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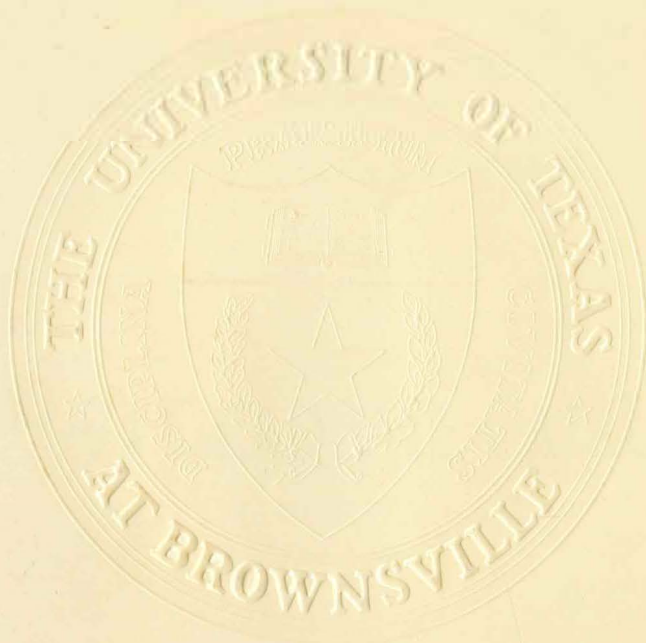
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THE UNIVERSITY OF TEXAS AT BROWNSVILLE
IN PARTNERSHIP WITH
TEXAS SOUTHMOST COLLEGE
1993-94 GRADUATE CATALOG

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THE UNIVERSITY OF TEXAS AT BROWNSVILLE
IN PARTNERSHIP WITH
TEXAS SOUTHMOST COLLEGE

1993-94 GRADUATE CATALOG

We are glad you are here!

Welcome to America's first Community University, The University of Texas at Brownsville in partnership with Texas Southmost College. Serving more than 10,000 students at the southern tip of Texas on the Mexican border, the university offers academic, applied technology, and continuing education courses. Our students range in ages from 13 to 80 years, pursuing studies from single courses for personal enrichment to post-graduate degrees.

Our university is dedicated to including all the people in our communities in our curriculum, our campus life, and our government.

We appreciate our community, our students, our faculty, and our staff. We are committed to excellence in service. We are dedicated to making your experience at our university fulfilling, enriching, rewarding and enjoyable.

Thank you for becoming a part of our partnership.

Academic Calendar

1993 Fall Semester

July 14-August 6	Telephone Registration for 1993 Fall Semester
August 13	Deadline to pay for Telephone Registration
August 23-25	Extended Telephone Registration
August 25, noon	Deadline to pay for Extended Telephone Registration
August 25	Regular Registration
August 26	Drop/Add
August 30	First day of classes
September 6	Labor Day holiday
September 15	Twelfth day of classes - Official record date
September 15	Deadline to withdraw without recorded grade
September 17	Deadline for Pass/Fail petitions
October 1	Deadline for graduation applications - Fall
Oct. 18-Dec. 10	Telephone Registration for Spring Semester
November 25-27	Thanksgiving holidays
December 3	Deadline to withdraw with W
December 10	Last day of classes
Dec. 11, 13-16	Final examinations
December 17	Grade sheets due to Deans
December 17	Deadline to pay for Telephone Registration

1994 Spring Semester

Oct. 18-Dec. 10	Telephone Registration
December 17	Deadline to pay for Telephone Registration
January 10-12	Extended Telephone Registration
January 12, noon	Deadline to pay for Extended Telephone Registration
January 12	Regular registration
January 13	Drop/Add
January 17	First day of classes
February 1	Deadline for graduation applications - Spring
February 1	Twelfth day of classes - Official record date
February 1	Deadline to withdraw without recorded grade
February 3	Deadline for Pass/Fail petitions
February 25-26	Charro Days holiday
March 14-19	Spring Break
March 21-May 13	Telephone Registration
April 1-2	Easter Recess
April 28	Deadline to withdraw with W

May 5	Last day of classes
May 7, 9-12	Final examinations
May 13	Final grade sheets due to Deans
May 15	Commencement
May 20	Deadline to pay for Telephone Registration

1994 Summer I

March 21-May 13	Telephone Registration
May 20	Deadline to pay for Telephone Registration
May 28-30	Extended Telephone Registration
May 30 (noon)	Deadline to pay for Extended Telephone Registration
May 30	Regular Registration
May 31	Drop/Add
June 1	Deadline for graduation applications - Summer
June 6	First day of classes
June 9	Fourth day of classes - Official record date
June 14	Deadline for Pass/Fail Petitions
June 20	Deadline for Filing Completed Signed Thesis for Students Expecting to Receive Master's Degree in August
July 1	Deadline to withdraw with W
July 4	Independence Day holiday
July 7	Last day of classes
July 8-9	Final Examinations
July 10	Grade sheets due to Deans

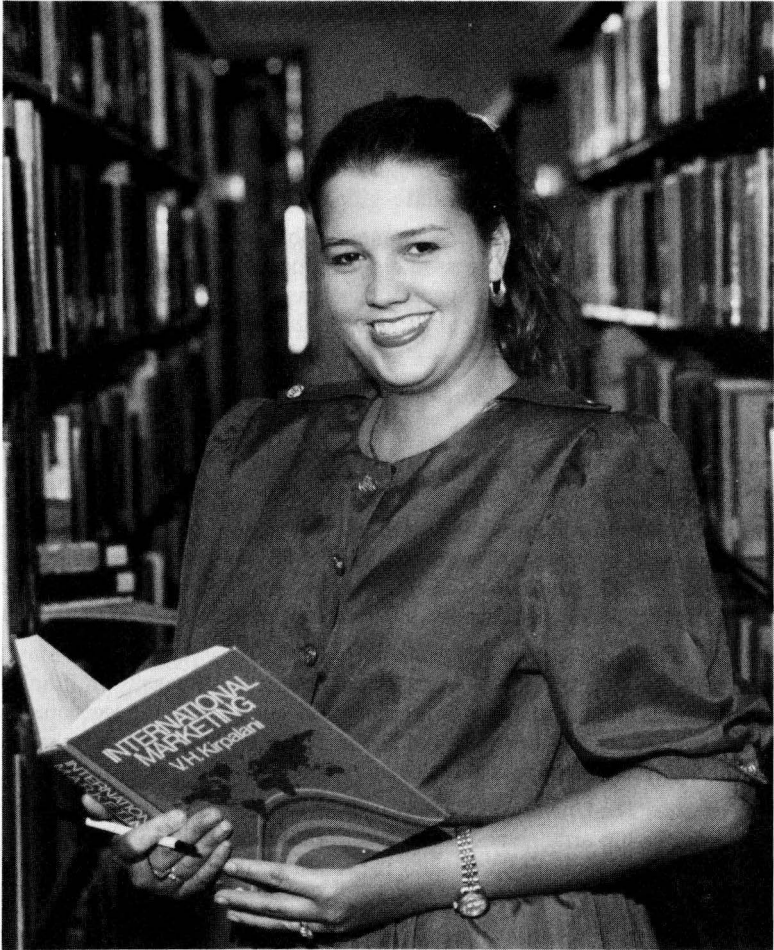
1994 Summer II Semester

July 9-11	Telephone Registration
July 11 (noon)	Deadline to pay for Telephone Registration
July 11	Regular Registration
July 12	Drop/Add
July 12	First day of classes
July 13-August 5	Telephone Registration for 1994 Fall Semester
July 15	Fourth day of classes - Official Record Date
July 15	Deadline to withdraw without recorded grade
July 19	Deadline for Pass/Fail petitions
August 8	Deadline to withdraw with W
August 11	Last day of classes
August 12	Deadline to pay for Telephone Registration
August 12-13	Final Examinations
August 15	Grade sheets due to Deans

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General Information



The Philosophy

The University of Texas at Brownsville in partnership with Texas Southmost College is committed to excellence. It is dedicated to stewardship, integrity, service, openness, accessibility, efficiency, and citizenship. The University is committed to students, participatory governance, liberal education, human dignity, the convening of cultures, and respect for our environment.

The Mission

The mission of The University of Texas at Brownsville in partnership with Texas Southmost College is to combine the strengths of an upper level university and those of a community college to eliminate traditional barriers to higher education. The community university provides quality programs and services through academic, applied technology, and continuing education programs to respond to local and regional needs.

The university advances economic development, enhances the quality of life, provides for personal enrichment, and assures access to higher education opportunities. The community university develops critical thinking, communications, and quantitative skills for life-long learning through teaching, academic research, and public service.

The Partnership

The community university has its roots in the establishment of two of the area's higher education institutions, The University of Texas at Brownsville and Texas Southmost College.

Texas Southmost College was created by the Brownsville Independent School District in 1926. First established as The Junior College of the Lower Rio Grande Valley, its name was later changed to Brownsville Junior College in 1931. Upon the establishment of the Southmost Union Junior College District in 1949, it was renamed Texas Southmost College.

The University of Texas at Brownsville was created by the Texas legislature in May 1991. The foundation for UTB was laid in 1973 when Pan American University in Edinburg began offering off-campus courses at Texas Southmost College. In 1977 the legislature approved the establishment of Pan American University at Brownsville as an upper level center. In 1989, the University became a part of the University of Texas System.

The bill that created The University of Texas at Brownsville also authorized the University to enter into a partnership arrangement with Texas Southmost College. The partnership was created under the provisions of Subchapter L, Section 1. Chapter 51 of the Texas Education Code.

Created to improve the continuity, quality, and efficiency of the educational programs and services offered by the university and the community college, the partnership combines the administrative, instructional, and support services of the upper level university and the community college and eliminates artificial barriers between them. The partnership combines junior, senior, and graduate level programs with certificate, associate, and continuing education programs, thus offering a unique combination of services to the people of the Lower Rio Grande Valley and the state.

Goals of the Graduate Program

UTB is committed to providing graduate programs which will reflect the knowledge, skills, and attitudes its graduates must possess to be successful leaders in their chosen area of study. The general goal of the Graduate Program is to provide graduate opportunity. The program will provide:

- opportunity for students to acquire professional knowledge beyond that offered at the undergraduate level,
- programs of intellectual and personal growth,
- opportunities that will allow students to gain needed experience in selected areas of study, and
- programs which build upon the bilingual and bicultural attributes of the location and population.

Purpose and Limitation of the Graduate Catalog

The purpose of the Graduate Catalog is to acquaint prospective students with The University of Texas at Brownsville and its graduate programs. A limitation of the printed word is that it is fixed in time while conditions and programs change. Dates, fees, regulations, faculty, course offerings and programs are subject to change when conditions warrant or state regulations mandate.

Degrees and Majors

The University administration and faculty are committed to the growth and development of graduate programs for educational, economic and cultural development of the citizens of the region. The specific degrees listed below have been approved by The University of Texas System and the Texas Higher Education Coordinating Board. The University pledges to provide graduate offerings consistent with area needs and resources.

Master of Arts in Interdisciplinary Studies – M.A.I.S.

English Concentration
Government Concentration
History Concentration
Sociology Concentration
Spanish Concentration

Master of Science in Interdisciplinary Studies – M.S.I.S.

Biology Concentration

Master of Business Administration – M.B.A.

Business Administration

Master of Education – M.Ed

Counseling and Guidance Major
Reading Major
Supervision Major
Educational Administration Major
Elementary Education Major
Bilingual Endorsement

Program Organization and Administration

The policies governing the graduate program are established by the Graduate Faculty through the Graduate Committee. The Graduate Committee sets standards for admission to graduate work, establishes policy and recommends students who have completed degree requirements for graduation to The University of Texas Board of Regents. The graduate program is administered by the Director of Graduate Studies.

Faculty members are recommended for appointment to the graduate faculty by the chairperson of their departments and approved by the Graduate Committee. Recommendations for graduate faculty status are based on rank, degree in the field (or training and experience) and the institutional need for the faculty member to hold graduate faculty status.

The Graduate Committee

The Graduate Committee is a standing committee of the Academic Senate. Each School and College offering graduate programs is represented. Membership is selected from graduate faculty by the Senate Executive Committee in consultation with the Academic Senate. Administrative membership includes the Vice President for Academic Affairs, the Director of Graduate Studies and two deans appointed by the Vice President for Academic Affairs.

The Committee determines and recommends general policies for the graduate program. The Committee also advises the Director on administrative matters submitted by the Director and serves as a committee on exceptions.

Graduate Program Advisory Councils/Committees

Most graduate programs at UTB have an appointed council/committee of community representatives who advise the College/School administration and faculty on area graduate study needs. Community leaders, educators, and representatives from business, health and social agencies are represented on these committees.

Accreditation and Memberships

UTB holds membership in and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and masters level degrees. In addition, the University holds membership in the American Association of Colleges for Teacher Education, the American Council on Education, the Association of American Colleges, the American Association of State Colleges and Universities, the Texas Alternative Certification Association and the Association of Texas Colleges and Universities. The School of Education is also approved to offer post-baccalaureate certification programs by the Texas Education Agency.

Admissions

UTB is an open-door institution and does not discriminate on the basis of race, color, age, national or ethnic origin, sex, religion, or handicaps in admissions, educational programs or activities. Admission to the university does not imply admission to all programs of the university. The university does limit graduate admissions to those students who have shown both a history of academic competency that suggests the ability to perform graduate work and a demonstrated maturity indicating that graduate study will contribute significantly to the intellectual and professional development of the student.

Students who register for graduate courses inadvertently through administrative error, or who have not received official notification of admission to the graduate program, will be administratively withdrawn from graduate courses and have their tuition refunded.

Admissions Criteria

All applicants for graduate programs, including international students, must complete an official graduate program admission application which consists of the following:

1. A completed UTB graduate program application form and a copy of the receipt for payment of the application fee.
2. Proof of a baccalaureate degree from a four-year institution which has regional accreditation.

Questions of bachelor degree equivalency for students with degrees from foreign institutions will be handled on an individual basis. Students may elect to have their foreign transcripts evaluated by a recognized transcript service.

3. Official transcripts of all undergraduate and graduate study and an official copy of the Graduate Record Examination or the Graduate Management Admissions Test score report.

Applicants should request the registrar of colleges previously attended and the Educational Testing Service to send transcripts and score reports directly to the Graduate Office. Graduate Records Examination and Graduate Management Admissions Test scores over five years old will not be accepted.

4. Proof of residency.
5. Transcript of TOEFL scores for foreign students.
6. Two letters of recommendation from individuals in a position to judge the applicant's preparation for and ability to complete a graduate program. Appropriate references would be college instructors, professional colleagues and supervisors.

Categories of Admission

University graduate admission status does not automatically insure admission to a college/school graduate degree program. Each college/school sets program degree requirements for its graduate majors.

1. **Regular Graduate Student Acceptance** – Requirements for Regular Acceptance are: An undergraduate GPA of 3.0 or higher on a 4.0 scale and a GRE score of 600 or higher (sum of verbal and quantitative test scores). Students may also present a GMAT score of 350 or higher and a 3.0 or higher undergraduate GPA. The GPA for graduate admissions is calculated using the last 60 semester hours of

undergraduate work plus all previous work from a graduate or professional school. Students who lack the required GPA may be admitted with a GRE composite score of 1000 or higher or a GMAT score of 470 or higher.

An applicant who has earned a baccalaureate degree under the “academic fresh start” statute, Texas Education Code 51.929, will be evaluated on the grade point average of the course of work completed for that baccalaureate degree and the other criteria stated herein.

2. **Probationary Acceptance** – Applicants who do not meet the GPA/test score required for Regular Graduate Student admission but have a score of 1200 or higher, based upon the following formula, may receive probationary admission: 200 times the Graduate Admission GPA plus the sum of the verbal and quantitative parts of the GRE.

Example: $2.7 \text{ GPA} \times 200 + 700 \text{ GRE} = 1240$

$3.6 \text{ GPA} \times 200 + 500 \text{ GRE} = 1220$

Applicants must meet this minimum entrance score prior to registration. Students admitted on probation are limited to a maximum of nine semester hours of graduate work. If at the end of the semester in which a student’s total earned graduate hours are nine or more and the student’s graduate GPA is 3.0 or better, probationary admission will be changed to regular graduate student acceptance. Students who do not have the required 3.0 GPA upon completion of 9 graduate hours will not be allowed to continue to register for graduate credit as a degree-seeking student.

3. **Tentative Acceptance** – This category is for students whose undergraduate GPA is between 2.5 and 3.0 and who have not received GRE scores but wish an opportunity to take graduate courses. Students may take a maximum of six semester hours under Tentative Acceptance during one regular semester or one summer of attendance. Upon completion of the six hours the student’s complete application will be evaluated and the student granted Regular Acceptance, Probationary Acceptance or denied admission. These students are not eligible for Provisional Acceptance.
4. **Provisional Acceptance** – This category is primarily for foreign students who wish to improve their language skills prior to taking the GRE or GMAT. They must have a GPA of at least 3.0 on a 4.0 scale and have filed an application and official transcripts showing a baccalaureate degree or its equivalent from a state or regionally accredited institution. Upon completion of 18 hours of graduate work under Provisional Acceptance the student’s complete application file will be evaluated for regular admission. As a result of this evaluation regular admission will be granted or permission to register for further course work leading to a graduate degree will be denied.
5. **Non-degree or Transient Student** – Students who wish to enroll in courses but do not plan to pursue a program leading to a graduate degree or certificate may enroll by completing an application for admission, paying the required application fee, registering for the course and paying tuition. These students are classified as transient or non-degree seeking and may or may not elect to receive academic credit. Students wishing to receive academic credit pay the regular course tuition fees, those who wish to audit pay the audit fee. Examinations are not required and grades are not given for courses audited and thus may not be used for graduate credit.

Transient students who register for academic credit and later decide to become candidates for degrees must meet all regular admissions criteria and petition the graduate program for admission as a degree-seeking student. Students who decide to become a degree-seeking student may apply up to 12 semester hours of graduate credit received as a UTB transient student if grades are a "B" or above and if the courses are relevant to the degree sought. Decisions on course relevance will be made by the student's major department.

