



EMILY MATEL, M.ED.

📞 281 989 4823

✉️ esjmatel@gmail.com

📍 6610 Cypress Point Dr. Houston, TX 77069

EDUCATION

- **M.Ed., Curriculum and Instruction**

Sam Houston State University

Graduated May 2018

- **Teacher Preparation Program (ACP)**

Texas State University

Completed May 2011

- **B.A., History**

University of Texas at Austin

Graduated May 2010

WORK EXPERIENCE

- **U.S. History, Dual Credit U.S. History**

August 2018 - Present

Cy Ridge High School, Lone Star College, Houston, TX

- **U.S. History, World History, AP World History**

August 2015 - May 2018

Round Rock High School, Round Rock, TX

- **World Geography, AP European History**

August 2012 - May 2015

Cypress Ridge High School, Houston, TX

SKILLS

- Team Management

- Curriculum Design and Differentiation

- Assessment Design and Differentiation

- Written and Verbal Communication

LEADERSHIP EXPERIENCE

- **Team Leader, U.S. History PLC**

August 2019 - Present

Cypress Ridge High School, Houston, TX

TEXAS EDUCATOR CERTIFICATES

- **Social Studies Composite, Grades 8-12**

- **History, Grades 8-12**

- **Social Studies Composite, Grades 4-8**



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February 10th, 2025

Dear Members of the UTTUA Hiring Committee,

I genuinely appreciate the chance to share with you why I would be an ideal addition to your campus faculty, and I wish you the best in your search to find educators to serve the students at UT Tyler University Academy!

First, and most importantly, I believe in education for all students. The foundation of my educational philosophy and career is that all students can learn and that all students deserve to learn. Every student deserves access to high quality education, regardless of their background, location, or age. I would be honored to serve with a team like yours at University Academy that is clearly dedicated to providing equitable and innovative educational opportunities for all students.

Successful classrooms are built on positive relationships. Whether the classroom utilizes a face-to-face format or “distance learning,” students unquestionably experience more success when they feel known and included. Building trust and a positive classroom culture helps students feel more comfortable taking risks - and all learning involves taking risks! Teachers who create supportive classroom cultures, promoting tolerance and equity, instill confidence in their students.

Learning is not “one size fits all.” Today, students have more options than ever before to access high-quality instruction that fits their unique needs and circumstances. Distance learning, for example, has opened doors for educational opportunities that formerly may have been out of reach for many students due to geographic limitations or limited resources. While distance learning certainly has its own limitations, with today’s technology, virtual classrooms can be more interactive and collaborative than ever before. Students can benefit from receiving “real time” learning and interaction with teachers and other students, but distance learning also emphasizes the development of crucial skills such as independent and self-directed learning. In today’s quickly changing society and job market, those skills are more important than ever. Students who learn to take ownership of their learning - both current and future learning - will undoubtedly have the most successful futures.

Technology is evolving, so education needs to evolve, as well. As technology advances rapidly, both learning and teaching must also adapt to stay relevant and effective in preparing students for their futures. Instantaneous access to information and the growing abilities of Artificial Intelligence pose significant challenges in the classroom, but they also offer tremendous opportunities to both educators and students, alike. Today’s learning must extend beyond simply accumulating facts and knowledge - students today need opportunities to develop skills such as critical thinking, innovation, and collaboration. As educators, our job is to meet these needs for students by staying cognizant of these changing landscapes. For example, Project-Based Learning has become one of the most effective learning formats for teaching and developing these skills because it emphasizes student choice and autonomy, as well as relevance to “real world” issues. This not only supports the development of crucial skills, but it also increases student interest and engagement.

