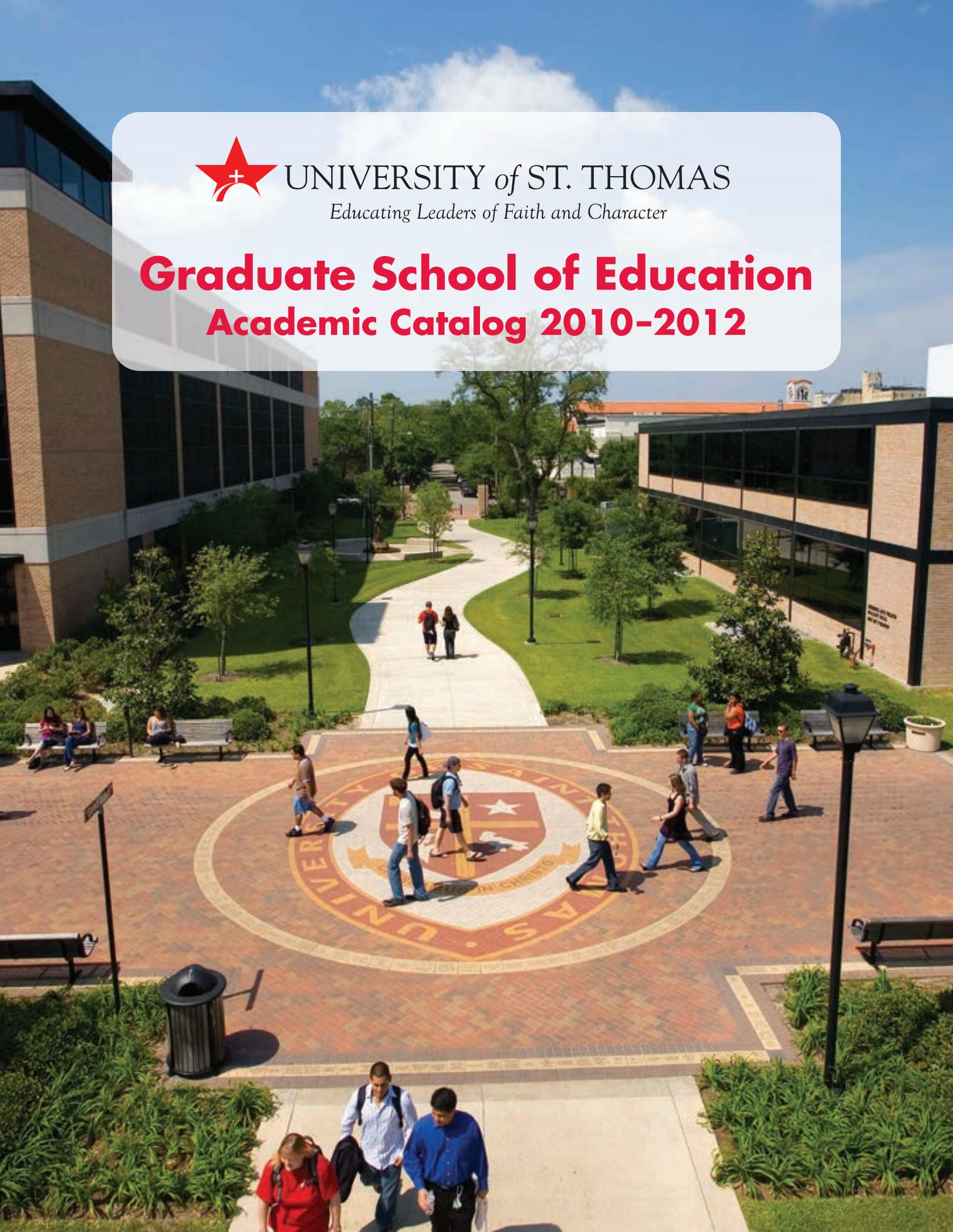




UNIVERSITY of ST. THOMAS

Educating Leaders of Faith and Character

Graduate School of Education Academic Catalog 2010-2012



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CONTACT INFORMATION

School of Education
University of St. Thomas
3800 Montrose Boulevard
Houston, Texas 77006-4626
Telephone: 713-525-3540

COVER

University Seal Plaza

UNIVERSITY ACCREDITATIONS AND MEMBERSHIPS

The University of St. Thomas is accredited by the Southern Association of Colleges, Commission on Colleges, 1866 Southern Lane, Decatur, Georgia, 30033-4097; (404) 679-4501

Accredited by

Association of Theological Schools
Association of Collegiate Business Schools and Programs

Approved by

The Texas Education Agency
The Texas State Board of Examiners of Professional Counselors

Member

American Association of Colleges for Teacher Education
Association of Catholic Colleges and Universities
The College Board
Council for Higher Education Accreditation
Council of Independent colleges
Council of Undergraduate Research
Educause
Hispanic Association of Colleges and Universities
Independent Colleges and Universities of Texas
International Council of Universities of St. Thomas Aquinas
National Association of Intercollegiate Athletics
National Association of Financial Aid Administrators
Teacher Education Accreditation Council (TEAC)
Texas Independent College Fund
Greater Houston Partnership
National Association of College and University Business Officers

The University of St. Thomas makes every effort to include in the Graduate Education Catalog accurate and current information on policies, tuition, fees, programs and courses. However, the University reserves the right to make changes considered expedient for its general well being or that of any of its constituencies. Furthermore, the provisions of this School of Education Graduate Catalog do not constitute an irrevocable contract between any student and the University, and all provisions of this Catalog remain subject to revision at any time for any reason without prior notice.

General policies and information applicable to all students at the University of St. Thomas are described in the Undergraduate Catalog and the Student Handbook.

The University of St. Thomas is committed to providing equal educational opportunities without regard to race, color, religion, sex, age, nationality, ethnic origin, disability or veteran status.



UNIVERSITY OF ST. THOMAS • HOUSTON

Mission Statement

We are the University of St. Thomas, the Catholic university in the heart of Houston. We are committed to the Catholic intellectual tradition and the dialogue between faith and reason. By pursuing excellence in teaching, scholarship, and service, we embody and instill in our students the core values of our founders, the Basilian Fathers: goodness, discipline, and knowledge.

We foster engagement in a diverse, collaborative community. As a comprehensive university grounded in the liberal arts, we educate students to think critically, communicate effectively, succeed professionally, and lead ethically.