Admission of International Students

International students applying for admission to the graduate program and who need to file Form I-20, A-B (certificate of eligibility for non-immigrant [F-1] student status) must submit the following prior to the Form 120 being issued:

1. A completed graduate program application form.
2. An affidavit of financial support as evidence of ability to bear academic and living expenses while studying in this country.
3. A score of 550 or higher on the Test of English as a Foreign Language examination (TOEFL). All international students except those from countries where English is the primary language, must take the TOEFL. Under extraordinary circumstances a graduate department may request a waiver of the English proficiency requirement from the graduate program office or the Vice President for Academic Affairs. However, approval of such waivers shall be given only if the quality of the graduate education at the university is not compromised.

Foreign students should submit English translations of all transcripts and letters along with the official documents.

Departmental Admission Requirements

In addition to the criteria for graduate admission each department offering a graduate degree, with the approval of the University Graduate Committee and the Graduate Office, sets additional departmental admission requirements for its graduate major. Students should check with the appropriate department for specific departmental admission criteria. The following departments have additional course requirements:

- Biology – requires six semester hours advanced undergraduate credit in Biology
- Business Administration – requires prerequisite course work in business areas (see specific requirements in School of Business section of the catalog).
- English – requires six semester hours advanced undergraduate credit in English.
- Government – requires six semester hours advanced undergraduate credit in Government.
- History – requires six semester hours advanced undergraduate credit in History.
- Sociology – requires six semester hours advanced undergraduate credit in Sociology.
- Spanish – requires 12 semester hours advanced undergraduate credit in Spanish.
- Education – requires 18 semester hours of undergraduate education courses and/or provisional certification for graduate certification programs. This requirement may be waived for non-certification programs.

Academic Information

Graduate and prospective graduate students are expected to make themselves thoroughly familiar with the university graduate program regulations, their departmental requirements and the requirements for degrees. While faculty advisors may help plan, the responsibility for meeting deadlines and knowing graduate program requirements belongs to the student.

Catalog Applicability and Time Limits

A student will be governed by the university catalog in effect at the time of official notification of regular graduate student admission or may choose to graduate following the requirements of the most current catalog. Should a graduate student not enroll during a calendar year the catalog requirements at the time of readmission may apply. State of Texas regulations with regards to certification programs taken as part of a graduate program do not supersede university graduate degree program requirements.

Students must complete all graduate work for their degree within seven years of the time of their first graduate course registration. Students who have compelling reasons for interruption of their graduate program may petition the Graduate Council for an extension of the time limit.

Student Work and Class Attendance

Graduate students are expected to attend classes regularly and meet all requirements of the course in order to receive a grade. The attendance policy varies for each course and instructor. The typical out-of-class homework requirement for masters level work is three hours of out-of-class work per week for each semester hour of credit. One three semester credit hour graduate course would require nine clock hours of out-of-class student work. The responsibility for meeting the requirements for a course, degree and / or certification rests with the student. Final examinations are scheduled at the end of the semester and are not given in advance.

Papers submitted to meet graduate course requirements are expected to be the student's own work. Information and opinions drawn from whatever source are to be cited specifically as to their respective sources, and students should use the approved form of citation. A student who engages in scholastic dishonesty will be subject to disciplinary action. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributed in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Thus, a student who makes use of the services of a term paper company; who submit work not his or her own; and who does not provide clear citation to original sources may be guilty of plagiarism and jeopardize grades and enrollment status. A student may not submit the same paper in substance in two or more graduate classes without prior written permission of the instructors involved.

Transfer of Credit Policy

Subject to the approval of the major department, a maximum of 12 graduate semester hours taken at an accredited university may be transferred for degree credit except in the School of Education where a maximum of six graduate semester hours may be transferred into a Master of Education degree program leading to certification. Transferred credit

will not be counted in computing the grade point average on courses completed in the graduate program. Credit may not be transferred for:

1. Courses which would not receive graduate credit at UTB.
2. Courses with a grade lower than a B.
3. Correspondence and extension courses.
4. Credit for life experience or prior learning.
5. Courses which are older than seven years old. Courses younger than seven years may not be accepted if in the professional judgement of departmental faculty the content is seen as outdated and obsolete.

Transfer credit used to fulfill program requirements will be approved by the Faculty Advisor, the Chairperson of the Department and the Graduate Office when the official Program of Study is approved for the student. The Faculty Advisor has the initial responsibility to insure that the proposed transfer work is relevant and appropriate to the degree sought. The Graduate Office will validate the student's transcript when necessary.

Semester Hour

University credit is measured in semester hours. Ordinarily, a class that meets one 50-minute period per week for a semester will carry a credit of one semester hour. Since the majority of classes meet three periods, or their equivalent, each week, these classes carry three semester hours of credit. Two or three laboratory clock hours per week are usually required for one semester hour of laboratory credit.

Sessions

The Long Session: The University operates on the semester plan. During the fall and spring semesters, most day classes meet three times per week (M/W/F) for 50 minutes at each meeting, or twice a week (T/T) for 75 minutes. Some classes are scheduled in the evening and meet on Monday (M), Tuesday (T), Wednesday (W), or Thursday (Th) for 50 to 150 minutes at each meeting, depending on course credit. Subjects requiring laboratory work meet two evenings each week. Weekend classes may also be offered.

The Summer Session: The summer session is divided into two terms, Summer I and Summer II. Most day classes of three semester hour credit meet one hour and 40 minutes, five days a week, for five and one-half weeks. During the summer sessions, most night classes of three semester hour credit meet for four hours, two times each week for five and one-half weeks.

Withdrawing From Classes

After the official census date, students may withdraw from graduate classes and receive a "W" on their permanent records. The Instructor's and chairperson's signature must be obtained on the appropriate form. The last date to withdraw is specified in the class schedule material published each semester and summer session.

Graduate Credit for Seniors

A student who has not yet completed all requirements for the bachelor's degree may be eligible for graduate study as a senior. Such students must complete their undergraduate work and be eligible to obtain the bachelor's degree during the first semester of graduate work. The student must have an overall GPA of at least 3.0 and must be within nine semester hours of completing the total number of hours required for the bachelor's degree. The combined load of the graduate and the undergraduate courses must not

exceed 12 semester hours. To take graduate courses under this provision, students must complete the application process and secure the written permission of the chair of the department in which credit is sought as well as the graduate office. Seniors at other universities who have nine or fewer credits to complete for the bachelor's degree may also qualify.

Grading System

A student receives a grade for each registered course. Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of "C" or better is earned.

Grade Points

Grade Definition	Per Semester Hour
-------------------------	--------------------------

A	Superior	4.00
B	Good, acceptable performance	3.00
C	Below average achievement, passing	2.00
F	Failure	0.00

I Incomplete - work must be finished the next semester; otherwise, the grade automatically becomes an F unless an extension of time is requested in writing to the Graduate Office by the instructor.

AU Audit - no academic credit awarded, and no transcript notation.

W Withdrawal - not used in calculation of GPA.

S Satisfactory - carries credit but no grade points. Not used in computing GPA.

U Unsatisfactory - not used in computing GPA.

The student's grade point average (GPA) is determined by dividing the total number of grade points earned by the total number of letter-graded hours attempted (not the number of hours passed) at UTB.

Scholastic Probation and Suspension

In order for a degree seeking graduate student to remain in good academic standing, the student must maintain a grade point average of 3.0 (B). Students whose overall GPA falls below a 3.0 in a given semester are placed on academic probation the following semester. Probation constitutes a warning of insufficient level of progress. During the following semester or summer session, their overall GPA must return to 3.0 or above or they will be suspended for a minimum of one semester. They may be re-admitted only after presenting a written petition to the Graduate Office and to the Dean of the School or College of the major. Written approval to register for graduate course work must come from both the appropriate Dean and the Graduate Office.

Repetition of Courses

A graduate student may repeat any course. All grades earned (including those for repeated courses) will be used to compute the grade-point average. All attempts become a part of the permanent academic record.

Student Load

Nine hours constitute full-time graduate enrollment during the regular semester. The maximum load for a full-time graduate student is 12 semester hours during any regular semester and six semester hours during any one summer session. In no case may the maximum hours earned during full-time (two sessions) summer enrollment exceed 12. Any exceptions to this rule must be approved by the Chairperson and the Director of Graduate Studies. See the section on Student Work and Class Attendance

Program of Study

Graduate degrees are awarded on the basis of scholarship, reasoning and investigative abilities, and evidence of proficiency in the student's area of emphasis. Upon admission to the graduate program, the appropriate departmental Chairperson will assign a Faculty Advisor who will assist the student in developing the formal, written Program of Study (POS) designed to meet proficiency levels and student professional needs.

Programs of Study must be approved by the Faculty Advisor and members of the graduate committee (when a committee is required), the Chairperson of the major department, and the Graduate Office. After signatures are secured, copies must be filed by the student with the Faculty Advisor, the Chair and the Graduate Office.

The Program of Study should be developed during the first semester of graduate course work and must contain the following elements:

1. A brief narrative statement giving the overall objectives of the program and special certification desired.
2. Methods for achieving these objectives, i.e., courses listed in the degree plan, experiences, thesis and other tentative research problems.
3. The proposed method of final examination.

The design of each individual program is very important. Those individuals holding a graduate degree are seen by society as having an advanced state of general knowledge, as well as specific knowledge in their field of study. Thus, it is incumbent upon the institution, the graduate faculty, and the students to ensure that those upon whom the degree is conferred are knowledgeable in their field.

Although the minimum number of hours required for degrees are determined in accordance with the program as listed in the Catalog, this should not be construed to indicate a maximum number of hours for any particular student. Each individual POS may vary as to the total number of hours necessary to receive the degree. The official POS may be changed with the written approval of the Graduate Advisor and the Chair of the major department. A copy of the revised POS must be filed in the Graduate Office by the student after securing written approval of the Advisor and Chair.

Residence Requirement

A residence of one academic year or the equivalent in summer sessions is required. In graduate programs that require a thesis, at least 18 semester hours of course credit plus six semester hours of thesis credit shall be earned in residence at UTB. For programs that require 36 semester hours of credit but do not require a thesis, at least 24 semester hours must be earned in residence at UT. In all cases the last 12 hours earned for the degree must be earned as resident UTB credit. Students seeking certification with the Master of Education degree should consult the School of Education residence section of the catalog.

Admission to Degree Candidacy

Admission to a graduate program does not designate a student as a candidate for the graduate degree. Candidacy may be achieved only when students have completed a planned program of study, have met academic standards of the graduate program and the major department and have satisfied financial obligations to the university. Degrees are not awarded automatically upon completion of scholastic requirements. To be considered as a candidate for a degree, a student must file the appropriate application with the graduate program office and the UTB enrollment office. Deadline dates for submitting applications are published each semester in class schedule materials.

Thesis/Nonthesis Option for Master's Degrees

Most UTB Master's degree programs allow for a thesis or nonthesis option. In consultation with the Faculty Advisor, the student should carefully consider career goals in deciding between a thesis and non-thesis degree. The student should be aware that some academic institutions regard a nonthesis Master's degree as a terminal degree program. Students who intend to pursue the doctoral degree should seriously consider doing a thesis.

Students in thesis programs must complete the six required hours of thesis credit. Registration for thesis courses may be repeated and is counted in determining load limits for a semester or summer session although credit is given only once. Once students register for the thesis course, they must continue to register each succeeding semester or summer session until the thesis is completed.

The thesis topic and prospectus must be approved by the Faculty Advisor, the thesis committee and the Graduate Office prior to the student undertaking the research problem. A thesis committee of three or more graduate faculty members to assist in the research shall be appointed by the Chair of the major department after consultation with the candidate. The Faculty Advisor shall be a member and Chair of the committee. All research must also be approved by the UTB Human Subjects Research Review Committee prior to collection of any data. Instructions for the preparation of the thesis and information on the Human Subjects Research Review Committee can be obtained from the department or Graduate Office.

The thesis research committee will judge the research competence of the student during the thesis defense meeting. A graduate faculty member appointed by the Graduate Office from outside of the School/College shall represent the graduate program on the committee during the thesis defense meeting. The Graduate Program Representative should be provided a copy of the thesis one week prior to the defense. Thesis defense meetings are announced in advance and open to the university community.

Students are responsible for all deadline dates with regards to thesis defense and submission of thesis copies to the Graduate Office for binding and microfilming (see schedule of Fees and Deposits and class schedule for dates).

Final Evaluations

Upon the recommendation of the Faculty Advisor and during the final semester of coursework, students may request their final comprehensive examination. The final examination is given to judge mastery in the major and minor fields of study. The thesis defense may serve as the final comprehensive examination for students completing the thesis option. Some programs require a written comprehensive examination for all students in addition to the thesis defense. In other instances the graduate thesis committee may require both a thesis defense and a written comprehensive final examination.

Departments with graduate programs prepare and forward to the Graduate Office the written comprehensive examination for its graduate students each semester. The Graduate Office schedules and administers the written comprehensive examination and forwards the completed examination to the department for evaluation and grading. The Office also schedules and makes arrangements for thesis defense meetings. The graduate student is responsible for requesting permission to take the comprehensive examination and/or thesis defense no later than the deadline date for graduation application of the semester in which they wish to take the examinations. The written request must have prior approval of the faculty advisor and be submitted to the graduate office on the appropriate form.

The final evaluation can result in:

- a passing grade with a recommendation that the candidate be certified to receive the degree;
- a conditional pass with the requirement that conditions be met which may include further work on the thesis or additional coursework and the final be retaken; or
- failure and a recommendation that the candidate be dismissed from the program.

A review period of not less than 90 days nor more than one year is required for those candidates who fail the final examination. Examinations may not be retaken more than twice for the Master's degree. Additional courses or thesis work may be required of a failing student as specified by the student's advisor, graduate research committee or the Chair of the major department.

Grade Reports

Final grades are mailed as soon as they are compiled after the close of the semester. The report reflects the grade assigned by the Instructor on the final grade sheet; any subsequent change is not included. Grades are mailed to the student's local address as listed by the University.

Academic Appeals

In attempting to resolve any student grievance grades or evaluations, it is the obligation of the student first to make a serious effort to resolve the matter with the faculty member with whom the grievance originated. Individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member's judgement is final unless compelling evidence shows discrimination, differential treatment, or faculty mistake. If evidence warrants appeal, then normal academic channels are: Department Chair, Dean, Vice President for Academic Affairs, and President.

Grade appeals above the level of the Dean must be submitted in writing on the "Student Academic Grievance Form for Appeal of a Grade" which is available in the Graduate Office. *In no instance will grades be changed after one calendar year.*

Grade Changes

If an error in computation, evaluation or recording warrants a grade change, the instructor may process a grade change form through the department chairperson. If the grade change is made after graduation, for a course taken prior to graduation, the change request form must have written justification by the instructor, and be recommended by the department Chairperson and the school or college Dean. Students who receive a grade of incomplete ("I") are responsible for initiation of the paperwork required to change the grade.

Grievances Other Than Grades

It is the obligation of the student, in attempting to resolve a grievance, to first make a serious effort to resolve the matter with the individual with whom the grievance originated. Grievances involving matters other than grades are appealed to the department chairperson or Graduate Studies Director, the academic Dean, then to the Vice President for Student Services, Vice President for Business Affairs, or Vice President for Academic Affairs. All appeals must be submitted in writing. If the matter remains unresolved at this level, the student may make a final appeal to the President of the University.

Student Discipline

By enrolling in the university, students neither lose the right nor escape responsibilities of citizenship. All students are expected to comply with state and federal law, the Rules and Regulations of the Board of Regents of The University of Texas System, UTB regulations, and instructions issued by university administrative officials in the course of their duties.

When students violate the prescribed codes of behavior, disciplinary action may be initiated through the Office of the Vice President for Student Services.

Information about the rules of conduct, due process procedures and disciplinary penalties is published in the Rules and Regulations of the Board of Regents of The University of Texas System. Copies of these documents are available in the Office of the Vice President for Student Services. Information on conduct and due process is published in the Student Guide which is available in the Enrollment Office.

Official University Statements

Human Immunodeficiency Virus Services Act

The University of Texas at Brownsville (UTB) recognizes its responsibility to protect the rights and privileges of students, employees, patients, and the general public against contact with the spread of infectious diseases. In recognition of Human Immunodeficiency Virus (HIV) and Hepatitis B (HBV) as serious public health threats, UTB has adopted a policy and procedural steps to protect both the rights and well-being of those students who may be infected with HIV or HBV as well as to prevent the spread of infection. No individual with HIV or HBV infection will be discriminated against in employment, admission to academic programs, health benefits, or access to facilities. Students with HIV or HBV infection may attend all classes without restrictions, as long as they are physically and mentally able to participate and perform assigned work and pose no health risks to others. All information regarding the medical status of UTB, faculty, staff, and students is confidential.

A complete copy of the "AIDS, HIV and Hepatitis B Infection" policy can be found in the institutional Handbook of Operating Procedures available in the Office of the Vice President for Student Services and most UTB administrative offices. This policy is applicable to all students of UTB as they pursue their academic endeavors. A brochure is available on request by phoning UTB at 544-8829.

Immunization Requirements

The following immunizations are required for all students enrolled in health related courses which will involve direct patient contact or who come in contact with human biological fluids or tissue. Students for whom these immunizations are not required by the institution are strongly urged to obtain these immunizations for their own protection.

- Measles: proof of two doses of measles vaccine administered on or after the first birthday and at least 30 days apart or proof of immunity.
- Mumps: proof of one dose of mumps vaccine administered on or after the first birthday or proof of immunity.
- Rubella: proof of one dose administered on or after the first birthday or proof of immunity.
- Tetanus/diphtheria: proof of one "booster" dose of tetanus/diphtheria (within 10 years).
- Hepatitis B virus (HBV): proof of serologic immunity to HBV or certification of immunization with a complete series of Hepatitis B vaccine.

Certain exemptions are allowed from immunization requirement; students should contact the Office of the Vice President for Student Services for information. Inquiries concerning supplemental immunization requirements should be directed to Student Health Services.

Illicit Drug Use and Alcohol Abuse Program and Policy

In compliance with the Drug Free Schools and Communities Act Amendment of 1989, Subsection 3.21 of Chapter VI, Part One of the Rules and Regulations of the Board of Regents of The University of Texas System provides for disciplinary action against any student who engages in conduct that is prohibited by state, federal, or local law. This includes those laws prohibiting the use, possession, or distribution of drugs and alcohol.

