosophy and Intellectual History (3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will take one of the following courses in Philosophy and Intellectual History</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concentrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will select one or more of the following concentrations during their first year of study. Concentrations range from 9–21 credits. Additional course requirements for each are listed. Up to 15 hours of electives may be completed depending on the concentration that is selected.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Studio Arts (21 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to the core requirements, students are required to take 21 credit hours to complete this concentration and can choose from any of the courses listed. For ARTS 5233, the following may be substituted: HUMN 5233. For ARTS 5234, the following may be substituted: HUMN 5234</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art History (9 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to the core requirements, students are required to take 9 credit hours in art history, as follows: 1 additional course in Issues in Art History, 2 additional courses in Art History, which may include:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Museum Studies (12 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition to the core requirements, students are required to take 12 credit hours in courses related to museums, culture, and/or heritage, as follows: HUMN 5235 is required. 3 additional courses, which may include: For ANTH 5537, the following may be substituted: CRCL 5537</td>
</tr>
</tbody>
</table>
Film Studies (9 hours)

In addition to the core requirements, students are required to take 9 credit hours in film studies, which may include: For the following courses choose between HIST 5236 or HUMN 5236.

Writing

In addition to the core requirements, students may pursue a concentration in Writing by choosing one of the three sub-plans described below. Each sub-plan requires a minimum of 18 units of coursework.

Composition Pedagogy Sub-Plan (18 hours)

Students must select between WRIT 5132 or WRIT 5133 and WRIT 5130.6 additional units from WRIT rubric.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT 5130</td>
<td>Composition Theory</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 5131</td>
<td>Writing Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 5132</td>
<td>Seminar in Rhetorical Theories I</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 5133</td>
<td>Seminar in Rhetorical Theories II</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 5135</td>
<td>Special Topics in Linguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Writing Sub-Plan (18 hours)

Students must select between WRIT 5132 or WRIT 5133 and HUMN 5037. In addition to the courses below, students should select 6 additional units from the WRIT rubric.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT 5132</td>
<td>Seminar in Rhetorical Theories I</td>
<td>3</td>
</tr>
</tbody>
</table>

History of Ideas

In addition to the core requirements, students are required to take 12 credits in courses from HIST, HUMN, LITR, PHIL, or WGST.

Capstone options

Students select one of the following four options as a capstone for the completion of the M.A. in Humanities:

1. Thesis – 30 hours of coursework plus 6 hours of thesis research. This option is recommended for students who plan to move on to a Ph.D. degree.
2. Project – 30 hours of coursework plus 6 hours of project research.
3. Internship – 30 hours of coursework plus 6 hours of internship.

*Studio Arts students may only select project or internship options.

The thesis, project, or internship should be interdisciplinary in its orientation, concept, and context. Master’s projects, thesis, internships, and exams are requiring registration in appropriate course rubrics (HUMN 6939; HUMN 6839; HUMN 6739). These require continuous
Electives

Students may choose 0–15 hours of electives (in related disciplines such as ARTS, COMA, CRCL, DMST, HIST, LITR, PHIL, and WGST) and up to 6 elective hours can be 3000–4000-level courses.

Industrial/Organizational Psychology M.A.

The Master of Arts M.A. plan in Industrial/Organizational Psychology is designed to offer a two-year terminal degree that prepares students to contribute to an organization’s success by improving the performance and well-being of its employees. Students will learn about individual differences, their assessment and evaluation, and organizational theories and interventions. The program follows the scientist/practitioner model, providing students with knowledge of psychological theories and principles and applying those principles to understand human behavior in organizations. This program will prepare students to enter organizations in both the public and private sector in human resource management, organizational development, and management consulting. The degree requires either 42 hours with a thesis, project, or internship or 45 hours with the coursework option.

Admission

The I/O Psychology degree is a very popular program, admitting 15–20 students per year. Applicants interested in applying to the M.A. degree in Industrial/Organizational Psychology should fulfill the following requirements:

1. The expectation is that the GPA over the last 60 hours will be 3.00. Submit official transcripts from all institutions attended.

2. The expectation is that GRE scores will be: Verbal score of 146 (380 on tests taken prior to August 2011) and a Quantitative score of 146 (540 on tests prior to August 2011). The scores cannot be more than five years old.

3. Coursework Requirement
   - at least 12 hours of upper-level undergraduate courses consisting of 3 hours of Introduction to Statistics and
   - 9 hours of any combination of Psychology, Management, Sociology, or Anthropology
   - If some of these courses have not been taken, applicants are still eligible to apply if all other expected requirements are met, but they would be required to take these prerequisite classes while enrolled.

4. CV/Resume describing previous education, work experience, relevant coursework, relevant volunteer activities, any honors, published papers, or other relevant life experiences. Applicants must upload an updated resume or Curriculum Vitae (CV) to your E-Services account. Once you are logged into E-Service, please view the "To Do" list and click on "Details/Upload Documentation" to upload this document.

5. Statement of Purpose: include why you are interested in I/O Psychology in
general, and why you are interested in our program at UHCL. Include any relevant information that will help program faculty know you better. Upload a personal statement of 1000 words or less to your E-Services account. Once you are logged into E-Services, please view your "To Do" list and click on "Details/Upload Documentation" to upload your document.

If you are having issues logging into E-Services, please contact UHCL Tech Support at supportcenter@uhcl.edu or (281) 283-2828.

Transcripts: All transcripts and GRE scores should be sent to the UHCL Admissions Office (admissions@uhcl.edu or 281-283-2500). Domestic students with international backgrounds must now make an appointment with the Office of International Admissions and Programs (OIAP) to submit their foreign transcripts and proof of degree if they do not submit them electronically. OIAP may be reached at OIAP@uhcl.edu or (281) 283-2740.

FALL APPLICATION

All accepted students will begin the program in the fall semester. Please be sure to apply to the I/O and not Psychology, in ApplyTexas. These are different programs, and acceptance into Psychology does not equate to acceptance into the I/O program. We will begin accepting applications for admission from December 10 through February 15. We will begin reviewing applications in March and will notify applicants in April. Applicants who apply after the deadline may be given consideration to the extent that the class is not yet full. Applicants assume the responsibility to ensure that their completed application for UHCL, their completed application for I/O psychology, their GRE scores, and their supporting transcripts are received by the Office of Admissions by the deadline.

Degree Requirements

Core Course Requirements (24 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5537</td>
<td>Professional Issues in Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5331</td>
<td>Personnel Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5332</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5334</td>
<td>Change and Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6333</td>
<td>Research Design and Statics I for I/O Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6334</td>
<td>Research Design and Statistics II for I/O Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6538</td>
<td>Performance Appraisal and Feedback</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6734</td>
<td>Assessment in Industry</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses (12 hours)

Select from 12 hours of approved electives.

Capstone Option (6-9 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6739</td>
<td>Graduate Internship</td>
<td>3</td>
</tr>
</tbody>
</table>
PSYC 6839  |  Master's Project Research  
Credit Hours: 3  

PSYC 6939  |  Master's Thesis Research  
Credit Hours: 3  

PSYC 6735  |  Seminar in Industrial/Organizational Psychology  
Credit Hours: 3  

**Coursework Option**

Students selecting the coursework option will take all 24 hours of coursework listed under the core requirements plus PSYC 6735 plus 18 hours of approved electives for a total of 45 hours.

**Sample Prescribed Elective Courses**

For PSYC 5532, the following may be substituted: SOCI 5532

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5235</td>
<td>Learning Principles</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5333</td>
<td>Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5335</td>
<td>Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5339</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5530</td>
<td>Group Dynamics and Teamwork</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5532</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5536</td>
<td>Occupational Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6434</td>
<td>Human Factors Engineering</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6735</td>
<td>Seminar in Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5133</td>
<td>Teamwork and Leadership Skills: Theory in Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Information**

Only grades of "B-" or better will count toward the Master of Arts in I/O Psychology. Grades of "C+" or below are not acceptable.

1. ) Registering for a master's thesis, project, or internship should not be seen as an automatic right. Students wishing to complete a master's option must submit a master's option proposal. For the thesis or project, the proposal should be three to six pages in length. The proposal must be handed in by Aug 1/Dec 1/May 1 for Fall/Spring/Summer semesters respectively. It should include a literature review with references and a statement of the proposed methodology for carrying out the thesis or project. Before registering for the thesis or project, students must have the approval of a faculty member who agrees to supervise the work. Before registering for an internship, students must apply through the I/O internship coordinator and meet the required criteria, including a grade point average of 3.00 or better. The university reserves the right to deny admittance to or to remove a specific student from a specific internship.

2. In order to ensure timely completion and currency of knowledge, all M.A. students in Industrial/Organizational Psychology must complete the degree within 5 years from the date of initial enrollment in any UHCL course that would count toward the degree.

Any student who fails to complete the degree within the stated limitations on time and/or hours may be placed on permanent academic suspension from the program. Students placed on permanent academic suspension will not be allowed to apply for reinstatement. Such students will thus not complete the M.A. degree.
in Industrial/Organizational Psychology at University of Houston–Clear Lake.

**Instructional Design and Technology M.S.**

The graduate plan in Instructional Design and Technology (INST) leads to the Master of Science (M.S.) degree that prepares graduates to systematically design training and instruction.

The degree may be completed entirely online with one exception. Online students might not be able to take Master’s Degree Option 3: INST 6739 (Practicum) for their capstone experience if the proposed practicum site is 50 or more miles from the University of Houston–Clear Lake campus. Students in this situation would most likely be advised to pursue Options 2 or 4. For additional information regarding these plans, please contact a faculty adviser.

Check prerequisites before enrolling in any courses.

**Degree Requirements**

**Professional Education Core (12 hours)**

Required

**Instructional Technology Core (15 hours)**

**Electives**

Choose one elective course as advised.

**Master’s Degree Options (6 hours):**

**Option 1**

Minimum of two semesters required for a maximum of six hours, with continuous registration until completion.

**Option 2**

Minimum of two semesters required for a maximum of six hours, with continuous registration until completion.

**Option 3**

INST elective course

**Additional Information**

- Practicum requires a minimum of 6 INST courses and the recommendation of the faculty adviser.
- All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

**Option 4**

Six hours from two INST electives courses

**Additional Information**

For additional information regarding these plans, please contact a faculty adviser.

**Instructional Design and Technology M.S. with Game Theory and Design Specialization**

The Game Theory and Design specialization track in Instructional Design and Technology will offer candidates an opportunity to gain skills and knowledge related to game design and development.

Check prerequisites before enrolling in any courses.
## Degree Requirements

### Professional Education Core (6 hours)
Select two after meeting with adviser.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>SILC 5035</td>
<td>Interpersonal Interactions in Diverse Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Information
Cannot select both SILC 6030 and SILC 5035.

### Instructional Technology Core (15 hours)

### Game Theory and Design Specialization (9 hours)

### Game Theory and Design Specialization Required

### Additional Courses
Two of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6431</td>
<td>User-Centered Design</td>
<td>3</td>
</tr>
</tbody>
</table>

### Master’s Degree Options (6 hours)

### Option 2
Minimum of two semesters required for a maximum of six hours, with continuous registration until completion.

### Additional Information
- Collaborative Project with Digital Media Studies (DMST) and Software Engineering (SWEN).
- For additional information regarding these plans, please contact a faculty adviser.

## Instructional Design and Technology M.S. with Human Resource Management Specialization

The Human Resource Management specialization track in Instructional Design and Technology will offer candidates an opportunity to gain skills and knowledge related to human resource management.

Check prerequisites before enrolling in any courses.

## Degree Requirements

### Professional Education Core (6 hours)
Select two after meeting with adviser.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>SILC 5035</td>
<td>Interpersonal Interactions in Diverse Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Information
Cannot select both SILC 6030 and SILC 5035.

### Instructional Technology Core (15 hours)

### Human Resource Management Specialization (9 hours)

### Human Resource Management Specialization Required
### Industrial/Organizational Psychology Specialization

The Industrial/Organizational Psychology (I/O PSYC) specialization track in Instructional Design and Technology will offer candidates an opportunity to gain skills and knowledge related to the field of I/O PSYC.

Check prerequisites before enrolling in any courses.

### Degree Requirements

#### Professional Education Core (6 hours)

Select two after meeting with adviser

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>SILC 5035</td>
<td>Interpersonal Interactions in Diverse Settings</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Instructional Technology Core (15 hours)

#### Human Resource Management Specialization (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5332</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5333</td>
<td>Leadership in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

### Instructional Design and Technology M.S. with

### Master’s Degree Options (6 hours)

#### Option 1

Minimum of two semesters required for a maximum of six hours, with continuous registration until completion.

#### Option 2

Minimum of two semesters required for a maximum of six hours, with continuous registration until completion.

#### Option 3

INST elective course

#### Additional Information

- Practicum requires a minimum of 6 INST courses and the recommendation of the faculty adviser.
- All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

#### Option 4

Six hours from two INST electives courses

#### Additional Information

- For additional information regarding these plans, please contact a faculty adviser.

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**MGMT 5133** Teamwork and Leadership Skills: Theory in Practice  
Credit Hours: 3

**Additional Courses**

Choose one

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5032</td>
<td>Human Behavior in Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

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Information Science Specialization

The Information Science specialization track in Instructional Design and Technology will offer candidates an opportunity to gain skills and knowledge related to the fields of information and library sciences.

Degree Requirements

Professional Education Core (6 hours)

Select 2 after meeting with adviser.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Instructional Technology Core (15 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 6334</td>
<td>Librarians Empowering Learners Through Advocacy Leadership</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 6334</td>
<td>Administration of School Library Services</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 6336</td>
<td>Media and Technology Selection and Application</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 6338</td>
<td>School Library Systems &amp; Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Information Science Specialization (12 hours):

Instructional Design and Technology M.S. with
Masters Degree Options (3 hours)

Literature M.A.

Graduate studies in Literature at UHCL lead to the Master of Arts (M.A.) degree. Students may study literature from the distant past to the present. Concentrations are available in American Studies and in Writing Theory and Practice.

Admission to the Program

Applications and inquiries should be addressed to the university Office of Admissions or the HSH Office of Academic Advising. Applicants who reside or who received a B.A., in a country where English is not the first language must submit with their application for admission a writing sample of at least 2500 words on a subject in literary studies with their application for admission.

Undergraduate students in the final semester of their Literature B.A. and Post-Baccalaureate students enrolled in their final six hours of required undergraduate LITR coursework may, with permission from their faculty adviser and their course instructor, take two graduate (5000-level) LITR courses. However, undergraduate students may not count a graduate course toward their undergraduate degree.

Advising

Every M.A. student is assigned an adviser from the full-time Literature faculty. Early in the first semester, the student must initiate a meeting with the faculty adviser to create an individual Candidate Plan of Study (CPS).

Degree Requirements

The Literature M.A. offers two 36-hours plans of study featuring different capstones:

- Coursework–Comprehensive Examination Option (default plan): 36 hours of coursework + comprehensive written exam (LITR 6909, a zero-credit-hour course).
- Thesis Option: 30 hours of graduate coursework + minimum of 6 hours thesis (LITR 6939) + thesis defense conference.

Incoming students are automatically enrolled in the Coursework–Comprehensive Examination Option. This option offers the broadest exposure to literature and is the shorter, lower-cost path for completing the M.A. in Literature. Unlike the Thesis Option, the Coursework–Comprehensive Examination Option it rarely requires additional semesters.

Required Coursework

<table>
<thead>
<tr>
<th>First year of graduate work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All candidates for the M.A. in Literature must take</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>18 hours of Literature courses focused on analysis of literary texts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TWO courses in British Literature, one pre-Restoration and one post-Restoration; ONE course in American Literature; ONE course in Multicultural/World Literature; and TWO additional courses devoted to the study of literary texts.</td>
<td></td>
</tr>
</tbody>
</table>

Capstone Options

Each capstone option requires the specified number of graduate LITR courses. Coursework–Comprehensive Examination Option: at least 27 of the 36 coursework hours must be graduate LITR (5000-level) courses. Thesis Option: at least 24 of the 30 coursework hours must be graduate LITR (5000-level) courses. All non-LITR courses must be approved by a student’s faculty.
Comprehensive Examination Capstone

The comprehensive examination requires students to think comparatively about the courses they have taken and texts they have read, to demonstrate knowledge of those texts and literary history, and to exhibit competence in critical thinking and composition. Examinations are designed to reflect and to support the student’s chosen course of study.

The comprehensive examination is offered on two weekends each semester; students may opt for either weekend. Special accommodations for students with disabilities may be made according to university policy: communicate with faculty adviser and the Office of Disability Services. For complete examination guidelines, consult the Capstone Options Guide for Literature M.A. Students, available from the Literature program director.

Thesis Capstone

Students who wish to pursue the thesis option must petition for reclassification as they approach the 30-hour coursework minimum. A thesis may be an original essay in criticism and/or scholarship or an original creative work of substantial complexity and quality that demonstrates clear mastery of its form. A creative thesis must also include a substantial "learning commentary" describing the thesis’s background and composition, its literary models, and its potential for continued development.

Students wishing to write creative theses must take at least one of the genres offered through the graduate Seminars in Creative Writing (LITR 5430). Students cannot be enrolled for thesis hours (LITR 6939) until they have a complete and approved proposal on file in the HSH Office of Academic Advising.

Master’s theses require continuous registration in all fall and spring semesters until completion for a minimum of six hours. If students do not maintain continuous registration in LITR 6939, previously accumulated thesis hours will not count toward the 6-hour minimum of LITR 6939 registration required for the Master’s degree.


Concentration Requirements

The Concentrations in American Studies and Writing Theory and Practice have additional requirements as set forth below.

American Studies Concentration

The concentration in American Studies provides a broad understanding of the relationship between American literature, history, and culture. It prepares students to study for the Ph.D. in American Studies or Literature or to pursue careers in government or Foreign Service.

<table>
<thead>
<tr>
<th>American Studies Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students complete the requirements of the Literature degree and include the following in their plans:</td>
</tr>
<tr>
<td>Two courses from (may be repeated for credit when content varies.)</td>
</tr>
</tbody>
</table>

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One course with American (Western Hemisphere) content from:

ANTH, ARTS, SOCI, HIST, HUMN, PHIL, WMST. Note: One of the above courses must be in ANTH or SOCI.

Writing Theory and Practice Concentration

Students may obtain a Literature M.A. with an emphasis in Writing Theory and Practice. Depending on their course choices, this concentration prepares them either to teach writing at the community college and university levels or to work in advanced business communication and creative communication fields.

Required Courses (9 hours)

Six additional units from any of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT 5131</td>
<td>Writing Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 5137</td>
<td>Grant and Proposal Writing</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 5138</td>
<td>Multimedia Composition and Theory</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 5139</td>
<td>Digital Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 5230</td>
<td>Collaborative Writing Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 5939</td>
<td>Independent Study in Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Academic Standards

As with all academic standards in the UHCL Graduate Catalog, the following academic performance standards apply to all LITR M.A. students regardless of the catalog under which they entered the university.

Minimum GPA for Graduation

All courses for the M.A. Literature including all courses on the CPS and all courses transferred in for credit must be completed with grades of "B" or higher.

Suspension

Students who are suspended from the program and wish to return should refer to UHCL's policy on reinstatement found in the "General Program Requirements" section of this catalog.

Timely Completion of the M.A.

All requirements for the M.A. in Literature must be completed within five calendar years of first enrollment in the Literature graduate program. Students whose period of enrollment in the Literature M.A. exceeds five continuous years will be dismissed from the program and may not apply for readmission. Students who withdraw from the program before five years have elapsed are eligible for readmission; however, courses previously completed expire five years from the end of the semester in which they were taken.
Hours Completed as a Non-Degree Graduate Student

The advising and degree-planning process is integral to the student's educational experience. The Literature program therefore will accept toward the number of required hours no more than two graduate (5000-level) LITR courses completed while a student holds Graduate Non-Degree Student status. These courses will remain current for five years from the end of the semester in which they were taken.

Accountability

Students are responsible for working with their faculty advisers to ensure that all coursework and plans of study comply with catalog provisions. Variances will be approved only in exceptional cases; students desiring a variance must petition the LITR program and the department chair or associate dean through their faculty adviser.

Management Information Systems M.S.

The Master of Science in Management Information Systems degree curriculum is designed to prepare students for careers in the information systems field such as system analyst, business applications developer, computer networks designer and administrator, database applications developer and administrator, systems administrator, and web applications developer. The degree coursework is comprised of courses in areas that include web applications design and development; database design, development and administration; computer networks design and administration; computer networks security; wireless networking; Windows administration; data warehousing and mining; project management; and business applications programming. The students also complete a number of IT industry-recognized certifications as part of the coursework. Master of Science in Management Information Systems applicants meeting all of the following criteria will qualify for the waiver of the six hours of elective requirements, resulting in a 30-hour program:

1. Bachelor’s degree in Management Information Systems, Computer Information Systems or Computer Science from an accredited U.S. institution.
2. This bachelor’s degree must have been earned within the last 5 years, and
3. A cumulative GPA of 3.0

Degree Requirements

Foundation Requirements (3 hours)

<table>
<thead>
<tr>
<th>Foundation requirements</th>
</tr>
</thead>
</table>

Major Requirements (30 hours)

<table>
<thead>
<tr>
<th>Major Requirements (30 hours)</th>
</tr>
</thead>
</table>
Elective Requirements (6 hours)

6-hour ISAM Elective (Excluding ISAM 5030)

Additional Information
Internship may satisfy 3 hours of an ISAM Elective. Only one internship opportunity is allowed to satisfy the ISAM elective hours.

Mathematical Science M.S.

The graduate plan in Mathematical Science leads to the master of science (M.S.) degree. Applicants for candidacy should have a bachelor’s degree in mathematics. Students with other degrees may apply if their preparation includes a substantial number of advanced credits in mathematics. The GRE score (verbal + quantitative) should be a minimum of 290 points, with a minimum quantitative score of 150. In some cases, additional preparatory courses may be required.

Undergraduate foundation courses for Masters in Mathematics
- Ordinary Differential Equations
- Introduction to Abstract Algebra
- Advanced Calculus
- Introduction to Analysis

Course selections will be arranged in consultation with a faculty adviser while preparing the CPS. Students selecting the extended course work option must complete MATH 6837 (Research Project I) with faculty adviser approval prior to registration. Research Project I and II may not be taken concurrently. Students may enroll in MATH 6838 only when their project adviser determines that they have made good progress toward the completion of their project in MATH 6837. Students who change their research project topic must begin again with MATH 6837.

Degree Requirements
Mathematics Core Requirements (18 hours)

<table>
<thead>
<tr>
<th>Mathematics Core Requirements (18 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5137 or MATH 5333</td>
</tr>
<tr>
<td>MATH 5131 Abstract Algebra</td>
</tr>
<tr>
<td>MATH 5132 Real Analysis</td>
</tr>
<tr>
<td>MATH 5136 Ordinary Differential Equations and Dynamical Systems</td>
</tr>
<tr>
<td>MATH 5137 Topology and Geometry</td>
</tr>
<tr>
<td>MATH 5333 Numerical Analysis</td>
</tr>
</tbody>
</table>

Students will select an additional two courses from the following:
(courses not already satisfying the requirements above):
- MATH 5133 Complex Analysis
- MATH 5134 Logic
- MATH 5137 Topology and Geometry
- MATH 5231 Linear Algebra
- MATH 5330 Mathematical Software and Modeling Simulation
- MATH 5333 Numerical Analysis
- MATH 5431 Mathematical Neuroscience
  Credit Hours: 3
- STAT 5431 Advanced Probability
  Credit Hours: 3
Mathematics Thesis Option (15 hours)

3 hours of MATH/STAT courses 5000–6000 level
6 hours of MATH electives 4000–6000 level

MATH 6939  Master’s Thesis Research

Mathematics Extended Course Work Option (15 hours)

3 hours of MATH/STAT courses 5000–6000 level
6 hours of MATH electives 4000–6000 level

MATH 6837  Research Project I
MATH 6838  Research Project II

With adviser’s approval, two of the following may count towards the Master’s Degree as a 4000-level elective, if taken as a graduate student at UHCL:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 4341</td>
<td>Introduction to Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4322</td>
<td>Introduction to Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4313</td>
<td>Introduction to Topology</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information
Provided that equivalent courses have not been completed previously.

Computational and Applied Math Specialization

Computational and Applied Math Specialization - Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5136</td>
<td>Ordinary Differential Equations and Dynamical Systems</td>
</tr>
<tr>
<td>MATH 5132</td>
<td>Real Analysis</td>
</tr>
<tr>
<td>MATH 5333</td>
<td>Numerical Analysis</td>
</tr>
</tbody>
</table>

Additional Information
Choose 4 courses from the following: MATH 5133, MATH 5231, MATH 5330, MATH 5431, STAT 5431

Mathematics M.S./Statistics M.S.

Dual Master Degrees

The graduate plan in Mathematics and Statistics leads to a Master of Science (M.S.) degree in Mathematics and a Master of Science (M.S.) degree in Statistics. This plan emphasizes a curriculum that is designed to educate students in both Mathematics and Statistics. The plan is suitable for students with degrees in engineering, science or other fields with an undergraduate background in mathematics.

Degree Requirements

Math/Stat Core Requirements (33 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5131</td>
<td>Abstract Algebra</td>
</tr>
<tr>
<td>MATH 5312</td>
<td>Real Analysis</td>
</tr>
</tbody>
</table>
MATH 5136  Ordinary Differential Equations and Dynamical Systems
MATH 5231  Linear Algebra
STAT 5431  Advanced Probability
Credit Hours: 3
STAT 5432  Principles of Statistical Inference
Credit Hours: 3
STAT 5531  Multivariate Statistical Analysis
STAT 5532  Linear Models and Regression Analysis
STAT 5533  Statistical Computing

Students will select two courses from the following six courses:

MATH 5133  Complex Analysis
MATH 5134  Logic
MATH 5137  Topology and Geometry
MATH 5232  Number Theory
MATH 5333  Numerical Analysis
MATH 5431  Mathematical Neuroscience
Credit Hours: 3

15 hours of MATH/STAT courses 5000–6000 level
6 hours of MATH/STAT electives 4000–6000 level

One of the following groups:

Group 1:

MATH 6837  Research Project I
MATH 6838  Research Project II

Group 2:

STAT 6837  Statistics Research and Consulting I
STAT 6838  Statistics Research and Consulting II

Additional Information
At least six of these nine credit hours have to be in the field in which the thesis or research project is done.

Multicultural Studies in Education M.S.

The graduate plan in Multicultural Studies in Education leads to the Master of Science (M.S.) degree. This interdisciplinary plan is designed so that students will be prepared comprehensively at an advanced level to deal effectively with multicultural issues in schools. The plan requires a minimum of 36 hours, including the following requirements.

Check prerequisites before enrolling in any courses.

Degree Requirements

Professional Education Core (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Math/Stat Thesis Option (27 hours)

Math/Stat Thesis Option (27 hours)

15 hours of MATH/STAT courses 5000–6000 level
6 hours of MATH/STAT electives 4000–6000 level
Select one of the following:

MATH 6939  Master’s Thesis Research
STAT 6939  Master’s Thesis Research

Additional Information
Student

Math/Stat Extended Course Work Option (27 hours)

Students desiring to follow the extended course work option must complete Research Project I and II (MATH 6837/MATH 6838 or STAT 6837/STAT 6838) during the last 18 hours of course work.

Math/Stat Extended Course Work Option (27 hours)
**Track A - Bilingual Education (12 hours)**

**Track A-Bilingual Education (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 5031</td>
<td>Curriculum Issues in Educating the Bilingual Student</td>
<td>3</td>
</tr>
<tr>
<td>SILC 5032</td>
<td>Applied Linguistics for Bilingual Education/ESL</td>
<td>3</td>
</tr>
<tr>
<td>SILC 5134</td>
<td>Second Language Teaching</td>
<td>3</td>
</tr>
<tr>
<td>SILC 5531</td>
<td>Literacy for Spanish-Speaking Students</td>
<td>3</td>
</tr>
</tbody>
</table>

**Support Area (6 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 5130</td>
<td>Theory and Research in Bilingual and ESL Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose one course from:**

- Advised elective
- SILC 5034 | Community Collaboration                                      | 3            |
- SILC 5035 | Interpersonal Interactions in Diverse Settings               | 3            |
- SILC 5036 | Multicultural Curriculum Development                        | 3            |

**Other course if seeking certification (1 hour)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 5010</td>
<td>Professional Preparation Seminar for Educators of English Language Learners</td>
<td>1</td>
</tr>
</tbody>
</table>

**Additional Information**

Students not passing the Bilingual Education or English as a Second Language (ESL) state assessment by the final semester of this plan must also enroll in and successfully complete this course.

**Master’s Degree Options (6 hours)**

**Option 1**

**Additional Information**

Minimum of two semesters required for a maximum of six hours; with continuous registration until completion.

---

### Option 2

**Additional Information**

Minimum of two semesters required for a maximum of six hours; with continuous registration until completion.

### Option 3

**SILC elective course**

**SILC 6739** | Studies in Language and Culture Practicum                    | 3            |

**Additional Information**

Practicum requires minimum of six SILC courses and the recommendation of the faculty.

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to the beginning of the practicum.

### Option 4

Six hours from two SILC elective courses

---

**Track B - English as a Second Language (12 hours)**

**Track B-English as a Second Language (12 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 5032</td>
<td>Applied Linguistics for Bilingual Education/ESL</td>
<td>3</td>
</tr>
<tr>
<td>SILC 5033</td>
<td>Cross-Curricular Literacy for Second Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>SILC 5134</td>
<td>Second Language Teaching</td>
<td>3</td>
</tr>
<tr>
<td>SILC 6032</td>
<td>Models of Language</td>
<td>3</td>
</tr>
</tbody>
</table>

**Support Area (6 hours)**
### Degrees and Programs

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 5130</td>
<td>Theory and Research in Bilingual and ESL Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose one course from:**

- **Advised elective**
  - SILC 5034: Community Collaboration
    - Credit Hours: 3
  - SILC 5035: Interpersonal Interactions in Diverse Settings
    - Credit Hours: 3
  - SILC 5036: Multicultural Curriculum Development
    - Credit Hours: 3

**Other course if seeking certification (1 hour)**

- SILC 5010: Professional Preparation Seminar for Educators of English Language Learners
  - Credit Hours: 1

---

**Additional Information**

Students not passing the Bilingual Education or ESL state assessment by the final semester of this plan must also enroll in and successfully complete this course.

---

**Master’s Degree Options (6 hours)**

**Option 1**

**Additional Information**

Minimum of two semesters required for a maximum of six hours; with continuous registration until completion.

---

**Option 2**

**Additional Information**

Minimum of two semesters required for a maximum of six hours; with continuous registration until completion.

---

**Option 3**

- SILC elective course
- SILC 6739: Studies in Language and Culture Practicum
  - Credit Hours: 3

**Additional Information**

Practicum requires minimum of six SILC courses and the recommendation of the faculty.

---

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to the beginning of the practicum.

**Option 4**

Six hours from two elective courses

---

### Track C - Multicultural Education (12 hours)

**Track C-Multicultural Education (12 hours)**

- **Advised elective**
  - SILC 5034: Community Collaboration
    - Credit Hours: 3
  - SILC 5035: Interpersonal Interactions in Diverse Settings
    - Credit Hours: 3
  - SILC 5036: Multicultural Curriculum Development
    - Credit Hours: 3

**Support Area (6 hours)**

- **Advised electives**

**Other course, if seeking certification (1 hour)**

- SILC 5010: Professional Preparation Seminar for Educators of English Language Learners
  - Credit Hours: 1

**Additional Information**

Students not passing the Bilingual Education or ESL state assessment by the final semester of this plan must also enroll in and successfully complete this course.

---

**Master’s Degree Option (6 hours)**

**Option 1**

**Additional Information**

Minimum of two semesters required for a maximum of six hours; with continuous registration until completion.

---

**Option 2**

**Additional Information**

Minimum of two semesters required for a maximum of six hours; with continuous registration until completion.
Additional Information
Minimum of two semesters required for a maximum of six hours; with continuous registration until completion.

Option 3
SILC elective course
SILC 6739 Studies in Language and Culture Practicum Credit Hours: 3

Additional Information
Practicum requires minimum of six SILC courses and the recommendation of the faculty.

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to the beginning of the practicum.

Option 4
Six hours from two SILC elective courses

---

Multicultural Studies in Education M.S. with Bilingual or ESL and Special Education Specializations

The graduate plan in Multicultural Studies in Education leads to the Master of Science (M.S.) degree. This specialization allows students to seek certification in two areas of high need. The plan requires a minimum of 39 hours, including the following requirements.

Check prerequisites before enrolling in any courses.

Degree Requirements

Professional Education Core (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
</tbody>
</table>

Bilingual/ESL Education (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 5032</td>
<td>Applied Linguistics for Bilingual</td>
</tr>
<tr>
<td></td>
<td>Education/ESL</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>SILC 5033</td>
<td>Cross-Curricular Literacy for Second</td>
</tr>
<tr>
<td></td>
<td>Language Learners</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>SILC 5130</td>
<td>Theory and Research in Bilingual and ESL Education</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>SILC 5931</td>
<td>Research Topics in the Studies of</td>
</tr>
<tr>
<td></td>
<td>Language and Culture</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
</tbody>
</table>

Special Education (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5131</td>
<td>Educational Assessment of Exceptionalities</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>SPED 5132</td>
<td>Curricular Approaches to Learning</td>
</tr>
<tr>
<td></td>
<td>Difficulties</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>SPED 5233</td>
<td>Providing Positive Behavioral Support</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>SPED 5332</td>
<td>Exceptionalities in Infants and Young</td>
</tr>
<tr>
<td></td>
<td>Children</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 3</td>
</tr>
</tbody>
</table>

Additional Required Courses (2 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 5010</td>
<td>Professional Preparation Seminar for</td>
</tr>
<tr>
<td></td>
<td>Educators of English Language Learners</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 1</td>
</tr>
<tr>
<td>SPED 5010</td>
<td>Professional Preparation Seminar for</td>
</tr>
<tr>
<td></td>
<td>Special Educators</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 1</td>
</tr>
</tbody>
</table>
Additional Information

- Students not passing the Bilingual Education or English as a Second Language (ESL) state assessment by the final semester of this plan must enroll in and successfully complete this course.
- Students not passing the Special Education state assessment by the final semester of this plan must enroll in and successfully complete this course.

Master’s Degree Option (3 hours)

<table>
<thead>
<tr>
<th>Masters Degree Option (3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5133 Practicum in Inclusive Education</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
</tbody>
</table>

Physics M.S.

The graduate plan in Physics leads to the master of science (M.S.) degree at UHCL. The goal of this program is to prepare students for Ph.D. level work and advanced research in Physics and Astronomy. This program also serves to expand the knowledge base of practicing engineers. Students in this program gain better problem-solving abilities as well as increased knowledge of several aspects of Physics and Astronomy. The physics program provides students with a deeper understanding of the essential science used in many of the engineering disciplines and in the space industry.

Degree Requirements

Physics Basic Preparation

Applicants for candidacy should have a Bachelor of Science (B.S.) degree in one of the physical sciences, mathematics or engineering disciplines. Applicants with other degrees may also apply if they meet the requirements listed below. Equivalent courses or appropriate substitutions will be determined in consultation with a faculty adviser. If background deficiencies exist, students may be required to take courses that will not apply toward the graduate degree.

Students should take the following courses (or equivalents) in preparation for the program. (Note: PHYS 3311 and PHYS 3312 satisfy many of these requirements):

- University Physics I and II with Laboratory
- Modern Physics with Laboratory
- Calculus I, II and III
- Differential Equations
- Complex Variables
- Linear Algebra
- Probability and Statistics
- Intermediate Electromagnetism
- Intermediate Mechanics
- Quantum Theory
- Thermodynamics and Statistical Mechanics

Physics Core Requirements

<table>
<thead>
<tr>
<th>Physics Core Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following 24 hours of graduate physics courses are required for both the thesis and extended coursework options.</td>
</tr>
<tr>
<td>PHYS 5331 Electrodynamics</td>
</tr>
<tr>
<td>PHYS 5311 Recitation for Electrodynamics</td>
</tr>
<tr>
<td>PHYS 5431 Classical Mechanics</td>
</tr>
<tr>
<td>PHYS 5411 Recitation for Classical Mechanics</td>
</tr>
<tr>
<td>PHYS 5531 Mathematical Methods I</td>
</tr>
<tr>
<td>PHYS 5511 Recitation for Mathematical Methods in Physics I</td>
</tr>
<tr>
<td>PHYS 5631 Quantum Mechanics I</td>
</tr>
<tr>
<td>PHYS 5611 Recitation for Quantum Mechanics I</td>
</tr>
<tr>
<td>PHYS 5632 Quantum Mechanics II</td>
</tr>
<tr>
<td>PHYS 5612 Recitation for Quantum Mechanics II</td>
</tr>
<tr>
<td>PHYS 5731 Statistical Mechanics</td>
</tr>
<tr>
<td>PHYS 5711 Recitation for Statistical Mechanics</td>
</tr>
</tbody>
</table>
Additional Information
PHYS 5632, PHYS 5612: (Not required for students completing the sub-plan in technical management)

Physics Advanced Electives
Advanced SCE courses that meet the needs of students’ professional goals may be selected in consultation with a faculty adviser.

Physics Thesis Option
Under the thesis option, a minimum of 24 hours of formal course work must be completed. In addition, students must complete a minimum of six hours of PHYS 6939; Master’s Thesis Research. A maximum of 12 hours of PHYS 6939 can be applied toward graduation requirements. Remaining course work for a total of 36 hours may come from additional formal courses.

Physics Non-Thesis Option
Under the non-thesis option, a minimum of 30 hours of formal course work must be completed. In addition, students must choose an adviser and complete three credit hours of Independent Research (PHYS 5739, PHYS 5939 or PHYS 6837) and three hours in the Research Project and Seminar Course (PHYS 6838). Students completing the sub-plan in Technical Management should take either PHYS 5739 or PHYS 6838.

Specialization Requirements
Technical Management Specialization
A good technical manager needs both an advanced broad-based technical background and insight into how to lead a team of people from different technical disciplines. Because physics is the scientific basis of all engineering, it can satisfy much of the broad-based technical requirement for a degree training technical managers. The physics core is complemented by a combination of systems engineering, engineering management and management courses in order to create a plan that provides both the technical background and the leadership training. This results in a unique new approach to training technical managers. Please note that students in this specialization are not required to take PHYS 5632/PHYS 5612. Students enrolled in the Technical Management Specialization should choose 4 courses from those shown below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENG 5130</td>
<td>Systems Engineering Processes</td>
</tr>
<tr>
<td>SENG 5230</td>
<td>Systems Engineering Economics</td>
</tr>
<tr>
<td>SENG 5231</td>
<td>Concurrent Engineering</td>
</tr>
<tr>
<td>SENG 5330</td>
<td>Risk Management</td>
</tr>
<tr>
<td>SENG 5332</td>
<td>Decision Analysis for Systems Engineering</td>
</tr>
<tr>
<td>SENG 5532</td>
<td>Advanced Decision Analysis for Systems Engineering</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5032</td>
<td>Human Behavior in Organizations</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td></td>
</tr>
<tr>
<td>MGMT 5133</td>
<td>Teamwork and Leadership Skills: Theory in Practice</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td></td>
</tr>
<tr>
<td>MGMT 5233</td>
<td>Entrepreneurship &amp; Corporate Venturing</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td></td>
</tr>
<tr>
<td>MGMT 5331</td>
<td>Personnel Management</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td></td>
</tr>
<tr>
<td>MGMT 5616</td>
<td>Management of Technology</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td></td>
</tr>
<tr>
<td>MGMT 5638</td>
<td>Leading Technology</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td></td>
</tr>
</tbody>
</table>

Physics Ph.D. Collaborative UHCL/UH Program
The first program of its kind, the Collaborative UHCL/UH Physics Ph.D. program establishes a partnership between the master’s degree
program at UHCL and the Ph.D. program at UH. Select faculty at UH and UHCL hold joint appointments which allow them to ensure the smooth transition of their students from the M.S. to the Ph.D. program. In addition, a Joint Committee helps advise students on their transition.