“The University of St. Thomas welcomes all qualified students who wish to pursue quality higher education. The University is committed to its traditions, academic excellence and to serving the Houston community. Our students can be leaders and role models in influencing the rest of Americans to live lives based on spiritual principles and virtues of citizenship.”

*– Dr. Robert R. Ivany
President of the University*

THE MEd PROGRAM

The graduate program in Education began in 1977. The first Master of Education degree was conferred in December of 1978. In 1980, the University received Texas Education Agency approval for professional (graduate level) certificate programs and the School of Education was established. In 1992, the Texas Education Agency recognized the School of Education as a Center for Professional Development.

The Master of Education Program at the University of St. Thomas is designed to develop master classroom teachers, instructional specialists, and school leaders who demonstrate the ability to translate and apply educational research in instructional settings. In addition, the Counselor Education Program prepares professional counselors for both school and non-school settings.

ADMISSIONS

Student Eligibility

All students must have completed a baccalaureate degree from an accredited institution. All students must also demonstrate the professional qualities and personal commitment necessary for success in a program designed to develop master classroom teachers, instructional specialists, school leaders, and professional counselors.

To be considered for Regular Admission to the M.Ed. Program, please complete the following:

- Application and Application Fee
- Interview with the Program Director or complete the Admissions Policy Form
- Official Transcripts (sent institution to institution)
- Two references regarding academic ability, character, and professionalism
- GRE or MAT scores that meet our admission standards if the admission GPA is between 2.75 and 2.99 (See Option A under Admission Decision.)
- International students must also submit TOEFL Scores and have transcripts evaluated by a transcript service approved by the University. The requirements for the TOEFL IBT are:
 - Reading – High 22-30
 - Listening High 22-30
 - Speaking Good 26-30
 - Writing Good 24-30

Students may submit an online application which is available on our website at www.stthom.edu by following the link to Admissions and Financial Aid or students may contact the School of Education at (713) 525-3540 to obtain a paper application. Students may contact the School of Education Office at education@stthom.edu for contact information to schedule an appointment with the program director.

Conditional Admission

If official transcripts and references are not received before classes start, students may begin the program with a Conditional Admission status. To be allowed to start with Conditional Admission status, students are required to submit (a) application and fee, (b) unofficial copies of the transcripts, and (c) meet the admission testing, if needed, as outlined in the admission policy. Students with a Conditional Admission status may take six (6) graduate hours towards the M.Ed. Degree before Regular Admission is completed. If a student has not completed Regular Admission to the M.Ed. program and has completed six (6) graduate hours, the student may register for up to six (6) additional hours with the permission of his/her academic advisor.

Submit all materials to:

Graduate Admissions, School of Education
University of St. Thomas
3800 Montrose Blvd.
Houston, TX 77006-4626

Visiting Students

If a visiting student decides to seek a graduate degree, he or she must then apply for Regular Admission. Courses completed by visiting students may or may not be applied toward a graduate degree. Admission as a visiting student does not guarantee admission as a degree-seeking graduate student.

Admission Decisions

Admission decisions are made by the program director and one other faculty member chosen by the program director to review the completed application. Admission decisions are based on the Admission Policy and evidence indicating that the student has the professional qualities and personal commitment necessary for success in the program designed to develop master classroom teachers, instructional specialists, school leaders, and professional counselors.

Admission Policy

One of the following options is a requirement for admission into the Master of Education Program:

Option A

- GPA 2.75 overall or in the last 60 hours,
- Two references regarding academic ability, character, and professionalism, and
- GRE Combined Verbal and Quantitative Score of 800 and 3.5 on the Analytical Writing Section, or a MAT score of 394

Option B

- GPA 3.00 overall or in the last 60 hours,
- Two references regarding academic ability, character, and professionalism, and
- UST GPA of 3.5 in first 12 hours, including at least one core course or a course designated by the program advisor

Option C

- GPA 3.25 overall or in the last 60 hours, and
- Two references regarding academic ability, character, and professionalism

Option D

- Hold an advanced degree
- GPA 3.0 in advanced degree
- Two references regarding academic ability, character, and professionalism

Students are normally informed in writing within thirty days of receipt of admissions materials. Admissions decisions may be appealed to the Dean of the School of Education. For admission and retention in the program, candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health as indicators of fitness for the profession.

FINANCIAL AID

Certain financial aid programs are available for graduate students in education. Most opportunities are offered only to those students who have been admitted to the Master of Education or the Professional Certification Program. Students admitted as visiting students are not eligible for financial aid. Financial aid information is available from the Financial Aid Office.

Alumni Tuition Waiver

Alumni Tuition Waiver offers a 50% tuition discount limited to 12 hours (in a life time) applied to additional hours after graduation. Students must submit an application form every semester prior to the beginning of the term the waiver is to be applied. The UST Alumni Discount can only be applied in the same career in which the student graduated. Funding is based on appropriated allocations for the fiscal year. A completed application does not guarantee an award.

Catholic School Tuition Waiver

Teachers in the Catholic Schools are eligible for a partial tuition reduction grant. Funds are limited and available on a first qualified applicant basis. Application may be made at the Financial Aid Office.

School of Education Scholarships

In addition to financial aid, the School of Education offers three scholarships to students who qualify.

Anna L. Dewald Scholarship

The Pi Lambda Chapter of Kappa Delta Pi awards scholarships to outstanding graduate students in the School of Education. Applications may be obtained from the School of Education office during the spring semester.

M. Jean Lantz Scholarship

M. Jean Lantz Scholarship is awarded to a graduate student who demonstrates professional excellence and sensitivity to all students. Applications may be obtained from the School of Education office. Application deadline is January 31. Scholarships are awarded in the spring semester.

Fondren Graduate Scholarship

Awarded to a graduate student who demonstrates excellent professional skills and knowledge. Applications may be obtained from the School of Education office. Application deadline is January 31. Scholarships are awarded in the spring semester.



*Robert LeBlanc, EdD, Dean, School of Education.
Virginia Leiker, EdD, Associate Dean, School of Education;
Coordinator of MEd Program.*

REQUIREMENTS

MEd Degree Plan

General requirements for the master of education degree include 36 credit hours of graduate level (5000 or above level course work), a minimum of two years of teaching related experience and successful completion of an action research study. The Licensed Professional Counselor degree plan requires a minimum of two years of experience in an approved counseling related area.

