COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
The master’s program in Anthropology at UTSA emphasizes the anthropology of North and Middle America. Students, in conjunction with the faculty, may design their programs on the anthropology of North or Middle America, with a focus on one or more of the subdisciplines of archaeology, cultural anthropology, or ethnohistory. Faculty expertise lies in the archaeology and ethnohistory of the Mayan region, the archaeology of Texas and the Greater Southwest, the cultural anthropology of Texas and the Plains, ethnohistory and cultural anthropology of the Eastern United States, and medical anthropology of the Border region.

Program Admission Requirements. All applicants for admission as degree-seeking students must submit Graduate Record Examination aptitude test (GRE) scores. Applicants who meet University-wide admission requirements but who do not submit GRE scores at the time of application may be granted conditional admission until GRE scores are received.

Applicants who do not meet University-wide admission requirements may be admitted conditionally if GRE scores or previous work in the field suggest unrealized academic potential.

Applicants for admission as non-degree-seeking students (Special Graduate Student or Transient Graduate Student) need not submit GRE scores but should have completed at least 12 semester hours in Anthropology (with no more than 6 of the 12 in field school) prior to application. Non-degree-seeking students may be limited in the courses they will be permitted to take. Admission as a non-degree-seeking student does not insure subsequent admission as a degree-seeking student.

Applicants who are able to visit the UTSA campus are encouraged to meet with the Division’s Graduate Advisor of Record and members of the Anthropology faculty in conjunction with the application.

Degree Requirements. In addition to the general requirements for graduate study at UTSA, the Master of Arts degree in Anthropology requires the following:

A. Option I: Thesis option. 33 credit hours, as follows:
   27 credit hours of coursework (at least 18 of these hours must be in anthropology)
   6 hours of ANT 6983: Master’s Thesis

OR

Option II: Non-thesis option. 36 hours of coursework. Students seeking this option must petition the Anthropology Graduate Studies Committee. Normally, permission is granted only on presentation of evidence that the student has previously done scholarly work equivalent to that required in an M.A. thesis. Such evidence would be a scholarly contribution of monograph length, reflecting in-depth research on a topic. A major published article or monograph may potentially meet these requirements.
B. A basic sequence of courses is required as part of the program of study:

ANT 5023 History, Method, and Theory of Archaeology
ANT 5033 Paradigms of Americanist Anthropology

C. Depending on the student's interest area, at least one of the following methods courses is required:

ANT 5233 Concepts of Ethnohistory
ANT 5513 Field Research Methods in Archaeology
ANT 6353 Field Research Methods in Cultural Anthropology

D. A maximum of 12 hours of archaeological fieldwork (ANT 5556, 6443, 6953, or 6933) may be applied toward the degree.

E. Normally, students will take a minimum of 15 hours of regular, organized, graduate anthropology courses (this excludes fieldwork, independent studies, and internships). Exceptions may only be granted by the Graduate Studies Committee in Anthropology. Note that ANT 6973: Special Problems and ANT 6213: Anthropology of North America count as organized classes.

F. All students are expected to develop a primary regional expertise based on classes chosen in consultation with their advisors. Knowledge of this region will be evaluated as part of the comprehensive evaluation (see below). In addition, all students must take at least one other course focusing on a second region. This course may be in a subdiscipline other than that of the student's main interest.

G. Although there is no program-wide language proficiency requirement, certain programs of study will require students to demonstrate proficiency in a second language or in statistics. Students should consult their advisors or the Graduate Advisor of Record regarding this matter.

H. A comprehensive examination, both written and oral, tailored to the student's program and area of concentration is required of students in both options. Satisfactory performance on the comprehensive examination is required before writing the master's thesis for Option I students, or before enrolling in the last nine semester hours of coursework for Option II students.

COURSE DESCRIPTIONS
ANTHROPOLOGY
(ANT)

5023 History, Method, and Theory of Archaeology
(3-0) 3 hours credit.
A survey of the history and development of archaeology, research techniques, and method and theory of prehistoric research. May be repeated for credit with different instructors.
5033 Paradigms of Americanist Anthropology  
(3-0) 3 hours credit.  
This course surveys the main conceptual, methodological, and theoretical developments in cultural anthropology, with particular emphasis on their application to the study of indigenous peoples of the Americas.

5133 Regional Native Cultures of North America  
(3-0) 3 hours credit.  
A survey of native cultures ranging from the Arctic, to the woodlands of eastern North America, to the Greater Southwest. The rise of regional variation, the role of native religious movements, the influence of natural environment, and continuities into the historical present are considered.