The University will impose at least a minimum disciplinary penalty of suspension for a specified period of time or suspension of rights and privileges, or both, for conduct related to the use, possession, or distribution of drugs that are prohibited by state, federal, or local law. Other penalties that may be imposed for conduct related to the unlawful use, possession, or distribution of drugs or alcohol include disciplinary probation, payment for damage to or misappropriation of property, suspension of rights and privileges, suspension for a specified period of time, expulsion, or such other penalty as may be deemed appropriate under the circumstances.

The University annually distributes information to each student concerning standards of conduct prohibiting unlawful possession, use, or distribution of illicit drugs and alcohol, health risks associated with their use and abuse, University penalties, state and federal criminal penalties, and counseling and rehabilitation programs available in the area. Additional information is also available in the Student Health Services Office.

Hazing

Hazing in state educational institutions is prohibited by state law (Section 4.19, Chapter 4, Title 1, Texas Education Code). Individuals or organizations violating the law commit a criminal offense and may be subject to fines and/or imprisonment. The law does not affect or in any way restrict the right of the University to enforce its own rules against hazing. Hazing with or without the consent of the student is prohibited by The University of Texas System, and a violation of that prohibition renders both the person inflicting the hazing and the person submitting to the hazing subject to discipline.

(Regents' Rules and Regulations, Part One, Chapter VI, Section 3.28). "Hazing means any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include students at an educational institution." The term includes but is not limited to:

1. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
2. Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
3. Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance which subjects the student to an unreasonable risk of harm or which adversely affects the mental or physical health or safety of the student;
4. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subsection;
5. Any activity that induces, causes, or requires the student to perform a duty or task which involves a violation of the Penal Code.

Sexual Harassment Policy

The purpose of this policy is to maintain an environment free of sexual harassment. Harassment on the basis of sex is a violation of Section 703 of Title VII. UTB condemns sexual harassment of the students, staff, and faculty of the University. Any form of sexual harassment will be considered a serious matter to be dealt with accordingly.

Sexual Harassment is defined as: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment and education; or
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile or offensive employment, educational, or living environment.

Prohibited Relationships

Supervisors and faculty of the UTB shall not enter into any type of romantic or sexual relationship with staff under their supervision or with students enrolled in their courses. Such relationships will be looked upon as potentially detrimental to the working and learning environment, considered inappropriate and unacceptable, and grounds for disciplinary action, including termination, for all appropriate parties involved.

Campus Security Act

In compliance with the Student Right-to-Know and Campus Security Act (the Act) 20 U.S.C. Sections 1092 (a), (e) and (f), as amended, UTB collects specified information on campus crime statistics, campus security policies, and institutional completion or graduation rates. Pursuant to the federal law, alleged victims of violent crime are entitled to know results of Campus Student disciplinary proceedings concerning the alleged perpetrators.

UTB will make timely reports to the campus community on crimes considered to be a threat to students and employees and those reported to campus police or local police agencies. Every September, UTB will publish and distribute an annual report of campus security policies and crime statistics to all current students and employees; provide copies of the report to applicants for enrollment or employment upon request; and submit a copy of the report to the Secretary of Education upon request. The annual campus crime statistics report will reference crimes which occur on property owned or controlled by UTB and may be supplemented by listing crimes which occur off of campus in buildings or on property owned or controlled by student organizations that are registered by the institution when such statistics are available from local police departments.

Effective July 1, 1993, UTB will annually calculate and disclose institutional completion or graduation rates for undergraduate students to all prospective and current students. UTB will also publish the annual security report which includes its policy regarding sex-related offenses, sexual assault prevention programs, education programs to promote awareness of sex offenses, administrative disciplinary procedures and sanctions for offenders, and counseling and student services for victims.

Prior to the offer of athletically-related student aid a potential student athlete, UTB will provide certain information on graduation rates specified by the Act to the prospective student and to the student's parents, guidance counselor and coach.

Religious Holy Days

The institution will allow a student who is absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day after the first day of the semester, the student notifies the instructor of each class the student has scheduled on that date that the student will be absent for a religious holy day. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

The Student's notification must be in writing and must be delivered by the student personally to the instructor of each class, with receipt of the notification acknowledged and dated by the instructor or by certified mail, return receipt requested, addressed to the instructor of each class.

Policy Review

These policies shall be reviewed annually by the Vice President of Academic Affairs, the Vice President of Business Affairs, and the Vice President of Student Services.

Student Records

Family Educational Rights and Privacy Act

In accordance with the Family Educational Rights and Privacy Act of 1974, as amended, UTB students have the right to review, inspect and challenge the accuracy of information kept in a cumulative file by the institution unless the student waives that right. Students have the right of a hearing and if their challenge is unsatisfactory, they may submit an explanatory statement for inclusion in the educational record. UTB insures that records cannot be released, except under conditions stated in the act, without written consent of the student. UTB accords all the rights under the law to all students. The specific UTB policy for both undergraduates and graduate students can be found in the Undergraduate Catalog, in the office of the Dean of Students, in the Enrollment Office or in the Graduate Office.

Access to Files by Students

Students wishing to review their education records must make written requests to the Vice President of Student Services listing the items or items of interest. The Vice President for Students Services will obtain from the specific file the requested record and make it available to the student within 45 days of the request. Only records covered by law will be made available.

Change of Address and Change of Name

Students are responsible for providing accurate and current mailing address information and legal name changes to the Graduate Office and the Enrollment Office.

Confidentiality of Records

Within the UTB community, only those members, individually or collectively, acting in a student's educational interest are allowed access to a student's education record. Those members include personnel in Academic Affairs, Business Affairs, Student and University Affairs, the Graduate Office, Enrollment Office and academic personnel within the limitations of their need to know.

Under law, specific student directory information may be made available to others. UTB may release without consent the following directory information: name, address, telephone numbers, most recent educational institution attended, number of current hours enrolled, major fields of study, date of birth, participation in activities and sports, enrollment status, graduation dates, anticipated degrees, classification, awards/honors and dates of attendance. If students do not wish this directory information to be released, they are responsible for notifying the Director of Enrollment Management during the first 12 class days of a regular semester, or the first four class days of a summer session. Requests for non-disclosure will be honored by the institution for only the current enrollment period; therefore, each semester or term a request to withhold Directory information must be filed by the student in the Enrollment Office.

Student Services

The Vice President of Student Services is responsible for the coordination and supervision of issues involving student life, development, programs, and activities on the UTB campus. The Office of Student Services provides a *Student Guide* which contains information for students.

The Camille Lightner Student Center

The Camille Lightner Student Center is open for student use Monday through Thursday until 8:30 p.m. and until 1 p.m. on Fridays. The Center provides hot meals and snacks and has a TV/Game Room supplied with pool tables, video games and a television. Activities scheduled during the year at the Student Center include speakers, exhibits, and festivals.

Campus Bookstore

The Campus Bookstore, located at North Hall, sells and buys textbooks for all scheduled courses. School supplies, novelties and stationery are also available. Schedules are posted each semester for book buy-backs.

Counseling Center

The Counseling Center provides a variety of services to all UTB students following either academic or vocational and technical programs of study. The Center offers both group and individualized programs to help students deal with academic, career, and personal concerns. The Counseling Center also assists and advises students regarding degree plans, programs, and requirements.

All students are encouraged to come in at their convenience. Walk-ins are welcomed and no appointments are necessary. For more information, contact the Counseling Center at 544-8292.

Financial Aid

The primary purpose of the Student Financial Aid program is to provide financial assistance to eligible students who, without such aid, would be unable to attend college. Financial aid for eligible students is available in the form of grants, loans, college work-study, veterans' benefits, and scholarships. For complete information or applications, contact the Office of Student Financial Aid located in Tandy Hall, or call 544-8277.

Veterans Benefits

UTB is approved by the Texas Education Agency for VA educational benefits for veterans and their children and spouses. Eligible students may receive assistance from the Financial Aid Office in applying for benefits.

Job Placement Office

The Job Placement Office helps students seeking employment in part-time, full-time, temporary or permanent jobs to help them meet their college expenses and /or gain work experience in their chosen fields. The Job Placement Office provides a service to the community by providing qualified individuals to the businesses in the area. For more information, contact the Job Placement Office at 544-8866.

Student Health Services

Student Health Services is open from 7:30 a.m. to 5:00 p.m. Monday through Thursday and from 7:30 a.m. to 1:30 p.m. on Friday. For after-hour emergencies, calls should go directly to the Campus Police.

The Student Health Services provides a number of services free of charge including basic first aid, immunizations, physicals and various health screening procedures. Basic laboratory testing is available for a minimal fee. Health related educational programs are offered to organizations and groups. The Health Service also assists with filling out and filing insurance claim forms and functions as a liaison between the student and insurance companies.

Student Government

The Student Government Association of UTB represents undergraduate and graduate students. Its purpose is to provide a voice in student dealings with individuals and agencies outside of that body. Each school/college which has a graduate program has one graduate representative along with one representative at large to represent graduate/special graduate students. Graduate representatives and officers must be enrolled and remain enrolled during their term of office for at least three graduate hours and have a cumulative graduate grade point average of 3.0 or above on a 4.0 scale.

Student Newspaper

The purpose of *The Collegian*, the student newspaper, is to provide news and information to the university community and to provide an outlet for student expression and a forum for the exchange of ideas.

Student Identification

Student identification cards are issued by the Office of Media Services. Use of the student ID card is governed by the following conditions:

1. The card is non-transferable and remains the property of UTB. It must be surrendered to any administrative official or security officer of the University on demand.
2. The card must be presented for:
 - admissions to any school or faculty sponsored activity
 - admission to all athletic events
 - use of the library
 - disbursement of financial aid checks
 - receipt of transcripts at the Enrollment Office
 - use of computer services.

ID card photographs are taken only on Tuesday and Wednesday from 9 a.m. to 6:00 p.m. at South Hall, room 125. A current valid tuition receipt is required for taking a photo identification card or validating an ID card. There is a \$2.00 charge for a replacement card.

Programs and Facilities

The Library

The Arnulfo L. Oliveira Memorial Library's mission is to provide information and access to materials needed to fulfill the teaching, scholarship, and service goals of the University. The library houses more than 198,000 book volumes and has numerous newspaper and substantial periodical titles on microfiche and microfilm. The library has a Circulation Department, Reference Department, Technical Service Department, a Learning Resources Center for Education students, study areas and carrels, and copying machines to accommodate graduate students. The library is open seven days a week.

The library offers computerized literature searching to graduate students through the Dialog Information Retrieval System which comprises over 600 data bases in most subject fields. The computerized databases ERIC and InfoTrac are among other resources provided by the library. Through a cooperative computer arrangement, UTB students and faculty have access to libraries at other institutions including The University of Texas at Austin and other libraries in the University of Texas System.

Patron of the Arts

Patron of the Arts features live musical concerts, art and sculpture exhibitions, and literary events. Internationally renowned performers and artists as well as talented area performers and artists are featured. Faculty and students also perform. Individual and family memberships are available. For more information, contact the Fine Arts Department.

Rancho Del Cielo Biological Station

Operating under a permit issued by the Ministry of Foreign Relations of Mexico, Rancho del Cielo Biological Station is located in a tropical cloud forest about seventy miles southwest of Cc. Victoria, Mexico. Situated at 3,700 feet, this area remains a relatively undisturbed climax forest and offers a vast opportunity to study an example of an Arctotertiary forest, harboring combinations of tree and shrub species heretofore known only in the fossil records of North America. Field work by biology students is encouraged by a planned program of studies with emphasis on ecology.

Child Development Center

The Raul J. Guerra Early Childhood Center offers state certified, full-day early child care services and school age summer programs at a minimal cost. Enrollment is based on a first registered basis with a waiting list for all age groups. The Center is open from 7:30 a.m. to 6:00 p.m. Monday through Friday. The Center is closed during scheduled contract holidays. Additional information can be obtained by contacting the Center Director.

KMBH Radio Station

KMBH Radio broadcasts at 88.9 FM. The station is one of more than 400 member stations of the National Public Radio (NPR) network. KMBH'S mission is to provide high quality cultural and informational broadcast services to the Lower Rio Grande Valley as part of the University mission of community service.

Financial and Residency Information

Financial Responsibility

Graduate students are expected to fulfill their financial obligations in a timely manner. Specific information regarding tuition, required fees, methods of payment, classification of students, tuition adjustments, residency classifications, and refund policy can be found in the class schedule issued each regular semester and summer term.

Residency Classifications

Under state statutes, and under rules and regulations of the Texas Higher Education Coordinating Board, prospective upper division students are classified as residents of Texas, non-residents, or foreign students. Resident graduate students are defined as students over 18 whose families have lived in Texas for 12 months prior to registration. Residents are persons who have resided in the state under circumstances specified in these rules. Non-residents are citizens or permanent residents of the United States not eligible to be classified as residents.

Foreign students are aliens who are not permanent residents of the United States and who have not been permitted by Congress to adopt the US as domicile while in this country. Individuals classified as non-residents or as foreign students may qualify, under certain exceptions specified in the statutes and rules, for resident tuition rates and other charges while continuing to be classified as a nonresident or foreign student.

Students entering UTB for the first time, or students re-entering after an absence of more than one semester, should read carefully the rules governing residence in order to be prepared to pay the required tuition fee. Information and advice regarding residency status is available from the Office of Enrollment.

Residency Waiver for Mexican Residents

State law allows students who are citizens of Mexico and who can document financial need to pay the same tuition as residents of the State of Texas when enrolling. To be eligible for this waiver, such students must complete all University matriculation requirements, document financial need and be accepted for admissions into the graduate program. Such students continue to be classified as a nonresident or foreign students.

UTB Graduate Tuition Rate

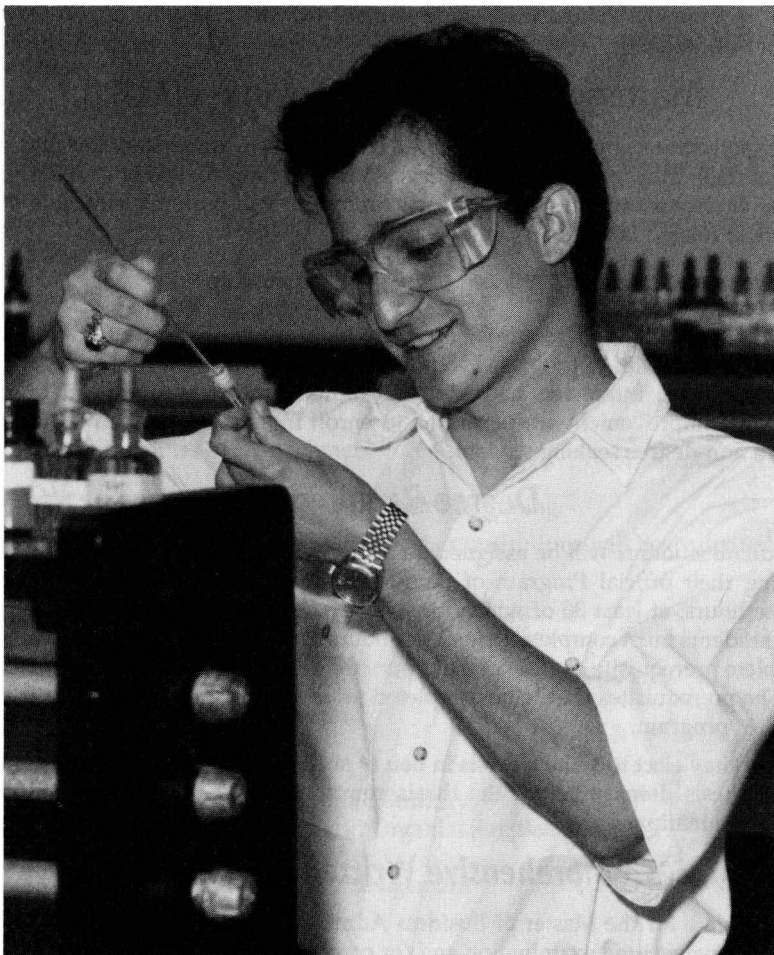
Semester Credit Hrs.	Tuition	Student Serv. Fee	<i>Resident</i>		Records Fee	Total Tuition and Fees
	\$36/hr. Min. \$140	\$8.25/hr. Max. \$99	General Use Fee \$12/hr.	Computer Use Fee \$5/hr.	\$5/sem.	
	1	\$140	\$8.25	\$12	\$5	
2	\$140	\$16.50	\$24	\$10	\$5	\$195.50
3	\$140	\$24.75	\$36	\$15	\$5	\$220.75
4	\$140	\$33.00	\$48	\$20	\$5	\$246.00
5	\$140	\$41.25	\$60	\$25	\$5	\$271.25
6	\$216	\$49.50	\$72	\$30	\$5	\$372.50
7	\$252	\$57.75	\$84	\$35	\$5	\$433.75
8	\$288	\$66.00	\$96	\$40	\$5	\$495.00
9	\$324	\$74.25	\$108	\$45	\$5	\$556.25
10	\$360	\$82.50	\$120	\$50	\$5	\$617.50
11	\$396	\$90.75	\$132	\$55	\$5	\$678.75
12	\$432	\$99.00	\$144	\$60	\$5	\$740.00
13	\$468	\$99.00	\$156	\$65	\$5	\$793.00
14	\$504	\$99.00	\$168	\$70	\$5	\$846.00
15	\$540	\$99.00	\$180	\$75	\$5	\$899.00
16	\$576	\$99.00	\$192	\$80	\$5	\$952.00
17	\$612	\$99.00	\$204	\$85	\$5	\$1005.00
18	\$648	\$99.00	\$216	\$90	\$5	\$1058.00
19	\$684	\$99.00	\$228	\$95	\$5	\$1111.00
20	\$720	\$99.00	\$240	\$100	\$5	\$1164.00

For each additional hour add\$53.00

Semester Credit Hrs.	Tuition	Student Serv. Fee	<i>Non-Resident</i>		Records Fee	Total Tuition and Fees
	\$172/hr.	\$8.25/hr. Max. \$99	General Use Fee \$12/hr.	Computer Use Fee \$5/hr.	\$5/sem.	
	1	\$172	\$8.25	\$12	\$5	
2	\$344	\$16.50	\$24	\$10	\$5	\$399.50
3	\$516	\$24.75	\$36	\$15	\$5	\$596.75
4	\$688	\$33.00	\$48	\$20	\$5	\$794.00
5	\$860	\$41.25	\$60	\$25	\$5	\$991.25
6	\$1032	\$49.50	\$72	\$30	\$5	\$1188.50
7	\$1204	\$57.75	\$84	\$35	\$5	\$1385.75
8	\$1376	\$66.00	\$96	\$40	\$5	\$1583.00
9	\$1548	\$74.25	\$108	\$45	\$5	\$1780.25
10	\$1720	\$82.50	\$120	\$50	\$5	\$1977.50
11	\$1892	\$90.75	\$132	\$55	\$5	\$2174.75
12	\$2064	\$99.00	\$144	\$60	\$5	\$2372.00
13	\$2236	\$99.00	\$156	\$65	\$5	\$2561.00
14	\$2408	\$99.00	\$168	\$70	\$5	\$2750.00
15	\$2580	\$99.00	\$180	\$75	\$5	\$2939.00

For each additional hour add\$189.00

Graduate Programs



School of Business

The graduate studies program of the School of Business provides for advanced study leading to the Master of Business Administration Degree. The MBA degree is designed for those students who want to pursue advanced studies to improve their business and administrative careers. The graduate program strives to offer learning opportunities which contribute to the development of professionally competent and socially responsible citizens for careers in business, government, and education. The goal is to provide the student with the knowledge and perspective needed for success in the rapidly changing world of business.