All degree plans must include three specific core courses (9 credit hours) designed to provide the academic foundations necessary for interpretation and application of educational research (EDUC 6320, 6321, 5303). No more than four Special Topics or Special Problems courses may be applied to a MEd degree.

MEd Degree Plan Options:

- All Level Teaching
- Catholic/Private School Leadership
- Counselor Education*
- Educational Leadership
- English as a Second Language
- Exceptionality/Special Education
- Multicultural Urban Special Education
- Secondary Teaching
- Bilingual/Dual Language
- Catholic School Teaching
- Curriculum and Instruction
- Elementary Teaching
- Exceptionality/Educational Diagnostician
- Generalist
- Reading

* *Within the Counselor Education Program, students may specialize in school counseling, counseling in non-school settings, or agency counseling.*

Action Research Study

Students are required to successfully complete an action research study. The study proposal will include chapter one (introduction), chapter two (review of related literature), and chapter three (methodology). The results and discussion section will include chapter four (analysis of collected data) and chapter five (statement of conclusions of data analysis).

Degree Conferral

After completion of at least 24 graduate hours, the degree-seeking student may present an application for graduation to his or her academic advisor. Applications are available in the School of Education Office or at www.stthom.edu

To fulfill MEd degree requirements, a total of 36 credit hours of graduate level courses, (48 hours for the Licensed Professional Counselor) must be completed with a grade point average of at least 3.0 (“B”) and not less than a “B” in each core course. No more than one “C” grade may be applied toward a degree. Degrees are conferred three times per year: May, August, and December. Students must have completed all course requirements, the action research thesis, and the teaching related experience prior to actual degree conferral and transcript posting.

Commencement

Graduates are strongly encouraged to participate in the annual May commencement ceremonies. Since many graduates complete degree requirements during the summer, students may participate in commencement ceremonies in the May preceding the summer of course completion. However, students must need no more than nine (9) hours of course work prior to the May ceremonies and must also have pre-registered for the remaining requirements to be completed during the summer term immediately following the ceremonies.

In order to graduate and participate in the May ceremonies, candidates must file an intent to graduate form prior to March 1.

Academic Standing

A graduate student incurs scholastic probation when his/her GPA falls below 3.0 in any one semester. The student incurs dismissal when his/her GPA falls below 3.0 for two consecutive semesters. Probation applies only for the fall and spring semesters.

Course Scheduling

Since the majority of graduate students in Education are practicing professionals, the majority of graduate courses are offered in evening and summer sessions. Most professional education courses are offered at least one time during a two-year period. Students may not audit courses in the MEd Program without the approval of the Dean.

Time Limit

All requirements for the MEd degree must be completed within the eight year time limit. This includes course work, action research study, and two years teaching related experience in an educational and/or professional setting. There are no exceptions.

Transfer Hours

The School of Education will accept up to 6 graduate credit hours in transfer from accredited colleges or universities toward a graduate degree with the approval of the MEd Program Director. Once a student is admitted to the MEd program, he/she may not take courses toward a degree or certification from another institution without prior written permission from the student's MEd Program Director. The transfer of courses after admission will only be considered in support of unique educational experiences. Core courses taken outside the University of St. Thomas School of Education may not be applied toward a degree. Applications for Acceptance of Transfer Hours are available from the School of Education.

FACULTY MEMBERS, SCHOOL OF EDUCATION



*(Seated) Left to Right: Dr. Rita Richardson, Dr. Elizabeth A. Borreca, Dr. Higinia Torres-Rimbau, Sr. Marie Faubert.
(Standing) Left to Right: Dr. Terry Brandt, Dr. Richard Krustchinsky, Dr. Emiliano Gonzalez, Dr. Virginia Leiker,
Dr. Randall Soffer, Dr. Robert LeBlanc*

Grading and Point Equivalents

A	=	4.0	Unusual and superior achievement
A-	=	3.7	
B+	=	3.3	
B	=	3.0	Satisfactory achievement
B-	=	2.7	
C+	=	2.3	Below Standard
C	=	2.0	
C-	=	1.7	
D+	=	1.3	Unsatisfactory
D	=	1.0	
F	=	0.0	Failure
IP	=	0.0	Incomplete (research in progress). Failure to complete research within one semester will result in automatic grade change to “F”. No audits are permitted at the graduate level.
P	=		Applicable to selected Special Topics only.

PROGRAM OPTIONS

Initial Teaching Certification (Transition to Teaching)

The University of St. Thomas Transition To Teaching (TTT) program is an alternative certification program designed for graduate students who would like to add teaching certification to an existing undergraduate degree. Requirements are consistent with Texas Education Agency guidelines. Certification areas include: EC-6, 4-8, 8-12, and EC-12. The total program is twenty credit hours to be completed in eighteen months for regular classroom teacher certification. Bilingual and Special Education teaching programs have slightly different requirements. Those interested in pursuing initial teacher certification should consult the pertinent program director.

Those seeking certification must be employed full-time as a teacher either during or at the end of their certification coursework. Until an individual seeking certification is employed full-time as a teacher, he or she is not a certification program participant. As full-time teachers, TTT participants are actually teacher interns and receive the guidance and support of a school campus mentor and university supervisor.

All TTT participants are required to take a minimum of two semesters of an internship course. If teaching full-time and taking course work toward certification during the fall or spring semester, the TTT participant must register, each semester, for a one credit hour internship (EDUC 5191). If teaching full-time and all other certification coursework has been completed, the participant must register for a three credit hour internship (EDUC 6391) for each fall or spring semester until the minimum requirements are met.

STAFF MEMBERS, SCHOOL OF EDUCATION



Left to Right: Paula Christine Hollis, Dyla Gutierrez, Jill Calzada, Patricia Lyerly

After registering for an internship course, the TTT participant should contact the Director of Field Experiences in the UST School of Education. This will ensure that a university supervisor will be assigned to the participant for his/her internship.

Teaching certification in Texas is based on two different exams: one for content mastery and one for Pedagogy and Professional Responsibilities (PPR). This program prepares you for the PPR exam and success in the classroom. Content proficiency must be demonstrated on the appropriate TExES within the first regular term of the program.

Students in Bilingual and Special Education programs may take courses as a “visiting graduate student” prior to admission to the certification program as deemed necessary by the advisor. Students may begin the coursework in any semester but must complete six credit hours of teacher training prior to beginning teaching. TTT participants are responsible for securing a teaching position in order to meet the internship requirements.

