

### ***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 M.Ed. Program**

The graduate program in Education began in 1977 and 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, professional school counselors, and school leaders who demonstrate the ability to translate and apply educational research in instructional settings. Our program is designed to expand and enrich the content knowledge of thoughtful, ethical practitioners who bring multifaceted perspectives to teach and work in a wide range of culturally diverse environments. The School of Education upholds this academic excellence with a framework of social justice and student identification and awareness of their moral compass.

This handbook provides detailed information regarding the academic policies and procedures pertinent to all University of St. Thomas School of Education Master's students. Its purpose is to inform the students of the guidelines relevant to successful matriculation of their degree program. Students are responsible to follow the university and school policies described in this catalog.

We hope this catalog is helpful to you. We wish you a rich and rewarding academic experience during your program in the School of Education.

## 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 school counselors. In addition, all applicants for the Educational Diagnostician Program must hold a valid classroom teaching certificate prior to admission to the program.

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

- Application and Application Fee
- Complete the Admissions Policy Form
- Official Transcripts (sent institution to institution)
- GRE or MAT scores that meet our admission standards if the admission GPA is between 2.75 and 2.99 (See Alternative Admission Option)
- International students must also submit Test of English as a Foreign Language (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

Although the Texas Education Agency requires the TOEFL scores for students wishing to apply for teacher certification, alternatives for international students NOT seeking certification include:

- A level of 112 issued by the English Language Center, Houston, TX.
- A minimum of 7.0 in each section on the International English Language Testing System (IELTS)

Note: University of St. Thomas has an exclusive agreement with English Language Center, Houston, TX.

Students may submit an online application which is available on our website at [www.stthom.edu](http://www.stthom.edu) by following the link to Admissions and Financial. Students may contact the School of Education Office at [education@stthom.edu](mailto:education@stthom.edu) for contact information to schedule an appointment with the program director.

## **Conditional Admission**

If official transcripts 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, (c) meet the admission testing, if needed, as outlined in the admission policy, and (d) submit the M.Ed. Policy Form. Students with a Conditional Admission status may take six (6) graduate hours towards the M.Ed. Degree before Regular Admission is completed.

Submit all materials to:

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

## **Multiple Specializations or M.Ed. Degrees**

Students desirous of earning more than one specialization or a second M.Ed. must complete all distinct courses that constitute the resource area for each degree and a minimum of 18 hours.

## **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.

## **International Students**

International students seeking a Master of Education without certification may apply for a waiver if they have no intention of teaching in the United States. Students must sign an agreement that they will not seek certification in the state of Texas.

## **Admission Decisions**

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 school counselors.

## **Graduate Admissions Guidelines**

- Posted baccalaureate or advanced degree GPA of 3.0

- Essay of 250-300 words on career goals and how an M.Ed. will contribute to those goals
- M.Ed. Policy Document

### **Alternative Admission Option**

- Posted baccalaureate or advanced degree GPA of 2.75 to 2.99
  - A new GPA will be calculated by UST/SOE admissions office using the last 60 credit hours. If the calculated GPA is 2.75 or higher and below 3.0, the student will be required to submit graduate admission test scores.
  - Students may submit either GRE scores or MAT scores. Required scores for the GRE on the new test are 146 on the Verbal, 145 on the Quantitative, and 3.5 on the Analytical Writing. Older versions of the GRE require a combined Verbal and Quantitative Score of 800 and Analytical Writing score of 3.5. The required score for the MAT score is 394.
- Essay of 250-300 words on career goals and how an M.Ed. may contribute to those goals
- M.Ed. Policy Document\*

Students are normally informed by email within thirty days of receipt of admissions materials. Admissions decisions may be appealed to the Associate Dean of the Graduate Program in 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 Program. Students admitted as visiting students or Professional Certification Programs 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. Please see the website for current scholarship information and requirements.

### **Requirements**

#### **M.Ed. 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. Students not seeking certification for K-12 Schools and International students may request a waiver of the teaching experience requirement in writing with approval of the program director.

All degree plans must include two specific core courses (6 credit hours) designed to provide the academic foundations necessary for interpretation and application of educational research (EDUC 6320 and EDUC 6321). No more than four Special Topics or Special Problems courses may be applied to a M.Ed. degree.