Master of Business Administration (M.B.A.)

The competencies expected of an M.B.A. candidate are understanding and applying organizational, managerial, and analytical skills necessary for today's rapidly changing business environment. In addition, each candidate will be knowledgeable of current literature in related fields.

Admission

A student must meet all requirements for admission to the graduate program to be admitted to the M.B.A. program. Students who already have a Master's degree in business and are interested in taking additional graduate courses in business for professional improvement are permitted to enroll in business courses on the graduate level as a non-degree seeking student.

Degree Requirements

All graduate students will be assigned a Faculty Advisor who will assist the student in preparing their official Program of Study and degree plan. The M.B.A. requires 36 graduate hours, at least 30 of which must be in courses numbered 6000 or higher. All M.B.A. students must complete 27 semester hours of M.B.A. core courses and are required to complete prerequisite courses to make sure they have acquired basic knowledge in the field. The prerequisites should be completed prior to admission as a graduate student in the M.B.A. program.

A student may elect to write a thesis in lieu of six hours of graduate elective credit. The required thesis defense before the thesis committee may replace the comprehensive written examination.

Comprehensive Written Examination

Each candidate for the Master of Business Administration degree is required to pass a comprehensive written examination and/or complete a thesis. The written examination is prepared by the graduate faculty under the guidance of the Faculty Advisor and scheduled and given by the Graduate Office. The examination evaluates the ability of students to apply and integrate the M.B.A. core courses.

Examination questions are evaluated by School of Business Graduate Faculty and receive a grade of Pass or Fail. Students must receive a Pass in all the core course areas of the examination in order to be recommended as a candidate for the M.B.A. degree. In the event of a Fail evaluation, re-examination will follow the graduate office policy. Students may be re-examined only once. Students who fail any M.B.A. Core Course area must retake examinations in all of the M.B.A. Core Course areas.

School of Business

In order to be eligible to take the examination, students must be in good standing in accordance with the graduate program requirements and with the "Three 'C' Rule." The "Three 'C' Rule" states that Master's candidates are ineligible to continue in the program or to take the comprehensive written examination whenever they receive a grade of "C" or lower in three or more of the M.B.A. Core Courses, even if the course is repeated and an "A" or "B" grade is received. If a student might have three "C" grades in M.B.A. Core Courses previously taken, currently being taken, or remaining to be taken, the permission to take the comprehensive written examination will be denied until the M.B.A. Core Course grades are determined.

M.B.A. Prerequisite Courses

Prerequisite coursework (or equivalency) for those individuals seeking the M.B.A. degree must include:

Course		Semester Credit Hours
ACCT	2401 Principles of Accounting I	4
ACCT	2402 Principles of Accounting II	4
ECON	2301 Principles of Economics I	3
ECON	2302 Principles of Economics II	3
MANA	3380 Managerial Finance	3
BUSI	3337 Business Law	3
BUSI	3341 Business Statistics	3
MANA	3361 Principles of Management	3
MARK	3371 Principles of Marketing	3
COSC	1305 Computer Literacy and Basic Programming	3

Questions of applicability of coursework from other institutions will be evaluated by the department upon request of the Graduate Office.

M.B.A. Core Courses

ACCT	6320 Financial and Managerial Accounting	3
ECON	6350 Managerial Economics	3
FINA	6340 Financial Administration	3
BUSI	6310 Business Research	3
BUSI	6380 International Business	3
BUSI	6390 Administrative Policy and Strategy	3
MANA	6330 Management Theory and Organization Behavior	3
MANA	6360 Operations Management	3
MARK	6370 Marketing Policy and Management	3
Approved graduate electives*		9
Total M.B.A.		36

* Students will select nine semester hours from approved graduate offerings of the University. Six hours may be taken from offerings outside of Business. Three of the nine hours must be in 6000 or 7000 level courses.

M.B.A. Elective Courses

ACCT	6321 Advanced Cost and Managerial Accounting	3
ACCT	6323 Accounting Seminar	3
ACCT	6330 Seminar in Auditing	3
ECON	6351 Economics Seminar	3

School of Business

FINA	6341	Finance Seminar	3
BUSI	6317	Administrative Communication	3
MANA	6331	Personnel Administration & Industrial Relations	3
MANA	6332	Management Seminar	3
MARK	6371	Marketing Seminar	3
MARK	6372	Marketing Strategy	3

BUSI 7300, 7301 Thesis

Graduate Courses in Business

ACCOUNTING (ACCT)

ACCT 6320 Financial and Managerial Accounting

(Formerly UTPAB ACC 6320)

A study of the principles, conventions and concepts underlying internal and external reporting of accounting information by a business organization, and applying these principles in evaluating, interpreting and utilizing accounting data for managerial decisions.

Prerequisite: ACCT 2402 or higher, and FINA 3380.

CB 060201

Lec 3, Cr 3

ACCT 6321 Advanced Cost and Managerial Accounting

(Formerly UTPAB ACC 6321)

Advanced cost and managerial accounting concepts. Effects on internal reporting. Topics include evolution and development of cost accounting, cost allocations, and other topics of current interest.

Prerequisite: ACCT 3324.

CB 060201

Lec 3, Cr 3

ACCT 6323 Accounting Seminar

(Formerly UTPAB ACC 6323)

A study of current and special topics concerning accounting. Emphasis on literature from professional public accounting societies and governmental agencies.

Prerequisite: ACCT 2402 or higher.

CB 060201

Lec 3, Cr 3

ACCT 6330 Seminar in Auditing

(Formerly UTPAB ACC 6330)

Examination of auditing philosophy and contemporary issues. Study of auditing research including the behavioral aspects of auditing.

Prerequisite: ACCT 4324.

CB 060201

Lec 3, Cr 3

BUSINESS (BUSI)

BUSI 6310 Business Research

(Formerly UTPAB GENB 6310)

Business research techniques & methodologies. Topics include identifying valid research activities, review of literature, data sources & collection, research design & methodology, computer statistical analysis, and written/oral communication of the research paper.

Prerequisites: FINA 3380, BUSI 3341, MANA 3361.

CB 060101

Lec 3, Cr 3

School of Business

BUSI 6317 Administrative Communication

(Formerly UTPAB GENB 6317)

Interdisciplinary study of the communication processes in business. Includes systems and technologies and the organizational and psychological processes' for formulating, conducting and reporting a significant research project in communications.

CB 060101

Lec 3, Cr 3

BUSI 6380 International Business

(Formerly UTPAB GENB 6380)

Readings and cases in international business. Emphasizes the impact of comparative differences in the domestic and international business environments and operations, including the impact of historical, economic, cultural, and political foundations on operations. Special international business topics of unique contemporary importance are also studied.

Prerequisite: 12 semester hours of graduate business courses.

CB 060901

Lec 3, Cr 3

BUSI 6390 Administrative Policy and Strategy

(Formerly UTPAB GENB 6390)

A study of management problems under dynamic conditions. Comprehensive, integrative cases will be studied and analyzed.

Prerequisite: 18 semester hours of MBA core courses.

CB 060401

Lec 3, Cr 3

BUSI 7300, 7301 Thesis

(Formerly UTPAB GENB 7300, 7301)

Research and writing of the thesis.

CB 060101

Lec 3, Cr 3

ECONOMICS (ECON)

ECON 6350 Managerial Economics

The application of economic analysis to management in the business firm. Considers demand analysis, production costs, pricing policies and invested planning. Extensive use is made of case problem analysis.

Prerequisites: ECON 2301, 2302.

CB 060501

Lec 3, Cr 3

ECON 6351 Economics Seminar

Readings and discussion of selected topics in economics.

Prerequisites: MBA prerequisite courses or departmental permission.

CB 450601

Lec 3, Cr 3

FINANCE (FINA)

FINA 6340 Financial Administration

Management of the flow of funds in the firm. Analysis for obtaining the optimum utilization of funds, behavior of financial institutions and markets.

Prerequisites: FINA 3380.

CB 060301

Lec 3, Cr 3

FINA 6341 Finance Seminar

Readings, reports and discussion of selected topics in finance.

Prerequisite: FINA 3380 and 12 hours of graduate business courses

CB 060301

Lec 3, Cr 3

School of Business

MANAGEMENT (MANA)

MANA 6330 Management Theory and Organizational Behavior

Analysis is made of formal organizational theory and the interrelationship of individuals in organizations. Study is made of the organization as a system of authority, status, leadership, direction, communication and influence.

Prerequisite: MANA 3361
CB 061501

Lec 3, Cr 3

MANA 6331 Personnel Administration and Industrial Relations

An analysis of the functions of personnel administration and relationship between the personnel-industrial relations system and the total organization system. Contemporary industrial relations, philosophies and practices.

Prerequisite: MANA 3361.
CB 061601

Lec 3, Cr 3

MANA 6332 Management Seminar

The development of management thought and practice with emphasis on current trends and problems in management.

Prerequisite: 12 semester hours of graduate business credit.
CB 060401

Lec 3, Cr 3

MANA 6360 Operations Management

Focus on the role of the production function in the business system and study of production system operations. Emphasis is placed on production system design, integration of system inputs, outputs, and transformations, and computes applications to decision processes utilized in managing operations and achieving optimal production.

Prerequisite: BUSI 3341 and MANA 3361.
CB 060401

Lec 3, Cr 3

MARKETING (MARK)

MARK 6370 Marketing Policy and Management

A study of marketing policy and decision making based upon a consumer orientation; innovation and creative adaptation to change; cultural implication of marketing action; and the role of theory in marketing.

Prerequisite: MARK 3371, MANA 3361.
CB 061402

Lec 3, Cr 3

MARK 6371 Marketing Seminar

A study of historical and current thought in marketing theory and practice.

Prerequisite: MARK 3371, MANA 3361.
CB 061401

Lec 3, Cr 3

MARK 6372 Marketing Strategy

A study of current promotion management techniques for consumer products. The course offers an opportunity to develop skills in utilizing consumer research, sales analysis, and mass media data for promotion planning, creation, execution, and evaluation.

Prerequisites: MARK 3371, MANA 3361.
CB 061401

Lec 3, Cr 3

School of Education

The graduate programs in the School of Education have as their purpose the promotion of continuing professional development of students who have made a commitment to teaching, counseling or administration. Graduate offerings also include courses which help students meet state requirements for certification as school principals, middle management administrators, supervisory personnel, counselors, bilingual/bicultural education teachers, and reading specialists.

While the programs in education are intended primarily for personnel in public schools, the knowledge and skills inherent in the courses are applicable to other agencies (social, community, nursing, city, state, federal, etc.). Students not seeking certification do not have to follow the curriculum requirements of those seeking educational certification, but will plan a program with their advisor, within the parameters of the approved degree programs, which will be beneficial to them in their specific field of interest. Students who plan to use their degree coursework towards meeting certification requirements should be aware that they may complete an M.Ed. degree at UTB without meeting all the specific state certifications requirements in the degree area.

Master of Education

The Master of Education degree provides for majors in Elementary Education; Counseling and Guidance; Supervision; Reading; and Educational Administration. Education students have the option of selecting a thesis program or a non-thesis program.

Admission

In addition to the general graduate admission requirements, applicants for admission who seek certification must have a provisional teaching certificate or complete eighteen semester hours of undergraduate education coursework. These eighteen hours must include a minimum of twelve hours of advanced credit. Students not seeking certification do not need to meet this requirement.

Transfer Credit and Extension Study

Students not pursuing certification in education may follow the graduate program policy on transfer credit. The following transfer credit and extension study policy applies to students seeking Master of Education degrees involving certification. Credit not exceeding six semester hours obtained in an accredited institution may be transferred and applied towards the Master of Education degree, provided the work was at a graduate level.

Residence Requirements for Certification Programs

A residence of one academic year or the equivalent in summer sessions is required. In graduate programs that require a thesis, at least 24 semester hours of credit required for the masters degree shall be earned in residence. For programs that require 36 semester hours of credit but do not require a thesis, at least 27 semester hours must be earned in residence. Students not pursuing certification in education may follow the graduate program residence requirement.

School of Education

Degree Requirements

In addition to general graduate program degree requirements and policy the following requirements apply to all education majors:

1. Satisfactory completion of the oral examination conducted by the advisor and one additional faculty member following 12-18 semester hours of graduate work.
2. A minimum of 36 semester hours of graduate work
3. Satisfactory completion of a written comprehensive final examination and/or successful defense of the thesis for those students choosing the thesis option.

Students must keep in mind that masters degree requirements may not always lead to Texas certification or endorsement in a major area. Certification and/or endorsement in an area may require additional coursework, professionally approved experience or other requirements.

Final Examination

During the final semester of coursework, and upon the recommendation of the Faculty Advisor, the student may request his/her final comprehensive examination. The purpose of the final examination is to evaluate: the knowledge of the major ideas, themes and literature that are a part of the major program of study; the ability to synthesize knowledge and to apply it in analyzing and solving related problems; and the ability to communicate effectively in writing at a professional level. The form of the examination will have been specified in the Program of Study and may include one or both of the following:

1. Written examination prepared by the graduate faculty under the guidance of the Faculty Advisor and scheduled by the Graduate Office. The examination shall be evaluated by the Faculty Advisor and two graduate faculty members, one in the major and one in the minor fields of study.
2. Thesis defense and appraisal of research competence by the student's graduate research committee and chaired by the Faculty Advisor. See thesis/nonthesis section.

Academic Programs

Master of Education Degree Curriculum Outline

Students seeking the Master of Education degree may major in Counseling and Guidance, Educational Administration, Elementary Education, Educational Supervision, and Reading. Each student must prepare with his/her Faculty Advisor an individual thesis or non/thesis degree Program of Study based upon the student's individual characteristics, background experience and projected future career needs.

School of Education

Elementary Education Major – M.Ed. 36-Hour Nonthesis Program

(Professional Elementary and Provisional Bilingual Certification)

The role of the bilingual/bicultural education specialist is that of a leader and master teacher in the field. Knowledge, skills, and attitudes which are characterized by language, culture and instructional dimensions are required. The Bilingual/Bicultural Master of Education degree provides an opportunity to develop these skills and characteristics.

Students who have a Provisional Elementary Certificate may earn Provisional Bilingual Education certification upon completion of this program.

Degree Requirement:

EDCI 6300 Introduction to Research
EDCI 6312 Educational Measurement

Professional Development: 12 hours

READ 6309 Topics in Reading
EDCI 6335 Teaching Elementary School Subjects in Bilingual Schools
EDCI 6319 Practicum in Bilingual Education
EDCI 6324 Second Language Teaching: Theory & Methodology

Specialization Area: 12 hours

Language Component - 6 hours

SPAN 6341 Special Studies in Spanish Literature is required **and**
ENGL 6354 Linguistics and Reading **or**
ENGL 6355 Second Language Acquisition

Socio-Historical Component - 6 hours

SOCI 6313 American Minorities **or**
SOCI 6323 The Mexican-American People **and**
HIST 6314 Brownsville and Matamoros History **or**
HIST 6316 Studies in Mexican and American Heritages

Resource Area: 6 hours

EPSY 6302 Advanced Educational Psychology is required **and**
EDCI 6388 Socio-Cultural Foundations of Education **or**
EDCI 6322 The Bilingual Child

Elementary Education Major – M.Ed. 36-Hours Thesis Nonthesis Program

(Non-Certification Option)

The Master of Education degree with a major in Elementary Education is designed for those individuals who wish to develop:

- the ability to integrate knowledge of human development with subject content;
- creative skills in new and modern pedagogy to provide an environment conducive to learning and positive self-concept in children and
- an appreciation for the role of research and scholarly activities in professional growth.

School of Education

Degree Requirement:

EDCI	6300	Introduction to Research
EDCI	6312	Educational Measurement

Professional Development: 9 hours

EDEC	5391	Constructing Curriculum for Early Childhood Centers
EDEC	5393	Advanced Study of Cultural Diversity in Early Childhood Centers
EDCI	6301	Instructional Technology in Teaching
EPSY	6302	Advanced Educational Psychology
EPSY	6311	Advanced Child Psychology
EPSY	6316	Development & Assessment of Psycholinguistic Processes
EDCI	6322	The Bilingual Child
EDCI	6330	The Curriculum in the Elementary School
EPSY	6360	Introduction to Guidance and Counseling
EDCI	6367	Statistical Methods
EDSU	6370	Supervision of Instruction

Content Courses: 12 hours

READ	6308	Foundations of Reading Instruction
READ	6309	Topics in Reading
READ	6310	Child and Adolescent Literature
READ	6323	Problems in the Teaching of Reading
READ	6325	Practicum in Reading Instruction
READ	6329	Diagnostic Teaching of Reading
EDCI	6330	The Curriculum in the Elementary School

Resource Area: 9 hours

EPSY	6302	Advanced Educational Psychology
EDCI	6336	Programs in Education
EPSY	6363	Personal Growth
EDAD	6397	Analysis of Teaching Behavior
PSYC	5318	Learning Theories
PSYC	5333	Theories of Personalities

Thesis Programs: Students who desire to complete the thesis will substitute EDCI 7300 and EDCI 7301 Thesis for 6 semester hours in the Resource Area for the non-certificator option or six semester hours from Professional Development in the certification option.