Degree Requirements

UHCL Requirements

<table>
<thead>
<tr>
<th>UHCL Physics course requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 5331</td>
</tr>
<tr>
<td>PHYS 5311</td>
</tr>
<tr>
<td>PHYS 5431</td>
</tr>
<tr>
<td>PHYS 5411</td>
</tr>
<tr>
<td>PHYS 5531</td>
</tr>
<tr>
<td>PHYS 5631</td>
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<tr>
<td>PHYS 5611</td>
</tr>
<tr>
<td>PHYS 5632</td>
</tr>
<tr>
<td>PHYS 5612</td>
</tr>
<tr>
<td>PHYS 5731</td>
</tr>
<tr>
<td>PHYS 5711</td>
</tr>
</tbody>
</table>

A candidate must earn a grade of "B" or better in the class and on the final exam. Students exploring this option must be accepted into the Graduate Physics program at UH for core courses to count toward candidacy. Therefore, interested students should apply for admissions to both the UHCL and UH physics programs before signing up for Ph.D. candidacy courses. Students accepted into the collaborative Ph.D. program will be subject to the same requirements as other Ph.D. candidates in the UH Physics program. They will complete their Ph.D. thesis under the advisement of a UH and UHCL faculty committee. More information on the program can be found at https://www.uhcl.edu/academics/degrees/physics-phd-collaborative.

Psychology M.S.

For the graduate programs in Clinical Psychology, Family Therapy, School Psychology, and Industrial/Organizational Psychology, please see their respective sections.

The graduate program in Psychology leads to the Master of Science (M.S.) degree. The program is a vehicle for advanced study of human behavior and provides students with a variety of theoretical perspectives from across psychology such as social, cognitive, developmental, and neuroscience. The program is designed for students planning to work in social service or research centers, teach at the community college level, or pursue doctoral programs.

The Master of Science in Psychology requires 36 hours with a thesis or project as the master’s option or 39 hours with the internship as the master’s option. Any undergraduate prerequisite hours not completed before enrollment will become additional requirements. Concentrations are available in the following areas: Applied Cognitive Psychology, Applied Social Issues, and Behavioral Neuroscience. Students accepted into concentration areas may be required to take additional hours. For more information about concentration opportunities, refer to individual concentration sections in this catalog.

All applicants must submit a GRE score. For applicants whose cumulative GPA falls below 3.00 a combination of GPA and GRE must at least
meet HSH Admission requirements listed under "Admission into an HSH program of study" in this catalog.

Prerequisites

The following prerequisites are required for this degree.

1. PSYC 2301 or equivalent (three hours).
2. Course in statistics. Students whose undergraduate work does not include three hours in statistics must take PSYC 4370.
3. Students are expected to demonstrate graduate-level writing ability. Those students whose writing is deemed unacceptable will be advised to take remedial courses.

Grades

Only grades of "B-" or better will count toward the Master of Science in Psychology. Grades of "C+" or below are not acceptable.

Degree Requirements

Core Classes (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6036</td>
<td>Research Design and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6037</td>
<td>Research Design and Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Psychology core (12 hours)

Choose FOUR of the following courses. For PSYC 5038, the following may be substituted: PSYC 5039, PSYC 5437, or SOCI 5437. For PSYC 5532, the following course may be substituted: SOCI 5532.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5038</td>
<td>Foundations of Development: Infancy and Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5235</td>
<td>Learning Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5532</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6832</td>
<td>Advanced Cognitive and Affective Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6134</td>
<td>Biological Basis of Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information

PSYC 6134: If an equivalent undergraduate course was taken, students may substitute PSYC 5432 or PSYC 6030.

Electives (12 hours)

Twelve additional hours are selected for Psychology and/or other relevant disciplines with approval of the academic adviser.

Master's Option

Choose ONE of the following options.

For thesis and project, complete 6 hours. For internship, complete 6 hours plus PSYC 5135.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6739</td>
<td>Graduate Internship</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6839</td>
<td>Master's Project Research</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6939</td>
<td>Master's Thesis Research</td>
<td>3</td>
</tr>
</tbody>
</table>

These three options require considerable advance planning. Students may have to meet additional criteria before being permitted to begin one of these options. Students desiring one of these options must make arrangements with a faculty adviser at least one semester in advance. The university reserves the right to deny admittance to or to remove a student from a specific internship. Master's projects, theses, and internships require continuous registration during each fall and spring semester until completion for a minimum of six hours. If students do not maintain continuous registration in the master's project, thesis, or internship,
previously accumulated master's option credits will not count toward the master's degree.

Completion of PSYC 5135 is a prerequisite for all PSYC internships. This course is in addition to the 36 hours of Core Classes, the Psychology Core, Electives, and Internship.

Psychology M.S. with Applied Cognitive Psychology Concentration

Applied Psychology is the application of principles and techniques of psychology to real-world problems. In Applied Psychology (ACP), principles and methods associated with Cognitive Psychology are applied to the human-machine interface to improve the usability and effectiveness of the interface. The Applied Cognitive Psychology Concentration is designed to focus on Human Factors and Ergonomics to provide students with a well-rounded foundation in psychology, the user-centered design process, and the methods used to evaluate human-machine interfaces. Students will obtain basic competency in perception, cognition, and information processing systems as well as the skills to apply this knowledge to the design of the human-machine interface. The Applied Cognitive Psychology program is accredited by the Human Factors and Ergonomics Society.

Practicum and research experiences will be provided in laboratory and industrial settings. All students will complete a major research project prior to graduation. The concentration includes a course sequence that prepares the student to take the exam to become a Certified Professional Ergonomist (CPE) or Certified Human Factors Professional (CHFP).

For more information about applying for this concentration, please contact Dr. Nicholas Kelling at kelling@uhcl.edu.

Degree Requirements

<table>
<thead>
<tr>
<th>Research and Statistics (6 hours)</th>
</tr>
</thead>
</table>
| PSYC 6036 | Research Design and Statistics I  
Credit Hours: 3 |
| PSYC 6037 | Research Design and Statistics II  
Credit Hours: 3 |

<table>
<thead>
<tr>
<th>Core Psychology Courses (12 hours)</th>
</tr>
</thead>
</table>
| PSYC 6030 | Sensation and Perception  
Credit Hours: 3 |
| PSYC 6832 | Advanced Cognitive and Affective Psychology  
Credit Hours: 3 |

<table>
<thead>
<tr>
<th>Core Psychology Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must take at least two of the following three Psychology classes. For PSYC 5532, the following may be substituted: SOCI 5532</td>
</tr>
</tbody>
</table>
| PSYC 5235 | Learning Principles  
Credit Hours: 3 |
| PSYC 5532 | Advanced Social Psychology  
Credit Hours: 3 |
| PSYC 6134 | Biological Basis of Behavior  
Credit Hours: 3 |

<table>
<thead>
<tr>
<th>Required Applied Cognitive Psychology Courses (18 hours)</th>
</tr>
</thead>
</table>
| PSYC 5932 | Research Topics in Applied Cognitive Psychology  
Credit Hours: 3 |
| PSYC 6431 | User-Centered Design  
Credit Hours: 3 |
| PSYC 6434 | Human Factors Engineering  
Credit Hours: 3 |
| PSYC 6435 | Human Factors Methods and Analysis  
Credit Hours: 3 |
Additional Information
PSYC 5932 must be taken for two semesters.

Applied Cognitive Psychology Elective (3 hours)
Three additional hours are selected from Psychology or other relevant disciplines with the approval of the academic adviser. These hours are designed to provide a specific disciplinary focus within Human Factors Psychology.

Master's Option
Choose ONE of the following options.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6739</td>
<td>Graduate Internship</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6939</td>
<td>Master's Thesis Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information
PSYC 6739, PSYC 6939: prerequisite PSYC 6439

Psychology M.S. with Applied Social Issues Concentration

This applied approach focuses on the Social Issues Concentration. Psychologist Kurt Lewin called for social science researchers to connect theory with real-world social problems when he said, "There is nothing so practical as a good theory." Through coursework exposure to current psychological scholarship on social issues and its application to real-world problems, students gain access to strategic approaches for addressing social issues in research, teaching, community, and non-profit settings. Success and invaluable experience will provide guidance in future years of applied social issues work. Students will learn how psychology research informs social justice action and social policy efforts for challenging group disparities. Some social issues addressed by the concentration include prejudice/stereotyping/discrimination, oppression and privilege, social forces affecting marginalized groups (e.g., LGBT community, people of color, women), poverty, conflict mediation, activism, and advocacy.

Applying to the Program

Students wishing to apply to the Applied Social Issues concentration must be admitted to the Psychology Master’s program and also formally apply to ASI. Additional information may be obtained by contacting Dr. Kim Case, caseki@uhcl.edu. All application materials will be submitted via email as well. Only students formally admitted to ASI are approved to use the ASI candidate plan of study.

Degree Requirements

<table>
<thead>
<tr>
<th>Research and Statistics (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6036</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>PSYC 6037</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Core Psychology Courses (9 hours)
Select 3 classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5031</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5235</td>
<td>Learning Principles</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6134</td>
<td>Biological Basis of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6832</td>
<td>Advanced Cognitive and Affective Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Social Issues Courses (12 hours)
For PSYC 5532, the following may be substituted: SOCI 5532

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5532</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5533</td>
<td>Psychology of Gender, Race, and Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6035</td>
<td>Social Issues Methods and Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**Social Issues Electives (6 hours)**

Select 2 classes

For PSYC 5534, the following may be substituted: SOCI 5333

For WGST 5732, the following may be substituted: PSYC 5732 or HUMN 5732

CRCL 5131: choose this course if you have not already taken the undergraduate course in Women in Society.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5438</td>
<td>Development of Gender and Racial Identity</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5137</td>
<td>Trauma and Resilience</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5534</td>
<td>Minorities and Majorities</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5035</td>
<td>Human Rights and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5337</td>
<td>Complex Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5433</td>
<td>Social Conflict and Mediation</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5435</td>
<td>Gendered Inequality: Work and Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5633</td>
<td>American Immigration Studies</td>
<td>3</td>
</tr>
<tr>
<td>WGST 5732</td>
<td>Seminar in Women’s and Gender Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Psychology M.S. with Behavioral Neuroscience Concentration**

Behavioral Neuroscience, also known as biological psychology, biopsychology, or psychobiology, is the study of the neural basis of behaviors. This includes the study of biology, pharmacology, physiology, and genetics. This concentration is designed to give students a strong background in both psychology and neuroscience. Graduates of this concentration will be prepared to pursue careers in neuroscience or biomedical research or to apply to doctoral programs.

One of the most important prerequisites needed for both research careers and doctoral admission is research experience; therefore, this concentration places a strong emphasis on research participation. Students will be expected to be active members of research teams that make research presentations at professional conferences and culminate in a capstone research experience. Students must take a course in general biology before entering this concentration. To fulfill all prerequisites for graduate courses, students should complete additional courses in general chemistry, anatomy and physiology, statistics, cognitive psychology, and physiological psychology.

**Applying to the Program**

Students wishing to enroll in the Behavioral Neuroscience Concentration must be admitted
to the Psychology Master's program and also formally apply to the concentration. Additional information can be obtained by contacting Dr. Chris Ward, wardchris@uhcl.edu, or Dr. David Malin, malin@uhcl.edu.

**Degree Requirements**

### Research and Statistics (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6036</td>
<td>Research Design and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6037</td>
<td>Research Design and Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Behavioral Neuroscience Courses (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5235</td>
<td>Learning Principles</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6134</td>
<td>Biological Basis of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6832</td>
<td>Advanced Cognitive and Affective Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Core Psychology Courses (3 Hours)

Choose ONE of the following courses. For PSYC 5532, the following may be substituted: SOCI 5532

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5031</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5532</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Elective Behavioral Neuroscience Courses (9 hours)

Choose THREE of the following courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5432</td>
<td>Psychoactive Drugs</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5736</td>
<td>Behavioral Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6030</td>
<td>Sensation and Perception</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6335</td>
<td>Behavioral Pharmacology Research</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6336</td>
<td>Behavioral Neuroscience Research</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Information

Courses from the College of Science and Engineering may be substituted with approval of the faculty of the concentration.

### Master's Options

Choose ONE of the following options.

- For thesis and project, complete 6 hours. For internship, complete 6 hours plus PSYC 5135.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6739</td>
<td>Graduate Internship</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6839</td>
<td>Master's Project Research</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6939</td>
<td>Master's Thesis Research</td>
<td>3</td>
</tr>
</tbody>
</table>

### Reading M.S.

The graduate plan in Reading leads to the Master of Science (M.S.) degree. The plan consists of a minimum of 39 semester hours.

Check prerequisites before enrolling in any courses.

**Degree Requirements**

### Professional Education Core (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Required Courses (15 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5532</td>
<td>Selecting Literature and Materials for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 5533</td>
<td>Selecting Literature and Materials for Children</td>
<td>3</td>
</tr>
</tbody>
</table>
LLLS 5534  Foundations in Secondary Literacy  Credit Hours: 3

LLLS 5738  Foundations of Early Literacy  Credit Hours: 3

LLLS 6331  Sociolinguistic Applications to Reading  Credit Hours: 3

LLLS 6732  Assessment and Remediation of Reading and Language Arts Literacy  Credit Hours: 3

Additional Information
Select between LLLS 5532 or 5533.

Electives (6 hours)

Advised hours from list below:

LLLS 5131  Integrating the Language Arts  Credit Hours: 3

LLLS 5134  Developmental Reading Programs for EC-8  Credit Hours: 3

LLLS 5135  Developmental Reading Programs for Secondary Schools  Credit Hours: 3

LLLS 5531  Critical Reading and Thinking  Credit Hours: 3

LLLS 5532  Selecting Literature and Materials for Young Adults  Credit Hours: 3

LLLS 5533  Selecting Literature and Materials for Children  Credit Hours: 3

LLLS 5635  The Teaching of Writing  Credit Hours: 3

LLLS 5931  Research Topics in Literacy, Language and Library Science  Credit Hours: 3

Additional Information
- Select between LLLS 6639 or EDUC 6839 or EDUC 6939.
- LLLS 6639 and LLLS 6839: Requires prior completion of LLLS 6732 and 12 hours of LLLS courses.
- All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

Master’s Degree Options (6 hours):

LLLS 6839  Practicum in School Literacy Practices  Credit Hours: 3

LLLS 6639  Leadership in Clinical Practices in Assessment of Literacy Tasks  Credit Hours: 3

Reading M.S. with Reading Specialist Certificate

This graduate plan in Reading leads to the Master of Science (M.S.) degree with a Reading Specialist certificate. Students seeking this certification must hold a valid Texas teaching certificate and must be able to verify a minimum of two years of full-time approved successful teaching experience. A passing score on the Reading Specialist Texas Examinations of Educator Standards (TExES) is required. The plan consists of a minimum of 30-31 semester hours.

Students who meet the graduate admissions requirements to the College of Education (COE) (see Graduate Admissions Requirements) must meet additional requirements prior to being admitted to the Reading Specialist program. Each applicant must:

- have a GPA of 2.750 over the last 60 hours;
- provide proof of having a valid Texas teaching certificate; and
- provide a letter of support from a school building administrator.
Check prerequisites before enrolling in any courses.

## Degree Requirements

### Professional Education Core (6 hours)

<table>
<thead>
<tr>
<th>Professional Education Core (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select two after meeting with adviser.</td>
</tr>
<tr>
<td>SILC 6030</td>
</tr>
<tr>
<td>Foundations of Multicultural Education</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
</tbody>
</table>

### Required Reading Courses (21 hours)

<table>
<thead>
<tr>
<th>Required Reading Courses (21 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5133</td>
</tr>
<tr>
<td>Foundations of Reading</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 5635</td>
</tr>
<tr>
<td>The Teaching of Writing</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6331</td>
</tr>
<tr>
<td>Sociolinguistic Applications to Reading</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6332</td>
</tr>
<tr>
<td>Foundations of Early and Secondary Literacy</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6333</td>
</tr>
<tr>
<td>Genre Studies in Children’s &amp; Young Adult Literature</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6639</td>
</tr>
<tr>
<td>Leadership in Clinical Practices in Assessment of Literacy Tasks</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6732</td>
</tr>
<tr>
<td>Assessment and Remediation of Reading and Language Arts Literacy</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>Other course (1 hour)</td>
</tr>
<tr>
<td>LLLS 5010</td>
</tr>
<tr>
<td>Professional Preparation Seminar for Reading Specialists</td>
</tr>
<tr>
<td>Credit Hours: 1</td>
</tr>
</tbody>
</table>

### Additional Information

- Students not passing the Reading Specialist state assessment by the final semester of this plan must also enroll in and successfully complete this course.

## Master’s Degree Options (3 hours):

<table>
<thead>
<tr>
<th>Master’s Degree Options (3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 6839</td>
</tr>
<tr>
<td>Practicum in School Literacy Practices</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
</tbody>
</table>

### Additional Information

- LLLS 6839: Requires prior completion of LLLS 6732 and 12 hours of LLLS courses.
- All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

## School Library and Information Science M.S. with School Librarian Standard Certificate (EC-12)

The graduate plan in School Library and Information Science leads to the Master of Science (M.S.) degree. Students completing this degree plan are eligible for certification as school librarians. Students seeking this certification must hold a valid Texas teaching certificate and must be able to verify a minimum of two years of successful full-time classroom teaching experience in an approved accredited school. A passing score on the School Librarian state assessment is required prior to recommendation for this certificate. The plan consists of 33 semester hours.

Students who meet the graduate admissions requirements to the College of Education (COE) (see Graduate Admissions Requirements) must meet additional requirements prior to being admitted to the School Librarian program. Each applicant must:
• have a GPA of 2.750 over the last 60 hours;
• provide proof of having a valid Texas teaching certificate; and
• provide a letter of support from a school building administrator.

Check prerequisites before enrolling in any courses.

Degree Requirements

Professional Education Core (6 hours)

Choose two of the following:

- SILC 6030  Foundations of Multicultural Education  Credit Hours: 3

School Library Core (24 hours)

- LLLS 5532  Selecting Literature and Materials for Young Adults  Credit Hours: 3
- LLLS 5533  Selecting Literature and Materials for Children  Credit Hours: 3
- LLLS 6134  School Library Collection Development Management  Credit Hours: 3
- LLLS 6136  Librarians as Instructional Partners  Credit Hours: 3
- LLLS 6234  Librarians Empowering Learners Through Advocacy Leadership  Credit Hours: 3
- LLLS 6334  Administration of School Library Services  Credit Hours: 3
- LLLS 6336  Media and Technology Selection and Application  Credit Hours: 3
- LLLS 6338  School Library Systems & Services  Credit Hours: 3

Capstone Experience (3 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 6739</td>
<td>School Library Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

Other courses (1 hour)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5012</td>
<td>Professional Preparation Seminar for School Librarians</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional Information

Students not passing the School Librarian state assessment by the final semester of this plan must also enroll in and successfully complete this course.

School Library and Information Science M.S. with School Librarian Standard Certificate EC-12 and Master Technology Teacher Certification

The graduate plan in School Library and Information Science leads to the Master of Science (M.S.) degree. Students completing this degree are eligible for certification as school librarians and master technology teachers. Students seeking the school librarian certification must hold a valid Texas teaching certificate and must be able to verify a minimum of two years of successful full–time classroom teaching experience in an approved
accredited school. A passing score on the School Librarian state assessment is required prior to recommendation for this certificate. Students seeking the Master Technology Teacher Certification must hold a valid Texas teaching certificate and must be able to verify a minimum of two years of full-time approved successful teaching experience. A passing score on the Master Technology Teacher state assessment is required. The plan consists of 46 semester hours.

Students who meet the graduate admissions requirements to the College of Education (COE) (see Graduate Admissions Requirements) must meet additional requirements prior to being admitted to the School Librarian program. Each applicant must:

- have a GPA of 2.750 over the last 60 hours;
- provide proof of having a valid Texas teaching certificate; and
- provide a letter of support from a school building administrator.

Check prerequisites before enrolling in any courses.

**Degree Requirements**

**Professional Education Core (6 hours)**

<table>
<thead>
<tr>
<th>Professional Education Core (6 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose two of the following:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>SILC 6030</td>
</tr>
<tr>
<td>Foundations of Multicultural Education</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
</tbody>
</table>

**School Library Core (24 hours)**

<table>
<thead>
<tr>
<th>School Library Core (24 hours)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LLLS 5532</th>
<th>Selecting Literature and Materials for Young Adults Credit Hours: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5533</td>
<td>Selecting Literature and Materials for Children Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6134</td>
<td>School Library Collection Development Management Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6136</td>
<td>Librarians as Instructional Partners Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6234</td>
<td>Librarians Empowering Learners Through Advocacy Leadership Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6334</td>
<td>Administration of School Library Services Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6336</td>
<td>Media and Technology Selection and Application Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6338</td>
<td>School Library Systems &amp; Services Credit Hours: 3</td>
</tr>
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</table>

**Instructional Technology Core (10 hours)**

<table>
<thead>
<tr>
<th>Instructional Technology Core (10 hours)</th>
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<td></td>
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</table>

**Other courses (2 hours)**

<table>
<thead>
<tr>
<th>Other courses (2 hours)</th>
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</thead>
<tbody>
<tr>
<td>LLLS 5010</td>
</tr>
<tr>
<td>Professional Preparation Seminar for Reading Specialists Credit Hours: 1</td>
</tr>
<tr>
<td>TCED 5010</td>
</tr>
<tr>
<td>Professional Preparation Seminar Credit Hours: 1</td>
</tr>
</tbody>
</table>

**Additional Information**

- Students not passing the School Librarian state assessment by the final semester of this plan must also enroll in and successfully complete this course.
- Students not passing the Master Technology Teacher state assessment by the final semester must enroll in and successfully complete this course. Candidates passing the Master Technology Teacher state assessment by the final semester of this plan will have this course waived.
Capstone Experience (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 6739</td>
<td>School Library Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Information

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

School Psychology (Specialist in School Psychology)

The School Psychology program is based on a collaborative, data-based, problem-solving model of training. The focus of the specialty is on the psycho-educational needs of children. The emphasis of the program is on training students who will work as specialists in School Psychology within public schools. The program strives to produce school psychological specialists who have high standards of ethical, professional conduct; to engage in empirically based and collaborative decision-making as part of a multidisciplinary team; to develop a high level of competency in assessment, intervention, and consultation; and to develop sensitivity to and respect for the uniqueness, dignity, culture, and worth of each individual.

The School Psychology program at UHCL is approved by the National Association of School Psychologists (NASP) at the specialist level of training. The program requires a minimum of 70 hours of coursework, 58 of which are exclusive of internship.

Re-Specialization Policy

TSBEP: Students seeking credentialing by the Texas State Board of Examiners of Psychologists (TSBEP) can develop a modified program in consultation with their adviser and the director of the School Psychology program. These students must formally apply to the program and be accepted as outlined for all students. The program will be designed according to requirements set forth by TSBEP and the UHCL NASP-Approved Program. At a minimum, such students will take the Orientation to School Psychology, School Psychology Professional Seminar, Practicum, Consultation, and Internship courses plus any other assigned coursework to meet the substantial equivalent of the UHCL School Psychology Program.

NCSP: Students seeking credentialing as a Nationally Certified School Psychologists (NCSP) may develop a modified program in consultation with the faculty of the School Psychology program. These students must formally apply to the program and be accepted as outlined for all students. The program will be designed according to requirements set forth by the NCSP board. Such individuals will have to complete the substantial equivalent of the UHCL program and NCSP requirements.

*TSBEP and NCSP credentials are granted by boards and not by any academic program. Upon completion of the re-specialization program of study, students must apply to the appropriate board.*
Admission
The School Psychology Selection Committee accepts only a limited number of students into the program based on review and evaluation of the criteria required for application. These criteria include: the application (application form, vitae, essay, and three letters of reference); official transcripts of all previous coursework; GPA of 3.25 or above; GRE of 145 and above for Verbal and 145 and above for Quantitative preferred; and 12 hours of undergraduate Behavioral Sciences coursework which must include Introductory Psychology, Child Psychology, Abnormal Psychology, and an upper-level Psychology course. These prerequisites may be waived for students who possess graduate degrees; in some cases, a similar course may substitute for a prerequisite. Waivers and substitutions must be authorized by the student's faculty adviser.

Acceptance to Candidacy
Admission to the program as described above is not synonymous with acceptance to candidacy. Students will be evaluated for candidacy by the primary School Psychology faculty upon completion of the practicum. Candidacy evaluation includes feedback interview if appropriate.

Internship
The School Psychology Program recognizes the internship as the culminating experience in specialty training. The internship consists of a minimum of 1200 hours, 600 of which must be done in a school setting. The internship occurs during the final year of training and is designed to be accomplished in a school district on a full-time basis over a period of one academic year. Interns receive a stipend during this final year of training.

End-of-Program Evaluation
Students are required to take a graduate comprehensive examination upon successful completion of program requirements (minimum GPA of 3.00 and grades of "B-" or better in all coursework; grades of "C+" or below are not acceptable toward the degree). The comprehensive examination has been designated to be the National Certification Examination in School Psychology (Praxis II). This is a nationally standardized examination designed to assess the entry-level knowledge and skills that might be expected of a specialist-level school psychologist. This exam should be taken the semester prior to internship placement. For graduation, students must obtain the NCSP criterion (pass) score. In addition to the national examination, each student must also submit a portfolio documenting competencies in each of the NASP domains of practice. The portfolio is submitted a few months prior to graduation. Additional information regarding this requirement is provided in the School Psychology Program Handbook.

Degree Requirements
Required Courses
The coursework is designed to provide preparation in each of the NASP domains of practice. Any course substitutions or use of transfer credits must be approved by the School Psychology program faculty. All courses listed below are required for the degree.
## Recommended Course Sequence

### Year 1 (Summer)

Prerequisites if needed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5031</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6134</td>
<td>Biological Basis of Behavior</td>
<td>3</td>
</tr>
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</table>

### Year 1, Semester 1 (Fall)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5111</td>
<td>Orientation to School Psychology</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 5131</td>
<td>Psychopathology of Childhood</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 5235</td>
<td>Learning Principles</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6036</td>
<td>Research Design and Statistics I</td>
<td>3</td>
</tr>
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</table>

### Year 1, Semester 2 (Spring)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6032</td>
<td>Intellectual Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6037</td>
<td>Research Design and Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6238</td>
<td>Applied Behavior Analysis</td>
<td>3</td>
</tr>
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</table>

### Year 2 (Summer)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PSYC 6133</td>
<td>Personality Assessment of the Child</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6139</td>
<td>Intervention I: Academic and Cognitive Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

### Year 2, Semester 3 (Fall)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PSYC 6034</td>
<td>Consultation in School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6039</td>
<td>School Psychology Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6111</td>
<td>Student Diversity in Learning</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 6121</td>
<td>Ethics and Law in School Psychology</td>
<td>2</td>
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### Year 2, Semester 4 (Spring)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6039</td>
<td>School Psychology Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6230</td>
<td>Intervention II: Social and Behavioral Skills</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6231</td>
<td>Intervention III: Affective and Adaptive Skills</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6332</td>
<td>Advanced Consultation and Program Design/Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

### Year 3 (Summer)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5233</td>
<td>Introduction to Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 6132</td>
<td>Seminar in Professional School Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Year 3, Semester 5 (Fall)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6666</td>
<td>Clinical Internship</td>
<td>6</td>
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</tbody>
</table>

### Year 3, Semester 6 (Spring)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6666</td>
<td>Clinical Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

## Sociology M.A.

Are you curious about social problems? Do you have ideas about how to improve society? Are you interested in social policies and their effects? If so, Sociology may be for you. A Sociology degree prepares you for a wide range of careers in the following areas: business and industry, government, community and social services, the legal system, education, and research. Our majors work in nonprofit organizations, government, marketing, urban planning, and human resources. They also work with at-risk youth, senior citizens, and people struggling with substance abuse. Our faculty have areas of specialization in family sociology, medical sociology, immigration, religion, race and
ethnic relations, social inequality, complex organizations and nonprofit organizations, and conflict resolution.

The Candidate Plan of Study (CPS) must include the following requirements:

1. A minimum of twelve undergraduate upper-level hours in the behavioral sciences (Anthropology, Psychology, and Sociology). If this requirement has not been met prior to admission, then such courses should be completed before beginning work toward the Master of Arts.

2. If students are not taking the coursework option (36 hours; see details below), then a minimum of six hours is required in one of the following master’s options:
   - Master’s Thesis
   - Graduate Internship

3. Registering for a master’s thesis or internship should not be seen as an automatic right. Students wishing to complete a master’s option must submit a master’s option proposal. For the thesis, the proposal should be 3–6 pages in length. It should include a literature review with references and a statement of the proposed methodology for carrying out the thesis. Before registering for thesis, a student must have the approval of a faculty member who agrees to supervise the work. Before registering for a graduate internship, a student must apply through the internship coordinator and meet the required criteria, including a grade point average of 3.00 or better. The university reserves the right to deny admittance to or to remove a student from a specific internship.

4. Grades of "B-" or better must be earned for at least 30 hours of coursework. Grades of "C+" or below are not acceptable for these 30 hours.

5. No more than 25% of the credit hours required for program completion (6 for a 30-hour program, 9 for a 36-hour program) may be transferred in from another school and applied toward the Master of Arts degree. In such a case, the following requirements must be met:
   - The courses are pertinent to the degree objective and the CPS.
   - The courses were taken not more than five years prior to admission to graduate study at UHCL.
   - Grades of "B-" or better were earned. Grades of "C+" or below are not acceptable.
   - The courses were not applied to a graduate degree already earned.
   - The courses were not taken by correspondence or extension.

6. At least 24 credits of the degree plan must be earned at UHCL.

Degree Requirements

General Requirements

SOCI 6730 and SOCI 6731 must be completed for credit within the first three long semesters (Fall/Spring) of a student’s graduate coursework. Students seeking an exception must obtain
written approval from the Sociology program director.

Note: SOCI 6731 is offered in the fall and is a prerequisite to SOCI 6730 which is offered in the spring.

Core Sociology Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5032</td>
<td>Seminar in Mental Health and Illness</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5233</td>
<td>Religion and Immigration Studies in Houston</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5236</td>
<td>Religion and Global Change</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5333</td>
<td>Minorities and Majorities</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5334</td>
<td>Social Stratification</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5337</td>
<td>Complex Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5433</td>
<td>Social Conflict and Mediation</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5434</td>
<td>Marriage and Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5435</td>
<td>Gendered Inequality: Work and Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5438</td>
<td>Sociology of the Life Course and Aging</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5537</td>
<td>Urban Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5633</td>
<td>American Immigration Studies</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5731</td>
<td>Politics and Protest</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5732</td>
<td>Seminar in Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6731</td>
<td>Seminar in Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6734</td>
<td>Seminar in Women’s Health</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6737</td>
<td>Seminar in Medical Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentrations

Graduate Sociology students are also encouraged to work with their faculty adviser to structure their plans of study in order to reflect concentrations within the discipline. Five concentrations are available.

1. Concentration in Diversity

Choose THREE of the following courses. For SOCI 5236, the following may be substituted: CRCL 5033. For SOCI 5333, the following may be substituted: PSYC 5534.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5233</td>
<td>Religion and Immigration Studies in Houston</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5236</td>
<td>Religion and Global Change</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5333</td>
<td>Minorities and Majorities</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5334</td>
<td>Social Stratification</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5532</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Concentration in Work and Occupations

Choose THREE of the following courses. For SOCI 5532, the following may be substituted: PSYC 5532.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5337</td>
<td>Complex Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5433</td>
<td>Social Conflict and Mediation</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5435</td>
<td>Gendered Inequality: Work and Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5533</td>
<td>American Immigration Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Concentration in Urban Studies

Choose THREE of the following courses. For SOCI 5333, the following may be substituted: PSYC 5534.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5337</td>
<td>Complex Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5433</td>
<td>Social Conflict and Mediation</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5435</td>
<td>Gendered Inequality: Work and Family</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 5532</td>
<td>Advanced Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>
## Master's Options

### Thesis Option (30 hours)

For SOCI 6432, the following may be substituted: GEOG 5134. SOCI 6739 must be repeated for a total of 6 hours. In addition to the courses below, students should choose 9 hours from the "Core Sociology Classes" listed above; students should also complete a 3-hour SOCI elective.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5131</td>
<td>Contemporary Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6730</td>
<td>Graduate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6731</td>
<td>Graduate Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6432</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6939</td>
<td>Master's Thesis Research</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Information

The thesis is a 35-40 page paper that could potentially be publishable in a Sociology scholarly journal; it must be in American Sociological Association format, use real data, contain a literature review, and test at least one hypothesis derived from a sociological theory. This option requires a thesis committee, a proposal, and a completed thesis approved by the student’s thesis committee consisting of at least two members as well as by the dean and the associate dean.

### Internship Option (36 hours)

For SOCI 6432, the following may be substituted: GEOG 5134. SOCI 6739 must be repeated for a total of 6 hours. In addition to the courses below, students should choose 9 hours from the "Core Sociology Classes" listed above; students should also complete 9 hours of SOCI electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 5131</td>
<td>Contemporary Sociological Theory</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6730</td>
<td>Graduate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6731</td>
<td>Graduate Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6432</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6739</td>
<td>Graduate Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Information

Internships may be completed in one of two ways: 1) students may complete a 500–hour internship at a social service agency, nonprofit organization, or other association related to career goals and with approval of the Sociology Internship Coordinator; or 2) students may complete a teaching internship, which consists of acting as a teaching assistant for a community college professor in the first semester and then teaching a course independently in...
the second semester, most likely Introduction to Sociology at a community college.

**Additional Coursework Option (36 hours)**

For SOCI 6432, the following may be substituted: GEOG 5134. In addition to the courses below, students should choose 15 hours from the “Core Sociology Classes” listed above; student should also complete 9 hours of SOCI electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
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<td>SOCI 6731</td>
<td>Graduate Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6432</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 6909</td>
<td>Sociology Comprehensive Exam</td>
<td>0</td>
</tr>
</tbody>
</table>

**Additional Information**

Students should complete SOCI 6909 in the last semester of the degree. The Comprehensive Exam will be either a research proposal developed by the student in consultation with a faculty adviser or a written examination that includes questions contributed by all full-time sociology faculty.

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**Software Engineering M.S.**

The graduate plan in Software Engineering leads to the master of science (M.S.) degree. Students are best prepared for this program by having an undergraduate degree in Computer Science. Studies in this degree address the foundations, methodologies and tools used in management, planning, design and engineering of software systems. By providing a careful balance between theory and practice, the plan prepares students for key software positions in industry, government and institutions where software engineering has become a key activity. Students may choose the extended course work option or thesis option. The plan requires core areas of software engineering to be mastered. Each of these areas is covered by a dedicated core course. The plan also allows for further expansion into one of three areas (specializations):

- Software Project Management
- Gaming and Robotics Software
- Software Development

**Credit earned before acceptance**

No more than nine hours of graduate level Software Engineering classes may be applied to the SWEN degree if taken without admission into the program. No more than nine hours graduate credit may be transferred to the Software Engineering degree.

Students accepted in the Software Engineering program must file a Candidate Plan of Study (CPS) with their assigned faculty adviser within the first semester of study. The CPS will list the core courses and all electives and indicate if the student is choosing capstone or thesis option. If a specialization is chosen; four electives will be chosen from the specialization. A student is not required to select a specialization. Once completed, the CPS details all courses the student must take to fulfill the degree requirements.

**Online Option**

The Software Engineering program may be taken as a partially online degree. Online courses are offered less frequently than face to face courses. Students requiring >50% of their courses online can expect to take longer to graduate than those who choose a mix of face to face and online courses to fulfill the degree. Foundation courses are only offered as traditional face to face classes. These courses must be taken either
at UHCL or at another university before entry into the SWEN distance option.

Requirements
Students seeking admission into the degree plan in Software Engineering must hold a bachelor’s degree in computer science or closely related area which includes an extensive background in computer science and/or computer programming at the undergraduate level. The GRE scores must be a minimum of 290 (verbal + quantitative), with a minimum quantitative score of 150, minimum verbal score of 140 and have a GPA of 3.00 or higher. The faculty graduate admissions committee will decide acceptance into the program based upon program need, the requirements stated herein and university admission requirements. Once admitted, the student must file a candidate plan of study (CPS) in the first semester of enrollment. Foundation (preparatory) courses and other courses that may be deemed necessary may be added to the CPS and must be completed in or before the first year of enrollment. These preparatory requirements include, but are not limited to: proficiency in at least two modular programming languages, including C or C++, data structures, advanced data structures, operating systems, object oriented programming and design, computer organization and assembly language, software engineering as well as a course in probability and statistics and discrete math or its equivalent.

Degree Requirements
Software Engineering Core Requirements (15 hours)

<table>
<thead>
<tr>
<th>Software Engineering Core Requirements (15 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWEN 5130</td>
</tr>
</tbody>
</table>

Software Engineering Capstone Option
Software Engineering Capstone Option (3 hours of capstone + 18 hours of electives)

<table>
<thead>
<tr>
<th>Software Engineering Capstone Option (3 hours of capstone + 18 hours of electives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWEN 5232</td>
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<tr>
<td>SWEN 5233</td>
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<tr>
<td>SWEN 5234</td>
</tr>
<tr>
<td>SWEN 5432</td>
</tr>
</tbody>
</table>

Software Engineering Thesis Option
Software Engineering Thesis Option (6 hours of thesis + 15 hours of electives)

<table>
<thead>
<tr>
<th>Software Engineering Thesis Option (6 hours of thesis + 15 hours of electives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWEN 5232</td>
</tr>
<tr>
<td>SWEN 5233</td>
</tr>
<tr>
<td>SWEN 5234</td>
</tr>
<tr>
<td>SWEN 5432</td>
</tr>
</tbody>
</table>

Software Engineering Specializations
Students interested in developing a specialization in software engineering such as Gaming, Software Development or Project Management should choose as electives those courses listed under the respective
specializations listed below. Any course within a specialization is an allowable elective in SWEN.