#### **M.Ed. Degree Plan Specialization:**

- All Level Teaching
- Bilingual/Dual Language
- Catholic/Private School Leadership
- Catholic School Teaching
- Counselor Education\*
- Curriculum and Instruction
- Educational Leadership
- Elementary Teaching
- Exceptionality/Educational Diagnostician
- Exceptionality/Special Education
- Generalist
- Reading
- Secondary Teaching
- Special Education Leadership (PSEL Program)
- Teachers of English to Speakers of Other Languages (TESOL)

## **Online Master of Education**

The School of Education offers individual courses and complete degrees in an online format. See the University of St. Thomas School of Education website for a current list of available online degrees and courses.

## **Off-Campus Graduate Program**

The University of St. Thomas has coordinated an outreach program for certified teachers to earn a Masters of Education Degree in a variety of programs. The Masters of Education Degree is offered at approximately 15 off-campus sites located throughout the Houston metroplex every semester. Students work in cohorts and the off-campus cohort courses meet on Tuesday, Wednesday, and Thursday evenings from 5:00 p. m. to 8:00 p. m. The maximum class size for our classes is 20 students. It is our goal to continue providing the Houston area with qualified and certified educators with Masters of Education degrees.

## **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/registrar](http://www.stthom.edu/registrar). In the Counselor Education Program, all courses must have been successfully completed except EDUC 6320, 6321, 5368, and 6305 in order to qualify for application of graduation.

A cumulative GPA of 3.0 is required to graduate.

## **Commencement**

Graduates participate in the annual May commencement ceremonies. December graduates may also participate in the following spring commencement. Students may participate in commencement ceremonies in May if all degree requirements can be met in the following summer term.

Fall graduates must file an "Intent to Graduate" form prior to September and spring and summer candidates must file an "Intent to Graduate" form prior to February to allow time for processing by School of Education.

## **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 2.7 for two consecutive semesters. Probation applies only for the fall and spring semesters.

### **Incomplete Grade Policy:**

At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the class and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. Under the advisement and approval of the faculty member, the student will complete an Incomplete Grade Contract. Upon completion of the work **within the next regular semester**, at the time prescribed by the faculty member, the faculty member will award the student a letter grade, including the possibility of an “F.” An “I” grade that is not replaced by a letter grade or an “IE” grade will automatically become a grade of “F.”

Students should not re-register for courses in which they have received grades of Incomplete. Before a grade of Incomplete is given, both the instructor and student should complete this Incomplete Grade Contract, stipulating the requirements and completion date that are to be met. An “I” grade can be extended for one additional regular semester (IE grade) at the discretion of the instructor. In each case, the instructor must request this change of the Registrar’s office before the initial “I” grade expires. No course grades may be changed after one year following completion of the course.

### **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 M.Ed. Program without the approval of the Dean.

### **Time Limit**

All requirements for the M.Ed. degree must be completed within the eight year time limit. This includes course work and two years experience in an educational and/or professional setting. Exceptions and waivers may be appealed to the School of Education Advisory Council.

### **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 M.Ed. program, he/she may not take courses toward a degree or certification from another institution without prior written permission from the student’s M.Ed. 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.

### Grading and Point Equivalents

A	=	4.0	Unusual and superior achievement
A-	=	3.667	
B+	=	3.3	
B	=	3.0	Satisfactory achievement
B-	=	2.667	
C+	=	2.3	Below Standard
C	=	2.0	
C-	=	1.667	
D+	=	1.3	Unsatisfactory
D	=	1.0	
F	=	0.0	Failure

I =Incomplete. At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed [i.e., with at least a passing grade] a majority of the work of the class and who has an avoidable and compelling reason why the remainder of the work cannot be completed on schedule. Under advisement and approval of the faculty member, the student will complete an Incomplete Grade Contract. Upon the completion of the work within the next regular semester at the time prescribed by the faculty member (no later than the end of the following regular semester), the faculty member will award the student a letter grade, including the possibility of an "F." An "I" grade that is not replaced by a letter grade or an "IE" grade will automatically become a grade of "F."

IE =Incomplete Extended. At the discretion of the faculty member, a grade of "IE" may be assigned to a student for one semester if the situation warrants. The "IE" grade that is not replaced by the end of the semester for which it was issued will automatically become a grade of "F."