Elementary Education Major – M.Ed. 36-Hour Thesis Nonthesis Program

(Professional Elementary Certification)

Students who wish to receive Texas Professional Elementary Certification along with their M. Ed. degree in Elementary Education must pursue the following program:

Degree Requirement:

EDCI	6300	Introduction to Research
EDCI	6312	Educational Measurement

Minor Courses: 12 hours

School of Education

Twelve semester hours of graduate level coursework in one of the following content areas or a combination of two content area fields divided 9-3 or 6-6: Biology, English, Government, Health, Kinesiology, History, Mathematics, or Spanish.

Professional Development: 6-12 hours

Six to 12 semester hours selected from the two courses below and the Professional Development courses for the M.Ed. in Elementary Education given above:

READ 6308 Foundations of Reading Instruction

EDAD 6397 Analysis of Teaching Behavior

Resource Area: 6-9 hours

Six hours from any of the graduate level courses outside the major or minor fields may be taken as resource area courses. The following courses are recommended:

READ 6323 Problems in the Teaching of Reading

READ 6325 Practicum in Reading Instruction

READ 6329 Diagnostic Teaching of Reading

Thesis Programs: Students who desire to complete the thesis will substitute EDCI 7300 and EDCI 7301 Thesis for six semester hours in the Resource Area for the non-certification option or six semester hours from Professional Development in the certification option.

Guidance & Counseling Major Elementary – M.Ed. 39-Hour Thesis/Nonthesis Program

(Professional Counselor Certification)

The school counselor is an integral part of the supportive services in public school education who helps to facilitate the growth and learning of students individually, in groups and in class setting and provides consultation services with teachers and parents. Students must take EDCI 6300, EPSY 6302, EPSY 6360, EPSY 6363 and EPSY 6362 in sequence within the first 12 to 18 semesters hours of the program and prior to taking the oral examination.

Degree Requirement: 6 hours

EDCI 6300 Introduction to Research

EDCI 6312 Educational Measurement

The Guidance Program: 3 hours

EPSY 6360 Introduction to Guidance and Counseling

The Pupil Served: 6 hours

EPSY 6302 Advanced Educational Psychology

EDCI 6322 The Bilingual Child

Resource Area: 24 hours, the following 18 hours are required

EPSY 6314 Psycho-Educational Assessment I

EPSY 6345 Educational and Occupational Information

EPSY 6362 Theories and Techniques in Counseling

EPSY 6363 Personal Growth

EPSY 6365 Counseling Practicum I

EPSY 6368 Group Counseling

School of Education

Select 6 hours from the following

EPSY	6304	Human Growth and Development
	6311	Advanced Child Psychology
EPSY	6342	Problems in Guidance
EPSY	6366	Counseling Practicum II
EPSY	6223	Problems in the Teaching of Reading
READ	6330	The Curriculum in the Elementary School
EDCI	6367	Statistical Methods
EDCI	6370	Supervision of Instruction
EDSU	6386	Administration of Pupil Personnel Services
EDAD	6393	Administration of School Staff Personnel
EDAD	6394	Psychology of Decision Making
EDAD	6397	Analysis of Teaching Behavior
EDAD	5313	Abnormal Psychology
PSYC	5318	Learning Theories
PSYC	5333	Theories of Personality
PSYC	6313	American Minorities

Guidance and Counseling Major Secondary –
M.Ed. 39-Hour Thesis/Nonthesis Program
(Professional Counselor Certification)

Degree Requirement: 6 hours

EDCI	6300	Introduction to Research
EDCI	6312	Educational Measurement

The Guidance Program: 3 hours

EPSY	6360	Introduction to Guidance and Counseling
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The Pupil Served: 6 hours

EPSY	6302	Advanced Educational Psychology
EDCI	6353	Teaching the Disadvantaged Secondary Learner

Resource Area: 24 hours, the following 18 hours are required

EPSY	6314	Psycho-Educational Assessment I
EPSY	6345	Educational and Occupational Information
EPSY	6362	Theories and Techniques in Counseling
EPSY	6363	Personal Growth
EPSY	6365	Counseling Practicum I
EPSY	6368	Group Counseling

Select 6 hours from the following

EPSY	6304	Human Growth and Development
EPSY	6341	Advanced Adolescent Psychology
EPSY	6342	Problems in Guidance and Counseling
EPSY	6366	Counseling Practicum II
EDCI	6331	The Curriculum in the Secondary School
EDCI	6367	Statistical Methods
EDSU	6370	Supervision of Instruction
EDAD	6386	Administration of Pupil Personnel Services

School of Education

EDAD	6393	Administration of School Staff Personnel
EDAD	6394	Psychology of Decision Making
EDAD	6397	Analysis of Teaching Behavior
PSYC	5313	Abnormal Psychology
PSYC	5318	Learning Theories
PSYC	5333	Theories of Personality
SOCI	6313	American Minorities

Thesis Program: Students who choose to complete the thesis will substitute EDCI 7300 and EDCI 7301 Thesis for six semester hours in the Resource Area.

Licensure Program: Students who wish to seek licensure in counseling should contact their academic advisor prior to beginning their program.

Supervision Major – M.Ed. 39-Hour Thesis/Nonthesis Program

(Professional Certification in Supervision)

The instructional supervisor is part of the leadership team which manages the system of public education. The masters degree program in supervision emphasizes the training of supervisors in curriculum improvement, leadership, instructional practices improvement, the selection and utilization of media and materials, and in planning and directing personnel development activities.

It is recommended that the student complete the following courses prior to the oral examination: EDCI 6300, EDSU 6370, EDCI 6301, EPSY 6302 or PSYC 5318. The practicum EDSU 6371 and EDSU 6279 should be the last six hours taken in the program.

Degree Requirement: 6 hours

EDCI	6300	Introduction to Research
EDCI	6367	Statistical Methods

Curriculum and Staff Development: 9 hours

EDCI	6330	The Curriculum in the Elementary School <u>or</u>
EDCI	6331	The Curriculum in the Secondary School
EDCI	6334	Curriculum Development-Problems & Procedures
EDSU	6397	Analysis of Teaching Behavior

Theory & Practice of Instructional Leadership: 9 hours

EDSU	6370	Supervision of Instruction
EDSU	6371	Practicum in Supervision
EDSU	6379	Problems in Educational Supervision

Learning Theory and Instructional Technology: 6 hours

EDCI	6301	Instructional Media in Teaching
EPSY	6302	Advanced Educational Psychology <u>or</u>
PSYC	5318	Learning Theories

Resource Area: 9 hours

The student, with approval of the faculty advisor, will select graduate courses from: Elementary Ed., Secondary Ed., Bilingual/Bicultural Ed., Reading, Early Childhood Ed., Special Ed., disciplines outside of Education, or professional development courses.

Thesis Program: Students who choose to complete the thesis will substitute EDCI 7300 and EDCI 7301 Thesis for six semester hours in the Resource Area.

School of Education

Educational Administration Major - M.Ed. 39-Hour Program

The educational administrator's program is designed to produce change-oriented administrators who can provide administrative leadership and are competent in site-based school management, organization, school law, finance, and contemporary personnel practices. Upon completion of the degree and an additional 15 semester hours the student may earn the Middle Management Certificate.

Degree Requirement: 6 hours

- EDCI 6300 Introduction to Research
- EDCI 6367 Statistical Methods

Preparation in Administration: 9 hours

- EDAD 6337 Administration of Special Instructional Programs
- EDAD 6338 The Principalship
- EDAD 6397 Analysis of Teaching Behavior

Common Core: 15 hours

- EDCI 6330 The Curriculum in the Elementary School or
- EDCI 6331 The Curriculum in the Secondary School
- EDAD 6384 Introduction to Educational Administration
- EDSU 6370 Supervision of Instruction

and 3 hours selected from

- EDAD 6385 School Law
- EDAD 6389 Administration of School Business Services
- EDAD 6334 Curriculum Development

Resource Area: 9 hours

3 hours selected from

- SOCI 6313 American Minorities
- EDCI 6367 Statistical Methods

Six hours of graduate coursework selected in consultation with the faculty advisor from: Sociology, Psychology, Business Administration, and Economics to help provide content knowledge and insight into the role of the school administrator.

Professional Middle Management Certification Program

After obtaining the M.Ed. degree in Educational Administration, the student wishing to obtain a Professional Mid-Management Administrators Certificate must complete:

All courses in the common core for the M.Ed. degree.

EDAD 6398 Internship in Middle Management during the last 15 hours.

Six hours from:

- EDAD 6381 Problems in Organization & Administration of Public Schools
- EDAD 6393 Admin. of Pupil Personnel Services
- EDAD 6394 Psychology of Decision-Making
- EDCI 6336 Problems in Education (topic must be approved by the faculty advisor

prior to enrolling).

Additional certification requirements for a school administrator certificate are a provisional teacher certificate and two years minimum creditable classroom teaching experience.

School of Education

Temporary Administrator's Certificate

Current Texas certification regulations permit issuance of a temporary certificate to persons being employed as administrators prior to their completing the requirements for full certification. This temporary certificate shall be valid for five years and cannot be renewed. UTB will recommend applicants for the Temporary Administrator's Certificate if they meet the following criteria:

1. Assistant Principal
 - a. a bachelor's degree
 - b. a Provisional Teacher's Certificate
 - c. two years of creditable classroom teaching experience
 - d. admission into the Graduate Program
 - e. a minimum of 12 graduate hours of the core required for the Professional Administrator's Certificate
 - f. approval by the Department for the Administrator's Program
 - g. a completed application for the Temporary Assistant Principal's Certificate
 - h. a money order or cashier's check for \$65.00 payable to the Texas Education Agency
2. Principal-all requirements for Asst. Principal Temp. Certificate + Master's degree.

Students may obtain additional information about certification from the Certification Office in the School of Education.

Reading Specialist Major - M.Ed. 36-Semester Hour Program

(All Level Professional Reading Specialist Certification)

This major is designed to provide knowledge and skills in reading instruction. Coursework is required in developmental, corrective, and remedial reading instruction; linguistics; language arts; children's/adolescents' literature; research; and testing and measurement. A comprehensive final examination is required.

For student holding the Elementary Provision Certification:

Degree Requirement: 6 hours

EDCI 6300 Introduction to Research

READ 5313 Reading Tests

Reading Area: 18 hours

READ 6308 Foundations of Reading Instruction

READ 6309 Topics in Reading

READ 6310 Child and Adolescent Literature

READ 6323 Problems in the Teaching of Reading

READ 6325 Practicum in Reading Instruction

READ 6329 Diagnostic Teaching of Reading

Resource Area: 6 hours

SOCI 6313 American Minorities

ENGL 6354 Linguistics and Reading

Professional Development: 6 hours

School of Education

READ	5351	Teaching Reading to the Secondary Student (if previously taken an elective may be substituted with approval of the faculty advisor)
EPSY		
EDCI	6341	Advanced Adolescent Psychology or
	6331	Curriculum in the Secondary School

For students holding a Secondary Provisional Certificate:

Degree Requirement: 6 hours

EDCI	6300	Introduction to Research
READ	5313	Reading Tests

Reading Area: 18 hours

READ	6308	Foundations of Reading Instruction
READ	6309	Topics in Reading
READ	6310	Child and Adolescent Literature
READ	6323	Problems in the Teaching of Reading
READ	6325	Practicum in Reading Instruction
READ	6329	Diagnostic Teaching of Reading

Resource Area: 6 hours

SOCI	6313	American Minorities
ENGL	6354	Linguistics and Reading

Professional Development: 6 hours

READ	5351	Teaching Reading to the Secondary Student (if previously taken an elective may be substituted with approval of the faculty advisor)
EPSY		
EDCI	6311	Advanced Child Psychology or
	6330	Curriculum in the Elementary School

Graduate Courses in Education

EDUCATIONAL ADMINISTRATION (EDAD)

EDAD 6337 Administration of Special Instructional Programs
(Formerly UTPAB ED 6337)

Emphasis is placed on the administration of special elementary and secondary school programs including career, vocational, special, compensatory, bilingual, and gifted and talented education.

CB 130401

Lec 3, Cr 3

EDAD 6338 The Principalship
(Formerly UTPAB ED 6338)

A study of the unique functions of a principal in administering elementary, middle, junior and secondary schools. Special emphasis is on the principal's leadership in management and instruction.

CB 130405

Lec 3, Cr 3

EDAD 6381 Problems in Organization and Administration of Public Schools
(Formerly UTPAB ED 6381)

Research, readings and study of the organization and administration of elementary and secondary schools; analysis of the role of middle management personnel in improving instruction; an analysis of administrative functions and leadership styles are emphasized.

CB 130401

Lec 3, Cr 3

School of Education

EDAD 6384 Introduction to Educational Administration

(Formerly UTPAB ED 6384)

An overview of public school administration introducing such topics as processes of organization and administration; instructional and staff; personnel; finance; leadership roles, curriculum, physical plant operation, maintenance, and legal aspects.

CB 131205

Lec 3, Cr 3

EDAD 6385 Public School Law

(Formerly UTPAB ED 6385)

Constitutional provisions, statutory laws, court decisions, torts and regulations governing public schools with special reference to their influence upon the administration and function of public schools.

CB 220101

Lec 3, Cr 3

EDAD 6386 Administration of Pupil Personnel Services

(Formerly UTPAB ED 6386)

A problems approach to understanding, developing and managing special pupil services of concern to teachers, counselors, supervisors and administrators.

CB 130401

Lec 3, Cr 3

EDAD 6389 Administration and Organization of School Business Services

(Formerly UTPAB ED 6389)

Principles and procedures of developing and managing a sound financial plan for local school districts with emphasis on Texas Educational Agency financial and accounting procedures. Emphasis on school law, taxation, property management and maintenance, school transportation and managing business personnel.

CB 130401

Lec 3, Cr 3

EDAD 6393 Administration of School Staff Personnel

(Formerly UTPAB ED 6393)

Analysis of personnel organization, administration and function in school systems; relationships of various school positions; a study of ethics, welfare, security and professional improvement.

CB 130401

Lec 3, Cr 3

EDAD 6394 Psychology of Decision Making

Analysis of skills and techniques needed by school administrators; emphasis on synergistic leadership, teacher-administrator relations, group processes and group dynamics, and assessing administrative performance.

CB 130401

Lec 3, Cr 3

EDAD 6397 Analysis of Teaching Behavior

(Formerly UTPAB ED 6397)

Methods of gathering, analyzing and interpreting data in leadership conferences with student teachers, interns and teachers; applying technology in evaluating skills to show effective behavior. Required of all principals. Emphasis is placed on the Texas Teacher Appraisal System (TTAS).

Prerequisite: ED 6370.

CB 130401

Lec 3, Cr 3

School of Education

EDAD 6398 Internship in Middle Management

(Formerly UTPAB ED 6398)

A field-based course in which students practice skills and theories acquired as they assume responsibilities associated with each of the middle management positions in local school districts.

CB 130401

Lec 3, Cr 3

CURRICULUM AND INSTRUCTION (EDCI)

EDCI 5342 Tests and Measurement for the Secondary Classroom Teacher

(Formerly UTPAB ED 5342)

This course emphasizes the role of the teacher in selecting and administering standardized achievement and diagnostic tests, and in the interpreting and using test results to direct learning in the classroom.

CB 130604

Lec 3, Cr 3

EDCI 6300 Introduction to Research

(Formerly UTPAB ED 6300)

This course introduces students to techniques of research and to the various fields of graduate work offered on this campus. It must be taken or be in progress before applying for orals.

CB 130601

Lec 3, Cr 3

EDCI 6301 Instructional Technology in Teaching

(Formerly UTPAB ED 6301)

An advanced course designed to provide students the opportunity to acquire skills, insight and practice in selecting, using, producing and managing teaching tools. The course is helpful to teachers and other who want to direct instructional media centers in public schools.

CB 130501

Lec 3, Cr 3

EDCI 6312 Educational Measurement

(Formerly UTPAB ED 6312)

The content of this course includes scaling, variance, item analysis, reliability and true score theories, and validity. These topics will be related to constructing and interpreting norm and criterion referenced measures, teacher made tests, and systematic observational scales.

CB 130801

Lec 3, Cr 3

EDCI 6316 Developmental and Assessment of Psycholinguistic Processes

(Formerly UTPAB ED 6313)

The course is designed to acquaint the student with the physiological mechanisms involved in the acquisition of speech and language and to define those social, psychological and perceptual aspects that contribute to the developmental language tasks appropriate for various chronological and mental age levels. The student will be guided toward an understanding of the relationship between aural and written language and social behavior. Observation of children will be included in the requirement.

CB 421201

Lec 3, Cr 3

School of Education

EDCI 6319 Practicum in Bilingual Education

(Formerly UTPAB ED 6319)

Supervised practical experience in a bilingual/bicultural elementary classroom; essential components of a bilingual/bicultural education program are analyzed and put into effect by each participant. Laboratory responsibility will be based on theoretical concerns. Field experiences will complement study of principles governing community involvement, curriculum and instruction, teaching materials, staff development, and assessment.

CB 131202

Lec 3, Cr 3

EDCI 6322 The Bilingual Child

(Formerly UTPAB ED 6322)

This course studies the problems and strengths of bilingual children, with emphasis on the educational programs of multi-cultural, multi-ethnic elementary schools.

CB 131202

Lec 3, Cr 3

EDCI 6324 Second Language Teaching: Theory and Methodology

(Formerly UTPAB ED 6324)

A study of the acquisition of languages by bilingual children, focusing on the role of the child, the community and the school through various stages of language development, and the relationship of linguistic, cultural and conceptual processes within a bilingual/bicultural environment. Evaluating methods and materials for language teaching as these relate to social context and the principles of communication is stressed.