### Gaming and Robotics Software Specialization

Pick 4 courses from the 6 below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWEN 5134</td>
<td>Gaming Software Development with Service Oriented Architecture</td>
</tr>
<tr>
<td>SWEN 5136</td>
<td>Software for Robotics</td>
</tr>
<tr>
<td>SWEN 5137</td>
<td>Game Design and Development</td>
</tr>
<tr>
<td>SWEN 5138</td>
<td>Design and Development of Virtual Worlds, Sims and Animation Scripting</td>
</tr>
</tbody>
</table>

### Software Development Specialization

Pick 4 courses from below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWEN 5131</td>
<td>Software Engineering Tools</td>
</tr>
<tr>
<td>SWEN 5132</td>
<td>Software Design Patterns</td>
</tr>
<tr>
<td>SWEN 5133</td>
<td>Aspect-Oriented Development</td>
</tr>
<tr>
<td>SWEN 5134</td>
<td>Software Metrics</td>
</tr>
</tbody>
</table>

### Software Project Management Specialization

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENG 5330</td>
<td>Risk Management</td>
</tr>
<tr>
<td>SWEN 5230</td>
<td>Software Project Management</td>
</tr>
<tr>
<td>SWEN 5431</td>
<td>Testing, Validation and Verification</td>
</tr>
<tr>
<td>SWEN 5435</td>
<td>Personal Software Process</td>
</tr>
</tbody>
</table>

### Web Based Electives

Electives are periodically offered online as well as face to face.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENG 5330</td>
<td>Risk Management</td>
</tr>
<tr>
<td>SWEN 5132</td>
<td>Software Design Patterns</td>
</tr>
<tr>
<td>SWEN 5134</td>
<td>Gaming Software Development with Service Oriented Architecture</td>
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<tr>
<td>SWEN 5431</td>
<td>Testing, Validation and Verification</td>
</tr>
<tr>
<td>SWEN 5435</td>
<td>Personal Software Process</td>
</tr>
<tr>
<td>SWEN 5534</td>
<td>Reuse and Reengineering</td>
</tr>
</tbody>
</table>

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## Statistics M.S.

The plan in Statistics leads to a Master of Science (M.S.) degree. This plan emphasizes a curriculum that is designed to educate students in the theory and application of statistics. The plan is suitable for students with an undergraduate background in mathematics, engineering or the sciences.

Students with degrees in engineering, science or other fields will be considered if their preparation includes an adequate number of upper-level credits in mathematics and statistics. In some cases, additional preparatory courses may be required.

### Degree Requirements

#### Statistics Core Requirements (15 hours)

<table>
<thead>
<tr>
<th>Statistics Core Requirements (15 hours)</th>
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</thead>
<tbody>
<tr>
<td>The following five courses or their approved substitutes are required:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
</table>
| STAT 5431 | Advanced Probability
| Credit Hours: 3 |
| STAT 5432 | Principles of Statistical Inference
| Credit Hours: 3 |
| STAT 5532 | Linear Models and Regression
| Analysis |
| STAT 5533 | Statistical Computing |
| STAT 5535 | Experimental Designs and Analysis |

#### Applied Statistics Specialization (18-21 hours)

<table>
<thead>
<tr>
<th>Applied Statistics Specialization (18-21 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credit hours of 4000 – 6000 level MATH/STAT courses 3 credit hours of 5000 – 6000 level approved courses</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 6939</td>
<td>Master’s Thesis Research</td>
</tr>
<tr>
<td>STAT 5538</td>
<td>Categorical Data Analysis</td>
</tr>
</tbody>
</table>
### Systems Engineering M.S.

The graduate plan in Systems Engineering leads to a master of science (M.S.) degree. The plan is designed to prepare engineers who are knowledgeable in interdisciplinary systems engineering approaches and engineering management and who therefore have the full range of concurrent engineering concepts and skills needed to specify, implement and support complete systems. Such knowledge is particularly important in the evolution of systems that are critical to achieving the mission of an organization and to sustaining the safety of life, health, property and the environment. Such systems are vital to many organizations that are served by UHCL such as: aerospace, biomedical, chemical, energy, manufacturing and others. The plan consists of formal courses,
laboratory work and research conducted under the guidance of a faculty adviser. Candidates can tailor their plan of study to emphasize systems engineering analysis or systems engineering management. The web site for the Systems Engineering program is https://www.uhcl.edu/science-engineering/departments/engineering/systems-engineering.

Degree Requirements

Basic Preparation

The candidates should have a bachelor’s degree and be approved by the graduate admissions committee to ensure that the appropriate background knowledge base is present. This background must include, at a minimum: STAT 3334 Probability and Statistics for Scientists and Engineers. Candidates who do not have the required or equivalent preparation are required to take the appropriate courses before enrolling in certain graduate career courses in SENG, SWEN, CSCI and CENG. The committee recommends that candidates take CENG 5131 Engineering Applications as a preparation elective.

Systems Engineering Core Requirements (21 hours)

<table>
<thead>
<tr>
<th>Systems Engineering Core Requirements (21 hours)</th>
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</thead>
<tbody>
<tr>
<td>SENG 5130</td>
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<tr>
<td>SENG 5230</td>
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<tr>
<td>SENG 5231</td>
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<tr>
<td>SENG 5232</td>
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<tr>
<td>SENG 5233</td>
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<tr>
<td>SENG 5330</td>
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</tbody>
</table>

Systems Engineering Elective Options

<table>
<thead>
<tr>
<th>Systems Engineering Elective Options</th>
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<tbody>
<tr>
<td>SENG 5332</td>
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<tr>
<td>SENG 5334</td>
</tr>
<tr>
<td>SENG 5532</td>
</tr>
<tr>
<td>MGMT 5636</td>
</tr>
<tr>
<td>MGMT 5638</td>
</tr>
</tbody>
</table>

Additional Information

These candidates may also choose elective options from the CENG, SWEN or EMGT engineering programs.

Systems Engineering Elective Hours

<table>
<thead>
<tr>
<th>Thesis Option (six hours of thesis + nine hours of electives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives in engineering, science, and mathematics approved by the student’s adviser</td>
</tr>
<tr>
<td>SENG 6939</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capstone Option (3 hours of capstone + 12 hours of electives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives in engineering, science, and mathematics approved by the students’ adviser</td>
</tr>
<tr>
<td>SENG 6837</td>
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</tbody>
</table>

Systems Engineering Specialization

<table>
<thead>
<tr>
<th>Healthcare Systems Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENG 5335</td>
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<tr>
<td>SENG 5336</td>
</tr>
<tr>
<td>SENG 5337</td>
</tr>
</tbody>
</table>
Systems Engineering M.S.

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<tr>
<td>SENG 5232</td>
</tr>
<tr>
<td>SENG 5233</td>
</tr>
<tr>
<td>SENG 5330</td>
</tr>
<tr>
<td>SWEN 5230</td>
</tr>
</tbody>
</table>

Additional Information
Students select between SWEN 5230 or EMGT 5430.

Systems Engineering Elective Options

<table>
<thead>
<tr>
<th>Systems Engineering Elective Options</th>
</tr>
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<th>Thesis Option (six hours of thesis + nine hours of electives)</th>
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<tbody>
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</table>

<table>
<thead>
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</table>

## Systems Engineering Specialization

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<tr>
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<tr>
<td>SENG 5337</td>
</tr>
</tbody>
</table>
Degrees and Programs

Doctoral

Curriculum and Instruction
Ed.D.

The Doctor of Education (Ed.D.) in Curriculum and Instruction with a focus on science, technology, engineering, and mathematics (STEM) is a program for educational leaders who wish to advance their careers. The doctoral degree will address the needs of professionals in the K-14 education sector who seek to improve their practice, positively impact their institutions, and advance their professional careers. The program will also address the needs of professionals employed in the informal education sector such as those who work at zoos, museums, educational outreach and community centers, as well as other educational-related STEM industries.

Prior to admission to the Ed.D. program, the student is expected to have the following:

1. A master’s degree and the equivalent of University of Houston–Clear Lake’s (UHCL’s) EDUC 6032, EDUC 6033, INST 6031 and SILC 6030.
2. A completed UHCL admissions application.
3. Official transcripts from each accredited institution attended sent to the Office of Admissions.
4. A combined score of 297 on the Verbal and Quantitative portions of the Graduate Record Examination (GRE) and a minimum score of 4.0 on the Analytical Writing portion of the GRE. The GRE must have been taken within the last five years.
5. Evidence of work and leadership experience in STEM education.
6. A Letter of Intent, not to exceed 1000 words, explaining the reason for pursuing doctoral-level work in STEM education. The letter should include a brief discussion of career goals, research interests as they relate to STEM education, and how this program will help meet career goals and pursue research interests. The letter should also discuss scholarly and professional accomplishments and prior work experiences that relate to the applicant's interest in, and aptitude for, the doctorate program.
7. Three reference forms from persons who can address the student's performance in graduate studies and potential for educational leadership. If possible, at least one of the reference forms should be from a professor involved in the applicant's master's program.
8. If applicable, provide a letter from an employer confirming support of the applicant’s pursuit of the Ed.D. and willingness to allow fieldwork within the organization. The Admission Requirements section of the UHCL Doctoral Web site has a form letter for the employer to sign.
Other information may be required; contact COE’s Office of Academic Advising for details.

If an applicant does not meet one or more of the admission requirements but can provide letters testifying to his/her strong leadership qualities, provisional admission may be granted.

Once a student is admitted, any course in which the student makes a grade of "C-" or below cannot be counted toward the doctoral program. Doctoral students may count one course on their program with a grade of either "C+" or "C." All other grades must be "B-" or greater. An overall grade point average (GPA) of 3.000 must be maintained.

The time frame for completion of the doctoral program is seven years from the start of the program. At the end of the seventh year, a doctoral candidate is allowed to petition the Associate Dean for a one-year extension if the candidate’s dissertation proposal has been approved. The candidate can petition the COE Associate Dean for a second and final one-year extension to complete the dissertation.

Check prerequisites before enrolling in any courses.

The structure of the Ed.D. program is as follows:

**Curriculum and Instruction Core (9 hours):**

<table>
<thead>
<tr>
<th>Required</th>
</tr>
</thead>
</table>

**Research Core (18 hours):**

**STEM Core:**

**Additional Information**

**Specialization:**

With the assistance of your faculty adviser, choose nine hours from a STEM specialization area. Approved STEM specialization areas are science, technology, engineering, and mathematics. Suggested courses are listed below; other courses may be used with approval from your faculty adviser.

**Science:**

| PHYS 5531 | Mathematical Methods I |

**Mathematics:**

| MATH 5031 | Problem-Solving Strategies Credit Hours: 3 |
| MATH 5033 | Instructional Applications of Algebra |
| MATH 5034 | Geometry Seminar Credit Hours: 3 |
| MATH 5035 | Precalculus Courses for Mathematics Teachers of Grades 10-14 |
| MATH 5036 | Calculus for Mathematics Teachers of Grades 10-14 |
| MATH 5037 | Technology for Mathematics Curriculum Credit Hours: 3 |
| MATH 5330 | Mathematical Software and Modeling Simulation |

**Technology:**
PSYC 6431  User-Centered Design  Credit Hours: 3

**Dissertation (6 hours):**

**Additional Information**

Students must register for dissertation hours each long semester until completion. Only six hours of dissertation may count in the program. Before being permitted to register for dissertation hours, a doctoral student must have advanced to candidacy.

Those interested in applying should contact COE's Office of Academic Advising in Bayou 1231 (by phone at 281-283-3600 or by e-mail at education@uhcl.edu). The deadline for application is March 15; however, early admission is available. Contact COE's Office of Academic Advising for details.

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**Educational Leadership**

**Ed.D.**

The focus of the Doctor of Education (Ed.D.) is the preparation of individuals for service as educational leaders in educational organizations, in particular, Pre-K to university educational settings. The intent is to provide such individuals with the advanced knowledge and skills necessary to generate and apply research for solving the problems faced by educational leaders.

Prior to admission to the Ed.D. program, the student is expected to have the following:

1. A master's degree and the equivalent of University of Houston-Clear Lake's (UHCL's) EDUC 6032, EDUC 6033, INST 6031 and SILC 6030.
2. A completed UHCL admissions application.
3. Official transcripts from each accredited institution attended sent to the Office of Admissions.
4. A combined score of 297 on the Verbal and Quantitative portions of the Graduate Record Examination (GRE) and a minimum score of 4.0 on the Analytical Writing portion of the GRE. The GRE must have been taken within the last five years. In the application process for the Doctoral Program in Educational Leadership, applicants have the option of providing a writing sample, where the writing activity is proctored at UHCL, in lieu of the GRE.
5. Evidence of work and leadership experience in education, in particular, Pre-K to university educational settings.
6. A Letter of Intent, not to exceed 1000 words, explaining the reason for pursuing doctoral-level work in Educational Leadership by discussing career goals and how the program in Educational Leadership will help in achieving them. The letter should include a brief discussion of prior experiences that relate to the candidate's interest in, and aptitude for, the graduate program and that reviews the candidate's scholarly and professional accomplishments.
7. Three reference forms from persons who can address the student's performance in graduate studies and potential for educational leadership. If possible, at least one of the reference forms should
be from a professor involved in the applicant's master's program.

8. If applicable, provide a letter from an employer confirming support of the applicant's pursuit of the Ed.D. and willingness to allow fieldwork within the organization. The Admission Requirements section of the UHCL Doctoral Web site has a form letter for the employer to sign.

Other information may be required; contact COE's Office of Academic Advising for details.

If an applicant does not meet one or more of the admission requirements but can provide letters testifying to his/her strong leadership qualities, provisional admission may be granted.

Once a student is admitted, any course in which the student makes a grade of "C-" or below cannot be counted toward the doctoral program. Doctoral students may count one course on their program with a grade of either "C+" or "C." All other grades must be "B-" or greater. An overall grade point average (GPA) of 3.000 must be maintained.

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Check prerequisites before enrolling in any courses.

The structure of the Ed.D. program is as follows:

<table>
<thead>
<tr>
<th>Leadership Core:</th>
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<table>
<thead>
<tr>
<th>Research Core:</th>
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<table>
<thead>
<tr>
<th>Communication Core:</th>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Specialization: 12 hours from one area of specialization as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Instruction:</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Higher Education:</th>
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<table>
<thead>
<tr>
<th>Reading:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Research Design, Measurement and Statistics:</th>
</tr>
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<table>
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<tr>
<th>Special Populations:</th>
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</table>
Health Service Psychology (Clinical Psychology/School Psychology) Psy.D.

The Psy.D. in Health Service Psychology (Clinical Psychology/School Psychology) will provide broad practitioner–scientist training with an emphasis on clinical practice. The mission is to prepare students for careers as health professionals in clinical and school settings. The overarching model of the program is the provision of health services with particular emphasis on cognitive–behavioral psychology. Graduates from this program will be competent to function as licensed professional psychologists in a variety of roles across a variety of settings, with particular competencies in behavioral health, prevention, and health psychology.

As a practitioner–scientist program, the Psy.D. Program in Health Service Psychology's primary goal is to train practitioners, scholars, and applied researchers in the area of health service psychology. The Program develops graduates who use scientific methods in the professional practice of psychology with the aim of improving health and behavioral–health outcomes. The program emphasizes the importance of the scientific method as the primary basis to advance knowledge and inform practice. Graduates will be competent in evidence–based practice (assessment, intervention, and consultation). This model emphasizes the reciprocal relationship between psychological, biological, and social aspects of both personal and community health. Through coursework, clinical experiences, and research, students may individualize their training, which may include clinical–school and clinical–health.

Admission

Admission to the graduate program in Health Service Psychology is limited and is offered only to the most qualified applicants. The typical minimum standards for admission include:

1. Specialist or Master's Degree in School Psychology or a Master's Degree in Clinical Psychology or related field;
2. Master's/Specialist's-level GPA of 3.4 or higher;
3. Score of 300 of higher on the Graduate Record Examination (GRE) with at least 3.5 in Analytical Writing; and
4. Evidence of research potential (publication, thesis, formal research project, participation in research).

Note: The Graduate Record Examination is required of all applicants.

Applying to the Health Service Psychology Psy.D. Program

Applying to program admission requires submitting the documents described below. Applicants must complete a university Application for Admission and submit it and all required fees and documents to the university's Admission Office at the same time they are applying to the program. There is an application fee for university admissions, which is in addition to the program application fee. International students are advised to consult the relevant web pages and/or contact International Admissions in the Admissions Office as early as possible for information.

The Psy.D. program requires an application fee of $50 in addition to the university's regular application fee. This fee is payable to the "University of Houston-Clear Lake Psy.D. program."

Applicants submit GRE scores to the university following the standard reporting procedure and also enter those scores on the program application form.

The application to the program is online. Through ApplyTexas, applicants will apply to the Health Service Psychology program. Through the online system, applicants will upload all components to their application, except for the recommendation letters. Recommendation writers should send the recommendation form and letter via email to psyd@uhcl.edu.

The Psy.D. application includes the following components:

1. An application form
2. A Curriculum Vitae
3. A 2-page single-spaced Statement of Purpose stating reasons for seeking this training and explaining how the training complements the applicant's career goals. The Statement of Purpose may include the following:
   - Research and clinical/school psychology experience and interests
   - Practicum experience
   - Other relevant experiences (i.e., volunteering)
   - Post-graduation professional goals
   - A list of faculty in the Psy.D. program with whom the applicant would like to work with and why
4. Three (3) Recommendations for Applicant Admission (form found on the program website). Each recommender must complete the recommendation form and submit a separate letter.
5. Official transcripts from all colleges and universities previously attended (except University of Houston-Clear Lake...
Lake transcripts which will be generated internally). These transcripts are submitted to the program in addition to the transcripts sent directly to the university's Office of Admissions.

6. Scores on the general test of the GRE. Official scores are reported to the university through the standard GRE process. The applicant also enters GRE scores on the program application form as indicated.

7. A $50.00 check or money order made payable to the UHCL Psy.D. program.

Note: Admission to graduate status at the university is not equivalent to admission to the Psy.D. program. Admission to the university should not be confused with acceptance into the Psy.D. program. Applicants will be notified about admission into the Psy.D. directly by the program director. Applicants are admitted into a professional psychology program only by way of formal notification from the program director.

Timeframe for Program Application and the Admission Process

Applications are accepted once a year. Applicants have the responsibility to ensure that their applications, GRE scores, supporting transcripts, and recommendations are received by the program by the application deadline of December 15. Review of applications will begin in January. After initial review of the application materials, the admissions committee will invite applicants under active consideration to campus. Students will be notified of interviews by the end of January. Interviews will occur in late January or early February. Once interviews have been completed, the Psy.D. admissions committee will notify applicants of admission decisions by March. Acceptances must be finalized on or before April 15.

Review of Progress

Continuation in the Psy.D. program requires satisfactory academic performance and the acquisition of appropriate clinical and professional skills and personal attributes. Students admitted to the program will be evaluated annually for academic progress and appropriate professional behavior and development. An unsatisfactory evaluation may lead to probation or termination from the program. All students are required to adhere to the policies and procedures outlined in the Doctoral Student Handbook for the Doctorate in Psychology.

Grade Requirements

Only courses with a grade of "B-" or better will be applied toward the Psy.D. program requirements. Further grade requirements are outlined in the Doctoral Student Handbook for the Doctorate in Psychology.

Accreditation

The Psy.D. in Health Service Psychology anticipates review for accreditation by the American Psychological Association when eligible.

Degree Requirements

The Doctorate of Psychology in Health Service Psychology requires 75 credit hours of coursework organized into four sections: General Core, Methodology and Statistics, Assessment,
and Intervention. All students will complete experiences in both research and clinical work and a qualifying exam. The 75-hour component does not include psychological foundation courses, most of which should be completed prior to admission.

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>PSYC 7136</td>
<td>Multicultural and Diversity Issues Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7736</td>
<td>Professional Issues in Medical/Health Psychology Credit Hours: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methodology Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 7130</td>
<td>Experimental Methodology Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7131</td>
<td>Quantitative Analysis I Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7132</td>
<td>Quantitative Analysis II Credit Hours: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 7032</td>
<td>Intellectual Assessment Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7033</td>
<td>Personality Assessment Credit Hours: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intervention Core</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 7235</td>
<td>Advanced Behavioral Therapy Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7332</td>
<td>Advanced Consultation and Program Design/Evaluation Credit Hours: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Experience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 7038</td>
<td>Practicum Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7039</td>
<td>External Practicum/Internship Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7936</td>
<td>Clinical Practice, Consultation, and Supervision Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 8931</td>
<td>Doctoral Internship Credit Hours: 3</td>
</tr>
</tbody>
</table>

Additional Information
PSYC 7038, PSYC 7039 and PSYC 7936 will be repeated for 2 semesters. PSYC 8931 will be repeated for 3 semester.

<table>
<thead>
<tr>
<th>Dissertation</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>PSYC 8930</td>
<td>Doctoral Dissertation Credit Hours: 3</td>
</tr>
</tbody>
</table>

Additional Information
PSYC 8930 will be repeated for up to 9 hours.

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Choose FOUR of the following courses.</td>
<td></td>
</tr>
<tr>
<td>PSYC 7034</td>
<td>Neuropsychological Assessment Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7138</td>
<td>Mindfulness and Acceptance Therapy Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7139</td>
<td>Intervention I: Academic and Cognitive Skills Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7232</td>
<td>Advanced Child Behavioral Therapy Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7239</td>
<td>Advanced Group Psychotherapy Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7331</td>
<td>Design/Evaluation of School Health Programs Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7333</td>
<td>Pediatric Psychology Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7334</td>
<td>Adult Behavioral Medicine Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7337</td>
<td>Development and Treatment of Mood and Anxiety Disorders Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 7630</td>
<td>Behavioral Parent Training Credit Hours: 3</td>
</tr>
</tbody>
</table>
Certificates

Applied Behavior Analysis Certificate

The Applied Behavior Analysis Certificate is designed for individuals who have already earned a master’s degree in Psychology or a related discipline and who would like to complete the coursework and practicum required to sit for the Board Certified Behavior Analyst (BCBA) exam. Students wishing to enroll in this option must formally apply. The certificate will be granted by the College of Human Sciences and Humanities upon completion of the courses listed below. The deadline for applying for the ABA certificate is March 1 (for fall) and October 1 (for spring). For more information, please contact Dr. Dorothea Lerman at lerman@uhcl.edu.

Certificate Requirements

<table>
<thead>
<tr>
<th>Required Courses (24 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 5235</td>
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<tr>
<td></td>
</tr>
<tr>
<td>PSYC 6031</td>
</tr>
<tr>
<td></td>
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<tr>
<td>PSYC 6238</td>
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<td></td>
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<tr>
<td>PSYC 6239</td>
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<tr>
<td></td>
</tr>
<tr>
<td>PSYC 6331</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>PSYC 6330</td>
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</tr>
</tbody>
</table>

Additional Information

- PSYC 6238 Applied Behavior Analysis, PSYC 6239 Behavioral Intervention I: These seminar courses include class meetings and up to 10 hours per week of field activities in home, school, and clinic settings.
- PSYC 6330 Research and Practicum in Applied Behavior Analysis: This course requires completion of a research project and 20 hours per week of field experience in home, school, or clinic settings for two semesters (3 credits per semester).
- Only courses in which a "B-" or better is earned may be applied toward the Master of Arts in Behavior Analysis or the Certificate in Applied Behavior Analysis. Grades of "C+" or below are not acceptable.

Environmental Management Certificate

The Certificate in Environmental Management is designed for professionals in the environmental management field who wish to update their skills without going for another master’s degree.

Certificates can be earned as part of a master’s degree or as a stand-alone certificate. Students earning certificates prior to being enrolled in a master's degree may request permission to apply certificate courses to a degree program at a later date. Students earning certificates must officially apply to receive their certificates through E-Services within the first three weeks of the semester in which they are enrolled in their final certificate course, but no later than the date specified in the academic calendar for applying for graduation.

Certificate Requirements

<table>
<thead>
<tr>
<th>Foundation Requirements (3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 6338 Ethical and Professional Issues in Behavior Analysis</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>PSYC 6339 Research Methods in Behavior Analysis</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
</tbody>
</table>
MGMT 5032 | Human Behavior in Organizations  
Credit Hours: 3

Additional Information
This requirement may be waived for students who demonstrate previous completion of an approved upper-level course in (1) Management Theory & Practice, (2) Organizational Behavior, or (3) Public Administration.

Required Courses (12 hours)

Additional Information
Plus 9 hours from three additional graduate level ENVR courses.

Human Factors/Ergonomics Certificate

Students enrolled in the Human Factors/Ergonomics Certificate program complete the following courses. For more information, please contact Dr. Nicholas Kelling at kelling@uchl.edu.

Certificate Requirements

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
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</thead>
</table>
| PSYC 6036        | Research Design and Statistics I  
Credit Hours: 3 |
| PSYC 6037        | Research Design and Statistics II  
Credit Hours: 3 |
| PSYC 6434        | Human Factors Engineering  
Credit Hours: 3 |
| PSYC 6431        | User-Centered Design  
Credit Hours: 3 |
| PSYC 6435        | Human Factors Methods and Analysis  
Credit Hours: 3 |

Human Resource Management Certificate

The Human Resource Management Graduate Certificate is designed for professionals who seek to enhance their human resource management credentials but cannot commit to a full master’s degree program. This certificate is offered completely online. Students earning certificates without being enrolled in a master’s degree program may request permission to apply certificate courses to a degree program at a later date. Student’s earning certificates must officially apply to receive their certificates through E-Services within the first three weeks of the semester in which they are enrolled in their final certificate course, but no later than the date specified in the academic calendar for applying for graduation. All graduate grading standards apply to students enrolled in a certificate program.

Requirements

<table>
<thead>
<tr>
<th>Foundation Requirements (3 hours)</th>
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<tbody>
<tr>
<td>Students must complete one of the following courses:</td>
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</tbody>
</table>
| MGMT 5032 | Human Behavior in Organizations  
Credit Hours: 3 |
| MGMT 5133 | Teamwork and Leadership Skills:  
Theory in Practice  
Credit Hours: 3 |

Additional Information
This requirement can be waived for students who demonstrate previous completion of an approved upper-level course in (1) Management Theory and Practice, (2) Organization Behavior, (3) Public Administration, (4) Teamwork/Group Processes, or (5) Leadership.

Required Courses (12 Hours)

Choose 1 from the following list:

| MGMT 5332 | Labor Relations  
Credit Hours: 3 |
Management Information Systems Certificates

Five certificate programs are available in Management Information Systems (MIS). These certificates are designed for professionals in the aerospace, IT and related industries, who want to (1) refine their IT skills, (2) expand their IT skills, (3) refine/enhance their skills but don’t want to pursue a master’s degree and (4) refine/expand their IT skills without going for another master’s degree.

Students earning certificates prior to being enrolled in a master’s degree may request permission to apply certificate courses to a degree program at a later date. Students earning certificates must officially apply to receive their certificates through E-Services within the first three weeks of the semester in which they are enrolled in their final certificate course, but no later than the date specified in the academic calendar for applying for graduation.

All graduate grading standards apply to students enrolled in certificate programs. Students without 6 hours of college level programming must take ISAM 5030 in addition to the requirements stated below.

**Foundation Requirements (3 hours)**

<table>
<thead>
<tr>
<th>Foundation requirement (3 hours)</th>
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**Certificate Requirements**

<table>
<thead>
<tr>
<th>Business Applications Development (12 hours)</th>
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<tbody>
<tr>
<td>Four of the following five courses</td>
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<table>
<thead>
<tr>
<th>Business Computer Networking and Security (12 hours)</th>
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<tbody>
<tr>
<td>Four of the following six courses</td>
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</table>

<table>
<thead>
<tr>
<th>Business Database Development and Administration (12 hours)</th>
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</thead>
<tbody>
<tr>
<td>Four of the following six courses</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Systems Management (12 hours)</th>
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<tbody>
<tr>
<td>Four of the following six courses</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Technology</th>
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<tbody>
<tr>
<td>Any four MIS required or elective courses as long as their pre-requisites are satisfied.</td>
</tr>
</tbody>
</table>

Management of Technology Certificate Program

The Management of Technology Graduate Certificate is designed for professionals who seek to enhance their technology management credentials but cannot commit to a full Master’s Degree program.

Students earning certificates without being enrolled in a master's degree program may request permission to apply certificate courses to a degree program at a later date. Student's earning certificates must officially apply to
Degrees and Programs

receive their certificates through E-Services within the first three weeks of the semester in which they are enrolled in their final certificate course, but no later than the date specified in the academic calendar for applying for graduation.

All graduate grading standards apply to students enrolled in a certificate program.

### Required Courses (12 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5233</td>
<td>Entrepreneurship &amp; Corporate Venturing</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5636</td>
<td>Management of Technology</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5638</td>
<td>Leading Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Courses

Choose one course from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5439</td>
<td>Positive Leadership and Ethical Action</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5931</td>
<td>Research Topics in Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6337</td>
<td>Comparative Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 6334</td>
<td>Sustainability and Strategic Advantage</td>
<td>3</td>
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</table>

### Additional Courses

Students must complete ONE of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 5032</td>
<td>Human Behavior in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 5133</td>
<td>Teamwork and Leadership Skills: Theory in Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

### Additional Information

This requirement can be waived for students who demonstrate previous completion of an approved upper-level course in (1) Management Theory and Practice, (2) Organization Behavior, (3) Public Administration, (4) Teamwork Processes, or (5) Leadership.

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### Physics Candidacy Certificate

Students completing the candidacy requirements for the Collaborative UHCL/UH Physics Ph.D. Program are eligible to receive a physics candidacy certificate. This certificate can be awarded to students independently of the Physics Master’s Degree. A student pursuing a certificate has the option of switching to the Physics M.S. degree program at anytime during his/her enrollment in the certificate program and can apply all physics coursework taken towards the certificate to the M.S. degree. Qualified students pursuing the Physics M.S. degree have the option of applying for the certificate once the candidacy requirements are satisfied. This certificate does not imply any acceptance into the UH Ph.D. program or the successful completion of all Ph.D. candidacy requirements and is used primarily at UHCL to monitor the progress of students working towards the Physics Ph.D. through our Collaborative Physics Ph.D. program.

### Project Management and Six Sigma Certificate

This is a joint certificate for Project Management and Six Sigma Green Belt. This joint certificate could be obtained by degree-seeking students only. To earn the certificate, each of the four UHCL courses listed below must be completed with a grade "B" or better ("B-") will not be considered.
The EMGT degree-seeking students could obtain the certificate as part of their master's degree by completing the course-set. The degree seeking students from other programs in UHCL must satisfy the EMGT foundation course requirements for admission. Contact CSE Advising for further instructions.

**Requirements**

**Required Courses**

- Software Engineering Certificate

The admission requirements for the certificate program are as follows:

- bachelor's degree in Computer Science or related field with an extensive background in computer science and computer programming
- undergraduate grade point average (GPA) of 3.0 or greater

The GRE is not required for the certificate since the certificate program is considered a non-degree seeking program. A student pursuing the certificate could possibly transfer the certificate courses to the SWEN degree after completion of the certificate. To do this the student must take the GRE, apply and be accepted to the SWEN program. The certificate cannot be pursued at the same time as the SWEN degree since students pursuing a certificate are considered non-degree seeking and therefore cannot be enrolled in a degree seeking program at the same time.

The Software Engineering certificate is designed to prepare students to address important aspects of software development including: developing the student's ability to communicate ideas; develop and manage software products; and to understand the complexities of building quality into a software product. To earn the certificate the four course set below must be completed within a four year time limit.

**Requirements**

**Required Courses**

- SWEN 5130 Requirements Engineering
- SWEN 5232 Software Construction
- SWEN 5234 Software Processes
- SWEN 5332 Software Design Patterns
- SWEN 5432 Software Engineering Life Cycle

**Additional Information**

Students should select between SWEN 5234 or SWEN 513 Systems Engineering Certificate

Students may already have a Masters degree in a related field and would benefit from a four course set in Systems Engineering basics that would help them advance in their professional career. The candidate could, after receiving a SENG certificate, apply these four courses toward the completion of the master of science degree. The candidate choosing to earn a certificate in Systems Engineering will be required to complete four courses with a 3.0 grade point average or better, based on a 4.0
system. The candidate will be given the option to pick from the following core courses they find most useful to their application:

Certificate Requirements

<table>
<thead>
<tr>
<th>Systems Engineering Basic Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENG 5130 Systems Engineering Processes</td>
</tr>
<tr>
<td>SENG 5230 Systems Engineering Economics</td>
</tr>
<tr>
<td>SENG 5330 Risk Management</td>
</tr>
<tr>
<td>SENG 5332 Decision Analysis for Systems Engineering</td>
</tr>
<tr>
<td>SENG 5231 Concurrent Engineering</td>
</tr>
<tr>
<td>SENG 5233 Systems Engineering Analysis and Modeling</td>
</tr>
<tr>
<td>SENG 5334 Human Factors Engineering</td>
</tr>
</tbody>
</table>

Women's and Gender Studies Certificate

Women's and Gender Studies is an interdisciplinary curriculum administered by the College of Human Sciences and Humanities. Women's and Gender Studies courses offer challenging new perspectives by exploring the special contributions of women and the impact of gender in a variety of academic disciplines.

Inquiries should be addressed to the program director of Women's and Gender Studies at womensstudies@uhcl.edu.

Requirements

<table>
<thead>
<tr>
<th>Courses (9 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine hours of Women’s and Gender Studies courses in any combination. WGST 5732 is highly recommended.</td>
</tr>
</tbody>
</table>
Teacher Certification

Bilingual Administrator Certificate

Although the State Board for Educator Certification (SBEC) does not have a separate specialized certification to train bilingual students to work with English Language Learners (ELLs), University of Houston–Clear Lake (UHCL) has developed a program tailored to prepare future school administrators who are bilingual to work with this population. For more information about this program, please see the catalog section on UHCL Certificates (Not State Certificates).

Bilingual Counselor Certificate

Although the State Board for Educator Certification (SBEC) does not have a separate specialized certification to prepare bilingual candidates to work with English Language Learners (ELLs), University of Houston–Clear Lake (UHCL) has developed a program tailored to train counselors who are bilingual to work with this population. For more information about this program, please see UHCL College of Education advising office.

Bilingual Education Supplemental Certificate

Certificate Requirements

Students seeking the Bilingual Education Supplemental certificate must hold a valid Texas teaching certificate and must complete the following required courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 5010</td>
<td>Professional Preparation Seminar for Educators of English Language Learners Credit Hours: 1</td>
</tr>
<tr>
<td></td>
<td>SILC 5010: Students not passing the ESL Supplemental state assessment by the final semester of this plan must also enroll in and successfully complete this course.</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
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<tr>
<td></td>
<td>SILC 5031 Curriculum Issues in Educating the Bilingual Student Credit Hours: 3</td>
</tr>
<tr>
<td></td>
<td>SILC 4316 Bilingual Curriculum in the Content Areas Credit Hours: 3</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td>SILC 5032 Applied Linguistics for Bilingual Education/ESL Credit Hours: 3</td>
</tr>
<tr>
<td></td>
<td>SILC 4313 Language Learning Credit Hours: 3</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
</tr>
<tr>
<td></td>
<td>SILC 5130 Theory and Research in Bilingual and ESL Education Credit Hours: 3</td>
</tr>
<tr>
<td></td>
<td>SILC 4310 Foundations of Bilingual and ESL Education Credit Hours: 3</td>
</tr>
<tr>
<td></td>
<td>One of the following:</td>
</tr>
</tbody>
</table>
Degrees and Programs

SILC 5134  Second Language Teaching  Credit Hours: 3
SILC 4301  Spanish for Bilingual Teachers  Credit Hours: 3

One of the following:

SILC 5531  Literacy for Spanish-Speaking Students  Credit Hours: 3
SILC 4351  Development of Biliteracy  Credit Hours: 3

Additional Information

Students must pass the following state assessments: Bilingual Education Supplemental-Spanish Texas Examinations of Educator Standards (TExES) and the Bilingual Target Language Proficiency Test (BTLPT)-Spanish. Register for these exams as "By Exam Only".

ESL Supplemental Certificate

Certificate Requirements

Students seeking the English as a Second Language (ESL) Supplemental certificate must hold a valid Texas teaching certificate and must complete the following required courses:

Courses

SILC 5010  Professional Preparation Seminar for Educators of English Language Learners  Credit Hours: 1

One of the following:

SILC 5032  Applied Linguistics for Bilingual Education/ESL  Credit Hours: 3
SILC 4313  Language Learning  Credit Hours: 3

One of the following:

SILC 5033  Cross-Curricular Literacy for Second Language Learners  Credit Hours: 3
SILC 4312  Content-Based ESL  Credit Hours: 3

Additional Information

SILC 5010: Students not passing the ESL Supplemental state assessment by the final semester of this plan must also enroll in and successfully complete this course.
## Graduate Teacher Certification Plan Core Subjects 4-8

This plan has a content waiver option based on passing the content state assessments on the first attempt. See a College of Education (COE) adviser for details.

Check prerequisites before enrolling in any courses.

### Certification Plan Requirements

#### Required Courses:

<table>
<thead>
<tr>
<th>Required Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following:</td>
</tr>
<tr>
<td>LLLS 5531</td>
</tr>
<tr>
<td>LLLS 4351</td>
</tr>
<tr>
<td>One of the following:</td>
</tr>
<tr>
<td>LLLS 5533</td>
</tr>
<tr>
<td>LLLS 4345</td>
</tr>
</tbody>
</table>

#### Choose one course from:

- Choose one Biology course
- Choose one Geology course
- Choose one Physics, Chemistry, or Astronomy course

#### Other Required Courses:

<table>
<thead>
<tr>
<th>Other Required Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4100</td>
</tr>
<tr>
<td>TCED 4304</td>
</tr>
</tbody>
</table>

#### One of the following:

<table>
<thead>
<tr>
<th>One of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5030</td>
</tr>
<tr>
<td>SPED 4300</td>
</tr>
</tbody>
</table>

### Prerequisite Courses for Admission to Teacher Education Program (TEP)

#### Prerequisite Courses for Admission to Teacher Education Program (TEP):

<table>
<thead>
<tr>
<th>Prerequisite Courses for Admission to Teacher Education Program (TEP):</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following:</td>
</tr>
<tr>
<td>SILC 6030</td>
</tr>
<tr>
<td>SILC 4315</td>
</tr>
</tbody>
</table>

#### One of the following:

<table>
<thead>
<tr>
<th>One of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 6031</td>
</tr>
</tbody>
</table>

### Pedagogy Courses

#### Pedagogy Courses:

<table>
<thead>
<tr>
<th>Pedagogy Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4331</td>
</tr>
</tbody>
</table>
One of the following options:

Option 1:

TCED 4378  Pre-Service Internship I
Credit Hours: 3

TCED 4978  Pre-Service Internship II/Student Teaching
Credit Hours: 9

Option 2:

TCED 4678  Post-Degree Internship I
Credit Hours: 6

TCED 4679  Post-Degree Internship II/Student Teaching
Credit Hours: 6

Graduate Teacher Certification Plan Core Subjects EC-6

This certification may also be combined with a master’s degree in Early Childhood Education. Please refer to master’s degree plans.

Check prerequisites before enrolling in any courses.

Certification Plan Requirements

Required Courses

Required Courses:

One of the following:

TCED 4303  Creating Positive Learning Environments in EC-6
Credit Hours: 3

Prerequisite Courses for Admission to Teacher Education Program (TEP):

Prerequisite Courses:

One of the following:

SILC 6030  Foundations of Multicultural Education
Credit Hours: 3

SILC 4315  Theories of American Pluralism
Credit Hours: 3
One of the following:

TCED 6031  Application of Technology in the Classroom  Credit Hours: 3

Pedagogy Courses:

Pedagogy Courses:

One of the following:

TCED 5231  Teaching Social Studies in the Elementary School  Credit Hours: 3

One of the following:

TCED 5232  Teaching Science in the EC-6 Classroom  Credit Hours: 3

TCED 4322  Science Methods for EC-6  Credit Hours: 3

One of the following:

TCED 5233  Teaching Mathematics in the EC-6 Classroom  Credit Hours: 3

TCED 4323  Mathematics Methods for EC-6  Credit Hours: 3

One of the following options:

Option 1:

TCED 4378  Pre-Service Internship I  Credit Hours: 3

TCED 4978  Pre-Service Internship II/Student Teaching  Credit Hours: 9

Option 2:

TCED 4678  Post-Degree Internship I  Credit Hours: 6

TCED 4679  Post-Degree Internship II/Student Teaching  Credit Hours: 6

Graduate Teacher Certification Plan Core Subjects EC-6 with Bilingual Education Supplemental Certification

Check prerequisites before enrolling in any courses.