W =Withdrawal or drop from the course without jeopardy or effect on GPA, in the period beginning with the 18th day of classes and ending with the last day of the 9th week of a regular semester. The student must complete an official form from the Registrar's Office within the specified timelines. Failure to withdraw officially from any or all courses can result in a grade of "F."

AUDIT =Audit only, no credit earned. ( Requires permission from the Dean)

NGS =No grade submitted. This is temporary notation used when a faculty member for a serious reason has not submitted a grade by a prescribed deadline. The course grade is pending. The faculty member will report the actual course grade by means of the official Request for Grade Change Form. NGS has no negative impact on a student's term or cumulative GPA.

The description and interpretation of the letter grade is as follows:

A, A- =Excellent (unusual and superior achievement)

B+, B, B-=Good (above average, articulate achievement)

C+, C, C-=Passing (Below Standard – Only one C grade may count toward graduation)

D+, D, F =Failing

The GPA is calculated by adding the total number of grade points earned and then dividing by the total number of hours attempted at the University.

## **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 initial teaching certification to an existing undergraduate degree. Requirements are consistent with Texas Education Agency guidelines. Certification areas include: EC-6, 4-8\*, 6-12, 7-12 and EC-12. The Bilingual teaching program has a slightly different requirement. Those interested in pursuing initial teacher certification should consult the pertinent program director.

\*Certification level for grade 4-8 is limited unless the candidate has a 4-8 Generalist certification.

Those seeking certification must be employed full-time as a teacher either during or at the end of their certification coursework. Until an individual has passed the pre-admission content test, he or she is not a certification program participant, but they may begin coursework. 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 who are instructors of record are required to be enrolled in EDUC 5191 ACP Internship each semester while teaching to meet the mentored teaching requirement for certification. A minimum of two semesters of mentored teaching is required for certification; however, students may be required to take more than two semesters if the program is not completed. One of the requirements of a probationary certificate is to be mentored by both the preparation program and the School District. EDUC 5191 is the class that provides the required mentor. Students must continue to enroll in EDUC 5191 each Fall and Spring semester while teaching until the Standard Certificate is awarded.

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 Texas Examination of Educator Standards (TExES) within the first regular term of the program. Additional exams are required for students certifying in Bilingual Education.

Students in the Bilingual program 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, 6-12, 7-12, or EC-12. .

### ***Bilingual Education***

Bilingual Education EC-6 Transition to Teaching Program is an alternative certification program at the post-baccalaureate level designed for graduate students who would like to add a bilingual teaching certificate to an existing content area undergraduate degree. The total program consists of 8 courses (24 credit hours) normally completed in 12 months.

The bilingual education EC-6 certificate is designed for teaching candidates who are fluent in two languages and are preparing to teach linguistically diverse populations in grades PK-6.

In addition to the EC-6 Generalist, Bilingual Supplemental, and Pedagogy and Professional Responsibility exams, candidates must also complete a Spanish language proficiency examination (BTLPT) 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 supplemental certificate 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.

### **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 and Reading require candidates to hold a Texas Teaching Certificate, have two years of creditable teaching experience as a classroom teacher, 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 certification examinations in the professional area chosen. Professional certification programs offered include: Educational Leadership (Principal), \*\*Educational Diagnostician, Reading Specialist, and Professional School Counselor.

\*\* Students must already hold a valid classroom teacher certificate before they can be accepted into the Educational Diagnostician Masters Program.

## **Overview of Programs**

### ***Educational Leadership***

The Educational Leadership Program leads to a thorough understanding of the nine competencies addressed in the Texas Principal Standards for Certification that align with the national Interstate School Leaders Licensure Consortium Standards. Students are prepared to successfully complete the Texas Principal Certificate Examination at the end of the program. Course work integrates case studies with content and requires significant amounts of writing and presentations in preparation for the role of a campus or district leader. The Principal Certificate is required to hold positions of assistant principal or principal and is frequently necessary for other leadership positions such as a curriculum director or assistant superintendent.

### ***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 school settings. It is a 36-hour course of study leading to a Master of Education Degree in Exceptionality/Educational Diagnostician. Upon successful completion of this program and the TExES Educational Diagnostician test, 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 literacy strategies, 9 hours of

educational foundations, and a minimum of two years teaching experience in an accredited school.

