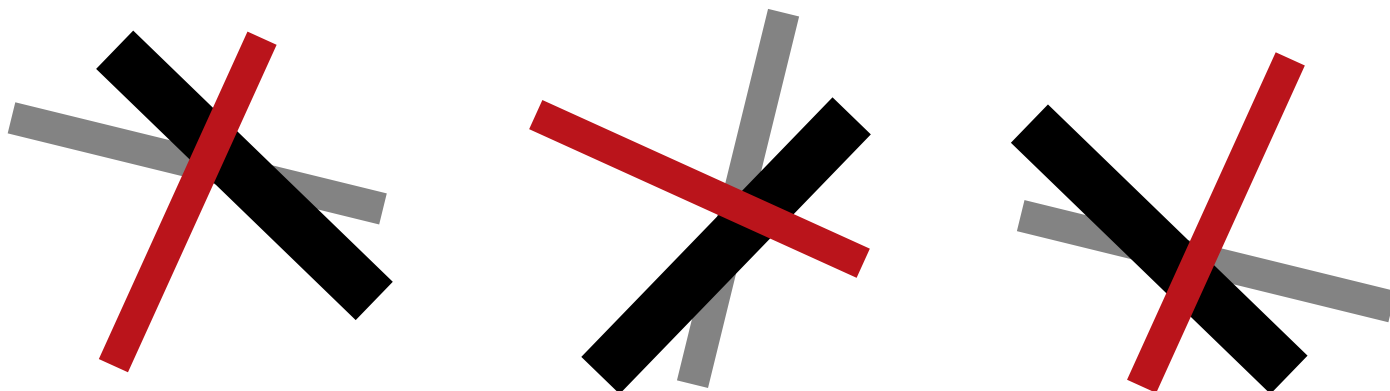


Sul Ross State University RIO GRANDE COLLEGE

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM



2016-2017 Catalog



**SUL ROSS STATE UNIVERSITY
RIO GRANDE COLLEGE**

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

2016-2017 Catalog



CASTROVILLE
153 CR 483
LACOSTE, TEXAS 78039
830-762-3000

DEL RIO
205 WILDCAT DRIVE
DEL RIO, TEXAS 78840
830-703-4808

EAGLE PASS
3107 BOB ROGERS DRIVE
EAGLE PASS, TEXAS 78852
830-758-5005

UVALDE
2623 GARNER FIELD ROAD
UVALDE, TEXAS 78801
830-279-3004

Anti-Discrimination Statement

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age, disability, sexual orientation, or gender identity.

Student Responsibility Statement

All students are responsible for knowing the academic regulations stated in this catalog; unfamiliarity does not constitute a valid reason for failure to fulfill them.

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**Board of Regents
Texas State University System**

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Austin
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Sul Ross State University Administration

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Jim D. Case, Ph.D., Executive Vice President and Provost
David Gibson, M.S., Chief Information Officer
Mary Beth Marks, M.Ed., Interim Vice President, Enrollment Management
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Cesario E. Valenzuela, M.B.A., C.P.A., Vice President for Finance and Operations

Rio Grande College Academic Officers

J. Paul Sorrels, Ph.D., Vice President
Verónica Méndez Maqueo, Ph.D., Dean
Efrain Adames, M.P.A., Chair, Business Administration
Dorman W. Moore, Ph.D., Chair, Education
Patricia A. Nicosia, Ph.D., Chair, Natural and Behavioral Sciences
Sarah Roche, Ph.D., Chair, Humanities

Faculty

2016-2017 Academic Year

- Acevedo, Ana S., Assistant Professor of Spanish
B.A., 1996, The University of Texas – Pan American; M.A., 2000, The University of Texas – Pan American; Ph.D., 2015, Texas Tech University
- Adames, Efrain, Associate Professor of Business Administration
B.A., 1983, InterAmerican University; M.P.A., 1986, University of Texas at Austin
- Baulch, Clay E., Associate Professor of Education
B.A., 1985, Southwest Texas State University; M.Ed., 1998, Sul Ross State University; Ed.D., 2004, Stephen F. Austin State University, Nacogdoches, Texas
- Byxbe, Ferris Roger, Professor of Criminal Justice
B.S., 1988, The University of Southern Mississippi; M.S., 1989; The University of Southern Mississippi; Ph.D., 1998, The University of Southern Mississippi
- Culver, Tiffany F., Associate Professor of Psychology
B.A., 2000, New Mexico State University; M.S. 2002, Mississippi State University; Ph.D., 2008, Mississippi State University
- Davis, Christopher B., Assistant Professor of History
B.A., 2004, Samford University; M.A., 2006, University of Alabama at Birmingham; M.A., 2009, Rice University; Ph.D., 2013, Rice University
- Foley III, Daniel H., Professor of Biology
B.S., 1991, Texas A&M University; M.S., 1994, Texas A&M University; Ph.D., 2002, Utah State University
- Garcia, Samuel, Assistant Professor of Education
B.A., 2004, Sul Ross State University; M.Ed., 2008, Sul Ross State University; Ph.D., 2014, St. Mary's University
- Gear, Maria G., Assistant Professor of Education
B.S., 1987, University of Texas at Austin; M.Ed., 1998, Sul Ross State University; 2011 Ed.D., University of Texas at San Antonio
- Goosen, Geraldine M., Associate Professor of Nursing and Director of Nursing Program
B.S.N., 1970 Drury College; M.S.N., 1974, Texas Women's University; Ph.D., 1985, University of Arizona
- Gutierrez, Monica E., Professor of Education
B.S., Ed., 1988, University of Texas at Austin; M.Ed., 1991, Sul Ross State University; Ph.D., 2002, Texas A&M University
- Hernandez, Jorge A., Professor of History
B.A., 1989, Texas Christian University; M.A., 1992, Texas Christian University; Ph.D., 1995, Texas Christian University
- Maqueo, Verónica Méndez, Dean
B.A., 1988, Universidad Nacional Autónoma de México, Mexico; M.A., 1991, Universitat Autònoma de Barcelona, Spain; Ph.D., 2004, Universidad Nacional Autónoma de México, Mexico
- Moore, Dorman W., Professor of Education and Chair, Department of Education
B.S., 1971, Angelo State University; M.Ed., 1975, Angelo State University; Ph.D., 1987, University of Texas at Austin
- Moura, Edison P., Professor of Business Administration
B.S. 1978, Brigham Young University; M.B.A., 1980, Brigham Young University; D.B.A., Argosy University, 2007.
- Muñiz, M. Miriam, Professor of Education
B.S. Ed., 1983, University of Texas Pan American; M.Ed., 1995, Sul Ross State University; Ph.D., 2000, New Mexico State University
- Nicosia, Patricia A., Professor of Mathematics and Chair, Department of Natural and Behavioral Sciences B.S.E., 1980, University of Central Arkansas; M.S.E., 1982, University of Central Arkansas; Ph.D., 1990, The University of Texas at Austin
- Ortiz, Michael L., Associate Professor of Mathematics
B.S., 2002, University of North Texas; Ph.D., 2009, The University of Texas at Austin.
- Quiz, Fernando Z., Professor of Education
B.B.A., 1983, Southwest Texas State University; M.Ed., 1996, Sul Ross State University; Ph.D., 2000, New Mexico State University
- Roche, Sarah, Professor of English and Chair, Department of Humanities
B.A., 1985, University of the South; M.A., 1989, Middle Tennessee State University; Ph.D., 1998, Texas A&M University

Russell, Todd T., Professor of Education
 B.S., 1978, University of Oregon; M.S., 1982, University of Oregon; Ph.D., 1987, University of Oregon

Sorrels, J. Paul, Professor of Psychology and Vice President and Dean
 B.A., 1972, Howard Payne University; M.A., 1976, Texas Women's University; Ph.D., 1978, Texas Women's University

Stitts, Randal H., Professor of Business Administration
 B.B.A., 1974, University of Texas at Austin; M.P.A., 1986, University of Texas at Austin; Ph.D., 1991, Texas Tech University

Stocks, Gina L., Associate Professor of Education
 B.A., 1995, Sul Ross State University; M.Ed., 2005, Sul Ross State University; Ph.D., 2011, Texas A&M University-Corpus Christi

Urbina, Martin G., Professor of Criminal Justice
 B.S., 1995, Sul Ross State University; M.C.J., 1997, New Mexico State University; Ph.D., 2000, Western Michigan University

Wilson, Timothy L.-Y., Professor of Education
 B.A., 1977, Wayland Baptist University; M.Ed., 1982, Houston Baptist University; Ed.D., 1989, East Texas State University, Commerce, Texas

Wynne, Wesley D., Professor of Psychology
 B.A., 1988, The University of Texas at Austin; M.S., 1990, University of Michigan; Ph.D., 2003, University of Texas at Austin

Young, Kevin V., Associate Professor of Biology
 B.S., 1995, Brigham Young University; Ph.D., 2010, Utah State University

Retired Faculty

Abbott, Frank W., Professor Emeritus, History

Carson, Terry C., Professor Emeritus, Business Administration

Ireton, Elmer J., Professor Emeritus, Education

Lujan, Juan, Associate Professor, Education

Overfelt, Robert C., Jr., Distinguished Professor Emeritus, History

Pannell, Bob D., Professor Emeritus, Education

Pannell, Sue, Professor Emeritus, Education

Smith, Donald E., Distinguished Professor Emeritus, Education

Stone, Gregory B., Professor Emeritus, Spanish

Tindol, William A., Professor, Education

Tyler, Barbara J., Professor, Education

Vela, Joel E., Professor, History

Walden, Donald W., Professor Emeritus of English

Watts, Shirley J., Associate Professor, Education

Wilson, Jr., Ben, Professor Emeritus, Education

Wong, Hoi Tay, Professor, Business Administration

Wood, James A., Professor, Education

Adjunct Faculty

Acuna-Ruiz, Valerie, Adjunct Professor of English
 B.A., 2001, Sul Ross State University; M.A., 2013, Sul Ross State University

Carbonel-Mason, Wilhelmina, Adjunct Professor of Nursing
 M.S.N./ED, 2011, University of Phoenix

Cortez-Walden, Lisa, Adjunct Professor of Organizational Leadership
 B.A., 1991, Mount Holyoke College; M.A., 2001, St. Mary's University; Ph.D., 2007, University of Texas, San Antonio

Davis, Richard A., Adjunct Professor Mathematics
 B.B.A., 1992, University of Texas at Austin, M.A., 1993, University of Texas at Austin, M.S., 2005, University of Texas at San Antonio

De La Cruz, Amado, Adjunct Professor of Education
 B.A., 1988 Sul Ross State University; M.Ed., 1995, Sul Ross State University

Drabier, John M., Adjunct Professor of Business Administration
 B.A., 1974, University of Kansas; M.B.A., 1981, American Graduate School of International Management

Edwards, Mary J., Adjunct Professor of Nursing
 B.S.N. 1952, Cornell University; M.S.N., 1975, Boston University; Ph.D., 1990, University of Texas, Austin

England, Susan, Adjunct Professor of Nursing
 B.S.N., 2000, University of Texas Health Science Center, San Antonio; M.S.N., 2000, University of Texas Health Science Center, San Antonio; Ph.D., 2014, Texas Women's University

Frederick, Austin, Adjunct Professor of Nursing
 B.S., 1976, Prairie View A&M, M.Theology, 1981, Southern Methodist University, D.M.I., 1994, Austin Presbyterian Theological Seminary

Garza, Cristobal, Adjunct Professor of Spanish
 B.S., 1971 Texas A&I University, Kingsville; M.A., 1978, Southwest Texas State University

Gómez, Cynthia, Adjunct Professor of Organizational Management
 B.A., 2003, Texas A&M International University; M.B.A., 2004, Texas A&M International University

Hanley, Mary Anne, Adjunct Professor of Nursing
 B.S.N., 1974, University of Connecticut; M.A., 1987, New York University; Ph.D., 2004, University of Texas Medical Branch, Galveston

Kohut, Darren, Adjunct Professor of Criminal Justice
 B.S., 1990, Southwest Texas State University; M.S., 1999, Southwest Texas State University

Lockhart, Lora Lee (Lolly), Adjunct Professor of Nursing
 B.S.N., 1961, University of Texas Medical Branch, Galveston; M.S.N., 1970, University of Texas; Ph.D., 1984, University of Mississippi

Mauldin, Cathy, Adjunct Professor of History
 B.A., 1972, East Central State College; M.Ed., 1973, East Central State College

Nunley, Barbara, Adjunct Professor of Business Administration
 B.S., 1975, University of Texas, Austin; M.S., 2005, Texas A&M University

Ortiz, Rita Lopez, Adjunct Professor of English
 B.A., 2008, St. Mary's University; M.Ed., 2014, Sul Ross State University

Overfelt, Jr, Robert C., Adjunct Professor of History
 B.A., 1967, Baylor University; M.A., 1968, Baylor University; Ph.D., 1972, Texas Christian University

Peña, Elizabeth, Adjunct Professor of Organizational Leadership
 B.B.A., 1997, Sul Ross State University; M.B.A., 2003, Sul Ross State University

Perez, Rosa I., Adjunct Professor of Nursing
 B.S.N., 2004, A&M International – Laredo, M.S.N., 2012, A&M International-Laredo

Roethler, Jeremy, Adjunct Professor of Political Science
 B.A., 1972, University of California, Los Angeles; M.A. 1996, University of California, Los Angeles; Ph.D., 2007, University of Washington

Smith, Wayne E., Adjunct Professor of Business Administration
 B.B.A., 1983, Hardin Simmons University; M.B.A., 1986, Hardin Simmons University; D.B.A., 2006, University of Sarasota

Vela, Joel E., Adjunct Professor of History
 B.A., 1972, Incarnate Word University; M.A., 1974, Angelo State University; Ed.D., 1976, University of Wyoming

Walden, Donald W., Adjunct Professor of English
 B.A., 1967, University of Texas at Austin; M.A., 1992, University of Texas at Austin; Ph.D., 2000, University of Texas at Austin

Watkins, Joy G., Adjunct Professor of Education
 B.S., 1971, Southwest Texas State University; M.Ed., 1984, Midwestern State University

Williamson, James M. , Adjunct Professor of History
 B.A., 1995, Sul Ross State University; M.A., 2000, Sul Ross State University

Rio Grande College Administrative Staff

Nelson, Laura, B.A., Director, Media/Public Relations/Outreach
 Peña, Elizabeth, M.B.A., Director, Small Business Development Center
 Ramirez, Delia, M.B.A., Director, Business Services
 Sandoval, Monica, M.S., Assistant Director of Financial Aid
 Wright, Claudia R., Ed.D., Director, Admissions, Records and Student Services

Academic Calendar 2016-2017

Spring 2016 Semester: January 19–May 12, 2016

November 2	On-line registration began
January 18	Martin Luther King, Jr. holiday
January 19	Classes, late registration, and schedule changes begin. Late registration fees apply.
January 22	Last day for late registration and schedule changes
January 26	Last day to drop 1st 8 week course without creating an academic record.
January 29	Last day to apply for May graduation with no late fee.
February 3	12th class day, 16 week term
February 19	Last day for students enrolled in 1st 8 week courses to drop a course and receive a “W”.
March 8	Mid-Semester
March 11	Final exams, 1st 8 week term Last day to apply for May 2016 graduation and only pay a \$25.00 late fee. Last day to apply for Summer 2016 graduation without paying a late fee.
March 14-18	Spring Break. No classes
March 21	Classes begin, 2nd eight week term
March 25	Good Friday. All university campuses close at noon.
March 28	Last day to drop 2nd 8 week course without creating an academic record Last day to apply for student teaching for Fall 2016
April 8	Last day to withdraw from the 16 week course/term with grade of “W.” Drops must be processed and in the Admissions office by 4:00 p.m.
April 15	Last day to apply for May 2016 graduation. A \$50.00 late fee will be charged. No applications for May, 2016 graduation will be accepted after this date.
April 22	Last day for students enrolled in 2nd 8 week courses to drop a course and receive a “W.”
May 4	Last class day, 16 week term
May 9-12	Final examinations
May 12	Final exams for 2nd 8 week term
May 13	Final grades for graduating students due by noon
May 14	Spring Commencement in Alpine, Pete P. Gallego Center, 7 p.m. Spring Commencement for RGC, International Center for Trade, Eagle Pass, 7:30 p.m.
May 16	Final course grades due by noon

Summer I 2016 Semester: June 1–July 5, 2016 ,

May 30	Memorial Day holiday
June 1	Classes begin, late registration and schedule changes begin; payment must be concluded by this day
June 3	Last day for registration and schedule changes
June 6	4th class day
June 17	Last day to apply for Summer 2016 graduation and only pay a \$25.00 late fee.
June 21	Mid-Semester
June 23	Last day to drop a course with a “W.” Drops must be processed and in the Admissions office by 4 p.m.
July 1	Final exams for Monday/Wednesday classes
July 4	Fourth of July Holiday – University closed
July 5	Final exams for Tuesday/Thursday classes
July 6	Final grades due; grades must be submitted by noon

Note: No Optional Payment Plan for Summer sessions

Summer II 2016 Semester: July 7–August 11, 2016

July 7	Classes begin, late registration and schedule changes begin. Late registration fees apply.
July 11	Last day for registration and schedule changes
July 12	Fourth class day
July 21	Mid-Semester
July 29	Last day to apply for Summer 2016 graduation. A \$50.00 late fee will be charged. No applications for Summer 2016 graduation will be accepted after this date.

Summer II 2016 Semester: July 7–August 11, 2016, continued

August 1	Last day to drop a course with a “W.” Drops must be processed in the Admissions office by 4 p.m.
August 10	Final exams for Monday/Wednesday classes
August 11	Final exams for Tuesday/Thursday classes
August 12	Final grades for graduating students due by noon
August 15	Final grades for continuing students due; must be admitted by noon

Note: No Optional Payment Plan for Summer sessions**Fall 2016 Semester: August 22–December 12, 2016**

August 22	Classes begin, late registration and schedule changes begin. Late registration fees apply.
August 25	Last day for late registration and schedule changes
August 29	last day to drop 1st 8 week course without creating an academic record.
September 5	Labor Day holiday, no classes
September 7	Twelfth class day, 16 week term. Last day to drop a 16 week term course without creating an academic record
September 16	Last day to apply for December 2016 graduation without a late fee.
September 23	Last day for students enrolled in 1st 8 week courses to drop a course and receive a “W.”
September 26	Last day to apply for student teaching for Spring 2017 semester
October 14	Final exams, 1st 8 week term
October 17	Final grades for 1st 8 week term students submitted by noon Mid-term, 16 week term Classes begin, 2nd 8 week term
October 20	Last day for schedule changes, 2nd 8 week term
October 21	Last day to apply for December 2016 graduation and only pay a \$25.00 late fee. Last payment date for Optional Payment Plans for Fall 2016
October 24	Last day to drop 2nd 8 week course without creating an academic record.
November 11	Last day to withdraw from the university or to drop courses with grade of “W”. Drops must be processed and in the Admissions office by 4 p.m. Last day to apply for December 2016 graduation. A \$50.00 late fee will be charged. No applications will be accepted for December 2016 after this date.
November 18	Last day for students enrolled in 2nd 8 week course to drop a course and receive a “W.”
November 23-25	Thanksgiving Day holiday (Begins after the last scheduled class meets on Tuesday, November 22)
December 1	Last class day before finals, 16 week term
December 5-8	Final exams, end of term, 16 week term
December 7	Final exams, end of term, 2nd 8 week term
December 9	Final grades for graduating students due; grades must be submitted by noon.
December 9	Fall commencement for Alpine, Pete P. Gallego Center, 7 p.m.;
December 10	Fall commencement for RGC, Uvalde High School Auditorium
December 12	Final grades for continuing students due; grades must be submitted by noon

Spring 2017 Semester: January 17–May 15, 2017

January 16	Martin Luther King, Jr. holiday
January 17	Classes, late registration, and schedule changes begin. Late registration fees apply.
January 20	Last day for late registration and schedule changes
January 24	Last day to drop 1st 8 week course without creating an academic record
February 1	Twelfth class day, 16 week term
February 10	Last day to apply for May 2017 graduation without paying a late fee
February 17	Last day for students enrolled in 1st 8 week courses to drop a course and receive a “W.”
March 7	Mid-semester, 16 week term
March 10	Final exams, 1st 8 week term Last day to apply for Spring 2016 graduation and only pay a \$25.00 late fee.
March 13-17	Spring Break. No classes
March 20	Final grades for 1st 8 week term students due by noon Classes begin, 2nd eight week term
March 27	Last day to drop 2nd 8 week course without creating an academic record Deadline for applying to student teach during the Fall 2017 semester

Spring 2017 Semester: January 17–May 15, 2017, continued

April 7	Last day to withdraw from the 16 week course/term with grade of “W.” Drops must be processed and in the Admissions Office by 4 p.m. Last day to apply for May 2017 graduation. A \$50.00 late fee will be charged. No applications will be accepted for May 2017 graduation after this date.
April 14	Good Friday holiday
April 21	Last day for students enrolled in 2nd 8 week courses to drop a course and receive a “W.”
May 4	Last class day before finals, 16 week term
May 5	Last day to apply for Summer 2017 graduation without a late fee.
May 8-11	Final exams, end of 16 week term
May 10	Final exams, end of 2nd 8 week term
May 12	Final grades for graduating students due; grades must be submitted by noon
May 12	Spring commencement in Alpine, Pete P. Gallego Center, 7 p.m.
May 13	Spring commencement for RGC, Del Rio Civic Center, 7:30 p.m.
May 15	Final grades for continuing students due; grades must be submitted by noon

Summer I 2017 Semester: May 31–July 5, 2017

May 31	Classes, late registration, and schedule changes begin
June 2	Last day for late registration and schedule changes
June 5	Fourth class day. Last day to register for shortened format courses
June 7	Shortened format classes begin
June 20	Mid-term
June 22	Last day to drop a course with a “W.” Drops must be processed and in the Admission’s Office by 4 p.m.
June 23	Last day to apply for Summer 2017 graduation and only pay a \$25.00 late fee
June 30	Final exams for Monday/Wednesday classes
July 3	Final exams for Tuesday/Thursday classes
July 4	Fourth of July holiday
July 5	Final grades are due; grades must be submitted by noon

Note: No Optional Payment Plan for Summer sessions

Summer II 2017 Semester: July 6–August 14, 2017

July 6	Classes, late registration, schedule changes begin
July 10	Last day for late registration and schedule changes
July 11	Fourth class day
July 20	Mid-term
July 31	Last day to drop a course with a “W.” Drops must be processed and in the Admission’s Office by 4 p.m.
August 9	Final exams for Monday/Wednesday classes
August 10	Final exams for Tuesday/Thursday classes
August 11	Final grades for graduating students due; grades must be submitted by noon
August 14	Final grades for continuing students due; grades must be submitted by noon

Note: No Optional Payment Plan for Summer sessions

University Mission

The ultimate goal of higher education is to produce graduates who will be effective leaders in their chosen professions, valued members of their communities, and responsible citizens of the world.

Sul Ross State University is a coeducational, comprehensive, public institution of higher education offering certificate programs and associate, baccalaureate, and master's degree programs. The mission of Sul Ross State University and Sul Ross State University-Rio Grande College is to include the following structure in all of its academic programs:

From the core curriculum, students will acquire a common set of intellectual, physical, and aesthetic experiences designed to foster a broad appreciation for the human experience. Graduates will be expected to demonstrate the critical thinking skills, oral and written communication skills, and quantitative literacy that will be required for them to become effective leaders. Moreover, graduates will possess the in-depth knowledge necessary to either enter professions that are related to their areas of specialization, to achieve advanced levels of professional development, or to enter and successfully complete graduate programs of study.

As part of their education, students will develop qualities of good citizenship, qualities which include an appreciation for and commitment to performing their work conscientiously; the ability to recognize, respect, and understand cultural diversity; and the ability to recognize the implications of what they believe. Most importantly, they will acquire the skills and techniques which enable them to engage in self-learning and a spirit of intellectual curiosity leading to independent and purposeful life-long learning.

In order to guarantee that this mission is carried out in the spirit of the goals of higher education, Sul Ross State University has three major functions:

1. **To enable optimal teaching and learning** through quality faculty and staff, exceptional facilities, technology, and instructional resources, and effective student support services;
2. **To support research** which advances knowledge, enriches teaching, encourages professional development, and utilizes the distinctive environment of the Big Bend and Middle Rio Grande areas of Texas; and
3. **To serve as a resource for enrichment** of the cultural, intellectual, social, and economic life of citizens of the region.

Accreditations

Sul Ross State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Bachelor's, and Master's Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500, for questions about the accreditations of Sul Ross State University. The Teacher Education program offered at Sul Ross State University Rio Grande College is approved by the Texas Education Agency.

University Memberships

American Association of State Colleges and Universities
American Library Association
American Southwest Conference
Association of Texas Graduate Schools
Hispanic Association of Colleges and Universities
National Collegiate Athletic Association
Texas Library Association Texas
Space Grant Consortium

Notice

All of the information presented in this catalog is subject to change without prior knowledge. Such changes may be necessary in order to keep Sul Ross State University policies in compliance with state and federal laws as well as rules and regulations of the Texas State University System Board of Regents.

The University reserves the right to change policies, procedures, fees, rules, regulations, curricula, and other requirements without notice. Any changes will be made known to the administrative offices and the academic departments as they occur.

The catalog provides information about the academic programs of Sul Ross State University Rio Grande College to students, prospective students, and RGC faculty, staff, and students should refer to it for course descriptions, degree requirements, and procedures for admission. In addition, academic calendars, academic regulations, student services, undergraduate and graduate curriculum and a list of faculty and administrative officers are included in the publication. Every effort has been made to make the catalog as complete and accurate as possible and has been prepared using information available at the time of publication. The class schedule for each semester or summer session will provide details concerning registration and the courses to be offered.

The provisions of this catalog do not constitute a contract, express or implied, between the University and any applicant, student, faculty member, or any other person

Equal Educational Opportunity Statement

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age, disability, sexual orientation, or gender identity.

Student Grievance Procedures

Filing a grievance: Students who feel they have been discriminated against on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, or gender identity, may file a complaint with the appropriate University officer. Students attending classes in Del Rio, Eagle Pass, and Uvalde should contact the Director of Admissions, Records and Student Services in Eagle Pass, Texas (830-758-5006).

Students should discuss the complaint with the Director of Admissions, Records and Student Services within five class days of the occurrence of the action or condition giving rise to the complaint. Details should include the nature of the alleged discrimination, names of person(s) accused of discrimination, and relief sought. If possible, the complaint should be resolved in an informal manner at this level involving only the parties affected by the complaint. Within three class days of the original contact, the officer will inform the student of the action to be taken. The complete grievance procedure may be found in the Administrative Policy Manual, Chapter Four, Section 4.06. A copy of the manual is available in the Dean's office, and on line at http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/student_svc/handbook-03.pdf (see page 13 of this link).

History of the University

Sul Ross State University

Sul Ross State University, located in Alpine in Brewster County, was created by an act of the 35th Legislature in 1917 as a state normal college to train teachers. Named for Lawrence Sullivan Ross, Governor of Texas from 1887 to 1891 and President of Texas A&M College from 1891 to 1898, the institution was the successor to Alpine Summer Normal School. The bill creating the institution provided that the residents of the town would provide land, water, and utilities for the college and housing for the students. This condition was met, and following a delay occasioned by World War I, the Legislature in 1919 appropriated \$200,000 for buildings and equipment. Construction proceeded, and under the presidency of Thomas J. Fletcher, Sul Ross State Normal College began operations in the present Dolph Briscoe, Jr. Administration Building on June 14, 1920.

Seventy-seven students enrolled in the summer of 1920, studying education and liberal arts subjects leading to teaching certificates and junior college diplomas. In 1923, the Legislature changed the name of the institution to Sul Ross State Teachers College, and advanced courses leading to baccalaureate degrees were added. The first baccalaureate degree was awarded in the summer of 1925. In 1930, course work at the graduate level was initiated, and the first master's degrees were awarded in 1933. In 1949, in recognition of the broadened mission of the institution to prepare students for a variety of careers and occupations, the name was changed to Sul Ross State College.

In 1969, the Legislature again changed the name of the institution, this time signifying full state university status by the name—Sul Ross State University. The 1970s were years of stable or declining enrollments caused by the opening of several new colleges in West Texas. In 1973 an off-campus study center was established on the campus of Southwest Texas Junior College in Uvalde to provide opportunities for residents of the thirteen county Middle Rio Grande region. With campuses in Uvalde, Del Rio, Eagle Pass, and Castroville, citizens of the area can pursue courses of study leading to undergraduate or graduate degrees in education, liberal arts, or business administration. Sul Ross State University Rio Grande College, an upper-level component of the University, offers junior, senior, and graduate work in selected programs in Castroville, Del Rio, Eagle Pass, and Uvalde and is headquartered on the campus of Southwest Texas Junior College.

The University was a founding member of the non-scholarship American Southwest Conference and was the birthplace of the National Intercollegiate Rodeo Association. The governing body of the University is the Board of Regents, Texas State University System.

Rio Grande College

Castroville, Del Rio, Eagle Pass, and Uvalde

The Rio Grande College of Sul Ross State University, with sites in Castroville, Del Rio, Eagle Pass, and Uvalde, serves thirteen counties in Southwest Texas. Sometimes referred to as the Southwest Texas Badlands, this area is known for its fields of purple sage and its Old West ambiance. In this atmosphere, the College works continually towards higher standards of excellence in teaching and learning. The Rio Grande College is located on the Texas-Mexico border. The area includes two of the five highest-volume ports to our southern neighbor. The College offers junior, senior, and graduate coursework with programs in Humanities, Natural and Behavioral Sciences, Business, and Teacher Education at all sites.

Begun originally as the Sul Ross State University Study Center, the College was renamed the Uvalde Study Center in 1985, and again the Uvalde Center in 1989. Recognizing its service to the broad area of the Middle Rio Grande and Wintergarden regions of Texas, the Legislature renamed it Sul Ross State University Rio Grande College in 1995. Sul Ross and the Southwest are closely tied. The blending of the Hispanic and Anglo heritages makes Sul Ross-RGC perfect for anyone who seeks intellectual development with emphasis on the mutual culture that all Americans share. The student body consists of multi-cultural, traditional, and non-traditional students. Rio Grande College is one of the largest producers of Hispanic teachers in the state and Sul Ross State University is regularly recognized as one of the outstanding educational institutions for Hispanic students.

Castroville

Castroville was founded in 1844 by Henri Castro and families from the country of Alsace, the eastern region of France that borders Germany and Switzerland. The immigrants raised the town on a land grant along the Medina River, which meanders through town and offers recreational activities. Known as the Little Alsace of Texas, Castroville is a historic community and continues to preserve and showcase the unique Alsatian architecture of the many historic homes and sites throughout the city. Castroville's rich cultural heritage is displayed in its unique shops, traditional Alsatian cuisine, museums, and historic buildings and grounds. One of the most notable landmarks, Steinbach Haus, also serves as the visitor's center. After being carefully disassembled in Wahlbach, France and shipped to Texas, the 1600s-era house arrived in Castroville in 1999. Over the next three years, the house was erected and finished using authentic materials and craftsmanship. The Medina Valley Independent School District invited Rio Grande College to use its new Higher Learning Center to offer classes to the community and RGC started holding classes there in the spring of 2015. Located only 12 miles west of San Antonio, RGC saw an opportunity to serve students in Medina County as well as those living in western Bexar County.

Del Rio

Del Rio, Texas, sister city of Ciudad Acuña, Mexico, combines the ambiance of Mexico with American culture to form a diversified city. Nearby, the Pecos River joins the Devil's River and the Rio Grande to create Lake Amistad, the ninth largest of its kind in the United States with more than 850 miles of shoreline. Its canyons, cliffs, and caves provide both scenery and a place filled with history. Del Rio is the home of the Whitehead Memorial Museum with its log cabin, cultural folk art exhibit, and numerous other historical displays. A visit to Whitehead is like taking a stroll through history. Judge Roy Bean, "The Law West of the Pecos," is buried here. West of Del Rio is Seminole Canyon State Historical Park where 10,000-year-old pictographs adorn the canyon walls. Del Rio provides a perfect place for learning about life (and education) on the border, and Sul Ross State University Rio Grande College is proud to serve this region. Students may find special sites in the region which reflect the history of frontier Texas including the burial site for Judge Roy Bean and the restoration of his courthouse as the "Law West of the Pecos" in Langtry. The rugged Seminole Canyon State Park is nearby as well. Del Rio is also home to Laughlin Air Force base, a premier pilot training facility. The Del Rio campus of Rio Grande Colleges offers opportunities for laboratory science courses in addition to the regular offerings in the degree programs. Situated in a complex of buildings, the College provides computer laboratories, learning centers, and an auditorium. The Del Rio campus houses the offices of the Chair of the Department of Humanities, Chair of Natural and Behavioral Science, Financial Aid, and the main office of Business Services.

Eagle Pass

Located on the border across from Piedras Negras, Mexico, Eagle Pass is the center of a thriving international trade community. First established as a camp in 1849, Eagle Pass has grown into a city of over 25,000 people. With a variety of shops and

malls, it is the gateway to Piedras Negras' colorful outdoor markets and handiwork of the Mexican tradition. Biculturalism flourishes in Eagle Pass, and it is common for people in Eagle Pass to speak both Spanish and English. The Eagle Pass area offers ready access to the markets of Mexico and to the recreational activities of the Kickapoo Indian Nation. In this atmosphere, Sul Ross State University Rio Grande College strives to bring together diverse cultures. The Eagle Pass campus of Rio Grande College is located on the eastern edge of the city. The campus comprises two buildings which include computer laboratories and learning centers. The Eagle Pass campus houses the central offices of the Chair of the Department of Business Administration, Admissions, Records and Student Services. The regional Small Business Development Center has its main office on the Eagle Pass campus as well.