Since TTT students will be practicing professionals, the majority of the graduate courses are offered in the evening and summer sessions. Evening courses typically meet one evening a week. Most summer classes meet either every day for three weeks or twice a week for five weeks. Part time students can expect to take between three to six hours in the spring, summer and fall semesters. In addition, students who are teaching will enroll in a one semester hour internship in the spring and fall semesters.

Requirements to Begin TTT:

- Meet requirements for admission to the Master of Education Program
- Demonstrate Subject Mastery by passing the TExES Generalist EC-6 or content areas test in 4-8, 8-12, or EC-12.

All-Level (EC-12) Special Education Initial Certificate

Applicants for the EC-12 Special Education Certificate at the graduate level are required to complete 24 credit hours plus a one credit Alternative Certification Program (ACP) internship each semester until certified. This certificate prepares candidates to hold a position as a special education co-teacher in a general education program or teach in a program using an alternative curriculum.

Supplemental Special Education Certificate (EC-12)

This certificate may be added to any valid initial Texas teaching certificate. Candidates must complete 18 credit hours plus a 3 credit practicum, if appropriate. This certificate prepares candidates to hold a variety of special education teaching positions.

Bilingual Education (12 hours) Supplemental Certificate

The bilingual education endorsement is designed for teaching candidates who are fluent in two languages and are preparing to teach linguistically diverse populations in grades PK-6. This endorsement may be added to any valid Texas teacher certificate.

Candidates must also complete a Spanish language proficiency examination (BTLP) and teach in a Texas Education Agency approved bilingual program for one year.

English as a Second Language (12 hours) Supplemental Certificate

This program is designed for teaching candidates wishing to teach linguistically diverse students in grade PK-12. This endorsement may be added to any valid Texas teacher certificate.

Candidates must teach in a Texas Education Agency approved English as a Second Language setting for one year.

Master Reading Teacher Certificate

The graduate program leading to the Master Reading Teacher Certificate is designed to produce proficient teachers with tools to enhance their expertise in the content and pedagogy of reading and to guide fellow teachers in improving their reading instruction. The program requires 12 hours of Reading courses, 3 hours of Literacy Strategies for Second Language Learners, a minimum of 3 years of teaching experience, and the recommendation of the school principal.

PROFESSIONAL CREDENTIALS

The School of Education offers a variety of programs leading to Texas Professional Certificates. Requirements are consistent with Texas Education Agency guidelines and are subject to change. All programs require candidates to hold a Texas Teaching Certificate, to have taught for two years in an accredited school, and to have completed a master's degree. In addition to completion of course requirements, candidates must achieve a satisfactory level of performance on state licensure examinations in the professional area chosen. Professional certification programs offered include: Educational Leadership, Educational Diagnostician, Reading Specialist, Professional School Counselor, and *Licensed Professional Counselor.

* *The Licensed Professional Counselor degree plan requires a minimum of two years of experience in a counseling related area.*

Educational Leadership (18-36 hours)

The program leading to a professional Principalship certificate is designed to provide individuals with an opportunity to acquire knowledge and practical experience for assuming the role of principal and a variety of other administrative positions in the public schools.

Educational Diagnostician (36 hours)

The program leading to a professional educational diagnostician certificate produces ethical and competent individuals who are prepared to assume the role of educational diagnostician in public and/or private school settings. It is a 36-hour course of study leading to a Master of Education Degree in Exceptionality. Upon successful completion of this program, individuals will be certified to administer and interpret standardized achievement and cognitive tests, curriculum based assessments and various other individual measurements. Applicants who already hold a master's degree may apply for certification only.

Reading Specialist (24-36 hours)

The graduate program leading to the professional Reading Specialist certificate is designed to produce master classroom teachers with special expertise in the area of reading skill development. The program requires a total of 36 graduate hours beyond initial certification to include 12 hours in reading, 3 hours in linguistics, 9 hours of educational foundations, and a minimum of three years teaching experience in an accredited school.

Counselor Education (36 or 48 hours)

The Counselor Education Program prepares students to qualify as professional school counselors, licensed professional counselors, or both. All of the Counselor Education Program courses probe the dynamics of interpersonal relationships, including those related to ethnicity, race, class, gender, and distinctive populations. In addition, the Counselor Education Program considers pertinent professional, ethical, and legal issues in professional counseling. Research in professional counseling, role-playing, and *in vivo* experiences are included in the Counselor Education Program.

This program meets the State of Texas course requirements for professional school counselor. These requirements are subject to change by the State of Texas.

Those pursuing the licensed professional counselor credential must take four additional courses (EDUC 5365, EDUC 5369, PSYC 5337, PSYC 5341). This program meets the State of Texas course requirements for licensed professional counselor. These requirements are subject to change by the State of Texas.

CURRICULUM

Core Courses

All masters degree candidates must complete nine credit hours in core courses designed to provide the academic foundations necessary for the successful application of research. Core courses must be taken in residence at the University of St. Thomas.

The core courses are:

EDUC 6320 • Research Seminar, Action Research-Proposal – Designed to develop a knowledge base in quantitative and qualitative research in order to conduct and execute investigative projects. Topics include an introduction to research questions or focus and proposal completion; a literature review, ethical issues in research, introduction to research designs and methods, basic data analysis, interpretation of data, strengths and limitations in the conduct of quantitative and qualitative research. (Replaces EDUC 5301)

EDUC 6321 • Research Seminar, Action Research-Study and Findings – Designed to further investigate quantitative/qualitative research designs and research methods appropriate to different research contexts in educational settings. Topics include: representing statistical data and qualitative interpretation to scholarly and practitioner audiences; representation of data, describing data by using inferential and descriptive statistics as well as qualitative approaches, interpreting data and making recommendations. *Prerequisite: EDUC 6320.*

EDUC 5303 • Cultural Foundations – The course will examine the social foundations of American education and how these foundations interact with the current historical, social, and political forces in shaping American education. Special emphasis will be given to the opportunities for students to investigate special educational problems and issues.

Transition To Teaching (1.5 credit hour courses)

The Transition to Teaching (TTT) courses are designed for students who would like to add teaching certification to an existing content area undergraduate degree. The following TTT courses are offered only in the summer term and may not apply to all masters degree programs.