Certification Plan Requirements

Required Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 4301  Spanish for Bilingual Teachers</td>
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</table>

One of the following:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 5032  Applied Linguistics for Bilingual Education/ESL</td>
<td>3</td>
</tr>
</tbody>
</table>

SILC 4313  Language Learning  Credit Hours: 3

One of the following:

<table>
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<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 5130  Theory and Research in Bilingual and ESL Education</td>
<td>3</td>
</tr>
</tbody>
</table>

SILC 4310  Foundations of Bilingual and ESL Education  Credit Hours: 3

One of the following:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 5031  Curriculum Issues in Educating the Bilingual Student</td>
<td>3</td>
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</table>

SILC 4316  Bilingual Curriculum in the Content Areas  Credit Hours: 3
One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SILC 5531</td>
<td>Literacy for Spanish-Speaking Students</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4351</td>
<td>Development of Biliteracy</td>
<td>3</td>
</tr>
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</table>

**Other required courses:**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4303</td>
<td>Creating Positive Learning Environments in EC-6</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4100</td>
<td>Core Subjects Teacher Seminar</td>
<td>1</td>
</tr>
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</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5131</td>
<td>Integrating the Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 4344</td>
<td>Reading &amp; Writing for EC-6</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5030</td>
<td>Survey of Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>SPED 4300</td>
<td>Survey of Exceptionalities</td>
<td>3</td>
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</tbody>
</table>

**Prerequisite Courses for Admission to Teacher Education Program (TEP):**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4315</td>
<td>Theories of American Pluralism</td>
<td>3</td>
</tr>
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</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>TCED 6031</td>
<td>Application of Technology in the Classroom</td>
<td>3</td>
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</tbody>
</table>

**Pedagogy Courses**

**Pedagogy Courses:**

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>TCED 5231</td>
<td>Teaching Social Studies in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4321</td>
<td>Social Studies Methods for EC-6</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

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<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>TCED 5232</td>
<td>Teaching Science in the EC-6 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4322</td>
<td>Science Methods for EC-6</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>TCED 5233</td>
<td>Teaching Mathematics in the EC-6 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4323</td>
<td>Mathematics Methods for EC-6</td>
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</table>

One of the following options:

**Option 1:**

<table>
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<tbody>
<tr>
<td>TCED 4378</td>
<td>Pre-Service Internship I</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4978</td>
<td>Pre-Service Internship II/Student Teaching</td>
<td>9</td>
</tr>
</tbody>
</table>

**Option 2:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4678</td>
<td>Post-Degree Internship I</td>
<td>6</td>
</tr>
<tr>
<td>TCED 4679</td>
<td>Post-Degree Internship II/Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

**Graduate Teacher Certification Plan Core**
Subjects EC-6 with EC-12 Special Education

Check prerequisites before enrolling in any courses.

Certification Plan Requirements

Required Courses

| One of the following: | 
| --- | --- |
| SILC 4313 | Language Learning  
Credit Hours: 3 |
| One of the following: | 
| One of the following: | 
| One of the following: | 
| One of the following: | 
| SILC 4311 | ESL Methods  
Credit Hours: 3 |
| One of the following: | 
| SILC 4312 | Content-Based ESL  
Credit Hours: 3 |

Other required courses:

| One of the following: | 
| TCED 4303 | Creating Positive Learning Environments in EC-6  
Credit Hours: 3 |
| TCED 4100 | Core Subjects Teacher Seminar  
Credit Hours: 1 |

Prerequisite Courses for Admission to Teacher Education Program (TEP)

| One of the following: | 
| LLLS 5533 | Selecting Literature and Materials for Children  
Credit Hours: 3 |
| LLLS 4345 | Survey of Children’s Literature  
Credit Hours: 3 |

| One of the following: | 
| LLLS 5131 | Integrating the Language Arts  
Credit Hours: 3 |
| LLLS 4344 | Reading & Writing for EC-6  
Credit Hours: 3 |

Pedagogy Courses

| One of the following: | 
| TCED 5231 | Teaching Social Studies in the Elementary School  
Credit Hours: 3 |
| TCED 4321 | Social Studies Methods for EC-6  
Credit Hours: 3 |

| One of the following: | 
| TCED 5232 | Teaching Science in the EC-6 Classroom  
Credit Hours: 3 |
Graduate Teacher Certification Plan Core Subjects EC-6 with ESL Supplemental Certification

Check prerequisites before enrolling in any courses.

Certification Plan Requirements

Required Courses

One of the following:

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<tbody>
<tr>
<td>TCED 4322</td>
<td>Science Methods for EC-6</td>
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<tr>
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<td>Teaching Mathematics in the EC-6 Classroom</td>
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One of the following options:

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</table>

Option 2:

<table>
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<tbody>
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<tbody>
<tr>
<td>SILC 5032</td>
<td>Applied Linguistics for Bilingual Education/ESL</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4313</td>
<td>Language Learning</td>
<td>3</td>
</tr>
<tr>
<td>SILC 5033</td>
<td>Cross-Curricular Literacy for Second Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4312</td>
<td>Content-Based ESL</td>
<td>3</td>
</tr>
<tr>
<td>SILC 5130</td>
<td>Theory and Research in Bilingual and ESL Education</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4310</td>
<td>Foundations of Bilingual and ESL Education</td>
<td>3</td>
</tr>
<tr>
<td>SILC 5134</td>
<td>Second Language Teaching</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4311</td>
<td>ESL Methods</td>
<td>3</td>
</tr>
<tr>
<td>SILC 6032</td>
<td>Models of Language</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4302</td>
<td>Introduction to the Study of Languages</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 5131</td>
<td>Integrating the Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 4344</td>
<td>Reading &amp; Writing for EC-6</td>
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</table>

Other required courses:

One of the following:

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</thead>
<tbody>
<tr>
<td>TCED 4303</td>
<td>Creating Positive Learning Environments in EC-6</td>
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</tr>
<tr>
<td>TCED 4100</td>
<td>Core Subjects Teacher Seminar</td>
<td>1</td>
</tr>
<tr>
<td>LLLS 5131</td>
<td>Integrating the Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 4344</td>
<td>Reading &amp; Writing for EC-6</td>
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</table>
Prerequisite Courses for Admission to Teacher Education Program (TEP)

One of the following:

SPED 5030  
Survey of Individual Differences  
Credit Hours: 3

SPED 4300  
Survey of Exceptionalities  
Credit Hours: 3

One of the following:

SILC 6030  
Foundations of Multicultural Education  
Credit Hours: 3

SILC 4315  
Theories of American Pluralism  
Credit Hours: 3

One of the following:

TCED 6031  
Application of Technology in the Classroom  
Credit Hours: 3

Pedagogy Courses

Pedagogy Courses:

One of the following:

TCED 5231  
Teaching Social Studies in the Elementary School  
Credit Hours: 3

TCED 4321  
Social Studies Methods for EC-6  
Credit Hours: 3

One of the following:

TCED 5232  
Teaching Science in the EC-6 Classroom  
Credit Hours: 3

TCED 4322  
Science Methods for EC-6  
Credit Hours: 3

One of the following:

TCED 5233  
Teaching Mathematics in the EC-6 Classroom  
Credit Hours: 3

TCED 4323  
Mathematics Methods for EC-6  
Credit Hours: 3

One of the following options:

Option 1:

TCED 4378  
Pre-Service Internship I  
Credit Hours: 3

TCED 4978  
Pre-Service Internship II/Student Teaching  
Credit Hours: 9

Option 2:

TCED 4678  
Post-Degree Internship I  
Credit Hours: 6

TCED 4679  
Post-Degree Internship II/Student Teaching  
Credit Hours: 6

Graduate Teacher Certification Plan English Language Arts and Reading 4-8

Check prerequisites before enrolling in any courses.

This plan has a content waiver option based on passing the content state assessment on the first attempt. See a College of Education (COE) adviser for details.

Certification Plan Requirements

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 4346</td>
<td>Teaching Language Arts in the 4-8 Classroom</td>
<td>3</td>
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</tbody>
</table>
### University of Houston-Clear Lake

**Degrees and Programs**

#### Prerequisite Courses for Admission to Teacher Education Program (TEP)

**Pedagogy Courses**

### Pedagogy Courses

**One of the following options:**

**Option 1:**

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
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<td>Pre-Service Internship I</td>
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<td>Pre-Service Internship II/Student Teaching</td>
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</table>

**Option 2:**

<table>
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<th>Course</th>
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<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
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<td>Post-Degree Internship I</td>
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<tr>
<td>TCED 4679</td>
<td>Post-Degree Internship II/Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

### Graduate Teacher Certification Plan English Language Arts and Reading 7-12

Check prerequisites before enrolling in any courses.
This plan has a content waiver option based on passing the content state assessment on the first attempt. See a College of Education (COE) adviser for details.

## Certification Plan Requirements

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5531</td>
<td>Critical Reading and Thinking</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 4351</td>
<td>Reading in Content Subjects</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 5135</td>
<td>Developmental Reading Programs for Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 4311</td>
<td>Survey of Reading</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 5532</td>
<td>Selecting Literature and Materials for Young Adults</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 4352</td>
<td>Young Adult Literature and Reading</td>
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Choose two courses from:

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<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>

### Other Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4102</td>
<td>Secondary (4-8 and 7-12) Content Teacher Seminar</td>
<td>1</td>
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</table>

### Prerequisite Courses for Admission to Teacher Education Program (TEP)

#### One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4315</td>
<td>Theories of American Pluralism</td>
<td>3</td>
</tr>
</tbody>
</table>

#### One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 6031</td>
<td>Application of Technology in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

### Pedagogy Courses

#### One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5634</td>
<td>Teaching Methods for English/Reading Language Arts Grades 7-12</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 4364</td>
<td>Methods in Secondary English/Language Arts</td>
<td>3</td>
</tr>
</tbody>
</table>

#### One of the following options:

#### Option 1:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4378</td>
<td>Pre-Service Internship I</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4978</td>
<td>Pre-Service Internship II/Student Teaching</td>
<td>9</td>
</tr>
</tbody>
</table>
Option 2:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4678</td>
<td>Post-Degree Internship I</td>
<td>6</td>
</tr>
<tr>
<td>TCED 4679</td>
<td>Post-Degree Internship II/Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

Graduate Teacher Certification Plan English Language Arts, Reading and Social Studies 4-8

Check prerequisites before enrolling in any courses.

This plan has a content waiver option based on passing the content state assessment on the first attempt. See a College of Education (COE) adviser for details.

Certification Plan Requirements

Required Courses:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 4346</td>
<td>Teaching Language Arts in the 4-8 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td>Developmental Reading Programs for Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 4311</td>
<td>Survey of Reading</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5331</td>
<td>Critical Reading and Thinking</td>
<td>3</td>
</tr>
<tr>
<td>LLLS 4351</td>
<td>Reading in Content Subjects</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two courses from:

Choose one course from:

Other Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4102</td>
<td>Secondary (4-8 and 7-12) Content Teacher Seminar</td>
<td>1</td>
</tr>
<tr>
<td>TCED 4304</td>
<td>Creating Positive Learning Environments in 4-8</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5030</td>
<td>Survey of Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>SPED 4300</td>
<td>Survey of Exceptionalities</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisite Courses for Admission to Teacher Education Program (TEP):

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4315</td>
<td>Theories of American Pluralism</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 6031</td>
<td>Application of Technology in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>
### Pedagogy Courses

**Pedagogy Courses:**

- **TCED 4331**  
  Social Studies Methods for Grades 4-8  
  Credit Hours: 3

**One of the following options:**

**Option 1:**

- **TCED 4378**  
  Pre-Service Internship I  
  Credit Hours: 3
- **TCED 4978**  
  Pre-Service Internship II/Student Teaching  
  Credit Hours: 9

**Option 2:**

- **TCED 4678**  
  Post-Degree Internship I  
  Credit Hours: 6
- **TCED 4679**  
  Post-Degree Internship II/Student Teaching  
  Credit Hours: 6

### Certification Plan Requirements

#### Required Courses

**Required Courses:**

Choose two courses from History electives: Please see COE academic adviser.

#### Other required courses:

- **TCED 4102**  
  Secondary (4-8 and 7-12) Content Teacher Seminar  
  Credit Hours: 1
- **TCED 4306**  
  Creating Positive Learning Environments in 7-12  
  Credit Hours: 3

**One of the following:**

- **LLLS 5135**  
  Developmental Reading Programs for Secondary Schools  
  Credit Hours: 3
- **LLLS 4311**  
  Survey of Reading  
  Credit Hours: 3

**One of the following:**

- **LLLS 5531**  
  Critical Reading and Thinking  
  Credit Hours: 3
- **LLLS 4351**  
  Reading in Content Subjects  
  Credit Hours: 3

### Graduate Teacher Certification Plan History 7-12

This plan has a content waiver option based on passing the content state assessment on the first attempt. See a College of Education (COE) adviser for details.

Check prerequisites before enrolling in any courses.

### Prerequisite Courses for Admission to Teacher Education Program (TEP)

**Prerequisite Courses for Admission to Teacher Education Program (TEP):**

**One of the following:**

- **SILC 6030**  
  Foundations of Multicultural Education  
  Credit Hours: 3
- **SILC 4315**  
  Theories of American Pluralism  
  Credit Hours: 3

**One of the following:**

- **SILC 6030**  
  Foundations of Multicultural Education  
  Credit Hours: 3
- **SILC 4315**  
  Theories of American Pluralism  
  Credit Hours: 3
### Pedagogy Courses

**One of the following:**

- **TCED 5234**  
  Social Studies Methods for the Secondary Grades  
  Credit Hours: 3

- **TCED 4361**  
  Methods in Secondary Social Studies  
  Credit Hours: 3

**One of the following options:**

**Option 1:**

- **TCED 4378**  
  Pre-Service Internship I  
  Credit Hours: 3

- **TCED 4978**  
  Pre-Service Internship II/Student Teaching  
  Credit Hours: 9

**Option 2:**

- **TCED 4678**  
  Post-Degree Internship I  
  Credit Hours: 6

- **TCED 4679**  
  Post-Degree Internship II/Student Teaching  
  Credit Hours: 6

### Graduate Teacher Certification Plan Life Sciences 7-12

This plan has a content waiver option based on passing the content state assessment on the first attempt. See a College of Education (COE) adviser for details.

Check prerequisites before enrolling in any courses.
Prerequisite Courses for Admission to Teacher Education Program (TEP)

Prerequisite Courses for Admission to Teacher Education Program (TEP):

One of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4315</td>
<td>Theories of American Pluralism</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 6031</td>
<td>Application of Technology in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Pedagogy Courses

One of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5235</td>
<td>Science Methods for the Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4362</td>
<td>Methods in Secondary Science</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following options:

Option 1:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4378</td>
<td>Pre-Service Internship I</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4978</td>
<td>Pre-Service Internship II/Student Teaching</td>
<td>9</td>
</tr>
</tbody>
</table>

Option 2:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4678</td>
<td>Post-Degree Internship I</td>
<td>6</td>
</tr>
<tr>
<td>TCED 4679</td>
<td>Post-Degree Internship II/Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

Graduate Teacher Certification Plan Mathematics 4-8

This plan has a content waiver option based on passing the content state assessment on the first attempt. See a College of Education (COE) adviser for details.

Check prerequisites before enrolling in any courses.

Certification Plan Requirements

Required Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2318</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2413</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2414</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 3304</td>
<td>Algebra Through Technology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 4344</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose four courses from:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 4315</td>
<td>Numerical Analysis and its Applications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4316</td>
<td>Mathematic Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4321</td>
<td>Predicate Logic</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4322</td>
<td>Introduction to Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4325</td>
<td>Theory of Models and Applications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4345</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>
**Additional Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4102</td>
<td>Secondary (4-8 and 7-12) Content Teacher Seminar Credit Hours: 1</td>
</tr>
<tr>
<td>TCED 4304</td>
<td>Creating Positive Learning Environments in 4-8 Credit Hours: 3</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5531</td>
<td>Critical Reading and Thinking Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 4351</td>
<td>Reading in Content Subjects Credit Hours: 3</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5533</td>
<td>Selecting Literature and Materials for Children Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 4345</td>
<td>Survey of Children’s Literature Credit Hours: 3</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5030</td>
<td>Survey of Individual Differences Credit Hours: 3</td>
</tr>
<tr>
<td>SPED 4300</td>
<td>Survey of Exceptionalities Credit Hours: 3</td>
</tr>
</tbody>
</table>

**Prerequisite Courses for Admission to Teacher Education Program (TEP):**

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education Credit Hours: 3</td>
</tr>
<tr>
<td>SILC 4315</td>
<td>Theories of American Pluralism Credit Hours: 3</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 6031</td>
<td>Application of Technology in the Classroom Credit Hours: 3</td>
</tr>
</tbody>
</table>

**Pedagogy Courses**

**One of the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5333</td>
<td>Teaching Mathematics in the 4-8 Classroom Credit Hours: 3</td>
</tr>
<tr>
<td>TCED 4333</td>
<td>Mathematics Methods for Grades 4-8 Credit Hours: 3</td>
</tr>
</tbody>
</table>

**One of the following options:**

**Option 1:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4378</td>
<td>Pre-Service Internship I Credit Hours: 3</td>
</tr>
<tr>
<td>TCED 4978</td>
<td>Pre-Service Internship II/Student Teaching Credit Hours: 9</td>
</tr>
</tbody>
</table>

**Option 2:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4678</td>
<td>Post-Degree Internship I Credit Hours: 6</td>
</tr>
<tr>
<td>TCED 4679</td>
<td>Post-Degree Internship II/Student Teaching Credit Hours: 6</td>
</tr>
</tbody>
</table>

**Graduate Teacher Certification Plan Mathematics 7-12**

This plan has a content waiver option based on passing the content state assessment on the first attempt. See a College of Education (COE) adviser for details.

Check prerequisites before enrolling in any courses.
## Certification Requirements

### Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2318</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2413</td>
<td>Calculus I</td>
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<tr>
<td>MATH 2414</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>MATH 3304</td>
<td>Algebra Through Technology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3305</td>
<td>Euclidian / Non-Euclidian Geometry</td>
<td>3</td>
</tr>
<tr>
<td>STAT 4344</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose five courses from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2315</td>
<td>Calculus III</td>
<td>3</td>
</tr>
<tr>
<td>MATH 2320</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3301</td>
<td>History of Mathematical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4315</td>
<td>Numerical Analysis and its Applications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4316</td>
<td>Mathematic Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>MATH 4321</td>
<td>Predicate Logic</td>
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<td>Theory of Models and Applications</td>
<td>3</td>
</tr>
<tr>
<td>STAT 4345</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Other required courses:

- Three hours of scientific programming language (C++, C, Java, Visual BASIC, BASIC, Fortran or Pascal)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4306</td>
<td>Creating Positive Learning Environments in 7-12</td>
<td>3</td>
</tr>
</tbody>
</table>

### One of the following:

- LLLS 5135: Developmental Reading Programs for Secondary Schools | Credit Hours: 3
- LLLS 4312: Literacy Issues of Secondary Students | Credit Hours: 3

### One of the following:

- LLLS 5531: Critical Reading and Thinking | Credit Hours: 3
- LLLS 4351: Reading in Content Subjects | Credit Hours: 3

### One of the following:

- SPED 5030: Survey of Individual Differences | Credit Hours: 3
- SPED 4300: Survey of Exceptionalities | Credit Hours: 3

## Prerequisite Courses for Admission to Teacher Education Program (TEP)

### Prerequisite Courses for Admission to Teacher Education Program (TEP):

### One of the following:

- SILC 6030: Foundations of Multicultural Education | Credit Hours: 3
- SILC 4315: Theories of American Pluralism | Credit Hours: 3

### One of the following:

- TCED 6031: Application of Technology in the Classroom | Credit Hours: 3

## Pedagogy Courses

### One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4102</td>
<td>Secondary (4-8 and 7-12) Content Teacher Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>
### Math Methods for the Secondary Grades

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5236</td>
<td>Mathematics Methods for the Secondary Grades</td>
<td>3</td>
</tr>
</tbody>
</table>

### Methods in Secondary Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4363</td>
<td>Methods in Secondary Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Other Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 1101</td>
<td>Laboratory for College Physics I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 1301</td>
<td>College Physics I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Methods in Secondary Mathematics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4363</td>
<td>Methods in Secondary Mathematics</td>
<td>3</td>
</tr>
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</table>

### Other Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PHYS 1101</td>
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</tr>
<tr>
<td>PHYS 1301</td>
<td>College Physics I</td>
<td>3</td>
</tr>
</tbody>
</table>

### One of the following options:

#### Option 1:

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>TCED 4378</td>
<td>Pre-Service Internship I</td>
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</tr>
<tr>
<td>TCED 4978</td>
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#### Option 2:

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<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4678</td>
<td>Post-Degree Internship I</td>
<td>6</td>
</tr>
<tr>
<td>TCED 4679</td>
<td>Post-Degree Internship II/Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

### Graduate Teacher Certification Plan Science 4-8

Check prerequisites before enrolling in any courses.

This plan has a content waiver option based on passing the content state assessment on the first attempt. See a College of Education (COE) adviser for details.

### Certification Plan Requirements

#### Required Courses:

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
</table>

### Prerequisite Courses for Admission to Teacher Education Program (TEP)

#### Prerequisite Courses for Admission to Teacher Education Program (TEP):

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
</table>

---

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4315</td>
<td>Theories of American Pluralism</td>
<td>3</td>
</tr>
</tbody>
</table>
Graduate Teacher Certification Plan Social Studies 4-8

This plan has a content waiver option based on passing the content state assessment on the first attempt. See a College of Education (COE) adviser for details.

Check prerequisites before enrolling in any courses.
### Graduate Teacher Certification Plan Social Studies 7-12

This plan has a content waiver option based on passing the content state assessment on the first attempt. See a College of Education (COE) adviser for details.

Check prerequisites before enrolling in any courses.

#### Certification Requirements

**Required Courses:**

| TCED 4331 | Social Studies Methods for Grades 4-8 Credit Hours: 3 |
| TCED 4306 | Creating Positive Learning Environments in 7-12 Credit Hours: 3 |

**Other required courses**

| TCED 4102 | Secondary (4-8 and 7-12) Content Teacher Seminar Credit Hours: 1 |
| TCED 4306 | Creating Positive Learning Environments in 7-12 Credit Hours: 3 |

**One of the following:**

| LLLS 5135 | Developmental Reading Programs for Secondary Schools Credit Hours: 3 |
| LLLS 4311 | Survey of Reading Credit Hours: 3 |

**One of the following:**

| LLLS 5531 | Critical Reading and Thinking Credit Hours: 3 |
### Prerequisite Courses for Admission to Teacher Education Program (TEP)

**Prerequisite Courses for Admission to Teacher Education Program (TEP):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SILC 6030</td>
<td>Foundations of Multicultural Education</td>
<td>3</td>
</tr>
<tr>
<td>SILC 4315</td>
<td>Theories of American Pluralism</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 6031</td>
<td>Application of Technology in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

### Pedagogy Courses

**One of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5234</td>
<td>Social Studies Methods for the Secondary Grades</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4361</td>
<td>Methods in Secondary Social Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following options:**

**Option 1:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4378</td>
<td>Pre-Service Internship I</td>
<td>3</td>
</tr>
<tr>
<td>TCED 4978</td>
<td>Pre-Service Internship II/Student Teaching</td>
<td>9</td>
</tr>
</tbody>
</table>

**Option 2:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 4678</td>
<td>Post-Degree Internship I</td>
<td>6</td>
</tr>
<tr>
<td>TCED 4679</td>
<td>Post-Degree Internship II/Student Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

### Master Mathematics Teacher Certificate

The Master Mathematics Teacher certificate program provides 22 credit hours of graduate courses, which is equivalent to 288 hours of continuing education units. Successful completion of coursework related to the appropriate grade level will prepare students to pass the corresponding Master Mathematics Teacher state assessment, serve in a mentoring role, and serve as a resource for other teachers.

### Certificate Requirements

Each student’s academic record will be audited to determine if any of the listed courses can be waived. Courses include:

### EC-6 Level

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3304</td>
<td>Algebra Through Technology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 3308</td>
<td>Computational Statistics</td>
<td></td>
</tr>
<tr>
<td>TCED 5010</td>
<td>Professional Preparation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>TCED 5014</td>
<td>Mentoring and Cognitive Coaching</td>
<td>1</td>
</tr>
<tr>
<td>TCED 5233</td>
<td>Teaching Mathematics in the EC–6 Classroom</td>
<td>3</td>
</tr>
<tr>
<td>TCED 6739</td>
<td>Curriculum and Instruction Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one
**4-8 Level**

**4-8 Level Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 3304</td>
<td>Algebra Through Technology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3305</td>
<td>Euclidian / Non-Euclidian Geometry</td>
<td>3</td>
</tr>
<tr>
<td>STAT 3308</td>
<td>Computational Statistics</td>
<td></td>
</tr>
<tr>
<td>TCED 5010</td>
<td>Professional Preparation Seminar</td>
<td>1</td>
</tr>
<tr>
<td>TCED 5014</td>
<td>Mentoring and Cognitive Coaching</td>
<td>1</td>
</tr>
<tr>
<td>TCED 5333</td>
<td>Teaching Mathematics in the 4-8 Classroom</td>
<td>1</td>
</tr>
<tr>
<td>TCED 6739</td>
<td>Curriculum and Instruction Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose one**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5031</td>
<td>Problem-Solving Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MATH 3306</td>
<td>Problem Solving</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Information**

TCED 5010: Students not passing the corresponding Master Mathematics Teacher state assessment by the final semester of this plan must enroll in and successfully complete this course.

**8-12 Level**

**8-12 Level Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 5031</td>
<td>Problem-Solving Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MATH 5033</td>
<td>Instructional Applications of Algebra</td>
<td></td>
</tr>
<tr>
<td>MATH 5034</td>
<td>Geometry Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5014</td>
<td>Mentoring and Cognitive Coaching</td>
<td>1</td>
</tr>
</tbody>
</table>

**Additional Information**

TCED 5010: Students not passing the corresponding Master Mathematics Teacher state assessment by the final semester of this plan must enroll in and successfully complete this course.

To be recommended for this certificate, educators must successfully complete the required courses, pass the Master Mathematics Teacher state assessment, provide a copy of a valid Texas teacher certificate, and provide proof of three years of full-time teaching as Teacher of Record in a Texas Education Agency (TEA) approved or out-of-state approved school.

**Master Reading Teacher Certificate for Reading Specialists**

The Master Reading Teacher Certificate for Reading Specialists program provides a one credit-hour graduate course, which is equivalent to 15 hours of continuing education units. It is designed for educators who already hold a Reading Specialist certificate.

**Certificate Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5014</td>
<td>Mentoring and Cognitive Coaching</td>
<td>1</td>
</tr>
</tbody>
</table>
To be recommended for this certificate, educators must successfully complete the above course and provide a copy of a valid Texas teacher certificate showing proof of a Reading Specialist certificate.

Master Reading Teacher Certificate for Teachers

The Master Reading Teacher certificate for Teachers program provides 16 credit hours of graduate courses, which is equivalent to 198 hours of continuing education units.

Certificate Requirements

<table>
<thead>
<tr>
<th>Courses include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5534 Foundations in Secondary Literacy</td>
</tr>
<tr>
<td>LLLS 5738 Foundations of Early Literacy</td>
</tr>
<tr>
<td>LLLS 6331 Sociolinguistic Applications to Reading</td>
</tr>
<tr>
<td>LLLS 6732 Assessment and Remediation of Reading and Language Arts Literacy</td>
</tr>
<tr>
<td>LLLS 6739 School Library Practicum</td>
</tr>
<tr>
<td>TCED 5010 Professional Preparation Seminar</td>
</tr>
<tr>
<td>TCED 5014 Mentoring and Cognitive Coaching</td>
</tr>
</tbody>
</table>

Additional Information

TCED 5010: Students not passing the Master Reading Teacher state assessment by the final semester of this plan must also enroll in and successfully complete this course.

To be recommended for the certificate, the educators must successfully complete the required courses, pass the Master Reading Teacher state assessment, provide a copy of a valid Texas teacher certificate and provide proof of two years of full-time teaching as Teacher of Record in a Texas Education Agency (TEA) approved or out-of-state approved school.

Master Technology Teacher Certificate

The Master Technology Teacher certificate program provides 10–11 credit hours of graduate courses that are equivalent to 150 – 165 hours of continuing education credits. Successful completion of coursework will prepare students to pass the Master Technology Teacher state assessment, to serve in a mentoring role, and to support technology integration.

Certificate Requirements

<table>
<thead>
<tr>
<th>Courses include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5010 Professional Preparation Seminar</td>
</tr>
</tbody>
</table>

Additional Information

TCED 5010: Students not passing the Master Technology Teacher state assessment by the final semester of this plan must also enroll in and successfully complete this course.

To be recommended for the certificate, the educators must successfully complete the required courses, pass the Master Technology Teacher state assessment, hold a valid Texas teaching certificate and verify a minimum of three years of successful full-time teaching experience in a public or accredited private school by submitting Verification of Educator Experience Form to suite B–1231, or hold a valid
Texas Technology Applications or Technology Education teaching certificate.

**Principal Standard EC- 12 Certificate for Students Holding a Master's Degree**

The Principal certificate plan consists of 27 hours of graduate coursework. Candidates for this certificate must complete the Administration Core (24 hours) and the Capstone Experience/Graduate Practicum (3 hours). Students will be eligible to register for the graduate practicum after they have successfully completed at least 15 hours of the plan and passed the Principal state exam. Students are reminded that the graduate practicum is only offered in the fall and spring semesters. A practicum application form must be completed and submitted by June 8 for the fall semester and October 1 for the spring semester in order to enroll in ADSU 6739 Graduate Practicum.

In order to fulfill Principal certification requirements, students must successfully complete the 27 hours of coursework, have a valid Texas teaching certificate, two years of successful full-time classroom teaching in an approved accredited school, and pass the Principal state assessment.

Students who meet the graduate admissions requirements to the College of Education (COE) (see Graduate Admissions Requirements) must meet additional requirements prior to being admitted to the Principal Certification program. Each applicant must:

- have a GPA of 2.750 over the last 60 hours;
- provide proof of having a valid Texas teaching certificate; and
- prove a letter of support from a school building administrator.

Check prerequisites before enrolling in any courses.

**Certificate Requirements**

<table>
<thead>
<tr>
<th>Administration Core (24 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Required Course (1 hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Additional Information**

Successful completion is required prior to enrollment in ADSU 6739. Candidates passing the Principal state assessment prior to enrolling in ADSU 5010 will have this course waived.

<table>
<thead>
<tr>
<th>Capstone Experience (3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Additional Information**

Practicum application form must be completed and submitted by June 8 for fall semester and October 1 for spring semester in order to enroll in ADSU 6739. Students will be eligible to register for ADSU 6739 after they have completed at least 15 hours of the certificate and either earn a passing score on the Principal state assessment or successfully complete ADSU 5010.

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.
Probationary Principal Certification

A one-year Probationary Principal certificate is available to candidates who hold principal or assistant principal positions and meet the requirements of the University of Houston-Clear Lake (UHCL) College of Education (COE). The Probationary Principal certificate may be renewed for an additional year. For information concerning the requirements to obtain and/or renew the Probationary Principal certificate, visit with the UHCL COE Office of Educator Certification.

Reading Specialist Standard EC-12 Certificate

Students seeking Reading Specialist certification must hold a master’s degree and a valid Texas teaching certification and verify a minimum of two years of approved successful full-time teaching experience. A passing score on the Reading Specialist Texas Examination of Educator Standards (TExES) is required. The plan consists of a minimum of 18–19 semester hours.

Students who meet the graduate admissions requirements to the College of Education (COE) (see Graduate Admissions Requirements) must meet additional requirements prior to being admitted to the Reading Specialist program. Each applicant must:

- have a GPA of 2.750 over the last 60 hours;
- provide proof of having a valid Texas teaching certificate; and
- provide a letter of support from a school building administrator.

Check prerequisites before enrolling in any courses.

Certificate Requirements

<table>
<thead>
<tr>
<th>Required Reading courses (15 hours):</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 6331</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6332</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6333</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6639</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>LLLS 6732</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other course (1 hour):</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLS 5010</td>
</tr>
<tr>
<td>Credit Hours: 1</td>
</tr>
</tbody>
</table>

Additional Information

Students not passing the Reading Specialist state assessment by the final semester of this plan must also enroll in and successfully complete this course.

Capstone Experience (3 hours):

| LLLS 6839 | Practicum in School Literacy Practices |
| Credit Hours: 3 |

Additional Information

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.
School Librarian Standard Certificate EC-12 Certificate

Students seeking School Librarian certification must hold a master’s degree and a valid Texas teaching certification and verify a minimum of two years approved successful full-time teaching experience. A passing score on the School Librarian Texas Examination of Educator Standards (TExES) is required. The plan consists of 27–28 semester hours.

Students who meet the graduate admissions requirements to the College of Education (COE) (see Graduate Admission Requirements) must meet additional requirements prior to being admitted to the School Librarian program. Each applicant must:

- have a GPA of 2.750 over the last 60 hours;
- provide proof of having a valid Texas teaching certificate; and
- provide a letter of support from a school building administrator.

Check prerequisites before enrolling in any courses.

To be recommended for the School Librarian certificate, students must complete the program, hold a valid Texas teaching certificate, verify two years of successful full-time teaching experience in a public or approved accredited private school, hold a master’s degree, and pass the School Librarian state assessment.

<table>
<thead>
<tr>
<th>Certificate Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Librarian Core (24 hours):</strong></td>
</tr>
<tr>
<td>LLLS 5532</td>
</tr>
<tr>
<td>LLLS 5533</td>
</tr>
<tr>
<td>LLLS 6134</td>
</tr>
<tr>
<td>LLLS 6136</td>
</tr>
<tr>
<td>LLLS 6234</td>
</tr>
<tr>
<td>LLLS 6334</td>
</tr>
<tr>
<td>LLLS 6336</td>
</tr>
<tr>
<td>LLLS 6338</td>
</tr>
<tr>
<td><strong>Other courses (1 hour):</strong></td>
</tr>
<tr>
<td>LLLS 5012</td>
</tr>
</tbody>
</table>

**Additional Information**

Students not passing the School Librarian state assessment by the final semester of this plan must also enroll in and successfully complete this course.

**Capstone Experience (3 hours):**

| LLLS 6739 | School Library Practicum | Credit Hours: 3 |

**Additional Information**

All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.
Special Education Supplemental Certificate

Certificate Requirements

Students seeking the Special Education Supplemental certificate must hold a valid Texas teaching certificate and must complete the following required courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 5030</td>
<td>Survey of Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5131</td>
<td>Educational Assessment of Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5132</td>
<td>Curricular Approaches to Learning Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5133</td>
<td>Practicum in Inclusive Education</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5233</td>
<td>Providing Positive Behavioral Support</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5332</td>
<td>Exceptionalities in Infants and Young Children</td>
<td>3</td>
</tr>
<tr>
<td>SPED 5010</td>
<td>Professional Preparation Seminar for Special Educators</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional Information

- SPED 5132, SPED 5010: Students not passing the Special Education Supplemental state assessment by the final semester of this plan must also enroll in and successfully complete these courses.
- Students must pass the Special Education Supplemental Texas Examinations of Educator Standards (TExES). Register for the exam as "By Exam Only".

Superintendent Certification

The Superintendent Certification plan requires the completion of 15 hours of specified coursework (see below) after finishing the Principal Certification plan. A passing score on the Superintendent state assessment is required prior to recommendation for this certificate.

Admissions Requirements

Students who meet the graduate admissions requirements to the College of Education (COE) (see Graduate Admissions Requirements) must meet additional requirements prior to being admitted to the Superintendent program. Each applicant must:

- have a GPA of 2.750 over the last 60 hours;
- provide proof of having a valid Texas Principal or Mid-Management Administrator's certificate or be approved by TEA to use school district managerial experience to replace the certificate; and
- provide proof of current service as a school administrator or written approval from the Program Area Chair of Educational Leadership.

Check prerequisites before enrolling in any courses.
Certificate Requirements
The following courses are on the superintendent certification plan:

<table>
<thead>
<tr>
<th>The following courses are on the superintendent certification plan:</th>
</tr>
</thead>
</table>

Additional Information
All placement sites must have an approved UHCL Agreement of Affiliation on record with the Center for the Professional Development of Teachers office prior to beginning the practicum.

Other Required Course (1 hour)

<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates passing the Superintendent state assessment prior to enrolling in EDLS 7010 will have this course waived.</td>
</tr>
</tbody>
</table>

Technology Applications
EC-12 Certificate

This program prepares students for the Technology Applications EC–12 Texas Examinations of Educator Standards (TExES) that will be required to teach technology application courses for grades EC–12.

Check prerequisites before enrolling in any courses.

Certificate Requirements

<table>
<thead>
<tr>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5010: Professional Preparation Seminar Credit Hours: 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5010: Students not passing the state assessment by the final semester of this plan must also enroll in and successfully complete this course.</td>
</tr>
</tbody>
</table>

Technology Applications
7-12 Certificate

This program prepares students for the Technology Applications 8–12 TExES that will be required to teach technology application courses for grades 8–12.

Check prerequisites before enrolling in any courses.

Certificate Requirements

<table>
<thead>
<tr>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5010: Professional Preparation Seminar Credit Hours: 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCED 5010: Students not passing the state assessment by the final semester of this plan must also enroll in and successfully complete this course.</td>
</tr>
</tbody>
</table>

UHCL Bilingual Counselor Certificate

Successful completion of this specialized certification will prepare students to work with English Language Learners (ELLs). This program will follow the standard school counseling sequence plus an additional six hours. Individuals who complete this program will be eligible to apply for school counseling certification from the State Board for Educator Certification (SBEC) and receive a University of Houston–Clear Lake (UHCL) Bilingual Counselor.
Certificate Requirements

Prerequisites:
Acceptance into the Counseling Program
Proof of fluency in English and a language other than English

Required Courses:

UHCL Distance Education Certificate

(Successful completion of the three-course sequence (plus prerequisites, if required) will prepare students to systematically design, develop and deliver online courses and training programs. This certificate is offered through University of Houston–Clear Lake (UHCL). It is not a state certificate.

Check prerequisites before enrolling in any courses.

Certificate Requirements

Required Courses (3 hours)

Choose 6 hours from the following

UHCL Performance Technology Professional Development Certificate

Successful completion of the four-course sequence (plus prerequisites, if required) will prepare students to apply human performance improvement tools and techniques to identify performance problems and select potential solutions. The certificate is offered through University of Houston–Clear Lake (UHCL). It is not a state certificate.

Check prerequisites before enrolling in any courses.

Certificate Requirements

Required Courses (12 hours):

Choose one

UHCL Program Evaluation Professional Development Certificate

Successful completion of the five-course sequence will prepare students to conduct external program evaluations for a school district, evaluate state and federal grants, or be employed in a district research department. The certificate is offered through University
of Houston–Clear Lake (UHCL). It is not a state certificate.