Uvalde

Settled in 1853, Uvalde served as a trading post for area settlers and forts along the Nueces River. Prior to Texas' annexation, many battles were fought along the Nueces River in an attempt to settle the boundary dispute between Texas and Mexico. Turn-of-the-century architecture is still evident in Uvalde. Nestled along tree shaded streets are many elegant old homes, dating back to the late 1890s and early 1900s. Many storied houses with long porches, balconies, and tall graceful columns preserve a testament to the past. Uvalde is also home to the Briscoe-Garner Museum depicting the contributions of these two distinguished Texans. The huge old oaks that were so numerous in the area are so loved by the city that many streets are built around the trees. Near Uvalde is Garner State Park, a recreational area famed in the state for its camping and outdoor activities. Uvalde is also the headquarters of Southwest Texas Junior College, our educational partner institution. The Uvalde campus of Rio Grande College houses the offices of the Vice President, Dean, Chair of the Department of Education, and Media/Public Relations/Outreach.

SRSU Rio Grande College Small Business Development Center

The Sul Ross State University Rio Grande College Small Business Development Center strives to support the economic development of the Middle Rio Grande region of rural Southwest Texas. The Center is committed to act as a catalyst for business and economic development by providing professional, no cost, confidential and individualized advising services with our trusted and certified business advisors. A broad range of education, counseling, and technical assistance activities are targeted towards the small business community.

The Center conducts the SBDC program in nine counties stretching from Maverick to Dimmit, Edwards, Kinney, La Salle, Real, Uvalde, Val Verde, and Zavala—an area of 12,000 square miles, with an estimated population of approximately 160,000 and approximately 2,700 businesses. The region is comprised of ethnically and culturally diverse populations.

The Small Business Development Center has offices on the campuses of Rio Grande College in Del Rio, Eagle Pass and Uvalde as well as an office in the MRGDC building in Carrizo Springs.

SRSU RGC SBDC is an accredited member of the America's SBDC and part of the South-West Texas Border SBDC Network. The SBDC services are made possible with federal and state funding.

Admissions Policy

Sul Ross State University is committed to equal consideration of all applicants for admissions. No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including but not limited to race, color, national origin, religion, sex, age, disability, sexual orientation, or gender identity. Applicants will be considered for admission to the University when all the items required for admission have been filed with the Office of Admissions and Records.

In order to enroll initially for any semester or summer term, an application must have been filed with Admissions and Records prior to the first day of registration for the particular semester or summer term. A completed file will contain the following items: Application for Admission and official copies of all college or university transcripts. Written notification concerning admission will be sent by the Office of Admissions and Records to each applicant.

Sul Ross State University requires the same personal standards and applies the same criteria in considering applications for admission as it uses in the retention of students who are enrolled. To be consistent with this policy, the University reserves the right to refuse acceptance to prospective or former students who are on disciplinary suspension or expulsion from any college or university, or who have committed other offenses of a serious nature, which, in the judgment of the University, are likely to have an adverse effect on the University. The personal standards are provided in the Student Code of Conduct contained in the Student Handbook. Students should request a degree plan from their major advisor as soon as possible upon acceptance. This should be done at the beginning of the first semester of enrollment.

Undergraduate Admissions

Rio Grande College of Sul Ross State University accepts applications for admission from students who have completed a minimum of 42 transferable semester credit hours from accredited colleges and universities. Any person who desires to apply for admission should contact the Office of Admissions and Records, Sul Ross State University- Rio Grande College, 3107 Bob Rogers Drive, Eagle Pass, Texas 78852; or the other offices of the Rio Grande College, 2623 Garner Field Road, Uvalde, Texas 78801; or Rio Grande College, 205 Wildcat Drive, Del Rio, Texas 78840, or www.applytexas.org.

Students may also apply for admissions to Sul Ross State University Rio Grande College through our website located at: <http://www.rgc.sulross.edu/pages/110.asp> or at the common application page for state-supported colleges in Texas: <https://www.applytexas.org/adappc/commonapp.wb>

Students should request a degree plan from their major advisor as soon as possible upon acceptance. This should be done at the beginning of the first semester of enrollment.

Full Admission

To be considered for admission to the Rio Grande College of Sul Ross State University, a student must have completed a minimum of 42 transferable semester credit hours with a 2.0 GPA from an accredited college or university, be eligible for enrollment in upper level courses, and be eligible for readmission to the last college or university attended. The student must also meet the minimum 2.0 grade point average for all courses attempted. While not required for admission, students are urged to complete the Texas Required Core Curriculum before beginning at SRSU RGC.

Students must:

File an application for admission. Failure to list all institutions previously attended constitutes falsification of records and may result in enforced withdrawal from the University and loss of credit earned toward degree requirements at Sul Ross State University.

File an official transcript from each college in which the student was previously enrolled, regardless of type of enrollment or intent to transfer credits. Transcripts must be sent directly to the Office of Admissions and Records at Sul Ross State University Rio Grande College from the Registrar of the issuing institution. If the college grade point average does not meet the grade point average requirement of admissions criteria above, the student's application will be rejected.

Transfer of Credit

Students who wish to earn transfer credit at other institutions while pursuing a degree program at SRSU must have prior written approval of the major advisor and Department Chair with copies being filed with the Dean of the Rio Grande College. Students must submit official transcripts to the Office of Admissions and Records after completion of any courses taken at another college or university.

Students may transfer hours from accredited two-year institutions as may be necessary to meet degree requirements, but students must meet the minimum requirements for hours in residence at Sul Ross State University and for advanced hours as may be required for the degree. Lower level hours taken after initial enrollment at other institutions will not be counted toward the requirement that the last 30 hours of the degree must be taken in residence at Sul Ross State University. Courses taken at a two-year college cannot transfer as advanced hours. Grade points earned and hours attempted at another institution will be used in determining eligibility for admission, graduation, and meeting academic standards for continued enrollment. Semester credit hours earned in remedial courses at other institutions are not accepted for transfer. Semester credit hours earned with the grade of D or better in non-remedial courses at other institutions will transfer; however, a student may be required to repeat the course or similar courses at Sul Ross State University Rio Grande College in order to satisfy degree requirements depending upon the major field of study and the overall grade point average of the student involved.

Transfer Dispute Resolution

The Texas Higher Education Coordinating Board has established guidelines for resolving transfer disputes. These transfer disputes may arise when a lower-division course is not accepted for credit by a Texas institution of higher education. To qualify as a transfer dispute, the course(s) in question must be offered by Sul Ross. Additionally, the sending institution must challenge Sul Ross's denial of credit. In all disputes, Coordinating Board form CB-TDR, "Transfer Dispute Resolution," must be completed to initiate dispute action. Forms are available in the office of the Executive Vice President and Provost in Alpine and at each RGC college site. Appeals must be filed within fifteen days after the Sul Ross State University transcript evaluation has been received. Assistance in completing the form will be available in any of these offices.

Texas Success Initiative

The Texas Success Initiative is an innovative response of the State of Texas to assist students in progressing through the higher educational process. Students enrolling in institutions of higher education in the state must be assessed as to readiness to perform at college levels and, if deficient, be provided with plans to help them reach college level readiness. The Success Initiative replaces the previous requirements for the Texas Academic Skills Program (TASP) examination.

All students must be assessed for college readiness upon entry into the institution. There are no exemptions for students based on previous course work, but students who meet one of the following criteria are deemed to be "college ready:" Specified scores on the ACT, SAT, TAKS; possession of an associate or baccalaureate degree; successful completion of college-level coursework at a private out-of-state institution; certification of college readiness from a Texas public higher education institution; or current service in the armed forces or reserve component or a discharge from the armed forces reserve component after 1989.

Students admitted to Rio Grande College may still be required to meet higher score requirements for admission to specific programs such as teacher education.

Transient and Special Student Admissions

1. Transient- A student who is pursuing a degree at another institution may be considered for transient admission. The student must present a transcribed certification of readiness for college level work or meet other readiness exemptions, a statement of good standing from the college in which the student is pursuing a degree and proof of completing any required remediation. Transient admission is granted for a maximum of twenty-four semester credit hours. Credits earned as a transient student may be applied to a degree at Sul Ross, at the discretion of the major department, AFTER regular admission is granted.
2. Special- A student who is over 21 years of age who does not intend to work towards a degree at Sul Ross and who has a high school diploma from an accredited high school or a GED may be admitted to the Rio Grande College to enroll in a part-time schedule for enrichment purposes. Students seeking admission as a special student must present a transcribed certification of readiness for college level work or meet other readiness exemptions, a statement of good standing from the college in which the student is pursuing a degree and proof of completing any required remediation. Credits earned as a special student may be applied towards a degree at Sul Ross, at the discretion of the major department, AFTER regular admission is granted. A maximum of 9 semester credit hours may be taken as a special student prior to regular admission.

Continuous Enrollment/Discontinuing Attendance

Students who discontinue enrollment for one (1) calendar year must re-apply for admission. All requirements of the catalog in effect at the time of re-admittance (or subsequent catalog if selected) must be met. See Time Limit for Completion of Degrees.

International Student Admissions-Undergraduate

An admission applicant who does not hold United States citizenship or permanent resident status and who has not graduated from a United States high school must fulfill international student admission requirements. Students must apply no later than 30 days prior to initial enrollment.

Requirements for admission include:

Application for admission;

Official transcript of credits from each college or university attended, or secondary school transcript;

Achievement test scores when required;

Test of English as a Foreign Language (TOEFL) score of 520 or an official transcript showing completion of 24 hours from an accredited American college or university with a C average or better; or 12 graduate hours with a B average from an accredited U.S. college or university; or a bachelor's or master's degree from an accredited U.S. college or university; or an interview with the Dean, the Department Chair, and one graduate faculty member from the department in which the student is tested orally and judged to meet the requirements of English language proficiency necessary to do satisfactory work in the program. The results of the interview will be filed in the Office of Admissions and Records by the dean;

Evidence of ability to support him/herself while studying in the United States; and An application fee of \$50.00 (U.S. currency).

International student applicants are responsible for assuring that they meet all United States Immigration and Naturalization Service requirements with regard to their residence and study in the United States.

Graduate Admissions

Admission to Graduate Studies is required of all post-baccalaureate students enrolling in graduate-level courses at Sul Ross State University. Applications for admission to graduate study are available at each College office or from the Office of Admissions, Sul Ross State University Rio Grande College, 3107 Bob Rogers Drive, Eagle Pass, Texas 78852. Each applicant will be notified in writing of acceptance or rejection for admission. Students may seek admission to Graduate Studies by applying for admission to a master's degree program or by applying for admission as a non-degree seeking student.

Admission to the Master's Degree Program

A student seeking admission for the purpose of pursuing a master's degree must hold a baccalaureate degree from an institution approved by a nationally recognized accrediting agency. Official transcripts must be on file in the Office of Admissions and Records at least ten days prior to initial registration as a graduate student. Also, the student must demonstrate by prior academic records and scores on the verbal, analytical and quantitative portions of the aptitude test of the Graduate Record Examination (GRE), or for students in Business Administration, the Graduate Management Admissions Test (GMAT), a competence to pursue advanced study and research. The Graduate Record Examination or the Graduate Management Admissions Test should be taken early enough to ensure that scores are on file in the Office of Admissions and Records at the time of initial registration. In any case, the test must be taken prior to the end of the first long semester (fall or spring) after initial enrollment and arrangements made for the scores to be sent to the Office of Admissions and Records. Otherwise, the student will be denied further registration in the graduate program. Information concerning registration and testing dates for the GRE and GMAT may be obtained on-line. GRE, www.ets.org and GMAT, www.mba.com.

There are two levels of admission to a master's program, full and probationary. Approval of the major department is required for admission at either level. The following criteria will be used in determining the eligibility for admission to the appropriate level.

Full Admission

Applicants must have official transcripts and test scores sent to the Office of Admissions and Records, Sul Ross State University Rio Grande College. The Office of Admissions and Records will compile and tabulate the documentation and submit a file on each applicant to the major academic department. Following the departmental review of the file, the Director of Admissions and Records will communicate to the applicant the admission status to be granted. The following criteria must be met for full admission status:

A 2.5 grade point average on a 4.0 scale calculated on the last 60 semester credit hours prior to the issuance of the bachelor's degree;

A GRE score of 850 (verbal and quantitative) or a GMAT score of 400; or

Full admission may also be granted to applicants who hold a master's degree from accredited colleges or universities and who have the approval of the department in which they propose to do work. Full admission status does not imply an absence of additional department requirements (leveling work, higher GRE scores, etc.). Consult specific departmental graduate programs in the Catalog for more information.

Probationary Admission

Probationary admission may be granted with the approval of the major academic department if a student has submitted transcripts of baccalaureate work, GRE or GMAT scores and satisfies at least one of the requirements for full admission. The probationary student must satisfy all conditions which are required by the major department and must maintain a 3.0 grade point average on 12 semester hours in graduate level courses in order to be considered for full admission.

Upon the completion of these requirements, the student may be granted full admission upon the recommendation of the Chair of the major department and with the approval of the Dean. Failure to maintain a 3.0 grade point average during the probationary period will result in immediate dismissal from the graduate program.

Probationary status also may be granted to any student who has not submitted GRE or GMAT scores to the Office of Admissions and Records. The GRE or GMAT must be taken prior to the end of the long semester (fall or spring) after initial enrollment (summer terms included). The responsibility for monitoring the probationary student's compliance with all conditions of admission including the submitting of GRE or GMAT scores, the maintaining of 3.0 GPA, and the satisfaction of academic conditions imposed by the department rests with the major department in which the student is enrolled. During the entire probationary period, the student is responsible for maintaining close communication with the major department and, as called upon, with the Dean.

Probationary admission may be granted if a student has submitted transcripts of work, and satisfies at least one of the requirements for one official academic transcript. The probationary student must satisfy all conditions which are required by the full admission status and maintain a 2.0 grade point average to be considered for full admission. Upon the completion of these requirements, the student may be admitted to full admission status. Failure to submit all official transcripts from previous institutions will result in a hold for future semesters/terms until the file is complete with the Office of Admissions and Records.

Admission as a Non-Degree Student (citizens of the United States)

Students who are not pursuing a degree, but who are interested in graduate work for professional or personal reasons may be admitted as a non-degree student provided they present the following:

Application for admission;

An official transcript with a baccalaureate degree posted from an accredited institution; and

Approval of the Department Chair in the department where course work will be undertaken. Students who decide to apply for a change of status to pursue master's degree work must meet the requirements for admission to a degree program as stated in "Graduate Admissions" section of this policy. The change of status must be approved by the Chair of the major department and the Dean. Students should be aware that, in transferring from non-degree to degree seeking status, that at the discretion of the accepting department, no more than 12 semester hours earned prior to admission to degree seeking status can be used to meet the degree requirements of the program.

International Student Admissions-Graduate

International students must meet the requirements for admission as stated in the Graduate Admissions section. In addition, they must file the following items in the Office of Admissions and Records:

Evidence of financial responsibility. This may be satisfied by an Affidavit of Support (Immigration Service Form I-134) or a signed statement from a U.S. citizen or foreign national committing the necessary resources in U.S. dollars for the student's expenses; and

Evidence of English language proficiency as demonstrated by any one of the following:

A TOEFL score of 520; or

Twenty-four hours of undergraduate work with a C average at an accredited U.S. college or university, or 12 graduate hours with a B average at an accredited U.S. college or university; or a bachelor's or master's degree from an accredited U.S. college or university; or an interview with the dean, the Department Chair, and one graduate faculty member from the department in which the student is tested orally and judged to meet the requirements of English language proficiency necessary to do satisfactory work in the program. The results of the interview will be filed in the Office of Admissions and Records by the Dean.

An application fee of \$50.00 in U.S. currency (non-refundable) is required.

ALL ITEMS MUST BE ON FILE IN THE OFFICE OF ADMISSIONS AND RECORDS AT LEAST ONE MONTH PRIOR TO THE ANTICIPATED DATE OF REGISTRATION.

Transfer of Graduate Courses

THERE IS NO AUTOMATIC TRANSFER FROM OTHER INSTITUTIONS OF CREDITS APPLICABLE TO A GRADUATE DEGREE. A request for transfer of hours must be made to the major advisor at the time a degree plan is prepared. No requests for transfer of hours will be accepted after the degree plan is prepared without written approval of the major advisor and the Dean prior to enrollment in the course at another institution. Graduate students will not be permitted to apply toward the master's degree more than twelve semester credit hours of transferred credits, military service credits, non-collegiate educational experiences, undergraduate courses taken for graduate credit, graduate-level independent study courses, or any combination of these. Such courses must be pertinent to the candidate's program of study.

A student may request transfer of a maximum of twelve semester credit hours in a 36-hour non-thesis program or six semester hours in a 30-hour thesis program from an accredited college or university provided the course work has been approved by the student's major advisor and the dean. Before courses will be approved for transfer, they must meet the following standards:

- A. The grade for each course must be at least a B.
- B. The course must be unmistakably designated as graduate credit on the official transcript, which must be on file in the Office of Admissions and Records.
- C. The time limit of six years must not have expired at the projected time of graduation.
- D. The total number of hours taken at Sul Ross State University and any other institution may not exceed 15 semester credit hours in any one semester in the long term or six semester credit hours in either summer term.
- E. No more than twelve semester credit hours in any combination of transfer work, undergraduate courses taken for graduate credit, and graduate-level independent study courses may be credited toward the master's degree.

Tuition and Fees

See web site for specific tuition and fees: <http://www.sulross.edu/page/902/cashiers-office>.

SRSU Rio Grande College assesses a \$30/semester credit hour fee for web-based courses, minus credit for computer access fees.

Resident Undergraduate Student Tuition

The State tuition for students classified as residents of the State of Texas during 2016-2017 is \$50 per semester credit hour.

Resident Graduate Tuition

The State tuition for graduate students classified as residents of the State of Texas during 2016-2017 is \$62 per semester credit hour.

Guaranteed Price Plan

Sul Ross State University offers an optional tuition and fees plan called the Guaranteed Price Plan for tuition and fees for entering undergraduate students. Contact the Business Services office, 830-703-4801, for additional information.

Non-Resident Undergraduate Tuition

Tuition for a student who is classified as a non-resident student is equal to the cost of attending a state university in Texas as determined annually by the Texas Higher Education Coordinating Board. For 2016-2017, this amount is \$458 per semester credit hour. See Residence Status in this catalog.

Non-Resident Graduate Tuition

Tuition for a student who is classified as a non-resident graduate student is equal to the cost of attending a state university in Texas as determined annually by the Texas Higher Education Coordinating Board. For 2016-2017, this amount is \$470 per semester credit hour. See Residence Status in this catalog.

Designated Tuition

A mandatory Designated Tuition Fee of \$85.50 per semester credit hour is assessed to all students. This fee is used to help cover the costs of services, use and/or availability of all or any of the University's property, buildings, structures, activities, operations or other facilities. These funds are used to support the Educational and General operations of the University (i.e. scholarships, equipment, development).

Student Service Fee

A mandatory Student Service Fee of \$15 per semester credit hour with a maximum of \$140 per long semester, or \$70 per summer term is required from all students. This fee is used to help cover the cost of Student Services. Student Services are activities which are separate and apart from the regularly scheduled academic functions of the institution and directly involve or benefit students (i.e. Student Government, Student Counseling, Athletics).

Computer Access Fee

A mandatory Computer Access Fee of \$7 per semester credit hour is required from all students. This fee is used to help cover the cost of operations of the Academic Computer Resource Center. This includes staff salaries, equipment, software, and other operating costs.

Technology Services Fee

A mandatory Technology Service Fee of \$18.12 per semester credit hour is required from all students. This fee is used to cover technology salaries, equipment, software and other operating costs.

International Education Fee

A mandatory International Education Fee of \$1 per semester is required from all students. This fee is used to assist students participating in international student exchange or study programs. This assistance is in the form of scholarships or other stipends.

Publication and Records Fee

A mandatory Publication and Records Fee of \$12 per semester is required from all students. This fee is used to cover the costs of materials or services of publications, including transcripts.

Library Fee

A mandatory Library Fee of \$2 per semester credit hour is required from all students. This fee is used to help cover the costs of acquisitions for the Miller and Wildenthal Libraries.

Tuition and fees are subject to change by the Texas Legislature and/or the Board of Regents of the Texas State University System.

Additional and Optional Fees

Student Teaching Fee	\$125.00
Graduation Fee	30.00
Diploma Insert Fee	5.00
Late Fee for graduation application	25.00 to 50.00
International Application	50.00
Property Deposit Fee	10.00

Reinstatement/Cancellation fee	100.00
Late payment fee/late registration fee	25.00
Optional Payment Plan fee	20.00
Optional Payment Plan late fee	15.00

Any student failing to make full payment of tuition and fees, including any incidental fees, by the due date, will be prohibited from registering for any classes until full payment is made. A student who fails to make full payment prior to the end of the semester will be denied credit for work done during the semester.

Refunds

Withdrawals

Any student who has paid the registration fees in full and officially withdraws by submitting a withdrawal and registration receipt is entitled to a refund of tuition and fees as follows:

Regular Session

Prior to the first regularly scheduled class day	100%
During the first five class days	80%
During the second five class days	70%
During the third five class days	50%
During the fourth five class days	25%
After the fourth five class days	None

Summer Session

Prior to the first regularly scheduled class day	100%
During the first, second or third class day	80%
During the fourth, fifth or sixth class day	50%
Seventh day of class and thereafter	None

Reducing Hours/Dropping Courses

Should a student reduce semester hours by officially dropping a course or courses, the following refund rates will apply, provided the student remains enrolled at Sul Ross State University.

Regular Session

During the first twelve class days	100%
After the twelfth class day	None

Summer Session

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

A class day is a regularly scheduled day of class at the University. The first twelve class days are the first twelve days of regular class meetings, including Fridays.

An immediate refund will not be made at the time a student withdraws or reduces hours during a semester, but upon request, a check covering all refunds due will be mailed within approximately 30 days to the address submitted to the Business Services Office.

Financial Aid

It is the philosophy of Sul Ross State University Rio Grande College that any deserving and capable student who wishes to attend the university should not be deprived of that opportunity due to financial need. Underlying this philosophy, however, is the belief that the primary responsibility of financing a student's education rests with the student. Because of the variety of financial backgrounds from which students come, it is sometimes necessary to seek outside help to cover normal education costs which cannot be met by the family. It is the purpose of the office of Student Financial Aid at Sul Ross State University Rio Grande College to assist students in obtaining financial aid necessary to cover this cost.

Some form of financial aid is available to every student, regardless of income. To apply, complete the Free Application for Federal Student Aid as early as January 1 for the following academic year. You must re-apply every year. The priority deadline for the fall semester is May 1, October 15 for the spring semester, and March 1 for the summer. These dates insure consideration for all programs as well as timely delivery of funds.

Consortium with Southwest Texas Junior College

Sul Ross Rio Grande College and Southwest Texas Junior College have a financial aid consortium which allows students to be enrolled in classes at both institutions. Certain restrictions and policies apply. Information is available from the Financial Aid offices at RGC and SWTJC. Approval is required from both institutions.

Satisfactory Academic Progress Policy

Federal regulations require Sul Ross State University to establish and apply reasonable standards of satisfactory progress for the purpose of receiving financial aid under the programs authorized by Title IV of the Higher Education Act. The Office of Financial Aid has oversight of student financial aid programs intended to help students achieve access to higher education and accomplish academic goals. Each aid recipient must maintain satisfactory academic progress in a course of study leading toward a degree or certificate. Financial aid Satisfactory Academic Progress (SAP) is measured after each long semester.

Undergraduate Students

GPA

All undergraduate students:

- Must maintain a cumulative grade point average (GPA) of 2.0 to remain in good standing.
- Will be placed on **Financial Aid Warning** if their cumulative GPA falls below 2.0. Students on Financial Aid Warning are eligible to receive financial aid but are cautioned to strive to improve their academic standing.
- Need to know that the grade for a course is not calculated in the grade point average if the course is repeated and a passing grade is received. For repeated courses, the final grade will be counted and all hours attempted, including repeated courses, will count toward the time limit below.

Undergraduate students on **Financial Aid Warning** will be placed on **Financial Aid Suspension** if they fail to achieve a cumulative GPA of 2.0 at the end of their semester of warning.

Completion

In addition to maintaining the overall GPA requirement, students must make reasonable progress toward their degree or certificate.

All undergraduate students:

- Must successfully complete at least 67% of all hours attempted. Grades of F, W, PR, and I are not considered as satisfactory completion but do count as attempted hours.
- Will be placed on **Financial Aid Warning** if their overall percentage of completion rate falls below 67%.

Financial Aid Suspension

Undergraduate students on Financial Aid Warning will be placed on Financial Aid Suspension if they fail to achieve an overall completion rate of 67% at the end of their semester of warning.

Financial Aid Time Limits

All undergraduate students are expected to complete their program of study within the following time frames:

Certificate	68 hours attempted
Associate Degree	107 hours attempted
Bachelor's Degree	180 hours attempted
Second Degree	45 hours attempted

Undergraduate students who have exceeded these time limits will no longer be eligible for financial aid. These limits include all courses attempted, including summer sessions, periods when the student doesn't receive any Title IV aid, work toward all degrees (regardless of change in major or degree), withdrawn courses, and repeated courses.

Graduate Students

GPA

All graduate students:

- Must maintain a cumulative grade point average (GPA) of 3.0 to remain in good standing.
- Will be placed on **Financial Aid Warning** if their cumulative GPA falls below 3.0. Students on **Financial Aid Warning** are eligible to receive financial aid but are cautioned to strive to improve their academic standing.

Graduate students on **Financial Aid Warning** will be placed on **Financial Aid Suspension** if they fail to achieve an overall GPA of 3.0 at the end of their semester of warning.

Completion

In addition to maintaining the overall GPA requirement, students must make reasonable progress toward their degree or certificate. All graduate students:

- Must successfully complete at least 67% of all hours attempted. Grades of F, W, PR, and I are not considered satisfactory completion.
- Will be placed on **Financial Aid Warning** if their overall percentage of completion rate falls below 67%.

Graduate students on **Financial Aid Warning** will be placed on **Financial Aid Suspension** if they fail to achieve an overall completion rate of 67% at the end of their semester of warning.

Financial Aid Time Limits

All graduate students are expected to complete their program of study within 54 hours attempted after which they will no longer be eligible for financial aid.

Financial Aid Suspension

Financial Aid Warning is limited to one semester. A student who fails to meet the overall standards while on **Financial Aid Warning** will be placed on **Financial Aid Suspension**.

Appeal of Financial Aid Suspension

Students with special circumstances may appeal their Financial Aid Suspension in writing to the Financial Aid Appeals Committee. Forms are available in the Financial Aid Office. The Financial Aid Office may also be contacted for information on appeals filing deadlines. The decisions of the Financial Aid Appeal Committee will be final.

Appeals may be made based on:

- A death in the immediate family.
- Serious injury or illness of the student or a member of the immediate family.
- Improvement sufficient to meet required standards in hours and/or GPA while attending a subsequent semester at student's own expense.
- Special circumstances to be reviewed on a case-by-case basis. (Students on Financial Aid Suspension who have not attended college for at least one calendar year may appeal based on change of circumstances.)
- A student whose appeal is **granted** will be reinstated on **Financial Aid Probation**.
- A student on Financial Aid Probation must complete the probationary period with at least a 2.0 GPA (3.0 for Graduates) and complete 67% of all their coursework.
- A student on Financial Aid Suspension whose appeal is **denied** may attend SRSU at his/her own expense, if eligible.

Financial Aid may be reinstated under the following conditions:

- The required cumulative GPA is attained; and
- An overall completion rate of 67% of hours attempted is achieved.

Return of Funds Due to Withdrawal

As part of the withdrawal process, students are required to secure approval from the Financial Aid Office. As required by federal regulations, the Financial Aid Office will determine if the student must repay all or part of the aid awarded. Calculation of repayment is made at the time of withdrawal by determining the amount of aid the student was awarded, the amount of awarded aid the student earned, and ultimately the awarded aid the student did not earn that must be returned to the aid program(s).

The following steps are used to calculate the amount that must be returned to the aid program(s):

1. Determination of the withdrawal date.
2. Determination of the amount of aid the student earned. This is done by multiplying the percentage of the period of enrollment that has been completed (or 100 percent once the student completes 60 percent of the enrollment period) multiplied by the aid that was disbursed and/or could have been disbursed as of the date of withdrawal.
3. Determination of the amount of aid the student did not earn. This is done by subtracting the "earned amount" from the aid disbursed as of the date of withdrawal.
4. Determination of the amount of aid the University must return. This is the amount that is equal to the total institutional charges for the payment period multiplied by the percentage of the aid that was unearned.
5. Determination of the amount of aid the student must return. This is the amount that is equal to the aid received by the student for non-institutional expenses multiplied by the percentage of the aid that was unearned.

Special rules that apply to the return of the unearned aid include:

1. The University must return the amount of unearned aid that is equal to the total institutional charge for the payment period multiplied by the percentage of the aid that was unearned.
2. In order to satisfy the amount the University must return to the aid programs, a combination of the following resources may be used—aid not yet disbursed to the student, the student's refund as determined by the official refund schedule as posted in the Schedule of Classes, and any additional amount to be repaid by the student.
3. The student must return the balance of the unearned aid less the amount the University returned.
4. The student's share of loans to be returned may be repaid in accordance with the terms of loan.
5. The student's share of the grants to be returned is divided in half.
6. Excess funds will be returned in the following order: Unsubsidized Federal Stafford Loan Program; Subsidized Federal Stafford Loan Program; Federal Perkins Loan Program; Federal PLUS Program; Federal Pell Grant Program; Federal SEOG Program; Other Title IV Aid; Other State Aid; and Miscellaneous Aid.

Grants

The federal and state grants awarded to Sul Ross students in Del Rio, Eagle Pass, and Uvalde include the Federal Pell Grant, Federal Supplemental Education Opportunity Grant (SEOG), and the Texas Public Education Grant (TPEG).

Loans

Sul Ross certifies student loans such as the Federal Subsidized Stafford Loan, the Federal Unsubsidized Stafford Loan, the Plus Loan, and also offers emergency short-term loan assistance for students in urgent need.

Applications are available at any College office or by contacting the Office of Financial Aid, Rio Grande College:

3107 Bob Rogers Drive, Eagle Pass, TX 78852, (830) 758-5021

2623 Garner Field Road, Uvalde, TX, 78801, (830) 279-3008

205 Wildcat Dr., Del Rio, TX 78840, (830) 703-4827

Scholarships

Sul Ross State University currently offers a variety of scholarships for students of Rio Grande College. To apply for scholarships, please visit <http://www.sulross.edu/page/2015/scholarships>. Deadline to apply for scholarships for the upcoming year is February 15, 2017. Information about scholarships through independent agencies is available in the Financial Aid Office.

Programa de Asistencia Estudiantil (PASE)

Mexican citizens are eligible for the Programa de Asistencia Estudiantil (PASE) under which they qualify for in-state tuition and fees. Only Mexican citizens are eligible for PASE. U.S. citizens holding dual U.S./Mexican status are not eligible for PASE.

For more information on PASE or for a PASE application form, contact the Assistant Director of Financial Aid, Sul Ross State University Rio Grande College, 205 Wildcat Drive, Del Rio, Texas 78840, 830-703-4824.

Veterans Affairs

The Veterans Affairs Office, located in the Office of Admission and Records in Del Rio, serves those students who are eligible to receive educational benefits from the Veterans Administration. Records are maintained and reports made to the Veterans Administration on behalf of veterans, dependents, and active-duty servicemen enrolled in the University.

Students eligible to receive educational benefits from the Veterans Administration must inform the Office of Admissions and Records at each registration to insure prompt certification of enrollment. In addition to receiving the academic advisor's approval of the course schedule, students should also confer with the Veteran's Coordinator prior to registration concerning certification of the courses. The Veteran's Coordinator should be notified of any changes in the schedule anytime during the registration period.

Students eligible to receive educational benefits from the Veterans Administration must also have on file in the Veteran's Affairs Office, a degree plan by the end of the first semester of enrollment at the University.

When all entitlement under the V.A. programs has been exhausted, veterans who were legal Texas residents prior to their enlistment, participated in active service for at least 180 days, received an honorable discharge, and who have resided in Texas at least twelve months after the discharge from the service, are eligible to enroll under the Hazelwood Act which exempts them from paying tuition. Under this act, the veteran is required to pay local specified fees.

For more information, call or write the Veteran's Coordinator at (830) 703-4808, 205 Wildcat Dr., Del Rio, Texas 78852.

Student Services

Sul Ross State University recognizes the importance of providing opportunities for the academic, career, and personal development of students. The Student Services program supports and enhances the educational mission of the University by providing these services. Growth and learning should be geared toward the development of the whole individual, including traditional and non-traditional students in transition. Student involvement enhances both growth and learning. Co-curricular activities, programs, and services which enhance the student's total development are an integral aspect of the student's college experience.

Mission Statement for Student Services Department:

- Building community/developing a sense of belonging;
- Advocating for students; and
- Providing services to facilitate student success.

Some functions of the Student Services Department include:

- To plan and provide programs, services, and activities to broaden students' opportunities for personal, educational, social and cultural development;
- To develop leadership through participation in campus and community activities;
- To design programs and services that complement classroom learning;
- To assist students toward realization of their personal, academic, and career goals;
- To help students achieve their potential as human beings and become self-directed individuals; and
- To provide a safe and healthy environment, in and out of the classroom, in which students can grow and learn.

Student Service Fee Scholarships

Scholarships are awarded to eligible students that meet the requirements under each scholarship. Currently, there are 80 scholarships (60 undergraduate and 20 graduate) available through the Student Service Fee funding source at \$700 per year per student. Students must meet scholarship criteria in order to be eligible for these funds. These funds are available for national and internationally classified students. Contact the Office of Financial Aid to apply for these funds. The Office of Financial Aid also provides information to students about other scholarships.

Academic Honors

The Dean's List—The Dean's List is open to each undergraduate student who has completed a minimum of twelve semester credit hours during the semester at the University and earned a grade point average of at least 3.3. No graduate hours may be included in determining the grade point average.

Academic Honors at Graduation—Special recognition at graduation is provided to those undergraduate students who compile outstanding academic records. Academic honors will be based on the student's grade point average for all work attempted at Sul Ross State University. That average is set for the commencement ceremony as the grade point average of the semester prior to commencement, but students whose final grade point average merits honors will have that honor posted on their transcript. The transcript is the only place where graduation with honors is noted. Each student receiving a degree conferred *cum laude*, *magna cum laude*, or *summa cum laude* will receive a medallion, which symbolizes academic excellence. The distinction and corresponding grade point averages are *cum laude*-3.50 to 3.69; *magna cum laude*-3.70 to 3.89; *summa cum laude*-3.90 to 4.00.