EDUC 5X01 • Teaching Culturally Diverse Students – This course explores diversity in a culturally plural society, examines curriculum needs, and looks at the effects of cultural differences on teaching and learning. These courses are offered only during the summer.

EDUC 5X02 • Teaching Linguistically Diverse Students – This course will provide a brief overview of major language acquisition theories as they relate to specific strategies for teaching linguistically diverse students. The course will provide opportunities for hands-on experiences and how to integrate ESL strategies in the mainstream classroom. This course will not fulfill the major requirements for BIE/DL or ESL.

EDUC 5X03 • Teaching Student with Disabilities in Inclusive Environment – This course provides an introduction to teaching students with disabilities in the general education classroom with a focus on legal requirements and evidence-based teaching strategies for general education teachers.

EDUC 5X04 • Introduction to Instruction – This course examines the principles of instruction as they apply to the classroom teacher and the impact on teaching and learning.

EDUC 5X05 • Student Variability and Assessment – This course studies individual differences in development and approaches to learning, assessment of classroom learning, and understanding and using standardized tests.

Resource Courses

The following includes courses that are currently offered in all of the masters degree programs. All degree plans are found online at the UST website: www.stthom.edu

BIE/DL 5301 • Language Policy and Research – An examination, analysis, and in-depth study of linguistic policies and court cases impacting linguistic minorities in the United States. Analysis of major research studies supporting linguistic programs currently being implemented in K-12 schools.

BIE/DL 5332 • Instructional Strategies for the Content Areas in Bilingual Education – Teaching the content areas in Bilingual Education with an emphasis on integrated thematic instruction in a bilingual setting and addressing specific cultural, conceptual, and linguistic difficulties experienced by the second language learner in the content class.

BIE/DL 5333 • Applied Linguistics – General survey and introduction to linguistic structure and use; emphasis is placed on the practical application of theory in the classroom. Includes contrasts with other languages.

BIE/DL 5336 • Instructional Strategies for the Content Areas in English as a Second Language – Teaching the Content Areas in English as a Second Language with an emphasis on integrated thematic units and addressing specific cultural, conceptual, and linguistic difficulties experienced by the language minority student in the content area. Parental involvement will be included.

BIE/DL 5337 • Dual Language Methodology – This course will examine the theory, political aspects, and methodologies employed to teach in dual language programs in both One-Way and Two-Way Immersion settings.

BIE/DL 5338 • Bi-Literacy Strategies for Dual Language Learners – A study of the major components underlying a balanced literacy approach, particularly as they pertain to the teaching of literacy to linguistically-diverse populations. Implementation of literacy lessons using the Balanced Approach.

BIE/DL 5351 • Instructional Strategies for Dual Language Learners – Implementation of dual language methodology to develop academic language and content knowledge in a dual immersion setting.

BIE/DL 5362 • Techniques of Teaching English as a Second Language – Methods and techniques for developing literacy and academic language for the second language learner. Authentic assessment, classroom management, and technology are included.

BIE/DL 5364 • Spanish Language Arts for the Spanish Dominant Child – Methods and techniques for teaching literacy and academic language to Spanish dominant students. Study of authentic literature in Spanish for the primary grades.

BIE/DL 5365 • Assessment Strategies for Linguistically Diverse Populations – This course is a graduate seminar designed to prepare teachers and administrators to examine the effects of testing and assessment on linguistically diverse populations and to explore alternative assessment measures. The course will be taught in English.

EDUC 5191 • ACP Internship – Teaching experience under the guidance of practicing specialist in the field. Student will be supervised individually by a faculty member appointed by the Dean.

EDUC 5302 • Learning Theories – Analysis of current theories of learning, their origins and significance for instructional strategies.

EDUC 5304 • Private School Finance – Introduction to the tools and techniques used by principals to anticipate financing needs and to effectively manage financial resources. Budgeting processes. Discussion of particular problems posed to management of a private school.

EDUC 5306 • Legal Issues in Private School Education – Students will examine the legal issues, court cases, and administrative practices related to the legal status of private school education.

EDUC 5307 • Private School Administration – This course includes several topics related to private school administration including business administration, leadership styles, curriculum development, personnel administration and school-home relations.

EDUC 5309 • Teaching the Young Child – This course will focus on the application of major child development theories in the early childhood classroom. Students will explore learning strategies that best meet the needs of children in Pre-K, Kindergarten, and early primary grades. Evaluation of state mandated curriculum, as well as development of teacher prepared materials is a requirement of this course.

EDUC 5310 • Clinical Supervision – The investigation and application of models for the performance of the role of instructional supervisor or team leader. The skills of planning, data collection, analysis and conferencing are developed.

EDUC 5311 • Classroom Management – Analysis of the dynamics of the classroom unit and the examination, application and evaluation of the behavior modification, socio-emotional and group process approaches to classroom management. May be taken for early childhood, elementary, secondary, or all-level emphasis.

EDUC 5313 • Creative Thinking – Theories and applications related to the nature, development, and support of creative thought.

EDUC 5314 • Theories of Second Language Acquisition – Survey of theory of second language acquisition. Study of the sociolinguistic, linguistic, psycholinguistic, and legal foundations of programs serving linguistically diverse populations.

EDUC 5315 • Instructional Leadership – This course provides an opportunity for participants to develop a working knowledge of instructional design, lesson design, and effective teaching practices in order to serve as an instructional leader in public and private school settings.

EDUC 5316 • Teaching Reading with Children's Literature – Students explore the world of children's and young adult literature and rationale and procedure for implementing a literature-based reading program in the classroom.

EDUC 5320 • Exceptionality in Today's Schools – This course provides an introduction to special education programs and services in today's schools within the framework of inclusion, collaboration and evidence-based instructional strategies.

EDUC 5322 • Evidence Based Practices for Students with Emotional Disorders – This course focuses on evidence based practices for assessing and teaching students with emotional disorders including Functional Behavioral Assessments, Behavioral Intervention Plans, using the RTI process to develop positive behaviors, school wide interventions, as well as other practices.

EDUC 5323 • Education of Students with Emotional Disorders – Identification of specific emotional problems and corresponding evidence-based practices will be addressed. *Prerequisites: EDUC 5320, 5322.*

EDUC 5324 • Practicum in Teaching Students with Emotional Disorders – Firsthand experience in working with children with emotional disorders. Case studies, observation, and minimum of 40 clock hours of direct field experience. *Prerequisites: EDUC 5320, 5322, and approval of instructor.*

EDUC 5325 • Diagnosis and Remediation of Reading Difficulties – Identification and diagnosis of specific reading disabilities and accompanying remediation techniques. *Prerequisite: EDUC 5370 or 5380.*

EDUC 5330 • Curriculum and Instruction – Examination, analysis and application of the principles of instructional design as related to the role of the classroom teacher within various school settings.