Check prerequisites before enrolling in any courses.

Certificate Requirements
Required Courses (12 hours)

<table>
<thead>
<tr>
<th>Required Courses (12 hours)</th>
</tr>
</thead>
</table>

Choose one

UHCL Research for Administrators Professional Development Certificate

Successful completion of the five-course sequence will prepare students to work as administrators in departments participating in data collection/analysis and/or overseeing external program evaluations in either higher education or PK–12 school districts. The certificate is offered through University of Houston–Clear Lake (UHCL). It is not a state certificate.

Check prerequisites before enrolling in any courses.

Certificate Requirements
Required Courses (18 hours)

UHCL Teaching Research and Statistics Professional Development Certificate

Successful completion of the six-course sequence will prepare students to teach research and statistics at a college or university. The certificate is offered through University of Houston–Clear Lake (UHCL). It is not a state certificate.

Check prerequisites before enrolling in any courses.

Certificate Requirements
Required Courses (18 hours)

UHCL Technology Applications (EC-8) Professional Development Certificate

Successful completion of one of the following courses will prepare students for the technology portion of the Pedagogy and Professional Responsibilities Texas Examinations of Educator Standards (TExES) state assessment which is required of all teachers. This certificate is...
offered through University of Houston-Clear Lake (UHCL). It is not a state certificate.

Check prerequisites before enrolling in any courses.

**Certificate Requirements**

<table>
<thead>
<tr>
<th>Required Courses (3 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following</td>
</tr>
<tr>
<td>TCED 6031</td>
</tr>
<tr>
<td>Application of Technology in the Classroom</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
</tbody>
</table>
Course Roster

LITR Literature

LITR 5939 Independent Study in Literature
Credit: 3 | Lecture: 0 | Lab: 0
Permission of instructor required.

LITR 6739 Graduate Internship
Credit: 3 | Lecture: 0 | Lab: 0
Supervised composition internship in an approved setting. Comprehensive written report required.
Prerequisites: LITR 5130, LITR 5739 and one semester tutoring in the Writing Center.

LITR 6909 Literature Comprehensive Exam
Credit: 0 | Lecture: 0 | Lab: 0
Comprehensive exam for students following Option 4 degree requirements.

LITR 6939 Master's Thesis Research
Credit: 3 | Lecture: 0 | Lab: 0
Approval of adviser, thesis director, and department chair required.

LLLS

LLLS 4311 Survey of Reading
Credit: 3 | Lecture: 3 | Lab: 0
Theories and approaches to teaching reading from emergent to proficient reading including word recognition skills, phonemic awareness, vocabulary development, comprehension, materials and methods for structuring of reading programs.

LLLS 4312 Literacy Issues of Secondary Students
Credit: 3 | Lecture: 3 | Lab: 0
Theories and approaches for teaching reading in intermediate and high school. Field experiences required.

LLLS 4344 Reading & Writing for EC–6
Credit: 3 | Lecture: 3 | Lab: 0
Application of theories and strategies for teaching the language arts for EC–6. Field experiences required.
Prerequisites: LLLS 4311 or equivalent.

LLLS 4345 Survey of Children's Literature
Credit: 3 | Lecture: 3 | Lab: 0
Survey of literature for children focusing on titles appropriate for grades EC–8 students.

LLLS 4346 Teaching Language Arts in the 4–8 Classroom
Credit: 3 | Lecture: 3 | Lab: 0
Application of theories and strategies for teaching the language arts for students in grades 4–8. Field experiences required.

LLLS 4351 Reading in Content Subjects
Credit: 3 | Lecture: 3 | Lab: 0
Survey of current reading and writing development in content subjects.

LLLS 4352 Young Adult Literature and Reading
Credit: 3 | Lecture: 3 | Lab: 0
Selection and use of literature for young adults, focusing on titles appropriate for students in grades 8–12.
LLLS 4364 Methods in Secondary English/Language Arts
Credit: 3 | Lecture: 3 | Lab: 0
Implementation of instructional plans and teaching strategies. Review of current research, theories and exemplary practices of teaching secondary English/Language Arts. Field experiences required.
Prerequisites: Admission to Teacher Education.

LLLS 5010 Professional Preparation Seminar for Reading Specialists
Credit: 1 | Lecture: 1 | Lab: 0
This course is designed to assist students in the Reading Specialist certification plan to understand the state certification standards for successful entry into their chosen fields. Completion of the course is dependent upon candidates passing all state assessments required for their degree/certification plans.
Prerequisites: An approved, signed degree plan on file in the COE.

LLLS 5012 Professional Preparation Seminar for School Librarians
Credit: 1 | Lecture: 1 | Lab: 0
This course is designed to assist students in the School Library and Information Science Specialist certification plan to understand the state certification standards for successful entry into their chosen educational fields. Completion of the course is dependent upon candidates passing all state assessments required for their degree/certification plans.
Prerequisites: An approved, signed degree plan on file in the CoE.

LLLS 5131 Integrating the Language Arts
Credit: 3 | Lecture: 3 | Lab: 0
This course discusses approaches to developing oral and written expression, listening skills, and the integration of all the language arts for EC-8. Field experiences required.

LLLS 5133 Foundations of Reading
Credit: 3 | Lecture: 3 | Lab: 0
This course discusses historical, philosophical, physiological, and psychological foundations of reading.

LLLS 5134 Developmental Reading Programs for EC-8
Credit: 3 | Lecture: 3 | Lab: 0
This course discusses the structuring of developmental reading programs, emphasizing alternative approaches.

LLLS 5135 Developmental Reading Programs for Secondary Schools
Credit: 3 | Lecture: 3 | Lab: 0
This course discusses the analysis of model reading programs in grades 4–12 emphasizing alternative approaches to teaching, materials, and instructional strategies.

LLLS 5137 Modern Trends in Literature for Children and Young Adults
Credit: 3 | Lecture: 3 | Lab: 0
This course examines current trends and issues in the literature published for children and young adults.

LLLS 5531 Critical Reading and Thinking
Credit: 3 | Lecture: 3 | Lab: 0
This course is about applying higher order thinking skills to reading in literature and the content areas.
LLLS 5532 Selecting Literature and Materials for Young Adults
Credit: 3 | Lecture: 3 | Lab: 0
This course is about the selection, use, and organization of literature for students in grades 8-12, including reading materials, resources, and bibliography sources.

LLLS 5533 Selecting Literature and Materials for Children
Credit: 3 | Lecture: 3 | Lab: 0
This course is about the selection of literature and other resources, including motivational techniques for encouraging an interest in reading appropriate for EC-8 students.

LLLS 5534 Foundations in Secondary Literacy
Credit: 3 | Lecture: 3 | Lab: 0
This course is about theories and practices of secondary reading and writing, reader response theory and physiological and psychological foundations of secondary reading in grades 4-12.

LLLS 5634 Teaching Methods for English/Reading Language Arts Grades 7-12
Credit: 3 | Lecture: 3 | Lab: 0
This course is about the implementation of English/reading language arts teaching methodologies for grades 7-12 based upon application of theory and practice. Field experiences required.  
Prerequisites: Admission to Teacher Education Program.

LLLS 5635 The Teaching of Writing
Credit: 3 | Lecture: 3 | Lab: 0
This course is about teaching writing skills and improving student writing in grades K-12 using a process approach; instructional strategies based upon theory and current research.

LLLS 5738 Foundations of Early Literacy
Credit: 3 | Lecture: 3 | Lab: 0
This course is about the theories and practices of early literacy development, including phonics, phonemic awareness, early writing development, and speaking and listening. This course includes training for leadership in early literacy practices.

LLLS 5931 Research Topics in Literacy, Language and Library Science
Credit: 3 | Lecture: 3 | Lab: 0
Identified by title each time course is offered.

LLLS 5939 Independent Study in Literacy, Language and Library Science
Credit: 3 | Lecture: 3 | Lab: 0
Prerequisites: Approval of instructor and associate dean.

LLLS 6134 School Library Collection Development Management
Credit: 3 | Lecture: 3 | Lab: 0
This course focuses on the philosophy, principles, and fundamentals of school library collection management including selection, acquisition, cataloging, circulation, and deselection of print and non-print materials.

LLLS 6136 Librarians as Instructional Partners
Credit: 3 | Lecture: 3 | Lab: 0
This course focuses on the principles and fundamentals of collaborative planning and instruction in the school library.

LLLS 6234 Librarians Empowering Learners Through Advocacy Leadership
Credit: 3 | Lecture: 3 | Lab: 0
This course focuses on the principles and methods of creating dynamic school library programs through collaboration with teachers, administrators, librarians, and the community.
LLLS 6331 Sociolinguistic Applications to Reading  
Credit: 3 | Lecture: 3 | Lab: 0  
This course examines sociolinguistic models and concepts, the study of language in educational settings, and language differences applied to reading instruction.

LLLS 6332 Foundations of Early and Secondary Literacy  
Credit: 3 | Lecture: 3 | Lab: 0  
This course examines theories and practices of literacy development from the early grades through the secondary grades.

LLLS 6333 Genre Studies in Children's & Young Adult Literature  
Credit: 3 | Lecture: 3 | Lab: 0  
This course focuses on the identification, exploration, and evaluation of the various genres in children's and young adult literature and how genre studies can be utilized in reading programs that motivate and engage young readers.

LLLS 6334 Administration of School Library Services  
Credit: 3 | Lecture: 3 | Lab: 0  
This course examines the principles and illustrative practices in the organization, budgeting, policy making, facilities planning, and staffing of school libraries.

LLLS 6336 Media and Technology Selection and Application  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is about the selection, evaluation, and application of audio visual and computer software and hardware, including the design and production of media in school libraries.

LLLS 6338 School Library Systems & Services  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is an introduction and evaluation of the current library reference, information, and retrieval systems and their applications in school libraries.

LLLS 6639 Leadership in Clinical Practices in Assessment of Literacy Tasks  
Credit: 3 | Lecture: 3 | Lab: 0  
This course includes advanced techniques in assessment and strategies for intervention in problem reading situations; includes practice in reading supervision. Field experiences required.  
Prerequisites: 12 hours Reading course work including LLLS 6732.

LLLS 6732 Assessment and Remediation of Reading and Language Arts Literacy  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is practice in assessment and remediation of literacy, including simulated and laboratory practice in administration, interpretation, and evaluation of literacy assessment instruments and practice with a multiplicity of reading/language arts strategies for literacy development, including dyslexia and related disorders.  
Prerequisites: Six hours of Reading course work.

LLLS 6739 School Library Practicum  
Credit: 3 | Lecture: 3 | Lab: 0  
Supervised field experiences in EC-12, incorporating information skills instruction, daily logs, and seminars.  
Prerequisites: Completion of 18 hours in the School Library Core and approval of the associate dean.
LLLS 6839 Practicum in School Literacy Practices
Credit: 3 | Lecture: 3 | Lab: 0
Supervised field experiences with literacy teachers in EC–12 accredited schools.
Prerequisites: Prerequisite: 12 hours reading course work including LLLS 6732.

MATH Mathematics

MATH 2305 Discrete Mathematics
Lecture: 3
Introductory mathematical logic, mathematical induction, relations and functions, basic counting techniques, graphs and trees and applications to computing devices. Designed for students majoring in the computer related disciplines.
Prerequisites: MATH 2413 or MATH 1325.

MATH 2315 Calculus III
Credit: 3 | Lecture: 3
Vectors and vector valued functions, functions of multiple variables, partial derivatives, multiple integrals, volume and surface area and vector calculus.
Prerequisites: MATH 2414

MATH 2318 Linear Algebra
Credit: 3 | Lecture: 3
Systems of linear equations; vector spaces, linear transformations, determinants, matrices, eigenvalues and eigenvectors; applications to coding and difference equations.
Prerequisites: MATH 2412 or MATH 2413

MATH 2320 Differential Equations
Credit: 3 | Lecture: 3
Solutions of ordinary differential equations of the first and second order, Laplace transforms, power series techniques, systems of equations, stability, numerical methods, geometric and physical applications.
Prerequisites: MATH 2414

MATH 2413 Calculus I
Credit: 4 | Lecture: 4
Limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric and transcendental functions with an application to calculation of areas.
Prerequisites: MATH 2412 with a C- or better or meet requirement in UHCL Mathematics Department Placement and Testing policy.

MATH 2414 Calculus II
Lecture: 4
Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals.
Prerequisites: MATH 2413 with a C- or better or meet requirement in UHCL Mathematics Department Placement and Testing policy.
MATH 3301 History of Mathematical Sciences
Credit: 3 | Lecture: 3
Temporal relationships of concepts by means of biographic studies; development of mathematical theory and applications from ancient to contemporary times.
Prerequisites: MATH 1314 or MATH 1324 or MATH 1332

MATH 3304 Algebra Through Technology
Credit: 3 | Lecture: 3
Using technology topics in elementary functions, simultaneous equations, polynomials and elementary topics in number theory. This course for Teaching Certification students only.
Prerequisites: MATH 1314

MATH 3305 Euclidian / Non-Euclidian Geometry
Credit: 3 | Lecture: 3
Formal set theory, logical structure and measurement.
Prerequisites: MATH 1314

MATH 3306 Problem Solving
Credit: 3 | Lecture: 3
Problem solving through experiences and reasoning; ideas from areas such as pattern recognition, simulation and logical deduction.
Prerequisites: MATH 1351, MATH 3304, or equivalent or instructor permission

MATH 4313 Introduction to Topology
Credit: 3 | Lecture: 3
Topological techniques in analysis, metric spaces, continuous transformations, connectivity, separation, compactness; nets and filters, cardinal arithmetic.
Prerequisites: MATH 3331.

MATH 4315 Numerical Analysis and its Applications
Credit: 3 | Lecture: 3
Introduction to methods and algorithms in numerical computation. The topics include techniques for finding the roots of equations and interpolation functions, numerical approximation of differentiation and integration, numerical solutions to ordinary differential equations, linear systems and nonlinear systems.
Prerequisites: MATH 2315, MATH 2318, MATH 2320 and C/C++ or equivalent.

MATH 4316 Mathematic Software Applications
Credit: 3 | Lecture: 3
This course covers a number of applied mathematics models through scientific software simulators; Matlab and Mathematica, Symbolic, numerical and graphical simulations and symbolic operations will be applied to various mathematical problems normally viewed as beyond the scope of the course in which they are first introduced. A variety of programming paradigms, such as procedural programming and function programming will be emphasized.
Prerequisites: MATH 2318, MATH 2320, CSCI 1318 or a scientific programming language.

MATH 4321 Predicate Logic
Credit: 3 | Lecture: 3
An introduction to predicate logic; elements of formal logic systems; set theory and propositional calculus, completeness theorems and the nature of proofs.
MATH 4322 Introduction to Abstract Algebra  
Credit: 3 | Lecture: 3  
Study of algebraic structures: maps, operations, permutations and homomorphisms. Groups, rings, integral domains and fields; applications to symmetry; techniques of mathematical proof.  
Prerequisites: MATH 3312 or MATH 3331.

MATH 4325 Theory of Models and Applications  
Credit: 3 | Lecture: 3  
Simulation and analysis on continuous and discrete mathematical models in science. It also includes the study of nonlinear dynamics, chaos and fractals.  
Prerequisites: MATH 2318 and MATH 2320 or equivalent.

MATH 4341 Introduction to Analysis  
Credit: 3 | Lecture: 3  
Real numbers, sequences and series, differentiation and measure theory; Riemann, Stieltjes and Lebesgue integrals.  
Prerequisites: MATH 3331 or equivalent.

MATH 4345 Introduction to Statistics  
Credit: 3 | Lecture: 3  
Sampling distributions, point and interval estimation, hypothesis testing, regression and correlation, nonparametric statistics, analysis of variance.  
Prerequisites: MATH/STAT 4344

MATH 5031 Problem-Solving Strategies  
Credit: 3 | Lecture: 3  
This course focuses on the connection between problem-solving, teaching mathematics for understanding and the development of mathematical reasoning. Also highlighted will be the student's own development of problem-solving abilities and ability to communicate their reasoning.

MATH 5033 Instructional Applications of Algebra  
Lecture: 0 | Lab: 1  
A seminar on the content of secondary school courses in algebra and applicable instructional techniques.

MATH 5034 Geometry Seminar  
Credit: 3 | Lecture: 3  
Topics in Euclidean and Non-Euclidean geometries with a focus on the teaching and learning of geometry (including the use of technology and concrete materials). Development of proof-writing techniques in geometry included.  
Prerequisites: MATH 3305 or equivalent.

MATH 5035 Precalculus Courses for Mathematics Teachers of Grades 10–14  
Lecture: 0 | Lab: 1  
A seminar on various current and potential approaches to the content of precalculus mathematics with applicable instructional techniques.

MATH 5036 Calculus for Mathematics Teachers of Grades 10–14  
Lecture: 0 | Lab: 1  
A seminar on various approaches to the teaching of introductory calculus.
MATH 5037 Technology for Mathematics Curriculum
Credit: 3 | Lecture: 3
Current laboratory applications of computers and calculators in the mathematics curriculum. Symbolic, numerical and graphical computing will be applied to various mathematical problems. 
Prerequisites: Minimum College Algebra competency. Calculus and Pre-Calculus strongly preferred.

MATH 5131 Abstract Algebra
Lecture: 0 | Lab: 1
Groups, rings, fields, modules; ideal theory, polynomial rings, algebraic and free groups. 
Prerequisites: MATH 4322 or equivalent.

MATH 5132 Real Analysis
Lecture: 0 | Lab: 1
General measure and integration theory. Banach and Hilbert spaces; applications to approximation theory, probability theory and summability. 
Prerequisites: MATH 4341 or equivalent.

MATH 5133 Complex Analysis
Lecture: 0 | Lab: 1
The theory of analytic functions and analytic continuation. Branched functions; an introduction to homotopy theory and basic metric space topology. Integration theory, Cauchy's theorem and residue theory. 
Prerequisites: MATH 4363 or equivalent.

MATH 5134 Logic
Lecture: 0 | Lab: 1
Propositional and predicate calculus; foundations, computability. 
Prerequisites: MATH 4321 or equivalent.

MATH 5136 Ordinary Differential Equations and Dynamical Systems
Lecture: 0 | Lab: 1
This course covers the dynamical aspects of ordinary differential equations and the relationship between theory and applications. Fundamental theorems of solutions of ordinary differential equations oriented toward dynamical systems, local globe phase portrait analyses of nonlinear autonomous systems and the criteria for the existence of periodic solutions are examined along with various applications. 
Prerequisites: MATH 2318, MATH 3321 and MATH 4311 or equivalent.

MATH 5137 Topology and Geometry
Lecture: 0 | Lab: 1
Set Theory, Topological Spaces, Connectedness and Compactness, The Fundamental Group and Covering Spaces, Surfaces and their applications. 
Prerequisites: MATH 4313 or equivalent.

MATH 5231 Linear Algebra
Lecture: 0 | Lab: 1
Fields and vector spaces, determinants and their characterization, adjoints operators, eigenvalues and eigenvectors, diagonalizability, canonical forms and matrix functions. 
Prerequisites: MATH 2318.
MATH 5232 Number Theory
Lecture: 0 | Lab: 1
An introduction to analytic number theory, which uses the tools of analysis (particularly complex function theory) to investigate questions in number theory. The distribution of the primes is of central interest. Some of the tools developed are Dirichlet series, character theory, formal power series and contour integration. Various topics in arithmetical functions are also considered.
Prerequisites: MATH 4312 or equivalent.

MATH 5330 Mathematical Software and Modeling Simulation
Lecture: 0 | Lab: 1
Explores computer software in applied Mathematics using Matlab. A variety of programming paradigms are emphasized. A collection of topics in applied Mathematics, chaos and neuroscience modelings, are incorporated into Matlab programming.
Prerequisites: MATH 2318 and MATH 2320 or equivalent.

MATH 5333 Numerical Analysis
Lecture: 0 | Lab: 1
Mathematical analysis and numerical computation of solutions to linear and nonlinear systems, ordinary differential equations, integral equations and boundary value problems.
Prerequisites: MATH 2318, MATH 2415, MATH 2320 and C/C++ or equivalent.

MATH 5431 Mathematical Neuroscience
Credit: 3 | Lecture: 3
Techniques for analyzing and simulating physical, chemical and biological processes.
Prerequisites: MATH 4325 or equivalent.

MATH 5931 Research Topics in Mathematics
Lecture: 0 | Lab: 1
Identified by specific title each time course is offered.

MATH 5939 Independent Study in Mathematics
Lecture: 0 | Lab: 1
Prerequisites: Approval of instructor, chair and associate dean.

MATH 6031 Problem Solving Strategies
Credit: 3 | Lecture: 3
A focus on the connection between problem-solving, teaching mathematics for understanding and the development of mathematical reasoning. Also highlighted will be the student’s own development of problem solving abilities and ability to communicate their reasoning.

MATH 6033 Instructional Applications of Algebra
Credit: 3 | Lecture: 3
A seminar on the content of secondary school courses in algebra and applicable instructional techniques.

MATH 6034 Geometry Seminar
Credit: 3 | Lecture: 3
Topics in Euclidean and Non-Euclidean geometries. An emphasis on the strengthening of proof-writing techniques. Also discussed will be the use of technology and concrete materials in the teaching and learning of geometry.
Prerequisites: MATH 3305 or equivalent.
MATH 6035 Precalculus Courses for Mathematics Teachers of Grades 10–14  
Credit: 3 | Lecture: 3  
A seminar on various current and potential approaches to the content of precalculus mathematics with applicable instructional techniques.

MATH 6036 Calculus for Mathematics Teachers of Grades 10–14  
Credit: 3 | Lecture: 3  
A seminar on various approaches to the teaching of introductory calculus.

MATH 6037 Technology for Mathematics Curriculum  
Credit: 3 | Lecture: 3  
Current laboratory applications of computers and calculators in the mathematics curriculum. Symbolic, numerical and graphical computing will be applied to various mathematical problems. 
Prerequisites: MATH 2413, MATH 2318 and MATH 4311.

MATH 6131 Introduction to Algebraic Topology and Geometry  
Lecture: 0 | Lab: 1  
An introduction to topics in algebraic topology; manifold theory and their applications. 
Prerequisites: MATH 4313 or equivalent.

MATH 6837 Research Project I  
Lecture: 0 | Lab: 1  
Student will develop and complete a research project which requires integrating knowledge and standard procedures in the discipline. A written paper and presentation will be required.

MATH 6838 Research Project II  
Lecture: 0 | Lab: 1  
Student will complete research project developed in MATH 6837. A written paper and presentation will be required.

MATH 6939 Master's Thesis Research  
Lecture: 0 | Lab: 1  
Prerequisites: Approval of faculty adviser, master's committee and dean.

MGMT Management  

MGMT 3301 Management Theory and Practice  
Credit: 3 | Lecture: 3  
Management policies and processes including planning, organizing and controlling; overview of the functions of organization theory and behavior.

MGMT 4354 Organizational Behavior Theory and Application  
Credit: 3 | Lecture: 3  
Exploring the dynamics of human behavior in organizations in order to better understand and evaluate how people and groups in organizations behave, react, and interpret events, and to apply these concepts successfully in a management context.  
Prerequisites: MGMT 3301 or equivalent.

MGMT 5032 Human Behavior in Organizations  
Credit: 3 | Lecture: 3 | Lab: 0  
Behavioral problems associated with innovation, resistance to change and the development of complex organizations and administrative processes. Formerly MGMT 5132; Credit may not be received for both MGMT 5132 and MGMT 5032.
MGMT 5131 Business and Society
Credit: 3 | Lecture: 3 | Lab: 0
Role of the firm in society; business responsibilities to society from ethical, political, economic and societal points of view. 
Prerequisites: MGMT 5032 or equivalent.

MGMT 5133 Teamwork and Leadership Skills:
Theory in Practice
Credit: 3 | Lecture: 3 | Lab: 0
Focus on knowledge-based skill and competency development in effective teamwork, teambuilding, and leadership as well as diagnosing and intervening effectively in problematic team situations. Formerly MGMT 5031; Credit may not be received for both MGMT 5031 and MGMT 5133. Recommended that it be taken early in the MBA program.

MGMT 5135 Organizational Transformation,
Learning, and Design
Credit: 3 | Lecture: 3 | Lab: 0
Seminar in contemporary research and theory applicable to structure and design of organizations, with emphasis upon institutional development, design science, and organizational learning. 
Prerequisites: MGMT 5032 or equivalent.

MGMT 5233 Entrepreneurship &amp; Corporate Venturing
Credit: 3 | Lecture: 3 | Lab: 0
This capstone course is based on the premise that new ventures are a continuous source of radical or disruptive innovations in the United States. Technology entrepreneurship, whether in a start-up or established company, involves identifying high-growth potential, technology-intensive commercial opportunities, acquiring human and financial resources, and navigating uncertainty. This course offers students two entrepreneurial perspectives: new firm and intra-preneurship (e.g., corporate venturing). From the new firm perspective, students will examine how to identify and evaluate technological opportunities, form new ventures, and manage them. From the corporate venturing perspective, students will learn opportunity and feasibility analyses, how to structure the new venture, and manage high-growth projects. The goal of this course is to provide students with the tools to develop a successful business plan, build a start-up team, finance the venture, and lead the process of turning the opportunity into a reality.

MGMT 5234 Leading Non-Profit Institutions
Credit: 3 | Lecture: 3 | Lab: 0
This course will cover leadership in non-profit organizations. Topics include transformational leadership, communicating vision, enrollment, attentive listening, evaluating programs, and acknowledgement and appreciation.
MGMT 5238 Gender and Diversity Issues in Leadership
Credit: 3 | Lecture: 3 | Lab: 0
This course responds to recent demographic changes and opportunities presented by a diverse workforce. The challenges faced by organizational leaders on how to effectively manage a workforce that is increasingly diverse along the lines of race, ethnicity, gender, physical ability, cultural background, and age will be emphasized.

MGMT 5331 Personnel Management
Credit: 3 | Lecture: 3 | Lab: 0
The employment, understanding and management of people, aspects of employee morale and productivity.
Prerequisites: MGMT 5032 or equivalent.

MGMT 5332 Labor Relations
Credit: 3 | Lecture: 3 | Lab: 0
Relationships between unions and management and the structure of industrial bargaining; legal dimensions of employee relations, strikes and settlements.
Prerequisites: MGMT 5032 or equivalent.

MGMT 5434 Negotiation Skills and Strategies
Credit: 3 | Lecture: 3 | Lab: 0
This course provides a basic foundation in negotiation theory and practice. Analytical and interpersonal competencies are honed in the context of negotiation simulations and discussions using a variety of settings and media while reflecting on the global context of negotiations that routinely take place within (and between) organizations. Includes the development of a "Negotiation Dossier" that students would routinely compile in preparation for a typical negotiation in their chosen field.

MGMT 5437 International Leadership and Influence
Credit: 3 | Lecture: 3 | Lab: 0
This course will focus on the similarities and differences in leadership processes as a function of national origin, language, and dimensions of culture as inhibitors and driving forces of effective leadership in global organizations.

MGMT 5439 Positive Leadership and Ethical Action
Credit: 3 | Lecture: 3 | Lab: 0
This course explores the impact of emerging areas of positive psychology, positive organizational behavior, and positive organizational scholarship on the field of leadership, and how attributes of positive leadership influence leaders' ethical actions and decision-making.
Prerequisites: MGMT 5032.

MGMT 5636 Management of Technology
Credit: 3 | Lecture: 3 | Lab: 0
This course is designed to introduce a broad range of topics and issues related to the management of technology and technological innovation. The course includes discussions of technology development in industry, academia and government; the process of innovation; the drivers of innovation in a global environment; organizing and leading innovation; and incorporating technology change into company structure and strategy.
Prerequisites: MGMT 5032 or equivalent.
MGMT 5638 Leading Technology
Credit: 3 | Lecture: 3 | Lab: 0
This course will focus on the necessary leadership requirements and strategies to lead scientific and commercial projects. It focuses upon leadership capacities in the selection, development, and the effective management of scientists, engineers, biomedical personnel, and technical professionals. Topics will include leading change, top level project leadership, and organizational behavior and enterprise management principles applicable to science and technology.
Prerequisites: MGMT 5032 or equivalent.

MGMT 5931 Research Topics in Management
Credit: 3 | Lecture: 3 | Lab: 0
Identified by specific title each time course is offered.

MGMT 5939 Independent Studies in Management
Credit: 3 | Lecture: 3 | Lab: 0
Independent directed study in Management.
Prerequisites: Approval of instructor, Faculty Chair and Associate Dean required.

MGMT 6237 Comparative Leadership
Credit: 3 | Lecture: 3 | Lab: 0
The course will examine and focus on proven executive leadership best practices across a range of complex organizations.

MGMT 6331 Organizational Development
Credit: 3 | Lecture: 3 | Lab: 0
Measures for guiding change in the industrial setting; impacts on the labor force and the production process. Change models, diagnostic techniques, intervention strategies and the ethics of change agent client system relationship.
Prerequisites: MGMT 5032 or equivalent.

MGMT 6332 International Management
Credit: 3 | Lecture: 3 | Lab: 0
The course focuses on the challenges of international management including topics of global strategy, organizational design, cross-cultural communication, and human resources.
Prerequisites: MGMT 5032 and BAPA 5131, or equivalents.

MGMT 6333 Seminar in International Management
Credit: 3 | Lecture: 3 | Lab: 0
Meetings in the field are conducted with the officers of companies operating in other countries. Sessions will be concerned with cultural and legal considerations that make labor relations, resource coordination and other management considerations different from the American experience.
MGMT 6334 Sustainability and Strategic Advantage
Credit: 3 | Lecture: 3 | Lab: 0
This course provides a basic understanding of the strategic implications and applications related to business and institutional sustainability. Particular focus is provided involving the use of a strategic lens as related to social responsibility, environmental management, and community and economic development.
Prerequisites: ENVR 5131 Foundations in Sustainability

MGMT 6731 Strategic Management Seminar (Capstone)
Credit: 3 | Lecture: 3 | Lab: 0
Introduction to corporate-level and business-level strategy. Study of the strategic management process and factors necessary for competitive success in industries.
Prerequisites: Other degree requirements and LAST SEMESTER.

MGMT 6739 Internship in Management
Credit: 3 | Lecture: 3 | Lab: 0
Supervised internship with an approved firm or with an industrial or governmental agency; written and oral reports required.
Prerequisites: Master's degree candidacy and approval of adviser and dean.

MKTG Marketing

MKTG 3301 Principles of Marketing
Credit: 3 | Lecture: 3
Focus is on initiating, building and maintaining mutually beneficial relationships with customers through the strategic use of the marketing mix. Topics include marketing research, market segmentation and targeting, buyer behavior, product development, brand management, promotion, international marketing, e-marketing, and ethical marketing practices.

MKTG 5332 Executive Decisions in Marketing
Credit: 3 | Lecture: 3 | Lab: 0
Making information-based strategic and tactical marketing decisions related to target market selection, product, price, distribution and promotion that increase the probability of success in a competitive marketplace.
Prerequisites: BAPA 5031 and MGMT 5032, or equivalents.

MKTG 5333 Entrepreneurship and Small Business Consulting
Credit: 3 | Lecture: 3 | Lab: 0
Application of classroom concepts, theories and principles from all business disciplines to active operations of small businesses or new business ventures.
Prerequisites: BAPA 5031 or equivalents.
MKTG 5334 Strategic Brand Management
Credit: 3 | Lecture: 3 | Lab: 0
Building and effectively maintaining brand equity is among the top priorities of high performing companies. Effective brand-building and strategic brand management drives customer loyalty and superior long term performance. Strategic Brand Management is a graduate course that explores why brands are important, what they represent to consumers, and what firms should do to manage them effectively.

Prerequisites: BAPA 5031 or equivalents.

MKTG 5435 E-Marketing Management
Credit: 3 | Lecture: 3 | Lab: 0
An investigation of the strategic role of the Internet in an organization's marketing plan, with an emphasis on the various business models that firms may choose for improving corporate profitability and communicating with stakeholders.

MKTG 5532 International Marketing Strategy
Credit: 3 | Lecture: 3 | Lab: 0
 Begins with a discussion of incentives for and barriers to international trade, and foreign market selection and entry strategies. Then examines product, price, distribution, and promotion decisions in an international context. Involves secondary marketing research and developing a marketing plan for product introduction into a foreign market.

Prerequisites: BAPA 5031 or equivalent.

MKTG 5533 Seminar in International Marketing
Credit: 3 | Lecture: 3 | Lab: 0
Meetings with the chief marketing people at major firms in several countries are conducted. Sessions will concentrate on their approaches to market development and analysis. Emphasis will be placed on problems and on solutions to those problems that are peculiar to other cultures.

Prerequisites: BAPA 5031 or equivalent.

MKTG 5534 Advanced Professional Services Marketing
Credit: 3 | Lecture: 3 | Lab: 0
Central issues involved in planning, implementing and controlling professional services marketing strategies. Examines positioning and use of information technology as a means of achieving differential.

Prerequisites: BAPA 5031 or equivalent.

MKTG 5931 Research Topics in Marketing
Credit: 3 | Lecture: 3 | Lab: 0
Identified by specific title each time course is offered.

MKTG 5939 Independent Studies in Marketing
Credit: 3 | Lecture: 3 | Lab: 0
Independent directed study in Marketing.

Prerequisites: Approval of instructor, Faculty Chair and Associate Dean required.

MKTG 6739 Internship in Marketing
Credit: 3 | Lecture: 3 | Lab: 0
Supervised work experience in an approved business, non-profit or governmental agency. Written work is required by sponsoring faculty member.

Prerequisites: Master's degree candidacy and approval of sponsoring faculty member, Faculty Chair and Associate Dean.
PHIL Philosophy

PHIL 5431 Metaphysics
Credit: 3 | Lecture: 3 | Lab: 0
Inquiry into the thought of major thinkers on the nature of reality. The particular philosophers to be studied will vary from semester to semester.

PHIL 5433 Continental Philosophy
Credit: 3 | Lecture: 3 | Lab: 0
The study of major European philosophers of the modern period: Kant, Hegel, Nietzsche, Heidegger, Levinas, and others.

PHIL 5931 Research Topics in Philosophy
Credit: 3 | Lecture: 3 | Lab: 0
Identified by specific title each time course is offered. Topics vary; may be repeated for credit with permission of instructor.

PHIL 5939 Independent Study in Philosophy
Credit: 3 | Lecture: 0 | Lab: 0
Permission of instructor required.

PHYS Physics

PHYS 1101 Laboratory for College Physics I
Credit: 1 | Lecture: 0 | Lab: 1
Laboratory to reinforce topics in College Physics I. Experiments on motion, Newton's laws, wave mechanics, heat and thermodynamics.

PHYS 1102 Laboratory for College Physics II
Credit: 1 | Lecture: 0 | Lab: 1
Laboratory to reinforce topics in College Physics II. Experiments conducted on electric fields, DC and AC circuits, magnetism, electromagnetic induction, light and optics.

PHYS 1301 College Physics I
Credit: 3 | Lecture: 3
Algebra based introductory physics course. Fundamentals of mechanics, kinematics, Newton's laws, conservation of energy, momentum, rigid body motion, waves, sound, fluids, heat and thermodynamics.
Prerequisites: MATH 1314 and Trigonometry or MATH 2412.

PHYS 1302 College Physics II
Credit: 3 | Lecture: 3
Algebra based introductory physics course. Electric forces and fields, current, DC and AC circuits, magnetism, electromagnetic induction, electromagnetic waves, light and optics.
Prerequisites: PHYS 1101, PHYS 1301

PHYS 2326 University Physics II
Credit: 3 | Lecture: 3
Calculus based introductory physics course. Electric forces and fields, Gauss' laws, DC and AC circuits, magnetic forces and fields, electromagnetic induction, Maxwell's equations, electromagnetic waves, geometric optics and introduction to modern physics.
Prerequisites: MATH 2414, PHYS 2325
Corequisites: PHYS 2126

PHYS 3311 Mathematical Methods for Physics and Engineering I
Credit: 3 | Lecture: 3
Overview of the essential mathematics needed for advanced Physics courses including: Vector Analysis in flat and curved coordinates, Matrices, Group Theory, Infinite Series, Complex Variables and Differential Equations.
Prerequisites: MATH 2315
PHYS 3312 Mathematical Methods for Physics and Engineering II  
Credit: 3 | Lecture: 3  
A continuation of Mathematical Methods for Physicists I including such topics as Special Functions, Legendre Polynomials, Bessel Functions, Fourier Series, Integral Transforms, Partial Differential Equations, Probability and Calculus of Variations.  
Prerequisites: PHYS 3311 or equivalent.

PHYS 5011 Experiments in Modern Physics  
Lecture: 0 | Lab: 1  
Topics include: Experiments including relativity, light, nuclear physics and quantum mechanics. Experimental research project.

PHYS 5311 Recitation for Electrodynamics  
Lecture: 0 | Lab: 1  
One hour recitation section to review examples and problems in PHYS 5331.  
Prerequisites: Prerequisite or corequisite: PHYS 5331.

PHYS 5331 Electrodynamics  
Lecture: 0 | Lab: 1  
Dynamics of electric and magnetic fields, Maxwell's equations, electromagnetic radiation, special relativity, wave guides, boundary value problems, multipoles, scattering, radiation from moving charges, radiating systems, relativistic particles in electromagnetic fields, collisions of charged particles, radiation damping and radiative beta process.

PHYS 5411 Recitation for Classical Mechanics  
Lecture: 0 | Lab: 1  
One hour recitation section to review examples and problems in PHYS 5431. Advanced topics in electrodynamics not normally covered in PHYS 5331 such as radiating systems, diffraction, relativistic particles in electromagnetic fields, collisions of charged particles, radiation damping and radiative beta processes.  
Prerequisites: Prerequisite or corequisite: PHYS 5431.

PHYS 5431 Classical Mechanics  
Lecture: 0 | Lab: 1  
Introduces concepts such as the Langrangian dynamics of particles, Hamiltonian mechanics and canonical transformations in order to calculate the classical motion of particles.

PHYS 5511 Recitation for Mathematical Methods in Physics I  
Lecture: 0 | Lab: 1  
One hour recitation section to review examples and problems in PHYS 5531.  
Prerequisites: Prerequisite or corequisite: PHYS 5531.

PHYS 5531 Mathematical Methods I  
Lecture: 0 | Lab: 1  
A review of essential mathematics required to solve graduate level physics problems: differential equations, complex mathematics, linear algebra, infinite series and more.
PHYS 5532 Mathematical Methods II
Lecture: 0 | Lab: 1
This course is a continuation of Mathematical Methods I. Course content may include: advanced boundary conditions, perturbation theory, group theory, tensor analysis, using mathematical software packages (such as Mathematica, Matlab or Maple) or other advanced mathematical applications to physics and engineering.
Prerequisites: PHYS 5531 or instructor approval.

PHYS 5533 Methods in Computational Physics
Lecture: 0 | Lab: 1
An introduction to the numerical methods used to solve various physics problems; evolving differential equations, performing Monte-Carlo simulations, simulate fluid flow and more.
Prerequisites: PHYS 5531 or instructor approval and a working knowledge of a programming language.

PHYS 5611 Recitation for Quantum Mechanics I
Lecture: 0 | Lab: 1
One hour recitation section to review examples and problems in PHYS 5631.
Prerequisites: Prerequisite or corequisite: PHYS 5631.