### ***Counselor Education (36 hours)***

The Counselor Education Program prepares students to qualify as professional school counselors. The 36 hour Professional School Counselor MEd program is designed for those with 2 years of teaching experience. All of the Counselor Education Program courses probe the dynamics of language, privilege, oppression, 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, SBEC, and/or TEA.

### ***Catholic Education (GRACE)***

The GRACE program includes coursework that leads to Master of Education degree with a specialization in Catholic School Teaching. The coursework will include teacher education, teaching in Catholic schools, and core courses specific to the School of Education. Participants live in community while taking courses in the evening and working full-time in Catholic schools. Additional coursework is needed to attain initial certification.

### ***Curriculum and Instruction***

Curriculum & Instruction (C&I) coursework maintains high standards, academic rigor, intellectual inquiry, and addresses integrity/ethical issues in educational theory, curriculum evaluation, and research methods by examining historical and contemporary trends. Professionals seek new perspectives, specialized knowledge, skills and motivation to work effectively with administrators, teachers, and diverse populations befitting of a C&I specialist.

### ***Dual Language/Bilingual***

The Dual Language Master's of Education Program will prepare master teachers for positions of leadership in strong, additive bilingual programs. Dual Language is a version of bilingual education whose purpose is to accelerate the successful integration of English Language Learners by teaching them in a rigorous program of studies that combines the native languages of the students with meaningful content instruction and systematic introduction to academic English. The goal of the Dual Language Program is to provide students with the tools needed to plan, design, and implement programs that meet the goals and objectives set forth by the Texas Education Agency and the Center for Applied Linguistics to better serve the linguistic needs of students in grades PK-12.

### ***Exceptionality: Special Educational and/or Educational Diagnostics***

The Master's of Education in Exceptionality has two program options: Special Education and Educational Diagnostics. The 36 hour Special Education MEd Program prepares individuals with the knowledge and skills to provide the most effective interventions for students with disabilities in public schools. This program is aligned to the TExES Special Education Standards as well as the National CEC Standards for Preparation of Special Educators. Students who already hold a standard Texas teaching certificate will be prepared to successfully complete the Texas Supplemental Special Education Certificate examination at the end of the program.

The 36 hour Educational Diagnostician MEd Program is designed for those who already hold a valid teaching certificate. The program is aligned to the ten Texas Educational Diagnostician Standards for Certification as well as the National CEC Educational Diagnostician Standards and produces ethical and competent individuals who are prepared to assume the role of educational diagnostician in public school settings. Students are also prepared to successfully complete the Texas Educational Diagnostician Certificate examination at the end of the program. A master's degree, a valid educational diagnostician certificate, a valid teaching certificate and two years of creditable teaching experience are required to hold a position as an educational diagnostician in the State of Texas.

Course content for the educational diagnostician program focuses on current theories, practices and legal issues in the field of special education as well as the administration, scoring and interpretation of achievement and cognitive tests. In addition, each student will complete a school-based practicum consisting of a minimum of 160 hours of structured, field-based experiences aligned to the Texas educational diagnostician standards.

### ***Generalist***

The Generalist Program offers the greatest flexibility in course selection. Students select any nine courses from the MEd, either clusters in a particular area or a sampling of courses from the areas of leadership, special education, dual language and curriculum. This program can be thought of as the MEd equivalent of a master of liberal arts.

### ***Reading***

The Reading Program prepares students in accordance with the fourteen competencies set forth by the Texas Examination of Educator Standards for Reading Specialists and aligned with the six Standards for Reading Professionals as asserted by the International Reading Association. The Reading Specialist Certificate allows for educators to hold a supervisory, instructional coordinator, campus specialist, or lead teacher position.

### ***Preparation of Special Education Leaders (PSEL) Program***

This grant-funded degree program is a collaborative effort between the University of St. Thomas and Houston-area school districts to respond to the shortage of special education leaders at the Master's degree level. PSEL candidates complete a 36 credit hour program that will result in a Master of Education and can lead to a principal certification.

### ***Teachers of English to Speakers of Other Languages (TESOL)***

The Master's of Education in Teachers of English to Speakers of Other Languages (TESOL) prepares master teachers and future leaders for programs where the students enrolled are second language learners. The TESOL program specializes in English language development through content-enriched instruction for language learners in grades K-12 from all linguistic groups. The skills learned in the TESOL program may also be applied when teaching adult second language learners. Second language learners are not required in this program.