Teaching is my passion and my expertise. Whether the task is aligning curriculum to specific standards, differentiating lessons for unique learning needs, or analyzing and evaluating assessment data, my thirteen years of classroom experience teaching eight difference Social Studies courses has provided me with extensive knowledge, training, and skills to support a wide range of learners - students with varying ethnic and socioeconomic backgrounds as well as students of all learning abilities. I have a “knack” for recognizing potential gaps in student understanding and developing strategies for making curriculum more accessible. My most fundamental daily teaching strategies are, at their core, essentially the same for any student, regardless of their background or abilities. They are also rooted in common principle - teaching students how to learn. Empowering students to take ownership of their own learning, both now and in the future, begins with increasing student engagement through building relationships, as well as developing a curriculum that is relevant and authentic. Students who can see the value of what they are being asked to learn will have higher motivation to achieve their learning goals. Another important aspect daily teaching and learning is the opportunity for students to receive feedback and make adjustments. This allows students to measure and reflect on their own progress and identify the areas in which they need to improve. This skill is crucial to being a self-sufficient learner. Also, I find the “Gradual Release Method” of instruction to be effective with students at all levels. Students need the most support when first learning a new concept, but teachers should gradually allow the “work” of learning to shift to the students themselves. Supports such as differentiation or collaboration are essential to helping students make this transition, enabling the student to build confidence and mastery.

Finally, I am a problem solver, a team player, and a leader. I desire to be part of a team that is forward thinking and pioneering in the field of education. I believe that diversity is the greatest asset of any classroom, school, team, and community. The multitude of experiences and perspectives I’ve encountered, from both students and colleagues, have stretched me and formed me into a more conscientious educator with a commitment to improving education for all students.

Thank you for considering my application. I sincerely hope for the chance to further discuss how my skills and dedication to providing students with high quality and equitable education can further enhance the important work being done at UTTUA.

Sincerely,



Emily Matel

THE UNIVERSITY OF TEXAS AT AUSTIN

OFFICE OF THE REGISTRAR, MAIN BLDG. ROOM 1, AUSTIN, TX 78712-1157, (512) 475-7575

FICE CODE: 3658

IPEDS CODE: 228778

ATP CODE: 6882

ACT CODE: 4240

OFFICIAL TRANSCRIPT

NAME: JENKINS, EMILY SUZANNE

STUDENT ID: XXX-XX-8151
DOB: 01/19/88

DATE: 04/29/14
PAGE: 1

15018 ROLLING OAKS DR.
HOUSTON

TX 77070

DEGREES AWARDED BY THE UNIVERSITY OF TEXAS AT AUSTIN:

DEGREE: BACHELOR OF ARTS

DATE: MAY 22, 2010

MAJOR: HISTORY

ATTENDED: SOUTHWESTERN UNIVERSITY

TRANSFERRED WORK FROM SOUTHWESTERN UNIVERSITY

DATE	ORIGINAL COURSE DESIGNATION
FALL, 2006	UST 113 COLLEGE WRITING
FALL, 2006	UST 012 FIRST-YEAR SEMINAR
FALL, 2006	FRE 014 FRENCH 1
FALL, 2006	HIS 223 U.S. HISTORY 1
FALL, 2006	ENG 143 MASTERPIECES OF LIT
FALL, 2006	REL 103 CHRISTIAN TRADITION
SPRING, 2007	CSC 183 COMPUTER SCIENCE 1
SPRING, 2007	ENG 133 INTRO TO LIT STUDIES
SPRING, 2007	FRE 024 FRENCH 2
SPRING, 2007	HIS 233 U.S. HISTORY 2
SPRING, 2007	PSY 103 PRIN OF PSYCHOLOGY
FALL, 2007	ANT 103 INTRO TO ANTHROPOLOGY
FALL, 2007	FRE 113 FRENCH 3
FALL, 2007	HIS 073 NATIONS & NATIONALISM
FALL, 2007	HIS 293 TOPICS-SCI/MEDICINE
FALL, 2007	FRA 061 OUTDOOR RECREATION
SPRING, 2008	PHI 133 INTRO TO PHILOSOPHY
SPRING, 2008	MAT 113 INTRO TO STATISTICS
SPRING, 2008	FRE 123 FRENCH 4
SPRING, 2008	APM 001 GUITAR
SPRING, 2008	HIS 013 WORLD CIVILIZATIONS 1
SPRING, 2008	PSC 113 AMERICAN POLITICS