5233 Concepts of Ethnohistory  
(3-0) 3 hours credit.  
Survey and practicum in methods and objectives of documentary historical research in anthropology.

5283 Hunters and Gatherers  
(3-0) 3 hours credit.  
A study of the major issues archaeologists address concerning the cultural ecology and cultural evolution of hunters and gatherers around the world.

5413 Seminar in the Prehistory of Texas and Adjacent Areas  
(3-0) 3 hours credit.  
Intensive study of prehistoric and early historic aboriginal cultures of Texas and adjacent areas. Focus is on problems of interpretation, current archaeological research of the region, and the impact of federal legislation on Texas archaeology.

5453 Seminar on the Archaeology of the American Southwest and Adjacent Regions  
(3-0) 3 hours credit.  
Review of the major prehistoric cultures of the American Southwest including the Anasazi, Mogollon, and Hohokam cultural regions and adjacent areas. Emphasis will be placed on current research.

5463 Seminar in the Origins of Farming and Sedentism  
(3-0) 3 hours credit.  
Review of archaeological explanations and data on the beginnings of farming and sedentism around the world.

5513 Field Research Methods in Archaeology  
(3-0) 3 hours credit  
Using a case-study approach, this course examines the application of both established and innovative techniques for archaeological survey, excavation, data recovery, and interpretation in a wide range of contexts.

5556 Field Course in Archaeology  
(2-12) 6 hours credit. Prerequisite: Consent of instructor.  
The opportunity for advanced training in field procedures and their applications to problem-oriented field research. May be repeated for credit.
Seminar in the Anthropology of Mesoamerica
(3-0) 3 hours credit.
Attention is centered on a limited number of significant problems in Mesoamerican anthropology to which materials from archaeology, ethnology, and ethnohistory contribute. Examples of such problems are demography and the rise of Mayan civilization, roots of Mesoamerican peasant culture, and distribution analysis of cultural and language variance. May be repeated for credit when topics vary.

Seminar in Medical Anthropology
(3-0) 3 hours credit. Prerequisite: ANT 3173 recommended.
Attention is centered on a limited number of significant problems in medical anthropology to which materials from ethnohistory, archaeology, ethnology, paleopathology, and cultural ecology contribute. Topics may include interaction of genetic and cultural influences and health consequences of technological change. May be repeated for credit when topics vary.

Recent Trends in Archaeological Method and Theory
(3-0) 3 hours credit.
A survey of major issues in archaeological method and theory. Attention will be focused on recent methodological and theoretical developments in archaeology. May be repeated for credit with different instructors.

Topics in the Anthropology of Native North America
(3-0) 3 hours credit.
An organized course which examines topics of current interest to anthropologists with a focus on North America. May be repeated for credit.

Ethnohistory Research Practicum
(3-0) 3 hours credit. Prerequisite: ANT 5233 or consent of instructor.
An organized seminar in which students analyze a corpus of documents pertaining to a single topic or group. Course emphasizes the confrontation of methodological problems inherent in the documentary record when used for anthropological purposes.

Field Research Methods in Cultural Anthropology
(3-0) 3 hours credit.
The study and practice of field research methods of cultural anthropology emphasizing participant observation and use of informants.

Supervised Field Research
(0-12) 3 hours credit. Prerequisite: Consent of instructor.
The course is designed to offer the opportunity for intensive training and requires the student to carry out independent research and analysis of field data. May be repeated for credit.

Internship in Anthropology
3 hours credit.
A supervised experience, relevant to the student's program of study, within selected community organizations. May not be taken concurrently with Independent Study.
Independent Study
1 to 3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record.
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to a master’s degree.

Comprehensive Examination
1 hour credit. Prerequisite: Approval of the appropriate Committee on Graduate Studies to take the Comprehensive Examination.
Independent study course for the purpose of taking the Comprehensive Examination. May be repeated as many times as approved by the Committee on Graduate Studies. Enrollment is required each term in which the Comprehensive Examination is taken if no other courses are being taken that term. The grade report for the course is either CR (satisfactory performance on the Comprehensive Examination) or NC (unsatisfactory performance on the Comprehensive Examination).

Special Problems
1 to 3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to a master’s degree.

Master’s Thesis
3 hours credit. Prerequisites: Permission of the Graduate Advisor of Record and thesis director.
Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

MASTER OF ARTS DEGREE IN HISTORY

The Master of Arts degree program in History offers students the opportunity to study history and the historian’s craft. The program is designed to serve the needs of the individual students as well as the educational and intellectual interests of San Antonio and South Texas.

The program has two objectives: first, to give students an understanding of the discipline, and second, to involve them in the process of historical research and writing. Students will become acquainted with the work of historians and will approach their study of local and national societies from the viewpoint of a professional historian.