PHYS 5612 Recitation for Quantum Mechanics II
Lecture: 0 | Lab: 1
One hour recitation section to review examples and problems in PHYS 5632.
Prerequisites: Prerequisite or corequisite: PHYS 5632.

PHYS 5631 Quantum Mechanics I
Lecture: 0 | Lab: 1

PHYS 5632 Quantum Mechanics II
Lecture: 0 | Lab: 1
Prerequisites: PHYS 5631 or equivalent.

PHYS 5711 Recitation for Statistical Mechanics
Lecture: 0 | Lab: 1
One hour recitation section to review examples and problems in PHYS 5731.
Prerequisites: Prerequisite or corequisite: PHYS 5731.

PHYS 5731 Statistical Mechanics
Lecture: 0 | Lab: 1
Principles of statistical mechanics and their applications to various physical systems, fundamental principles of thermodynamics and statistical mechanics, including probability theory, kinetic theory, entropy, classical statistical mechanics, ensembles, quantum statistical mechanics, ideal Bose and Fermi systems and phase transitions.

PHYS 5739 Internship in Physics
Lecture: 0 | Lab: 1
Supervised work experience in an approved industrial firm or government agency. Written and oral report required.
Prerequisites: Master's degree candidacy as well as approval by adviser and dean.

PHYS 5911 Research Topics in Physics
Lecture: 0 | Lab: 1
Identified by specific title each time course is offered.
PHYS 5915 Cooperative Education Work Term  
Lecture: 0 | Lab: 1  
Educational paid work assignment by a student in the field of career interest and course of study. A technical report will be required at the end of the semester. (Specific requirements are noted in the Cooperative Education Catalog description.)  
**Prerequisites:** Approved Candidate Plan of Study, completed cooperative education file and approval of associate dean and Director of Cooperative Education.

PHYS 5919 Independent Study in Physics  
Lecture: 0 | Lab: 1  
**Prerequisites:** Approval of instructor, chair and associate dean.

PHYS 5931 Research Topics in Physics  
Lecture: 0 | Lab: 1  
Identified by specific title each time course is offered.

PHYS 5939 Independent Study in Physics  
Lecture: 0 | Lab: 1  
**Prerequisites:** Approval of instructor, chair and associate dean.

PHYS 6132 General Relativity  
Lecture: 0 | Lab: 1  
Topics include: Manifolds, Spacetime Curvature, Riemann Geometry, Geodesics, Killing Vectors, Einstein's Equation, The Schwarzschild solution and other Black Hole solutions to Einstein's Equations.  
**Prerequisites:** PHYS 5331 or equivalent.

PHYS 6231 Plasma Physics  
Lecture: 0 | Lab: 1  
Computer programming experience and PHYS 5533 are desired but not required. The course provides a basic understanding of plasma physics fundamentals and a review of the state-of-the-art of current research of plasma science and engineering (nuclear fusion, industrial plasmas, advanced space propulsion and space plasmas).  
**Prerequisites:** Core Physics courses or instructor approval.

PHYS 6331 Astroparticle Physics  
Lecture: 0 | Lab: 1  
Topics include: Symmetries and conservation rules, introduction to representation of groups, gauge theories, neutrino astrophysics, particle cosmology and astrophysics.  
**Prerequisites:** PHYS 5632 or equivalent.

PHYS 6837 Advanced Physics Research  
Lecture: 0 | Lab: 1  
Supervised research in physics for graduate students not completing the thesis option.

PHYS 6838 Research Project and Seminar  
Lecture: 0 | Lab: 1  
Students will develop a research project that integrates knowledge and standard procedures in the discipline. A written paper and oral presentation will be required.  
**Prerequisites:** 24 hours completed in approved graduate program.

PHYS 6939 Master's Thesis Research  
Lecture: 0 | Lab: 1  
**Prerequisites:** Approval of faculty adviser, master's committee and dean.
PSYC Psychology

PSYC 2301 Introduction to Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Survey of the major psychological topics, theories, and approaches to the scientific study of behavior and mental processes.

PSYC 3315 Psychological Thinking
Credit: 3 | Lecture: 3 | Lab: 0
Focuses on gaining skills necessary to understand and critique issues and research from a psychological perspective. Emphasis will be on critical thinking and expression of ideas, APA style, and journal reading. Psychology majors must take this course in the first semester of their junior year.
Prerequisites: PSYC 2301 Pre- or Co-requisite: PSYC 3311

PSYC 3321 Learning
Credit: 3 | Lecture: 3 | Lab: 1
Basic principles of learning and how they apply to human behavior.

PSYC 3331 Theories of Personality
Credit: 3 | Lecture: 3 | Lab: 0
Theories of the origins, structure, and dynamics of personality; emphasis on the "normal" personality.

PSYC 4311 Social Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Attitudes, social cognition, personal perception, self, social influence, relationships, prejudice, helping, and aggression. Theories, research, and application. (Cross-listed with SOCI 4311.)

PSYC 4314 Child Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Cognitive, social, and emotional development of children; psychoanalytic, behavioristic, and Piagetian approaches.

PSYC 4316 Brain and Behavior
Credit: 3 | Lecture: 3 | Lab: 0
The biological basis of how one thinks, feels, and acts.

PSYC 4351 Abnormal Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Neurotic and psychotic personality patterns; etiology, symptoms, diagnosis, and correctional methods and institutions viewed from a psychological perspective.

PSYC 4382 Cognitive Psychology
Credit: 3 | Lecture: 3 | Lab: 0
An empirical and theoretical examination of human cognitive processes. Possible topics include perception, memory, problem solving, and artificial intelligence.

PSYC 5030 Experimental Analysis of Behavior: Special Topics
Credit: 3 | Lecture: 3 | Lab: 0
This course serves as an introduction the Experimental Analysis of Behavior. Topics include stimulus equivalence, conditional discriminations, rule-governance, behavioral pharmacology, and verbal behavior.
Prerequisites: PSYC 5235, PSYC 5435, and PSYC 6238.

PSYC 5031 Human Growth and Development
Credit: 3 | Lecture: 3 | Lab: 0
An overview of the developmental process throughout the life span. Focus on physical, cognitive, social, and emotional components of development.
PSYC 5038 Foundations of Development: Infancy and Childhood
Credit: 3 | Lecture: 3 | Lab: 0
The study of theories and research methodologies as applied to infants and children. The focus of the course will be how these theories and methodologies aid in understanding infants' and children's physical, cognitive, and socio-emotional development.

PSYC 5039 Foundations of Developmental Psychology: Adolescent
Credit: 3 | Lecture: 3 | Lab: 0
Graduate-level introduction to the study of normative psychological development during adolescence. The class will cover contemporary and classic research on biological, cognitive, emotional, and social development during the second decade of life, and on the contextual factors, both interpersonal and institutional, that influence adolescent development.

PSYC 5111 Orientation to School Psychology
Credit: 1 | Lecture: 1 | Lab: 0
Orientation of students to the field of School Psychology. Addresses the history and development, paradigms for service delivery, and roles and functions of school psychology specialists. Students will accompany practicing LSSP to be directly exposed to roles and functions performed.
Prerequisites: Admission to School Psychology program.

PSYC 5131 Psychopathology of Childhood
Credit: 3 | Lecture: 3 | Lab: 0
Survey of psychological disorders of childhood and adolescence: diagnostic categories, assessment approaches, etiology, treatment, and prognosis.
Prerequisites: PSYC 5031 or equivalent.

PSYC 5134 Interviewing
Credit: 3 | Lecture: 3 | Lab: 0
Interviewing skills, goal setting, evaluating client progress, cultural sensitivity, and ethics. Critical analysis of research literature.

PSYC 5135 Ethics in Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Ethics, dual relationships, legal issues, confidentiality, and other professional issues in the delivery of human services.

PSYC 5136 Multicultural Counseling
Credit: 3 | Lecture: 3 | Lab: 0
Examination of culturally sensitive clinical practice with ethnic and other minority clients.
Prerequisites: Admission to the Clinical Psychology, Family Therapy, or School Psychology program.

PSYC 5137 Trauma and Resilience
Credit: 3 | Lecture: 3 | Lab: 0
Theories and data concerning psychological response to traumatic events, resilience, and recovery.
PSYC 5138 Mindfulness and Acceptance Therapies
Credit: 3 | Lecture: 3 | Lab: 0
Examination of the theory and research supporting recent trends in behavior therapy, particularly the group of therapies interested in the constructs of mindfulness and acceptance.
Prerequisites: Admission to the Clinical Psychology, Family Therapy, or School Psychology program.

PSYC 5231 Psychotherapy: Theory and Research
Credit: 3 | Lecture: 3 | Lab: 0
Forms of modern psychotherapy: psychoanalysis, humanistic, existential, and behavioral.
Prerequisites: PSYC 3331, PSYC 4351, or equivalent.
Admission to the Clinical Psychology, Family Therapy, or School Psychology program.

PSYC 5233 Introduction to Family Therapy
Credit: 3 | Lecture: 3 | Lab: 0
Introduction to theories and techniques of family and marital therapy, family process, and lifestyle of the family.

PSYC 5234 Individual and Family Development Across the Lifespan
Credit: 3 | Lecture: 3 | Lab: 0
Overview of individual and family process and modifications to family structures over the course of the family cycle (e.g., birth of child, adolescence and mid-life, launching and empty nest, etc.).
Prerequisites: PSYC 5233 and admission to the Family Therapy program.

PSYC 5235 Learning Principles
Credit: 3 | Lecture: 3 | Lab: 1
Basic principles of learning and their applications to human problems. Preparation for more advanced applications courses. An undergraduate learning or behavioral modification course is recommended as a preparation.

PSYC 5236 Family Assessment
Credit: 3 | Lecture: 3 | Lab: 0
An overview of assessment methods and instruments related to marital and family dysfunctions. Diagnosis of dysfunctional relationship patterns and of nervous and mental disorders.
Prerequisites: PSYC 5233 and admission to the Family Therapy program.

PSYC 5239 Group Psychotherapy
Credit: 3 | Lecture: 3 | Lab: 0
An introduction to the theory and practice of group psychotherapy, including the study of group dynamics and group process. Students participate as group members and practice, under supervision, as group facilitators.
Prerequisites: PSYC 5731 and one therapy course; admission to the Clinical Psychology, Family Therapy, or School Psychology program.

PSYC 5331 Personnel Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Overview of the issues and problems encountered by industrial/organizational psychologists. Topics include job analysis, employee selection, performance appraisal, reliability and validity, and employment law.
Prerequisites: Pre- or Co-requisite: PSYC 6333 and PSYC 6334. PSYC 6036/PSYC 6037 may also be used with instructor consent.
PSYC 5332 Organizational Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Overview of the issues and problems which organizational psychologists examine and the methods they employ. Topics include work motivation, job attitudes, and organizational change.

PSYC 5333 Leadership in Organizations
Credit: 3 | Lecture: 3 | Lab: 0
Interdisciplinary examination of the determinants and consequences of effective and ineffective leadership in various types of organizations. (Cross-listed with SOCI 5339.)

PSYC 5334 Change and Organizational Development
Credit: 3 | Lecture: 3 | Lab: 0
Introduces students to notion of change at both individual and organizational levels. Survey of organizational change techniques and strategies. Students learn to work in groups and apply OD models to diagnose organizational problems and recommend interventions. (Cross-listed with SOCI 5430.)

PSYC 5335 Career Counseling
Credit: 3 | Lecture: 3 | Lab: 0
Review of theories of career choice, accessing vocational information, theories, and methods of career assessment and counseling techniques to facilitate career development across the lifespan.

PSYC 5336 Behavior in Complex Organizations
Credit: 3 | Lecture: 3 | Lab: 0
Study of how complex organizations are used as "social tools" to attain specific ends; exploration of issues of organizational structure, goals, technology, boundaries, resources, and power. Focus on behavioral consequences of bureaucratic hierarchy.

PSYC 5337 Violence Against Women
Credit: 3 | Lecture: 3 | Lab: 0
Global perspectives of violence against women by men. Topics include sexual assault, battering, and harassment. Critical analysis of research literature.

PSYC 5338 Cross-Cultural Communications
Credit: 3 | Lecture: 3 | Lab: 0
Examination of the role of cross-cultural communication in economic, political, and social transactions. Examination of the impact of cultural beliefs, values, and behavior patterns on communication with members of different cultures and identifies the factors that facilitate cross-cultural communications.

PSYC 5339 Training and Development
Credit: 3 | Lecture: 3 | Lab: 0
Overview of training and development in organizations with particular emphasis on needs assessment, the learning environment, and methods of program evaluation.

PSYC 5431 Group and Organizational Behavior
Credit: 3 | Lecture: 3 | Lab: 0
Examination of theories of group and organizational behavior and their application to such settings as the criminal justice system and corporate organizations. Inter-group conflict and conflict resolution also considered.

PSYC 5432 Psychoactive Drugs
Credit: 3 | Lecture: 3 | Lab: 0
Legal and illegal drugs and their effects on mental state and behavior; how they work on the nervous system; why people use them; attempts to control them.
PSYC 5433 Substance Abuse: Causes and Treatments  
Credit: 3 | Lecture: 3 | Lab: 0  
Study of the factors that contribute to substance abuse and the various treatment modalities.

PSYC 5434 Introduction to Art Therapy Theory and Practice  
Credit: 3 | Lecture: 3 | Lab: 0  
History, theory, and practice of art therapy; introduction to psychodynamic, humanist, and behaviorist contributions.

PSYC 5435 Conceptual Issues in Behavior Analysis  
Credit: 3 | Lecture: 3 | Lab: 0  
Coverage of major theories that have contributed to contemporary behavior analysis. Topics include radical behaviorism, philosophy of science, and a functional analysis of language (verbal behavior).  
**Prerequisites:** PSYC 5235.

PSYC 5436 Adult Development  
Credit: 3 | Lecture: 3 | Lab: 0  
Examination of common development patterns during the adult years. Emphasis on the interrelationships among work, family, and leisure. (Cross-listed with SOCI 5437.)

PSYC 5437 Aging  
Credit: 3 | Lecture: 3 | Lab: 0  
Study of current and future issues relating to the elderly from both a psychological and a societal perspective. (Cross-listed with SOCI 5437.)

PSYC 5438 Development of Gender and Racial Identity  
Credit: 3 | Lecture: 3 | Lab: 0  
Examination of theoretical approaches to the study of gender and racial/ethnic identity development.

PSYC 5530 Group Dynamics and Teamwork  
Credit: 3 | Lecture: 3 | Lab: 0  
Emphasis on individual and group processes that contribute to group effectiveness. Students will work in groups to facilitate learning group dynamics concepts.  
**Prerequisites:** PSYC 5332.

PSYC 5532 Advanced Social Psychology  
Credit: 3 | Lecture: 3 | Lab: 0  
Theory, methodology, and research findings pertinent to the individual in social context. (Cross-listed with SOCI 5532.)

PSYC 5533 Psychology of Gender, Race, and Sexuality  
Credit: 3 | Lecture: 3 | Lab: 0  
Sex roles, stereotyping, socialization of women and men, feminism, female sexuality, feminist therapy, androgyny, situation of minority women. Women’s and Gender Studies course.

PSYC 5534 Minorities and Majorities  
Credit: 3 | Lecture: 3 | Lab: 0  
The pattern of interaction among race, ethnic, and gender groups; personality and structural effects of prejudice and discrimination. Course includes both U.S. and cross-cultural perspectives. (Cross-listed with SOCI 5533.)
PSYC 5535 Cross–Cultural Perspectives on the Family  
Credit: 3 | Lecture: 3 | Lab: 0  
Cross-cultural data are used to examine family systems including marriage, sex roles, and child rearing.

PSYC 5536 Occupational Health Psychology  
Credit: 3 | Lecture: 3 | Lab: 0  
Effects of work environment on employees' health and well-being. Emphasis on promotion of wellness and prevention of negative health-related consequences within organizational settings.

PSYC 5537 Professional Issues in Industrial/ Organizational Psychology  
Credit: 3 | Lecture: 3 | Lab: 0  
Survey of issues related to professional ethics, relevant legislation, professional affiliations, professional identity, and professional responsibilities. Topics vary; may be repeated for credit.

PSYC 5538 Job Attitudes  
Credit: 3 | Lecture: 3 | Lab: 0  
This course focuses on employee attitudes in the workplace. We will examine common attitude theories, attitude change, and the proper measurement of such attitudes.  
Prerequisites: Pre or Co–requisite: PSYC 6034 or PSYC 6334

PSYC 5539 Cross–cultural Issues in I/O Psychology  
Credit: 3 | Lecture: 3 | Lab: 0  
The course views industrial–organizational psychology through a cross–cultural lens discussing business practices and outcomes around the world and the impact that culture has on organizations.

PSYC 5630 Behavioral Parent Training  
Credit: 3 | Lecture: 3 | Lab: 0  
This course provides training in assessment, treatment, consultation, and coordination of care within an evidence–based approach for disruptive behaviors, behavioral parent training (BPT). This course also covers the theoretical underpinnings for the field of BPT and empirical data supporting its validity. Practical and ethical issues for working with children/families in clinical settings is discussed.  
Prerequisites: Professional Psychology students.

PSYC 5731 Basic Psychotherapy Skills  
Credit: 3 | Lecture: 3 | Lab: 0  
Counseling skills development and micro–skills laboratory experience.  
Prerequisites: Courses in abnormal psychology and personality or permission of instructor. Admission to the Clinical Psychology, School Psychology, or Family Therapy program.

PSYC 5732 Seminar in Feminist Theory  
Credit: 3 | Lecture: 3 | Lab: 0  
An advanced course in Women's and Gender Studies. Analysis and application of feminist theory across multiple disciplines. (Cross–listed with HUMN 4372, HUMN 5732, and PSYC 4372.)  
Prerequisites: Any other Women's and Gender Studies course.

PSYC 5734 Professional Practice, Law, and Ethics  
Credit: 3 | Lecture: 3 | Lab: 0  
Issues in professional practice: career planning, licensing, Texas law, ethics, and professional standards and responsibilities.  
Prerequisites: Admission to the Clinical Psychology, School Psychology, or Family Therapy program.
PSYC 5735 Anxiety and Stress Management
Credit: 3 | Lecture: 3 | Lab: 0
Examination of development and maintenance of stress and anxiety. Focus on anxiety disorders, stress conditions, and methods of treatment including cognitive-behavioral therapy, progressive muscle relaxation, exercise, meditation, stress inoculation, and pharmacological approaches.

PSYC 5736 Behavioral Medicine
Credit: 3 | Lecture: 3 | Lab: 0
Clinical applications of behavioral principles in the prevention and treatment of physical disease. 
Prerequisites: Pre- or Co-requisite: A course in behavior analysis or in learning principles.

PSYC 5737 Family Therapy Professional Ethics
Credit: 3 | Lecture: 3 | Lab: 0
Issues in the professional practice of family therapy: legal and professional standards and responsibilities, ethics, licensing, and Texas law. 
Prerequisites: Admission to the Family Therapy program.

PSYC 5738 Family Therapy Practicum
Credit: 3 | Lecture: 3 | Lab: 1
Supervised clinical experience working with families including study of advanced family systems interventions and a focus on students' own families. 
Prerequisites: PSYC 5233, PSYC 5731, PSYC 5737, and PSYC 6531. Admission to the Family Therapy program.

PSYC 5831 Gender and Cultural Perspectives in Therapy
Credit: 3 | Lecture: 3 | Lab: 0
Examination of women's pathology from social perspectives; feminist critique of traditional psychotherapy. Analysis of values and power issues in rape, incest, battering, obesity, and assertiveness. Women's and Gender Studies course.

PSYC 5832 Clinical Hypnosis
Credit: 3 | Lecture: 3 | Lab: 0
Induction techniques, tests for depth of trance and hypnotically induced phenomena including sensory changes, cognitive changes, and suggestibility. Emphasis on clinical applications of phenomena. 
Prerequisites: Admission to the Clinical Psychology, School Psychology, or Family Therapy program.

PSYC 5911 Selected Topics in Psychology
Credit: 1 | Lecture: 1 | Lab: 0
Identified by specific title each time course is offered. Topics vary; may be repeated for credit with permission of instructor.

PSYC 5919 Independent Study in Psychology
Credit: 1 | Lecture: 0 | Lab: 0
Permission of instructor required. May be taken for 1, 2, or 3 credit hours.

PSYC 5929 Independent Study in Psychology
Credit: 2 | Lecture: 0 | Lab: 0
Permission of instructor required. May be taken for 1, 2, or 3 credit hours.

PSYC 5931 Research Topics in Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Identified by specific title each time course is offered. Topics vary; may be repeated for credit with permission of instructor.
PSYC 5932 Research Topics in Applied Cognitive Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Special topics class focused on current research topics in the field of applied psychology especially those topics which have crossover into other psychological fields and non-psychology disciplines.

PSYC 5939 Independent Study in Psychology
Credit: 3 | Lecture: 0 | Lab: 0
Permission of instructor required. May be taken for 1, 2, or 3 credit hours.

PSYC 6011 Seminar in Advanced Statistics
Credit: 1 | Lecture: 1 | Lab: 0
Overview of advanced topics in statistics, e.g., multiple regression, meta-analysis, and signal-detection analysis.

Prerequisites: Pre- or Co-requisite: graduate-level statistics course.

PSYC 6030 Sensation and Perception
Credit: 3 | Lecture: 3 | Lab: 0
Exposes students to the complexities and mechanisms of human sensation/perception. Class will focus on details of human sensation/perception and the application of such knowledge.

PSYC 6031 Behavioral Assessment
Credit: 3 | Lecture: 3 | Lab: 0
Study of various behavioral assessment instruments, single subject research designs, and ethics as applied to behavioral analysis.

Prerequisites: PSYC 5235 and PSYC 6238 or equivalent. Admission to the M.A. program, Graduate Certificate in Behavior Analysis, or School Psychology Program.

PSYC 6032 Intellectual Assessment
Credit: 3 | Lecture: 3 | Lab: 1
Review of theory underlying intelligence tests with emphasis on the CHC approach. Supervised practice in the administration, scoring, and interpretation of intellectual tests, specifically the Wechsler Scales and Woodcock-Johnson.

Prerequisites: Pre- or Co- requisite: PSYC 6036 and PSYC 6037. Admission to the Clinical Psychology or School Psychology program.

PSYC 6033 Personality Assessment
Credit: 3 | Lecture: 3 | Lab: 0
An overview of the major psychological assessment techniques. Emphasis on structured interviews, personality inventories, and projective techniques.

Prerequisites: PSYC 6531 or PSYC 5131. Admission to the Clinical Psychology or School Psychology program.

PSYC 6034 Consultation in School Psychology
Credit: 3 | Lecture: 3 | Lab: 0

Prerequisites: 31 hours of School Psychology coursework.
PSYC 6035 Social Issues Methods and Analysis
Credit: 3 | Lecture: 0 | Lab: 0
Examination of qualitative and feminist methods, program evaluation, action research, researcher reflexivity, research with community partners, and strategies for connecting research to real-world social issues and public policy in applied settings. Permission of instructor required.

PSYC 6036 Research Design and Statistics I
Credit: 3 | Lecture: 3 | Lab: 1
Application and design of research methodologies for the behavioral sciences with special emphasis on experimental and quasi-experimental research designs.
Prerequisites: Undergraduate course in statistics.

PSYC 6037 Research Design and Statistics II
Credit: 3 | Lecture: 3 | Lab: 1
Application of statistical analysis to research results in the behavioral sciences with special emphasis on analyzing experimental and quasi-experimental research designs.
Prerequisites: PSYC 6036.

PSYC 6038 Clinical Practicum
Credit: 3 | Lecture: 0 | Lab: 0
Application of therapy skills with clients under supervision. Written report required.
Prerequisites: PSYC 5731 and PSYC 6531. Admission to the Clinical Psychology program; permission of the instructor and twelve hours of graduate-level coursework including Basic Psychotherapy Skills, Psychopathology, and two therapy or testing courses.

PSYC 6039 School Psychology Practicum
Credit: 3 | Lecture: 0 | Lab: 0
Application of assessment skills with clients under supervision. Written reports required. Field experience required.
Prerequisites: Pre- or Co-requisite: 31 hours of School Psychology coursework which must include PSYC 5731, PSYC 6032, and PSYC 6133. Admission to the School Psychology program and permission of instructor.

PSYC 6111 Student Diversity in Learning
Credit: 1 | Lecture: 1 | Lab: 0
Study of potential effects of racial, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic variables that affect development and learning. Development of cultural competency and necessary skills for providing services to diverse populations of children and families in an educational setting.

PSYC 6121 Ethics and Law in School Psychology
Credit: 2 | Lecture: 2 | Lab: 0
Exploration of ethical and legal guidelines pertinent to delivery of psychological services in a school setting. Planning and establishing a professional identity for career development; understanding legalities, ethics, and standards of practice for school psychology; and working effectively with special populations and problems in school settings.
PSYC 6130 Psychological Measurement
Credit: 3 | Lecture: 3 | Lab: 0
This is an introductory core clinical course that focuses on methods and objective measures used in the assessment of child, adolescent and adult patients across a wide range referral questions. It is designed to cover major domains of assessment across the life span. It is also designed to provide information and training in the skills needed for conducting psychological assessments.

PSYC 6132 Seminar in Professional School Psychology
Credit: 3 | Lecture: 3 | Lab: 0
History and foundation of school psychology, roles, and functions of the school psychologist, special education laws, and professional issues related to the practice of school psychology.
Prerequisites: 51 hours of School Psychology coursework.

PSYC 6133 Personality Assessment of the Child
Credit: 3 | Lecture: 3 | Lab: 0
Supervised practice in the use of major personality tests for children and adolescents, including projective and objective/empirical measures. Report writing required.
Prerequisites: PSYC 5131 and PSYC 6032. Admission to the Clinical Psychology or School Psychology program.

PSYC 6134 Biological Basis of Behavior
Credit: 3 | Lecture: 3 | Lab: 0
The role of the nervous system in perception, movement, drives, emotions, higher mental processes, and mental illness.

PSYC 6137 Family Research
Credit: 3 | Lecture: 3 | Lab: 0
Overview of research methods with a focus on research in family process and family therapy.
Prerequisites: PSYC 5236. Admission to the Family Therapy program.

PSYC 6139 Intervention I: Academic and Cognitive Skills
Credit: 3 | Lecture: 3 | Lab: 0
Overview and clinical practice of research-based interventions to promote academic and cognitive skills in school-aged children. Topics include bilingual education, preschool education, curriculum-based assessment, and design of reading interventions.
Prerequisites: Admissions to the School Psychology program or permission of instructor.

PSYC 6230 Intervention II: Social and Behavioral Skills
Credit: 3 | Lecture: 3 | Lab: 0
Overview and clinical practice in school, community, and family interventions that promote safe schools and social competence among children and youth.
Prerequisites: PSYC 6139. Admission to the School Psychology program or permission of instructor.

PSYC 6231 Intervention III: Affective and Adaptive Skills
Credit: 3 | Lecture: 3 | Lab: 0
Theories and evidence-based counseling interventions for youth; field-based experience; crisis intervention; prevention issues.
Prerequisites: Admission to School Psychology program; successful completion of PSYC 5131, PSYC 6133, and PSYC 6139.
PSYC 6233 Advanced Family Therapy  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
In-depth review of family systems and family therapy paradigms.  
**Prerequisites:** PSYC 5233. *Admission to the Family Therapy program or permission of instructor. Must be taken in conjunction with/or PSYC 5731.*

PSYC 6234 Systems and Symptoms  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
In-depth study of systems theory with emphasis on clinical implications.  
**Prerequisites:** PSYC 6233. *Admission to the Clinical Psychology, School Psychology, or Family Therapy program.*

PSYC 6235 Behavioral/Cognitive Therapies  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Application of principles of behavior and cognition to individual therapy.  
**Prerequisites:** Pre- or Co-requisite: PSYC 5235 or previous course in learning. *Admission to the Clinical Psychology, School Psychology, or Family Therapy program.*

PSYC 6236 Child and Adolescent Family Therapy  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Family therapy approaches to problems of children and adolescents; focus on multiple contexts such as family, school, and community.  
**Prerequisites:** PSYC 5233 and PSYC 5234. *Admission to the Family Therapy program.*

PSYC 6238 Applied Behavior Analysis  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
The use of learning principles in applied areas such as education, business, health, and human services.  
**Prerequisites:** Pre- or Co-requisite: PSYC 5235 or equivalent.

PSYC 6239 Behavioral Interventions I  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Specialized application of behavior analytic principles and methods, focusing on acquisition, maintenance, and generalization of behavior; requires up to 10 hours per week of field activities.  
**Prerequisites:** PSYC 5235, PSYC 6238, PSYC 6338, and PSYC 6339.

PSYC 6330 Research and Practicum in Applied Behavior Analysis  
**Credit:** 3 | **Lecture:** 0 | **Lab:** 0  
Supervised application of behavior analytic principles and methods in community settings. Completion of a research project is required. Students may enroll in this course twice, for up to six hours of credit.  
**Prerequisites:** PSYC 6239, PSYC 6331, PSYC 6338, and PSYC 6339.

PSYC 6331 Behavioral Interventions II  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Specialized application of behavior analytic principles and methods, focusing on the reduction of behavior disorders; requires up to 10 hours per week of field activities.  
**Prerequisites:** PSYC 6031, PSYC 6338, and PSYC 6339.

PSYC 6332 Advanced Consultation and Program Design/Evaluation  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
**Prerequisites:** Admission to the School Psychology program, 40 hours of coursework that must include PSYC 6034 and PSYC 6139.
PSYC 6333 Research Design and Statics I for I/O Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Application and design of research methodologies for organizations with a focus on action research, quasi-experimental design and interpretation of results.
Prerequisites: Must have passed an undergraduate statistics class. Admission to the M.A. program in Industrial/Organizational Psychology or permission of instructor.

PSYC 6334 Research Design and Statistics II for I/O Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Application and interpretation of statistical analysis and research results in organizations with a special emphasis on reporting and creating actionable items for organizational implementation.
Prerequisites: PSYC 6333; Admission to the M.A. program in Industrial/Organizational Psychology or permission of instructor.

PSYC 6335 Behavioral Pharmacology Research
Credit: 3 | Lecture: 0 | Lab: 3
Laboratory investigation of drug/brain behavior relationships in the rat. Readings from primary research literature, laboratory experiments, and research reports. Permission of instructor required.

PSYC 6336 Behavioral Neuroscience Research
Credit: 3 | Lecture: 0 | Lab: 3
Laboratory investigation of brain/behavior relationships in the rat. Readings from primary research literature, laboratory experiments, and research reports. Permission of instructor required.

PSYC 6337 Development and Treatment of Mood and Anxiety Disorders
Credit: 3 | Lecture: 3 | Lab: 0
This class will provide training and information regarding how mood and anxiety disorders develop, are maintained, and are most effectively treated. It will include the training on the empirically validated treatments for both mood and anxiety disorder. This class will enable students to develop a foundation for expertise in mood and anxiety disorders.

PSYC 6338 Ethics and Professional Issues in Behavior Analysis
Credit: 3 | Lecture: 3 | Lab: 0
Ethics and professional standards in the practice of behavior analysis.
Prerequisites: Pre- or Co-requisite: PSYC 5235. Admission to the Behavior Analysis program or permission of instructor.

PSYC 6339 Research Methods in Behavior Analysis
Credit: 3 | Lecture: 3 | Lab: 0
Application and design of research methodologies for behavior analysis. Topics include measurement, experimental design, data analysis, social validity, and ethical considerations.
Prerequisites: Pre- or Co-requisite: PSYC 5235. Admission to the M.A. program or Graduate Certificate in Behavior Analysis or permission of instructor.
PSYC 6419 Seminar in Applied Cognitive Psychology  
Credit: 1 | Lecture: 1 | Lab: 0  
Examination of ethical issues associated with human factors/human computer interaction, current research in the field, and special topics. All Applied Cognitive Psychology students must be enrolled in the class every long semester they are in the program. Permission of instructor required.

PSYC 6431 User-Centered Design  
Credit: 3 | Lecture: 3 | Lab: 1  
Study of the way users should be included in the design process including needs analysis, requirements writing, iterative testing of low/medium/high fidelity prototypes, and implementation of requirements and evaluations. Students will independently apply the UCD process to an applied problem.

PSYC 6434 Human Factors Engineering  
Credit: 3 | Lecture: 3 | Lab: 0  
Analysis of principles of human factors, along with introduction and overview of the HF/E disciplines.

PSYC 6435 Human Factors Methods and Analysis  
Credit: 3 | Lecture: 3 | Lab: 0  
Study of human factors methods necessary for developing and testing human-machine interfaces and systems that support efficient and effective performance.

PSYC 6439 Practicum in Human Factors Psychology  
Credit: 3 | Lecture: 0 | Lab: 0  
Students apply methods they have learned to practical problems in human factors/human computer interaction. Permission of instructor required.

PSYC 6531 Psychopathology  
Credit: 3 | Lecture: 3 | Lab: 0  
Current issues and research in behavior pathology. (Cross-listed with PSYC 7531.) Prerequisites: Admission to the Clinical Psychology, Family Therapy, or School Psychology program.

PSYC 6533 History and Systems  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is designed to assist students in an appreciation of changes in psychology over time. This includes a general overview of the philosophical origins of the field, major approaches to the field of Psychology and how each has emerged and influenced the other and changes in conceptual and methodological approaches to the field over time.

PSYC 6534 Couple and Sex Therapy  
Credit: 3 | Lecture: 3 | Lab: 0  
Practice of couples therapy including theory and practice as well as the etiology of sexual dysfunctions and introduction to principles and practices of sex therapy. Prerequisites: PSYC 5233 and PSYC 5731. Admission to a professional psychology program.
PSYC 6538 Performance Appraisal and Feedback
Credit: 3 | Lecture: 3 | Lab: 0
An overview of performance appraisal, evaluation, and measurement in organizations, as well as the delivery and reception of organizational and supervisory feedback. **Prerequisites:** PSYC 5331

PSYC 6539 Practicum in Industrial/ Organizational Psychology
Credit: 3 | Lecture: 0 | Lab: 0
Supervised application of psychological principles in an organizational setting. Review of ethical, legal, and professional issues. Written report required. Permission of instructor required. **Prerequisites:** PSYC 5331, PSYC 5332, PSYC 6036, and PSYC 6037.

PSYC 6636 Clinical Internship
Credit: 3 | Lecture: 0 | Lab: 0
Arrangements must be completed by preregistration. Students are required to meet all academic requirements and professional development standards before starting internship. **Prerequisites:** PSYC 5734, PSYC 5738 (2 semesters), PSYC 6038, or PSYC 6039: program approval for placement in an appropriate internship.

PSYC 6666 Clinical Internship
Credit: 6 | Lecture: 0 | Lab: 0
Minimum of two days a week in an approved internship setting. Written report required. Arrangements for internship must be completed by preregistration. **Prerequisites:** Admission to the Clinical Psychology, School Psychology, or Family Therapy program.

PSYC 6733 Applied Developmental Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Culmination of a graduate concentration that prepares students to use developmental research in applied settings, e.g. medical centers, advocacy and services specifically for age groups within the discipline, including public analysis and application.

PSYC 6734 Assessment in Industry
Credit: 3 | Lecture: 3 | Lab: 0
Psychological testing and measurement theory as it applies to assessment of people in organizations. Covers different assessment tools and their use in industry. **Prerequisites:** Pre or Co-requisites: PSYC 6333 and PSYC 6334. PSYC 6036/PSYC 6037 may also be used with instructor consent.

PSYC 6735 Seminar in Industrial/Organizational Psychology
Credit: 3 | Lecture: 3 | Lab: 0
Issues related to the practice of I/O psychology. Topics include professional issues, consulting skills, and career development. This is a hands-on course. **Prerequisites:** Students must have a minimum cumulative graduate GPA of 3.00 and completion of all core I/O courses.

PSYC 6736 Advanced Personality Theory
Credit: 3 | Lecture: 3 | Lab: 0
Advanced seminar on the dynamics of personality.
PSYC 6739 Graduate Internship  
Credit: 3 | Lecture: 0 | Lab: 0  
Internship as a capstone experience for graduate Psychology students.  
Prerequisites: 24 hours of graduate-level coursework and approval of internship coordinator. Students seeking an internship must have completed PSYC 5135 and, if in Human Services internship, must have completed PSYC 5134. Written report required. Arrangements for internships should be completed by the beginning of the prior semester.

PSYC 6832 Advanced Cognitive and Affective Psychology  
Credit: 3 | Lecture: 3 | Lab: 0  
Latest theories and research findings related to human cognition and affect. Topics include perception, attention, memory, language, unconscious processing, emotions, and motivational states.  
Prerequisites: PSYC 4382.

PSYC 6836 Post-Graduate Internship in School Psychology  
Credit: 3 | Lecture: 0 | Lab: 0  
This site-based internship focuses student experience in the role(s) of School Psychology and directed study for the National School Psychology Credentialing Examination.  
Prerequisites: Graduate degree in School Psychology or equivalent and permission of instructor.

PSYC 6839 Master’s Project Research  
Credit: 3 | Lecture: 0 | Lab: 0  
Approval of adviser, project director, and department chair required.

PSYC 6939 Master's Thesis Research  
Credit: 3 | Lecture: 0 | Lab: 0  
Approval of adviser, thesis director, and department chair required. PSYC 6036 and PSYC 6037 suggested.

PSYC 7032 Intellectual Assessment  
Credit: 3 | Lecture: 3 | Lab: 0  
This course provides training in the major cognitive assessment techniques. Emphasis and training will be placed on the WAIS-IV, WISC-V, WJ-IV, DAS-II and Binet5 including integrative reports of these measures. Teaching strategies will include didactic training, experiential training, clinical application, and report writing.

PSYC 7033 Personality Assessment  
Credit: 3 | Lecture: 3 | Lab: 0  
This course provides training in the major psychological assessment techniques. Emphasis and training will be placed on structured interviews, objective measurement, and personality inventories, including integrative reports of these measures. Teaching strategies will include didactic training, experiential training, clinical application, and report writing.
PSYC 7034 Neuropsychological Assessment
Credit: 3 | Lecture: 3 | Lab: 0
This is an advanced course with the goal of introducing students to the theory and practice of clinical/school neuropsychology. Students will learn to assess and interpret the relationship between nervous system function, cognition, emotion and behavior; and to apply this knowledge in diagnostics and design of individualized interventions. Students will gain an understanding of the field through review of adult and pediatric medical diseases and psychological disorders. Teaching strategies will include didactic training, experiential training, clinical application, and report writing.

PSYC 7038 Practicum
Credit: 3 | Lecture: 0 | Lab: 0
This course is 2-semester sequence where students will provide clinical services (assessment, therapeutic intervention and consultation) in the university psychological services clinic. Course components involve didactic training, experiential training, clinical application, and report writing. The course is designed to teach data-based problem solving to diagnostic assessment and evidence-based treatment.

PSYC 7039 External Practicum/Internship
Credit: 3 | Lecture: 0 | Lab: 0
Students develop conceptual and professional skills related to the practice at a field site, including practice with various specified assessment, intervention and consultation activities.

PSYC 7130 Experimental Methodology
Credit: 3 | Lecture: 3 | Lab: 0
This is the first of a three-course sequence (PSYC 7131 and PSYC 7132) and focuses on quantitative methodology related to psychological research and design. Topics will include research ethics, validity, reliability, measurement design, sampling, single subject design, experimental and quasi-experimental design.