Who's Who Among Students in American Universities and Colleges—Each year, Sul Ross State University Rio Grande College is invited to submit nominees for inclusion in *Who's Who Among Students in American Universities and Colleges*, a comprehensive directory of outstanding American college students and their accomplishments, personality, ability for leadership, and participation in activities. Students are selected by the faculty and must have a cumulative grade point average of 3.2 for consideration. Nominees are honored at the Annual Spring Awards Banquet.

Student Government Association Honors—in order to graduate with a Student Government Association Honors Cord, the student must:

- Be an active student of SRSU Rio Grande College;
- Have a 2.75 GPA and be in good disciplinary standing;
- Have served for 1 full year as a voting member of congress;
- Have attended at least 75% of all SGA meetings since joining; and
- Turn in a completed honors cord application four (4) weeks prior to graduation.

National Honor Societies

Honor societies recognize and encourage high academic scholarship. Selection to an honor society is a prestigious distinction of outstanding accomplishment. Students must qualify and be accepted in honor societies. Membership is usually based on academic achievement, character, and leadership qualities.

Alpha Chi—The purpose of this honor society is the stimulation, development, and recognition of scholarship. The members are chosen each year from the top ranking 10 percent of the junior and senior classes. A 3.5 GPA or above is required.

Alpha Phi Sigma—This nationally recognized honor society acknowledges academic excellence shown by undergraduate and graduate students in the criminal justice sciences in order to make the criminal justice system and its practitioners more effective and ethical. Undergraduate student members must have completed three full semesters or equivalent with a minimum GPA of 3.0 overall and 3.2 GPA in criminal justice fields. Graduate student members must be enrolled at a master's or doctorate level in Criminal Justice and carry a minimum GPA of 3.4 in criminal justice courses.

Tutoring Services

Some students may find it necessary to seek academic assistance. Tutors are provided at each campus site for the purpose of academic support and tutoring. Those students, hired by the University as tutors, have excelled in areas of writing and mathematics, have shown competency in doing research and in relating to other students. The tutors are prepared to help students in all areas and welcome the opportunity to be of assistance. Tutoring sessions are made by appointment through the Student Services Office or by contacting the tutor. Days and hours they are available are posted each semester. Students may contact the Student Services Specialists for more information.

Del Rio, 830-703-4812

Eagle Pass, 830-758-5037

Uvalde, 830-279-3027

Writing Center

The Sul Ross State University Rio Grande College/Southwest Texas Junior College Writing Center offers students face-to-face tutoring on any aspect of writing. The Writing Center is located at the following sites:

Del Rio Rio Grande College Technology Building, Room 301, 830-703-4817

Eagle Pass Rio Grande College Building, Room D129, 830-758-5035

Uvalde Southwest Texas Junior College, Fly Building, 830-591-2908

Smarthinking

Smarthinking is an online tutoring service offered to any currently enrolled RGC student. Smarthinking is available 24 hours a day, seven days a week at the touch of your computer keys. Tutoring is available for writing, career writing, math, and many other subjects. Smarthinking employs e-structors who hold masters' or doctoral level degrees in the subjects they tutor. You can post a question on the white board and get real time help or send your paper to an e-structor who will proofread the paper, make suggestions, and send it back to you within 24 hours. Visit www.smarthinking.com to log in.

Student Organizations

Students attend Sul Ross State University Rio Grande College to receive an education leading to a college degree. The primary focus of that education is academic and classroom experiences. A secondary area of focus is the education received outside the classroom through involvement in campus activities.

Students are encouraged to become involved with one or more of the registered student organizations on campus. Organizations and activities allow students to meet each other and find balance in their lives. The important skills

learned, such as time management, budgeting, organization, and leadership, can help “pull together” all of the things that are learned in the classroom. Activities also help students learn about themselves, other people, and responsibilities required of them. Involvement in campus life can be of benefit after graduation from Sul Ross State University Rio Grande College. Employers’ assessment of potential employees includes evaluation of interest in community improvement and motivation beyond the academic arena.

Student Government Association: The Student Government Association consists of all full-time and part-time students who have paid the appropriate student service fees for that semester and are not full-time employees of the university. The purpose of this association is to assume the rights and responsibilities of self-government, represent student concerns, and promote participation in overall policy and decision-making processes at Rio Grande College.

Student Organizations, Events and Activities: Rio Grande College Student Government Association currently authorizes nine campus organizations in which students may choose to participate. These are the Arts Appreciation Club, Business Club, Folklore Club, Future Educators Club, Lambda Alpha Epsilon Criminal Justice Association, Psychology Club, Pi Sigma Math Club, Society of Biologists, Spanish Club, Graduate Counseling Students Club, and the Writers’ Club. Each club has a Faculty Advisor who assists the club to reach its fullest potential. Students may find information on each organization and who to contact by surfing the SRSU Rio Grande College website at the Student Services link. Organizations are approved by the Student Government Association to provide activities for the members through the use of Student Service Fee funding.

Student Growth Activities

Distinguished Lecturers Series: Leading authors, political candidates, and others of interest to the student body and community are invited to participate in a forum from which to present their body of work. These are interactive sessions in which participation from the audience is encouraged.

Spring Awards Banquet: This event is a time to celebrate the academic year in the company of friends, family, and members of the campus community. Each year outstanding faculty and staff members are honored. The outstanding man and woman student, at each site, is honored. Academic honors for Alpha Chi, Alpha Phi Sigma, Dean’s List, Who’s Who in American Colleges and Universities, are awarded. Outgoing Student Government Association (SGA) Officers are honored and the newly elected SGA Officers are installed at the close of the festivities.

Student Welcome Back: These events are offered at the beginning of each semester and offer a chance for students to mingle with each other and snack on a variety of foods offered by the Student Services Department.

Book Exchange

Students who wish to buy or sell books directly to other students can list books needed or for sale on a bulletin board in any of the three sites, advertise the book for sale through Blackboard or campus email or use the student classified ads found on <http://classifieds.sulross.edu>. Students can then contact the seller/buyer directly to arrange a sale.

Testing Services

Testing packets will be available at each site for persons who are interested. All exams are computer-based testing, by appointment, at a Sylvan Learning Center:

903 Bitters Road
San Antonio, Texas 78216
(210) 494-4357

8407 Bandera Road
San Antonio, Texas 78250
(210) 509-7323

Student Identification Cards

Student ID cards are issued to students at the first registration of each academic year. The card is nontransferable and must be validated at the beginning of each semester of enrollment. A current semester verification sticker must be on the ID card to be able to use library services through the joint Southwest Texas Junior College/ RGC Library.

Parking Fees/Stickers

Students must display a parking sticker from Southwest Texas Junior College. Decals may be purchased for \$25.00 in the business office at SWTJC. Stickers are valid through the summer II term each year.

Campus Regulations and Conduct

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the college community. Association in the community is purely voluntary, and any student may resign at any time that the student considers the obligation of membership disproportionate to the benefits. All students are subject to university authority, and those students whose conduct is not within the policies of the university rules and regulations are subject to dismissal. Failure to read publications will not excuse the student from the requirements and regulations described therein. The Student Handbook and other official University publications outline specific regulations and requirements.

Counseling Services

Students who experience personal problems that impact their academic performance are encouraged to seek professional assistance. Student Services personnel can recommend professionals who may be available. Students are encouraged to select a mental health professional with whom they feel most comfortable and any recommendation by RGC faculty or staff is informational only.

Threatening or Self Injurious Behavior

Students exhibiting severe problems that are disruptive or threatening may be required to provide an assessment and evaluation by a licensed mental health professional that the student is not a threat to themselves or others before continuing their enrollment.

Student Information

Change of information: Students who change their home address, telephone numbers, or who have gotten married or divorced after registration must notify the Office of Admissions and Records. This can be accomplished via two routes, (1) completing the Change of Information Form available in the Admissions and Records Office or (2) logging into Web for Students and updating personal information. Students are held responsible for any communication from any University official sent to them at the address last given the Office of Admissions and Records.

Emergency Alert System: In order to inform students of the existence of conditions of disaster or extreme peril to the safety of persons or property whether it be air pollution, fire, weather, or intruder alerts, a current cell phone number must be given to the Admissions Office. If your cell phone number changes you need to fill out a Change of Information form or go into Banner Self-Service and change the number.

Official email address: All students are required to maintain an @sulross.edu computer account. This account provides both an on-line identification key and an official university email address. The University sends much of its correspondence solely through email. This includes policy announcements, emergency notices, events notifications, financial aid information, course syllabi and requirements, and correspondence between faculty and students. Such correspondence is mailed only to the official university email address.

Student Responsibility Statement

All students are responsible for knowing the academic regulations stated in this catalog; unfamiliarity does not constitute a valid reason for failure to fulfill them. Each student is responsible for determining eligibility to register each semester. Academically ineligible students who register without approval of the Dean of Rio Grande College will be dismissed from the University.

Academic Regulations Information

The Academic Year

The academic year of the University consists of two long sessions and a summer session. Each long session is a fifteen-week semester with one week of final examinations. The summer session is divided into two terms, each five to six weeks in length. Eight-week compressed courses are offered for selected courses.

The Semester Hour

The semester hour is the basis of credit. One semester hour of credit is equivalent to one contact hour per class per week for a semester. Two to three contact hours of laboratory work are considered to be the equivalent of one hour of lecture.

Classification of Students

A student is classified according to the number of semester hours successfully completed:

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

Course Numbering System

The four-digit numbering system is based on the following criteria: The level of the course is identified by the first digit as follows: freshman, 1; sophomore, 2; junior, 3; senior, 4; and graduate, 5-7. The semester credit hour is identified by the second digit. University and/or departmental codes are identified by the last two digits.

Course descriptions in the academic programs section of this catalog are followed by two numbers in parentheses. The first number refers to the number of lecture contact hours per week; the second refers to the number of laboratory contact hours per week. For example, (3-2) indicates three contact hours of lecture and two contact hours of laboratory each week.

Schedule Changes

Students who desire to add or drop a course after the initial registration in any semester must complete the appropriate form. Courses may be added during the registration periods as specified in the University calendar. Courses which are dropped during the registration period will not be listed on the student's permanent record. Courses which are dropped after the registration period through the last day to drop a course, as published in the University's calendar, will be assigned a grade of "W." Forms for adding and dropping courses may be obtained at each College office on-line. No drop or add is considered official until the form has been processed through the Office of Admissions & Records. Students should fill out a drop/add form if they are increasing/ decreasing the number of credit hours for which they are to be enrolled. Students withdrawing from school should complete a petition for withdrawal. There is no charge for withdrawing, but no withdrawal will be processed until the student has paid all tuition and fees and is not on hold for other violations.

Student Enrollment/Registration/Schedule Changes

Sul Ross State University Rio Grande College offers students the opportunity to enroll in or make changes in enrollment through an electronic on-line process. Sul Ross does not offer telephone registration. A student's enrollment status is always available to students through the Banner self-service system at <http://rgc.sulross.edu>. Students are expected to be aware of their current enrollment status in each course. Procedures for registration are published in the class schedule for each long semester and the summer session. Copies of the class schedule may be obtained at each University office.

When a student completes a schedule change transaction, either adding or dropping courses, a notice will be sent to the student's official email address (@sulross.edu) confirming the transaction. A student not receiving such a notice should contact the Office of Admissions and Records immediately to determine the cause. A student's lack of knowledge of the student's enrollment status will not be a sufficient cause for registration cancellation or reinstatement, waiver of fees, or other enrollment changes following the completion of the term in which the enrollment took place.

Grading System

At the end of each semester and each summer term, final grades are recorded on the student's permanent record in the Admissions and Records Office. Student grades are posted on the SRSU RGC Web for Students at the end of each semester. Repeats on Official Academic Transcripts will only be reflected when officially reported to the Office of Admissions and Records.

Grade	Description	Grade Points
A	Excellent	4
B	Good	3
C	Average	2
D	Poor	1
F	Failure	0
Non-grade designations		
I	Incomplete	0
CR	Credit	0
NG	No Grade	0
PR	In Progress	0
W	Withdrew	

“I” Grade (Incomplete Grade)

The grade of “I” is given by the instructor upon consultation with the student. The work to be completed and deadline for completion must be specified on the grade report to the Office of Admissions and Records. A student may have a maximum of one academic year in which to remove an “I”, during which time the “I” will not be calculated in the student’s grade point average. If the work is not completed by the deadline set, the “I” will be converted to an “F” and will be calculated in the student’s grade point average for the semester in which the “I” was given. An incomplete grade is available to students when circumstances beyond their control prevent completion of the course.

“CR” (Credit given)

Credit given for course, but no grade given; therefore not computed in grade point average.

“NG” Grade (No Credit)

Students who do not desire college credit for a course may elect to take the course under the designation “NG” (no grade). To take a course under the “NG” designation, a student must notify the Office of Admissions and Records during registration or prior to the 12th class day. The no grade option is intended primarily for non-degree students who wish to improve their personal knowledge of a subject without receiving college credit. Students choosing the “NG” designation pay the same tuition and fees as students taking the course for credit and consequently are entitled to participate in all class activities and to receive the same student services available to other students.

“PR” Grade (In Progress)

The grade of “PR” will be assigned only for students in the second semester of the thesis course or internships or practicums. Students working on a thesis should be continuously enrolled in their departmental thesis course. Credit will be given upon completion of the graduate work. A grade of “PR” is a permanent incomplete grade, which will not be calculated in the student’s grade point average, but the student must register for the course in the semester in which the work will be completed.

“W” (Withdrew)

The grade of “W” is given for courses dropped after the 12th/4th class days through the last day to drop a course with a “W” as published in the University’s calendar. **Students will not be permitted to drop a course or withdraw from the University after the published deadline.**

Auditing a Course

Students who desire to audit a course must obtain a "Permission to Audit" slip from the Office of Admissions and Records. Students must obtain the permission of the instructor, the Chair of the Department, and the Director of Admissions and Records. Students may not audit a laboratory-type or activity course or a graduate level course. Those who audit a course do not have the privilege of participating in class in any way; they audit for the purpose of seeing or hearing only. The audit fee is \$50 for each course audited. No registration for audit can be completed until the first day of classes.

Independent Study Courses

Independent studies courses offer students the opportunity to explore in greater depth topics not covered in organized courses. By their nature, independent studies courses are more open-ended and may require more hours of work on the part of students than participation in organized sections. Since faculty are not compensated for offering independent studies courses, there is no obligation that a faculty member provide such opportunities. Further, independent studies courses should be significantly different from any courses currently in the inventory of Sul Ross State University Rio Grande College. Although an independent study course may substitute for a course required in a particular degree plan, there is no requirement or guarantee that such substitution will be made. Students wishing to enroll in independent studies courses must secure the permission of the faculty member and the Department Chair. A detailed course of study should be prepared and submitted along with the request to the Department Chair for approval.

Grade Changes

An individual course grade may be changed when the involved faculty member certifies to the Director of Admissions and Records that an error was made in the original grade. The grade change must be approved by the Department Chair and the Dean. Grade changes should be submitted before the end of the next long semester after the grade was issued.

Grade Point Average

Sul Ross State University Rio Grande College utilizes the four-point grading system. The student's grade point average is determined by dividing the total number of hours attempted into the total number of grade points received. The grade for a course is not calculated in the grade point average if the course is repeated and a grade is received. When a course is repeated, the original grade will remain on the record but will not be counted in all courses which are repeated (except those specifically described "May be repeated for credit"); the final course grade will be counted.

Academic Advising

Undeclared Majors: Students who are undecided about degree programs or majors may meet with department chairs, faculty, or the Dean to discuss possible programs.

Faculty Advisors

Each student with a declared major is assigned a faculty advisor based on their major. New students will meet with their assigned advisor at student orientation. Returning students will contact their advisor as necessary for schedule advising. Students wishing to change their major/minor must file a "Request for Change in Major and/or Minor" form. The form may be obtained from Admissions and Records or any site secretary. Students will be assigned a new advisor based on the major. Students should contact their new advisor and schedule a meeting to discuss their new degree plan.

Maximum Course Load

The maximum course loads for the long semester and for the summer session include the total semester hours earned at all institutions and from all sources, including resident courses at Sul Ross and elsewhere, and correspondence, electronic delivery, or extension courses. The University reserves the right to refuse to accept for transfer credit any courses from other institutions which are completed concurrently with resident courses at Sul Ross or RGC when the combined total exceeds the maximum allowed for a long semester or summer session.

Long Semesters (Fall and Spring)

Undergraduates: The maximum student load for an undergraduate student who is not on probation is 21 semester credit hours. The maximum load for a student who is on probation is determined by the terms of the probation.

Graduates: A graduate student may enroll for a maximum of 15 semester credit hours in a long semester, including all graduate courses or combination of graduate and undergraduate courses.

Summer Sessions

Undergraduates: The maximum course load for an undergraduate student is eight semester credit hours including one hour courses in each summer term.

Graduates: The maximum course load for a graduate student is seven semester credit hours each summer term, making a total of twelve semester hours for the summer session.

Full-Time Student Status

Undergraduates: A student who, in any long term, enrolls for 12 or more hours is considered a full-time student. A student who enrolls for six or more hours in a summer term is considered a full-time student.

Graduates: Any graduate student who registers for nine or more hours in a long term, or four or more hours in a summer term is considered a full-time student. In addition, any student who is working full time on a thesis and is registered for the appropriate thesis course is classified as a full-time student.

Class Attendance Policy

Regular class attendance is important to the attainment of the educational objectives of the University. Therefore, students should attend all classes. Attendance includes being punctual for class and ready to engage with the professor and the day's material. The instructor's policy on class attendance will be explained at the beginning of the semester or term. In accordance with the instructor's policy, the instructor has the right to penalize students who are out of compliance with the class attendance policy.

Authorized/Excused Absences Statement. An absence because of participation in an official University activity is considered to be an authorized/excused absence. While every effort will be made by departments to minimize missed class time of students by careful scheduling of authorized University activities, when a student has to miss a class due to an authorized University activity, it will be the responsibility of the student to notify the instructor of the class in advance. The department responsible for the authorized University activity will also notify instructors through the Student Life Office by providing an *excused absence list* to the office. Instructors will give students participating in an authorized University activity the opportunity to make up class work, including tests, within a reasonable time and at the convenience of the instructor.

Should an instructor have an attendance policy that allows for the dropping of a student after a certain number of absences, authorized/excused absences will not be counted towards that number of absences. Any student dropped for excessive absences will receive either an "F" or a "W" depending upon the faculty member's discretion.

Distance Education (Web-course) Non-Participation Statement. Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses.

Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or e-mail, and/or not following the instructor's participation guidelines stated in the syllabus.

Religious Holy Days Absences Statement. In accordance with Texas Education Code 51.911, SRSU shall excuse a student from attending classes or other required activities, including examinations for the observance of a religious holy day, including travel for that purpose. A student who must miss class due to a religious holy day is required to notify the instructor of the class in advance.

A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence as determined by the instructor.

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Academic Probation and Suspension

Undergraduate students

The scholastic policy on probation and suspension is designed to alert students to deficiencies in their academic progress, to encourage them to give serious attention to their study habits and goals, and to provide them with an opportunity to improve their work. A Sul Ross grade point average of 2.0 (C) must be maintained for a student to remain in good academic standing. Should a student drop to below a 2.0 grade point average or fail to make satisfactory progress, the student will be subject to suspension in accordance with the Grade Point Average Requirement Table.

Scholastic probation or suspension is determined at the end of the fall and spring semesters by calculating the grade point average based on cumulative hours attempted (excluding I, CR, Pass-Fail courses) and cumulative grade points earned on all courses taken at Sul Ross State University for which a grade of A, B, C, D or F is recorded. For transfer students, hours attempted and/or completed at other schools are added to Sul Ross hours undertaken for the purpose of (1) placement on the Grade Point Average Requirement Table below and (2) calculation of the total collegiate grade point average. An overall grade point average of 2.0, including courses taken other than at Sul Ross, is required for graduation.

Grade-Point Average Requirement Table

Total College Coursework Undertaken	Cumulative GPA for Scholastic Dismissal Less than
45-59	2.00
60-74	2.00
75 or above	2.00

No student will be suspended until after having been on probation the previous semester. The first suspension for a student will be for one long semester, the second suspension will be for two long semesters, and the third suspension will be for three years.

Undergraduate students who have been placed on probation or suspension by Sul Ross State University Rio Grande College will be permitted to enroll during the summer terms to repeat courses and/or to endeavor to raise their cumulative grade point average.

Undergraduate students will be notified in writing by the Director of Admissions and Records when they are placed on probation or suspension. Students placed on academic suspension may appeal the suspension to the Undergraduate Admissions and Retention Committee. The appeal to the committee must be made in writing and received in the Office of Admissions and Records prior to the first day of registration of the semester in which the student wishes to enroll.

If the committee denies reinstatement, the student may then appeal in writing to the Dean of Rio Grande College. If the student is dissatisfied with the Dean's decision, then the student may appeal it in writing to the Executive Vice President and Provost.

Graduate Students—Probation and Suspension

A fully admitted graduate student whose grade point average falls below 3.0 will be placed on probation by the Director of Admissions and Records for one semester. Failure to remove any grade point deficiencies during this period may result in suspension from graduate study.

A graduate student who is admitted on probation and whose graduate grade point average falls below 3.0 will be suspended from further graduate study.

Suspension for grade point deficiency is for two consecutive long semesters (one full summer is equivalent to a long semester) at which time the student may petition for reinstatement to probationary status. Reinstatement, if granted, carries the condition that all grades earned in subsequent graduate courses be at least a B.

To be reinstated the student must obtain written approval from the Department Chair and the Dean of Rio Grande College.

Academic Honesty Policy

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

"Academic work" is defined as the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Dean, and eventually to the Executive Vice President and Provost before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Executive Vice President and Provost may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

Student Conduct and Discipline

Consult Student Handbook for current student behavior policies, expectations, actions, and appeals.

Privacy Rights of Students

Sul Ross State University Rio Grande College has adopted institutional procedures in compliance with the Family Educational Rights and Privacy Act of 1974, assuring the right of a student to review his or her educational records upon request. Students who have questions concerning these items should contact the Dean in Uvalde, (830) 279-3012, or the Director of Admissions and Records in Eagle Pass, (830) 758-5006.

Confidentiality of Records

Sul Ross State University Rio Grande College procedures comply with The Family Educational Rights and Privacy Act of 1974. The Act provides students the right to review their educational records upon request. To preserve strict confidentiality of records, the University does not permit access to or release of educational records or personal information, other than directory information without the written consent of the student. Exceptions to this restriction are limited to the following:

- Judicial subpoena of records, upon condition that the University makes a reasonable effort to notify the student in advance of the release of records; and
- Emergency situations, if knowledge of personal information is necessary to protect the health and safety of a student or other person(s).

Student information is defined as: Student's name, degrees, certificates, or formal awards, address, e-mail address, previous institutions attended, telephone number, participation in officially recognized activities or sports, field of study, dates of attendance, and height and weight of athletes.

Students may request that the University not release their information by completing a Request for Non-Disclosure form. For more information regarding your privacy rights, contact the Office of Admissions and Records in Eagle Pass, (830) 758-5005.

Credit by Examination

Students enrolled at Sul Ross State University and prospective students may earn up to 30 semester hours college credit by examinations for acceptable scores made on the College Level Examination Program tests (CLEP).

Enrolled students who desire to earn credits by examination should confer with their major advisor before registering for an examination for credit and paying the required fees to ensure they are taking the correct test.

A student may receive credit only in those subjects in which he/she has not previously earned higher academic credit accepted by Sul Ross State University. Students may not attempt credit by examination for a course in which they have received failing grades.

Students who fail a CLEP examination are not permitted to retake the failed exam for six months. CLEP examinations are administered by Southwest Texas Junior College or other higher educational institutions. CLEP examinations can be arranged with the Testing Center at Southwest Texas Junior College, (830) 591-7346.

College Level Examination Program (CLEP)

Credit is awarded for the examinations listed below:

	Sul Ross State University Course and Number	Semester Hours Credit Awarded	Minimum Score
General Examinations:			
English Composition (includes essays)	ENG 1301	3	500
Humanities (Literature/Fine Arts)	Humanities	6	500
Natural Science (Bio/Phy Sci)	Natural Science	6	500
Social Sciences	Social Science	6	500
Subject Examinations:			
American Government	PS 2301	3	47
American History I	HIST 1301	3	45
American History II	HIST 1302	3	45
Analysis & Interpret. of Lit(includes essays)	ENG 2301	3	49
College Algebra	MATH 1305	3	45
Trigonometry	MATH 1306	3	50
Trigonometry	MATH 1401	4	45
Info. Systems & Computer Appl.	CIS 1301	3	52
*Intro. to Educational Psychology	EDUC 3302	3	47
General Biology	BIOL 1401, 1402	8	46
General Chemistry	CHEM 1401, 1402	8	47
General Psychology	PSY 1302	3	47
Human Growth & Development	EDUC 3304	3	45
Intro. Management	MGMT 3306	3	47
Intro. Accounting	ACC 2330, 2331	6	47
Intro. Business Law	BLAW 3310	3	51
Intro. Macroeconomics	ECO 2305	3	48
Intro. Microeconomics	ECO 2300	3	47
Intro. Marketing	MKTG 3307	3	48

	Sul Ross State University Course and Number	Semester Hours Credit Awarded	Minimum Score
Intro. Sociology	SOC 2303	3	47
First Year College Spanish	SPN 1401, 1402	8	50
West. Civilization I	HIST 2301	3	46
West. Civilization II	HIST 2302	3	47

DANTES tests equivalent to the above CLEP tests will be accepted from veterans who have acceptable DANTES scores.

*For teacher education students, approval is required from the Chair, Department of Education.

Online Courses

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hour in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays, but computers are available at the SWTJC and RGC libraries. A student who fails to participate in assignments during any one work period may be subject to being withdrawn from class and given a grade of F. Students should regularly log in to their class.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. If the course requires students to take proctored exams or to purchase additional software or equipment, that information will be included in the course syllabi. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

The Graduate Record Examination

The Graduate Record Examinations are a group of standardized tests, with national norms, administered by the Educational Testing Service for the National Program of Graduate School Selection. Sul Ross State University requires all graduate students who seek full admission to submit their scores from the general portion of the examination with their admission materials. The student should take this test before enrollment, or, at the latest, during the first term of graduate study. It may be taken at any of the testing centers in the United States or abroad. Locally, the Graduate Record Examination is administered electronically by the Sylvan Learning Centers in San Antonio. Students may obtain information about the costs and times by calling the Centers at (210) 494-4357 or (210) 509-7323. Additional information and preparation booklets are available from the Director of Student Services or at the College offices. Regardless of where the student takes the GRE, the student should be certain to indicate that his/her scores are to be sent to the Office of Admissions and Records, 3107 Bob Rogers Drive, Eagle Pass, Texas 78852. Students who do not meet the GPA requirements or do not have the necessary GRE score, or have not taken the GRE, may be granted provisional admission. Successful completion of 12 hours of graduate work with a satisfactory GPA will allow students to be granted full admission. All students in the Counseling program are required to take the GRE by the end of their first semester.

If a student's performance on the examination is unsatisfactory, the graduate committee may require that the student take leveling work, take the subject test of the Graduate Record Examinations in the major field, take a comprehensive written examination, or take such other steps as the committee advises. Committee recommendations are subject to approval by the Dean.

Concurrent Enrollment/Courses from other Colleges or Universities

University policy requires that all currently admitted students must obtain the permission of their Department Chair before undertaking courses at other institutions and the transcripts must be submitted immediately following the completion of the course work. The University may, at its option, refuse to apply credit earned without specific approval to the student's degree program. Moreover, the University's maximum course load policy limits the amount of credit which a student may earn in a given semester from all sources. Students exceeding the maximum course load allowed without approval may be denied credit on the degree program for such credit. This would include CLEP credit as well as other transfer credit in Internet courses.

Sul Ross State University and Southwest Texas Junior College provide for concurrent enrollment and consortium agreements for financial aid (see Financial Aid). For more information, contact the Admissions Office at Southwest Texas Junior College or the Admissions and Records office on any campus of Sul Ross State University Rio Grande College.

Transcript Services

Students may request copies of their transcripts quickly, securely, and at no cost through the National Student Clearing House transcript service (<http://www.transcriptservices.org/>). Transcript requests may also be addressed to the Office of Admissions and Records, Sul Ross State University Rio Grande College, 3107 Bob Rogers Drive, Eagle Pass, Texas 78852. There is no charge for transcripts, but a limit of five copies per request is enforced. No requests can be accepted over the telephone. Requests by persons other than the student will not be honored without the student's written authorization, nor can the transcript be picked up by anyone other than the student.

Library Services

The Will C. Miller Memorial Library serves Southwest Texas Junior College and SRSU Rio Grande College through physical locations in Uvalde, Del Rio, and Eagle Pass, and through the library web page at <http://www.youseemore.com/swtjc/>. Online publications, including periodicals and books, are available full-text from the library web page. Currently enrolled students have access to online library resources.

The SWTJC/RGC libraries provide computers with Internet access and Microsoft Office applications. A valid RGC ID card is needed to use library computers. The Will C. Miller Memorial Library offers access to over 56,000 volumes on three campuses. The library maintains print subscriptions to 206 periodicals and journals and 11 newspapers. Subscriptions may vary by campus. A Periodicals Holdings List may be viewed by subject or by title.

The Bryan Wildenthal Library of SRSU at Alpine also serves RGC students through its web page at <http://library.sulross.edu>. Reference help concerning the SRSU Library resources may be obtained by using Ask a Librarian, located on the SRSU Library home page. Materials not found at the SWTJC Library may be requested from Alpine through interlibrary loan services via the SRSU Library web site Interlibrary Loan link, located on the Library's home page. RGC user IDs and passwords, necessary for accessing the Wildenthal Library online resources, are obtained by students at the time of registration for RGC classes from RGC.

TexShare cards are also available to RGC students at any of the three SWTJC/RGC libraries. These allow students to go to any participating Texas library to use materials.

Check the SWTJC/RGC Library web page, <http://www.youseemore.com/swtjc/>, for hours at each location. For more information, call the Del Rio Library at 830-775-1563, the Eagle Pass Library at 830-758-4107, or the Uvalde Library at 830-591-7367.

Credit for Military Service and Service School Courses

Sul Ross State University utilizes the American Council on Education's Guide to the Evaluation of Education Experiences in the Armed Services in evaluating and awarding credit for military service and service school courses. Veterans and service personnel may submit requests for credit as follows:

1. Veterans should submit to the Office of Admissions and Records DD Form 214, "Armed Forces of the United States Report of Transfer or Discharge" for consideration of two semester hours of credit for Physical Education Activity classes. To be eligible for consideration, the veteran must have served on active duty at least one year.
2. Service personnel currently on active duty should submit to the Office of Admissions and Records DD Form 295, "Application for the Evaluation of Educational Experiences During Military Service," certified by a military education officer, in order to have service school courses evaluated.

3. Air Force personnel desiring credit for vocational certificates earned through the Community College of the Air Force (CCAF) should request the CCAF to send an official transcript to the Office of Admissions and Records.

The total amount of undergraduate credit which may be awarded for all categories of military service, service school courses, CLEP, and collegiate organization courses is thirty semester hours. Questions concerning graduate credit should be directed to the Office of Admissions and Records.

Credit for Non-Collegiate Organization Courses

Sul Ross State University will consider granting limited credit for the successful completion of courses conducted by a non-collegiate organization. For this purpose, the University will follow the general recommendations of the American Council on Education as outlined in "A Guide to Educational Programs in Non-collegiate Organizations." The maximum amount of college credit awarded will vary according to individual circumstances, but the total undergraduate credit for such courses, for military service, and for CLEP or DAN TES may not exceed thirty semester credit hours. Questions concerning graduate credit should be directed to the Office of Admissions and Records. In order for the non-collegiate organizations' courses to be considered these procedures must be followed:

1. The student must request the sponsoring organization submit a transcript, certificate, or statement to the Office of Admissions and Records verifying that the courses have been successfully completed.
2. The student must enroll in Sul Ross State University and successfully complete one long semester or one summer session of at least twelve semester hours work before credit for the non-collegiate organization's courses will be awarded.
3. Where possible, credit will be given for Sul Ross State University courses which are equivalent to those completed. The Office of Admissions and Records will determine the equivalencies. In all cases, credit will be awarded on the basis of one semester hour for each fifteen hours of classroom lecture contact, or one semester hour for each thirty hours of laboratory work, or one semester hour for not less than forty-five hours of vocational shop instruction.
4. Credit awarded for non-collegiate organization course work may or may not be utilized to satisfy requirements in the major or minor fields, depending on the evaluation of individual needs by the academic administration of the University. Such decisions will be made in consultation with the student.

Cooperative Military Programs/Service Members Opportunity Colleges

Sul Ross State University has been designated as an institutional Member of Service Members Opportunity Colleges (SOC), a group of over 400 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As an SOC member, Sul Ross State University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences when such actions are consistent with general University requirements stated elsewhere in this Catalog. Recognition will be given to educational experiences obtained in the Armed Services which are consistent with general University policies regarding admission procedures, transfer credit from other colleges and universities, and courses completed through the United States Armed Forces Institute (USAFI), The College Level Examination Program (CLEP), and Defense Activity for Traditional Educational Support (DAN TES), which are equivalent to CLEP credit awarded. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense, and a consortium of thirteen leading national higher education associations. It is sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community and Junior Colleges (AACJC).

Required Texas Core Curriculum

Satisfactory completion of the Texas Core Curriculum is prescribed by the legislature and the Texas Higher Education Coordinating Board for all recipients of a bachelor's degree granted by any public institution of higher education in the State of Texas. The Texas Core Curriculum establishes requirements in nine Foundational Component Areas. Since SRSU RGC offers only upper level and graduate coursework, no specific courses are prescribed. Any student designated by any Texas public institution of higher education as "core complete" will be considered to have met the core curriculum requirements for any bachelor degree offered by SRSU RGC.

Students who have met any of the Foundational Component Areas as designed by a Texas public institution of higher education will similarly have met that area for any bachelor degree offered through SRSU RGC. All other students, including those with coursework from private or out-of-state institutions of higher education, will be evaluated on a case-by-case basis.