EDUC 5331 • Differentiating Instruction – Special educators and educational diagnosticians must be able to design and implement lessons that provide access to the general education curriculum for students with disabilities. This course focuses on knowledge and skills needed to differentiate instruction based on the general education curriculum in order to respond to the needs of all learners. Students will learn to design effective differentiated lessons based on learning profile, interests, and readiness.

EDUC 5332 • Educational Psychology – Fundamentals of growth and development; language development; analysis of learning theories; individual differences; student motivation and teaching styles; and basic principles of measurement and evaluation.

EDUC 5335 • Multicultural Populations – Investigation of curriculum needs in a culturally plural society. Explores concept of multi-cultural education; implications for educational programs; effects of cultural differences on teaching and learning.

EDUC 5338 • Adolescent Learning – Current goals and methodology for secondary schools. Degree plan: Generalist

EDUC 5339 • Human Growth and Development – General processes of development from conception through death with attention to physical, cultural, social and emotional relationships.

EDUC 5341 • Psychoeducational Diagnostic Procedures: Achievement – Administration, interpretation and report writing focusing on legal requirements and individual strengths, areas of need and educational recommendations. *Prerequisite: Approval of the instructor.*

EDUC 5342 • Psychoeducational Diagnostic Procedures: Cognitive – Administration, interpretation and report writing focusing on legal requirements and individual strengths, areas of need and educational recommendations. *Prerequisites: EDUC 5341 and approval of the instructor.*

EDUC 5343 • Practicum in Psychoeducational Diagnosis – Supervised experience in practical application of diagnostic procedures. Case studies, observation, and direct field experience. *Prerequisites: EDUC 5341, 5342 and approval of instructor.*

EDUC 5344 • Practicum in Psychoeducational Interventions – Design and implementation of evidence-based interventions based on identified diagnostic findings. Case studies, observation and direct field experience. *Prerequisites: EDUC 5341, 5342 and approval of instructor.*

EDUC 5345 • Evidence-Based Practices for Students with Mild Disabilities – This course focuses on evidence-based approaches and practices for assessing and teaching students with mild disabilities including Response to Intervention (RTI), curriculum-based assessment, progress monitoring, IEP development, and teaching strategies. *Prerequisite: EDUC 5320.*

EDUC 5347 • Practicum in Teaching Students with Autism – Firsthand experience in working with students with autism. Case studies, observation, and direct field experience. *Prerequisites: EDUC 5320, EDUC 5345 and approval of instructor.*

EDUC 5349 • Practicum in Teaching Students with Mild Disabilities – Firsthand experience with students with mild disabilities. Experience includes assessment, program design, implementation, and support services to parents. *Prerequisite: EDUC 5345 or consent of instructor.*

EDUC 5357 • Guidance Service – Includes the study of historical trends in counseling, theory, ethics and practice of comprehensive developmental guidance and counseling programs including, but not limited to, a consideration of counselor as advocate, advisor, collaborator, coordinator, and consultant.

EDUC 5358 • Group Procedures Dynamics of Group Counseling – Includes developing proficiency in the theories and techniques of small group counseling including major elements related to group dynamics and methods for conceptualizing and effectively dealing with common group issues. Students participate in an educational group as leader and member.

EDUC 5359 • Lifestyle & Career Development – Includes the study of the major theories of career development and occupational choice including major types of career assessment instruments, procedures of career related decision making, and practice in techniques of career counseling.

EDUC 5365 • Socio-Cultural Family Issues in Counseling – Includes the study of the major theories and research involving the counseling of families in social and cultural context. The Locke Paradigm is the framework in which the social, cultural, and family issues in counseling are investigated. Substance abuse issues and treatment are investigated. This course includes the study of substance abuse issues and treatment.

EDUC 5366 • Counseling Theories and Approaches – Includes the study of the principles, assumptions, techniques, and procedures associated with the major counseling theories and approaches, skills for establishing and maintaining an effective counseling relationship, and procedures for conceptualizing client issues and setting counseling goals. Development of the counseling microskills is a focus.

EDUC 5367 • Appraisal Techniques – Includes but is not limited to the study of the principles of standardized testing, measurement, types and uses of assessment, principles of test administration, and skills for interpreting test scores, test bias, and other types of assessment. Differential statistics include but are not limited to measures of central tendency, measures of variability, standard deviation, and z-scores. Inferential statistics include but are not limited to the study of correlation coefficients, confidence intervals related to a mean, significance of sample size, p-value, effect size, power of a test, and ANOVA. Statistics are applied to understanding test score reports.

EDUC 5368 • Counseling Practicum – A supervised practice in counseling which requires an in-depth reflection on the practice of the supervised application of counseling and therapeutic intervention processes in field settings. It requires both individual and group counseling experiences. Mandatory are 300 clock hours in an approved counseling setting. One hundred hours of these are in direct client contact. Eight to 10 of the 100 hours are spent in facilitating a small group counseling experience.

EDUC 5369 • Professional Counseling Issues & Ethics – Includes the principles, assumptions, techniques, and procedures associated with professional issues and ethics in counseling. Skills for applying these issues and ethics in counseling settings are investigated. Students become familiar with salient legal considerations and professional organizations. The relationship between ethical practice and language difference, historical privilege or oppression, and other potential client variables are a focus.

EDUC 5370 • Foundations of Reading – An analysis of the reading process, literacy learning in beginning and intermediate readers, skills development, and children's literature in the reading process.

EDUC 5371 • Elementary Social Studies – An analysis of current social studies goals and instructional strategies utilized in teaching elementary children. Techniques for teaching decision-making skills and citizenship.

EDUC 5372 • Elementary Mathematics – Design and implementation of effective instruction in mathematical content appropriate to the elementary learner's developmental stage, ability level, previous mathematical competencies and curriculum needs.

EDUC 5373 • Elementary Science – Analysis of current goals and instructional strategies utilized in teaching elementary science. Methods of teaching scientific attitudes and processes as well as specific scientific concepts and principles.