FALL 2006 SPRING 2008

GR/CR	UT EQUIVALENT
CR 3	RHE 306 3
A 2	ELV 2 HRS 2
A 4	FR 406 4
B 3	HIS 315K 3
B 3	E 316K 3
A 3	R S 3 HRS 3
A 3	C S 3 HRS 3
B 3	E 314L 3
B 4	FR 407 4
A 3	HIS 315L 3
A 3	PSY 301 3
A 3	ANT 3 HRS 3
A 3	FR 312K 3
A 3	HIS 3 HRS 3
A 3	HIS 3 ADV 3
CR 1	PED 1 ACT 1
A 3	PHL 301 3
B 3	M 316 3
A 3	FR 312L 3
A 1	GUI 1 APP 1
A 3	HIS 3 HRS 3
B 3	GOV 310L 3

TOTAL HOURS TRANSFERRED: 63

COURSEWORK UNDERTAKEN AT THE UNIVERSITY OF TEXAS AT AUSTIN IN 10th IN February, 2025

FALL SEMESTER 2008	LIBERAL ARTS
C C 302	INTRODUCTION TO ANCIENT ROME
HIS 310K	LATIN AMER CIV: COLONIAL EXPER
HIS 322D	SCIENTIF REVOLUTN OF 17TH CEN
AST 301	INTRODUCTION TO ASTRONOMY
BIO 301M	ECOLOGY, EVOLUTION, & SOCIETY

MORE WORK ON NEXT PAGE



Shelby Stanfield

Shelby Stanfield, Registrar

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*** ISSUED TO STUDENT ***

THE UNIVERSITY OF TEXAS AT AUSTIN

OFFICE OF THE REGISTRAR, MAIN BLDG. ROOM 1, AUSTIN, TX 78712-1157, (512) 475-7575

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STUDENT ID: XXX-XX-8151

DATE: 04/29/14

DOB: 01/19/88

PAGE: 2

CONTINUE FALL SEMESTER 2008 LIBERAL ARTS
HRS UNDERTAKEN 15 HRS PASSED 15 GPA HRS 15 GR PTS 48.00 GPA 3.2000

SPRING SEMESTER 2009 LIBERAL ARTS
MUS 307 3-JAZZ APPRECIATION 3.0 A
FR 324L PRACTICAL PHONETICS 3.0 B
HIS 343M HISTORY OF RUSSIA SINCE 1917 3.0 B
HIS 345M THE SOUTH SINCE 1865 3.0 A
UGS 302 MYTH-MUSIC MAKES YOU SMARTER-W 3.0 A
HRS UNDERTAKEN 15 HRS PASSED 15 GPA HRS 15 GR PTS 54.00 GPA 3.6000
UNIVERSITY HONORS SPRING SEMESTER 2009

FALL SEMESTER 2009 LIBERAL ARTS
FR 320E ADVANCED FRENCH I 3.0 B
HIS 331J HISTORY OF THE ARAB WORLD 3.0 C
HIS 350L JEWISH MARTYRDOM-W 3.0 A-
J S 364 3-THE BIBLE AND HISTORY 3.0 B+
BIO 301D BIO FOR BUSINESS/LAW/LIB ARTS 3.0 B
HRS UNDERTAKEN 15 HRS PASSED 15 GPA HRS 15 GR PTS 44.01 GPA 2.9340

SPRING SEMESTER 2010 LIBERAL ARTS
AMS 321 URBAN ANTHROPOLOGY-W 3.0 A
GOV 312L ISSUES & POLICIES IN AMER GOV 3.0 B
HIS 344J NORMAN AND ANGEVIN ENGLAND 3.0 CR
R S 353 WOMEN IN THE HEBREW BIBLE 3.0 CR
SOC 308 RELIGION, CULTURE, & POLITICS 3.0 B+
HRS UNDERTAKEN 15 HRS PASSED 15 GPA HRS 9 GR PTS 30.99 GPA 3.4433