SRSU RGC partners with Southwest Texas Junior College, an institution which offer a full range of courses to satisfy the requirements of the Texas Core Curriculum. Students are encouraged to complete the Texas Core Curriculum before transferring to SRSU RGC. Students who have not completed the Texas Core Curriculum will be required to develop a plan to complete the requirement in consultation with their academic advisor. Students may also be required to complete departmental requirements depending on the program or major selected. In some cases departmental requirements may satisfy Core Curriculum requirements if students plan ahead properly.

The 42 hour required Texas Core Curriculum includes the following Foundational Component Areas:

Communication (6 SCH)

Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Mathematics (3 SCH)

Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to every day situations.

Life and Physical Sciences (6 SCH)

Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

Language, Philosophy & Culture (3 SCH)

Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Creative Arts (3 SCH)

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

American History (6 SCH)

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas history for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

Government/Political Science (6 SCH)

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

Social and Behavioral Sciences (3 SCH)

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

Component Area Option (6 SCH)

1. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas listed above.
2. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:
 - a. Meet(s) the definition specified for one or more of the foundational component areas; and
 - b. Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice.

For more information, contact the Texas Higher Education Coordinating Board at this website: <http://www.thecb.state.tx.us/index.cfm?objectid=6F049CAE-F54E-26E4-ED9F0DAC62FABF7D>

Note: Undergraduate students may not apply for graduation if the core curriculum requirements are not completed. Official transcripts must be sent to Sul Ross RGC for all courses taken at other colleges or universities.

Transfer Curriculum

Sul Ross State University Rio Grande College has an articulation agreement with Southwest Texas Junior College which allows students to complete a four-year degree without loss of credit, if the agreed plan is followed. The plans for each degree can be found on the RGC web site and from Admissions and Student Services offices at both institutions. Students having questions about the transferability of particular courses should consult the appropriate Department Chair, the Dean of the College, or the Director of Admissions and Records.

Graduate Programs

Graduate degrees are offered in Business, College Teaching, Counseling, Education, and School Administration. Admission requirements for graduate study are the same as listed in this catalog.

Academic Regulations for Master's Degree Programs

Graduate programs provide opportunities for qualified students holding a baccalaureate degree to continue studies toward a master's degree. Advisors in each department offering master's degrees provide direct counseling to students in their major fields. Students desiring to pursue work in a teacher certification program at the graduate level are also advised by the Chair of the Education Department. Each graduate student is assigned a committee of faculty members when the student's degree plan is approved, and the student must complete all assigned work and receive the recommendations of the committee and the Dean before a degree can be awarded.

The Nature and Purpose of Graduate Work

Graduate study provides an opportunity for strengthening the academic and professional competence of students with superior ability. It is assumed that the student has a background of knowledge, preparation and skills necessary to carry on independent research and personal development with a high degree of self-direction and enthusiasm. Graduate study should inspire independence of thought and originality in the search for knowledge and truth. Such study demands a great deal of discipline. The graduate program is committed to the following aims:

- To broaden students' perspective in order that they may render greater service and increase their satisfaction in living;
- To deepen their knowledge of their own specialization;
- To improve their use of the tools of learning so that they may be able to address problems of further preparation independently;
- To promote the critical and analytical approach to examinations of subject matter and professional performance;
- To encourage the inquiring mind and the application of intellectual curiosity to research problems; and
- To provide continuing support in lifetime educational goals beyond the master's degree.

A course for graduate students only (numbered 5000 or above) is a highly advanced and specialized course, demanding much on the part of students and instructors. Emphasis is usually placed on critical analysis and research. Graduate courses are conducted in various ways: as advanced lecture courses, as seminars, as independent study or reading courses, and as research projects.

Catalog Requirements for Graduation

To receive a degree from Sul Ross State University, a student must complete all requirements for the degree as stated in a particular University catalog. The student has the choice of graduating under the catalog in force at the time of first registering at Sul Ross State University (provided the student has been continuously enrolled) or any subsequent catalog.

Graduate Credit

Half credit may be given for graduate courses seven to ten years old upon recommendation by the major advisor. No graduate credit will be given for courses over ten years old.

Although courses over ten years old at the time of graduation may not be counted toward the master's degree, certain of these courses may be used to fulfill requirements for teaching certificates and endorsements with the approval of the Chair of Education.

Time Limit for Completion of Degrees

Undergraduate

All requirements for the degree must be completed within six (6) years from the date of the catalog the student selects for their degree plan.

Graduate

All graduate degrees must be completed within six (6) years from the date of the student's initial enrollment for a graduate course(s).

Requirements for a Double Major

A student who fulfills the specified requirements for two different major fields authorized under a single degree has completed a double major and will receive a single diploma. The student must select the second major by completing the Change of Information form available from the Admissions and Records office.

Requirements for Dual Bachelors' Degrees

If two bachelor's degrees are conferred simultaneously, the student must meet the requirements for both degrees and complete a minimum of 33 hours beyond the requirements of a single degree. Applications to graduate must be submitted to each school conferring a degree and degree audits must be performed by each. Graduation will occur only when the student has completed requirements for both degrees. Students completing two bachelor's degrees will receive two diplomas. The student must complete a dual degree application form available from the Dean's office or from any faculty secretary.

Requirements for a Second Baccalaureate Degree

A student who holds one baccalaureate degree from Sul Ross State University or from any college or university that is a member of a regional accredited association may receive a second baccalaureate degree by completing the following requirements:

1. A minimum of thirty semester credit hours, including twenty-four semester credit hours of advanced work at SRSU RGC;
2. Completion of requirement in the major subject field, including a minimum of 18 semester credit hours of advanced work; and
3. Completion of all other requirements of the degree sought as outlined in the current University catalog.

Requirements for a Second Master's Degree

Subject to the approval by the Department Chair, a student holding a valid Master's degree from an accredited graduate institution within the past ten years may apply certain courses which were a part of the first Master's degree toward a second Master's degree. Generally, these previously applied semester hours will be applied toward a minor or related field of study. The number of semester hours so permitted will be:

1. For 36 semester hour programs, no more than 12 semester hours of approved courses with no grade of less than B in each, including all extension and transfer work; or
2. For 30 semester-hour programs, no more than nine semester hours of approved courses with no grade of less than B in each, including all extension and transfer work.
3. All remaining courses necessary to complete the second Master's degree must be resident credit courses at Sul Ross State University as this provision is subject to the rules governing the maximum amount of transfer and extension work which may be applied toward any Master's degree. A grade point average of 3.0 must be maintained in these courses, exclusive of the work accepted in a and b above.

Undergraduate Courses for Graduate Credit

Certain upper-level undergraduate courses which are taught by members of the graduate faculty may be taken for graduate credit upon consent of the instructor of the course and approval of the graduate major advisor. Graduate students allowed to take undergraduate courses for graduate credit must do additional work beyond that required of undergraduates in the course. This work may consist of a documented paper or equivalent and/or other assignments deemed appropriate by the instructor. A description of the additional work must be on file in the departmental office by the 12th/4th class day via reporting forms which are available in the departmental offices. Once a student has begun an undergraduate course for graduate credit, the course must be completed as a graduate course.

Application for Graduation

Forms may be obtained from the Dean's office of Rio Grande College or any of the Business Services offices at any of the three sites or on-line under Forms and Downloads. A diploma fee of \$30.00 is required. A student is expected to submit an application for graduation during the semester preceding the final semester of enrollment. Students who are not able to complete degree requirements as planned will re-submit the application during the semester or summer term at the end of which they expect to graduate. Applications which must be re-submitted require a \$5.00 diploma insert fee. The University Calendar at the front of this catalog should be consulted for a specific deadline for applying to graduate. Students applying after the posted deadline for application in the Academic Calendar must also pay a \$50.00 late application fee.

Note: Undergraduate students may not apply for graduation if the core curriculum requirements are not completed one semester prior to the semester in which the student plans to graduate. Official transcripts must be sent to Sul Ross RGC for all courses taken at other colleges or universities.

Commencement

Commencement in the University is held each May for spring graduates and in December for graduates from the summer and fall terms. Students are expected to participate in the commencement ceremony appropriate to the semester of graduation. The degree will be posted to the Sul Ross transcript for the semester in which the degree is conferred. Students may elect to participate in the commencement ceremony in Alpine the semester of graduation. Dates are listed in the University calendar in the front of this Catalog.

Graduation with Honors

Special recognition at graduation is provided to those undergraduate students who compile outstanding academic records. Academic honors will be based on the student's grade point average for all work attempted at Sul Ross State University. That average is set for the commencement ceremony as the grade point average of the semester prior to commencement, but students whose final grade point average merits honors have that honor posted on their transcript. Each student receiving a degree conferred *cum laude*, *magna cum laude*, or *summa cum laude* will receive a medallion, which symbolizes academic excellence. The distinction and corresponding grade point averages are *cum laude*-3.50 to 3.69; *magna cum laude*-3.70 to 3.89; *summa cum laude*-3.90 to 4.00.

Bachelor Degrees and Majors

Major	Degree Program
Business Administration	BBA
Biology	BS
Criminal Justice	BS
English	BA
History	BA
Interdisciplinary Studies	BA/BS
Mathematics	BS
Nursing	BSN
Psychology	BA
Social Science	BA
Spanish	BA

General Bachelor Degree with Emphases

Emphasis	Degree Program
Child Development	BAS
Organizational Leadership	BAS

Teacher Certification Areas

Elementary/Secondary

EC-6 Generalist
EC-6 Bilingual Generalist
4-8 Generalist
4-8 Bilingual Generalist
4-8 English Language Arts & Reading
4-8 Mathematics
4-8 Social Studies

Secondary

English (7-12)
History (7-12)
Social Studies (7-12)
Spanish (EC-12)
English/Language Arts & Reading (7-12)
Mathematics (7-12)
Business Education (6-12)
Science (7-12)

Masters Degrees and Specializations

Master of Business Administration

General Business

Master of Education

Counseling

General-Specializations available:

Bilingual Education

College Teaching

Reading Specialist

School Administration

Undergraduate Degree Requirements

Requirements for all Bachelor of Arts Degrees

Core Curriculum (see page 38)

Departmental requirements

Departmental requirements are specified for each major by the department offering the major. In some cases, departmental requirements may be used to meet Core Curriculum requirements. Departmental requirements must be met even if the student met a specific Core Curriculum requirement with a different course.

Major

- A. Students must complete a major of at least thirty semester credit hours, but no more than 36 of required courses, including a minimum of 18 hours of advanced coursework in residence at SRSU RGC. An exception is the broad field program in Social Science which requires a minimum of 48 semester credit hours but not more than 60.
- B. Majors may be selected from the following disciplines: English, History, Social Science, Interdisciplinary Studies, Psychology, and Spanish.

Minor

- A. Students must complete a minor (except majors with secondary teacher education certification as well as Interdisciplinary Studies and Social Science majors) of at least 18 semester credit hours, including a minimum of nine semester credit hours of advanced coursework in residence at SRSU RGC. A maximum of nine semester credit hours of transfer courses can be used.
- B. Minors may be selected from any of the disciplines listed above which qualify for a major, except Social Science or Interdisciplinary Studies, or from any of the following: Business Administration, Mathematics, Criminal Justice, and Biology.
- C. Students pursuing teacher certification are not required to have a minor.

Additional Requirements

- A. Electives must be completed to accumulate a minimum of 120 semester credit hours. Students in Teacher Certification Programs must complete a minimum of six semester credit hours of electives.
- B. A cumulative grade point average of 2.0, including a minimum of 2.0 in both the major and the minor, is required for graduation. A minimum of 2.5 is required for certification in each of the teaching fields in teacher certification degree programs, or in the academic support area for Interdisciplinary Studies majors.
- C. A minimum of 39 advanced semester credit hours must be completed.
- D. A minimum of 30 semester credit hours must be earned in courses taken at SRSU RGC.

Students should request a degree plan at the beginning of the first semester of enrollment. Find this form at <http://www.sulross.edu/section/1586/departement-humanities>.

Requirements for Bachelor of Applied Science Degree

Core Curriculum (See page 38)

Students must complete the required 42 semester hour Texas Core Curriculum as prescribed by the Texas Higher Education Coordinating Board. Any student designated as "Core Complete" by any Texas public institution of higher education will have fulfilled this requirement. SRSU RGC has a cooperative relationship with Southwest Texas Junior College. All core courses taken at SWTJC may be used to fulfill this requirement. Specifics of the requirement are available at: <http://www.theccb.state.tx.us/index.cfm?objectid=6F049CAE-F54E-26E4-ED9F0DAC62FABF7D>

Departmental requirements:

- A. Students must choose either the Child Development emphasis or the Organizational Leadership emphasis.
- B. Electives must be completed to accumulate a minimum of 120 semester credit hours.
- C. A cumulative grade point average of 2.0, including a minimum of 2.0 in both the major and the minor, is required for graduation.

- D. A minimum of 39 advanced semester credit hours must be completed.
- E. A minimum of 30 semester credit hours must be earned in courses taken at SRSU RGC.
- F. Students may obtain college credit for relevant work experience. Relevant experience is defined as previous learning suitable for submission as Prior Learning Experience (PLA) yielding at least nine semester hours of credit through LearningCounts.org or an online portfolio assessment service provided by Council of Adult and Experiential Learning (CAEL) or equivalent recognized assessment process. CAEL and Learning Counts.org are nationally recognized authorities for assessment of Prior Learning. CAEL's quality principles are recognized by all regional accrediting bodies. Learning Counts works with students to demonstrate their learning for college credit recommendations. Successful students will receive a transcript documenting their prior learning, acceptable for transfer of credit. Website: www.learningcounts.org shows students what is required and the process.

Students should complete a request for a degree plan as soon as possible upon acceptance to the program. Find this form at <http://www.sulross.edu/section/1586/department-humanities>.

Requirements for Bachelor of Business Administration Degree

Required Core Curriculum (see page 38)

Major

Students must complete 60 semester credit hours in the broad field Business Administration major, including a minimum of 30 hours at the advanced level and 12 advanced hours at SRSU RGC.

Students must complete at least 32 semester credit hours of core courses in Business Administration.

All courses completed in Business Administration, required or not, count toward the total semester credit hours allowed in the major.

Minor

A minor is not required.

Additional Requirements

- A. Electives must be completed to present a minimum total of 120 semester credit hours for the degree.
- B. A cumulative grade point average of 2.0, including a minimum of 2.0 in both the major and the minor is required for graduation` .
- C. A minimum of 39 advanced semester credit hours must be completed.
- D. A minimum of 30 semester credit hours must be completed at SRSU RGC.

Students should request a degree plan from their major advisor as soon as possible upon acceptance. This should be done at the beginning of the first semester of enrollment.

Requirements for the Bachelor of Science Degree

Required Core Curriculum (see page 38)

Departmental requirements

Departmental requirements are specified for each major by the department offering the major. In some cases, departmental requirements may be used to meet Core Curriculum requirements. Departmental requirements must be met even if the student met a specific Core Curriculum requirement with a different course.

Major

Students must complete a major of at least 30 semester credit hours but no more than 48 semester credit hours of required courses, including a minimum of 18 hours of advanced coursework at SRSU RGC. Majors may be selected from the following disciplines: Biology, Criminal Justice, and Mathematics.

Minor

- A. Except in the Interdisciplinary Studies program a student must complete a minor of at least 18 semester credit hours, including a minimum of nine semester credit hours of advanced coursework at SRSU RGC. A maximum

of nine semester credit hours of transfer courses can be used.

- B. Minors may be selected from any of the disciplines listed above which qualify for a major, except Social Science or Interdisciplinary Studies, or from any of the following: Business Administration, Mathematics, English, History, Psychology, Spanish, Criminal Justice, and Biology.
- C. Students pursuing teacher certification are not required to have a minor.

Additional Requirements

- A. Electives must be completed to present a minimum total of 120 semester credit hours for the degree.
- B. A cumulative grade point average of 2.0, including a minimum of 2.0 in both the major and the minor is required for graduation. A minimum of 2.5 is required for certification in each of the teaching fields in teacher certification degree programs, or, for majors in Interdisciplinary Studies in the academic support area.
- C. A minimum of 39 advanced semester credit hours must be completed.
- D. A minimum of 30 semester credit hours must be completed at SRSU RGC.

Students should request a degree plan from their major advisor as soon as possible upon acceptance. This should be done at the beginning of the first semester of enrollment.

Requirements for Bachelor of Science in Nursing Degree

Required Core Curriculum (see page 38)

Major

A minimum of 39 semester credit hours in nursing is required. See Nursing for specific degree requirements.

Additional Requirements

- A. Electives must be completed to present a minimum total of 120 semester credit hours for the degree.
- B. A cumulative grade point average of 2.0, including a minimum of 2.0 in both the major and the minor is required for graduation.
- C. Must have a 3.0 GPA in previous nursing courses;
- D. Must be eligible to enroll in upper level courses;
- E. Must hold a current, valid RN license from the State of Texas; and
- F. 39 Advanced hours from SRSU RGC.

Students should request a degree plan from their major advisor as soon as possible upon acceptance. This should be done at the beginning of the first semester of enrollment.

Department of Business Administration

Associate Professor & Chair

Efrain Adames, M.P.A.

Professors

Randal H. Stitts, Ph.D.

Edison Moura, D.B.A.

Bachelor of Business Administration

Major in General Business

(121 S.C.H.)

Required Core Curriculum (see page 38) 42 s.c.h

Departmental course requirements for a major in Business Administration: (courses may be used to meet core requirements).

MATH 1324	18 s.c.h
MATH 1325	
ECON 2301	
ECON 2302	
ACCT 2401	
ACCT 2402	

Business Course Requirements for a major in Business Administration

FINA 3302	3 s.c.h.
MGMT 3306	3 s.c.h.
MKTG 3307	3 s.c.h.
BLAW 3310	3 s.c.h.
MISY 3310	3 s.c.h.
IBUS 4306	3 s.c.h.
ACCT 4308	3 s.c.h.
QMTS 4311	3 s.c.h.
MGMT 4317	3 s.c.h.
MGMT 4322	3 s.c.h.

Total core business courses required for the major 30 s.c.h.

Additional General Business Electives – any 3xxx or 4xxx course 30 s.c.h.

Minor

A minor in Business Administration requires a minimum of 18 semester credit hours, including a minimum of nine semester credit hours of advanced coursework at SRSU RGC. A maximum of nine semester credit hours of transfer courses may be used.

The following business courses are suggested to fulfill the course requirements for a minor in Business Administration:

ACCT 3312	Accounting Systems
MGMT 3306	Principles of Management
MGMT 4321	Organizational Behavior
MKTG 3307	Principles of Marketing
BLAW 3310	Business Law
ECON 3301	Intermediate Economics

Please consult a faculty advisor in the Business Administration department for additional information.

Master of Business Administration

The Master of Business Administration degree is recognized by industry and government as one of the best credentials for success in management. It is offered as a direct assistance to those who are interested in preparing themselves for positions of responsibility in management or who have attained a management position and are seeking to enhance their personal understanding of the latest concepts, tools, and techniques of management and administration. This graduate program will provide useful organizing and planning skills which are high in demand but in short supply. Policy determination and decision-making requires sophisticated preparation at the graduate level. Sul Ross' MBA Program recognizes the experience already achieved by its participants and provides a flexible method for self-advancement.

Program Requirements

- A. The student must complete an approved program of 36 semester credit hours.
- B. Core requirements for all MBA students—21 hours.
 - GBUS 5301 Business Research and Reporting
 - MGMT 5304 Seminar in Management
 - MKTG 5305 Seminar in Marketing
 - FINA 5306 Seminar in Financial Management
 - ACCT 5307 Accounting for Management
 - QMTS 5309 Quantitative Analysis and Decision Theory
 - ECON 5303 Managerial Economics
- C. In addition to the core requirements, students must complete 15 s.c.h. of elective courses in Business Administration in consultation with the major advisor.
- D. Transfer Credit
 - 1. No more than twelve of the thirty-six semester credit hours of required work may be transferred into the program and only with the approval of the Business Administration Department Chair.
 - 2. Seminars, courses and institutes offered by educational agencies of the United States Armed Services which are approved for graduate credit by the American Council on Education may be submitted for transfer credit.
 - 3. All transfer course work must have a relationship to the student's program of study and must be approved by the Business Administration Department Chair.

Other program requirements:

- 1. Students who do not maintain a satisfactory grade point average will be subject to probation and then suspension (see general academic regulations).
- 2. Students must earn a grade of B or better in each graduate course undertaken. A minimum 3.0 GPA is required for graduation.
- 3. Students must take the ETS MBA Major Field Test during their graduating semester.

Department of Education

Professor and Chair

Dorman W. Moore, Ph.D.

Professors

Timothy L.- Y. Wilson, Ed.D., Miriam Muñiz, Ph.D.

Todd T. Russell, Ph.D., Fernando Z. Quiz, Ph.D., Monica E. Gutierrez, Ph.D.

Associate Professors

Clay E. Baulch, Ed.D, Gina L. Stocks, Ph.D

Assistant Professors

Maria G. Gear, Ed.D., Samuel Garcia, Ph.D.

Advisors

Elementary	Dr. M. Gutierrez, Dr. M. Muñiz, Dr. F. Quiz, Dr. G. Stocks, Dr. M. Gear
Bilingual	Dr. F. Quiz
Early Childhood	Dr. T. Wilson, Dr. G. Stocks
Graduate-Administration	Dr. C. Baulch, Dr. D. Moore
Graduate-Reading	Dr. G. Stocks
Graduate-Counseling	Dr. T. Russell, Dr. M. Gutierrez, Dr. S. Garcia
Graduate General Masters of Education	Dr. D. Moore, Dr. T. Wilson, Dr. C. Baulch
Secondary Biology	Dr. D. Foley
Secondary English	Dr. S. Roche
Secondary History	Dr. J. Hernandez, Dr. C. Davis
Secondary Mathematics	Dr. P. Nicosia, Dr. M. Ortiz
Secondary Spanish	Dr. A. Acevedo
Secondary Social Studies	Dr. J. Hernandez
Secondary Business	Dr. R. Stitts, Dr. E. Moura, Mr. E. Adames

The primary function of the Education Department within the philosophy of the University is to provide a teaching-learning environment wherein students acquire a liberal and professional education. Realization of this function is sought by combining academic subject area courses, specialized studies, and professional education. Students are provided opportunities to increase their knowledge, to gain insight into the growth of young children and adolescents, to develop competence in teaching, to formulate a sound philosophy of education, and to realize the need for continuous professional growth.

A student may choose a program that leads to teacher certification in Early Childhood (EC)–Grade 6 Generalist or Bilingual Generalist; Grades 4-8 Generalist, Bilingual Generalist, English/ Language Arts and Reading, Social Studies, or Mathematics; Grades 7-12 English/Language Arts and Reading, Mathematics, History, Social Studies or Science. Grades 6-12 Spanish and Business Education. Full program description and requirements are listed in this section.

It is the responsibility of the student to request a degree plan at the beginning of the program, to follow it closely, and to complete all the requirements for the degree, as well as all requirements for teacher certification. Students seeking certification must pass the TExES exam in their teaching field and in Professional Education Methodology (PPR). Students seeking to take the TExES examination must meet and complete all departmental requirements including successful completion of the TExES preparation training and pre-test.

Steps to Traditional Teacher Certification at SRSU RGC

- Complete most of, if not all, of the Core Curriculum hours with at least a 2.5 Grade Point Average (GPA).
- Decide what grade level (EC-6, 4-8, 7-12) to teach; if 7-12, content area also needs to be determined.
- Fill out “Application for Baccalaureate Degree Plan” and submit to Education Department (or if 7-12, submit to the appropriate content area department).
- Follow degree plan and keep track of progress towards degree.

- After taking at least 21 hours in the “Academic Support Area” of the degree plan with at least a 2.5 GPA, fill out an “Application for Admission to the Teacher Education Program” and submit to the Education Department.
- After acceptance into the Teacher Education Program, take the Professional Education courses on the degree plan.
- Within the last semester of the Professional Education courses, apply for student teaching by filling out the “Application for Admission to Student Teaching” form and submit to the Education Department.
- Register for and take the appropriate practice exams in the area of certification. After success on practice exams, take the appropriate state TExES exams and pass them.
- After being accepted to student teaching, but before starting student teaching, register with the Texas Education Agency (TEA), and complete fingerprinting process.
- Complete all degree requirements, graduate, and let the Certification Officer at SRSU RGC (Education Department) know that the fee for certification has been paid (through TEA) and student is ready to be recommended for certification. When all certification requirements have been verified by the Certification Officer, the student will be recommended for certification to TEA (State Board for Educator Certification).

Admission Requirements for the Teacher Education Program

All students seeking teacher certification through Rio Grande College must make application for admission to the Teacher Education Program. None of the Professional Education courses on the degree plan can be taken until all of the following minimum requirements have been met and the student is accepted into the program.

All EC-6 and 4-8 Majors

- Students will not have to take the THEA and make minimum scores. Students must have met the minimum academic admission requirements for freshman and sophomore-level coursework at another accredited institution of higher education.
- In the General Education Area of the degree plan, students cannot have grades lower than “C” in Speech Communication and College Algebra courses and ALL courses must be complete.
- The 12-15 hours of required English will require at least a 2.5 GPA with no grade lower than “C”; no grade lower than “B” in ENGL 3312.
- Students must have completed or enrolled in 21 hours in Academic Support Area of degree plan with at least 2.5 GPA; no grade lower than “C”. The overall GPA cannot be lower than 2.5.

All 7-12 Content Area Majors

- Students will not have to take the THEA and make minimum scores. Students must have met the minimum academic admission requirements for freshman and sophomore-level coursework at another accredited institution of higher education.
- In the Texas Foundation Area of the degree plan, students cannot have grades lower than “C” and a minimum 2.5 GPA in the Core Curriculum for English, Mathematics, and Speech courses. ALL Core Curriculum courses must be complete.
- Students must have a “B” or better in a Writing Intense course at RGC. Students must have at least 21 hours in their major with no grades lower than a “C”; a 2.5 GPA in major and overall.

Retention in Teacher Education

To remain fully admitted to teacher education at Sul Ross State University Rio Grande College, students must equal or exceed the requirements for admission. A student who does not maintain satisfactory requirements for admission will be placed on probationary status until such time as the student has removed the deficiencies and has fully met requirements for admission.

Students who have been placed on probationary admission status because of failure to maintain admission requirements will not be permitted to register for additional professional education coursework until they have obtained full admission status.

Approval for Supervised Student Teaching

A student who seeks teacher certification must be granted approval to student teach one semester prior to student teaching. When approval is not granted, the student may reapply when the deficiencies have been satisfied. The forms for approval to student teach are available in the office of the Chair of the Education Department or online.

Standards for Undergraduate Approval to Student Teach

Early Childhood-Sixth Grade (EC-6)

or

Fourth-Eighth Grade (4-8)

- A. Completion of 90 semester credit hours or more.
- B. Submission of the Application to Student Teach.
- C. An overall grade point average of 2.5 on the 4.0 scale.
- D. Sound physical health, sound mental health, and acceptable moral character. (The Teacher Education Department may request a student to take a physical examination and/or selected psychological tests or inventories).
- E. Completion of 15-27 semester credit hours of professional education with an overall grade point average of
- F. 2.5 or better on a 4.0 scale, with no grade lower than a "B."
- G. Recommendation of approval to student teach by the Chair of the Education Department.
- H. No grade lower than a "C" in the 12 semester credit hours of required English with a 2.5 GPA.
- I. No grade lower than a "C" in the combination of subjects (academic support) with a 2.5 GPA.
- J. Select one of the following areas to student teach:
- K. EC-6 (EDUC 4607) with proper early childhood courses or grades 4-8 (EDUC 4601) with designated area of study.
- L. Must be admitted to the Teacher Education Program.
- M. Must have completed at least 30 hours of classroom observation (documented).

Grades 8-12/Secondary Levels

- A. Completion of 90 semester credit hours or more.
- B. Submission of the Application to Student Teach.
- C. An overall grade-point average of 2.5 on the 4.0 scale.
- D. Sound physical health, sound mental health, and acceptable moral character. (The Teacher Education Department may request a student to take a physical examination and/or selected psychological tests or inventories).
- E. Completion of 12 semester credit hours of professional education with an overall grade-point average of at least 2.5 on a 4.0 scale, with no grade lower than a "B."
- F. Completion of 24 semester credit hours or more of the prescribed courses in each teaching field(s) for secondary majors, of which 12 hours must be advanced, with an overall grade point average of 2.5 or better on a 4.0 scale, with no grade lower than a "C."
- G. In the composite field, completion of 36 semester credit hours of the prescribed courses, of which 12 semester credit hours must be advanced, with an overall grade point average of 2.5 or better on a 4.0 scale with no grade lower than a "C."
- H. Recommendation of approval to student teach by the head of the department of the student's teaching field or fields.
- I. Recommendation of approval to student teach by the Chair of the Education Department.
- J. No grade lower than a "C" in the 12 semester credit hours of required English with a 2.5 GPA.
- K. Must not be on disciplinary probation.
- L. Must be admitted to teacher education.
- M. Must have completed at least 30 hours of classroom observation (documented).

Certification Requirements

All coursework taken for certification must equal or exceed an overall grade-point average of 2.5 on a 4.0 scale, with no grade lower than a "C" in the Academic Support area. In the Professional Education courses, no grade lower than a "B" will be counted towards certification. Student teaching is required for certification. Students will be expected to successfully complete all certification exams before being given credit for student teaching. Certification requirements will parallel the state standards and may change when the state standards change. Students must meet the current state standards for certification. All coursework for RGC certification programs taken at RGC must be successfully completed at RGC.

NOTE: All requirements are valid at the time of this publication, however, in the event there are changes to curriculum in the department, college, or mandates from the Texas Education Agency or the Legislature, these requirements will be adjusted to meet any new standards and/or requirements.

Bachelor of Arts in Interdisciplinary Studies

(123-127 s.c.h.)

Students will be expected to successfully complete all State certification exams before being given credit for these courses:

EDUC	4601	Student Teaching in the Elementary School 4-8
EDUC	4605	Student Teaching in the Secondary School
EDUC	4607	Student Teaching in Early Childhood through Sixth Grade, EC-6

This degree is designed for students seeking a broad-based liberal arts degree with an elementary or secondary teacher certification option.

Required Core Curriculum (see page 38)

42 s.c.h.

Departmental requirements: (courses may have been used to meet core requirements)

In addition to the Core Curriculum of 42 required hours, the Education Department requires an additional 13-15 hours: 8 hrs. of Foreign Language, 3 hrs. of Computer Science, 2 hrs. of Biology lab, and 2 hrs. of Physical Education. The total General Education hours will be 57.

Interdisciplinary Studies

Early Childhood-6th grade

EC-6 Generalist

Professional Education	36
Academic Subject	30
TOTAL	123

Early Childhood-6th grade Bilingual

EC-6 Bilingual Generalist

Professional Education	27
Academic Subject	30
Specialization	12
TOTAL	126

4th grade-8th grade certification areas with specialization from one of the following disciplines: Generalist, Bilingual Generalist, English/Language Arts & Reading, Mathematics, Social Studies

4-8 Generalist

Professional Education	24
Academic Subject	43
TOTAL	124

4-8 Bilingual Generalist

Professional Education	24
Academic Subject	31
Specialization	12
TOTAL	124

4-8 English/Language Arts & Reading

Professional Education	30
Academic Subject	37
TOTAL	124

4-8 Mathematics	
Professional Education	24
Academic Subject	43
TOTAL	124
4-8 Social Studies	
Professional Education	24
Academic Subject	40
TOTAL	121

Secondary education degrees for certification will be selected from the following: History, Spanish, Mathematics, English, Language Arts & Reading, Social Studies, Science, Business Education. Degree plans for secondary teaching fields are prepared in the appropriate content area department.

7-12 History	
Professional Education	21
7-12 Social Studies	
Professional Education	21
7-12 Science	
Professional Education	21
7-12 Mathematics	
Professional Education	21
7-12 English/Language Arts & Reading	
Professional Education	21
6-12 Business Education	
Professional Education	21
7-12 Spanish	
Professional Education	21

English as a Second Language (ESL) Supplement

The objectives of this program are to assist non-English speaking learners to make the transition from their native language to English, to locate and evaluate instructional materials, to learn a variety of instructional methods, to acquire the ability to teach reading, to attain and use knowledge reading skills, and to prepare for effective instruction in the classroom.

In order to receive this supplement, one must hold a valid teaching certificate, have at least one year's experience in an approved bilingual or ESL classroom, and pass the TExES in ESL.

Requirements:

EDUC 3328 (or 5328)	Bilingual Education: Principles and Curriculum
EDUC 3329 (or 5329)	Methodology of Second Language Teaching

Bilingual Supplement Certification

The Bilingual supplement is a post-baccalaureate supplemental requiring 12 semester hours of coursework. To receive this supplement, one must hold a valid teaching certificate, pass Bilingual Target Language Proficiency Test (BTLPT) or other specified test required in Spanish, have one year's experience on a permit in an approved elementary Bilingual classroom, and pass the Bilingual TExES supplemental. For certification, all coursework taken must equal or exceed an overall grade point average of 2.5 on a 4.0 scale, with no grade lower than a "C".

Requirements:

- EDUC 5328 Foundations of Bilingual Education
or
EDUC 3328 Bilingual Education: Principles and Curriculum

- EDUC 5329 Methodology of Second Language Teaching
or
EDUC 3329 Methodology of Second Language Teaching

- EDUC 6328 Teaching Spanish Language Arts in the Bilingual Classroom
or
EDUC 4328 Methodology in Reading/Language Arts in Bilingual Education

- EDUC 6329 Teaching Content Areas in the Bilingual Classroom
or
EDUC 4329 Methodology in Content Area Instruction in Bilingual Education

Two-Course substitution Guidelines

Undergraduate students who have been admitted to the Teacher Education Program at SRSU RGC that elect to take two undergraduate courses (6 hours) in lieu of student teaching for graduation purposes (not eligible for certification) will take the following courses according to their degree plan:

- EC-6 Generalists EDUC 3305 and EDUC 4312
- EC-6 Bilingual Generalists EDUC 4307 and EDUC 4315
- 4-8 Generalists EDUC 3305 and EDUC 4312
- 4-8 Bilingual Generalists EDUC 3305 and EDUC 4312
- All Content-Area Majors EDUC 3303 and EDUC 4315

Post Baccalaureate Certification Requirements

Under regulations established by the Texas Education Agency (19 TAC 137.321), an individual having a bachelor's degree from an accredited institution is eligible for a deficiency plan for EC-6; 4-8; or 8-12 certification. The candidate must have an overall grade point average of 2.5 on a 4.0 system at the baccalaureate level, and must have passed the state mandated basic skills test. A certification plan may be developed and should be completed expeditiously by the candidate in a period of three calendar years. In Professional Development courses, no grade lower than a "B" will be accepted for certification.