EDUC 5377 • Emergent Literacy – Emergent literacy is the study of early literacy development and learners. Students explore current research in early literacy and design curriculum appropriate for young learners.

EDUC 5380 • Content Area Reading – Reading Analysis of factors contributing to skills development in adolescent readers, young adult titles and authors, current research, adolescent reading interests, techniques, for teaching and reading in the contents areas.

EDUC 5390 • Educational Leadership – This course provides an overview of the administrative role in educational settings, examines organizational theories and concepts, and develops skills in conceptual areas of school administration.

EDUC 5391 • School Law – A course designed to give the student an introduction to school law, to understand the legal aspects of school administration including the legal rights of educators and students, and to be aware of court decisions pertaining to the administration of schools.

EDUC 5392 • The Principalsip – Students will examine the role and responsibilities of the principal as a leader in the elementary, middle, and/or high school

EDUC 5396 • Administration of Special Programs and Community Relations – This course deals with the administration of the variety of special programs found in the curriculum of the school system as well as the set of support services that are a part of the operation of school systems.

EDUC 5397 • Curriculum Planning and Development – The student will develop the skills needed to design and implement curriculum and strategic plans that enhance teaching and learning, align curriculum, curriculum resources and assessments and use various forms of assessment to measure student performances.

EDUC 6302 • Issues and Trends in Counseling – This course addresses specific topics salient to counseling in the 21st Century. It includes but is not limited to language diversity, gender, substance abuse, eating disorders, suicide, college counseling, Post Traumatic Stress Disorder, veterans and their families, homelessness, poverty, and privilege. This course requires reading from peer reviewed journals, presentation, role playing, taping, a book report, and a major paper. It is taught in a seminar style with students integrating their lived experiences with their preparation for professional work.

EDUC 6330 • Administrative Internship – This course is the first part of a two-semester practicum. EDUC 6330 focuses on the internal and external communication in a school community and the variety of special programs found in the school system. The internship will be guided and supervised by university faculty and school administrators. Prerequisite: Recommendation of faculty advisor.

EDUC 6331 • Administrative Internship – This course is the second part of a two-semester practicum that focuses on the daily instructional and facility operations of the school and school system. The internship will be guided and supervised by university faculty and school administrators. *Prerequisite: Recommendation of faculty advisor.*

PSYC 5337 • Abnormal Psychology – This course studies past and present conceptions of abnormality, the dynamics underlying normal and abnormal behavior, and an examination of the key classification systems utilized in understanding abnormal behavior. Issues related to etiology, nature, development, and treatment of abnormal behavior are reviewed. Graduate project required.

PSYC 5341 • Theories of Personality – A view of current theories of personality structure, development, and current research are presented through original manuscripts, empirical literature, and case conceptualizations. Theories presented in the course include Trait Structure, Behavioral Genetics, Psychoanalysis, Object Relations, Social Learning, Cognitive Behaviorism, Phenomenology, and Multicultural Perspectives.

Other Resource Areas

Candidates may elect to sample courses from other resource areas in addition to their primary resource area. Candidates may also elect to complete more than the required nine hours of generic courses.

Special Topics and Research Opportunities

EDUC 5100, 5200, 5300, 5400 • Topics – A special topic is investigated in a group setting with graduate faculty leadership. This specific topic is subject to the approval of the Graduate Committee. Course may be repeated with a new topic. Only 6 credit hours of topics courses may be applied to the master of education degree.

EDUC 5140, 5240, 5340 • Special Problems – A research problem is investigated under the supervision of a graduate faculty member. The research proposal is subject to the approval of the Graduate Committee. Approval of Med program director required prior to enrollment. *Prerequisite: EDUC 5301.*

Courses in Academic Support Departments

Several academic departments offer graduate level courses that may be applied towards the MEd degree. Registration for these classes is contingent upon consent of respective departmental chairs and must be approved by the program director.

SCHOOL OF EDUCATION – ADMINISTRATION

ROBERT IVANY, PhD

President of the University

DOMINIC AQUILA, PhD

Vice President for Academic Affairs

ROBERT LEBLANC, EdD

Dean, School of Education

VIRGINIA LEIKER, EdD

Associate Dean, School of Education; Coordinator of MEd Program

RICHARD KRUSTCHINSKY, EdD

Undergraduate Program Chair

SCHOOL OF EDUCATION – FACULTY

ELIZABETH A. BORRECA, EdD

University of Houston; MS and BA, University of Wisconsin

TERRY BRANDT, PhD

Texas A&M University; MEd, Texas A&M University; BS, Pan American College

MARIE FAUBERT, CSJ, EdD

North Carolina State; MEd Boston State College, BA Regis College

EMILIANO GONZALEZ, PhD

Indiana University; MEd, University of Texas-Pan American; BA, University of Texas