CUMULATIVE TOTALS EARNED AS AN UNDERGRADUATE STUDENT AT U.T. AUSTIN
HRS UNDERTAKEN 60 HRS PASSED 60 GPA HRS 54 GR PTS 177.00 GPA 3.2777

*** END OF TRANSCRIPT ***

TSI STATUS INFORMATION

TSI AREA TSI STATUS
ALL EXEMPT

EXPLANATION
TRANSFER - OUT OF STATE/PRIVATE/INDEPENDENT

TEC 51.907 UNDERGRADUATE COURSE DROP COUNTER: X

CORE CURRICULUM SUMMARY

CORE CURRICULUM COMPLETE



Shelby Stanfield

Shelby Stanfield, Registrar

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Official Academic Transcript from:
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OFFICE OF THE REGISTRAR
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HUNTSVILLE, TX 77341-2026

TELEPHONE: 936-294-1040

Official Academic Transcript of:
EMILY S MATEL
Transcript Created: 20-Jul-2018

Requested by:
EMILY S MATEL
6623 CYPRESS POINT
HOUSTON, TX 77069-2424

E-Mail: esjmatel@gmail.com



Document Type: THIRD-PARTY SECURE PDF

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Colleges and Universities

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Sam Houston State University

MEMBER OF THE TEXAS STATE UNIVERSITY SYSTEM
HUNTSVILLE, TEXAS 77341-2029
FICE I.D. # 003606



Teresa Ringo

Teresa Ringo, University Registrar

SSN: *****8151

Date of Birth: 19-JAN-1988

Date Issued: 20-JUL-2018
Official

Record of: Emily S Matel
Current Name: Emily S Matel

Issued To: EMILY MATEL
6623 CYPRESS POINT
HOUSTON, TX 77069-2424

Course Level: Graduate

Degree Awarded Master of Education 12-MAY-2018
Primary Degree

Major : Curriculum & Instruction

SUBJ NO.	COURSE TITLE	CRED	GRD	R	CRED	GRD	R
			PTS			PTS	
Institution Information continued:							
HIST 5370	Colonial America	3.000	B		9.00		
HIST 5373	The Am Civil War & Reconstruct	3.000	F	E	.00		
		Ehrs:	6.000	Qpts:	21.00		
		GPA-Hrs:	6.000	GPA:	3.50		
		Terminated					

INSTITUTION CREDIT:

Summer 2016

HIST 5097	Independent Study:History of the Reagan Era	3.000	A	12.00	Spring 2018
HIST 5376	Contemporary Amer,1933-Present	3.000	B	9.00	CIED 5085
HIST 5377	The American West	3.000	B	9.00	Current Issues in Education
HIST 5378	Amer Cultural & Religious His	3.000	A	12.00	HIST 5373

Ehrs:	12.000	Qpts:	42.00	Spring 2018				
GPA-Hrs:	12.000	GPA:	3.50					CIED 5085
				CIED 5085				

Good Standing

Fall 2016

CIED 5383	Integrating Curnt Tech In Tchg	3.000	A	12.00	Current Issues in Education
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CIED 5384	Curricular Trends For Clss Tch	3.000	A	12.00	HIST 5373
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Ehrs:	6.000	Qpts:	24.00	Current Issues in Education				
GPA-Hrs:	6.000	GPA:	4.00					HIST 5373
				HIST 5373				

Good Standing

Summer 2017

CIED 5370	Research In Teaching	3.000	A	12.00	Current Issues in Education
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***** CONTINUED ON NEXT COLUMN *****

SUBJ NO.	COURSE TITLE	CRED	GRD	R			
			PTS				
Institution Information continued:							
HIST 5370	Colonial America	3.000	B	9.00			
HIST 5373	The Am Civil War & Reconstruct	3.000	F	E	.00		
		Ehrs:	6.000	Qpts:	21.00		
		GPA-Hrs:	6.000	GPA:	3.50		
		Terminated					
***** TRANSCRIPT TOTALS *****							
INSTITUTION	Ehrs:	30.000	Qpts:	111.00			
	GPA-Hrs:	30.000	GPA:	3.70			
***** END OF TRANSCRIPT *****							
TRANSFER	Ehrs:	0.000	Qpts:	0.00			
	GPA-Hrs:	0.000	GPA:	0.00			
OVERALL	Ehrs:	30.000	Qpts:	111.00			
	GPA-Hrs:	30.000	GPA:	3.70			