The candidate must meet the following requirements:

- A. Three semester credit hours in Computer Science or demonstrate computer competency.
- B. Three semester credit hours of Communications or demonstrate English oral proficiency.
- C. Six semester credit hours in Reading for Elementary certification, or three semester credit hours in Reading for Secondary certification.
- D. Eighteen to twenty four semester credit hours in an Elementary specialization with 12 semester credit hours upper division for elementary certification, or 24 semester credit hours in a Secondary teaching field with 12 semester credit hours upper division for Secondary certification with a 2.5 g.p.a in the certification area.
- E. Twelve semester credit hours of Professional Education coursework designed for Elementary or Secondary certification with a 2.5 g.p.a. in the professional education area.
- F. Twelve semester credit hours of English with a 2.5 GPA and no grade lower than a "C."
- G. Six semester credit hours of student teaching.
- H. Pass the appropriate TExES exams.
- I. Be admitted to graduate studies and to teacher education.

Alternative Post Baccalaureate Initial Probationary Certification Program

Candidates holding a terminal degree in an area other than education may obtain probationary teaching certification by meeting the following qualifications:

- A. Hold a bachelor's degree or higher from an accredited 4 year university.
- B. Have 24 hours (12 of which are upper level) in major field of study.
- C. Have a cumulative grade point average of 2.5 or higher on a 4.0 scale.
- D. Have a 2.5 grade point average in the courses specific to the teaching field.

- A. Completed 3 s.c.h. computer science, 3 s.c.h. speech communication, and 12 s.c.h. English with a 2.5 GPA and no grades lower than a "C."
- B. Clear fingerprint check.
- C. Furnish RGC with a letter of "Intent to Hire" from public school district before enrolling in program.
- D. Be accepted for graduate admissions to Sul Ross State University Rio Grande College.
- E. Enroll in coursework each semester to fulfill requirement for professional development.
- F. Complete professional development requirements in one year.
- G. Recognize the Probationary certificate is good for one year.
- H. Enroll in an Internship in Teaching (EDUC 4300) first semester (fall) and Internship in Teaching II (EDUC 4301) for second semester (spring).
- I. Have a mentor in the public school and a university supervisor.

Graduate Program in Education

At the graduate level, the primary objective of the Department of Education is to enable students to further their study in chosen specialized fields, with this study resulting in both greater breadth and depth of knowledge. Realization of this objective is sought by providing varied master's degree programs. Students may obtain a general master's degree in General Education. Within the General Education Master's degree, students may select a general master's degree with a specialization area in Bilingual Education or College Teaching. Other master's programs leading to professional certification may be obtained in School Counseling, School Administration: Principal, and Reading Specialist. In addition, Superintendent Certification is offered. Students may also elect to increase their breadth of knowledge by electing to take graduate hours in an academic subject area. All Master's degree programs, except the College Teaching specialization, require a comprehensive oral examination which must be taken during the last semester of required coursework.

NOTICE: All graduate students must enroll in EDUC 5301 Research Methodology within the first 12 hours of their graduate course work. No grade lower than "B" will be accepted towards a degree in certification areas.

Master of Education-General Education

A master's degree in General Education requires 36 hours of graduate level education courses.

Core Requirements (12 hours)

- EDUC 5301 Research Methodology
- EDUC 5316 The Multicultural Learner
- EDUC 6308 Advanced Human Growth & Development
- EDUC 6315 Curriculum Theory and Development

Education Component (9 hours)

- EDUC 5308 Elementary Reading
- EDUC 5315 Standardized Assessment
- EDUC 5319 School Law

Education Electives (15 hours)

The student may select any 15 hours from graduate classes in Education to count for electives.

Master of Education in College Teaching

Core Requirements (9 hours)

- EDUC 5301 Research Methodology
- EDUC 5316 The Multicultural Learner
- EDUC 6315 Curriculum Theory and Development

Education Component (6 hours)

- EDUC 6309 Human Growth & Development with Emphasis on Adult Learning Pedagogy
- EDUC 5319 School Law

21 hours of Specialization courses including Internship (History, Political Science, Math, English, or Biology)

Master of Education with Bilingual Education Specialization

Core Requirements (12 hours)

- EDUC 5301 Research Methodology
- EDUC 5316 The Multicultural Learner
- EDUC 6308 Advanced Human Growth & Development
- EDUC 6315 Curriculum Theory and Development

Education Component (9 hours)

- EDUC 5308 Elementary Reading
- EDUC 5315 Standardized Assessment
- EDUC 5319 School Law

Specialization (15 hours)

- EDUC 5328 Bilingual Education: Principles and Curriculum
- EDUC 5329 Methodology of Second Language Teaching
- EDUC 6311 Advanced Studies of Early Childhood Language Acquisition and Development
- EDUC 6328 Methodology in Reading/Language Arts in Bilingual Education
- EDUC 6329 Methodology in Content Area Instruction in Bilingual Education

Master of Education with Reading Specialist Certification

Certification as a Reading Specialist requires a 36-hour Master's Degree and 2 years teaching experience. The degree plan and certification requires a valid teaching certificate. To be certified as a Reading Specialist, students must take and pass the Reading Specialist TExES #151. The course requirements are listed below.

Core Requirements (15 hours)

- EDUC 5301 Research Methodology
- EDUC 5316 The Multicultural Learner
- EDUC 5319 School Law
- EDUC 6308 Advanced Human Growth and Development
- EDUC 6315 Curriculum Theory and Development

Reading Component (18 hours)

- EDUC 5308 Elementary Reading
- EDUC 6313 Reading in the Content Area
- EDUC 6314 Diagnosis and Correction of Reading Disabilities
- EDUC 6311 Advanced Studies in Early Childhood Language Acquisition Development
- EDUC 6317 Organization and Supervision of Reading Programs
- EDUC 7312 Practicum in Reading

Electives (3 hours)

Three (3) semester hours of any graduate level Education Courses.

Master of Education with major in School Administration**Principal Certification**

The Standard Principal's certificate is a 36-semester hour program which requires a master's degree in School Administration. For degree plan and certification, the student must hold a valid Texas provisional or standard teaching certificate. Three years teaching experience in a T.E.A. accredited school is also required for certification. The student must pass the Principal TExES #68.

Core Requirements (9 hours)

- EDUC 5301 Reading Methodology
- EDUC 5316 The Multicultural Learner
- EDUC 6304 Organization & Theory in Administration

Specialized Requirements (21 hours)

- EDUC 5302 The Principalship
- EDUC 5318 Administration of Personnel Services
- EDUC 5319 School Law
- EDUC 5336 Instructional Leadership Training
- EDUC 5338 Texas Teacher Appraisal System
- EDUC 6307 School Public Relations
- EDUC 6315 Curriculum Theory and Development

Resource Area (6 hours)

- EDUC 7313-1** Practicum in Administration
- EDUC 7313-2** Practicum in Administration

**Student will take 6 s.c.h. for certification. Practicum course enrollment will be approved after student has taken at least 24-27 hours of core and specialized courses, including EDUC 5302.

Admission to the School Administration program will be based on full admission to the Graduate School.

Other electives: EDUC 5304, 5317, 6325

Professional Superintendent Certificate

Students who are seeking their Superintendent Certificate must hold valid Principal Certification. They must pass the Superintendent certification TExES examination #195. All coursework must be current and no classes over 7 years will be counted toward certification.

Superintendent requirements (15 hours)

EDUC	7305	Workshop in Education
EDUC	7306***	School Finance
EDUC	7307	Advanced Seminar in Administration
EDUC	7309	State & Federal Programs in Public Schools
EDUC	7310***	Public School Buildings
EDUC	7311****	Superintendent Internship

***Required for certification

****Student must register in 6 s.c.h. (required)

Probationary Certificates

Probationary Certificates for school administrators are available for the following positions:

- A. Principal
- B. Superintendent

To be eligible for a Probationary Certificate, an individual must be enrolled in an Educator Preparation Program and be serving in a supervised internship (19 TAC 232.4 (c) (3)). The Probationary Certificate is issued for one calendar year. The appropriate probationary certificate shall be issued upon the recommendation of a college/university to a person meeting the following requirements:

- A. Probationary Principal
 1. Holds a Bachelor's Degree.
 2. Holds a Provisional Teacher Certificate.
 3. Has three years creditable classroom teaching experience.
 4. Has a minimum of 12 graduate hours of the common administrative core and EDUC 5302 as reflected on the degree plan.
 5. Is admitted to the professional administrator's program of this institution.
 6. Has been offered the appropriate administrative position in an accredited public school district (proof required).
- B. Probationary Superintendent
 1. Holds a Professional Administrator Certificate.
 2. Is admitted to the Professional Superintendent's program of this institution.
 3. Has been offered the appropriate administrative position in an accredited public school district (proof required).

Master of Education in Counseling

Students pursuing the 60-hour master's degree in counseling are required to make official application to Rio Grande College Graduate Studies with the Office of Admissions and Records. Once the application is processed, the applicant must take the Graduate Record Examination (GRE). This must be accomplished within the first 12 hours of graduate coursework in the program. Students must make application to the Department of Education for an official degree plan. Students in the Counseling Program who are not certified to teach in Texas must pursue the 60 hour LPC Licensure only.

Common Foundation (9 hours) Required for all specialties

EDUC	5301	Research Methodology
EDUC	5315	Standardized Assessment Principles
EDUC	6308	Advanced Human Growth and Development

Counseling Core Courses (33 hours) Required for all specialties

EDUC	5313	Career Counseling
EDUC	5314	Personality and Counseling Theories
EDUC	6318	Multiculturalism and Diversity in Counseling
EDUC	6319	Psychopathology
EDUC	6321	Techniques of Counseling I

- EDUC 6322 Techniques of Counseling II
- EDUC 6333 Ethical, Legal & Professional Issues
- EDUC 6340 Bilingual & Bicultural Counseling
- EDUC 6344 Mindfulness-Based Approaches
- EDUC 7302 Management of Counseling Programs
- EDUC 7315 Group Counseling

Professional Counseling Speciality Courses

Child, Adolescent & School Counseling Emphasis (12 hours)

- EDUC 6330 Play Therapy
- EDUC 6332 Consultation for Prof School Counselors
- EDUC 6342 Counseling for Crisis, Trauma & Disaster
- EDUC 6346 Counseling At-Risk Youth

Couples & Family Counseling Emphasis (12 hours)

- EDUC 6323 Marriage & Family Counseling
- EDUC 6326 Advanced Strategies in Couples & Family
- EDUC 6327 Marriage, Divorce & Family Mediation
- EDUC 6364 Counseling and Human Sexuality

Community Mental Health Counseling Emphasis (12 hours)

- EDUC 6320 Substance Use, Abuse, and Addiction
- EDUC 6342 Counseling for Crisis, Trauma & Disaster
- EDUC 6350 Counseling & the Neurosciences
- EDUC 6352 Community Treatment Planning & Mental Health Advocacy

Gerontology & Counseling Older Adult Emphasis (12 hours)

- EDUC 6350 Counseling & the Neurosciences
- EDUC 6360 Assessment and Counseling of the Older Adult
- EDUC 6362 Death, Dying, & Bereavement Counseling
- EDUC 6366 Counseling & Spirituality

Practical Experience (6 hours)

- EDUC 7316 Practicum in Counseling
- EDUC 7317 Internship in Counseling

Total hours 60

This plan of study is valid at the time it is issued, however, in the event there are changes in curriculum in the department, college or mandates from professional certification and licensing bodies, this plan will be adjusted to meet any and all new standards and requirements.

Department of Humanities

Professor and Chair

Sarah Roche, Ph.D. (English)

Professors

Jorge A. Hernandez, Ph.D. (History)

Assistant Professors

Ana S. Acevedo, Ph.D. (Spanish), Christopher B. Davis, Ph.D. (History)

The Department of Humanities combines several related academic disciplines into one administrative unit. The Department offers Bachelor of Arts degrees in the following academic areas: English, history, social science, and Spanish. The Department also works with the Department of Education to offer course work leading to teacher certification. In addition, course work is offered in geography and political science. All degree programs require a minimum of 30 semester credit hours at SRSU RGC and a minimum of 39 advanced semester credit hours.

English

Major

The Bachelor of Arts degree in English prepares students for a world demanding effective communication and critical thinking skills. The English major is an ideal pre-professional major for careers in law, medicine, journalism, or business. Employers hire English majors for their communication skills and problem-solving creativity. English majors also may pursue teaching careers in language arts at the elementary, middle, or high school level, or they may continue with graduate studies for college teaching. Students seeking teacher certification in this major should refer to the Education Department section of this catalog for program admission requirements, required courses, and course descriptions.

Degree Plan for Bachelor of Arts in English

Required Core Curriculum (see page 38) 42 s.c.h.

Departmental requirements (courses may have been used to complete core requirements)

ENGL 1301 Composition I 3 s.c.h.

ENGL 1302 Composition II 3 s.c.h.

Foreign Language (SPAN 1411-Beginning Spanish I, SPAN 1412-Beginning Spanish II)
or other foreign language 6-8 s.c.h.

Multicultural Course (HST 3302, 3308, 3313, SPN 3320) 3 s.c.h.

Departmental course requirements for English majors (courses may have been used to complete core requirements)

ENGL 3303 Structure and History of the English Language 3 s.c.h.

ENGL 3309 English Literature from Beowulf to 1800

or

ENGL 2322 British Literature I 3 s.c.h.

ENGL 3310 English Literature from 1800 to Present

or

ENGL 2323 British Literature II 3 s.c.h.

ENGL 3312 Advanced Composition 3 s.c.h.

ENGL 3315 Classical Literature in Translation

or

ENGL 3317 World Literature 3 s.c.h.

ENGL 4306 American Literature to 1865

or

ENGL 2327 American Literature I 3 s.c.h.

ENGL 4308 American Literature 1865-1940

or

ENGL 2328 American Literature II 3 s.c.h.

Additional English courses	15 s.c.h.
Total	30 s.c.h.
A maximum of 9 semester credit hours in English may be transferred from another institution for the major in English.	
Minor	18 s.c.h.
Electives to total	120 s.c.h.

Requirements for SRSU Rio Grande College degree:

1. A minimum of 120 semester credit hours;
2. A minimum of 39 semester credit hours of advanced course work;
3. A minimum of 30 semester credit hours with SRSU RGC;
4. 4.Cumulative GPA of 2.0 or better; cumulative GPA in major and minor, 2.0 or better.

Minor

For a minor in English, students must complete at least eighteen semester credit hours, including a minimum of nine semester credit hours of advanced coursework at SRSU RGC.

History

Major

The Bachelor of Arts degree with a History major can be used as the basis for teaching certification in history, as a means for entering graduate studies in the field of history, or as a pre-professional degree to enter studies in law, medicine and other professions. Many businesses also are increasingly realizing the value of a liberal arts degree.

Degree Plan for Bachelor of Arts in History (120 s.c.h.)

Required Core Curriculum (see page 38)	42 s.c.h.
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Departmental requirements for major (courses may have been used to complete core requirements). Foreign Language (SPAN 1411-Beginning Spanish I, SPAN 1412-Beginning Spanish II) or other foreign language	6-8 s.c.h.
Multicultural Course (HST 3302, 3308, 3313, SPN 3320)	3 s.c.h.

Major requirements:

HST 3304 Europe: 1655-1870	3 s.c.h.
HST 3305 Europe: 1870 to the Present	3 s.c.h.
HST 3308 History of Mexico	3 s.c.h.
HST 3309 History of Texas	3 s.c.h.
HST 3313 The Mexican American in United States History	3 s.c.h.
HST 4315 Nineteenth Century US History	3 s.c.h.
HST 4320 Twentieth Century America	3 s.c.h.
Additional advanced History courses	9 s.c.h.
Total	30 s.c.h.
A maximum of 9 semester credit hours in history may be transferred from another institution for the major in history.	
Minor	18 s.c.h.
Electives to total	120 s.c.h.

Requirements for SRSU Rio Grande College degree:

1. A minimum of 120 semester credit hours;
2. A minimum of 39 semester credit hours of advanced course work;
3. A minimum of 30 semester credit hours with SRSU RGC; and
4. Cumulative GPA of 2.0 or better; cumulative GPA in major and minor, 2.0 or better.

Minor

A minor in History requires a minimum of eighteen semester credit hours, including a minimum of nine semester credit hours of advanced coursework at SRSU RGC. A maximum of nine semester credit hours of transfer courses may be used.

Recommended Courses:

HST	3304	Europe: 1655-1870	3 s.c.h.
HST	3305	Europe: 1870 to the Present	3 s.c.h.
HST	4315	Nineteenth Century US History	3 s.c.h.
HST	4320	Twentieth Century America	3 s.c.h.
		Additional advanced History courses	9 s.c.h.

Social Science

Major

Students who desire a broad field major in the social sciences should follow one of the plans for a major in social science listed below. Inquiries should be directed to the Chair of the Department of Humanities.

Degree Plan for Bachelor of Arts in Social Science (120 s.c.h.)

Required Core Curriculum (see page 38) 42 s.c.h.

Departmental requirements for major (courses may have been used to complete core requirements).

HST	1301	United States History I	3 s.c.h.
HST	1302	United States History II	3 s.c.h.
Foreign Language (SPAN 1411-Beginning Spanish I, SPAN 1412-Beginning Spanish II) or other foreign language			6-8 s.c.h.
Multicultural Course (HST 3302, 3308, 3313, SPN 3320)			3 s.c.h.

Major requirements:

HST	3304	Europe: 1655-1870	3 s.c.h.
HST	3305	Europe: 1870 to the Present	3 s.c.h.
HST	3308	History of Mexico	3 s.c.h.
HST	3309	History of Texas	3 s.c.h.
HST	4315	Nineteenth Century US History	3 s.c.h.
HST	4320	Twentieth Century America	3 s.c.h.
Additional advanced History course			3 s.c.h.
Political Science (advanced)			12 s.c.h.
ECO	2301	Principles of Macroeconomics	3 s.c.h.
ECO	2302	Principles of Microeconomics	3 s.c.h.
Economics (advanced)			3 s.c.h.
Geography			6 s.c.h.
Total for major			48 s.c.h.
A maximum of 9 semester credit hours may be transferred from another institution for the major in social science.			
Electives to total			120 s.c.h.

Requirements for SRSU Rio Grande College degree:

1. A minimum of 120 semester credit hours;
2. A minimum of 39 semester credit hours of advanced course work;
3. A minimum of 30 semester credit hours with SRSU RGC; and
4. Cumulative GPA of 2.0 or better; cumulative GPA in major and minor, 2.0 or better.

Minor

Social Science cannot be used as a minor.

Spanish

Major

A major or minor in Spanish can prepare a student for a career as a teacher, law enforcement officer, translator, interpreter, social worker, public relations officer, sales representative, or manager with a large number of businesses which are seeking bilingual employees. The demand for college graduates with bilingual skills is steadily increasing. In addition, a strong background in Spanish can complement any field of study. The completion of the Spanish major will also prepare a student for graduate studies in Spanish or linguistics.

Plan for Bachelor of Arts Degree in Spanish (120 s.c.h.)

Required Core Curriculum (see page 38) 42 s.c.h.

Departmental requirements for major (courses may have been used to complete core requirements):

Foreign Language (SPAN 1411-Beginning Spanish I,
SPAN 1412-Beginning Spanish II) or other foreign language 6-8 s.c.h.
Multicultural Course (HST 3302, 3308, 3313, SPN 3320) 3 s.c.h.

Major requirements:

SPN 3301	Advanced Spanish Grammar	3 s.c.h.
SPN 3302	Advanced Spanish Composition	3 s.c.h.
SPN 3310	Readings in Spanish Literature I	3 s.c.h.
or		
SPN 3311	Readings in Spanish Literature II	3 s.c.h.
SPN 3314	Culture and Civilization of Spain	3 s.c.h.
or		
SPN 3316	Culture and Civilization of Spanish America	3 s.c.h.
SPN 4310	Readings in Spanish American Literature I	3 s.c.h.
or		
SPN 4311	Readings in Spanish American Literature II	3 s.c.h.
Additional advanced Spanish courses		15 s.c.h.
Total		30 s.c.h.

A maximum of 9 semester credit hours in Spanish may be transferred from another institution for the major in Spanish.

Minor	18 s.c.h.
Electives to total	120 s.c.h.

Requirements for SRSU Rio Grande College degree:

1. A minimum of 120 semester credit hours;
2. A minimum of 39 semester credit hours of advanced course work;
3. A minimum of 30 semester credit hours with SRSU RGC; and
4. Cumulative GPA of 2.0 or better; cumulative GPA in major and minor, 2.0 or better.

Minor

A minor in Spanish requires a minimum of eighteen semester credit hours, including a minimum of nine semester credit hours of advanced coursework at SRSU RGC. A maximum of nine semester credit hours of transfer courses may be used.

Support Disciplines

Geography (GGR)

Supports Interdisciplinary Studies and Social Science majors.

Political Science (POLS)

Supports Interdisciplinary Studies and Social Science majors.

Bachelor of Applied Science Degree

The Bachelor of Applied Science (BAS) degree is offered under the administrative oversight of the Department of Humanities. Questions, interpretations, and exceptions to policy should be presented to the Department Chair.

Students select one of two specializations—Child Development or Organizational Leadership. Students must meet the required core curriculum, choose one emphasis, and accumulate sufficient electives and upper level hours to complete the degree. Students may, through a portfolio process, obtain college level credit for prior learning (see the Requirements for the BAS in the Undergraduate Degree Requirements section of this catalog, pg. 43).

Bachelor of Applied Science with Emphasis in Child Development Description

This degree is intended to accommodate those who are seeking a baccalaureate degree for the purpose of obtaining positions in fields that require degrees in child development, but do not necessitate teacher certification. This is a non-certification degree in that successful completion of this program does not enable the graduate to apply for certification through the Texas Education Agency (TEA).

The Bachelor of Applied Science (BAS) with an emphasis in Child Development includes the core curriculum and lower-level basic courses attained for the associate's degree from Southwest Texas Junior College. Additional courses from SWTJC and Sul Ross State University Rio Grande College are required to complete the degree.

Goals of the Program

1. Prepare graduates for child development positions.
2. Meet requirements for Head Start certifications in infants through 4-year-olds.
3. Provide a pathway (with additional coursework) for EC-6 teacher certification.

NOTE: If upon completion of this degree the graduate wishes to fulfill the requirements set by the Texas Education Agency (TEA) to teach in public schools, s/he must apply for a post baccalaureate deficiency plan. This document will list additional coursework required for certification. In addition, students wishing to qualify for the teacher certification through SRSU RGC must obtain admission to the Teacher Education Program. Entry requirements are available in the University catalog and upon request.

Required Core Curriculum (see page 38) 42 s.c.h.

Child Development Courses

CDEC	1303	Family, School, & Community	36 s.c.h.
CDEC	1313	Curriculum Resources for Early Childhood Programs	
CDEC	1318	Wellness of the Young Child	
CDEC	1319	Child Guidance	
CDEC	1321	The Infant and Toddler	
CDEC	1359	Children with Special Needs	
CDEC	2326	Administration of Programs for Children	
EDUC	3304	Educational Child Growth & Development	
EDUC	3308	Education, Language Acquisition & Emergent literacy	
EDUC	3309	Early Childhood in Education	
EDUC	3328	Foundations of Bilingual Education	
EDUC	4320	Diverse Populations	

Required courses 33 s.c.h.

SPCH	1311	Introduction to Speech Communication
ENGL	3311	Children's Literature
ENGL	3312	Advanced Composition
HIST	3309	History of Texas
PSCH	3301	Social Psychology
PSCH	3303	Positive Psychology
PSCH	3304	Psychology of Learning
PSCH	3309	Educational Psychology
PSCH	4301	Psychology of Personality

MGMT 3306 Principles of Management	
MGMT 4314 Management of Small Business Enterprise	
Electives (if needed) up to	9 s.c.h.
Total hours for degree	120 s.c.h.

Minor

The BAS with a Child Development emphasis is a composite degree, no minor is required.

Requirements for SRSU Rio Grande College degree

1. A minimum of 120 semester credit hours;
2. A minimum of 39 semester credit hours of advanced course work;
3. A minimum of 30 semester credit hours with SRSU RGC; and
4. Cumulative GPA of 2.0 or better.

Bachelor of Applied Science with Emphasis in Organizational Leadership

Description

This degree offers a path to a baccalaureate degree for those who have undergraduate college credit. The program can be completed in three semesters and one summer depending on previous semester credit hours accumulated. Most undergraduate courses will be accepted for transfer.

Goals of program

1. Provide a bachelor level degree for working adults holding an associate’s degree or who have undergraduate college credit.
2. Develop leadership knowledge and skills for effective leadership in organizations—non-profit, profit, civic or religious.
3. Develop knowledge and skills for organizational project development, budget setting, and employee relations.

Required Core Curriculum (see page 38) 42 s.c.h.

Department requirements for major:

Completed Associate of Applied Science degree OR completed and evaluated portfolio for Prior Learning. See admission section of catalog for information on Prior Learning credit from CAEL.

Requirements for the Organizational Leadership sequence 21 s.c.h.

Organizational Leadership sequence 21 s.c.h.

- ORLG 3300 Organizational Leadership
- ORGL 3302 Case Studies in Leadership
- ORGL 3304 Professional Communication for Organizations
- PSCH 4302 Industrial Organizational Psychology
- ORGL 4300 Human Resources and Risk Assessment
- ORGL 4302 Budget and Revenue
- ORGL 4304 Project Development

Elective hours from RGC – minimum 9 s.c.h.

Students must have 39 advanced hours

Additional hours from AAS degree (maximum) 39 s.c.h.

Total hours for degree 120 s.c.h.

The BAS with emphasis in Organizational Leadership is a composite degree and does not require a minor.

Requirements for SRSU Rio Grande College degree:

1. A minimum of 120 semester credit hours;
2. A minimum of 39 semester credit hours of advanced course work;
3. A minimum of 30 semester credit hours with SRSU RGC; and
4. Cumulative GPA of 2.0 or better; cumulative GPA in major and minor, 2.0 or better.

Department of Natural and Behavioral Sciences

Professor and Chair

Patricia A. Nicosia, Ph.D. (Mathematics)

Professors

Ferris R. Byxbe, Ph.D., (Criminal Justice); Daniel H. Foley, III, Ph.D., (Biology)
Geraldine M. Goosen, Ph.D., (Director, Nursing), Martin G. Urbina, Ph.D., (Criminal Justice);
Wesley D. Wynne, Ph.D., (Psychology)

Associate Professors

Tiffany F. Culver, Ph.D., (Psychology); Michael L. Ortiz, Ph.D., (Mathematics);
Dr. Kevin Young, Ph.D. (Biology)

The Department of Natural and Behavioral Sciences combines several related academic disciplines into one administrative unit. The Department offers the Bachelor of Arts degree in Psychology, Bachelor of Science in Biology, Criminal Justice, Mathematics, and Nursing. The Department also works with the Department of Education to offer course work leading to teacher certification. All degree programs require a minimum of 30 semester credit hours at SRSU RGC and a minimum of 39 advanced semester credit hours.

Students majoring in programs offered by the Department of Natural and Behavioral Science may also be required to participate in an assessment study. Each student should consult their advisor about specific requirements for their major.

Biology

Major

The curriculum in biology is balanced between the scientific preparation to enter such fields as wildlife biology, environmental science, medicine, teaching and postgraduate work in biology as well as the liberal arts preparation of scientifically literate members of society who have the knowledge to contribute and compete in a rapidly changing world. The biology program offers students an opportunity to gain an appreciation of the biological world, to develop an inquisitive nature and to think scientifically.

The major orientation of the biology program is towards an organismal and ecological approach to the life sciences, emphasizing ecological and evolutionary plant and animal interrelationships. The course work is designed to provide a broad training in most aspects of modern biology and will prepare students for almost any advanced specialty discipline.

Required Core Curriculum (see page 38) 42 s.c.h.

Department course requirements for a major in Biology (courses may have been used to meet core requirements):

BIOL	1306/1106	Biology for Science Majors I	3/1 s.c.h.
BIOL	1307/1107	Biology for Science Majors II	3/1 s.c.h.
CHEM	1311/1111	General Chemistry I and Laboratory I	3/1 s.c.h.
CHEM	1312/1112	General Chemistry II and Laboratory II	3/1 s.c.h.
ENGL	3312	Advanced Composition	3 s.c.h.
MTH	3302	Probability and Statistics I	3 s.c.h.
MATH	1314	College Algebra	3 s.c.h.
MATH	1316	Plane Trigonometry or MATH 2312 Precalculus	3 s.c.h.

Biology course requirements for a major in Biology:

BIO	3306	Genetics	3 s.c.h.
BIO	4301	Cell Biology	3 s.c.h.

2 courses chosen from the following:

BIOL	2401	Anatomy and Physiology I	4 s.c.h.
BIOL	2402	Anatomy and Physiology II	4 s.c.h.
BIOL	2406	Environmental Biology	4 s.c.h.
BIOL	2421	Microbiology for Science Majors	4 s.c.h.

5 additional advanced Biology courses chosen from: 3302, 3307, 3401, 3402, 3406, 3407, 4402, 4403, 4404, 4409, 4415 (students may not take 3300) 18-20 s.c.h.

Total biology course hours required for major 32-34 s.c.h.

Minor 18 s.c.h.

Electives to total 120 s.c.h.

Requirements for SRSU Rio Grande College degree:

1. A minimum of 120 semester credit hours;
2. A minimum of 39 semester credit hours of advanced course work;
3. A minimum of 30 semester credit hours with SRSU RGC; and
4. Cumulative GPA of 2.0 or better; cumulative GPA in major and minor, 2.0 or better.

Minor

A minor in Biology requires a minimum of eighteen semester credit hours, including a minimum of nine semester credit hours of advanced coursework at SRSU RGC. A maximum of nine semester credit hours of 2000 level or above transfer courses can be used. BIO 3300 will not count toward the minor in Biology.

Criminal Justice

Major

A Bachelor of Science degree in Criminal Justice is designed to meet the needs of students pursuing a career in one of several areas of the criminal justice system. The curriculum provides students with both the opportunity and assistance to acquire the knowledge necessary to understand the roles of policing, courts, corrections, juvenile justice and laws as they contribute to social order. It further provides a theoretical foundation of the discipline and offers a thorough understanding of contemporary legal processes applied in criminal justice. The goal at Sul Ross State University Rio Grande College is to provide students with a structured, nurturing environment conducive to learning. The program leads to a Bachelor of Science degree in Criminal Justice which will qualify graduates for employment in many public service professions. Positions of employment currently exist for educated men and women as criminal justice practitioners at the federal, state, and local levels of government and many private sector agencies.

Students are advised that no more than 12 semester credit hours of Criminal Justice course work may be transferred from a two year (lower-level) institution.

Required Core Curriculum (see page 38) 42 s.c.h.

Department course requirements for a major in Criminal Justice: (courses may have been used to meet core requirements)

Science (at least four science courses with at least two labs) 8 s.c.h

Biology course selections must be courses for Science majors (BIOL 1306, BIOL 1307)

Mathematics 1314, or any course(s) higher 3 s.c.h.

Criminal Justice course requirements for major in Criminal Justice:

Cognate #1 (Criminology-based courses; select four courses) 12 s.c.h.

CRIM 3300, 3302, 3306, 3309, 3311, 4300, 4303, 4304, 4308, 4312

Cognate #2 (Legal/Law-based courses; select four courses) 12 s.c.h.

CRIM 3301, 3303, 3304, 3305, 3307, 3308, 3310, 4301, 4302, 4305, 4310

Cognate #3 CRIM 4309 (required capstone course) 3 s.c.h.

Additional Criminal Justice courses (transfer credit hours) 12 s.c.h.

Note: CRIM 3311 is required for all Criminal Justice majors

Total Criminal Justice course hours required for major: 39 s.c.h.

Minor 18 s.c.h.

Electives to total 120 s.c.h.

Requirements for SRSU Rio Grande College degree

1. A minimum of 120 semester credit hours;
2. A minimum of 39 semester credit hours of advanced course work;
3. A minimum of 30 semester credit hours with SRSU RGC; and
4. Cumulative GPA of 2.0 or better.

Minor

A minor in Criminal Justice requires a minimum of 18 semester credit hours, including a minimum of nine semester credit hours of advanced coursework at SRSU RGC.

Mathematics

Major

A Bachelor of Science degree in Mathematics provides the opportunity to prepare for careers in industry, government agencies and teaching, and for graduate study in mathematics. Students seeking teacher certification in this major should refer to the Education Department section of this catalog for program admission requirements, required courses and course descriptions.

Required Core Curriculum (see page 38) 42 s.c.h.

Department course requirements for a major in Mathematics: (courses may have been used to meet core requirements)

Precalculus Mathematics (MATH 2312) 3 s.c.h.

Science (at least four science courses with at least two labs) 8 s.c.h.

Biology course selections must be courses for Science majors (BIOL 1306, BIOL 1307)

Mathematics course requirements for major in Mathematics:

MATH 2413 (TCCN) Calculus I 4 s.c.h.

MATH 2414 (TCCN) Calculus II 4 s.c.h.

MTH 3301 Geometry 3 s.c.h.

MTH 3303 Multi-variant Calculus 3 s.c.h.

MTH 3304 Linear Algebra 3 s.c.h.

At least one of MTH 4301, 4307 Modern Abstract Algebra/Real Variables 3 s.c.h.

MTH 4327 Readings and Research 3 s.c.h.

Additional mathematics hours from 3302, 3305, 3306, 3307, 3310, 3312, 3313 or any 4000 level courses not used to satisfy other requirements (students may not take 3308, 3309, or 3311) 12 s.c.h.