RICHARD KRUSTCHINSKY, EdD

University of Southern Mississippi; BS and MEd Stephen F. Austin University

ROBERT LEBLANC, EdD

University of Houston; MEd University of Houston, BA University of St. Thomas

VIRGINIA LEIKER, EdD

Baylor University; MEd, University of Houston; BA, Kansas State University

RITA RICHARDSON, PhD

University of New Orleans; MEd, University of Houston, BA, Dominican College

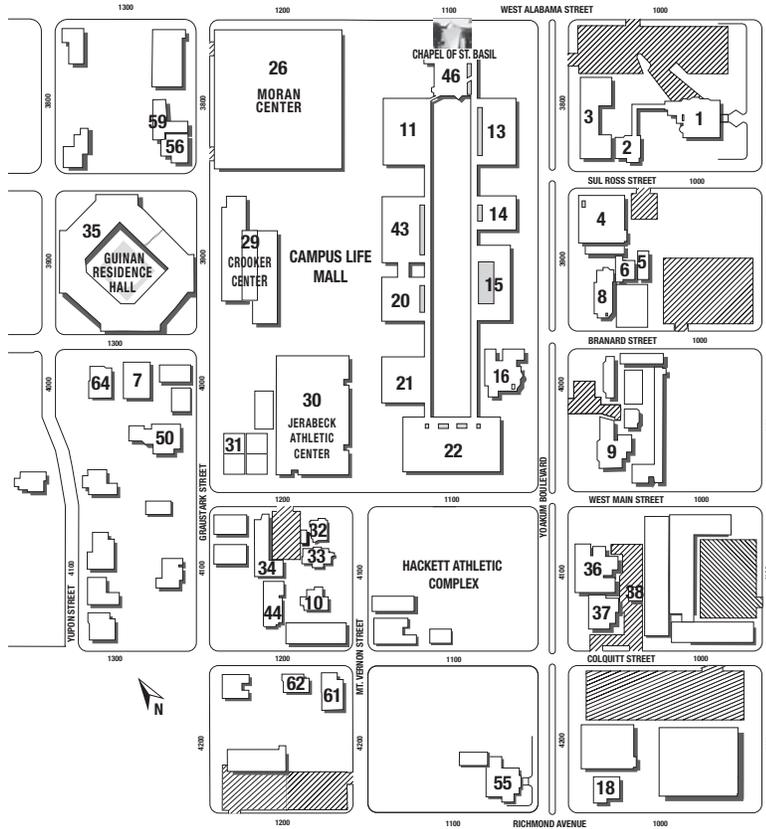
HIGINIA TORRES-RIMBAU, EdD

University of Houston; MA, BA, University of Houston

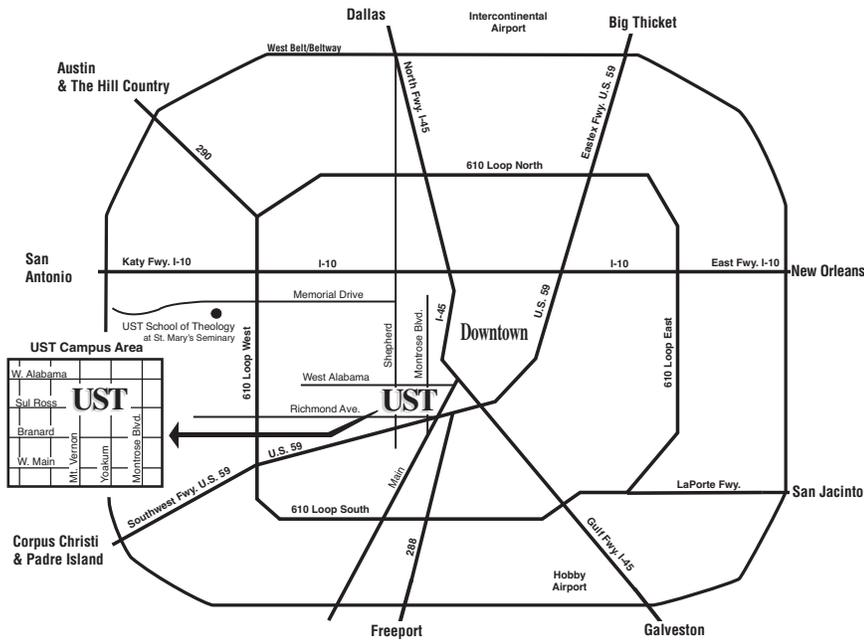
RANDALL SOFFER, PhD

University of Texas, Austin, MS, Syracuse University, BA, Hobart College

UNIVERSITY of ST. THOMAS • HOUSTON



- 20 Anderson Hall: Biology
- 18 Catholic Studies, Honors Program
- 56 Center for Faith and Culture
- 46 Chapel of St. Basil
- 44 Clare Hall
- 29 Crooker Center: Academic Advising, Ahern Room, Cafeteria, Campus Ministry, Career Services & Testing and Volunteer Opportunities, Counseling and Disability Services, Dean of Students, Learning & Writing Center, Mendenhall Achievement Center, Michael Leavitt Study & Meeting Room, Old Book Store Student Lounge, Student Activities, Student Affairs, Student Government Association and University Food Services
- 21 Cullen Hall: Music
- 50 De La Salle House: MLA Program
- 22 Doherty Library and Hugh Roy Marshall Graduate Philosophy Library, Learning and Writing Center, Television and Radio Studios, Computing Lab
- 9 Donoghue Hall
- 34 Facilities Operations
- 2 General Office/Office of Informational Technology
- 64 Guadalupe Hall: Communication
- 35 Guinan Residence Hall
- 36 Herzstein Enrollment Services Center: Business Office and Student Financial Services, Scholarships and Financial Aid, Registrar, International Student Advisor
- 8 Hughes House: Theology
- 5 Hughes House Annex
- 10 Irish Studies, Art History
- 30 Jerabek Activity and Athletic Center: Health Promotion and Wellness, Gymnasium, Weight Room, Scanlan Room
- 14 Jones Hall: Drama, Theatre
- 1 Link-Lee Mansion: President, Academic Affairs, Institutional Advancement, Alumni Relations
- 6 Little Gallery
- 11 Malloy Hall: Education, English, Modern and Classical Languages, Catholic Outreach
- 37 Monaghan House: Admissions
- 38 Monaghan House Annex: Admissions
- 26 Moran Center: Parking, Bookstore, Student Lounge, Security
- 32 Mount Vernon House: History
- 4 Murphy Hall: Information Technology
- 59 Nursing Program Development
- 33 Political and Social Science House
- 43 Robertson Science Hall: Chemistry, Environmental Sciences, Physics
- 7 Siena House: Archives, Marketing Communications
- 15 Strake Hall: Classrooms, Arts and Sciences
- 55 Sullivan Hall: Center for Thomistic Studies, Philosophy
- 62 Summa Newspaper, Assessment and Institutional Effectiveness
- 3 T.P. O'Rourke Hall: Human Resources, Psychology, Classrooms
- 31 Tennis Court/Swimming Pool
- 16 Tiller Hall: Center for International Studies, Mathematics
- 13 Welder Hall: Cameron School of Business, Center for Business Ethics
- 61 Young Hall



DIRECTIONS

North Bound on U.S. 59:
Exit at Richmond
Left on Richmond
to Montrose
Right on Montrose
to UST Campus.

South Bound on U.S. 59:
Exit on Shepherd
Right on Shepherd
to W. Alabama
Right on W. Alabama
to UST Campus.



Parking



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The University of St. Thomas is a private institution committed to the liberal arts and to the religious, ethical and intellectual tradition of Catholic higher education.

Disclosure of Campus Security Policy and Campus Crime Statistics

The University of St. Thomas publishes specified information on campus crime statistics and security policies, available to current and prospective students and employees, in compliance with the Federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 U.S.C. 1092(f)). View the report at www.stthom.edu/cleryact. A paper copy is available upon request by contacting UST Campus Security at security@stthom.edu.