Sam Houston State University

GRADES AND GRADE POINTS:

Grade	Description	Grade Points Per Semester Hour
A	Excellent	4
B	Well above average	3
C	Average	2
D	Barely passing	1
F	Failure	0
X	Incomplete	
IP	In Progress	
CR	Credit	
NC	Non Credit	
WE	Writing Enhanced Course	
HON	Honors Course	
Q	Dropped Course	
S	Satisfactory	
N	Needs Improvement	
MG	Missing Grade	
AU	Audited Course (not considered enrollment and may not count as credit toward degree completion)	
CORR	Correspondence Course (does not satisfy residency)	
LEMT	Law Enforcement Management Institute of Texas Credit	
ACE	Academic Community Engagement	
W	Resigned	
U	Unsatisfactory	
WP	Withdrew Pass	
WF	Withdrew Fail	
WQ	Withdrew Mid-Semester	

The marks of X, IP, CR, NC, Q, MG, and AU are not included in determining grade point average. The marks of S, N, F which are utilized in developmental courses (MTH, ENG, RDG 031D/032D) are not counted as hours attempted in figuring the cumulative grade point average. For the Fall 2003, Spring 2004, and Summer 2004 terms, developmental course grade point averages and hours were attempted were included in the overall SHSU GPA.

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Grade Symbol Indicators:

*	Developmental Grade
^	Academic Fresh Start
	Grade Included in Grade Point Average
E	Grade not Included in Grade Point Average
~	Developmental Grades earned Fall 2003, Spring 2004, Summer 2004 were included in the SHSU GPA

GRADE POINT AVERAGE CALCULATION:

To calculate a grade point average, divide the total number of semester hours attempted into the total number of grade points. The grade point average is carried out two decimals (2.00) and is not rounded up or down.

COURSE NUMBERS:

Previous numbering system used three digit course numbers. Current course numbers consist of four digits. The first digit indicates the year level of the course. For example, 1000s freshman; 2000s sophomore; 3000s junior; 4000s senior; 5000s masters; 6000s advanced, post-masters and doctoral; 7000 and 8000s doctoral.

The second digit indicates the credit value of the course, except in the case of three-hour courses, where the second digit may be three or any number from six to nine. For example, 1111, one-hour course; 1211, two-hour course; 1311, 1611, 1711, 1811, 1911, three-hour courses; 1411, four-hour course; 1511, five-hour course.

The last two digits serve to distinguish one course from another within a division/department.

ACADEMIC FRESH START (AFS):

Students may elect under the University's AFS Program to have all academic course work completed ten or more years prior to the semester of election removed from consideration by the University for any academic purpose including, but not limited to, cumulative grade point average, academic classification, academic standing, course prerequisites, degree requirements, eligibility for graduation, and honors standing. Courses affected by AFS are indicated by the grade symbol of ^.

Texas Educator Certificate

This certifies that

Emily S Jenkins

*has fulfilled requirements of state law and regulations of the
State Board for Educator Certification
and is hereby authorized to perform duties as designated below:*

STANDARD			
Description	Effective Date	Expiration Date	Status
Classroom Teacher			
Social Studies Grades (4-8)	02/01/2023	01/31/2029	<u>Valid</u>
Social Studies Grades (8-12)	02/01/2023	01/31/2029	<u>Valid</u>
History Grades (8-12)	02/01/2023	01/31/2029	<u>Valid</u>

Official Record of Certification
Sunday, April 07, 2024

Pre-Employment Affidavit for Applicant

For purposes of this affidavit:

Adjudication and conviction refer to a conviction, plea of guilty or no contest (nolo contendre), probation, suspension, or deferred adjudication.