PSYC 7131 Quantitative Analysis I
Credit: 3 | Lecture: 3 | Lab: 0
This is the second of a three-course sequence (with PSYC 7130 and PSYC 7132) and focuses on quantitative techniques of inquiry that pertain to experimental analysis. Topics will include descriptive statistics, hypothesis testing using parametric and non-parametric statistics, and factorial designs.
Prerequisites: PSYC 7130.

PSYC 7132 Quantitative Analysis II
Credit: 3 | Lecture: 3 | Lab: 0
This is the third of a three-course sequence (with PSYC 7130 Experimental Methodology and PSYC 7131) and focuses on higher level quantitative techniques of inquiry including regression and correlation analyses.
Prerequisites: PSYC 7130 and PSYC 7131.
PSYC 7136 Multicultural and Diversity Issues  
**Credit: 3 | Lecture: 3 | Lab: 0**  
Perspectives on the role of culture in understanding human behavior and pathology. The emphasis is on the centrality of culture in understanding health and psychopathology in clinical, school, community, and medical settings. Focus will be on clinical practice with individuals from diverse socio-cultural groups. This course will familiarize students with perspectives on culture and diversity and facilitate the development of cultural competence in research and clinical practice.

PSYC 7138 Mindfulness and Acceptance Therapy  
**Credit: 3 | Lecture: 3 | Lab: 1**  
This course will familiarize students with the theory and research supporting recent trends in behavior therapy, particularly constructs of mindfulness and acceptance. This course will train students in the "how-to" of empirically supported mindfulness and acceptance treatments for a variety of disorders. Finally, the class will review evidence for the efficacy and effectiveness of mindfulness and acceptance therapies. Students will be responsible for training others in areas of mood or anxiety disorders.

PSYC 7139 Intervention I: Academic and Cognitive Skills  
**Credit: 3 | Lecture: 3 | Lab: 0**  
This course provides training in curriculum-based, criterion-referenced and norm-referenced academic assessment techniques; covers universal screening, benchmarking and progress monitoring, and incorporates the comprehensive RtI process. Emphasis and training will be placed on objective measurement, learning evidence-based interventions for academic deficits, and the use of data to generate tailored evidence-based interventions based on patterns of academic and cognitive strengths and weaknesses.

PSYC 7232 Advanced Child Behavioral Therapy  
**Credit: 3 | Lecture: 3 | Lab: 0**  
This course will provide training in skills necessary for working with families of children with a variety of clinical and health issues. This class will train students in the "how-to" of several empirically supported treatments for a variety of disorders in children and adolescents. Further, the course will cover how to engage in assessment, treatment, consultation, and coordination of care within an evidence-based approach. Finally, the class will review evidence for the efficacy and effectiveness of interventions, as well as clinical issues related to the practice of psychotherapy with children, adolescents, and families.
PSYC 7235 Advanced Behavioral Therapy
Credit: 3 | Lecture: 3 | Lab: 0
This course will train students to become familiar with the benefits and limitations of identifying and using empirically supported psychological treatments (ESTs) and the professional controversies surrounding identification and dissemination of ESTs. Students become familiar with a number of ESTs for various disorders in clinical and health populations.

PSYC 7239 Advanced Group Psychotherapy
Credit: 3 | Lecture: 3 | Lab: 0
This course will focus mainly on didactic teaching of fundamental group psychotherapy concepts and experiential exercises, including participating in group activities. Students will be trained to run different types of groups with a variety of populations. Students will also experience feedback to meet personal and professional needs.

PSYC 7331 Design/Evaluation of School Health Programs
Credit: 3 | Lecture: 3 | Lab: 0
This course will cover the eight components of the CDC Coordinated School Health model (Health Education; Healthy and Safe School Environment; Counseling and Mental Health Services; Parent and Community Involvement; Staff Wellness; Promotion Health Services; Physical Education; Nutrition Services). The course is designed to address the current health issues facing school-aged children and the links between academic success and health issues. 
Prerequisites: Psy.D. major

PSYC 7332 Advanced Consultation and Program Design/Evaluation
Credit: 3 | Lecture: 3 | Lab: 0
Students will examine theories and models of both mental health consultation and program evaluation. Students will be expected to demonstrate their expertise via practical exercises. This course will familiarize students in different types of program evaluation, including needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis.

PSYC 7333 Pediatric Psychology
Credit: 3 | Lecture: 3 | Lab: 0
This course will provide training and information related to providing clinical services with children and adolescents within a medical setting, to gain competency in treating patients presenting with a range of medical conditions, and to develop skills for designing and implementing research involving medically ill patients. This course will also provide information regarding the interaction between mental and physical health and ethical and sociocultural considerations in behavioral medicine.

PSYC 7334 Adult Behavioral Medicine
Credit: 3 | Lecture: 3 | Lab: 0
This course will help students learn: 1) how to provide clinical services within a medical setting; 2) how to gain competency treating patients presenting with a range of medical conditions (as primary or secondary diagnoses); 3) how to develop an understanding of interactions between mental and physical health; and 4) how to develop skills for implementing research involving medically ill patients.
PSYC 7337 Development and Treatment of Mood and Anxiety Disorders  
Credit: 3 | Lecture: 3 | Lab: 0  
This course will provide training and information regarding how mood and anxiety disorders develop, are maintained, and are most effectively treated. It will include the training on the empirically validated treatments for both mood and anxiety disorder. This class will enable students develop a foundation for expertise in mood and anxiety disorders.

PSYC 7531 Psychopathology  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is designed to introduce you to a variety of psychological disorders and the theory underlying etiologies of these disorders. (Cross-listed with PSYC 6531.)  
Prerequisites: Psy.D. major

PSYC 7630 Behavioral Parent Training  
Credit: 3 | Lecture: 3 | Lab: 0  
This course provides training in assessment, treatment, consultation, and coordination of care within an evidence-based approach for disruptive behaviors, behavioral parent training (BPT). This course also covers the theoretical underpinnings for the field of BPT and empirical data supporting its validity. Practical and ethical issues for working with children/families in clinical settings is discussed.  
Prerequisites: Psy.D. students only

PSYC 7736 Professional Issues in Medical/Health Psychology  
Credit: 3 | Lecture: 3 | Lab: 0  
This course will provide training and information related to the professional issues when working in a medical setting. This course will also provide information regarding the interaction between mental and physical health and ethical and sociocultural considerations in medical psychology.

PSYC 7936 Clinical Practice, Consultation, and Supervision  
Credit: 3 | Lecture: 0 | Lab: 0  
Introduction (first semester) and advanced (second semester) training in concepts, processes, and styles of supervision. The course also offers students the opportunity to gain experience in providing supervision to other clinical and school psychology students in training. The course also provides students with the knowledge and skills necessary to engage in consultation, negotiation/mediation, and systems-level intervention in mental health and education settings. The course covers theories and practices of consultation and supervision, including legal and ethical issues. Course must be repeated in a second semester for a total of 6 hours.

PSYC 8930 Doctoral Dissertation  
Credit: 3 | Lecture: 0 | Lab: 0  
This course is designed to develop understandings, skills, and outlooks to conduct original, independent research in an area of specialization (pediatric psychology, health psychology, clinical psychology, school psychology). The instructor of record is the student's Dissertation Chair. This course may be repeated for up to 9 hours.
PSYC 8931 Doctoral Internship
Credit: 3 | Lecture: 0 | Lab: 0
Internship is the culminating experience of the student’s program. It involves a planned program of participation in a specific setting and allows the opportunity to integrate coursework, research, theory, and practical experiences in a supervised, applied setting. The internship occurs on a full-time basis and consists of approximately 1500 clock hours for 3 consecutive semesters.

SENG Systems Engineering

SENG 5130 Systems Engineering Processes
Lecture: 0 | Lab: 1
Detailed coverage of the systems engineering process and system engineering tools that facilitate implementation of the process. Covers the complete systems life cycle from needs assessment and feasibility analysis through requirements, design and testing to system retirement and disposal. The student will gain an in-depth understanding of the International Council on Systems Engineering Capability Maturity Model including assessments and process improvement. The student will also gain proficiency in the use of commercial system engineering tools that facilitate the implementation and management of the systems engineering process.

Prerequisites: Foundation courses.

SENG 5230 Systems Engineering Economics
Lecture: 0 | Lab: 1
Engineering and economic fundamentals, issues and goals of SENG. Life and project cycles of systems, supersystems and subsystems. Trade-off studies involving cost-effectiveness analysis; multiple-goal decision analysis; and dealing with uncertainties, risk and the value of information.

SENG 5231 Concurrent Engineering
Lecture: 0 | Lab: 1
Determining needs and organizing teams from the multiple disciplines required for integrated system and product development. Technical and management issues and methods of involving end users, suppliers, service providers and engineering specialists to work with the SENG team on concurrent activities throughout the system’s life cycle.

SENG 5232 Engineering Specialty Integration
Lecture: 0 | Lab: 1
Coordination of engineering specialties across multiple disciplines in reliability, quality assurance, maintainability, integrated logistics support, verification, predictability, social acceptability, automated support environments, etc.
SENG 5233 Systems Engineering Analysis and Modeling
Lecture: 0 | Lab: 1
This course presents the fundamentals of systems analysis and modeling. The emphasis is on solving practical modeling problems for continuous, discrete and hybrid systems, both linear and nonlinear. Systems will be modeled using modern tools such as MATLAB and Simulink.
Prerequisites: SENG 5231 and SENG 5232 or permission of instructor & adviser.

SENG 5330 Risk Management
Lecture: 0 | Lab: 1
Continuous Risk Management is a system engineering practice with processes, methods and tools for managing risks in a project. It provides a disciplined environment for proactive decision making to assess continuously what could go wrong (risks), determine which risks are important to deal with and implement strategies to deal with those risks. The purpose of this course is to explain what Continuous Risk Management is; to help the student understand the principles, functions, methods and tools; to show what it could look like when implemented within a project; and to show how a project could implement its own adaptation.
Prerequisites: Foundation courses.

SENG 5332 Decision Analysis for Systems Engineering
Lecture: 0 | Lab: 1
Understanding the theory and learning how to apply, formulate, solve and interpret system engineering problems using decision analysis and operations research techniques. Theory and techniques include decision analysis, linear programming, simplex method, sensitivity analysis, network modeling, integer linear programming and goal programming.
Prerequisites: Foundation courses.

SENG 5334 Human Factors Engineering
Lecture: 0 | Lab: 1
This course presents the consideration of whether people serve as operators, maintainers or users in the system. The course advocates systematic use of such knowledge to achieve compatibility in the design of interactive systems of people, machines and environments to ensure their effectiveness, safety and ease of performance.
Prerequisites: Foundation courses.
SENG 5335 Healthcare Systems Engineering
Credit: 3 | Lecture: 3
Healthcare Systems Engineering integrates key concepts of systems engineering with the special challenges of complex healthcare systems. The course provides a comprehensive overview of the healthcare system, healthcare delivery, and healthcare systems modeling. The course includes numerous examples, case studies, and learning activities to thoroughly explain the concepts presented, including healthcare systems, delivery, quantification, and design. The course addresses variety of healthcare systems engineering challenges in patient flow, financial aspects, health data informatics and analytics, lean and six sigma, patient safety, capacity management and logistics, and the health supply chain.

SENG 5336 Healthcare Systems Analytics and Optimization
Credit: 3 | Lecture: 3
Healthcare delivery presents numerous systems analysis problems including diagnosis, forecasting, scheduling, and optimization. The objective of this course is to provide students with an overview of systems analysis and optimization in healthcare decision making. Students will apply statistical methods including Bayesian belief networks and Dempster-Shafer theory, linear and nonlinear optimization techniques including simplex and greedy-based algorithms, and Monte Carlo modeling. Students will be exposed to several real-world projects for health care. Students will learn about current problems in healthcare systems.

SENG 5337 Healthcare Systems Integration
Credit: 3 | Lecture: 3
Healthcare Systems Integration introduces the design process for a typical healthcare system. The course provides a comprehensive overview of the healthcare system, communication, security, and robots in healthcare systems. Electronic instruments from sensor to computer are considered. Static and dynamic characteristics of components and systems are examined theoretically and empirically. General healthcare systems are designed, constructed, and tested. A variety of healthcare applications of instrumentation are discussed.

SENG 5532 Advanced Decision Analysis for Systems Engineering
Lecture: 0 | Lab: 1
Builds upon the fundamentals of Decision Analysis for Systems Engineering, with topics in non-linear methods for decision making, numerical techniques, regression analysis and discriminant analysis.
Prerequisites: SENG 5332.

SENG 5739 Internship in Systems Engineering
Lecture: 0 | Lab: 1
Supervised work experience in an approved industrial firm or government agency. Written and oral report required.
Prerequisites: Approval by adviser and associate dean.
SENG 5915 Cooperative Education Work Term
Lecture: 0 | Lab: 1
Educational paid work assignment by a student in the field of career interest and course of study. A technical report will be required at the end of the semester. (Specific requirements are noted in the Cooperative Education Catalog description.)
Prerequisites: Approved Candidate Plan of Study, completed cooperative education file and approval of associate dean and Director of Cooperative Education.

SENG 5931 Research Topics in Systems Engineering
Lecture: 0 | Lab: 1
Identified by specific title each time course is offered.

SENG 5939 Independent Study in Systems Engineering
Lecture: 0 | Lab: 1
Prerequisites: Approval of instructor, chair and associate dean.

SENG 6837 Systems Engineering Capstone Project
Lecture: 0 | Lab: 1
Teams will meet on a weekly basis with their faculty mentor to discuss progress.
Prerequisites: Completion of at least 18 hours of the core curriculum including systems engineering project.

SENG 6939 Master's Thesis Research
Lecture: 0 | Lab: 1
Prerequisites: Approval of faculty adviser, master's committee and dean.

SENG 6969 Master's Thesis Research
Lecture: 0 | Lab: 1
Prerequisites: Approval of faculty adviser, master's committee and dean.

SILC Studies in Language and Culture

SILC 4301 Spanish for Bilingual Teachers
Credit: 3 | Lecture: 3 | Lab: 0
Development of advanced reading and writing skills in Spanish with special emphasis on communication with the bilingual community. Course taught in Spanish.
Prerequisites: Fluency in Spanish.

SILC 4302 Introduction to the Study of Languages
Credit: 3 | Lecture: 3 | Lab: 0
Study of phonology, morphology, syntax and semantics of the English language.

SILC 4310 Foundations of Bilingual and ESL Education
Credit: 3 | Lecture: 3 | Lab: 0
Survey of social, political, economic and educational issues related to the development and implementation of bilingual education and ESL programs.

SILC 4311 ESL Methods
Credit: 3 | Lecture: 3 | Lab: 0
Emphasis on teaching English to second language learners in the ESL classroom and on putting theory into practice.

SILC 4312 Content-Based ESL
Credit: 3 | Lecture: 3 | Lab: 0
Issues related to the integration of content with ESL instruction. Field experiences required.
SILC 4313 Language Learning  
Credit: 3 | Lecture: 3 | Lab: 0  
Analysis of language acquisition and second language learning.

SILC 4315 Theories of American Pluralism  
Credit: 3 | Lecture: 3 | Lab: 0  
A review of theoretical foundations of pluralism and their impact on mainstream America.

SILC 4316 Bilingual Curriculum in the Content Areas  
Credit: 3 | Lecture: 3 | Lab: 0  
Study and design of the content area curriculum within a bilingual education program. Course taught in Spanish and English.  
Prerequisites: Fluency in Spanish and SILC 4301.

SILC 4351 Development of Biliteracy  
Credit: 3 | Lecture: 3 | Lab: 0  
A comprehensive study of theories and research dealing with the development of biliteracy. Course taught in Spanish and English.  
Prerequisites: Fluency in Spanish and SILC 4301.

SILC 5010 Professional Preparation Seminar for Educators of English Language Learners  
Credit: 1 | Lecture: 1 | Lab: 0  
This course is designed to assist students in the ESL Supplemental certification plan to understand the state certification standards for successful entry into their chosen educational field. Completion of the course is dependent upon candidates passing all state assessments required for their degree/certification plan.  
Prerequisites: An approved, signed degree plan on file in the COE.

SILC 5031 Curriculum Issues in Educating the Bilingual Student  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is about the study and design of the curriculum for bilingual education programs with emphasis on teaching academic content areas and vocabulary development (mathematics, social sciences, and sciences). Course taught in Spanish.  
Prerequisites: Fluency in Spanish

SILC 5032 Applied Linguistics for Bilingual Education/ESL  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is about the analysis of language development, language acquisition, and language use.

SILC 5033 Cross-Curricular Literacy for Second Language Learners  
Credit: 3 | Lecture: 3 | Lab: 0  
This course includes research, theory, and practice in the development of reading and writing skills for second language learners in all content areas.

SILC 5034 Community Collaboration  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is about establishing partnerships to meet the needs of diverse communities. Field experiences required.  
Prerequisites: SILC 6030.

SILC 5035 Interpersonal Interactions in Diverse Settings  
Credit: 3 | Lecture: 3 | Lab: 0  
Emphasis on developing and understanding of the implications of cross-cultural differences and similarities and the skills required for professionals working within a diverse setting.
SILC 5036 Multicultural Curriculum Development
Credit: 3 | Lecture: 3 | Lab: 0
This course is the study of materials, strategies, and issues related to the development of multicultural curricula. Addresses the needs of general education, special education, early childhood education, and reading/library resource personnel.
Prerequisites: SILC 6030.

SILC 5130 Theory and Research in Bilingual and ESL Education
Credit: 3 | Lecture: 3 | Lab: 0
This course is a survey of theoretical, historical, legal, and sociocultural basis of bilingual education and ESL programs.

SILC 5134 Second Language Teaching
Credit: 3 | Lecture: 3 | Lab: 0
This course examines the trends, issues, and practices related to the teaching of English as a second language.

SILC 5531 Literacy for Spanish-Speaking Students
Credit: 3 | Lecture: 3 | Lab: 0
This course is a study of traditional and contemporary views of literacy in Spanish. Focus on teaching Spanish language arts and reading to students whose first language is Spanish. Course taught in Spanish.
Prerequisites: Fluency in Spanish.

SILC 5931 Research Topics in the Studies of Language and Culture
Credit: 3 | Lecture: 3 | Lab: 0
Identified by title each time course offered.

SILC 5939 Independent Study in Language and Culture
Credit: 3 | Lecture: 3 | Lab: 0
Prerequisites: Approval of instructor and associate dean.

SILC 6030 Foundations of Multicultural Education
Credit: 3 | Lecture: 3 | Lab: 0
This course discusses social, cultural, and legal issues regarding diversity in the United States.

SILC 6031 Social Justice Leadership, Policy and Advocacy
Credit: 3 | Lecture: 3 | Lab: 0
This course examines leadership issues within current local and national policies.

SILC 6032 Models of Language
Credit: 3 | Lecture: 3 | Lab: 0
This course is a study of the components of language and the use of phonology, morphology, syntax, and semantics to describe them. Focuses on describing languages and dialectical variations.

SILC 6033 Reflection in Social Justice Education
Credit: 3 | Lecture: 3 | Lab: 0
This course focuses on self-awareness and reflection regarding social justice issues and their impact on engagement and advocacy.

SILC 6034 Current Issues in Diverse Communities
Credit: 3 | Lecture: 3 | Lab: 0
This course addresses current social justice research, issues, and trends in local, national, and global contexts.
SILC 6035 Social Foundations of Education
Credit: 3 | Lecture: 3 | Lab: 0
This course examines the social, historical, and philosophical foundations of education.

SILC 6036 Equity Pedagogy
Credit: 3 | Lecture: 3 | Lab: 0
This course examines strategies in developing, implementing, and evaluating curriculum and instruction within a social justice framework.

SILC 6734 Studies in Language & Culture
Graduate Seminar
Credit: 3 | Lecture: 3 | Lab: 0
This course will involve demonstration of acquired competencies through research on multicultural and linguistic issues. A written paper and presentation will be required.
Prerequisites: Approval of associate dean

SILC 6739 Studies in Language and Culture
Practicum
Credit: 3 | Lecture: 3 | Lab: 0
Supervised practice under the guidance of a selected professor.
Prerequisites: Approval of associate dean, completion of core courses, completion of Area of Concentration courses.

SILC 7030 Intercultural Communication
Credit: 3 | Lecture: 3 | Lab: 0
This course focuses on the understanding of cultural issues that influence communication effectiveness with diverse populations.

SOCI Sociology

SOCI 5032 Seminar in Mental Health and Illness
Credit: 3 | Lecture: 3 | Lab: 0
Overview of mental health and illness beginning with a comparison of the sociological perspective of mental illness to biological and psychological views. We will then examine how social factors relate to patterns of mental illness in society. Finally, we will examine various aspects of mental health systems and policies.

SOCI 5035 Human Rights and Social Justice
Credit: 3 | Lecture: 3 | Lab: 0
Examination of methods, theories, debates, and case studies related to human rights in the United States and globally. Students will gain skills required to conduct future research on the topic.

SOCI 5131 Contemporary Sociological Theory
Credit: 3 | Lecture: 3 | Lab: 0
Exploration of major developments in sociological theory since 1930, including critical theory, feminist theory, post-modern theory, and rational choice theory.

SOCI 5133 Advanced Juvenile Delinquency
Credit: 3 | Lecture: 3 | Lab: 0
In-depth analysis of delinquency theories, issues, and policies in the U.S. and abroad. Topics include measurements and research, serious violent offenders, gangs, and treatment by justice agencies. (Cross-listed with CRIM 5133.)
SOCI 5135 The Death Penalty
Credit: 3 | Lecture: 3 | Lab: 0
Introduction to history and development of capital punishment as a social institution. Topics such as deterrence, discrimination, execution of innocent prisoners, process, and law are covered. (Cross-listed with CRIM 5135.)

SOCI 5136 Women and the Law
Credit: 3 | Lecture: 3 | Lab: 0
Evolution of women's legal rights in the United States. Examination of contemporary issues in the context of human rights law. Legal status of women in economic, political, and judicial sectors.

SOCI 5137 Race and the Law
Credit: 3 | Lecture: 3 | Lab: 0
Evolution of legal rights of race/ethnic groups in the U.S. from a sociological perspective. Examination of the civil rights movement, hate crimes, and Affirmative Action policy.

SOCI 5232 Environmental Health
Credit: 3 | Lecture: 3 | Lab: 0
Interdisciplinary approach to evaluate the relationships between the social structure, social capital, the physical environment, and health disparities.

SOCI 5233 Religion and Immigration Studies in Houston
Credit: 3 | Lecture: 3 | Lab: 0
Exploration of the dynamic relationship between religion and immigration with a specific focus on the role faith communities play in the migrant experience. (Cross-listed with SOCI 3317.)

SOCI 5236 Religion and Global Change
Credit: 3 | Lecture: 3 | Lab: 0
Examination of religion in the modern world, religious identities, and the process of secularization, all from a global, cross-cultural perspective. (Cross-listed with CRCL 5033.)

SOCI 5237 Religion and Immigration in Houston
Credit: 3 | Lecture: 3 | Lab: 1
Examination of the changing nature of religion in America by focusing on the diversity of religion in Houston, Texas. We will focus on immigrant religious groups as well as the changing structure of American denominations.

SOCI 5238 Negotiating Across Cultures
Credit: 3 | Lecture: 3 | Lab: 0
The challenges facing international organizations and multinational corporations in negotiating across cultures and generating decisions that take into account the beliefs and values of people of diverse cultures and political systems.

SOCI 5239 Egypt in Transition
Credit: 3 | Lecture: 3 | Lab: 0
Examination of culture, history, religion, and politics of Egypt and the Middle East. It explores sociological, historical, and cross-cultural forces shaping modern Egypt.

SOCI 5330 Cultural Study Abroad
Credit: 3 | Lecture: 3 | Lab: 0
Examination of culture, history, religion, and politics of another country; students will conduct research on a specific topic. Involves foreign travel. Topics vary; may be repeated for credit with permission of instructor.
Prerequisites: Semester-long course focusing on the study abroad country.
SOCI 5331 Advanced Criminology  
Credit: 3 | Lecture: 3 | Lab: 0  
Study of criminal behavior from the perspectives of biology, psychology, and sociology. Examination and critique of major theories within each discipline. (Cross-listed with CRIM 5331.)

SOCI 5332 White-Collar Crime  
Credit: 3 | Lecture: 3 | Lab: 0  
Study of financial, physical, and social costs of white-collar crime. Examination of perpetrators and victims of consumer fraud, environmental crimes, unsafe products, and political corruption. (Cross-listed with CRIM 5332.)

SOCI 5333 Minorities and Majorities  
Credit: 3 | Lecture: 3 | Lab: 0  
The pattern of interaction among race, ethnic, and gender groups; personality and structural effects of prejudice and discrimination. Course includes both U.S. and cross-cultural perspectives. (Cross-listed with PSYC 5534.)

SOCI 5334 Social Stratification  
Credit: 3 | Lecture: 3 | Lab: 0  
Patterns of social and economic inequality in the United States. Distribution of income and wealth, social mobility, life changes, education, and power. Class, race, and gender differences will be discussed as well as patterns of social change.

SOCI 5335 Criminal Justice and the Mass Media  
Credit: 3 | Lecture: 3 | Lab: 0  
Examination of the collision between two powerful sets of social institutions: the criminal justice system and the mass media. (Cross-listed with CRIM 5335.)

SOCI 5336 Law and Society  
Credit: 3 | Lecture: 3 | Lab: 0  
Survey of a number of problematic issues in contemporary American society from the perspectives of sociological, philosophical, and legal theories. Examination of the controversial ways our political system seeks to reconcile civil liberties with the collective obligations of the social contract. (Cross-listed with CRIM 5336.)

SOCI 5337 Complex Organizations  
Credit: 3 | Lecture: 3 | Lab: 0  
Study of how complex organizations are used as "social tools" to attain specific ends; exploration of issues of organizational structure, goals, technology, boundaries, resources, power, organizational environments, and exercises in designing prototype organizations.

SOCI 5338 Criminal Law  
Credit: 3 | Lecture: 3 | Lab: 0  
Study of structure and rationale for criminal law; focus on criminal liability, criminal defenses, types of offenses, and contemporary issues, with attention to the Model Penal Code. (Cross-listed with CRIM 4334, SOCI 4334, and CRIM 5338.)

SOCI 5339 Leadership in Organizations  
Credit: 3 | Lecture: 3 | Lab: 0  
Overview of the topic of leadership in organizations from multiple perspectives including psychology, sociology, and management. (Cross-listed with PSYC 5333.)

SOCI 5430 Organizational Development  
Credit: 3 | Lecture: 3 | Lab: 0  
Overview of the current theories and methods of organizational development and the role of the behavioral sciences in the process. (Cross-listed with PSYC 5334.)
SOCI 5431 Group and Organizational Behavior  
Credit: 3 | Lecture: 3 | Lab: 0  
Examination of theories of group and organizational behavior and their application to settings such as the criminal justice system and corporate organizations. Inter-group conflict and conflict resolution also considered.

SOCI 5432 Human Services Management  
Credit: 3 | Lecture: 3 | Lab: 0  
Management principles, leadership, conflict resolution, budgeting, and fundraising in human services agencies, government, and other community organizations.

SOCI 5433 Social Conflict and Mediation  
Credit: 3 | Lecture: 3 | Lab: 0  
Examination of theories of social conflict and application of dispute resolution/mediation techniques to needs of the community groups, courts, churches, businesses, and non-governmental agencies.

SOCI 5434 Marriage and Family  
Credit: 3 | Lecture: 3 | Lab: 0  
This graduate seminar will introduce students to a wide range of studies in the sociology of the family, improving their ability to analyze critically work in this field and inspiring students' own family-related research.

SOCI 5435 Gendered Inequality: Work and Family  
Credit: 3 | Lecture: 3 | Lab: 0  
Examination of two important institutions in American society: work and the family. Explanation of the way gender, work, and family life interconnect and influence each other.

SOCI 5436 Adult Development  
Credit: 3 | Lecture: 3 | Lab: 0  
Examination of common development patterns during the adult years. Emphasis on the interrelationships among work, family, and leisure. (Cross-listed with PSYC 5436.)

SOCI 5437 Aging  
Credit: 3 | Lecture: 3 | Lab: 0  
Study of current and future issues relating to the elderly from both psychological and societal perspectives. (Cross-listed with PSYC 5437.)

SOCI 5438 Sociology of the Life Course and Aging  
Credit: 3 | Lecture: 3 | Lab: 0  
Introduction of students to the life course. In particular, the course introduces students to the theories, methods, and substantive topics which exemplify the life course paradigm.

SOCI 5532 Advanced Social Psychology  
Credit: 3 | Lecture: 3 | Lab: 0  
Theory, methodology, and research findings pertinent to the individual in a social context. (Cross-listed with PSYC 5532.)

SOCI 5533 Sociology of Human Intimacy  
Credit: 3 | Lecture: 3 | Lab: 0  
Inquiring into the forms and dynamics of human intimacy. Topics include attraction, sexuality, marriage and divorce, domestic violence, friendship, and loneliness.

SOCI 5535 Cross-Cultural Perspectives on the Family  
Credit: 3 | Lecture: 3 | Lab: 0  
Examination of cross-cultural data related to family systems in terms of marriage, sex-roles, and child rearing. May include Women's and Gender Studies content.
SOCI 5536 Culture and Economic Change
Credit: 3 | Lecture: 3 | Lab: 0
Examination of the cross-cultural effects of cultural values and social organization on business endeavors, entrepreneurship, and economic change. Exploration of the role of transitional corporations in breaking down traditional practices and possibly creating new cultures.

SOCI 5537 Urban Problems
Credit: 3 | Lecture: 3 | Lab: 0
Examination of classical theories of urban life and urban development; exploration of urban problems such as crime, transportation, suburban conflict, and corresponding urban policy.

SOCI 5633 American Immigration Studies
Credit: 3 | Lecture: 3 | Lab: 0
Examination of the central concepts and major paradigms in the study of American immigration.

SOCI 5731 Politics and Protest
Credit: 3 | Lecture: 3 | Lab: 0
Exploration of the issues of race, religion, sex, and gender in American politics and protests.

SOCI 5732 Seminar in Social Problems
Credit: 3 | Lecture: 3 | Lab: 0
Examination of contemporary social problems such as inequality, consumerism, genetics and various environmental issues using sociological theory, methods and contemporary films.

SOCI 5931 Research Topics in Sociology
Credit: 3 | Lecture: 3 | Lab: 0
Identified by specific topic each time the course is offered. Topics vary; may be repeated for credit with permission of instructor.

SOCI 5939 Independent Study in Sociology
Credit: 3 | Lecture: 0 | Lab: 0
Permission of adviser and instructor required. May be repeated for credit with permission of adviser and instructor.

SOCI 6338 Strategic Planning
Credit: 3 | Lecture: 3 | Lab: 0
Introduction to planning and decision-making approaches that reflect anticipated changes in organizational, environmental, and competitive conditions.

SOCI 6432 Qualitative Research Methods
Credit: 3 | Lecture: 3 | Lab: 0
Overview of qualitative research methods. During the semester, students will gain hands-on experience in qualitative research. Students will gain entry to a research site, collect qualitative data, and present research findings.

SOCI 6730 Graduate Statistics
Credit: 3 | Lecture: 3 | Lab: 1
Multivariate statistical analysis including advanced regression, ANOVA, and logistical regression. Students will develop a research project and do statistical analysis; may be part of a student M.A. thesis.

SOCI 6731 Graduate Research Methods
Credit: 3 | Lecture: 3 | Lab: 0
Advanced study of logic, principles, and procedures involving techniques of data collection, organization, and statistical analysis. Students are encouraged to take Graduate Research Methods before taking Graduate Statistics.
SOCI 6734 Seminar in Women's Health  
**Credit: 3 | Lecture: 3 | Lab: 0**  
In-depth look at the social and political issues that shape women's health, health care, and social and medial attitudes towards the female body. We will also explore how social and policy changes can improve--or threaten--women's health.

SOCI 6735 Seminar in Sociology  
**Credit: 3 | Lecture: 3 | Lab: 0**  
Overview of the discipline of sociology covering recent theoretical trends in the last 20 years. Focus will be on institutions of family, educational system, economy, community, and the state.  
*Prerequisites: SOCI 5334 and SOCI 5537.*

SOCI 6736 Seminar in Global Health  
**Credit: 3 | Lecture: 3 | Lab: 0**  
Study of a global approach to the study of health and illness, focusing on the various societal factors that shape health, illness, and health care across the world.

SOCI 6737 Seminar in Medical Sociology  
**Credit: 3 | Lecture: 3 | Lab: 0**  
Examination of a conceptual and substantive overview of Medical Sociology, focusing on some of the most fundamental and salient sociological issues concerning health, illness, and health care. Using critical thought, students will apply various theoretical perspectives to the changing social reality of health and illness.

SOCI 6738 Seminar in Bioethics, Biotechnology, and the Body  
**Credit: 3 | Lecture: 3 | Lab: 0**  
Focus on biomedical developments in contemporary society. Applying critical thought, students will participate in and contribute to debates on the benefits, drawbacks, and ethical issues associated with various technological developments.

SOCI 6739 Graduate Internship  
**Credit: 3 | Lecture: 0 | Lab: 0**  
Capstone experience for graduate Sociology students. Minimum of two days a week in an approved internship setting. Written report required. Arrangements for internships should be completed by the beginning of the prior semester.  
*Prerequisites: 24 hours of graduate course credit before enrolling in internship as well as approval of the Sociology internship coordinator.*

SOCI 6839 Master's Project Research  
**Credit: 3 | Lecture: 0 | Lab: 0**  
Approval of adviser, project director, and department chair required.

SOCI 6909 Sociology Comprehensive Exam  
**Credit: 0 | Lecture: 0 | Lab: 0**  
The comprehensive exam will be either a research proposal developed by the student in consultation with a faculty adviser that synthesizes theory, a literature review, and methodology, or it will be a written exam that includes questions from all full-time Sociology faculty.

SOCI 6939 Master's Thesis Research  
**Credit: 3 | Lecture: 0 | Lab: 0**  
Approval of adviser, thesis director, and department chair required.
SPAN Spanish

SPAN 5031 Intensive Spanish I
Credit: 3 | Lecture: 3 | Lab: 0
This course is designed to provide Spanish language proficiency and communication skills: listening, reading, speaking, and writing.

SPAN 5033 Intensive Spanish II
Credit: 3 | Lecture: 3 | Lab: 0
Development of Spanish communication skills: listening, reading, speaking, and writing.
Prerequisites: 1 semester of college Spanish or 2 years of high school Spanish.

SPAN 5035 Intensive Spanish III
Credit: 3 | Lecture: 3 | Lab: 0
Development of Spanish communication skills and cultural backgrounds.
Prerequisites: 2 semesters of college Spanish or 4 years of high school Spanish.

SPAN 5931 Research Topics in Spanish
Credit: 3 | Lecture: 3 | Lab: 0
Identified by specific topic each time course is offered. Topics vary; may be repeated for credit with permission of instructor.

SPED Special Education

SPED 4300 Survey of Exceptionalities
Credit: 3 | Lecture: 3 | Lab: 0
The course will provide a study of teaching students with disabilities and diverse needs with an emphasis on making individualized effective instructional decisions.
Prerequisites: SPED 2301 or equivalent

SPED 4311 Assessment in Special Education
Credit: 3 | Lecture: 3 | Lab: 0
A survey of special education assessment procedures with a focus on alternate assessment procedures used in inclusive settings to link assessment and instruction.
Prerequisites: SPED 2301 or equivalent

SPED 4312 Diagnostic Instruction for Learners With Special Needs
Credit: 3 | Lecture: 3 | Lab: 0
Covers the development and application of curricula, materials, methodologies and classroom practices in response to the strengths and needs of all low-performing students in special education and inclusive settings. Field experiences required.
Prerequisites: SPED 2301 or equivalent, SPED 4311 or equivalent, concurrent enrollment in a TCED or LLLS methods course.

SPED 4313 Individualizing Instruction for Students With Disabilities
Credit: 3 | Lecture: 3 | Lab: 0
This course is for undergraduate students only. Covers necessary adaptations to meet the learning needs of exceptional students, for prescriptive models for intervention and ways of observing, recording and responding to behaviors. Field experiences required.
Prerequisites: SPED 2301, SPED 4311, SPED 4312, SPED 4321, SPED 4332 or equivalents.
SPED 4321 Implementing Positive Behavior Supports
Credit: 3 | Lecture: 3 | Lab: 0
A comprehensive study of related legal and social issues and the implementation of techniques for supporting students with challenging behaviors in home and school settings. Field experiences required.
*Prerequisites: SPED 2301*

SPED 5010 Professional Preparation Seminar for Special Educators
Credit: 1 | Lecture: 1 | Lab: 0
This course is designed to prepare students to successfully complete the SPED TExES and is designed to assist students in the SPED Supplemental certification plan to understand the state certification standards for successful entry into their chosen educational fields. Completion of the course is dependent upon candidates passing all state assessments required for their degree/certification.
*Prerequisites: An approved, signed degree plan on file in the COE.*

SPED 5030 Survey of Individual Differences
Credit: 3 | Lecture: 3 | Lab: 0
This course is a study of various theories of cognition and learning in relation to individuals with disabilities. Provides an in-depth study of various categories of disabilities to include characteristics, causation, and the course of disability throughout the life span.

SPED 5131 Educational Assessment of Exceptionalities
Credit: 3 | Lecture: 3 | Lab: 0
This course is a review of procedures used for diagnosing disabilities and an in-depth study of procedures used in special education settings with an emphasis on informal techniques, authentic assessment, and functional analysis of behavior.
*Prerequisites: SPED 5030 or equivalent.*

SPED 5132 Curricular Approaches to Learning Difficulties
Credit: 3 | Lecture: 3 | Lab: 0
This course examines the causal factors and remedial alternatives for children with low performance records in regular school environments.
*Prerequisites: SPED 5030 or equivalent.*

SPED 5133 Practicum in Inclusive Education
Credit: 3 | Lecture: 3 | Lab: 0
This course focuses on the integration of content area knowledge, pedagogical theory, and collaborative practices that are essential in the delivery of specifically designed instruction. Approved practicum placements will emphasize application in inclusive settings.
*Prerequisites: SPED 5131, SPED 5132, SPED 5233*

SPED 5233 Providing Positive Behavioral Support
Credit: 3 | Lecture: 3 | Lab: 0
This course is a study of the theoretical, legal, social, and philosophical issues related to the principles and practices for supporting students with challenging behaviors in school settings to include development of intervention plans.
*Prerequisites: SPED 5030 or equivalent.*
SPED 5332 Exceptionalities in Infants and Young Children  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is a study of various educational models and methods for the assessment and service provision to infants and young children with special needs. Field experiences required.  
Prerequisites: SPED 5030 and ECED 5031 or equivalents.

SPED 5333 Advanced Studies of Exceptionalities in Infants and Young Children  
Credit: 3 | Lecture: 3 | Lab: 0  
This is an advanced study of the education of infants and young children with disabilities to include service coordination, assistive/adaptive technologies, and health care issues.  
Prerequisites: ECED 5332 or SPED 5332.

SPED 5737 Practicum: Infants and Young Children With Exceptionalities  
Credit: 3 | Lecture: 3 | Lab: 0  
This is the completion of all prior course work for the Early Childhood Handicapped Endorsement. It includes fieldwork with infants and/or young children with disabilities; not limited to school, agency or privately funded programs.  
Prerequisites: ECED 5332/SPED 5332 and ECED 5333/SPED 5333.