CB 131202

Lec 3, Cr 3

EDCI 6330 The Curriculum in the Elementary School

(Formerly UTPAB ED 6330)

Developing of the elementary school curriculum, significant factors which help to shape the curriculum, and implications of research in curriculum construction are studied. Opportunity to select and organize appropriate learning experiences children of the different levels is offered.

CB 130301

Lec 3, Cr 3

EDCI 6331 The Curriculum in the Secondary School

(Formerly UTPAB ED 6331)

An overview of theories, principles and issues in curriculum planning. In addition to an examining current curricular practices, particular emphasis will be placed on promising research ideas and local efforts to improve secondary schools.

CB 131205

Lec 3, Cr 3

EDCI 6334 Curriculum Development - Problems and Processes

(Formerly UTPAB ED 6334)

This course will examine systematic approaches to developing and evaluating elementary and secondary school curricula. Methods of developing and applying criteria for curriculum analysis of each major curriculum area will be studied.

Prerequisite: ED 6330, or ED 6331, or equivalent.

CB 130301

Lec 3, Cr 3

EDCI 6335 Teaching Elementary School Subjects in the Bilingual School

(Formerly UTPAB ED 6335)

A course emphasizing a variety of advanced instructional strategies appropriate to teaching modern elementary Mathematics, Science and Social Studies to the bilingual child through

School of Education

the Spanish and English language. Competency will be established in the areas of planning, assessment, teaching, learning, communication, management, concept development, the self-concept, materials community and professional leadership. Precise terminology in English and Spanish and its application in the classroom will be stressed.

CB 131202

Lec 3, Cr 3

EDCI 6336 Problems in Education (Topic Course)

(Formerly UTPAB ED 6336)

This course's major emphasis is on current innovations in education. Students will conduct research related to selected problems. This research may include conducting action research, working with educational determinants, new education programs, and/or working with classroom teachers and other people in the community to improve the education program. Credit may be applied toward the graduate programs in education when the student chooses an appropriate problem. Course may be repeated once for credit.

CB 130101

Lec 3, Cr 3

EDCI 6353 Teaching the Disadvantaged Secondary Learner

(Formerly UTPAB ED 6353)

The course examines alternative approaches used in teaching culturally different secondary school students. Educational programs, approaches and techniques that are successful with Mexican-American student populations will be emphasized.

CB 131205

Lec 3, Cr 3

EDCI 6367 Statistical Methods

(Formerly UTPAB ED 6367)

The content of this course will include central tendency; variance; normal, T, chi square, and F distributions; bivariate correlation and regression analysis, T test between means, goodness of fit and test of independence chi square; one-way and factorial ANOVA. Emphasis is on hypothesis testing; Type I and II errors; and understanding statistical significance.

CB 270501

Lec 3, Cr 3

EDCI 6380 Practicum for Secondary Teachers

(Formerly UTPAB ED 6380)

Examination of the discipline of the subject-field selected coupled with intensive study of research findings, the publications of learned societies and advanced experiments to improve teaching.

CB 130301

Lec 3, Cr 3

EDCI 6388 Socio-Cultural Foundations of Education

(Formerly UTPAB ED 6388)

Identifying and analyzing of cultural forces which shape the direction of American education with emphasis on the purposes of education in their social and cultural contexts. The multicultural factors in society which affect public schools and influence learning and acquiring skills important to survival and self-fulfillment will be emphasized. Particular emphasis will be placed upon understanding the culture of Mexican-American children.

CB 130201

Lec 3, Cr 3

EDCI 7300, 7301 Thesis

(Formerly UTPAB ED 7300, 7301)

CB 130101

Lec 3, Cr 3

School of Education

EARLY CHILDHOOD EDUCATION (EDEC)

EDEC 5391 Constructing Curriculum for Early Childhood Centers (Formerly UTPAB ED 5391)

Identification of basic beliefs about the nature of young children, assumptions concerning the processes of development, theories of learning, socio-cultural factors and values upon which curricula are based. Construction of a curriculum in math, science, social learning and language for children of ages 3, 4 and 5, including planning both the learning environment and daily activities. Observing, assisting and teaching in early childhood centers are required. Credit not granted for both EDEC 4391 and EDEC 5391.

CB 131202

Lec 3, Cr 3

EDEC 5393 Advanced Studies of Cultural Diversity (Formerly UTPAB ED 5393)

Designed to investigate facets of cultural diversity in young children and their relationship to child growth and development; competence of teachers and home-school relationships. Credit not granted for both EDEC 4393 and EDEC 5393.

CB 131202

Lec 3, Cr 3

EDUCATIONAL PSYCHOLOGY/COUNSELING (EPSY)

EPSY 6100 Seminar in Counseling and Guidance (Formerly UTPAB ED 6100)

Through a series of six steps, develops skills related to helping professions primarily for in-service training with counselors and teachers.

Prerequisite: Permission of Instructor.

CB 131101

Lec 1, Cr 1

EPSY 6101 Seminar in Counseling and Guidance (Formerly UTPAB ED 6101)

Through a series of six steps, develops skills related to helping professions primarily for in-service training with counselors and teachers.

Prerequisite: Permission of Instructor.

CB 131101

Lec 1, Cr 1

EPSY 6102 Seminar in Counseling and Guidance (Formerly UTPAB ED 6102)

Through a series of six steps, develops skills related to helping professions primarily for in-service training with counselors and teachers.

Prerequisite: Permission of Instructor.

CB 131101

Lec 1, Cr 1

EPSY 6103 Seminar in Counseling and Guidance (Formerly UTPAB ED 6103)

Through a series of six steps, develops skills related to helping professions primarily for in-service training with counselors and teachers.

Prerequisite: Permission of Instructor.

CB 131101

Lec 1, Cr 1

School of Education

EPSY 6104 Seminar in Counseling and Guidance

(Formerly UTPAB ED 6104)

Through a series of six steps, develops skills related to helping professions primarily for in-service training with counselors and teachers.

Prerequisite: Permission of Instructor.

CB 131101

Lec 1, Cr 1

EPSY 6105 Seminar in Counseling and Guidance

(Formerly UTPAB ED 6105)

Through a series of six steps, develops skills related to helping professions primarily for in-service training with counselors and teachers.

Prerequisite: Permission of Instructor.

CB 131101

Lec 1, Cr 1

EPSY 6302 Advanced Educational Psychology

(Formerly UTPAB ED 6302)

A research approach to teaching and learning. Human learning, conditions for effective learning, interference with learning and behavioral objectives will be emphasized.

Prerequisite: EDCI 4302 (3302), or EDCI 4303 (3302) or equivalent.

CB 130801

Lec 3, Cr 3

EPSY 6304 Human Growth and Development

(Formerly UTPAB ED 6304)

Advanced study in the application of life-span developmental theories to human behavior, learning and personality. Includes understanding the nature and needs of people at all developmental levels from pre-natal through old age.

CB 420701

Lec 3, Cr 3

EPSY 6311 Advanced Child Psychology

This is an advanced study of children from conception to puberty, or from the pre-school through the elementary level, with emphasis on the roles played by maturation and learning. The course includes a study of recent research dealing with theories of cognitive unfolding and personality integration.

Prerequisite: EDCI 4302 or EDCI 4303

CB 130801

Lec 3, Cr 3

EPSY 6314 Psycho-Educational Assessment I

(Formerly UTPAB ED 6314)

The content of this course will include administering, scoring, and interpreting of Raven's Progressive Matrices (in pantomime), Wechsler scales (WAIS-R, WISC-R, WPPSI), sociocultural, and adaptive behavior scales. Models of unbiased assessment of children whose sociocultural and linguistical backgrounds differ from American core culture will be covered.

Prerequisite: EDCI 5342 or EDCI 6312.

CB 130801

Lec 3, Cr 3

EPSY 6341 Advanced Adolescent Psychology

(Formerly UTPAB ED 6341)

The history and systems of adolescent psychology. Modern theories & current research in learning and pupil motivation, especially in relation to various aspects of the educational process.

CB 420701

Lec 3, Cr 3

School of Education

EPSY 6342 Problems in Guidance

(Formerly UTPAB ED 6342)

A course involving individual study in planning guidance program. Students will present a paper which will be bound and placed in the library and in the office of counselor education.

CB 131101

Lec 3, Cr 3

EPSY 6345 Educational and Occupational Information

(Formerly UTPAB ED 6345)

A survey and analysis of the processes of assisting people to choose, prepare for, enter, and progress in an occupation. The course trains leaders who can help people make decisions and choices in planning a future and building a career.

CB 131101

Lec 3, Cr 3

EPSY 6360 Introduction to Guidance and Counseling

(Formerly UTPAB ED 6360)

Philosophy, principles, and current practices of pupil guidance. Pupils' social, emotional, intellectual and attitudinal dimensions are explored. Group guidance and individual counseling techniques that apply in public schools are studied through lectures, discussions and class participation.

CB 131101

Lec 3, Cr 3

EPSY 6362 Theories and Techniques in Counseling

(Formerly UTPAB ED 6362)

A survey of psycho-therapy, comparing the contributions of psychoanalysis, non-directive therapy and behavior therapy. Specialized approaches such as group therapy, play therapy and family therapy will be studied. Local facilities that use a variety of these therapeutic techniques will be visited.

Prerequisite: EPSY 6360 and permission of instructor.

CB 130801

Lec 3, Cr 3

EPSY 6363 Personal Growth

(Formerly UTPAB ED 6363)

Discussions and practical application of group dynamics within a framework of group therapy. Limited to 20 grad. students accepted into the counseling and guidance program.

CB 130801

Lec 3, Cr 3

EPSY 6365 Counseling Practicum I

(Formerly UTPAB ED 6365)

A study of selected counseling theories and supervised experience in individual counseling. Cases assigned off campus in schools and community agencies.

Prerequisites: EPSY 6360, 6362, 6363. Must be taken within last nine hours of program. Limit 12 students.

CB 420601

Lec 3, Cr 3

EPSY 6366 Counseling Practicum II

(Formerly UTPAB ED 6366)

Trends, issues, and ethical considerations affecting the counseling profession. Supervised experiences in individual and group counseling requiring advanced technical skills. May include supervised experiences in professional employment settings.

Prerequisites: EPSY 6360, 6363, 6368, or consent of instructor. May be repeated twice for credit.

CB 420601

Lec 3, Cr 3

School of Education

EPSY 6368 Group Counseling

(Formerly UTPAB ED 6368)

This course develops an understanding of group processes, theories and techniques. Demonstrated competence in this knowledge and in applying group procedures will be required. Limit 20 students.

Prerequisites: EPSY 6360, 6362, and 6363.

CB 131101

Lec 3, Cr 3

EDUCATIONAL SUPERVISION (EDSU)

EDSU 6370 Supervision of Instruction

(Formerly UTPAB ED 6370)

Fundamental problems of supervising instruction in small and moderate size public schools; the nature and organization of supervision, supervisory plans and principles; effect of recent educational practices on supervision; duties, relationships and training of supervisory officials; standards for judging teachers; methods of improving instruction; case studies in supervision; the use of conferences, teacher's meetings, demonstration teaching, visitation and research studies as supervisory tools. Includes credit for TEA required Instructional Leadership Training.

CB 130301

Lec 3, Cr 3

EDSU 6371 Practicum in Supervision

(Formerly UTPAB ED 6371)

Experience in supervisory methods and practices for elementary school and secondary school supervisors. Teacher rating scales, in-service programs and staff development processes will be analyzed and put into effect by each participant. A strong focus upon clinical supervision.

Prerequisite: EDSU 6370.

CB 130401

Lec 3, Cr 3

EDSU 6379 Problems in Educational Supervision

(Formerly UTPAB ED 6379)

Participants will define and resolve a supervisory problem in their specific area of interest. Participant will be directed in their study by a graduate faculty member. A formal research paper dealing with a specific supervisory problem will be required.

Prerequisite: EDSU 6370, 6371.

CB 130401

Lec 3, Cr 3

KINESIOLOGY (KINE)

KINE 5313 Workshop in Kinesiology

(Formerly UTPAB PE 5313)

This course is designed to provide in-depth experience for the prospective teacher, coach and recreation leader in the development of both current theories and practices in presenting selected areas of kinesiology such as aquatics, dance, gymnastic and/or sports. The course may be repeated for credit, up to nine semester hours, when the topic is different.

Prerequisite: 12 semester hours of physical education or approval of the instructor.

CB 1313140004

Lec 3, Cr 3

School of Education

KINE 5351 Kinesiology Curriculum for the Handicapped Student

(Formerly UTPAB PE 5351)

The selection and planning of kinesiology for students whose activity must be adapted due to demands imposed by gravity, trauma, injury, congenital defect, illness or disease. Laboratory work with students will be scheduled.

CB 1313140004

Lec 3, Cr 3

KINE 5355 Supervision and Administration of the Kinesiology Program

(Formerly UTPAB PE 5355)

A study of the principles and policies of supervising and administering the kinesiology program in the public schools.

CB 1313140004

Lec 3, Cr 3

KINE 6301 History and Philosophy of Kinesiology

(Formerly UTPAB 6301)

Historical development of kinesiology from primitive to modern times. Philosophy of modern kinesiology with application to present day kinesiology programs.

CB 1313140004

Lec 3, Cr 3

KINE 6302 Methods of Research in Kinesiology

(Formerly UTPAB PE 6302)

Introduction to methods and materials to research in the field. Approved methods of writing term papers and research papers.

CB 1313140004

Lec 3, Cr 3

KINE 6303 Applied Tests and Measurement in Kinesiology

(Formerly UTPAB PE 6303)

A critical consideration of the importance and limitations of measurements in kinesiology. Emphasis placed on those measurements that are most needed today. The statistical treatment and interpretation of research data.

CB 1313140004

Lec 3, Cr 3

KINE 6304 Scientific Foundations of Kinesiology

(Formerly UTPAB PE 6304)

Background of kinesiology from biological, anatomical, and physiological aspects.

CB 131314

Lec 3, Cr 3

KINE 6305 Curriculum Construction in Kinesiology

(Formerly UTPAB PE 6305)

A critical study of principles, problems and procedures in the construction of a kinesiology program. Attention will be given to the application of these principles in the construction of a course of study for a specific situation.

CB 1313140004

Lec 3, Cr 3

KINE 6320 Independent Research

(Formerly UTPAB PE 6320)

Individual investigation of a problem in kinesiology that involves one of the techniques of research. Students will work under a designated faculty member and must have research approved prior to registering.

CB 1313140004

Lec 3, Cr 3

School of Education

READING (READ)

READ 5313 Reading Tests

(Formerly UTPAB ED 5313)

A major function of this course is to help graduate students develop competencies in the selection, administration, scoring and interpretation of standardized tests, with particular emphasis upon their application to reading instruction. Special emphasis will also be given to the development and use of informal evaluative instruments to meet particular reading needs of students.

CB 131315

Lec 3, Cr 3

READ 5351 Teaching Reading to the Secondary Student

(Formerly UTPAB ED 5351)

The relation of reading ability to academic achievement, procedures for teaching reading skills needed in content area reading, and reading difficulties encountered by secondary students are included in this course. Students will have the opportunity to use diagnostic tools and techniques to determine reading needs of secondary students and will develop reading-learning activities to meet those needs. Credit will not be given if READ 4351 has been taken.

CB 131315

Lec 3, Cr 3

READ 6308 Foundations of Reading Instruction

(Formerly UTPAB ED 6308)

This course places major emphasis on the nature of the reading process and the essential components of a systematic, sequential program for developmental reading instruction, various approaches for teaching reading will be scrutinized and analyzed.

Prerequisite: READ 3323 or admission by placement test.

CB 131315

Lec 3, Cr 3

READ 6309 Topics in Reading

(Formerly UTPAB ED 6309)

This course is concerned primarily with innovations and current issues in reading instruction. Trainees will select topics of particular interest and concern to them for intensive study. Experiences of the trainee may include action research, working with classroom teachers and other adults in the school community to enhance the reading program. May be repeated once, when emphasis is on study in resource areas or professional areas related to the field of reading.

CB 131205

Lec 3, Cr 3

READ 6310 Child and Adolescent Literature

(Formerly UTPAB ED 6310)

This course is designed to help the trainee gain competence in selecting and recommending literature for children and adolescents and providing leadership and guidance to help student s develop maturity in reading. The trainees will be provided with experiences which will enable them to locate and select appropriate literature for students and to apply appropriate strategies for stimulating voluntary participation and continuous growth in independent reading.

CB 131315

Lec 3, Cr 3

School of Education

READ 6323 Problems in the Teaching of Reading

(Formerly UTPAB ED 6323)

This course is concerned with analyzing and prescribing materials and techniques for reading instruction to meet common reading problems, integrating reading instruction with other facets of communication, relating reading instruction to sociocultural and linguistic characteristics of the learner. Recreational reading, grouping, content area reading and other problems are among those considered.

Prerequisite: READ 6308

CB 131315

Lec 3, Cr 3

READ 6325 Practicum in Reading Instruction

(Formerly UTPAB ED 6325)

Supervised experience in working with individual children who are having reading difficulties.

Prerequisite: Departmental Approval Required.

CB 131315

Lec 3, Cr 3

READ 6329 Diagnostic Teaching of Reading

(Formerly UTPAB ED 6329)

This course is designed to help students gain competency in diagnosing reading behavior and in prescribing appropriate diagnostic materials and techniques. Students will also receive guidance on making recommendations for reading instruction on the basis of such diagnosis.

Prerequisite: READ 6323

CB 131315

Lec 3, Cr 3

College of Liberal Arts

The College of Liberal Arts offers the Master of Art in Interdisciplinary Studies (M.A.I.S.) degree with concentrations in History, English, Government, Sociology and Spanish. The M.A.I.S. degree provides students the opportunity to earn a liberal arts degree at the master's level. This program, responding to community needs, is designed for mature students who wish to continue learning in interrelated areas beyond the bachelor's degree rather than specializing in a particular discipline.

Admission

In addition to the general admission requirements of the UTB graduate program, each of the areas of concentration have additional admission requirements. The English, Government, Sociology and History concentration areas for the M.A.I.S. degree require six semester hours of upper level undergraduate credit in the field. The Spanish concentration area requires at least 12 advanced undergraduate hours in Spanish. All concentration areas in Interdisciplinary Studies have a research component and require skills and/or coursework in research methods.