Total Mathematics course hours required for major 35 s.c.h.

Minor 18 s.c.h.

Electives to total 120 s.c.h.

Requirements for SRSU Rio Grande College degree:

1. A minimum of 120 semester credit hours;
2. A minimum of 39 semester credit hours of advanced course work;
3. A minimum of 30 semester credit hours with SRSU RGC; and
4. Cumulative GPA of 2.0 or better; cumulative GPA in major and minor, 2.0 or better.

Additional Requirements for the major in Mathematics:

Preparation and deliverance of a research paper and oral presentation as part of MTH 4327 during the year prior to graduation. A maximum of 14 semester credit hours in mathematics may be transferred from another institution for the major in mathematics.

Minor

A minor in Mathematics requires a minimum of eighteen semester credit hours, including a minimum of nine semester credit hours of advanced coursework at SRSU RGC. A maximum of nine semester credit hours of 2000 level or above transfer courses can be used.

Students may not take MTH 3308, 3309, or 3311.

Nursing

This degree offering at Sul Ross State University Rio Grande College (SRSU RGC) is designed for nurses who have completed the pre-license level and subsequent RN license to advance their professional qualifications while continuing to live and work within or outside the region. This hybrid online program focuses on access and use of evidence in clinical decision making, the delivery of nursing care consistent with evidence based practice, the health of individuals, families, communities and populations, legal and ethical issues in health care and the assumption of increasing leadership and management roles. BSN education provides increased employment opportunities and a natural progression to graduate school and expanded roles in education, administration and advance practice including (nurse practitioner (NP), clinical nurse specialist (CNS), nurse midwifery, (CNM), and certified registered nurse anesthetist (CRNA). The curriculum is designed to provide flexibility in student progression and faculty availability in Uvalde, Eagle Pass and Del Rio.

Required Core Curriculum (see page 38)

42 s.c.h.

Departmental Requirements (number in parentheses correspond to the Texas Common Course Numbering System). Many of these departmental requirements may also meet Texas Core Curriculum requirements:

English Composition I and II (ENGL 1301 and 1302)

United States History (HIST1301 and 1302)

Humanities (either ethics or philosophy)

Visual/Performing Arts (one course in Art, Drama, or Music)

Introduction to Psychology (PSYC 2301)

Human Growth & Development (PSYC 2314)

Chemistry (one course with or without lab)

Human Anatomy and Physiology I and II (BIOL 2401 and 2402)

Microbiology (BIOL 2420)

Nutrition or Diet Therapy (BIO 1322 or HECO 1322)

College Algebra (MATH 1314)

Pathophysiology (NURS 1311)

Communication (SPCH 1311 or 1321)

Nursing Courses 30 s.c.h. required as follows:

NURS 3301 Trends and Issues in Professional Nursing

NURS 3303 Nursing Theories and Concepts

NURS 3305 Nursing Research and Application

NURS 3307 Role of Evidence Based Professional Nursing Practice

NURS 4301 Nursing Management and Leadership

NURS 4303 Legal and Ethical Issues in Health Care

NURS 4305 Population-Focused Community Health

NURS 4307 Risk Analysis, Quality Management and Implications for Practice

NURS 4610 Baccalaureate Nursing Practice (Internship Area Selected by Student)

Required Upper Division credits 9 s.c.h.

ORGL 3304 Professional Communication for Organizations

PHIL 3301 Bio-ethics

Elective

No minor is required.

Requirements for SRSU Rio Grande College degree:

1. A minimum of 120 semester credit hours;
2. A minimum of 39 semester credit hours of advanced course work;
3. A minimum of 30 semester credit hours with SRSU RGC; and
4. Cumulative GPA of 2.0 or better; cumulative GPA in major and minor, 2.0 or better.

Additional Requirements

- A. Electives must be completed to present a minimum total of 120 semester credit hours for the degree.
- B. A cumulative grade point average of 2.0, including a minimum of 2.0 in both the major and the minor is required for graduation.
- C. Must have a 3.0 GPA in previous nursing courses;
- D. Must be eligible to enroll in upper level courses;
- E. Must hold a current, valid RN license from the State of Texas; and
- F. 39 Advanced hours from SRSU RGC.

Minor

No minor is available in Nursing.

Psychology

The Psychology program is designed for individuals desiring a behavioral science major, a career in a human services profession, or graduate study in psychology, counseling, and related fields.

Required Core Curriculum (see page 38) 42 s.c.h.

Department course requirements for a major in Psychology: (courses may have been used to meet core requirements).

SPCH 1311	Intro to Speech Communication	
OR		
SPCH 1321	Business & Professional Communication	3 s.c.h.
MTH 3302	Probability and Statistics I	3 s.c.h.
ENGL 3312	Advanced Composition	3 s.c.h.
Foreign Language		6-8 s.c.h.

Psychology course requirements for a major in Psychology:

PSYC 2301 (TCCN)	Introduction to Psychology	3 s.c.h.
PSCH 3306	Child Development	
OR		
PSCH 3307	Adult Development	3 s.c.h.
PSCH 3301	Social Psychology	
OR		
PSCH 4301	Personality Psychology	3 s.c.h.
PSCH 4303	Abnormal Psychology	3 s.c.h.

Additional psychology hours from catalog not used to satisfy other requirements: 18 s.c.h.

Total psychology course hours required for major: 30 s.c.h.

A maximum of 12 semester credit hours in Psychology may be transferred from another institution for the major in psychology.

Minor 18 s.c.h.

Electives to total 120 s.c.h.

Requirements for SRSU Rio Grande College degree:

- 1. A minimum of 120 semester credit hours;
- 2. A minimum of 39 semester credit hours of advanced course work;
- 3. A minimum of 30 semester credit hours with SRSU RGC; and
- 4. Cumulative GPA of 2.0 or better; cumulative GPA in major and minor, 2.0 or better.

Note: All psychology majors are strongly encouraged, but not required, to take both PSCH 3306 and 3307 as well as both PSCH 3301 and 4301. Majors are also strongly advised to take ENGL 3312 during their first semester of enrollment at SRSU Rio Grande College.

Minor

A minor in Psychology requires a minimum of eighteen semester credit hours, including a minimum of nine semester credit hours of advanced coursework at SRSU RGC. A maximum of nine semester credit hours of 2000 level or above transfer courses can be used.

COURSE DESCRIPTIONS

ACCOUNTING

ACCT 3312 Accounting Systems (3-0) A study of the methods and devices used to process accounting information. Topics covered are accounting forms and records, computers, and reports to management.

Prerequisites: ACCT 2401, 2402 (SWTJC)

ACCT 4308 Managerial Accounting (3-0) The study of cost accounting fundamentals, the purpose of cost accounting-primarily product costing and planning and control; various methods of attaining these goals, such as job order costing, process costing, budgeting, standard costs, profit-cost volume relationships, analysis of variances, contribution approach, relevant costs and inventory control.

Prerequisites: ACCT 2401, 2402

ACCT 4330 Individual Income Taxation (3-0) Principles of income taxation with emphasis on basic individual deductions, exemptions, and losses.

Prerequisite: ACCT 2401

ACCT 5307 Accounting for Management (3-0) Careful study of accounting as related to problems of making business decisions. Readings, cases and problems dealing with accounting concepts; budgeting and cost control, use of accounting data in planning operation and policy formulation. (MBA Core Course)

ACCT 5310 Taxation Business Enterprise: Seminar in Taxation (3-0) An investigation and analysis of a variety of taxes and their impact on strategic business decisions. The tax implication of alternate business forms such as corporations or partnerships are examined in detail.

BIOLOGY

BIO 3300 Basic Survey of Sciences (3-0) A course designed for non-science majors. This course will introduce students to the basic terminology, concepts, and principals of chemistry, physics, and biology and demonstrate the interrelatedness of these three scientific disciplines. For elementary education only.

BIO 3302 Evolution (3-0) Origins and evidence for the theory of biological evolution, and its significance for society and science.

Prerequisite: BIO 3306

BIO 3306 Genetics (3-0) A comprehensive introduction to the four main areas of modern genetics: Mendelian, cytogenetics, molecular genetics, and population genetics. The historical and philosophical basis for these areas will be dealt with using plant and animal studies.

Prerequisites: BIOL 1406 & BIOL 1407.

BIO 3307 Animal Behavior (3-0) The study of feeding, defense, animal orientation, instinctive behavior, learning, communication, social, and sexual behavior with emphasis on evolutionary and ecological relationships.

Prerequisite: BIOL 1407

BIO 3401 Entomology (3-2) A comprehensive introduction to the field of entomology, including functional anatomy, physiology, behavior, ecology, and control of insects. Laboratory emphasis taxonomy. Collection of insects is required.

Prerequisite: BIOL 1407

BIO 3402 Plant Taxonomy (3-2) Introduction to principles and practices of plant taxonomy. Identification of vascular plant species and recognition of families common in Texas, particularly the Chihuahuan Desert.

Prerequisite: BIOL 1407

BIO 3406 General Ecology (3-2) Study of the interrelationship among organisms and their environments, addressing where and how organisms live. Adaptation, population growth, species interactions, biodiversity, and ecosystem function are explored for a wide variety of organisms and ecosystems.

Prerequisites: BIOL 1406 & BIOL 1407

BIO 3407 Vertebrate Natural History (3-2) Taxonomy, evolution, and natural history of vertebrates of the world with emphasis on North American and Texas species.

Prerequisite: BIOL 1407

BIO 4301 Cell Biology (3-0) A study of the particulate morphology and basic physiology of the cell and cell organelles, including basic facts, concepts, and problems in modern cellular biology.

Prerequisites: BIOL 1406 & BIOL 1407.

BIO 4305 Special Topics (3-0) A course dealing with selected and timely topics in biology such as animal behavior, animal physiology, coevolution, invasive species, conservation or many other potential subjects. May be repeated when topic varies.

Prerequisites: BIOL 1406, BIOL 1407

BIO 4402 Ichthyology (3-2) The systematics, phylogeny, natural history and economic importance of the fishes of the world with emphasis on those found in the fresh and salt waters of Texas. Prerequisite: BIOL 1407

BIO 4403 Herpetology (3-2) The systematics, phylogeny, natural history and field study of amphibians and reptiles with emphasis on those found in the southwestern region of Texas.

Prerequisite: BIOL 1407

BIO 4404 Ornithology (3-2) The systematics, phylogeny, natural history and field study of birds with emphasis on those found in the southwestern region of Texas.

Prerequisite: BIOL 1407

BIO 4409 Mammalogy (3-2) The systematics, phylogeny, natural history, field study, and economic relations of mammals of the world with particular emphasis on those found in the southwestern region of Texas.

Prerequisite: BIOL 1407

BIO 4415 Desert Ecology (3-2) A course dealing with the biology of North American deserts, primarily the Chihuahuan Desert.

Prerequisites: BIOL 1406 & BIOL 1407

BIO 5301 Biogeography (3-0) This course investigates the spatial patterns of biological diversity and its causes, both in the present and in the past.

BIO 5303 Evolutionary Biology (3-0) This course will focus on current theories of forces of evolutionary change, including natural selection, gene flow, founder effects and the role of evolutionary change in the origin of new species and the diversity of life.

BIO 5305 Physiological Ecology (3-0) Study of how interactions between vertebrate physiology and behavior shape vertebrate biology in an ecological context.

BIO 5307 Understanding the Human Body (3-0) A course designed to increase content knowledge about the anatomy and physiology of the 11 organ systems in humans.

BIO 5309 Comparative Vertebrate Biology (3-0) A course designed to increase content knowledge about the taxonomy, morphology, adaptations, and evolution of vertebrates.

BIO 5311 Principles of Systematics (3-0) Comprehensive survey of the theory and methodology of systematics, with an emphasis on molecular phylogenetics.

BIO 5313 Special Topics (3-0) A course dealing with selected and timely topics in biology such as animal behavior, animal physiology, coevolution, invasive species, conservation or many other potential subjects.

BUSINESS LAW

BLAW 3310 Business Law (3-0) A study of the legal aspects of business transactions with emphasis on the law of contracts, agency, bailments, and commercial paper.

CRIMINAL JUSTICE

CRIM 3300 History of Criminal Justice (3-0) A survey of criminal justice history; a study relating to the developments in American law, police practice and penology in Western civilization. Major American and European theories of criminal justice are studied.

CRIM 3301 Police Administration (3-0) A study of the policies and human issues that affect law enforcement agencies in the United States. Agency operations and police functions will be examined with an emphasis on administrative and constitutional issues.

CRIM 3302 Victimology (3-0) Provides an in-depth study of factors that affect victims of crime. Specific crimes are studied and remedies explored; victim precipitation, self-help and prevention of victimization, victimization surveys and other data sources; history of victims' rights and the victims' rights movement and victim services.

CRIM 3303 Forensic Science (3-0) The science of fingerprints is examined; a study of the techniques employed in the recovery, classification, and identification of crime scene evidence; the analysis and interpretation of evidence.

CRIM 3304 Law & Society (3-0) An analysis of the American criminal justice system; an overview of the history, philosophy, and contemporary functions of the separate institutions which contribute to the process; the police, courts, corrections, and juvenile justice systems will be examined for their contributions, assumptions, and interrelations.

CRIM 3305 Substantive Law (3-0) A study of the philosophical foundations of American law; a survey of applied criminal law with an emphasis on the most common criminal offenses; an examination of the Texas Penal Code.

CRIM 3306 Probation and Parole (3-0) Rehabilitation concepts; probation and parole techniques; statutory and case law; case management; agency organization and administration.

CRIM 3307 Police Ethics and Legal Liabilities (3-0) An analysis of ethical dilemmas in the criminal justice system. An exploration into situational ethics relating to law enforcement officers and questionable practices in policing and other areas of the criminal justice system. To explore the legal ramifications for misconduct and deviance within the criminal justice arena; an analysis of the process of civil and criminal litigation and the proceeding investigation into such practices.

CRIM 3308 Law of Evidence (3-0) An examination of the rules of evidence and the procedures for obtaining it with special emphasis on application in criminal court.

CRIM 3309 Juvenile Law (3-0) Study of juvenile deviant behavior; deviancy theories; juvenile statutory and case law; judicial processes; policies and police practices related to juvenile justice.

CRIM 3310 Crime Scene Investigation (3-0) An overview of the crime solving process with an emphasis on methodology, technology, and evidence; a classic course on investigative techniques in the application of forensic science.

CRIM 3311 Multiculturalism in the Criminal Justice System (3-0) This course will explore the many issues related to the treatment of minorities in the criminal justice system and address issues stemming from minorities working in the justice system. Will review changes brought about by social progress and technology, prejudice and discrimination and cultural diversity.

CRIM 4300 American Corrections (3-0) An overview of state and federal correctional systems; methods of treatment of offenders and humanistic approach to corrections, institutional and community sanctions, and correctional administration is studied.

CRIM 4301 Drug Identification and Enforcement (3-0) Lectures, demonstrations, and discussions that address all aspects of drug law, identification and analysis with an emphasis on those related to law enforcement. Illicit drugs are examined for their societal impact.

CRIM 4302 Constitutional Law (3-0) An analysis of the role of the U.S. Supreme Court and the appellant courts in protecting individual rights and civil liberties with a focus on litigation involving provisions of the Bill of Rights.

CRIM 4303 Family Violence (3-0) A study of child maltreatment and spousal abuse within the family with an emphasis in detection, investigation and deterrence; an examination into other forms of domestic violence.

CRIM 4304 Criminology (3-0) Study of factors that contribute to crime; criminological theories; criminal typologies; crime trends; and criminal deviance.

CRIM 4305 Procedural Law (3-0) A study of criminal procedure and the procedural rules for the judicial enforcement of criminal law; a survey of due process; and an examination of the Texas Code of Criminal Procedure.

CRIM 4306 Individual Research (3-0) Research projects to be offered as individual study under the supervision and guidance of the instructor. Permission is required from the instructor and/or Department Chair before enrolling.

CRIM 4307 Internship (3-0) The course has been designed to give students the opportunity to apply classroom theory to actual practice. Students who qualify are assigned to work at a federal, state, or local agency in the criminal justice arena while attending a weekly seminar on campus. Internships may be repeated for additional credit at a different agency.

CRIM 4308 Constitutional Rights of Prisoners and Detainees (3-0) A study of the 1st, 4th, 5th, 6th, 8th, and 14th Amendment rights and the theories behind those rights, as they relate to convicted prisoners and pretrial detainees. The impact of court decisions on prisons and jails. Liability and immunity of correctional personnel.

CRIM 4309 Seminar in Criminal Justice (3-0) A seminar course addressing various aspects of the criminal justice system, tying together the knowledge of criminal justice materials previously acquired.

CRIM 4310 American Courts (3-0) A survey of the dynamics of the state and federal judicial system; the interrelated relationship of the judge, jury, prosecutor, and defense; judicial theory, and an in-depth study of the criminal case within the court.

CRIM 4312 Immigration Law (3-0) An analysis of the legal, political context, and social impact of the laws on immigration and asylum in the United States.

CRIM 5301 Overview and Administration of the Criminal Justice System (3-0) An advanced and detailed overview of the criminal justice system and its administration. This course will take a systematic perspective of our system of police, courts, and corrections. Focus will be placed on how the system, as a system, reacts to changes in legislation and social mood. Some emphasis will be placed on the legislative and political process surrounding U.S. criminal justice efforts.

CRIM 5304 Seminar on Liability and Immunity in Criminal Justice (3-0) Theory and basic principles of liability and immunity of criminal justice personnel and agencies under both state and federal law. Emphasis on civil rights and tort liability. Impact on the criminal justice system and techniques for minimizing liability. Covers correctional, private security and law enforcement aspects.

CRIM 5311 Advanced Law Enforcement Administration (3-0) Management issues in modern police agencies including hiring, retention, training, dismissal, human relations and cultural sensitivity. Communication, management styles, policy development, effectiveness, problem-solving and community policing are also covered.

CRIM 5313 Seminar in Policing (3-0) This advanced level course will focus on the history and development of modern professional policing. Emphasis will be placed on the evolving role of police in a democracy as well as the trends toward community oriented policing styles.

CRIM 5314 Seminar in Corrections (3-0) A course on the evolution of corrections. Theories of punishment as well as correctional management techniques will be addressed. This course will go beyond the concepts of institution corrections and will explore modern correctional alternatives and special topics relevant to corrections.

CRIM 5315 Seminar in Courts and Judiciary (3-0) A Specialized course which will focus on the theories of American justice. Attention will be paid to the structure of the U.S. justice system. A portion of the course will cover the role of each judicial element Federal, State and Local Courts. Students should expect some exposure to case briefs and legal research.

CRIM 5316 Women and Crime (3-0) This course will cover topics relating to women and their interaction with the various components of the criminal justice system as victims, offenders, and employees. Each of these three categories of women will be covered in the context of police, courts, and corrections. Additionally, issues relating to the rights women have in American society will be covered from a historical and contemporary perspective.

CRIM 5317 Juvenile Delinquency (3-0) This course will focus on the nature and extent of delinquent behavior; theories of delinquency and their implication for intervention, cultural and social factors related to delinquency, as well as the philosophy and functioning of the juvenile justice system. Emphasis will be placed on school related delinquency, the role of the media in creating delinquency panics, and the differences between males and females.

CRIM 5318 Seminar in Criminal Justice Theory (3-0) An advanced study of theories used in criminal justice to explain crime and deviance. This course will require students to explain criminal and deviant behavior and apply their theoretical understanding to policy issues.

CRIM 5319 Use of Force in Criminal Justice (3-0) Study of the use of and legal rules and concepts involved in the use of force by criminal justice personnel. The course will include both legal and conceptual dimensions of the issue. Among topics to be covered are force continuums, non-lethal force, verbal judo, and alternatives to using force.

CRIM 5321 Domestic Violence (3-0) This course will cover topics relating to domestic violence including spousal abuse, other types of family abuse, and caretaker abuse. Discussion will include possible explanations for the abuse, reasons why the victims stay, and intervention issues.

CRIM 5322 Immigration Issues (3-0) This course will focus on the history and development of immigration patterns and policies in the United States. Emphasis will be placed on policy issues as related to the work of Criminal Justice practitioners, particularly in the post 9-11 world. Students will also be expected to analyze policy impact on various groups of immigrants.

CRIM 5323 Homeland Security (3-0) This course will explore the various aspects of the government entity, Homeland Security. Discussion will focus on defining the role of this agency, government restructuring, legal basis for actions and the various divisions within the agency. Also, special projects undertaken in support of the agency's mission will be discussed with emphasis on the effects these will have on the various levels of government and the civilian population.

CRIM 5325 Graduate Seminar (3-0) Professional ethics and professionalism, role of the private sector in criminal justice, opportunities for employment and doctoral level study, criminal justice data sources, history and future of discipline and current developments.

Prerequisites: CJ 5304, CJ 5318 and CJ 5334

CRIM 5326 Victimology (3-0) This course is designed to give the student a basic knowledge of the issues surrounding criminal victimization. Topics covered will include types of victims, reactions to victims by society and the criminal justice system, and the victim rights movement.

CRIM 5327 Seminar on the U.S. Supreme Court (3-0) Variable topic course. Study of the history, impact, personnel, and decision-making processes of the U.S. Supreme Court. Course may be repeated when topic changes.

CRIM 5331 Topics in Criminal Justice (3-0) Intensive study of selected issues in Criminal Justice. May be repeated when topic varies.

CRIM 5333 Internship (3-0) Supervised work experience in an approved criminal justice agency. Designed to allow the student to synthesize theory and practice. It is the student's responsibility to find a suitable agency at which to intern. To be eligible the student must have a minimum GPA of 3.5. A minimum of 45 supervised hours will be required. A student's compensated employment may not be utilized as an internship. Prerequisite: Permission of the Graduate Coordinator.

CRIM 5334 Legal Research (3-0) Basic legal research and analysis, use and interpretation of legal materials. (Required).

CRIM 5338 Police and the Fourth Amendment (3-0) Study of the Fourth Amendment to the U.S. Constitution as it applies to, and its impact on, law enforcement.

CRIM 5340 Seminar on Firearms and Violence (3-0) Variable topic course which will cover topics such as gun control, Second Amendment, firearms and suicide, and related issues. May be repeated when topic changes.

CRIM 5342 Police Pursuits, Roadblocks, and Checkpoints (3-0) Study of police vehicle pursuits, roadblocks and checkpoints.

CRIM 6301 Thesis (0-6) Satisfactory completion of this course will result in an acceptable prospectus presented to the thesis committee. The student must have completed all coursework with a 3.8 GPA and passed all sections of the comprehensive exams. The student will enroll each semester or summer term in which assistance is provided by the thesis committee or when use is made of the library or other research facilities of Sul Ross State University. Students should be aware that faculty may not be available during one or both summer sessions and plan accordingly. This course may not be taken for elective credit.

Prerequisite: Permission of the Graduate Coordinator and successful completion of all coursework and Comprehensive Exams. Students must also complete the Thesis Committee Agreement form prior to registration. See the Criminal Justice Graduate Handbook for details.

CRIM 6302 Thesis (0-6) After satisfactory completion of CRIM 6301, the student will enroll in this course each semester or summer term in which assistance is provided by the thesis committee or when use is made of the library or any other research facilities of Sul Ross State University. Satisfactory completion of this course will result in a completed thesis presented to, and accepted by, their graduate committee, accepted by the Dean of the School, and filed in the office of the Executive Vice President and Provost. Students should be aware that faculty may not be available during one or both summer sessions and plan accordingly. This course may not be taken for elective credit.

Prerequisite: CRIM 6301 and permission of the Graduate Coordinator and Department Chair.

ECONOMICS

ECON 3301 Intermediate Economics (3-0) A macro-micro survey that examines supply, demand, and price theory, including aggregated demand, aggregate supply, macroeconomic instability, unemployment and inflation. Fiscal and monetary policy, money and banking, taxes, deficits, and the national debt are also examined. Includes a survey of contemporary microeconomic problems and includes consumer behavior, elasticity, production and costs, and a thorough examination of market structures and pricing and production policies.

ECON 4304 International Economics (3-0) Trade among nations, trends in United States exports and imports, foreign exchange and balance of payments and economic aid to foreign countries are covered.

Prerequisite: ECON 2301 (SWTJC)

ECON 4305 Advanced Readings and Research in Economics (3-0) Selected topics in economics to be offered as a seminar in individual study to meet student needs. May be repeated once for credit with departmental approval.

Prerequisite: ECON 2301 (SWTJC)

ECON 4306 Comparative Economics (3-0) A comprehensive study of the organization, operation, and performance of selected economic systems, economic issues, and alternative economic policies among different countries.

Prerequisite: ECON 2301 (SWTJC)

ECON 5301 History of Economic Thought (3-0) A survey of economic thought and economic thinkers from medieval times to the present day. Emphasis is placed on Pre-Classical, Classical, Keynesian, and Twentieth- Century paradigms.

ECON 5302 Seminar in Economic Affairs (3-0) Selected topics in economics appropriate to graduate study and may include free enterprise economics; global economics; economics of social issues and development of economic thought. May be repeated for graduate credit when course topic changes.

ECON 5303 Managerial Economics (3-0) Economic analysis in forming business policies relative to profits, market demand, cost measurement and control, price policy and capital budgeting. The primary objective of this course is to enhance student understanding of microeconomic analysis to managerial decisions.

(MBA Core Course)

EDUCATION

EDUC 3300 Foundations in Education (3-0) A foundation course for teachers including: philosophical, legal, and ethical aspects of teaching, structure, organization, and management of the American school system, state and local structure, and modern media.

EDUC 3301 Math/Science Methods for the Elementary Teacher (3-0) A study of effective teaching practices to enhance delivery of math/science in the elementary grades K-6.

EDUC 3302 Educational Psychology (3-0) A study of the teaching-learning process, including assessment and evaluation of student achievement; human growth and development; knowledge and skills concerning the unique needs of special populations, including multicultural and gifted and talented students.

EDUC 3303 Methods and Classroom Management in Elementary School (3-0) A survey of instructional strategies, materials, and planning based on the elementary and middle school curriculum, including classroom management, behavior management and procedures adapted to the personalities of the students and teacher. Includes adaptations for exceptional, multicultural, and special needs students.

EDUC 3304 Educational Child Growth and Development (3-0) A course in the theories of normal child growth and development and biological factors in the development of children as it pertains in the educational setting. Theories will include language development, cognitive, emotional and personality development. Further, content addresses the influence of diverse socio/cultural factors and learning styles. This course supports competencies within evaluative measures as identified by the State of Texas for Teacher Certification.

EDUC 3305 Teaching Strategies and Curriculum Management in Secondary School (3-0) Implementation of secondary curriculum including content, organization, unit and lesson planning, and program evaluation, with emphasis on the scope and sequence of the essential knowledge and skills for the subjects taught in the secondary school.

EDUC 3308 EC-6 Educational Language Acquisition and Emergent Literacy (3-0) A course in language acquisition in children. Developmentally appropriate activities, diversity, and individual learning styles found in the educational setting are discussed as they facilitate language in young children. All theories and activities are presented as they ultimately contribute to an integrated curriculum. This course supports competencies within the Evaluative measure as identified by the State of Texas for Teaching Certification. In addition, this course utilizes the competencies prescribed for Early Childhood-6th grade as identified by the State of Texas.

EDUC 3309 EC-6 Early Childhood Methods and Classroom Management Education (3-0) The course addresses early childhood from infancy through fourth grade. Various early childhood settings and programs are described from their inception to present educational application. Developmentally appropriate practice is presented as it affects both the student and the teacher in the educational setting. Students will be presented with the role of the early childhood teacher and the importance of lifelong learning as it pertains to early childhood methods and classroom management in schools. In addition, this course serves as a prerequisite to taking the Teacher Certification Instrument as defined by the State of Texas.

EDUC 3310 EC-6 Early Childhood Curriculum (3-0) This course is designed to provide pre-service teachers with a critical analysis of the curricular components in the early childhood through sixth grade setting, (EC-6). Curricular contents will be evaluated and discussed in order to enable the future educator to exhibit mastery of the competencies of the evaluative measure as identified by the State of Texas. Further, the students will evaluate and develop strategies to implement instructional strategies as prescribed by the State of Texas components for the education of young children in the K-6th grade setting.

EDUC 3328 Foundations of Bilingual Education (3-0) A survey of the psychology and philosophy of bilingual education, including a review of the different types of bilingual programs. The psychology of first and second language acquisition are emphasized as well as the history and legal aspects of bilingual education.

EDUC 3329 Methodology of Second Language Teaching (3-0) Application of the principles of applied linguistics to the teaching of a second language. Review of the different methods and techniques used to teach the bilingual child. This course also investigates the impact of psychology and linguistics on language learning/acquisition.

EDUC 4300 Internship in Teaching (3-0) A course designed for post-baccalaureate certification candidates to satisfy student teaching requirements by being employed as the teacher of record in an accredited school, jointly supervised by the University and school personnel. Must meet requirements for eligibility to student teach. Offered during the fall term only.

EDUC 4301 Internship in Teaching II (3-0) A course designed for post-baccalaureate certification candidates to satisfy student teaching requirements by being employed by a school district as the teacher of record in an accredited school. The Intern will be jointly supervised by the University and school personnel. Offered during spring term only.

EDUC 4307 Teaching Language Arts in the Elementary School (3-0) A study of the language arts curriculum in the elementary grades, including spelling, composition, grammar, and handwriting. Activities focus on development of lesson plans, instructional materials, visual aids, and assessment of student progress.

EDUC 4308 The Teaching of Reading (3-0) Intensive study of reading readiness, beginning reading, remedial reading, reading assessment, reading devices, and the use of audiovisual aids in reading instruction. This course serves as a foundation to the reading component and is encouraged to be taken as the first course of the reading component.

EDUC 4312 Methods and Classroom Management in Secondary Schools (3-0) A survey of instructional strategies, including classroom management, materials and technology of instruction, behavior management, teaching and learning styles, and adaptations for exceptional, multicultural, and specific needs students. Instruction focuses on the learner-centered classroom.

EDUC 4313 Phonics, Skills, and Comprehension (3-0) An intense course for the development and teaching of phonics, vocabulary, structural analysis, context clues to enhance comprehension for all readers.
Prerequisite: EDUC 4308

EDUC 4314 Reading Skills for Content Subjects (3-0) Methods and materials for teaching skills needed for locating, interpreting, and organizing reading materials used in science, social studies, math, and other content subjects. Includes interpretation of graphic aids, skimming, and scanning.

EDUC 4315 Assessment and Remediation Techniques for Reading Problems (3-0) Assessment, diagnostic, and remediation techniques to use in the classroom to determine how to best assist students with reading and identify reading problems.
Prerequisite: EDUC 4308

EDUC 4320 Diverse Populations (3-0) A course which details diversity in society as viewed in the public school classroom. Content includes, but is not limited to, issues of diversity and exceptionalities of children who enter the public school system in Texas. Instructional strategies focus on working with diversity in the classroom with emphasis on students with cultural and societal differences as well as special needs in an educational society.

EDUC 4325 Learner Centered Instruction (3-0) Required for students in post-baccalaureate programs. This course focuses on strategies and techniques of effective classroom instruction.

EDUC 4327 Readings and Research (3-0) A course taught on an individual basis wherein special topics are studied. Course content varies according to needs of the student.

EDUC 4328 Teaching Spanish Language Arts in the Bilingual Classroom (3-0) A study of methods and techniques for teaching Spanish reading and language arts to the bilingual child. Special attention will be given to the diagnosis of reading competence to insure successful transition into English reading. Fifty percent of the class may be taught in Spanish.

EDUC 4329 Teaching Content Areas in the Bilingual Classroom (3-0) An overview of methods and techniques for teaching social studies, science and mathematics in Spanish to the bilingual child. Attention will be given to principles of time and treatment, instructional planning, and classroom management strategies. Fifty percent of the class may be taught in Spanish.

EDUC 4601 Student Teaching in the Elementary School 4-8 (6-0) Includes a minimum of twelve weeks of teaching practice in an accredited elementary school in grades 4-8 under supervision of a public school classroom teacher. Must meet departmental approval to student teach.

EDUC 4605 Student Teaching in the Secondary School (6-0) Includes a minimum of twelve weeks of teaching practice in an accredited secondary school under supervision. Where the student has two teaching fields, a minimum of six weeks teaching in each field will be included. Must meet departmental approval to student teach.

EDUC 4607 Student Teaching in Early Childhood through Sixth Grade, EC-6 (6-0) Includes a minimum of six weeks of teaching practice in an accredited elementary and six weeks of teaching practice in an accredited early childhood program under supervision of a public school classroom teacher. Must meet departmental approval to student teach.

EDUC 5301 Research Methodology (3-0) An introduction to social science research. The student will demonstrate competency in reading and interpreting research and will use the APA style and format. Demonstrated competency in research design will be shown through written products and presentations. Must be taken within first 12 hours of graduate coursework. No substitutions for this course without written permission from the Education Department Chair.

EDUC 5302 The Principalship (3-0) Examines the role of the administrator as an educational leader with a study of individual conferencing, group dynamics, and public opinion.

EDUC 5304 Public School Supervision (3-0) A course designed especially for school administrations, directors of curriculum, and supervisors in which the course content examines the role and function of the supervisor of instruction for all grade levels.

EDUC 5306 Advanced Testing (3-0) An analysis of clinical tests of individual intelligence with emphasis on the Wechsler Scales and the Revised Stanford Binet, and individual achievement tests.
Prerequisite: EDUC 5315

EDUC 5308 Elementary Reading (3-0) A study of reading problems from the standpoint of maturation and growth of the pupil, together with the adoption of reading materials to the needs and stages of reading readiness of the child.

EDUC 5310 Educational Statistics (3-0) This course is designed to provide graduate students with the knowledge of the use of statistics as it relates to the organization and interpretation of numerical data when viewing specific populations of study in the school system. This course can be utilized by all graduate programs when looking at data within the field of education.

EDUC 5313 Career Counseling (3-0) This course will study human career development across the life span, historical concepts and foundations, career decision-making processes, career counseling techniques for diverse and multicultural populations, systems of career information, and the application of these to career counseling in school and community settings.

EDUC 5314 Personality and Counseling Theories (3-0) A study of traditional and contemporary theories of personality as they relate to the process and practice of counseling in a pluralistic society.