SPED 5931 Research Topics in Special Education  
Credit: 3 | Lecture: 3 | Lab: 0  
Identified by title each time course is offered.

SPED 5939 Independent Study of Exceptionalities  
Credit: 3 | Lecture: 3 | Lab: 0  
Prerequisites: Approval of instructor and associate dean.

STAT Statistics  

STAT 3308 Computational Statistics  
Lecture: 0 | Lab: 1  
Descriptive statistics, basic probability concepts, normal distribution, parameter estimation, testing of hypothesis, correlation and regression, statistical computation using Excel.  
Prerequisites: MATH 1314 or equivalent. Not available for mathematics majors.

STAT 3334 Probability and Statistics for Scientists and Engineers  
Credit: 3 | Lecture: 3  
Graphical representation of data, measures of centrality and variability, concepts and rules of probability, discrete probability distribution, normal distribution, sampling distributions, central limit theorem, parameter estimation, testing of hypothesis, two sample methods, analysis of variance, correlation and regression analysis.  
Prerequisites: MATH 2413, MATH 2414; Not available for mathematics majors.

STAT 4344 Introduction to Probability  
Credit: 3 | Lecture: 3  
Sample space, probability function, combinatorics, discrete and continuous random variables, special probability distributions, moment generating function, multivariate distributions and central limit theorem.  
Prerequisites: MATH 2414
STAT 4345 Introduction to Statistics
Credit: 3 | Lecture: 3
Sampling distributions, point and interval estimation, hypothesis testing, regression and correlation, nonparametric statistics, analysis of variance.
Prerequisites: MATH/STAT 4344

STAT 5135 Applied Statistical Methods
Lecture: 0 | Lab: 1
One and two sample methods, analysis of variance, correlation and regression, analysis of covariance, statistical modeling and robustness. Introduction to statistical computation using Excel and statistical software packages. Not available for graduate credit for statistics majors.
Prerequisites: STAT 3308 or equivalent.

STAT 5431 Advanced Probability
Credit: 3 | Lecture: 3
Probability axioms and properties, conditional probability, random variables, probability distributions, moment generating function, laws of large numbers and central limit theorem.
Prerequisites: MATH 4344

STAT 5432 Principles of Statistical Inference
Credit: 3 | Lecture: 3
Point and interval estimation, testing of hypotheses, nonparametric methods, regression, analysis of variance, robustness and model fitting.
Prerequisites: STAT 5431.

STAT 5531 Multivariate Statistical Analysis
Lecture: 0 | Lab: 1
The study of multivariate normal distribution, estimation of mean and covariance matrix. T2-statistic, Wishart analysis, principal components and factor analysis and other techniques as applied to industrial and decision processes.
Prerequisites: MATH 4345 or equivalent.

STAT 5532 Linear Models and Regression Analysis
Lecture: 0 | Lab: 1
Distributions of quadratic forms, general linear models, least squares estimation, hypothesis testing, confidence intervals, multiple regression, variable selection, residual analysis and regression diagnostics.
Prerequisites: MATH 4345 or equivalent.

STAT 5533 Statistical Computing
Lecture: 0 | Lab: 1
Data management, reporting, graphical displays, macros, statistical analysis and interpretation and related topics.
Prerequisites: MATH 4345 or equivalent.

STAT 5534 Sampling Methods
Lecture: 0 | Lab: 1
Sampling from finite populations, sampling strategies, estimation procedures including ratio and regression estimation, large scale sample survey methods for quality control and applied research in agriculture, business, social sciences and other fields.
Prerequisites: MATH 4345 or equivalent.
STAT 5535 Experimental Designs and Analysis
Lecture: 0 | Lab: 1
Completely randomized design, randomized blocks, Latin squares, factorial experiments, confounding and fractional factorial designs for industrial experiments and applications. 
Prerequisites: MATH 4345 or equivalent.

STAT 5537 Elements of Statistical Learning
Credit: 3 | Lecture: 3
Univariate statistical modeling, model-fit tests, model comparisons, logistic models, time series and spectral analysis, non-linear models, bootstrap methods and simulations.
Prerequisites: STAT 4345 and some programming background in R/Python.

STAT 5538 Categorical Data Analysis
Lecture: 0 | Lab: 1
Introduction and inference for binomial and multinomial observations using proportions and odds ratios; generalized linear models for discrete data; logistic regression for binary responses; alternative modeling for binary responses; logit models for nominal and ordinal responses; inference for matched-pairs.
Prerequisites: STAT 4345 or equivalent

STAT 5631 Survival Analysis
Credit: 3 | Lecture: 3
Measures of failure, reliability function, failure models, life testing and censoring, system reliability, parameter estimation and testing regression models, Cox proportional hazard models and software reliability.
Prerequisites: MATH 4345 or equivalent.

STAT 5634 Data Visualization and Graphical Tests
Credit: 3 | Lecture: 3
The objective of this course is to introduce data visualization techniques and related statistical testing procedures. Topics include data exploration, basic graphical techniques in R and SAS, graphical model diagnostic tools, graphical tests, cluster analysis, classification and regression trees.
Prerequisites: STAT 4345 and some programming background in R / Python.

STAT 5635 Applied Time Series Analysis
Credit: 3 | Lecture: 3
The objective of this course is to apply statistical methods for the analysis of data that have been observed over time. Topics include moving average, auto-regression, spectral analysis, modelling and forecasting.

STAT 5636 Bayesian Data Analysis
Credit: 3 | Lecture: 3
The objective of this course is to introduce main concepts in Bayesian philosophy and broaden the statistical thinking. Topics include Bayesian vs frequentist thinking, Bayes theorem, conjugate and nonconjugate priors, grid-based simulations, MCMC simulations, Gibbs and Metropolis–Hastings algorithms, linear models, and hypothesis tests.
STAT 5637 Applied Stochastic Models  
Credit: 3 | Lecture: 3  
Formulation and analysis of stochastic models with particular emphasis on applications; elements of stochastic processes; homogeneous, nonhomogeneous and compound Poisson processes; Markov Chain; transient and steady-state properties of Markov processes in discrete and continuous time; basic renewal theory.

STAT 5739 Internship in Statistics  
Lecture: 0 | Lab: 1  
Supervised work experience in an approved industrial firm or government agency. Written and oral report required.  
Prerequisites: Approval by adviser and associate dean.

STAT 5915 Cooperative Education Work Term  
Lecture: 0 | Lab: 1  
Educational paid work assignment by a student in the field of career interest and course of study. A technical report will be required at the end of the semester. (Specific requirements are noted in the Cooperative Education Catalog description).  
Prerequisites: Approved Candidate Plan of Study, completed cooperative education file and approval of associate dean and Director of Cooperative Education.

STAT 5919 Independent Study in Statistics  
Lecture: 0 | Lab: 1  
Prerequisites: Approval of instructor, chair and associate dean.

STAT 5931 Research Topics in Statistics  
Lecture: 0 | Lab: 1  
Identified by specific title each time course is offered.

STAT 5939 Independent Study in Statistics  
Lecture: 0 | Lab: 1  
Prerequisites: Approval of instructor, chair and associate dean.

STAT 6837 Statistics Research and Consulting I  
Lecture: 0 | Lab: 1  
Each student will develop a research proposal which allows integrating statistics knowledge and data analysis procedures. A written proposal will be required.  
Prerequisites: STAT 5531 or STAT 5532.

STAT 6838 Statistics Research and Consulting II  
Lecture: 0 | Lab: 1  
Each student will carry out analyses of data and develop inferences. A written paper and a presentation will be required.  
Prerequisites: STAT 6837.

STAT 6939 Master's Thesis Research  
Lecture: 0 | Lab: 1  
Prerequisites: Approval of faculty adviser, master's committee and dean.

SWEN Software Engineering

SWEN 4342 Software Engineering  
Credit: 3 | Lecture: 3  
Introduction to Software Engineering. Major phases of the software life cycle are introduced from requirements through maintenance.  
Prerequisites: A course in programming in a high level language, Data Structures recommended.
SWEN 5130 Requirements Engineering  
Lecture: 0 | Lab: 1  
Current techniques, methods, tools and processes used in requirements analysis, definition and specification, including system modeling.  
Prerequisites: SWEN 4342 or SWEN 5432.

SWEN 5131 Software Engineering Tools  
Lecture: 0 | Lab: 1  
Current tools used in industry to support various phases of software development are covered such as Rational Rose, Objectory Process, as well as coverage of object-oriented modeling using UML (Unified Modeling Language)  
Prerequisites: SWEN 4342 or SWEN 5432.

SWEN 5132 Software Design Patterns  
Lecture: 0 | Lab: 1  
This course provides an in-depth view of software design patterns; the recurring solutions to common problems in software design. It provides opportunities for learning the most advanced features of modern software development methodology. Topics include Design visualization, Creational, Structural and Behavioral Design Patterns, Anti-patterns, Service Oriented Architecture pattern, Secure usability and Pattern languages.  
Prerequisites: A course in programming in a high level language is required.

SWEN 5133 Aspect-Oriented Development  
Lecture: 0 | Lab: 1  
Aspect-Oriented software development (AOD) is a new programming paradigm that increases modularity with a separation of cross-cutting concerns. This course provides a broad perspective of AOD. The topics include: Aspect-Oriented design in C# and visual programming languages, separation of concern in .Net web development, visual simulations, patterns and frameworks, aspects design in video game and robotics software development.  
Prerequisites: A course in data structures.

SWEN 5134 Gaming Software Development with Service Oriented Architecture  
Lecture: 0 | Lab: 1  
This course provides an in-depth study of computer game development technology based on SOA architecture; the design principles, architecture pattern, dynamic interoperability, visual simulation, web gaming services and technology infrastructures. Students will experience the advanced computer gaming technologies based on the emerging information service architecture.  
Prerequisites: SWEN 5232.
SWEN 5136 Software for Robotics
Lecture: 0 | Lab: 1
This course addresses the design and implementation of software to control autonomous robotic devices to perform special tasks under various conditions. It provides a study of programming issues of robotics control for individual and multiple cooperating robots, including design principles, theories, graphical programming languages, algorithms, data acquisition and analysis, machine intelligence and techniques to develop autonomous robotics system with various sensors and actuators. **Prerequisites:** A course in data structures.

SWEN 5137 Game Design and Development
Lecture: 0 | Lab: 1
Principles of game design and development of software for computer gaming. **Prerequisites:** A course in data structures.

SWEN 5138 Design and Development of Virtual Worlds, Sims and Animation Scripting
Lecture: 0 | Lab: 1
Project-based course that involves the introduction to and development of Virtual World and Sims using 3-D graphic software and animation scripting languages. Development work will also include periodic oral presentations and project documentation. Students may be required to provide their own laptop and may be required to purchase special software. **Prerequisites:** SWEN 5134.

SWEN 5230 Software Project Management
Lecture: 0 | Lab: 1
Issues faced in management of large software development projects; estimation, planning execution, monitoring, evaluation and refinement. **Prerequisites:** CSCI 1320

SWEN 5232 Software Construction
Lecture: 0 | Lab: 1
Study of Modern Software Development design methods, analysis methods and implementation techniques including Aspect Oriented Development and Service Oriented Architectures. course will also involve the study of UML and .Net and C-sharp programming. **Prerequisites:** CSCI 2315, a course in Object Oriented Programming recommended.

SWEN 5233 Software Architecture
Lecture: 0 | Lab: 1
Knowledge of complex programs recommended. Domain models, generic architectures and frameworks as well the context, scope, current and future state of software architecture. **Prerequisites:** SWEN 5232.

SWEN 5234 Software Processes
Lecture: 0 | Lab: 1
Detailed coverage of the theory, application, assessment and evaluation of the Unified Process Model. Course will cover the process modeling, process assessment, quality assessment of process models and process improvement techniques. **Prerequisites:** SWEN 4342 or SWEN 5432.
SWEN 5430 Software Metrics
Lecture: 0 | Lab: 1
Theory, application and techniques of measurement and analysis. Process and product metrics. 
Prerequisites: SWEN 4342. MATH 3334 recommended.

SWEN 5431 Testing, Validation and Verification
Lecture: 0 | Lab: 1
Role of software testing, verification and validation (V&V) in the system life cycle. Current techniques, tools and methods are addressed as well as current testing and V&V standards. Laboratory instruction. 
Prerequisites: SWEN 4342 or SWEN 5432.

SWEN 5432 Software Engineering Life Cycle
Lecture: 0 | Lab: 1
In-depth study of the front end of the software life cycle. Feasibility, Concept, Requirements, Specification, Architecture and detailed design methods are explored and exercised. 
Prerequisites: A course on data structures or software development work experience.

SWEN 5433 Software Design
Lecture: 0 | Lab: 1
Theory, application and techniques of software design, its representation and analysis, including domain modeling and analysis. 
Prerequisites: SWEN 5232.

SWEN 5435 Personal Software Process
Lecture: 0 | Lab: 1
Examination, study and improvement of the students' personal software development practice and study of the process used to effect such improvement. 
Prerequisites: A course on data structures or software development experience.

SWEN 5532 Software Safety
Lecture: 0 | Lab: 1
Analysis, design, verification and validation of mission and safety critical systems. Risk and hazard assessment, certification techniques and standards. 
Prerequisites: SWEN 5233 and SWEN 5234.

SWEN 5534 Reuse and Reengineering
Lecture: 0 | Lab: 1
Engineering for and with reuse. Domain and application engineering and reverse and forward engineering. 
Prerequisites: SWEN 4342 or SWEN 5432.

SWEN 5739 Internship in Software Engineering
Lecture: 0 | Lab: 1
Supervised work experience in an approved industrial firm or government agency. Written and oral report required. 
Prerequisites: Approval by adviser and associate dean.

SWEN 5931 Research Topics in Software Engineering
Lecture: 0 | Lab: 1
Identified by specific title each time course is offered.
SWEN 5939 Independent Study in Software Engineering
Lecture: 0 | Lab: 1
Prerequisites: Approval of instructor, chair and associate dean.

SWEN 6837 Software Engineering Capstone Project
Lecture: 0 | Lab: 1
Students will be grouped into teams to undertake a software project utilizing the tools, techniques and skills acquired during their previous course work. Each team will be assigned to a client and will interact with that client to establish requirements, agree upon a design and achieve a successful acceptance test of the resulting software system. Teams will meet on a weekly basis with their faculty mentor to discuss progress.
Prerequisites: Student must be in their last 9 hours of SWEN graduate study including the 3 hours of capstone in these 9 hours.

SWEN 6838 Software Engineering Capstone Project
Lecture: 0 | Lab: 1
Students will be grouped into teams to undertake a software project utilizing the tools, techniques and skills acquired during their previous course work. Each team will be assigned to a client and will interact with that client to establish requirements, agree upon a design and achieve a successful acceptance test of the resulting software system. Teams will meet on a weekly basis with their faculty mentor to discuss progress.
Prerequisites: Student must be in their last 9 hours of SWEN graduate study including the 3 hours of capstone in these 9 hours.

SWEN 6939 Master’s Thesis Research
Lecture: 0 | Lab: 1
Prerequisites: Approval of faculty adviser, master's committee and dean.

TCED Teacher Education

TCED 4100 Core Subjects Teacher Seminar
Credit: 1 | Lecture: 1 | Lab: 0
This course is designed to assist EC-6 and 4–8 and candidates seeking core subjects certifications to understand the State and federal rules and standards for their chosen fields. Completion of the course is dependent upon candidates passing all state assessments required for their degree/certification plan. This course must be completed to be eligible for Internship I (TCED 4378).
Prerequisites: Admission to Teacher Education Program and an approved, signed degree or certification plan on file in the COE.

TCED 4102 Secondary (4–8 and 7–12) Content Teacher Seminar
Credit: 1 | Lecture: 1 | Lab: 0
This course is designed to assist 4–8 and 7–12 candidates seeking content-specific certifications to understand the State and federal rules and standards for their chosen fields. Completion of the course is dependent upon candidates passing all state assessments required for their degree/certification plan. This course must be completed to be eligible for Internship I (TCED 4378).
Prerequisites: Admission to Teacher Education Program and an approved, signed degree or certification plan on file in the COE.
TCED 4303 Creating Positive Learning Environments in EC-6  
Credit: 3 | Lecture: 3 | Lab: 0  
Theories and strategies for guiding young children's behavior and for effectively managing EC-6 classroom environments. Focus will be on approaches that promote autonomy in children.  
Prerequisites: Prerequisites or Corequisites: INST 3313, WRIT 3304 or WRIT 3307.

TCED 4304 Creating Positive Learning Environments in 4–8  
Credit: 3 | Lecture: 3 | Lab: 0  
Theories and strategies for guiding young adolescents' behavior and for effectively managing middle school classroom environments. The class focus will be on understanding the major concepts, principles, theories, and research underlying the philosophical foundations and organizational structure of developmentally appropriate middle-level programs and schools.  
Prerequisites: Prerequisites or Corequisites: INST 3313 and one of the following: WRIT 3304, WRIT 3305, WRIT 3307, WRIT 3315.

TCED 4306 Creating Positive Learning Environments in 7–12  
Credit: 3 | Lecture: 3 | Lab: 0  
Theories and strategies for guiding adolescent learners' behavior and for effectively managing high school classroom environments. Focus will be on approaches that promote autonomy in adolescent learners.  
Prerequisites: Prerequisites or Corequisites: INST 3313 and one of the following: WRIT 3305, WRIT 3306, WRIT 3307, WRIT 3315.

TCED 4321 Social Studies Methods for EC-6  
Credit: 3 | Lecture: 3 | Lab: 0  
Curriculum planning, instructional activities and assessment techniques for developing social studies knowledge, citizenship and critical thinking skills; emphasis on sound practice and research-based strategies for teaching social studies for EC-6 students. Field experiences required.  
Prerequisites: Admission to the Teacher Education Program and successful completion of TCED 4303.

TCED 4322 Science Methods for EC-6  
Credit: 3 | Lecture: 3 | Lab: 0  
Development of science concepts in EC-6 instruction. An emphasis on curriculum materials and the process approach as a science teaching method. Field experiences required.  
Prerequisites: Admission to the Teacher Education Program and successful completion of TCED 4303.

TCED 4323 Mathematics Methods for EC-6  
Credit: 3 | Lecture: 3 | Lab: 0  
Methods of developing students' understanding of mathematics; emphasis on problem solving with manipulative and curriculum materials appropriate for use with EC-6 students. Field experiences required.  
Prerequisites: MATH 3302 and admission to the Teacher Education Program and successful completion of TCED 4303.
TCED 4331 Social Studies Methods for Grades 4-8  
Credit: 3 | Lecture: 3 | Lab: 0  
Curriculum planning, instructional activities and assessment techniques for developing social studies knowledge, citizenship and critical thinking skills; emphasis on best practice and research-based strategies for teaching social studies to students in grades 4-8. Field experiences required.  
Prerequisites: Admission to Teacher Education Program and successful completion of TCED 4304.

TCED 4332 Science Methods for Grades 4-8  
Credit: 3 | Lecture: 3 | Lab: 0  
Development of science concepts and teaching strategies for grades 4-8. Emphasis on the inquiry approach to teaching science consistent with concepts of cognitive development. Integrated Physics and Chemistry will also be addressed as well as the use of technology in the science classroom. Field experiences required.  
Prerequisites: Admission to Teacher Education Program and successful completion of TCED 4304.

TCED 4333 Mathematics Methods for Grades 4-8  
Credit: 3 | Lecture: 3 | Lab: 0  
Methods of developing students' understanding of mathematics. Emphasis on problem solving with manipulative and curriculum materials appropriate for use with students in grades 4-8. Algebraic and graphing technology will be addressed. Field experiences required.  
Prerequisites: MATH 1315, admission to Teacher Education Program and successful completion of TCED 4304.

TCED 4361 Methods in Secondary Social Studies  
Credit: 3 | Lecture: 3 | Lab: 0  
Strategies for developing social studies activities; emphasis on instructional techniques, content disciplines, local community, values and controversial issues and national trends. Field experiences required.  
Prerequisites: Admission to Teacher Education Program and successful completion of TCED 4306.

TCED 4362 Methods in Secondary Science  
Credit: 3 | Lecture: 3 | Lab: 0  
Strategies for teaching secondary science; emphasis on laboratory management and safety, development of scientific reasoning and issues and trends in secondary science education. Field experiences required.  
Prerequisites: Admission to the Teacher Education Program and successful completion of TCED 4306.

TCED 4363 Methods in Secondary Mathematics  
Credit: 3 | Lecture: 3 | Lab: 0  
Strategies for teaching secondary mathematics; emphasis on instructional techniques appropriate for secondary mathematics, development of problem-solving skills and issues and trends in secondary mathematics education. Field experiences required.  
Prerequisites: MATH 3304 or equivalent, admission to the Teacher Education Program and successful completion of TCED 4306.
TCED 4378 Pre-Service Internship I  
Credit: 3 | Lecture: 3 | Lab: 0  
Field experiences required in a public school setting. TCED 4100 or TCED 4102 must be taken prior to consideration for Internship I (TCED 4378).  
Prerequisites: Approval of associate dean and completion of WRIT 3307 with a grade of C+ or better.

TCED 4678 Post-Degree Internship I  
Credit: 6 | Lecture: 6 | Lab: 0  
Post-baccalaureate internship with joint supervision by the school district where the intern is employed and the UHCL Center for Professional Development of Teachers. Field experiences required in a public school setting.  
Prerequisites: Approval of associate dean.

TCED 4679 Post-Degree Internship II/Student Teaching  
Credit: 6 | Lecture: 6 | Lab: 0  
Post-baccalaureate internship with joint supervision by the school district where the intern is employed and the UHCL Center for Professional Development of Teachers. Field experiences required in a public school setting.  
Prerequisites: Approval of associate dean.

TCED 4978 Pre-Service Internship II/Student Teaching  
Credit: 9 | Lecture: 9 | Lab: 0  
Field experiences required in a public school setting.  
Prerequisites: TCED 4378 and approval of the associate dean.

TCED 5010 Professional Preparation Seminar  
Credit: 1 | Lecture: 1 | Lab: 0  
This course is designed to assist students to understand the state certification standards for successful entry into their chosen educational fields. Completion of the course is dependent upon candidates passing all state assessments required for their degree/certification plans.  
Prerequisites: An approved, signed degree or certification plan on file in the COE.

TCED 5014 Mentoring and Cognitive Coaching  
Credit: 1 | Lecture: 1 | Lab: 0  
This course enables participants to apply peer mentoring and cognitive coaching theories and will include observation and feedback techniques.

TCED 5030 Models of Teaching  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is an analysis of the knowledge base for instruction and development of proficiency in a variety of teaching models.

TCED 5031 Curriculum Planning  
Credit: 3 | Lecture: 3 | Lab: 0  
In this course, candidates will design and evaluate curriculum for early childhood through twelfth grade; study of curriculum theory, design principles, issues, and trends.  
Prerequisites: TCED 5030.
TCED 5032 Preparation for K-12 Educators for National Board for Professional Teaching Standards I  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is an initial preparation for educators grades K-12 for National Board for Professional Teaching Standards. Course includes preparation for description, analysis, and reflection upon professional development and teaching to match the requirements for the national standards.  
*Prerequisites: Three years of teaching experience.*

TCED 5033 Preparation for K-12 Educators for National Board for Professional Teaching Standards II  
Credit: 3 | Lecture: 3 | Lab: 0  
This course includes preparation for the professional teaching portfolio, the description, analysis, and reflection of the components of the portfolio, and preparation for the written examination.  
*Prerequisites: TCED 5032.*

TCED 5034 Management Strategies for Creating a Positive Learning Environment  
Credit: 3 | Lecture: 3 | Lab: 0  
This course presents effective management strategies that can be implemented across content areas and grade levels.

TCED 5035 Integrated Instruction: Models for Application  
Credit: 3 | Lecture: 3 | Lab: 0  
This course presents theories and strategies on effective approaches for interdisciplinary integration in all content areas. Using vertical alignment, these models will be applicable across Pre-K-12 curriculum.

TCED 5036 Issues of Pedagogy  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is an in-depth examination of current curricular and instructional issues in research, specifically tied to students' teaching practices. One focus area will be assessment-data analysis, impact and implications.  
*Prerequisites: EDUC 6033 and TCED 5030.*

TCED 5037 Assessment and Student Learning  
Credit: 3 | Lecture: 3 | Lab: 0  
This course analyzes formative and summative assessment theory and strategies for implementation in Pre-K-12 curricula.  
*Prerequisites: EDUC 6032 (or equivalent).*

TCED 5038 Professional Development for Enhancing Teacher Leadership  
Credit: 3 | Lecture: 3 | Lab: 0  
This course presents strategies for generating a professional development plan and involves participation in self-selected professional activities (e.g., conference attendance and presentations, article and conference proposal writing, etc.). Content of the course involves examination of current research on teacher professional development and leadership.

TCED 5130 Generic Instructional Practices  
Credit: 3 | Lecture: 3 | Lab: 0  
This course provides analysis of the knowledge base for instruction and development of proficiency in a variety of teaching and training models which specifically addresses adult learners. This course is presented through on-line instruction.
TCED 5131 Content Information Organization and Delivery  
Credit: 3 | Lecture: 3 | Lab: 0  
This course presents information on the design and presentation of content to adult learners; study of content development and delivery is covered. The course is presented on-line.

TCED 5132 Teacher Leadership and Mentoring  
Credit: 3 | Lecture: 3 | Lab: 0  
Aspects of teacher leadership traits and qualities necessary for application in public schools; specifically for curriculum specialists, team leaders, or teacher mentors are addressed. This course also presents in-depth coverage of strategies and processes for mentoring teachers across all grade levels and content areas.

TCED 5133 Teaching Using the Brain  
Credit: 3 | Lecture: 3 | Lab: 0  
Theories and strategies for implementing aspects of how the brain functions and how the learning process occurs in learning environments. Focus will be on applying these strategies to aspects of classroom management, lesson planning, and instruction.

TCED 5136 Principles and Application of Andragogy  
Credit: 3 | Lecture: 3 | Lab: 0  
This course explores principles and theories of andragogy, as well as applications that best meet the needs of adult learning in training environments. This course is offered on-line.

TCED 5138 Training and Professional Development  
Credit: 3 | Lecture: 3 | Lab: 0  
This course presents strategies for generating professional development workshops and training for adult learners. It involves participation in self-selected professional activities (e.g., webinars). Aspects of leadership are explored as an aspect of professional development presentations. This course is offered on-line.

TCED 5231 Teaching Social Studies in the Elementary School  
Credit: 3 | Lecture: 3 | Lab: 0  
This course is about the utilization of new programs, processes and equipment designed to individualize instruction in social studies. Field experiences required.  
*Prerequisites: Admission to Teacher Education Program.*

TCED 5232 Teaching Science in the EC-6 Classroom  
Credit: 3 | Lecture: 3 | Lab: 0  
This course focuses on the development of science concepts in EC-6 instruction. Emphasis is on curriculum materials and the process approach as a science teaching method. It is an examination of National Science Foundation curriculum projects as related to EC-6. Field experiences required.  
*Prerequisites: Admission to Teacher Education Program.*
TCED 5233 Teaching Mathematics in the EC-6 Classroom
Credit: 3 | Lecture: 3 | Lab: 0
This course focuses on the development of mathematical concepts and teaching strategies for EC-6. Emphasis is on problem solving with manipulative and curriculum materials appropriate for use with EC-6 students. Field experiences required.
Prerequisites: MATH 3032 and Admission to Teacher Education Program.

TCED 5234 Social Studies Methods for the Secondary Grades
Credit: 3 | Lecture: 3 | Lab: 0
This course focuses on curriculum designs, instructional models, and authentic assessment techniques for developing social studies knowledge, citizenship, and critical thinking skills; emphasis is on best practice and research-based strategies for teaching secondary students. Field experiences required.
Prerequisites: Admission to Teacher Education Program.

TCED 5235 Science Methods for the Secondary Grades
Credit: 3 | Lecture: 3 | Lab: 0
This course focuses on strategies for teaching secondary science, including field studies, research, and incorporation of local environmental issues; emphasis is on recent research as it relates to science education; addresses issues and trends in secondary science education and enhancing science achievement in the classroom. Field experiences required.
Prerequisites: Admission to Teacher Education Program.

TCED 5236 Mathematics Methods for the Secondary Grades
Credit: 3 | Lecture: 3 | Lab: 0
This course focuses on curriculum designs, instructional models, and authentic assessment techniques for developing mathematical knowledge and problem-solving skills; emphasis is on best practice and research-based strategies for teaching mathematics to secondary students. Field experiences required.
Prerequisites: Admission to Teacher Education Program.

TCED 5330 Fostering Critical Inquiry: Introduction to Action Research
Credit: 3 | Lecture: 3 | Lab: 0
Engage in inquiry to define and investigate a classroom issue of interest. Investigate structured action research as a tool to foster improvement of classroom practice.
Prerequisites: Admission to Teacher Education Program.

TCED 5331 Social Education
Credit: 3 | Lecture: 3 | Lab: 0
Explore critical and controversial issues in contemporary education and determine how these issues impact students, teachers, and the K-12 education system. Themes of the course will include social justice, multiculturalism, community, and 21st century critical dispositions and skills.
Prerequisites: TCED 5036 and EDUC 6033
TCED 5332 Teaching Science in the 4–8 Classroom
Credit: 3 | Lecture: 3 | Lab: 0
This course discusses the development of science concepts and teaching strategies for grades 4–8. Emphasis is on the inquiry approach to teaching science consistent with concepts of cognitive development. Integrated Physics and Chemistry as well as the use of technology in the science classroom will be addressed. It also includes an examination of National Science Foundation curriculum projects as related to grades 4–8. Field experiences required.
Prerequisites: Admission to Teacher Education Program.

TCED 5333 Teaching Mathematics in the 4–8 Classroom
Credit: 3 | Lecture: 3 | Lab: 0
This course focuses on the development of mathematical concepts and teaching strategies for grades 4–8. Emphasis is on problem solving with manipulative and curriculum materials appropriate for use with fourth to eighth grade students. Algebraic and graphing technology will be addressed. Field experiences required.
Prerequisites: MATH 3037 and Admission to Teacher Education Program.

TCED 5338 Strategies for Publishing Instructional Products
Credit: 3 | Lecture: 3 | Lab: 0
This course will focus on strategies, techniques, and guidelines useful for getting teaching ideas, stories, and innovative curriculum products published.
Prerequisites: MATH 3037 and Admission to Teacher Education Program.

TCED 5431 Nature of the Middle Level Learner
Credit: 3 | Lecture: 3 | Lab: 0
This course is a developmental approach to the study of early adolescents with emphasis on their physical, emotional, intellectual, and moral development; learning styles; culturally related differences and discipline management techniques.

TCED 5530 Adolescent Development and Curriculum
Credit: 3 | Lecture: 3 | Lab: 0
This course is a developmental approach to the study of adolescents related to discipline, classroom management, and scope and sequence of curriculum.

TCED 5911 Research Topics in Teacher Education
Credit: 1 | Lecture: 1 | Lab: 0
Identified by specific title each time course is offered.

TCED 5921 Research Topics in Teacher Education
Credit: 2 | Lecture: 2 | Lab: 0
Identified by specific title each time course is offered.

TCED 5931 Research Topics in Teacher Education
Credit: 3 | Lecture: 3 | Lab: 0
Identified by specific title each time course is offered.

TCED 5939 Independent Study in Teacher Education
Credit: 3 | Lecture: 3 | Lab: 0
Prerequisites: Approval of instructor and associate dean.
TCED 6031 Application of Technology in the Classroom  
Credit: 3 | Lecture: 3 | Lab: 0  
Students will learn how to use and integrate computers and various software applications (e.g., word processors, databases, spreadsheets and graphics) with instruction to facilitate learning and performance. They will also be instructed in the use of educational software, multimedia development, and telecommunication technologies such as e-mail and the Internet that can be used to enhance student learning.  
Prerequisites: Basic computer literacy.

TCED 6639 Capstone Project  
Credit: 3 | Lecture: 3 | Lab: 0  
This course serves as a capstone experience for candidates in the C&I master’s degree program in specialization tracks that are conducted online. The capstone experience results in a product created that aligns with professional standards of the specialization.

TCED 6734 Advanced Seminar in Science Education  
Credit: 3 | Lecture: 3 | Lab: 0  
This seminar covers advanced topics on research in science education; emphasis is on instructional techniques and concept formation.

TCED 6735 Seminar in Environmental Education  
Credit: 3 | Lecture: 3 | Lab: 0  
This seminar will discuss the skills needed to address environmental issues including strategies for investigating environmental issues at local, state, regional, or national levels; and selecting and implementing actions to resolve issues through political, economic, legal, educational, and lifestyle avenues. Other topics include questioning, analysis, and interpretation skills and knowledge of environmental processes and systems.

TCED 6736 Fundamentals in Environmental Education  
Credit: 3 | Lecture: 3 | Lab: 0  
This course will focus on the conceptual and philosophical basis for and goals of environmental education. In addition, students will examine the environmental education theory, practice and implementation along with the professional responsibilities of the environmental educator.

TCED 6737 History and Philosophy of Environmental Education  
Credit: 3 | Lecture: 3 | Lab: 0  
The course will focus on the history, philosophy, practices, methods, and issues of environmental education. In addition, students will examine the evolution of environmental education as a profession.
TCED 6738 Instructional Strategies in Environmental Education  
Credit: 3 | Lecture: 3 | Lab: 0  
The course will address the fundamentals of high-quality education and the unique features of environmental education to design and implement effective instruction. Topics include strategies for teaching about the environment using effective methodologies; develop, apply and evaluate environmental education curriculum materials and resources including technologies to assist learning and planning for both the formal and non-formal settings.

TCED 6739 Curriculum and Instruction Practicum  
Credit: 3 | Lecture: 3 | Lab: 0  
Supervised internship in curriculum and instruction.  
Prerequisites: Approval of the associate dean.

WGST Women’s and Gender Studies

WGST 5337 Violence Against Women  
Credit: 3 | Lecture: 3 | Lab: 0  
Global perspectives of violence against women by men. Topics include rape, sexual abuse, incest, female genital mutilation, battering, sexual slavery, and sexual harassment.

WGST 5438 Development of Gender and Racial Identity  
Credit: 3 | Lecture: 3 | Lab: 0  
Examination of theoretical approaches to the study of gender and racial/ethnic identity development.

WGST 5533 Psychology of Gender, Race, and Sexuality  
Credit: 3 | Lecture: 3 | Lab: 0  
Topics include sex roles, stereotyping, socialization of women and men, feminism, female sexuality, feminist therapy, androgyne, and the situation of minority women.

WGST 5732 Seminar in Women's and Gender Studies  
Credit: 3 | Lecture: 3 | Lab: 0  
An advanced course in Women's and Gender Studies. Analysis and application of feminist theory across multiple disciplines.  
Prerequisites: Any previous course with Women’s and Gender Studies content.

WGST 5931 Research Topics in Women's and Gender Studies  
Credit: 3 | Lecture: 3 | Lab: 0  
Identified by specific title each time course is offered. Topics vary; may be repeated for credit with permission of instructor.

WGST 5939 Independent Study in Women's Studies  
Credit: 3 | Lecture: 0 | Lab: 0  
Permission of instructor required.

WRIT Writing

WRIT 5130 Composition Theory  
Credit: 3 | Lecture: 3 | Lab: 0  
Introduces graduate students to the current research, theory, and pedagogical approaches that inform the teaching of writing. The overall goal of this course is to provide students with a solid background in composition theory and practice on which to build a lifetime of exploration of this extremely important subject.
WRIT 5131 Writing Pedagogy  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Provides a practical guide to teaching writing courses in community college and university settings. Topics can include teaching online, working with special populations such as developmental writers or non-native speakers. Topics vary; may be repeated for credit with permission of instructor.

WRIT 5132 Seminar in Rhetorical Theories I  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Provides an overview of some of the primary scholarship that has affected the study of global rhetoric from antiquity through the late 18th century.

WRIT 5133 Seminar in Rhetorical Theories II  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Provides an overview of critical texts that explain global theories and methodologies pertaining to the field of contemporary rhetorical studies from the late 18th to the 21st centuries, including studies of race, gender, disability, new media, and embodiment.  
**Prerequisites:** WRIT 5132.

WRIT 5134 Special Topics in Discourse Studies  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Writing-intensive seminar, investigating a special issue or topic in the study of discourse, literacy, and disciplinary communication as selected by the instructor. Topics vary; may be repeated for credit with permission of instructor.

WRIT 5135 Special Topics in Linguistics  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Graduate seminar investigating a special topic in the study of language, linguistics, and psychosocial communication. Topics vary; may be repeated for credit with permission of instructor.

WRIT 5136 Writing for Graduate School  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Introduces graduate students to the rhetorical and stylistic aspect of graduate-level texts in their disciplines. Students will study and practice writing the types of texts required in these fields.

WRIT 5137 Grant and Proposal Writing  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Project-based course covers the complete process of grant proposal development from project identification, research and assessment of viable funding sources, budget development, and proposal preparation to post-award or rejection follow-up.

WRIT 5138 Multimedia Composition and Theory  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
In-depth study of the theory and methods for composing multimedia texts, combining text, audio, video, and images. Students will design and produce texts and publish in e-portfolios.

WRIT 5139 Digital Rhetoric  
**Credit:** 3 | **Lecture:** 3 | **Lab:** 0  
Explores the dynamics of online, networked reading and writing practices. Encourages critical thinking about how technology informs rhetorical theory and shapes praxis with attention given to the ways individuals, teams, businesses, and organizations construct and distribute knowledge in electronic spaces.
WRIT 5230 Collaborative Writing Pedagogy  
Credit: 3 | Lecture: 3 | Lab: 0  
Introduces students to the theories and practices that inform collaborative pedagogy. Students will learn theories of collaboration, practice methods for one-on-one and small group conferencing, learn research skills, understand formatting styles for different academic disciplines, and practice the interpersonal skills necessary for working with a diverse student population.  
*Prerequisites: WRIT 1301 and WRIT 1302 with a C- or better. Junior-level writing course with a B or better and a writing sample.*

WRIT 5931 Research Topics in Writing  
Credit: 3 | Lecture: 3 | Lab: 0  
Identified by specific topic each time the course is offered. Topics vary; may be repeated for credit with permission of instructor.

WRIT 5939 Independent Study in Writing  
Credit: 3 | Lecture: 0 | Lab: 0  
Permission of adviser and instructor required.

WRIT 6739 Internship  
Credit: 3 | Lecture: 0 | Lab: 0  
Supervised three-unit internship in approved internship setting. Comprehensive written report required.  
*Prerequisites: Students must have completed at least 15 units of graduate-level courses in the WRIT rubric.*
Faculty

A

Abdelzaher, Dina
Assistant Professor of Management; B.B.A., Ph.D., Florida International University

Abeysekera, Krishani
Program Chair of Information Technology and Senior Lecturer/System Administrator of Computer Science and Computer Information Systems; B.S., M.S., University of Houston-Clear Lake

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Associate Professor of Computer Science; B.S., Ohio State University; M.S., Ph.D., University of Florida

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Associate Professor in Fitness and Human Performance; B.S., M.A., University of Houston-Clear Lake; Ph.D., University of Texas Medical Branch

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