Charge refers to a formal criminal charge as documented by a primary charging instrument (a complaint, information, or indictment) under the Texas Code of Criminal Procedure.

Inappropriate relationship refers to the crime of improper relationship between educator and student in Texas Penal Code section 21.12, and any other inappropriate relationship as determined by the State Board for Educator Certification.

I declare the following:

I have never been charged with, adjudicated for, or convicted of having an inappropriate relationship with a minor.

I have been charged with, adjudicated for, or convicted of having an inappropriate relationship with a minor. The charge, adjudication, or conviction was determined to be **false**. The following are all of the relevant facts pertaining to the charge, adjudication, or conviction: _____

I have been charged with, adjudicated for, or convicted of having an inappropriate relationship with a minor. The charge, adjudication, or conviction was determined to be **true**. The following are all of the relevant facts pertaining to the charge, adjudication, or conviction: _____

Declaration of Applicant

The following affidavit is offered to satisfy the requirement of Texas Education Code section 21.009 for a pre-employment affidavit, in accordance with Texas Civil Practices and Remedies Code section 132.001. An applicant who is offered employment will be asked to complete a notarized affidavit attesting to the same.

I declare under penalty of perjury that the foregoing is true and correct.

Emily Suzanne Matel _____

1/19/1988 _____

Name (First, Middle, Last) _____

Date of Birth _____

6610 Cypress Point Dr. Houston, TX 77069 _____

Harris _____

Address (Street, City, State, Zip Code) _____

County _____

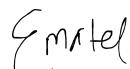
Executed in Harris _____ County, State of TX _____, on the 10th _____ day of February, 2025 _____

County

State

Date

Month Year



(Signature of Declarant)

I understand that the date of birth I am providing will not be used to determine eligibility for employment, but will be used solely for the purpose of this unsworn declaration.*

*This form will be processed separately and not shared with the hiring manager.

Approved by the Texas Commissioner of Education, October 2017.

THE UNIVERSITY OF TEXAS AT AUSTIN

OFFICE OF THE REGISTRAR, MAIN BLDG. ROOM 1, AUSTIN, TX 78712-1157, (512) 475-7575

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SPRING, 2008	PSC 113 AMERICAN POLITICS

FALL 2006 SPRING 2008

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A 2	ELV 2 HRS 2
A 4	FR 406 4
B 3	HIS 315K 3
B 3	E 316K 3
A 3	R S 3 HRS 3
A 3	C S 3 HRS 3
B 3	E 314L 3
B 4	FR 407 4
A 3	HIS 315L 3
A 3	PSY 301 3
A 3	ANT 3 HRS 3
A 3	FR 312K 3
A 3	HIS 3 HRS 3
A 3	HIS 3 ADV 3
CR 1	PED 1 ACT 1
A 3	PHL 301 3
B 3	M 316 3
A 3	FR 312L 3
A 1	GUI 1 APP 1
A 3	HIS 3 HRS 3
B 3	GOV 310L 3

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HIS 322D	SCIENTIF REVOLUTN OF 17TH CEN
AST 301	INTRODUCTION TO ASTRONOMY
BIO 301M	ECOLOGY, EVOLUTION, & SOCIETY

3.0 B
3.0 B
3.0 B
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3.0 A

MORE WORK ON NEXT PAGE



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FR 324L PRACTICAL PHONETICS 3.0 B
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J S 364 3-THE BIBLE AND HISTORY 3.0 B+
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GOV 312L ISSUES & POLICIES IN AMER GOV 3.0 B
HIS 344J NORMAN AND ANGEVIN ENGLAND 3.0 CR
R S 353 WOMEN IN THE HEBREW BIBLE 3.0 CR
SOC 308 RELIGION, CULTURE, & POLITICS 3.0 B+
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TRANSFER - OUT OF STATE/PRIVATE/INDEPENDENT

TEC 51.907 UNDERGRADUATE COURSE DROP COUNTER: X

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CORE CURRICULUM COMPLETE



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