EDUC 5315 Standardized Assessment Principles (3-0) A course which studies the basic principles of standardizing testing, the planning, implementation and coordination of testing programs.

EDUC 5316 The Multicultural Learner (3-0) A course designed to investigate the relationship of various cultures of the U.S. with emphasis on Texas and the Southwest and the implications for education.

EDUC 5317 History and Philosophy of Education (3-0) A survey of the historical development of educational systems and philosophies, with emphasis on the contributions of Western Civilization to American educational thought.

EDUC 5318 Administration of Personnel Services (3-0) A study of student personnel, selection and placement of teachers, and other problems arising from human relations in the public schools.

EDUC 5319 School Law (3-0) A study of general laws applying to all states concerning education; an in-depth study of cases and decisions affecting current education.

EDUC 5324 Advanced Educational Psychology (3-0) An advanced study in the sets of circumstances that are present when human learning occurs including the conditions that govern learning beyond the traditionally studied prototypes of response conditioning and association.

EDUC 5327 Readings and Research (3-0) A course taught on an individual basis wherein special topics are studied. Course content varies according to needs of the student.

EDUC 5328 Bilingual Education: Principles and Curriculum (3-0) A survey of the psychology and philosophy of bilingual education. Methods and materials used in teaching the bilingual child. The course will also include the historical and legal aspects of bilingual education.

EDUC 5329 Methodology of Second Language Teaching (3-0) Methods of second language teaching. Emphasis on language acquisition and development.

EDUC 5336 Instructional Leadership (3-0) An investigation of the processes and procedures used to evaluate instructional and administrative personnel in the public schools. Special attention is given to the role of the principal and supervisor in this process. Included in the content are programs of clinical supervision and staff development.

EDUC 5338 Professional Development and Appraisal System (3-0) An investigation of the PDAS Training for appraisers in the Professional Development and Appraisal System (PDAS) instrument developed by the Texas Education Agency. Included in the content are statutory requirements, historical development, domains, criteria indicators, and exceptional quality.

Prerequisite: EDUC 5336

EDUC 6303 Counseling Supervision and Consultation (3-0) A study of the theoretical foundations, current issues, and effective practices of counseling supervision and professional consultation with emphasis on legal, ethical, multicultural, gender, age, and lifestyle concerns in the supervisory relationship, as well as the principles of collaborative consultation.

Prerequisite: Permission of Instructor.

EDUC 6304 Organization and Theory in School Administration (3-0) Current trends, issues and problems in the elementary and secondary schools involving the planning, organizing, administering and evaluating the total school system.

EDUC 6307 School Public Relations (3-0) A course designed to acquaint the school administrator and the teacher with the techniques of dealing with the public in such a way as to give it an intelligent understanding of the aims, the scope, the achievements and the problems of an educational program.

EDUC 6308 Advanced Human Growth and Development (3-0) A study of the life-span human developmental process encompassing physical, social, and emotional theories of development.

EDUC 6309 Human Growth & Development w/Emphasis on Adult Learning Pedagogy (3-0) A study of human development from adolescence through adult with learning theory application for different modes of pedagogical delivery.

EDUC 6310 Advanced Early Childhood Curriculum (3-0) An advanced study of curriculum development as it pertains to early childhood classrooms.

EDUC 6311 Advanced Studies in Language Acquisition & Literacy Development (3-0) Advanced studies in language acquisition and literacy development with special emphasis on theories of psycholinguistics and sociolinguistics and their implications for first and second language learning.

EDUC 6312 Advanced Studies in Early Childhood Methods and Classroom Management (3-0) An advanced study of the growth and development of infancy and early childhood with emphasis on developmentally appropriate methods and materials for early literacy development and programs.

EDUC 6313 Teaching Reading in the Content Area (3-0) Development of reading skills in middle, junior high and high school reading and subject area content classes.

EDUC 6314 Diagnosis and Correction of Reading Disabilities (3-0) Symptoms and causes of reading disabilities; methods of diagnosis and remediation of reading problems.

EDUC 6315 Curriculum Theory and Development (3-0) A course which examines curriculum theory and development in grades K-12; emphasis on trends, development of curricular unit and courses of study, and on federal, state, and local curricular influences.

EDUC 6316 Seminar in Counseling (3-0) This course will address a variety of special issues and topics in counseling. Students may enroll in more than one seminar if the topics are different.
Prerequisite: Permission of instructor.

EDUC 6317 Organization and Supervision of Reading Programs (3-0) A course designed for organization and administration of regular and corrective reading programs in the public schools. Emphasis is on the integration of reading and writing skills and diagnostic principles and procedures in the classroom instructional program. Intended to assist the school administrator, district supervisor, and reading specialist with managing decision making processes effectively.

EDUC 6318 Multiculturalism and Diversity in Counseling (3-0) This course is based on the premise that all counseling is cross-cultural, occurring in a context influenced by institutional and societal biases and norms, and is a culture-bound profession. Course content will focus on examining one's own assumptions, values, biases and worldview perspectives; constructing an understanding of the worldview perspectives of culturally different students, clients; and developing culturally appropriate intervention strategies and techniques.

EDUC 6319 Psychopathology (3-0) This course will investigate abnormal behavior as defined by the Diagnostic and Statistical Manual of Mental Disorders.
Prerequisites: Student must have earned a grade of B or higher in EDUC 5314 and have permission of the instructor.

EDUC 6320 Substance Use, Abuse and Addiction (3-0) This course will examine the use, abuse and addiction of drugs and alcohol in a postmodern multicultural and diverse society. Emphasis will be placed on the physiological, psychological, and sociological aspects of abuse/addiction, their impact on the individual, family, and community, and evidence-based treatment approaches.

EDUC 6321 Techniques of Counseling I (3-0) An experiential course in professional counseling practice designed to develop communication and conceptualization skills essential to an effective and culturally relevant counseling relationship.
Prerequisite: Student must have earned a grade of B or higher in ED 5314.

EDUC 6322 Techniques of Counseling II (3-0) An advanced experiential course in which students are required to demonstrate proficiency in counseling concepts, skills, and techniques that are sensitive to human diversity, with a major emphasis on students developing insight into their own theoretical orientations.
Prerequisite: Student must have earned a grade of B or higher in ED 6321.

EDUC 6323 Marriage and Family Counseling (3-0) The general purpose of this course is to familiarize students with the stages of family development, family dynamics, and techniques of marriage and family counseling, family consultation, and parent education.

EDUC 6325 Communications for School Administrators (3-0) An understanding and expertise of educational communications focusing on ethics, persuasion, and logic. Oral, written, and nonverbal communication will be analyzed.

EDUC 6326 Advanced Strategies in Couples and Family Counseling (3-0) the course is designed to assist advanced counseling students in the full integration of theories and skills in relationship counseling and family therapy. Students will develop professional competence in assessment, treatment planning, and therapeutic interventions for effectively counseling couples and families of multicultural and diverse backgrounds.

EDUC 6327 Marriage, Divorce, and Family Mediation (3-0) This course provides advanced counseling students with cutting-edge knowledge of the models and methods of mediation. Emphasis is placed on the strategies and skills

necessary for counselors to competently provide professional mediation assistance to families and couples, as well as the evaluative, transformative, and therapeutic practices employed before, during and after relationship dissolution and divorce.

EDUC 6328 Methodology in Reading/Language Arts in Bilingual Education (3-0) A study of methods and materials for teaching Spanish language skills for bilingual students. Special emphasis on the integration of reading and writing skills and diagnostic principles and procedures in the classroom instructional programs. Fifty percent of the class may be taught in Spanish.

EDUC 6329 Methodology in Content Area Instruction in Bilingual Education (3-0) Methods and techniques of presenting science, social studies, and mathematics including organization for Spanish instruction as well as a survey of media and materials for use in bilingual classroom will be included. Fifty percent of the class may be taught in Spanish.

EDUC 6330 Play Therapy (3-0) This course will develop knowledge and skills to enhance the counseling relationship with diverse clients of all ages by utilizing play media to facilitate expression, self-understanding, catharsis, and personal growth and development. The basic theories and applications of play-related and action-based approaches will be explored, with special emphasis on the counselor's own unique contribution to the therapeutic relationship and the emotional needs of the client.

EDUC 6331 Advanced Strategies in Play Therapy (3-0) This course is designed to provide counselors with advanced knowledge and skills in a wide range of nonverbal approaches for working effectively with diverse and multicultural clients of all ages. Emphasis is on the history, theories, techniques, and applications of play therapy, action-oriented counseling, and the therapeutic use of the expressive arts.

EDUC 6332 Consultation for Professional School Counselors (3-0) This course examines theory and methods of consultation as a student-centered process for counselors to collaborate with colleagues, administrators, teachers, parents, and community agencies. Content includes the state model, certification exam, ethical/legal issues and effective skills for consulting in schools that serve multicultural and diverse populations.

EDUC 6333 Ethical, Legal, and Professional Issues in Counseling (3-0) This course will examine legal, ethical, and professional standards and issues affecting the practice of professional counseling in schools, community agencies, and private practices in the multicultural and diverse society of the 21st century. Ethical standards will be discussed from an historical and practice perspective, as well as legal issues that affect and/ or conflict with the professional practice of counseling. Ethical decision-making models will be examined, and professional issues distinctive to the specific practice settings of counseling will be presented.

EDUC 6334 Natural Science for the Secondary Classroom Teacher (3-0) This course is designed to provide graduate students with the advanced knowledge and techniques when teaching the student in the public school. The class is an online course which provides laboratory, field, and classroom management techniques to ensure safety of students and the ethical care and treatment of organisms and specimens. Process of scientific inquiry and its role in science instruction and the nature of science and processes that are common in all science are emphasized. This course can be utilized by graduate education students seeking electives in education and specializes in giving credit to the student seeking a general master's degree.

EDUC 6335 Integrated Physics and Chemistry for the Secondary Teacher (3-0) This course is designed to provide the graduate student with the advanced knowledge and techniques to successfully teach physics and chemistry to the student in the public schools. The class is an online course which provides a vast understanding of the components of physics and chemistry to advance techniques for success in the classroom. This course can be utilized by graduate education students seeking electives in education and specifically gives credit to the student seeking a General Master's degree in Education.

EDUC 6336 Biology I for the Secondary Teacher (3-0) This course is designed to provide the graduate student with the advanced knowledge and techniques to successfully teach Biology I to the student in the public school. The class is an online course which provides a vast understanding of the components of basic biology to advance techniques for success in the classroom. This course can be utilized by graduate education students seeking electives in education and specifically gives credit to the student seeking a General Master's degree in Education.

EDUC 6337 Biology II for the Secondary Teacher (3-0) This course is designed to provide the graduate student with the advanced knowledge and techniques to successfully teach Biology II to the student in the public school. The class is an online course which provides a vast understanding of the components of advanced biology to enhance techniques for success in the classroom.

EDUC 6338 Techniques for Earth Science for the Secondary Teacher (3-0) This course is designed to provide the graduate student with the advanced knowledge and techniques to successfully teach geology, meteorology, oceanography, and astronomy to the student in public school. The class is an online course which provides a vast understanding of the components of advanced earth science to enhance techniques for success in the classroom. This course can be utilized by the graduate education student seeking electives in education and specifically gives credit to the student seeking a General Master's degree in Education.

EDUC 6340 Bilingual & Bicultural Counseling Strategies (3-0) This course offers a comprehensive and in-depth examination of current theories, research, and strategies in bilingual and bicultural counseling with clients of all ages. Bilingual and bicultural individuals can effectively employ two different languages and successfully navigate in two different cultures. Subsequently, language choice and cultural relevance are therapeutic strategies effectively employed by bilingual and monolingual counselors.

EDUC 6342 Counseling For Crisis, Trauma & Disaster (3-0) This course prepares counselors to respond effectively in critical situations of crises, trauma, and disaster. Students learn crisis assessment, diagnoses, post-traumatic patterns, intervention skills, management, and cultural, ethical, and legal considerations for working with diverse and multicultural populations in community and governmental agencies, schools, hospitals and private practice.

EDUC 6344 Mindfulness-Based Approaches to Counseling (3-0) This course explores mental health, wellness, counseling, and cutting-edge neuroscience through the lens of mindfulness-based counseling paradigms. Emphasis is placed on students developing knowledge and skills in the applications of mindfulness-based theories and strategies in the counseling process.

EDUC 6346 Counseling At-Risk Youth (3-0) This course explores theory and practice related to counseling at-risk youth including the social, multicultural, ethical, and legal issues associated with school failure and drop-out, teen pregnancy and sexuality, substance abuse, violence, and criminal behavior. Emphases are on skill development, prevention strategies and social justice factors.

EDUC 6350 Counseling and the Neurosciences (3-0) This course provides students with an understanding of the relationships between neurological processes and counseling. With emphases on counseling diverse populations, course topics include neurological processes associated with perceptions, cognitions, emotions, behaviors, neuroplasticity, neurogenesis, and psychoactive pharmacological agents used in mental health treatment.

EDUC 6352 Community Treatment Planning & Mental Health Advocacy (3-0) This course provides an in-depth overview of the multidimensional community mental health systems, with perspective on the administrative, organizational, socio-cultural, advocacy and clinical aspects of policy formation, managed care, case-management, legal paradigms and trends in mental health services delivery.

EDUC 6360 Assessment and Counseling of the Older Adult (3-0) This course offers counselors a comprehensive perspective of the aging process. Common life experiences and transitions in later life create specific individual, marriage and family needs which require unique treatment approaches. Special emphasis is placed on assessment, differential diagnosis, treatment planning and implementation, and gerontological counseling strategies.

EDUC 6362 Death, Dying, & Bereavement Counseling (3-0) This course explores the theories and conceptual frameworks for working with death, dying, and bereavement. Students will increase their own affective development and sensitivity in working with clients who are struggling with issues of death, loss and grief, and they will identify, clarify, and understand their own personal assumptions, biases, attitudes, and reactions.

EDUC 6364 Counseling and Human Sexuality (3-0) This course provides counselors with the knowledge and skills for effectively working with clients of diverse backgrounds on issues related to human sexuality. Physical, psychological and cultural aspects of sexuality will be explored with emphasis on enhancing mindful counselor self-awareness.

EDUC 6366 Counseling and Spirituality (3-0) This course will provide counselors with an exploration of theories and techniques appropriate for integrating spirituality into the counseling process. Spirituality and the search for meaning are central elements of the human experience, and they are considered important components of mental health and wellness. Students will learn to assess a client's spiritual domain and develop treatment plans and counseling interventions based on various models of spiritual development.

EDUC 7302 Management of Counseling Programs (3-0) An examination of the mission, philosophy, and function of counseling programs in school systems with emphasis on program organization, administration, needs assessment, evaluation, legal and ethical issues, creating community coalitions and outreach, training support staff, and adopting and adapting culturally relevant prevention and intervention programs.

Prerequisite: The grade of B or higher in EDUC 5314 and have instructors permission.

EDUC 7305 Workshop in Education (3-0) A special topics course in which the course content varies according to the instructor's course design. May be repeated two times when the course content varies.

EDUC 7306 School Finance (3-0) Consideration of problems relating to public school finance; guiding principles of finance; operational finance; trends; and needs in state and federal participation and support in school finance.

EDUC 7307 Advanced Seminar in Administration (3-0) A course designed especially for elementary and secondary principals and superintendents preparing for public school administration; emphasis on decision-making modes and leadership change strategies.

EDUC 7309 State and Federal Programs in the Public Schools (3-0) A study of federal and state programs currently being used in public schools.

EDUC 7310 Public School Buildings (3-0) A study of past and present building architecture with a special emphasis on building types.

EDUC 7311 Superintendent Internship (3-0) A course which provides the student with a minimum of 100 clock hours of reality experiences in the superintendency in a T.E.A. accredited public, private, or parochial school; students work with a superintendent, assistant superintendent or business manager in the conduct of everyday central office administrative duties.

Prerequisite: must have completed the Principal Certification program. Instructor approval only.

EDUC 7312 Practicum in Reading (3-0) A problems course which provides internship experiences for students seeking the reading specialist certificate.

Prerequisites: Completion of a minimum of 15 of the 24 s.c.h. required for reading specialist certification, including EDUC 5308, EDUC 6313, and EDUC 6314. Instructor approval only.

EDUC 7313 Administration Internship (3-0) A course which proves reality experiences in the principalship in a T.E.A. accredited public, private, or parochial school; students spend a minimum of 100 clock hours working with a principal and/or assistant principal in the conduct of everyday administrative duties.

Prerequisite: Completion of a minimum of 24 s.c.h. of administration coursework. Instructor approval only.

EDUC 7314 Internship in Instructional Leadership (3-0) A course which provides reality experiences in supervision in a T.E.A. accredited public, private, or parochial school; students spend a minimum of 90 clock hours working with a principal, assistant principal, or supervisor in the conduct of everyday supervisory duties.

Prerequisite: completion of a minimum of 18 s.c.h. of supervised coursework. Instructor approval only.

EDUC 7315 Group Counseling (3-0) This course will provide students with an experiential and interactive opportunity to develop awareness and competence in counseling diverse groups of individuals through exploration of group dynamics, processes, and therapeutic interventions.

Prerequisite: Student must have earned a grade of B or higher in ED 5314.

EDUC 7316 Practicum in Counseling (3-0) This fieldwork experience will provide students with supervised practice in counseling in university-affiliated services and community settings. Practicum students are supervised by university faculty as well as site-based supervisors. Students must accumulate 160 total clock hours of counseling experience, with

at least 100 hours of direct face-to-face counseling contact. Students are required to maintain continuous enrollment until all requirements are met.

EDUC 7317 Internship in Counseling (3-0) This fieldwork experience provides advanced students with supervised practice in counseling in school, institution, and/or agency settings with clinical supervision by university instructors and site-based supervisors. Interns must accumulate 160 total clock hours of counseling experience with at least 100 hours of direct face-to-face counseling contact. Students are required to maintain continuous enrollment until all requirements are met.

ENGLISH

ENGL 3301 Contemporary Literature (3-0) A study which emphasizes works of fiction, drama, and poetry since 1960.

ENGL 3302 Creative Writing (3-0) Emphasis on study and practice in techniques of creative writing. Conducted in a workshop format.

ENGL 3303 Structure and History of the English Language (3-0) The structural essentials of English, with some treatment of the historical development of the language from Anglo-Saxon to modern English.

ENGL 3304 Shakespeare (3-0) Shakespeare's principal histories, comedies, and tragedies.

ENGL 3309 English Literature from Beowulf to 1800 (3-0) A critical study of the English literature written from approximately 700 A.D. to the end of the eighteenth century.

Prerequisites: ENGL 1301 and 1302.

ENGL 3310 English Literature from 1800 to Present (3-0) A critical study of the English literature written from the end of the eighteenth century to the present.

Prerequisites: ENGL 1301 and 1302.

ENGL 3311 Children's and Adolescent Literature (3-0) A survey of children's and adolescent literature and a familiarization with outstanding authors and illustrators of that literature. Includes the application of literary evaluation to children's and adolescent literature and a survey of resources available.

ENGL 3312 Advanced Composition (3-0) An intensive study of writing conducted in a workshop format. ENGL 3312 focuses on rhetoric; critical thinking, reading, and writing; writing processes; styling sentences; and conventions of usage, grammar, punctuation, and documentation of sources.

Prerequisites: ENGL 1301 and 1302

ENGL 3313 Folklore (3-0) The elements of folklore: oral, customary, and material. An emphasis on the folklore of the American Southwest and Mexico.

ENGL 3314 Nineteenth Century American Novel (3-0) Representative novels of the Nineteenth Century. Writers such as Hawthorne, Melville, Twain, James, Howells, Norris, Crane, Chopin.

ENGL 3315 Classical Literature in Translation (3-0) A study of the masterpieces of Greek, Roman, and medieval literature. Includes the study of mythology, the epic, and the drama.

ENGL 3316 Backgrounds of Literature (3-0) An intensive study of literary terms, periods of literary history, the history of ideas, and the general cultural background necessary to the study of literature.

ENGL 3317 World Literature (3-0) Representative works of major world authors, 1750 to present, including: Voltaire, Dostoyevsky, Tolstoy, and selected contemporary authors.

ENGL 4302 Southwestern Literature (3-0) A study of the literature of the Southwest. Major emphasis is placed upon the Southwest novel. The course includes study of the historical and cultural background of the region.

ENGL 4303 Literary Studies (3-0) Topics include subjects like those named below and are announced in the schedule

of courses for the semester in which they are offered: Chaucer, Medieval Germanic literature, 19th Century American short story, literary theory. May be repeated for credit when topic varies.

ENGL 4304 Modern Fiction (3-0) Chief American and British novelists since 1900.

ENGL 4306 American Literature to 1865 (3-0) A critical study of the American literature written from Colonial times through the Civil War.
Prerequisites: ENGL 1301 and 1302.

ENGL 4308 American Literature 1865-1940 (3-0) A critical study of the American literature written from Reconstruction to the present.
Prerequisites: ENGL 1301 and 1302.

ENGL 4320 International Literature (3-0) A study of contemporary international, often postcolonial, literature by authors from countries such as Australia, New Zealand, India, the Caribbean, and various African nations.

ENGL 4327 Readings and Research (3-0) Individually guided study and research in English or American Literature or the English language. May be repeated for credit when the topic varies. Offered only by agreement of the Chair of Dept. of Humanities. Not available for graduate credit.

ENGL 5300 Studies and Research Techniques in Bibliography and Critical Theory (3-0) An introduction to graduate research methods in literature, including experience in enumerative and analytical bibliography and to critical theory as applied to literature.

ENGL 5302 Seminar: Creative Writing (3-0) A writing workshop course which may be devoted to fiction, poetry, nonfiction, or other such genres. May be repeated for credit when topic (genre of writing) changes.

ENGL 5304 Seminar: Studies and Research Techniques in General Literature (3-0) Topics include subjects such as literary criticism, comparative literature, mythology, the Latin American novel.

ENGL 5305 Studies and Research Techniques in English Teaching Methods (3-0) Recent trends and discoveries in teaching methods and learning process as related to the teaching and learning of rhetoric, composition, literature, or creative writing. May be repeated for credit when the topic varies.

ENGL 5306 Seminar: Studies and Research Techniques in English Literature (3-0) Topics include subjects like those named below and are announced in the schedule of courses for the semester in which they are offered: Shakespeare, Chaucer, 19th Century Novel, 20th Century Novel.

ENGL 5307 Seminar: Studies and Research Techniques in American Literature (3-0) Topics include subjects like those named below and are announced in the schedule of courses for the semester in which they are offered: Transcendentalism; American Romanticism; Rise of Realism; Twentieth Century Fiction.

ENGL 5308 Seminar: Studies and Research Techniques in the English Language (3-0) A study of specific problems concerned with language, such as modern and traditional theories of grammar, dialectical studies, semantics, morphology, phonology, psycholinguistics, language acquisition, and historical development.

ENGL 5309 Readings and Research. (3-0) Individually guided research in English or American literature or the English language. May be repeated for credit when the topic varies.

ENGL 6301 Thesis (0-6) Satisfactory completion of this course will result in an acceptable prospectus presented to the Graduate Committee. The student will normally register for this course no earlier than the third semester of graduate study. The student will enroll each semester of summer term in which assistance is provided by committee members or when use of the library or other research facilities of Sul Ross State University is made.

ENGL 6302 Thesis (0-6) The student will enroll in this course each semester or summer term in which assistance is provided by committee members or when use of the library or other research facilities of Sul Ross State University is made. Satisfactory completion of this course will result in the completed thesis presented to the Graduate Committee,

accepted by the Dean of the School, and filed in the Office of the Executive Vice President and Provost.

FINANCE

FINA 3302 Corporation Finance (3-0) A study of principles of financial management, including financial analysis, forecasting, leverage, current asset management, and short-term financing.

Prerequisite: ACCT 2401 (SWTJC)

FINA 4303 Investments (3-0) A study of investment plans, security markets, return and risk, time value of money, portfolio concepts, common stock investments, and bond investments.

Prerequisite: FINA 3302

FINA 4323 Management of Financial Institutions (3-0) A study of management of liquidity, investment portfolios, loans, deposits, and non-deposit borrowing of financial institutions in the legal environment.

Prerequisite: FINA 3302

FINA 5306 Seminar in Financial Management (3-0) A study of financial theories and applications, including time value of money, valuations of a firm, capital budgeting, cost of capital, capital structure, and dividend policies. (MBA Core Course)

Prerequisite: FINA 3302

FINA 5320 Personal Finance (3-0) An introductory course examining various aspects of budgeting, investment, insurance, and retirement planning. An in-depth study of pricing and selection strategies in relation to securities markets.

GENERAL BUSINESS

GBUS 4305 Business and Society (3-0) A study of the major laws and social issues affecting business policy and practice. This course examines the corporation and its stakeholders, corporate social responsibility, ethical issues in business, corporate governance, the community and the corporation, and other current ethical and social issues related to the firm and society.

GBUS 4315 Current Topics in Business Administration (3-0) Selected topics in business administration to be offered as a seminar in individual study to meet student needs. May be repeated once for credit with departmental approval.

Prerequisites: Changes with topic. See class schedule.

GBUS 4320 Real Estate Principles (3-0) An introduction to real estate principles and markets. Emphasis is placed on real property, contract and agency law, financing, home ownership and real estate mathematics. Designed to inform and educate students and prepare them to become informed property owners and consumers.

Prerequisite: MKTG 3307

GBUS 5301 Business Research and Reporting (3-0) Designed to aid graduate students in analyzing reports and evaluating research and in planning research reports. Selection of research problems, sources of data, analysis, presentation and report-writing are investigated. (MBA Core Course)

GBUS 5302 Readings and Cases in Business Administration (3-0) Covers one or more special fields. Separate sections for accounting, finance, marketing, quantitative analysis, risk management, industrial management, personnel and industrial relations and other fields are dealt with as needed. May be repeated for graduate credit course when course topic changes.

GEOGRAPHY

GGR 4301 World Regional Geography (3-0) Geography of the major world regions to include the study of population, environment, cultural patterns, urbanization, and the organization of economies.

GGR 4302 Geography of Texas (3-0) The geography of Texas to include a study of population, culture patterns, environment, urbanization, and economic organization.

GGR 4304 Geography of North America (3-0) A study of the physical and cultural geography of the United States, Canada, and Mexico.

GGR 4327 Readings and Research in Geography (3-0) An independent study of certain topics in geography.

HISTORY

HST 3302 Latin American History (3-0) A history of Latin America, excluding Mexico, from the pre-Columbian period to the present. The course will emphasize political and social developments of the region.

HST 3304 Europe: 1655-1870 (3-0) The history of Europe from the late 17th century to the mid 19th century. The course will cover the constitutional conflict in England, the emergence of Russia as a European power, the intellectual ferment of the Enlightenment, the French Revolution and the eclipse of the Ancient Regime, and the beginning of the Industrial Revolution.

HST 3305 Europe: 1870- to the Present (3-0) This course stresses the impact of the Industrial Revolution on European society, the problems of modernization in traditional societies, growth of the 19th century “isms,” the impact of World War I, the rise of totalitarianism, the effects of world-wide depression, World War II, and the problems of post-War reconstruction.

HST 3308 History of Mexico (3-0) A survey of Mexico from pre-Columbian times to the present.

HST 3309 History of Texas (3-0) A survey of the history of Texas from Native American groups to the present, stressing cultural, political, and social developments.

HST 3310 History of Western America (3-0) A study of the American West during the nineteenth century, emphasizing the successive frontiers, such as explorers, the mountain men, the cattlemen, the railroads, and the farmers.

HST 3313 The Mexican American in United States History (3-0) Survey of the history of the Mexican Americans of the United States, relating their collective experience to Mexican and United States history. Emphasis will be placed on interactions between Mexican-Anglo-American cultures.

HST 4302 American Diplomatic History (3-0) A survey of or a thematic approach to American foreign relations. Themes might include United States relations with Mexico, Russia, the Middle East, to name a few. Emphasis will be on the 20th Century. Approaches will vary.

HST 4314 US History: 1600-1783 (3-0) A study of the English colonization of North America through the end of the American Revolution. The course focuses on social, political, and economics of the colonial period.

HST 4315 Nineteenth Century US History (3-0) A history of the United States through the end of the 19th century. Particular emphasis on political and economic developments.

HST 4318 Modern Russia Since 1855 (3-0) A history of Russia from the great reforms of the mid-19th Century to the present. Emphasis will be placed on the attempts at modernization of traditional Russian society, the growth of the revolutionary movement, the Bolshevik Revolution, the impact of Soviet Russia, and the collapse of the Soviet Union.

HST 4319 Modern Britain Since 1760: Empire to Welfare State (3-0) A history of Britain tracing the nation's emergence as a great power and relative decline in the modern world. The course will treat the revolutionary settlement in the 18th century, the oligarchic triumph, loss of the American colonies, struggle with France for world hegemony, evolution of parliamentary democracy, impact of industrialization and urban growth, imperial tensions, and the variety of reforms leading to the modern welfare state.

HST 4320 Twentieth Century America (3-0) A survey of or a thematic approach to 20th century American history. Themes might include economic, cultural, political, or ethnic topics to name a few. Approaches will vary.

HST 4327 Readings and Research (3-0) An independent study of certain topics in history.

HST 5301 Ancient Civilization and Culture: Readings and Research (3-0) This course examines ancient civilization and culture beginning with factors contributing to increasingly complex societies. Students examine civilizations from regions including Latin America, the Mediterranean, and Asia. Topics cover both broad trends and more focused cases in civilization development. Topics may vary.

HST 5302 Seminar in Texas History (3-0) Topics to be announced. May be repeated for credit as topic varies.

HST 5303 Seminar in Pre-Columbian and Colonial Mexican History (3-0) Topics to be announced. May be repeated for credit as topic varies.

HST 5304 Seminar in Modern Mexican History, 1821-Present (3-0) Topics to be announced. May be repeated for credit as topic varies.

HST 5305 Seminar in the Modern Middle East, 1914-Present (3-0) Topics to be announced. May be repeated for credit as topic varies.

HST 5306 Latin American History: Readings and Research (3-0) This course explores Latin American history over four major chronological eras: pre-colonial, colonial, independence, and modern. The course emphasizes major trends that shaped Latin American history and includes focus on localized topics which may vary.

HST 5307 Modern Europe, 1750-Present: Readings and Research (3-0) This course examines major developments in European history beginning with the industrial revolution and French revolution that laid much of the foundation for the modern era. Students explore topics such as the changing nature of colonialism, technological innovation, effects of the world wars, political revolutions, the Cold War, and the creation of the European Union in addition to focused instructive cases. Topics may vary.

HST 5308 Seminar in European History (3-0) Topics to be announced. May be repeated for credit as topic varies.

HST 5309 Seminar in Western History (3-0) Topics to be announced. May be repeated for credit as topic varies.

HST 5310 Seminar in American History (3-0) Topics to be announced. May be repeated for credit as topic varies.

HST 5311 United States History, 1600-1865: Readings and Research (3-0) This course focuses on early United States history beginning with an examination of the general state of North American and Native American groups. Topics may include colonial development, pre-revolution events, challenges of the early republic, slavery, westward expansion, and factors contributing to the Civil War. Topics may vary.

HST 5312 Readings and Research (3-0) An individualized course with varying topics to be chosen by the instructor in consultation with the student.

HST 5313 Special Topics (3-0) Selected topics in areas of history. May be repeated for credit when topic varies.

HST 5314 United States History, 1865-Present: Readings and Research (3-0) This course focuses on United States history following the Civil War. Topics may include reconstruction, the development of the nation in the late 1800s, technological innovation, World War I, the Great Depression, World War II, the civil rights era, recent political and cultural developments. Research may focus on localized topics within the regional and national context.

INTERNATIONAL BUSINESS

IBUS 4306 International Business (3-0) This is an introductory course in international business and economics in which the students are exposed to the essential elements of international trade. It examines the challenges and opportunities in an international environment including an examination of social, political, legal and economic forces affecting multinational companies.

Prerequisite: ECON 2301

IBUS 5313 Global Management (3-0) The course establishes the economic and organizational context in which corporate strategic decisions take place. This course extends the discussion internationally, by considering the

essential differences between domestic and international competition, fundamental European, U.S., and Japanese principles of formulating strategy and the growing reliance on global strategic alliances. New forms of doing business internationally are discussed, emphasizing the process of building new foundations for acquiring competitive advantage on global scale. In particular, mechanisms leading to the creation of an information and knowledge based global company are shown and examined.

KINESIOLOGY

KINE 5305 Research Methods (3-0) This course provides students with integrated background in exercise science and prepares them for research testing in procedures commonly found in exercise science research. Students are introduced to current trends and research topics coupled with laboratory techniques in areas of motor behavior, biomechanics and exercise physiology. Students will access research information, read, critique, and discuss applications of research in kinesiology and exercise science. Students will delineate a research problem, develop appropriate methodology and data analysis technique as part of a written proposal for a research study. Students will demonstrate knowledge of APA style in preparing a research paper, in citing sources and in developing a reference list.

KINE 5307 Issues in Sports Law (3-0) This sport law course is designed to enable graduate students to expand their knowledge of some of the laws, rules and regulations that apply to the sport and the exercise science industry and that impact the work setting of sport organizations. Students will learn about and analyze substantive legal concepts in the following core areas of law: constitutional, employment, antitrust, labor, intellectual property, agency, and contract and business law. The purpose of the course is to provide graduate students with an understanding of the legal issues involved in the operation and management of organizations in the sport business industry, and to equip students with the skills and strategies needed to effectively work with business executives and lawyers to resolve these issues. The course will focus on the practical application of laws, rules and regulations to situations current students will likely face (and decisions current students will likely need to make) if they are employed in the field of sport and exercise science. In-class discussions on current legal issues and emerging legal topics in sport and exercise science will constitute a significant portion of this class.

KINE 5312 Advanced Human Nutrition (3-0) The content of this course will be focused on the metabolism of food by various tissues of the body and its relation to exercise. The role of diet in the development and treatment of some chronic diseases will be discussed along with the application of nutritional principles to enhance overall lifestyles. This course provides an integrated overview of the physiological requirements and functions of energy and the major nutrients that are determinants of health and diseases in human populations.