M.A.I.S. Degree Requirements

The M.A.I.S. degree requires a total of 36 semester hours of graduate credit. An area of concentration must have at least 12 and no more than 18 semester hours in the subject area. At least six hours in the area of concentration must be in upper level (6000) graduate work. In addition, 18 hours must be taken in two or more supporting fields outside the area of concentration. **Graduate Courses in**

Area of concentration:	Credit Hours
English, Government, History, Sociology or Spanish	12 - 18
Two or more supporting fields	18 - 24
Total graduate hours for degree	36

Each student in the M.A.I.S. degree program will be assigned a Faculty Advisor and two additional faculty committee members who teach in Interdisciplinary Studies. The choice of courses in the concentration area and the selection of supporting fields will be determined through consultation between the student, the Faculty Advisor and the committee members. Efforts are made to relate the material studied in one discipline to that studied in another and to encourage students to select courses in mutually supporting fields. A formal Program of Study as described elsewhere in this catalog will be prepared and submitted for approval.

Supporting Fields

Biology	Education*
Business Administration*	Psychology

All areas of concentration may also be support fields for each other. * *No more than 12 semester hours may be taken from the professionals schools.*

Graduate Courses in Liberal Arts

ENGLISH (ENGL)

ENGL 6300 Introduction to Graduate Studies

Principles and procedures in scholarly research. Introduction to the problems, techniques, and tools of graduate-level study and research in English.

CB 230101

Lec 3, Cr 3

College of Liberal Arts

ENGL 6301 Shakespeare

(Formerly UTPAB ENG 6301)

A study of the comedies, histories, tragedies, and romances of Shakespeare, emphasizing wide reading of the playwright.

CB 230801

Lec 3, Cr 3

ENGL 6303 The Bible as Literature

(Formerly UTPAB ENG 6303)

A study of the Bible as literature, emphasizing the genres and literary techniques employed by the writers. The course treats the Bible as a major source for English and American lit.

CB 230301

Lec 3, Cr 3

ENGL 6305 The Romantic Period

(Formerly UTPAB ENG 6305)

A study of early nineteenth-century English romantic writers with emphasis on the poets Wordsworth, Coleridge, Shelley, Keats, and Byron.

CB 230801

Lec 3, Cr 3

ENGL 6308 History of the English Language

(Formerly UTPAB ENG 6308)

A history of the English language from the Anglo-Saxon period to the present.

CB 230601

Lec 3, Cr 3

ENGL 6310 Twentieth-Century English and American Poetry

(Formerly UTPAB ENG 6310)

A study of major English and American poets of the twentieth century.

CB 230301

Lec 3, Cr 3

ENGL 6312 Milton

(Formerly UTPAB ENG 6312)

A study of the major poems and selected prose of John Milton.

CB 230801

ENGL 6321 Composition Theory

Theories of regulative grammar and rhetoric as applied to the writing process.

CB 230401

Lec 3, Cr 3

ENGL 6341 Literary Criticism

Selected works in literary criticism. Important modern and traditional critical positions and their application to literature.

CB 230301

Lec 3, Cr 3

ENGL 6354 Linguistics and Reading

(Formerly UTPAB ENG 6354)

A study of current models of reading with an intro to linguistics and examination of linguistic contributions to the understanding of the reading process. Includes issues of literacy and acquisition of reading.

CB 131315

Lec 3, Cr 3

ENGL 6355 Second Language Acquisition

(Formerly UTPAB ENG 6355)

Examination of studies and models of the acquisition of a second language. Includes linguistic, sociolinguistic, and cultural aspects.

CB 230601

Lec 3, Cr 3

College of Liberal Arts

ENGL 6362 The Victorian Period

A study of the late nineteenth-century literature in England.

CB 230801

Lec 3, Cr 3

ENGL 6363 Twentieth Century-English Novel

A study of the major novelists of England in the twentieth century.

CB 230801

Lec 3, Cr 3

ENGL 6364 Restoration and Eighteenth Century Drama

Selected dramatists and their works, themes, and literary developments of the seventeenth and eighteenth centuries.

CB 230801

Lec 3, Cr 3

ENGL 6371 Twentieth-Century American Novel

(Formerly UTPAB ENG 6371)

A study of the major novelists in the United States in the twentieth century.

CB 230701

Lec 3, Cr 3

ENGL 6372 Hawthorne and Melville

(Formerly UTPAB ENG 6372)

A study of the major novels and short stories of N. Hawthorne and H. Melville.

CB 230701

Lec 3, Cr 3

GOVERNMENT (GOVT)

GOVT 6360 American Executive Process and Policy Outputs

Advanced study of the development of the power and influence of the president and other American executives; procedures and policies of the executive process; executive policy outputs; the relation of the executive to the other elements of the political system.

CB 451001

Lec 3, Cr 3

GOVT 6367 American Judicial Process

Advanced study of the structure, functions and procedures of the national, state and local judicial systems, the interrelationship between the American judiciary and other components of the political system; the impact of judicial decision-making on public policy.

CB 451001

Lec 3, Cr 3

GOVT 6376 United States-Mexico, Central America & Caribbean Relations

Study of the formulation, conduct and consequences of U.S. foreign policy in Mexico, Central America and the Caribbean. The roles of the President, Congress, interest groups, the military and intelligence agencies, and public opinion will be examined. Specific cases of major foreign policy decisions will be examined.

CB 450901

Lec 3, Cr 3

GOVT 6386 Politics of South America

A survey of governmental structures and politics in So. America. Examines the political processes and their relationship to existing social and economic structures of So. America.

CB 451001

Lec 3, Cr 3

GOVT 6388 Major Political Ideologies

Advanced study of critical political philosophers who have influenced the political experience.

CB 451001

Lec 3, Cr 3

College of Liberal Arts

HISTORY (HIST)

HIST 6301 Seminar and Problems Study in Eras in American History to 1860

In a survey and critique of the bibliography and problems of various eras in American history before the Civil War.

CB 450801

Lec 3, Cr 3

HIST 6303 Seminar and Problems Study in Eras in American History since 1860

A survey and critique of the bibliography and problems of various eras in American history since 1860. May be repeated for credit when topic varies.

CB 450801

Lec 3, Cr 3

HIST 6314 Brownsville and Matamoros History

A study of the role of Brownsville and Matamoros within border. Mexican, and American history, with an emphasis on primary research.

CB 450801

Lec 3, Cr 3

HIST 6315 Studies in Bible History

An examination of the Bible as a work of ancient history, applying critical historical methodology.

CB 450801

Lec 3, Cr 3

HIST 6316 Studies in Mexican and American Heritages

An intensive investigation of selected historical problems in the Mexican-American and Anglo-American cultural heritages and the fusion and clash of these cultures.

CB 450801

Lec 3, Cr 3

HIST 6381 History of Castile to 1500*

A study of the theories regarding the formation of Castilian society.

CB 450801

Lec 3, Cr 3

HIST 6385 The Middle Ages

Studies in the cultural, political, economic, military, religious and social history of the medieval period.

CB 450801

Lec 3, Cr 3

INTERPRETING (INTG)

INTG 6376 Consecutive Interpreting

Intensive practice in consecutive interpreting with close reference to actual usages among professional interpreters in the United States.

CB 1609050

Lec 3, Cr 3

INTG 6377 Simultaneous Interpreting

Intensive practice in simultaneous interpreting with close reference to actual usages among professional interpreters in the United States.

CB 160905

Lec 3, Cr 3

INTG 6378 Court Interpreting

Intensive study and practice of sight translation, consecutive and simultaneous interpreting with reference to judiciary application.

CB 160905

Lec 3, Cr 3

College of Liberal Arts

INTG 6379 Interpreting Practicum

Intensive study and practice of sight translation, consecutive and simultaneous interpreting with close reference to terminology, documentation, ethics, and other professional issues.

May be taken together with INTG 6378.

CB 160905

Lec 3, Cr 3

PSYCHOLOGY (PSYC)

PSYC 5313 Abnormal Psychology

Analysis, etiology, and incidence of neurosis and psychosis; mental hygiene problems, and adjustable behavior. A research project and supporting specialized readings will be emphasized. Students may not receive credit for both PSYC 4313 and PSYC 5313.

Prerequisite: 6 semester hours of psychology.

CB 420101

Lec 3, Cr 3

PSYC 5318 Learning Theories

A review of the major theories of learning based on animal and human research. Students may not receive credit for both PSYC 4318 and PSYC 5318.

Prerequisite: 6 hours of psychology or consent of the instructor.

CB 420101

Lec 3, Cr 3

PSYC 5321 Contemporary Topics in Psychology

A survey and review of recent developments in psychological research and practice. Topics may vary.

CB 4201010001

Lec 3, Cr 3

PSYC 5333 Theories of Personality

A study of the development, structure, and assessment of personality with a consideration of the major theoretical attempts to account for the psychological nature and the behavior of man. A research project and supporting specialized readings will be emphasized. Students may not receive credit for both PSYC 4333 and PSYC 5333.

Prerequisite: 6 semester hours of psychology.

CB 420101

Lec 3, Cr 3

SOCIOLOGY (SOCI)

SOCI 5360 Sociology of Education

An analysis of the relationship of the educational institution to society and the patterns of order, change and conflict that emerge. Current issues, such as bureaucratization of schools and problems of minorities in the schools are examined with regard to related sociological principles and theory. An applied project and report will be required.

Prerequisite: Nine hours of sociology, psychology, and/or anthropology or consent of the instructor.

CB 451101

Lec 3, Cr 3

SOCI 6313 American Minorities

A study of the principal minority groups in American society and their sociological significance; problems of intergroup relations, social movements, and related social changes occurring on the contemporary American scene. A research project and supporting specialized readings will be emphasized. May not get credit for both SOCI 4313 and 5313.

Prerequisite: Nine semester hours of sociology

CB 050203

Lec 3, Cr 3

College of Liberal Arts

SOCI 6323 The Mexican-Americans Presence

(Formerly UTPAB SOC 6323)

Mexican-American and Anglo contacts and relations in the United States from Colonial times to the present, with special emphasis on the Southwestern US. Social, economic and cultural differences are emphasized. Special attention is given to changes occurring among Mexican-Americans in the last few years and how this is affecting Mexican-American-Anglo relationships. Students will have to do a research project using primary resources as part of the course requirements. May not receive credit for both SOCI 4323 and 5323.

CB 050203

Lec 3, Cr 3

SOCI 6324 Problems of U.S. Health Care Systems

(Formerly UTPAB SOC 4324)

A seminar course that allows student investigation into the nature and functioning of the health care institutions of modern industrial societies, with special emphasis on current problems in providing health care to the complex social populations of the US, especially to the poor and to racial and ethnic minorities.

CB 451101

Lec 3, Cr 3

SOCI 6333 Pro-Seminar on Sociological Theory

An intensive analysis of the current state of sociological theory with consideration of the historical influences on contemporary thought. Major theoretical issues in the discipline and within the social/behavioral science are considered. The relationships between theory and research are emphasized. (Required of MAIS students with concentration in sociology.)

CB 451101

Lec 3, Cr 3

SOCI 6373 Problems of Aging in U.S. and World Societies

A seminar analysis of the demographic, economic, social, political, and health care problems created by the "aging" of the population of industrial societies. Special attention is paid to the problems of the elderly poverty and minority populations of the Rio Grande Valley.

CB 191705

Lec 3, Cr 3

SPANISH/HISPANIC STUDIES (SPAN)

SPAN 6300 Theory of Literary Analysis, Bibliographic Search Techniques, & Literary Writing Methods

A systematic study of bibliographic and reference information. Emphasis will be placed upon the study of indexes, national bibliographies, and bibliographical control. Also includes practice and guidance in the writing of graduate level papers.

Prerequisite: Graduate standing and 12 hours of advanced Spanish.

CB 160905

Lec 3, Cr 3

SPAN 6313 History of the Spanish Language

A detailed study of the growth of the Spanish language from beginning to present. Given in Spanish.

CB 160905

Lec 3, Cr 3

SPAN 6339 Special Studies in Spanish American Literature

Special topics from the field of Spanish American literature. Course may be taken three times as the topic varies.

Prerequisite: 12 hours of advanced Spanish.

CB 160905

Lec 3, Cr 3

College of Liberal Arts

SPAN 6341 Special Studies in Spanish Literature

Special topics from the field of Spanish literature. This course may be taken three times as the topic varies.

Prerequisite: 12 hours of advanced Spanish.

CB 160905

Lec 3, Cr 3

SPAN 6370 The Literature of Medieval Spain

Critical study of the major works of Spanish literature from its origins down to the end of the 15th century. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours advanced Spanish.

CB 160905

Lec 3, Cr 3

SPAN 6371 The Literature of the Golden Age of Spain

Critical study of major works of the Spanish Renaissance and Baroque Periods. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours of advanced Spanish.

CB 160905

Lec 3, Cr 3

SPAN 6372 The Literature of 19th and 20th Century of Spain

Critical study of major works of contemporary Spanish authors from the birth of Romanticism to the contemporary era. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours advanced Spanish.

CB 160905

Lec 3, Cr 3

SPAN 6373 The Latin American Novel

Critical study of Latin American narrative from its birth in Neoclassicism down to the contemporary novel of the "boom." Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 advanced hours of Spanish.

CB 160905

Lec 3, Cr 3

SPAN 6374 Latin American Poetry

Critical study of major poetic works from the colonial period to the present day. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours advanced Spanish.

CB 160905

Lec 3, Cr 3

SPAN 6375 The Latin American Essay

Critical study of the Latin American essay from the colonial chronicle to contemporary intellectual prose. Taught in Spanish. All readings, papers, and examinations in Spanish.

Prerequisite: Graduate standing and 12 hours advanced Spanish.

CB 160905

Lec 3, Cr 3

College of Science, Mathematics & Technology

The College of Science and Mathematics offers the Master of Science in Interdisciplinary Studies (M.S.I.S.) degree with a concentration in Biology. The M.S.I.S. degree provides students the opportunity to earn a master's degree with a concentration in biological science in combination with two supporting fields. This program, responding to community needs, is designed for mature students who wish to continue learning in interrelated areas beyond the bachelor's degree rather than specialization in a particular discipline.

M.S.I.S. Degree Requirements

The M.S.I.S. degree requires a total of 36 semester hours of graduate credit. An area of concentration must have at least 12 and no more than 18 semester hours in the subject area. At least six hours in the area of concentration must be in upper level (6000) graduate work. In addition, 18 hours must be taken in two or more supporting fields outside the area of concentration.

Graduate Courses in	Credit Hours
Area of concentration:	
Biology	12-18
Two or more supporting fields	18-24
Total graduate hours for degree	36

Each student in the M.S.I.S. degree program will be assigned a Faculty Advisor and two additional faculty committee members who teach in Interdisciplinary Studies. The choice of courses in the concentration area and the selection of supporting fields will be determined through consultation between the student, the Faculty Advisor and the committee members. Efforts are made to relate the material studied in one discipline to that studied in another and to encourage students to select courses in mutually supporting fields. A formal Program of Study as described elsewhere in this catalog will be prepared and submitted for approval.

Supporting Fields

English	Sociology
Business Administration*	Government
Psychology	Education*
History	Spanish

* No more than 12 semester hours may be taken from the professionals schools.

Graduate Courses in Science, Mathematics & Technology

BIOLOGY (BIOL)

BIOL 5404 Ichthyology

Ichthyology, classification, evolution, ecology, and biology of fishes. The lab emphasizes field surveys, taxonomy, and the identification of marine and freshwater fishes. Graduate students are required to complete an independent project.

College of Science, Mathematics & Technology

BIOL 5430 Intergrative Biology for Middle School Science Teachers

This course designed for middle school science teachers is the coordinated-thematic integration of biology with physics, chemistry, and earth/space science through a series of lectures, panels, demonstrations, and rigorous laboratory activities. The course also includes 15 hours of supervised practicum in actual classroom situations. Graduate students are required to complete an independent project.

BIOL 5431 Intergrative Biology for High School Science Teachers

This course designed for high school science teachers is coordinated-thematic integration of biology with physics, chemistry, and earth/space science through a series of lectures, panel, demonstrations, and rigorous laboratory activities. The course also includes 15 hours of supervised practicum in actual classroom situations. Graduate students are required to complete an independent project.

BIOL 6101 Biology Graduate Seminar

All graduate students are required to enroll for credit in Biology Graduate Seminar three separate semesters. All biology graduate students are strongly encouraged to attend this seminar each semester they are enrolled in graduate school. Each student when enrolled for credit will, with the approval of the seminar director, select some particular aspect of current biological research and present a scholarly review of it before seminar participants, other graduate students and the biology faculty. May be repeated for credit.

CB 260101

Lec 1, Cr 1

BIOL 6301 Marine Ecological Studies

Analysis of factors that influence plant and animal populations in the coastal habitat. Effects of pollutions will be considered.

Prerequisite: Consent of instructor.

CB 260607

Lec 3, Lab 3, Cr 3

BIOL 6302 Marine Ecology

A study of current topics in biology; may be repeated for credit as topics change.

Prerequisite: Consent of instructor.

CB 260607

Lec 3, Lab 3, Cr 3

BIOL 6303 Advanced Ecology

Use of modern techniques to analyze interrelationships between plants, animals and the environment. Terrestrial and fresh water environments will be considered.

Prerequisite: Consent of instructor.

CB 260603

Lec 3, Lab 3, Cr 3

BIOL 6306 Field Botany

A study of the adaptations and economic importance of the native flora. Stresses methods of collection, preservation and classification.

Prerequisite: Consent of instructor.

CB 260301

Lec 3, Lab 3, Cr 3

BIOL 6308 Fresh Water Phycology

Structure, reproduction and identification of the fresh water algae with special emphasis on the ecology and identification of local forms.

Prerequisite: Consent of the instructor.

CB 260399

Lec 3, Lab 3, Cr 3

College of Science, Mathematics & Technology

BIOL 6309 Marine Phycology

A study of current topics in biology; may be repeated for credit as topics change.

Prerequisite: Consent of instructor.