### **Curriculum Core Courses**

All masters degree candidates must complete six 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. Students must maintain at least a (B-) or above in the classes or re-take coursework.

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.

## **Transition To Teaching**

The Transition to Teaching (TTT) courses are designed for students who would like to add teaching certification to an existing content area undergraduate degree.

### **Elementary Teaching General Classroom Certification**

**EDUC 5191 • Internship-** Closely supervised teaching observations as well as frequent reflections on what they experience in the classroom and in preparing lessons and assessments.

**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 for early childhood, elementary, secondary, and all-level emphasis.

**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 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 5348 • Student Variability and Assessment: Special Populations -** This course will include an examination of student variability with regard to cognitive, biological, social and emotional development. Special attention will be given to exceptional populations.

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

**EDUC 5372 • Elementary Math -** 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.

### **Secondary Teaching General Classroom Certification**

**EDUC 5191 • Internship** Closely supervised teaching observations as well as frequent reflections on what they experience in the classroom and in preparing lessons and assessments.

**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 for early childhood, elementary, secondary, and all-level emphasis.

**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 5338 • Adolescent Learning** - Understanding the development characteristics of adolescents as they relate to instructional design and classroom management.

**EDUC 5380 Content Area Reading** - Analysis of factors contributing to skills development in adolescent readers; techniques for teaching and reading in the content areas.

**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 5348 • Student Variability and Assessment: Special Populations** - This course will include an examination of student variability with regard to cognitive, biological, social and emotional development. Special attention will be given to exceptional populations.

### **Specialization 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](http://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.

### **COUN 6305 - Counseling Internship**

Counseling Internship is the second of two semesters required for the capstone experiences. Students will be enrolled in a 3-credit counseling internship class which meets once a week for one semester. This course requires completion of a supervised internship of 600 clock hours in students' designate program areas, begun after successful completion of the counseling practicum. The internship is intended to reflect the comprehensive work experience of professional counselors appropriate to the designated program areas. Students' internship includes all of the following: (1) At least 240 clock hours of direct service, including experience leading groups. (2) Weekly interaction that averages one hour per week of individual or triadic supervision throughout the internship performed by the onsite supervisor. (3) One class per week in the 3-credit Counseling Internship class. (4) The opportunity for students to become familiar with a variety of professional activities and resources in addition to direct services (for example, record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings. (5) The opportunity for students to develop program-appropriate DVD recording for use in supervision or to receive live supervision of their interactions with clients. (6) Evaluation of students' counseling performance throughout the internship, including documentation of a formal evaluation after students complete their internship by the professor of the counseling internship class in consultation with the onsite supervisor.

**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, develop-ment, 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 curriculum, instruction, and assessment as it relates to the role of 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.

The Master of Education Program at the University of St. Thomas is designed to develop master classroom teachers, instructional specialists, professional school counselors, and school leaders who demonstrate the ability to translate and apply educational research in instructional settings. Our program is designed to expand and enrich the content knowledge of thoughtful, ethical practitioners who bring multifaceted perspectives to teach and work in a wide range of culturally diverse environments. The School of Education upholds this academic excellence with a framework of social justice and student identification and awareness of their moral compass

**EDUC 5325 • Diagnosis and Remediation of Reading Difficulties** – Identification and diagnosis of specific reading disabilities and accompanying remediation techniques. Best practices, assessment, and implementation are focal aspects of the course. 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 5348 Student Variability and Assessment: Including Special Populations** - This course will include an examination of student variability with regard to cognitive, biological, social, and emotional development. Special attention will be given to populations specific to exceptionalities.

**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.

**COUN 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.

**COUN 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.

**COUN 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.

**COUN 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. Issues of culture, religion, language, immigration status, privilege, and oppression as they impact the choice of counseling strategies and techniques are investigated. Development of the counseling microskills is a focus.

**COUN 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 various 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.