KINE 5313 Physiological Basis of Human Performance (3-0) The purpose of this course is to prepare the student in the areas of exercise physiology. The goals of this course are to provide the student with an active learning experience that will increase their knowledge of (a) energy metabolism and nutrition, (b) aerobic and anaerobic principles of work and exercise, (c) body composition measurement themes in exercise science, (d) cardiorespiratory/renal responses to exercise, and (e) muscular/neural responses to exercise, and (f) thermoregulation during exercise in differing environments. Historical and contemporary concepts of exercise physiology will be discussed to improve the students understanding of the genesis and progression of exercise physiology throughout the twentieth century. This course will prepare the student for practical applications of exercise physiology in school and professional settings.

KINE 5314 Diagnostic Tests & Measurements in Exercise Science (3-0) This course will provide students with the background on the appropriate design structures, both qualitative and quantitative, for research projects. Within the different framework of experimental designs and emphases will be on how to collect and organize data, data cleaning, statistical analysis and the interpretation of data. At the conclusion of the course the student should have identified and be comfortable applying the appropriate experimental design for their thesis/project. The student will be able to appropriately apply, computer analyze and interpret various statistical techniques found in exercise science research, such as the t-test (dependent and independent), ANOVA (repeated measures and between-subjects designs), regression analysis and others.

KINE 5315 Group Dynamics (3-0) This course is designed to have two interrelated goals: 1) acquaint students with theory and research on small groups 2) improve skills as participants in & observers of small groups To accomplish these goals, readings, lecture, and discussion are paired with group exercises and hands-on practice in observing and interpreting group dynamics. Students will complete a case analysis, post regularly on the graduate blog, and comment on the blogs of other grad students. They will observe and give feedback to the groups & collaborate in pairs on a literature review paper.

KINE 5316 Neurological Basis for Motor Learning and Control (3-0) This course is designed to provide an understanding of psychological/physiological principles involved in motor learning, control, and performance in skill acquisition for school age children and adult populations. This course will focus on how people learn skills and perform them, how they develop skills, and how skills are used in various situations. The study of motor learning is a relatively permanent change in performance resulting from experience or practice which leads to ways of determining success is related to the quality of movement that the performer produces.

KINE 5373 Health and Human Behavior (3-0) This course will review behavioral and biomedical theory and research with regard to the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Students will consider the effect of activity and exercise as they relate to illness and disease. The course also defines and explores adherence and psychoneuroimmunology, which examines behavior related to the diseases of cancer and hypertension, explores treatment recommendations, and reviews coping strategies for the patient and family. Prevention and wellness are presented in the context(s) of intentional and unintentional injuries. A discussion of health, life expectancy, and quality of life will conclude the course.

KINE 5909 Advanced Practicum or Internship/Project in Exercise Science (3-0) This internship is designed to follow-up with your educational background and work history. Upon completion of the internship, the graduate student will present a professional presentation to the faculty of where they performed their internship, the organization, and the duties performed while working for the organization. The graduate student will reflect on their experience—what they learned about the job, and discuss what they learned about themselves. In conclusion, how well their classes at Sul Ross prepared them for their careers. Criteria will include samples of work, relationships with colleagues, organization skills, verbal and written communication, and technical competence.

LINGUISTICS

LING 3301 Introduction to Linguistics (3-0) An introduction to linguistic science, including a knowledge of linguistic terminology, the development of linguistics as a science, and current linguistic theory.

LING 3303 Linguistics and Language Teaching (3-0) A review of current trends in psycholinguistics, child language acquisition, and applied linguistics, with emphasis on the theoretical and practical aspects of teaching English to speakers of other languages.

MANAGEMENT

MGMT 3306 Principles of Management (3-0) Introduction to basic management philosophy and decision-making processes; study of principles involved in the functions of planning, organizing, directing, and controlling.

MGMT 4314 Management of Small Business Enterprise (3-0) A problems course involving the application of principles of management to small-scale enterprise situations, emphasizing the practical aspects of management and fundamental business practices. Each student will analyze a problem in a going concern and prepare a written report.

MGMT 4317 Strategic Management (3-0) A capstone course involving the integration of all functional business areas. Emphasis on management decision making as it pertains to planning, implementing and evaluating organizational strategy.

Prerequisites: FINA 3302, MGMT 3306, and ACCT 4308

MGMT 4318 Human Resource Management (3-0) To provide working concepts of professional human resource management. This course reviews basic motivation theory, interpersonal relationships, and group dynamics as they apply to managing efforts to obtain personal and organizational goals. Objectives of the course include: developing greater student insight into personal leadership style; deeper appreciation for the complexities of personnel administration; and enlarged awareness of the effective utilization of human resource management.

Prerequisite: MGMT 3306

MGMT 4321 Organizational Behavior (3-0) A study of individual and group dynamics applying the principles of industrial and social psychology in the commercial and industrial setting. Areas intensively examined are individual and group value systems, tensions, conflict, pressures and motivation sensitivity.

MGMT 4322 Management Communication (3-0) The application of communication models and principals to management areas of concern such as leadership, coordination, control and labor negotiations.

MGMT 4340 International Logistics Management (3-0) This course is designed to give students a working knowledge of the logistical challenges associated with international trade. With such a large number of American companies in retail and many other sectors of the economy importing many products from foreign countries such as China, India, Mexico, etc., it becomes essential that business students (future business practitioners) understand how those products arrive at their final destination.

Prerequisite: ECON 2301

MGMT 4345 International Management (3-0) The course develops in students the basic skills required for the formulation and implementation of business operations in a global environment. Managing processes in multinational corporations is emphasized, with a detailed discussion on how basic managerial functions should be implemented in a global context. The course is a cross-cut through organizational design and management theory, settling those problems in international settings and showing the process of strategy crafting in global problems in international settings and showing the process of strategy crafting in global companies.

MGMT 5303 Management Policy (3-0) An examination of the task of managing with a strategic focus utilizing the tools and techniques of strategic analysis as they affect both strategy formulation and implementation.

MGMT 5304 Seminar in Management (3-0) Careful study of the management process of planning, organizing, controlling, etc., based on extensive reading and case problem analysis. (MBA core course)

MGMT 5305 Organizational Stress Management (3-0) Examines the organizational factors that cause stress and identifies the costs of stress to the organization. Emphasis is placed on the principles and methods of preventive stress management from an organizational perspective, including the improvement of individual-organizational relationships, the shaping of organizational policies and procedures, and the design of stress management training, employee assistance initiatives, and personal wellness programs.

MGMT 5307 Managing Organizational Change (3-0) This course exposes students to the process of organizational change. It discusses why change happens and why it is important for management to look at change in a proactive manner in order to stay ahead of potential industry and market demands. One of the course major goals is to help students develop an awareness of the issues involved in managing change and help them realize that there is a variety of change approaches and not only a single "best" approach to change situations.

MGMT 5314 Methods in Operations Management (3-0) Systems and specialized models in the management of production facilities and applications including Total Quality Management (TQM) and Just-In-Time (JIT) systems.

MANAGEMENT INFORMATION SYSTEMS

MISY 3310 Management Information Systems (3-0) A framework for the understanding of the role of Management Information Systems in organizations. The course includes related terminology and concepts, organizational information requirements and database and systems development principles. The objective is to prepare students to understand, evaluate, and appreciate the role of management information systems in today's business world, primarily from an end-user, managerial perspective.

MISY 3320 Systems Analysis (3-0) Overview of the system development life cycle. Emphasis is on current system documentation flows, data flows, data structures, file designs, input and output designs and program specifications. Discussion of information gathering and reporting activities and of the transition from analysis to design.

MISY 3350 Advanced Programming (3-0) Business application program development, including requirement analysis, design, implementation and testing. Structured and Object Oriented concepts are used to develop solutions to business problems, using advanced programming language.

MISY 3360 Business Data Communication Systems (3-0) Characteristics of contemporary business data communication components, their configurations, and their impact on management information systems design. Topics include designing, managing, securing, and implementing business data communication networks, and their integration into management information systems. Exercises and assignments will use various data communication facilities.

MISY 3370 Data Base Systems (3-0) An introduction to the design and implementation of database systems, including the logical structure and physical organization of databases. The course will explore database management systems and

applications including querying, data compression and distributed databases.

MISY 4310 Information Resource Management (3-0) A course providing a broad overview of the information resource management function. The course emphasizes information systems management, with particular attention on planning, organizing and controlling user services, managing the computer information systems development process, and the fundamentals of EDP auditing.

MISY 4350 Electronic Commerce (3-0) Focuses on e-commerce from three perspectives: (1) customer-business; (2) business-business; and (3) intra-organization. The Internet, Intranet and Extranets, electronic data interchange (EDI), electronic payment systems, tax issues, and global policy will be investigated. Students will create or enhance a web page as part of the course requirements.

MISY 4370 Special Topics in Management Information Systems (3-0) The study of advanced concepts and techniques of management information systems. Content will vary according to the needs and interests of the students, and according to the latest state-of-the-art in computing.

MARKETING

MKTG 3307 Principles of Marketing (3-0) Studies the place of marketing in our economic structure; the present marketing structures and the formulating by management of marketing policies and procedures aimed at satisfying consumer needs.

MKTG 3317 Promotion (3-0) Persuasive communication in marketing; elements of persuasion including personal selling, advertising, sales promotion, indirect promotion; management and coordination of the promotion program. Prerequisite: MKTG 3307

MKTG 3318 Consumer Behavior (3-0) Consumer application of fundamental processes of motivation, perception and learning; nature and influence of individual predisposition; group influences; consumer decision process. Prerequisite: MKTG 3307

MKTG3319 Marketing Research (3-0) Emphasis on the techniques of marketing research, research design, questionnaire design, collection analysis, and interpretation of the data and the preparation of the research. Prerequisite: MKTG 3307

MKTG 4310 Current Topics in Marketing (3-0) An elective marketing course designed to expand students' basic knowledge and skills beyond the Principles of Marketing course. The course focus will be on readings and discussions addressing current topics in consumer marketing.

MKTG 4348 International Marketing (3-0) The objective of this course is to expose students to the international marketing environment, which differs from the domestic marketing environment. Students will learn the basic requirements of introducing a product into a foreign market and all the challenges and opportunities related to most international markets especially the so called "emerging markets." The sensitive issue of culture in foreign markets will receive special emphasis. Prerequisite: MKTG 3307

MKTG 4349 Marketing Communications (3-0) An elective marketing course intended for students interested in expanding their marketing knowledge and skills beyond Principles of Marketing. Explores changes in technology, buyer behavior, economic cycles and industry performance that impact the ways in which organizations communicate with target markets. Prerequisite: MKTG 3307

MKTG 5305 Seminar in Marketing (3-0) Analysis of policy formulation by marketing management with special emphasis on the influence of marketing institutions, market structure, governmental regulation and fluctuation in population and national income. (MBA Core Course) Prerequisite: MATH 2413 or permission of instructor.

MATHEMATICS

MTH 3301 Geometry (3-0) Classical Euclidean geometry with congruences and constructions. Introduction to other geometries as time permits.

Prerequisite: MATH 2413 or permission of instructor.

MTH 3302 Probability and Statistics I (3-0) Descriptive statistics, probability, random variables and their distributions, estimation, and hypothesis testing.

Prerequisite: MATH 1314 or permission of instructor.

MTH 3303 Multi-variant Calculus (3-0) Multiple integrals, partial derivatives, vectors, derivatives and integrals of vector fields. Prerequisite: MATH 2414

MTH 3304 Linear Algebra (3-0) Systems of linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors, applications, and numerical methods.

Prerequisite: MATH 2413

MTH 3305 History of Mathematics (3-0) Early number systems and symbols, mathematics in early civilizations, and biographies of a representative sample of mathematicians along with an exploration of the chronological development of important ideas in mathematics.

Prerequisite: MTH 4301 or MTH 4307

MTH 3306 Topics In Mathematics (3-0) Discussion of selected topics in theoretical and applied mathematics. Course may be repeated as topics vary.

MTH 3307 Differential Equations (3-0) First order first degree equations, linear differential equations of higher order, Laplace transforms, series solutions, systems of linear differential equations, and applications.

Prerequisite: MATH 2414

MTH 3308 Survey Of Basic Mathematical Theory I (3-0) Numeration systems, foundations of arithmetic, fractions and decimal numbers, measurement concepts, and problem solving. Elementary Education majors only.

Prerequisite: MATH 1314

MTH 3309 Survey Of Basic Mathematical Theory II (3-0) Geometric concepts, probability, statistics, estimation, problem solving, and other related topics. Elementary Education majors only.

Prerequisite: MTH 3308

MTH 3310 Discrete Mathematics (3-0) Sets, logic, induction, recursive relationships, introduction to graph theory, and related topics.

Prerequisite: MATH 3301

MTH 3311 Survey of Basic Mathematical Theory III (3-0) Further study in mathematics including probability measurement and geometry-geometric figures, networks, transformations, symmetrics, congruence, similarity and construction. Elementary Education only.

Prerequisite: MTH 3309

MTH 3312 Vector Calculus (3-0) Theory of vector-valued functions, including basic differential operators, constrained extrema, multiple integrals, change of variables, integration over paths and surfaces, and integral theorems.

Prerequisite: MTH 3303, MTH 3304.

MTH 3313 Functions of a Complex Variable (3-0) Complex numbers, analytic functions, elementary functions and mapping, integrals, power series, residues and poles, and conformal mapping.

Prerequisite: MTH 3303

MTH 4301 Modern Abstract Algebra (3-0) Basic properties of the integers, groups, sets and mappings, rings, integral domains and fields. Prerequisite: MTH 3304.

MTH 4304 Probability And Statistics II (3-0) Linear regression and correlation, multiple regression, analysis of variance, analysis of enumerative data.

Prerequisite: MTH 3302

MTH 4306 Seminar In Mathematics (3-0) Senior level seminar course with topics selected from both theoretical and applied mathematics. Course may be repeated as topics vary.

MTH 4307 Real Variables (3-0) Sets, metric spaces, sequences, series, continuity, differentiation, integration.

Prerequisite: MATH 2414

MTH 4309 Real Variables II (3-0) Continuation of MTH 4307. Topics include limits, continuity, derivatives integrals, and sequences of functions.

Prerequisite: MTH 4307

MTH 4327 Readings and Research (3-0) Senior level reading course with topics selected from advanced mathematics. Emphasis on independent research, and written and oral communication.

Prerequisite: Permission of instructor.

MTH 5301 Special Topics in Mathematics (3-0) Selected topics in theoretical and applied mathematics which are of particular interest to teachers of mathematics. The course may be repeated for different topics.

Prerequisite: Baccalaureate degree and permission from the instructor.

MTH 5303 Fourier Series and Orthogonal Functions (3-0) Function spaces, orthogonal functions, Fourier series, Legendre polynomials, spherical harmonics, heat and temperature, waves and vibrations.

Prerequisite: MTH 3303 and MTH 3304 or permission of the instructor.

MTH 5305 Advanced Geometry (3-0) Classical geometry from an advanced viewpoint, including Euclidean Geometry, axiomatic systems, constructability, regular polytopes, projective geometry and non-Euclidean geometry.

Prerequisite: MTH 4301 or MTH 4307 or permission of the instructor.

MTH 5307 Mathematics History (3-0) Provides a survey of the history and development of mathematical thought from ancient to modern times including biographical perspectives.

Prerequisite: MTH 5305 or permission of the instructor.

MTH 5309 Advanced Algebra (3-0) Groups, rings, integral domains and fields, polynomial rings, Galois Theory and related topics.

Prerequisite: MTH 4301 or permission of the instructor.

MTH 5311 Real Analysis (3-0) Metric spaces, Lebesgue measure, integration, differentiation, function spaces and harmonic analysis.

Prerequisite: MTH 4307 or permission of the instructor.

NURSING

NURS 3301: Trends and Issues in Professional Nursing (3-0) Explores current societal health trends, political issues, informatics, and trends related to nursing and contemporary health care. Application to professionalism, empowerment and key components for clinical judgment.

NURS 3303: Nursing Theories and Concepts (3-0) Exploration of nursing theories and concepts that provide the foundation for and guide nursing interventions. Analysis of multi-cultural concepts that apply to selected populations across the life span.

NURS 3305: Nursing Research and Application (3-0) Basic concepts, research principles, processes and applications provide information for the role of the nurse as means of acquiring and refining knowledge and using data to enhance clinical judgment. Application of core concepts of informatics, computer skills, technology and ethical issues in patient confidentiality in clinical practice and data management.

NURS 3307: Role of Evidence Based Professional Nursing Practice (3-0) Concepts of evidence-based nursing practice are applied to selected clinical situations. Care of aging patients and patient safety issues are included. Focuses on meeting individual patient needs with evidence-based methods in multidisciplinary situations is the focus.

NURS 4301: Nursing Management and Leadership (3-0) Examines leadership, management and organizational theories in relation to resource management, safety, and effective delivery of nursing to sets of clients. Focuses on the value of inter-professional teamwork, communication, reflection, and collaboration in systems and mid-level management in diverse settings.

NURS 4303: Legal and Ethical Issues in Health Care (3-0) Applies legal and ethical guidelines to clinical situations pertaining to the role of the professional nurse. Examines philosophic foundations of decision making in contemporary health care with extension to identification and management of ethical dilemmas. Applies legal guidelines from the Texas Nurse Practice Act and landmark court cases to clinical situations with consideration for the role of the professional nurse.

NURS 4305: Population-Focused Community Health (3-0) Examines roles and functions of nurses within the community including epidemiologic principles. Emphasis is on application of community/public health concepts and design and implementation of nursing systems of care for individuals, at-risk families and vulnerable populations with diverse needs.

NURS 4307: Risk Analysis, Quality Management and Implications for Practice (3-0) Application of ethical, legal, economic, and political concepts to nursing practice. Identification of methods to decrease sentinel events through consistent promotion of nursing actions that influence quality improvement and simultaneously reduce morbidity and mortality.

NURS 4310: Special Topics in Nursing (3-0) This course provides the opportunity for intensive study of selected issues in nursing. May be repeated one time with progression of the selected topic or a new topic with approval from the Director of the RN to BSN Completion Program.

NURS 4610: Baccalaureate Nursing Practice (Internship Area Selected by Student) (6-0) A capstone course which applies multi-cultural concepts and principles of evidence-based practice, quality improvement, informatics, patient safety, and population-focused community health to health care needs of individuals, families and communities through reflection and analysis. Utilize advanced health systems assessment, screenings and diagnostic data and pathophysiologic knowledge to guide nursing planning for selected patient populations with attention to health promotion, patient education, safety issues, culture, and spirituality.

ORGANIZATIONAL LEADERSHIP

ORGL 3300: Organizational Leadership (3-0) A study of the background of leadership with emphasis on principles relevant to current working environments.

Prerequisite: Admission to Organizational Leadership program.

ORGL 3302 Case Studies in Leadership (3-0) Study of significant leaders through various cultures, nationalities, and periods in history.

Prerequisite: ORGL 3300.

ORGL 3304 Professional Communication for Organizations (3-0) Intensive study of writing and oral communication skills in technical and professional genres. Students will practice researching, planning, and producing a variety of documents for audiences both within and outside organizations, such as correspondence, various reports, oral presentations, and website documents.

Prerequisite: Admission to Organizational Leadership program.

ORGL 4300 Human Resources and Risk Assessment (3-0) Current, basic requirements for end treatment of employees. Also focuses on risk assessment and management of employees.

Prerequisite: ORGL 3300.

ORGL 4302 Budget and Revenue (3-0) Construction of basic budgets, how to track expenses relative to revenue.

Prerequisite: ORGL 3300.

ORGL 4304 Project Development (3-0) Study of how to select, develop, and motivate teams to accomplish the goals of the organization and how to plan and organize resources to effectively complete projects.

Prerequisites: ORGL 3300, 3302, 3304, 4300, 4302, PSCH 4302

PHILOSOPHY

PHIL 3301: Ethics in Health Care (3-0) This course will address significant matters pertaining to contemporary issues in bioethics. Specific attention will be given to the development of the discipline, how particular religious and philosophical themes illuminate and address issues of human suffering and death, and how such perspectives lead to certain commitments in various contested areas of bioethical concerns (In vitro fertilization, abortion, genetic engineering, euthanasia, assisted suicide, and perspectives on death and dying).

POLITICAL SCIENCE

POLS 3302 American Constitutional Law (3-0) A study of the Constitution of the United States, judicial processes and the effect of leading Supreme Court decisions on the meaning of the United States Constitution. Emphasizes relationship between governments and between government and the individual.

POLS 3304 Integrated Social Sciences (3-0) This course covers the State of Texas interdisciplinary standards for Social Studies Generalist EC-6; social sciences in society and the world, history, geography, economics, government, citizenship, culture, science, technology, and society.

POLS 3307 Contemporary American Foreign Policy (3-0) This course involves the study of policies and problems in the foreign relations of the United States since World War II. Included are studies in the politics, formulation, conduct, and consequences of American foreign policy.

POLS 3308 The Presidency (3-0) This course involves studies in the nature and growth of executive power; the analysis of the many-faceted role of the President; and attention to the types of performances of different individuals in the office. Also studied are the problems of staffing and advising activities, the decision making process in foreign policy, domestic issues, budgeting, and the future of the Presidency.

POLS 4302 American Political Thought (3-0) The evolution of American Democracy; ideas of important American writers and statesmen who have contributed to our democratic heritage.

POLS 4327 Readings and Research in Political Science (3-0) An independent study of certain topics in political science.

POLS 5301 Seminar in Comparative Government (3-0) An examination of various approaches to the study of comparative government with individual research problems designed to explore specific topics. May be repeated when topic varies.

POLS 5302 Seminar in International Relations (3-0) An examination of key concepts and approaches to the study of international relations in connection with a study of recurrent issues and topics through individual research problems. May be repeated when topic varies.

POLS 5303 Public Administration Survey (3-0) The conduct of public business by organized agencies at national, state, and local levels. (Public Administration).

POLS 5304 Seminar in Political Theory (3-0) An introduction, on the graduate level, to the problems and techniques of analytic political philosophy or other topics in theory.

POLS 5305 Readings and Research in Government (3-0) A readings and research course for graduate students in political science designated to meet needs not provided for in other available courses. May be repeated for credit with the approval of the department.

POLS 5307 Scope and Methods in Social Science (3-0) An introduction to the subject matter of the social sciences and the major contemporary approaches to it. This course is cross-referenced with Criminal Justice 5307.

POLS 5308 Case Studies in Public Administration (3-0) Case studies and readings in administration, organization, processes, and goals; the major and characteristic problems of public administration approached through analysis of actual incidents in various executive agencies and theoretical explanations of administrative behavior. Applicable to administration in education settings. (Public Administration).

POLS 5309 Internship in Public Administration (6-0) Students who enroll in this course are involved in work experience in public or non-profit agencies. Permission of the Department Chair required. Academic and work experience evaluations. Maximum of six semester credit hours allowed toward degree requirement. (Public Administration)

POLS 5310 Public Budgeting and Finance (3-0) Focuses on the development and execution of various budgeting systems with special attention given to the political content of the budgetary process in the public sector. (Public Administration).

POLS 5311 Intergovernmental Relations (3-0) A study of governmental relations among public administrators at various levels—national, state, regional, local—focusing on interactions among these public officials. (Public Administration).

POLS 5312 Agency Politics (3-0) A seminar which deals with the several types of non-electoral politics in which public agencies are regularly involved: intra-organizational conflicts, accommodations, negotiations and competitions; and inter-organizational with other agencies, clientele-constituency groups, and legislative and executive entities. (Public Administration).

POLS 5313 Public Policy Analysis (3-0) Focuses on techniques used in policy development, adoption, and evaluation in the public sector. Topics include policy reviews, needs assessment, the establishment of goals and objectives, and the analysis of benefits, costs, and risks. (Public Administration).

POLS 5314 Public Management (3-0) Public agency administration, including leadership, planning, delegation, supervision, motivation, and performance. (Public Administration).

POLS 5315 Local Government Administration (3-0) Administration of local government with particular reference to small cities in Texas. May also include counties, metro-systems, school districts, and other special purpose units. (Public Administration).

POLS 5316 Special Topics in Public Administration (3-0) Special courses in Public Administration not included in the regular curriculum. May be repeated for credit with departmental approval. (Public Administration).

POLS 5317 Seminar in U.S. Government (3-0) Course focuses on selected topics in U.S. Government. May be repeated when topic varies.

POLS 6301 Thesis (0-6) Satisfactory completion of this course will result in an acceptable prospectus presented to the Graduate Committee. The student will normally register for this course no earlier than the second semester of graduate study. The student will enroll each semester or summer term in which assistance is provided by Committee members or when use of the library or other research facilities of Sul Ross State University is made.

POLS 6302 Thesis (0-6) The student will enroll in this course each semester or summer term in which assistance is provided by Committee members or when use of the library or other research facilities of Sul Ross State University is made. Satisfactory completion of this course will result in the completed thesis presented to the Graduate Committee, accepted by the Dean of the School, and filed in the Office of the Executive Vice President and Provost.

PSYCHOLOGY

PSCH 3301 Social Psychology (3-0) An introduction to the theory and phenomena of social psychology. The nature and effect of social influences on individuals and groups. Types of social influences and the various methods used to study them. Topics include social cognition, conformity, obedience, persuasion and propaganda, attribution, aggression, prejudice, liking, loving, and helping. (offered at SWTJC as PSYC 2319)

PSCH 3303 Positive Psychology (3-0) Positive psychology is the scientific study of the human mental strengths and virtues that allow people and communities to thrive. Topics such as optimism, hope, meaning, wisdom, transcendence, and courage are covered. Theoretical concepts including the broaden-and-build theory of emotions, self-efficacy, mindfulness, flow, learned optimism, social capital, and affective forecasting are addressed.

PSCH 3304 Psychology of Learning (3-0) Introduction to theories of learning, memory, and recall. Emphasis on the roles of purposes (motivation), values, emotions, and changes across the life span for human learning.

PSCH 3306 Child Development (3-0) This course presents the major theories of child development and the milestones of physical, psychosocial, and cognitive development from the prenatal period through adolescence. Students identify the characteristics of play and its impact, describe the social development of children and adolescents, and understand the effects of a broad range of developmental influences.

PSCH 3307 Adult Development (3-0) The physical, cognitive, and psychosocial development during the various phases of adulthood will be discussed. Students will gain an understanding of the major theories of adult development and research pertaining to these theories.

PSCH 3308 Psychology of Adjustment (3-0) An introduction to the work of professionals in the field of psychology, including teaching, research, consulting, industrial psychology, mental health administration, and psychotherapy and counseling in both private and institutional settings. Utilizes extensive field observation. (offered at SWTJC as PSYC 2302)

PSCH 3309 Educational Psychology (3-0) This course is an introduction to theory and research in educational psychology. Topics include learning, theory, learner characteristics, intelligence, creativity, and motivation. Students will gain an understanding of the significance of research in educational psychology and its role in developing better learning environments.

PSCH 3310 Survey of Alcoholism/Drug Problems (3-0) Historical and current definitions of alcohol and drug use and abuse. Sociocultural aspects of chemical dependency, including vulnerable populations, such as women, seniors, and youth. Identification of symptoms; progression of the illness; overview of impact on individuals, family systems, and others.

PSCH 3311 Health Psychology (3-0) This course is concerned with how psychology is related to health and illness. Issues addressed include seeking appropriate health care and adhering to medical advice, the effects of stress and how to manage stress, health habits such as proper nutrition and exercise, health problems such as obesity and substance abuse, and psychological responses to illness.

PSCH 3312 Human Sexuality (3-0) Fundamentals of human sexuality including biological, behavioral, and cultural aspects of sexuality.

PSCH 4301 Psychology of Personality (3-0) An introduction to personality theory, important personality theorists, and the significant factors in the development of personality across the life span.

PSCH 4302 Industrial-Organizational Psychology (3-0) Basic psychological principles of personnel work in business and industry. Significance and evaluation of individual differences, motivation, morale, and employer-employee relations.

PSCH 4303 Abnormal Psychology (3-0) Analysis of the concepts of normal and abnormal in various cultural settings. Introduction to the concepts of neurosis, psychosis, organic disorders, alcohol and drug abuse. Includes descriptions, possible causes, and treatment modes.

PSCH 4305 Gerontology (3-0) A survey of the issues relating to aging including family dynamics, retirement adjustments, legislation, mental health and physical health.

PSCH 4308 Theory and Principles of Psychological Testing (3-0) Introduction to psychological measurement. Test construction, validity, reliability, standardization, and statistical treatment of test results. Various accepted tests will be examined.

PSCH 4309 Advanced Social Psychology (3-0) Phenomenological and experimental basis of social psychology. Methods and ethics of scientific research in social psychology. Seminar participants will design and conduct field research.

PSCH 4310 Special Topics (3-0) Selected topics in psychology which are of particular interests to students of psychology. The course may be repeated for different topics.

PSCH 4311 Chemical Dependency Counseling (3-0) Counseling methods for effective intervention and treatment of harmful alcohol or drug use. Attention given to individual differences in diagnosis, treatment, and potential for relapse. Enhancement of counseling skills, ethical issues, and occupational success in the field will be addressed.

PSCH 4313 Forensic Psychology (3-0) An introduction to the work of professionals in the field of forensic psychology. Recommended for Criminal Justice majors.

PSCH 4320 Multicultural Psychology (3-0) This course will concentrate on the study of behavior, cognition, and emotion in settings where people of different backgrounds interact, and on differences in behavior, cognition, and emotion that are correlated with cultural background. The material in this course is interconnected with many other areas in psychology, including developmental, abnormal, and social psychology.

PSCH 4325 Cognitive Psychology (3-0) Introduction to the interdisciplinary field of cognitive science, including the five disciplines of which it is composed, especially cognitive psychology and the “cognitive revolution” in psychology. Addresses such questions as: What is mind? What is thinking? Memory? Learning? Perception? Identity?

PSCH 4330 Research in Psychology (3-0) This course introduces students to research methods and design in psychology. Students will participate in the design and execution of an original research project and will author a paper evaluating the results of the study.

Prerequisite: MTH 3302 or equivalent; senior-level status.

PSCH 4335 History of Psychology (3-0) Intended for students nearing graduation, this course is an overview of the history of psychological thought, with an emphasis on the advancement of investigative methods used in psychological research. The course traces modern psychology’s origins from its beginnings in philosophy, through its 19th century development as a basic science, to its current status as a multifaceted applied science.

Prerequisite: senior-level status

QUANTITATIVE ANALYSIS AND STATISTICS

QMTS 4311 Business Statistics (3-0) A study of data presentation, descriptive measures, probability distributions, sampling distributions, confidence intervals, and hypothesis testing with emphasis on business applications.

Prerequisite: MATH 1314 (SWT)C

QMTS 5309 Quantitative Analysis and Decision Theory for Business (3-0) A study of decision-making under uncertainty, decision-making under risk, decision trees, utility theory, linear regression, time series forecasting models, linear programming (graphical method and simplex method), and project management. (PERT/CPM). (MBA Core Course)

Prerequisite: QMTS 4311

SPANISH

SPN 3301 Advanced Spanish Grammar (3-0) A comprehensive analysis of the major grammatical features of Spanish designed to increase student competence and command of written and spoken Spanish.

SPN 3302 Advanced Spanish Composition (3-0) The main objective of this course is the development and practice of writing skills in order to foster the ability to write coherent and meaningful essays in Spanish.

SPN 3303 The Contemporary Spanish Novel (3-0) A study of the Spanish novel of the 20th and 21st Centuries. Students read and discuss in oral and written form novels which represent the major literary movements and styles of their time.

SPN 3305 Modern Drama (3-0) A study of Hispanic drama of the 19th and 20th centuries. Students read dramas representative of the period and discuss them in oral and written form.

SPN 3308 Studies in Spanish (3-0) In-depth study of specific periods or genres of Hispanic literature and other areas related to Spanish language and culture. Typical topics include Mexican literature; history of the Spanish language; the Medieval period, the Golden Age, Modernism; Spanish-American literature, the Colonial period; Spanish of the Southwest. May be repeated for credit if topic varies.

SPN 3310 Readings in Spanish Literature I (3-0) A survey of Spanish literature from its beginnings through the 18th century. Anthologized works representing the various genres and literary periods will be evaluated and discussed in both oral and written form.

SPN 3311 Readings in Spanish Literature II (3-0) A survey of Spanish literature from the 19th century to the present. Anthologized works representing the various genres and literary periods will be evaluated and discussed in both oral and written form.

SPN 3314 Culture and Civilization of Spain (3-0) An overview of the development of Spanish culture from ancient times to the present, using the perspectives of history, art, and literature.

SPN 3316 Culture and Civilization of Spanish America (3-0) An overview of the development of Spanish American culture from ancient times to the present, using perspectives of history, art, and literature.

SPN 3318 The History of Spanish Art (3-0) This course examines the great periods of Spanish art with its characteristic aesthetics, great masters and principal architectural, sculptural, and pictorial works. This course begins with the rock art of Paleolithic period and ends with two of the great painters of the twentieth century, Picasso and Dali. Special attention will be given to Moorish art as well as the Romanesque, Gothic and Baroque periods.

SPN 3320 Hispanic Literature in Translation (3-0) This course examines masterpieces of Hispanic literature in English translation. The works, representing the best authors of Latin America and Spain, will be chosen from various genres and periods thereby presenting a broad overview of Hispanic culture as reflected in literature. Meets multicultural requirement for non-certification programs.

SPN 4302 Spanish Golden Age Literature (3-0) A survey of the literary masterworks of the Spanish Golden Age. The students will read and interpret representative texts from the various genres in order to gain a more complete understanding of and appreciation for the literature of the Golden Age.

SPN 4303 The Spanish American Novel (3-0) A study of the Spanish American novel from its origins to present. Students read novels representative of literary movements of the period and discuss and evaluate them in class.

SPN 4310 Reading in Spanish American Literature I (3-0) A survey of Spanish American Literature from its beginning through the 18th century. Anthologized works representing the various genres and literary periods will be evaluated and discussed in both oral and written form.

SPN 4311 Readings in Spanish American Literature II (3-0) A survey of Spanish American Literature from the 19th century to the present. Anthologized works representing the various genres and literary periods will be evaluated and discussed in both oral and written form.

SPN 4327 Readings and Research in Spanish (3-0) Directed studies on specific topics in Spanish language, Spanish literature, and Spanish American literature. May be repeated for credit when the topic varies.

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