CB 260399

Lec 3, Lab 3, Cr 3

BIOL 6311 Marine Phycological Studies

A detailed study of the microscopic flora along the lower Texas coast. Emphasizes the taxonomy and seasonal and environmental variations in the populations.

Prerequisite: Consent of instructor.

CB 260399

Lec 3, Lab 3, Cr 3

BIOL 6365 Graduate Biological Research Problems

The student, in conference with a member of the graduate faculty, will define an independent research problem in botany, microbiology or zoology. The student's committee or the department chair, will approve the problem prior to enrollment. If undertaken in summer, the student should enroll in no other course that summer term. The student's report will be written in an approved thesis style. A maximum of three credit hours in graduate biological research problems will count towards a M.S.I.S. with a biology concentration.

CB 260101

Lec 3, Cr 3

Cooperative Degree Programs

UTB offers a number of cooperative graduate degree programs with other universities. Specific information on these programs may be obtained from the School, College or Department involved or from the Graduate Office. An applicant must meet the admission requirements of the cooperating institution as well as those of UTB.

Doctor of Education (Ed.D.)

UTB, in cooperation with the University of Houston, offers work which may be used in partial fulfillment of the requirements of the Doctor of Education degree in Administration/ Supervision and Educational Leadership. The 66-semester hours program includes courses from both universities and is structured to serve students residing in the Lower Rio Grande Valley. As the program is hosted by the University of Houston, all policies and requirements of the University of Houston, the College of Education and the Department of Educational Leadership and Cultural Studies apply. In addition, the admission requirements of both institutions must be met when UTB courses are taken. To apply for admission students must have a master's or appropriate professional degree (e.g., J.D.).

Admission to the University of Houston Doctor of Education Degree program in Educational Leadership and Cultural Studies is based on the following:

1. Submission of all information required for admission to Graduate Studies in the College of Education.
2. The criteria for doctoral admission are as follows:
 - * Automatic admission is granted if all indicators are at or above these scores with an interview required if any indicator falls below these scores:

GPA	3.25
Verbal GRE	500
Quantitative GRE	515
Analytical GRE	530

(These GRE scores represent the 60th percentile in each area)
 - * Automatic denial or sponsorship if two or more indicators fall below these scores:

GPA	3.00
Verbal GRE	450
Quantitative GRE	475
Analytical GRE	500

(These GRE scores represent scores below the 47th percentile in each area. Each professor in the ELCS program may sponsor a student who does not meet automatic admissions criteria above.)
3. Three Letters of recommendation are required which are supportive of the student's to the Department and which relate to academic and leadership potential.
4. At the option of the Department, a personal interview with the applicant may be required.
5. At the option of the Department, the applicant may be requested to demonstrate competence in written English.
6. Students with a composite score of 4, as defined in item (2) above, may be admitted with a majority affirmative vote of the ADSU Program Area faculty based on the recommendation of the admissions coordinator.

Cooperative Degree Programs

7. Students with composite scores less than 4, as defined above, generally will not be admitted. Exceptions for probationary admission may be granted on an individual basis if substantial evidence of potential for success in the graduate program is presented and if the student is supported in his/her application by a member of the graduate faculty who agrees to work with the applicant. Each graduate faculty member may support only one such applicant each academic year.

Master of Science in Library Science (M.S.L.S.)

UTB, in cooperation with Sam Houston State University, offers work which may be used in partial fulfillment of the requirements for Master of Science in Library Science degree. The M.S. degree requires 36 semester hours, 15 hours are core courses, usually with all courses in library science, and the successful completion of a written comprehensive examination. The comprehensive exam is taken during the last semester of course work.

The criteria for Regular Admission into this program includes:

1. An earned minimum grade point average of 2.5 (4.0 scale) on all previous college studies or 2.8 on the last sixth semester hours of course work applicable to the baccalaureate degree.
2. An earned composite score of 800 or more on the aptitude section of the Graduate Record Examination. Only verbal and quantitative portions are used in calculating scores.

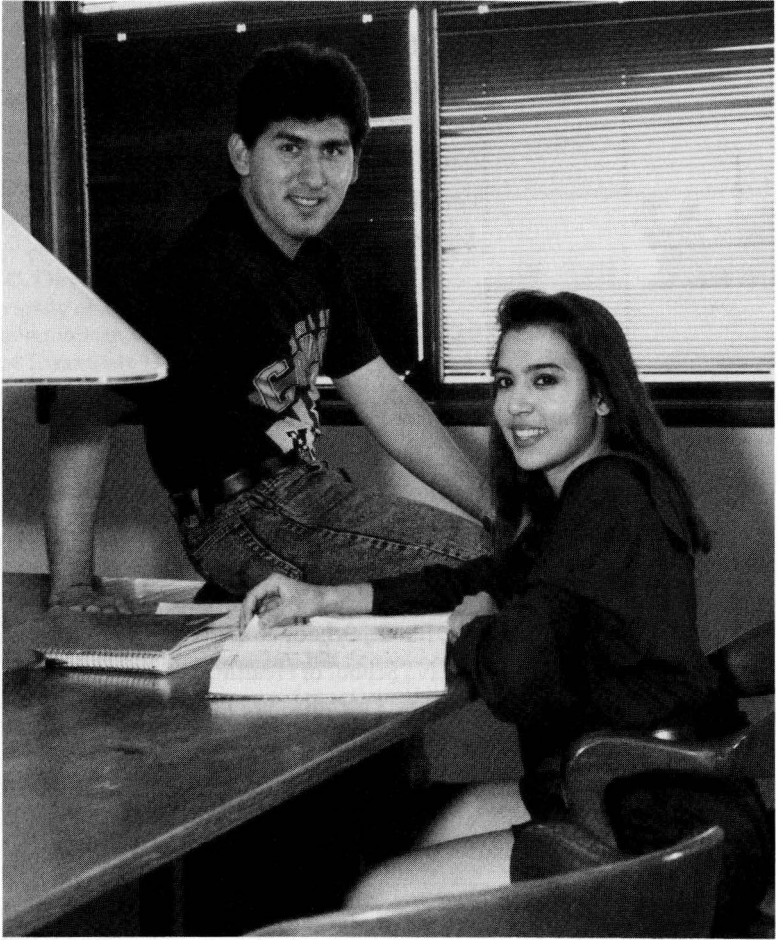
Master of Science in Nursing (MSN)

UTB, in cooperation with The University of Texas Health Science Center at San Antonio School of Nursing, offers work which may be used in partial fulfillment of the requirements of the Master of Science in Nursing degree. The program is designed for career oriented individuals seeking advanced education in nursing. It encourages highly qualified registered nurses with associate degrees to seek early admission to a masters program in Nursing. The UTHSC program allows students to complete the Bachelor of Science degree in Nursing leading to the Master of Science in Nursing. The Master of Science Nursing degree requires a minimum of 36 hours of masters level work.

Admissions criteria for MSN program are:

1. An Associate Degree in Nursing or a Diploma in Nursing with a minimum of 30 semester hours of nursing.
2. Passing scores on the RN licensure exam.
3. Fifty semester hours of general education in the natural and physical sciences, behavioral sciences, and humanities.
4. Twenty-two semester hours of upper division course work in nursing.
5. A minimum undergraduate grade point average of B (3.0 on a 4.0 scale).
6. A minimum score of 1000 on the Graduate Records Examination (GRE) verbal and quantitative sections or a minimum score of 50 on the Miller Analogies Test (MAT). Scores can be no older than five years.
7. Satisfactory academic and professional references.
8. Approval for early admission to the MSN program by the Committee on Graduate Studies of the nursing program.

Organization & Interim Graduate Faculty



Organization

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Marilyn L. Dyer, R.N., School of Health Sciences
Anthony N. Zavaleta, Ph. D., College of Liberal Arts

Director of Graduate Studies

Charles R. Comeaux, Ed.D.

Interim Graduate Faculty

College of Liberal Arts

William L. Adams Government, History
B.A., Central Oklahoma State University
M.A., D.A., University of North Dakota
M.A., State University of New York

Norman Binder Government
B.A., University of North Dakota
M.A., Ph.D., University of Arizona

Teresa Cadena English
B.A., Pan American University
M.A., Ed.D., Texas A&I University

Charles Dameron English
B.A., Duke University
M.A., Ph.D., University of Texas at Austin

William C. Davis Psychology
B.A., University of Texas at Austin
M.Ed., Pan American University
Ed.D., East Texas State University

Robert Fisher Psychology
B.S., San Diego State University
Ph.D., University of Tennessee at Knoxville

Diamantina Freeberg Psychology
B.A., Our Lady of the Lake College, San Antonio
M.A., Ed.D., University of Tulsa

Juliet V. Garcia English
B.A., M.A., University of Houston
Ph.D., University of Texas at Austin
Institute for Educational Management, JFK School of Government, Harvard University

Jose Marcelo Garza English
B.A., Austin; M.A., San Francisco State College
Ph.D., University of Iowa

George Green Spanish
B.A., M.A., M. Phil., Ph.D., Columbia University
Diplomate, Translator and Interpreter Language Institute Munich

Myron P. Hamer Sociology
B.A., University of Tampa
M.A.T, Ph.D., University of Florida

John Hughes Government
B.A., Milsaps College
M.A., Ph.D., University of Mississippi

Farhat Iftekharuddin English
B.A., M.A., University of Dacca
Ph.D., Oklahoma State University

- Harriet D. Joseph** **History**
 B.A., Southern Methodist University
 M.A., Ph.D., North Texas State University
- Milo Kearney** **History**
 B.A., University of Texas at Austin
 M.A., Ph.D., University of California at Berkeley
- Philip W. Kendall** **History**
 B.A., M.A., Boston University
 Ph.D., DePauw University
- Anthony K. Knopp** **History**
 B.A., M.A.T., College of St. Thomas
 M.S., University of Minnesota
 Ph.D., Texas Tech University
- Lawrence Martine Lewis** **English**
 B.A., St. Edward's University
 Ph.D., University of Texas at Austin
- Wayne D. Lewis** **Sociology**
 A.B., University of Georgia
 M.A., University of Delaware
 M.S., Corpus Christi State University
 Ph.D., University of Denver
- Jere C. Light** **History**
 B.S., University of Tennessee
 M.S., University of Delaware
 M.S., Corpus Christi State University
 Ph.D., University of Texas at Austin
- Mark Magee** **English**
 B.A., M.A., Ph.D., University of Texas at Austin
- Sherry McCullough** **Sociology**
 B.A., M.S.W., Ph.D., University of Oklahoma
- Manuel F. Medrano** **History**
 B.S., M.A., Texas A&I University
 Ed.D., University of Houston
- Ray Nagel** **English**
 B.A., Coe College; M.A., Southern Illinois University
 Ph.D., University of New Mexico
- Gene J. Paull** **Geography, Geology, Physical Science**
 B.A., Penn State University
 M.A., Ph.D., University of Arizona
- Walter R. Pierce** **History**
 B.S., M.A., North Texas State University
 M.L.I.S., University of Texas at Austin
 Ph.D., North Texas State University
- Mimosa Stephenson** **English**
 B.A., Pan American University
 M.A., Ph.D., Texas Technological University
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Ph.D., University of Texas at Austin

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Ph.D., Portland State University

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M.A., University of Texas at San Antonio
Ph.D., Sam Houston State University

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Ph.D., University of Texas at Austin

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College of Science, Mathematics & Technology

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Ph.D., University of Texas at Arlington

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Ph.D., University of Texas at Austin

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Ph.D., Cornell University

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Ed.D., University of Tennessee at Knoxville

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B.A., University of Texas at Arlington
M.S., North Texas State University
Ph.D., Oklahoma State University

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B.S., Ph.D., University of Houston

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B.S., M.S., Pan American University
Ph.D., University of Texas at Austin

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B.A., M.A., Ph.D., University of Texas at Austin

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Ph.D., Ohio State University

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B.S., Beijing Normal University, Beijing
M.S., Ph.D., University of Massachusetts

School of Business

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M.S., Ph.D., University of Kiel
Diplomate, Advanced European Studies

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B.B.A., M.B.A., Pan American University

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B.S., M.B.A., Ph.D., University of Arkansas

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M.B.A., Ph.D., North Texas State University

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J.D., M.B.A., University of Texas at Austin
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School of Education

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M.Ed., Ph.D., University of Oklahoma

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Ed.D., University of Arizona
College Management Program, Carnegie Mellon University

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M.Ed., Ph.D., University of Texas at Austin

Daniel Garcia **Education**
B.A., M.Ed., Ph.D., University of Texas at Austin

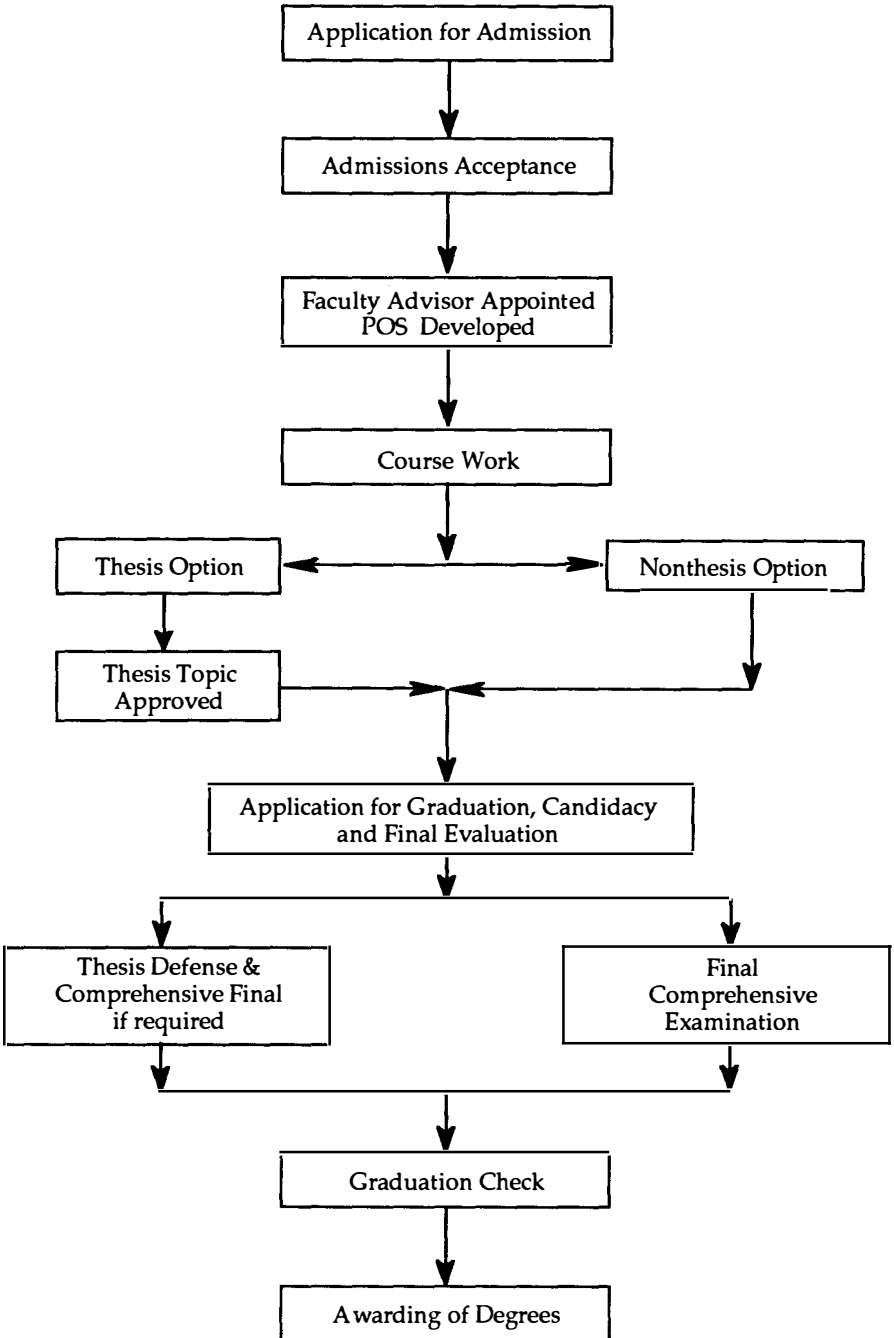
Roberto J. Garza **Secondary Education**
B.A., M.A., Texas A&I University
Ed.D., Oklahoma State University

- Peter B. Gawenda** Educational Administration and Research
 B.S., University of Maryland
 M.S., Troy State University
 Certificate Interpreter (II) FRG Diploma, Fuehrungsakademie, Hamburg
 Ed.D., University of Houston
- Dianne L. Johnson** Reading
 B.S., M.Ed., Sam Houston State University
 Ed.D., University of Houston
- Emmette R. Hutto** Counseling and Guidance
 B.S., M.Ed., Sul Ross State University
 Ed.D., North Texas State University
- Elva Laurel** Curriculum Instructor
 B.A., Pan American University, Edinburg
 M.A., Incarnate Word College, San Antonio
 Ph.D., The University of Texas at Austin
- Alma G. Leal** Counseling and Guidance
 A.A., Texas Southmost College
 B.S., M.Ed. Pan American University
 Ed.D., East Texas State University
- Katherine I. Norman** Secondary Education
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 M.S., East Texas State University
 Ph.D., University of Kansas
- Paula Parson** Reading
 B.A., Central Washington University
 M.Ed., Pan American University
 Ph.D., University of Texas at Austin
- Graciela Rosenberg** Bilingual Education/Reading
 B.A., Goddard College
 M.A., Middleburg College
 M.A., University of Vermont
 Ph.D., University of Texas at Austin
- Hugo Rodriguez** Education
 B.B.A., University of Texas at Austin
 M.P.A., University of Missouri at Kansas City
 Ph.D., University of Texas at Austin
- Andres N. Vallado** Educational Administration
 B.S., University of Corpus Christi
 M.A., Texas A&I University
 Ed.D., University of Houston
- Judith Walton** Kinesiology
 B.A., University of Northern Iowa
 M.A., Texas Women's University
 Ph.D., Michigan State University
- Beth Wise** Reading
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 M.Ed., Pan American University
 Ph.D., Texas A&M University

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Graduate Program Procedures



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