**COUN 5368 • Counseling Practicum** – The first of two semesters required for the capstone experiences in counselor education. Students are enrolled in a 3-credit counseling practicum course which meets once a week for one class period for one semester. Students must complete supervised practicum experiences that total a minimum of 160 hours during the semester. At least 80 clock hours of direct service with actual clients will contribute to the development of counseling skills. Weekly interaction that averages one hour per week of individual or triadic supervision with a site supervisor

(administrative supervisor) is required. Consultation regarding counselor practicum students between the counselor educator (clinical supervisor) and site supervisor is required every two weeks. Evaluation of the student's counseling performance throughout the counseling practicum, including documentation of a formal evaluation after the student completes the practicum is required. [The number of hours required is subject to change.]

**EDUC 5370 • Foundations of Reading** – An analysis of the reading process, literacy learning in beginning and intermediate readers, skills development, and approaches to reading and writing are applied in this course.

**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. Topics will include young adult titles and authors, current research in literacy curricula, adolescent reading interests, and 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 Principalship** – Students will examine the role and responsibilities of the principal as a leader in the elementary, middle, and/or high school.

**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.

**COUN 6302 • Issues and Trends in Counseling** – Examines current subjects of concern to professional counselors. There is an emphasis on crisis, trauma, and disaster counseling. In addition, the subjects of suicide, college counseling, adoption, and geriatric counseling are given emphasis. The course provides opportunity for research and practice. Role playing and presentations are required. This class is a seminar class where students share their readings and research with one another.

**EDUC 6303 • Catholic Teachings on Education** – A graduate seminar on the special role of Catholic school teachers in spiritual development through an exploration of Church teachings on education.

**EDUC 6304 • Literacy Coaching** –

This course will include an examination of the reading specialist as a literacy coach across grade levels and with regard to several different contexts including geographically dispersed, private and public, and multiple grade level settings.

**COUN 6305 • Counseling Internship (Prerequisite: COUN 5368)** – The second of two semesters required for the capstone experiences. The internship is intended to reflect comprehensive work experiences of professional counselors appropriate to the designated program area (professional school counselor or clinical mental health counselor). Student's internship includes all of the following: (1) At least 80 clock hours of direct services, including experience leading groups. (2) A total of 160 clock hours of practicum experience; (3) One hour per week face-to-face meeting with the site supervisor (administrative supervisor) throughout the internship; (4) a 3-credit course which meets for one class period once a week for the semester; (4) the opportunity to become familiar with a variety of professional activities and resources, for example, record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings; (5) the opportunity to develop program-appropriate DVD recordings for use in supervision or to receive live supervision of interactions with clients; and (6) evaluation of students' counseling performance throughout the internship, including a written evaluation after students complete their internship by the professor (clinical supervisor) of the counseling internship course in consultation with the site supervisor. [The number of hours required is subject to change.]

**EDUC 6308 Teaching Writing in a K-12 Setting** - This course will include an examination of the writing process, genres specific to writing, and pedagogical preferences for instruction in a Kindergarten through 12<sup>th</sup> grade setting.

**EDUC 6310 • Teaching in Catholic Schools** – This course is a journey into the Catholic school system within the Archdiocese of Galveston-Houston. The main focus is the development and formation of the Catholic school teacher professionally, spiritually,

living in community and their influence upon the Catholic school, its community and parish.

**EDUC 6311 • Issues & Trends in Curriculum & Instruction** – This course emphasizes analysis and appraisal of curriculum reform in efforts to study persistent and critical issues in education that affect the teaching/learning process. Opportunities are provided to study current and social issues that impact Curriculum & Instruction with reference to various specialties of students enrolled.

**EDUC 6313 • Curriculum Praxis in the 21<sup>st</sup> Century** – Fundamental dimension of curriculum theory, such as but not limited to the social construction of knowledge, curriculum as cultural mind set, social/historical/political reality, and scholarly discourses are explored. Students will examine the various ideological orientations to curriculum studies, curriculum design, and the opportunity for curriculum development.

**EDUC 6315 Curriculum Assessment & Evaluation** - This course analyzes the assessment and evaluation process in the context of curriculum instruction, objectives, high stakes testing, to help identify best research practices for effective teaching/learning environment. The course aims to assist curriculum specialists in understanding how instruction, curriculum, assessment and evaluation are interrelated. Emphasis will be placed on various forms of assessment and evaluation in developing a comprehensive program inclusive of both traditional and alternative forms of assessment and evaluation.

**COUN 6323 • School Counselor Practicum** – This course is the primary field experience required of all graduate students in school counseling. The graduate practicum involves a semester placement in a UST approved Texas public or TEA recognized private school. Students take the Practicum at the end of their graduate program. Supervision is provided by an on-site supervisor and a university supervisor. The Practicum requires a minimum of 160 clock hours, of which 80 must be in direct services including individual and group counseling.

**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. In addition to accruing 80 hours of practical administrative experiences, students complete assignments in six special program areas that include Bilingual/Dual Language, Gifted and Talented, Budget and Finance, Campus Improvement Planning, 504, and Special Education and Safe Schools. 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. In addition to accruing 80 hours of practical administrative experiences, students build their own professional website that includes an

electronic portfolio of the work completed during the course. Prerequisite:  
Recommendation of faculty advisor.

### **Other Specialization Areas**

Candidates may elect to sample courses from other specialization areas in addition to their primary specialization area.

### **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

**Richard Krustchinsky, EdD**  
Associate Dean Undergraduate Program

**Nicole McZeal Walters, EdD,**  
Associate Dean of Graduate Programs

**Eduardo Torres, EdD**

Director of Graduate Student Services

**School of Education – Faculty**

Marilyn Adams, EdD  
Texas Southern University; MS and BA, Prairie View A&M University

Catherine Barber, PhD  
Loyola University Chicago; M.A. Loyola University Chicago; BA Columbia  
University

Elizabeth A. Borreca, EdD  
University of Houston; MS and BA, University of Wisconsin

Juan Cooper; PhD  
Capella University; MA Prairie View A&M University; BS Sam Houston State  
University

Grace England; PhD  
Texas Women's University; MEd, University of North Texas; BS Lamar  
University

Marie Faubert, CSJ, EdD  
North Carolina State; MEd Boston State College, BA Regis College

Serena Flores, PhD  
Texas A&M University- Corpus Christi; MS, BS Texas A&M University- Corpus  
Christi

Kelci Gabriel, PhD  
Texas Southern University; MEd Prairie View A&M University; BS University of  
Houston

Katherine Garcia; EdD  
University of Houston; MEd and BA

Ana-Lisa Gonzalez, PhD  
University of Houston; MEd, BA, University of St. Thomas

Emiliano Gonzalez, PhD  
Indiana University; MEd; University of Texas-Pan American; BA, University of  
Texas

John Haro, EdD

University of LaVerne; MA and BA University of Southern California

Nora Hutto, EdD

Texas Tech University; MS, Texas Tech University; BS, New Mexico State University

Jean Kiekel; PhD

Kansas State University; MBA and BS

Richard Krustchinsky, EdD

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

George Laird, EdD

Southeastern University; MEd Lamar University and McNeese University; BA Lamar University

LaChanda N Landry, EdD

Texas Southern University; MEd; BA; Dillard University

Robert LeBlanc, EdD

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

James LeBuffe, EdD

Temple University; MA Gallaudet University; BA Catholic University

Virginia Leiker, EdD

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

Robert Lundin, EdD

Vanderbilt University; MEd University of St. Thomas; BA Rice University

Brenda Lynch, EdD

Texas Southern University; MS Texas Tech University; BS Bishop College

Brian Malechuk, EdD

University of Houston; MEd; BS University of Wisconsin

Janet McCollum, EdD

Pepperdine University; MS Southern Methodist University; MEd University of Houston; BA Texas Tech University

Hayden McWhorter, EdD

University of Houston; MEd and BS

Lornia Parker; EdD  
Texas Southern University; MEd; BS Texas Women's University

Bobby Price; EdD  
Texas Southern University; MA Prairie View University; BA Southern University

Randall Soffer, PhD  
University of Texas; Austin, MS, Syracuse University, BA, Hobart College

LS Spencer, EdD  
Texas Southern University; MEd Texas State University; BS McMurry University

Thomas Strickland, PhD  
Texas Tech University; MEd and BA

Janice Taylor, Ed.D  
Sam Houston State University; MEd University of Houston; BS University of  
North Texas

Eduardo Torres, EdD  
Texas A&M University; MEd; BS University of Texas

Tera Torres, EdD  
University of Houston; MEd; BA University of Colorado

Higinia Torres-Rimbau, EdD  
University of Houston; MA, BA, University of Houston

Nicole McZeal Walters, EdD  
Texas Southern University; MEd, BS, University of Houston