The history program offers both a thesis and a non-thesis option. Students who anticipate graduate work beyond the master’s level are advised to select the thesis option.
Program Admission Requirements. All applicants for admission as graduate degree-seeking students must submit Graduate Record Examination aptitude test (GRE) scores. Applicants who meet University-wide admission requirements but who do not submit GRE scores at the time of application may be granted conditional admission until GRE scores are received.

Applicants who do not meet University-wide admission requirements may be admitted conditionally if GRE scores, letters of recommendation, or previous work in the field suggest unrealized academic potential.

Applicants for admission as non-degree-seeking students (special graduate student or transient graduate student) need not submit GRE scores but should have completed at least 12 semester hours in history or a related field prior to application. Non-degree-seeking students may be limited in the courses they will be permitted to take. Admission as a non-degree-seeking student does not insure subsequent admission as a degree-seeking student.

Degree Requirements. The minimum number of semester hours required for this degree, exclusive of coursework or other study required to remove admission deficiencies, is 33.

All candidates for the degree must complete:

A. 6 semester hours chosen from general field readings courses:

   HIS 5033  Readings in American History I
   HIS 5043  Readings in American History II
   HIS 5053  Medieval Europe
   HIS 5063  Early Modern Europe
   HIS 5073  Modern Europe

B. 15 semester hours of elective courses, chosen in consultation with the student's advisor. Up to 6 of the elective hours may be taken in disciplines outside history with the prior approval of the student's Graduate Advisor of Record. Such outside courses must clearly support the student's program of study.

C. 6 semester hours consisting of the sequence:

   HIS 6813  Proseminar in History
   HIS 6903  Research Seminar in History

   This sequence will vary in subject. A student should first take HIS 6813 and then HIS 6903 in the same subject.

D. 6 semester hours to be taken as follows:

   Option I (with thesis):
   The satisfactory completion of HIS 6983: Master's Thesis (6 hours) in accordance with university regulations as stated under Options for Master's Degrees in chapter 6, Master's Degree Regulations.
Option II (without thesis):
Another sequence of HIS 6813 and HIS 6903 in addition to that required under C, above. Sequence should be on a single subject, different from that covered under C.

In addition to the semester-hour requirements set forth above, all candidates for the degree are required to pass a written comprehensive examination. The comprehensive examination is taken in or after the semester in which the student completes the requirements in Sections A, B, and C above; it must be passed before the student can enroll in HIS 6983: Master's Thesis under Option I or receive a degree under Option II.

A description of the procedures and requirements of the comprehensive examination is available from the student’s academic advisor or the Graduate Advisor of Record.

Competence in either a foreign language or a technical research methodology is required of all students. The requirement must be fulfilled before a student in Option I enrolls in HIS 6983: Master’s Thesis and by the time a student in Option II applies for graduation. Normally, the language competence option will be selected by students whose areas of research concentration are deemed by the Graduate Studies Committee to require knowledge of a foreign language. Language competence is demonstrated by completing at least four semesters in the same language at the university level or four years in the same language at the high school level (with a grade of “C” or higher) or by achieving the equivalent CLEP test score in a language. Technical research competence is demonstrated by passing HIS 6613: Technical Methods.

COURSE DESCRIPTIONS
HISTORY
(HIS)

5013 Modern European History
(3-0) 3 hours credit
An examination of the major historical and historiographical problems in the history of Europe from the seventeenth century to the present.

5033 Readings in American History I
(3-0) 3 hours credit.
Overview of important historiographical issues in American history to 1877, intended to acquaint the student with current directions in research and interpretation. (Credit cannot be earned for both HIS 5033 and HIS 5073.)

5043 Readings in American History II
(3-0) 3 hours credit.
Overview of important historiographical issues in American history from 1877 to the present. Intended to acquaint students with current directions in historical research and interpretation.

5053 Medieval History
(3-0) 3 hours credit.
An examination of the major problems in the history of medieval Europe, from the second to the fourteenth century. The course will focus on changing
interpretations in medieval history, but will also stress the reading of primary texts.

5063 Early Modern European History
(3-0) 3 hours credit.
An examination of the major historiographical and historical problems in early modern European history, from the fourteenth century to the seventeenth century.

5093 Designing a College-Level History Survey
(3-0) 3 hours credit.
A comprehensive approach to constructing history survey courses for the college level. Topics may include a survey of current curriculum debates; course and syllabus design; selection of textbook and other readings; evaluation and grading; leading discussions; non-traditional instructional methods, including the use of new technologies; and lecture preparation and presentation.

5123 The American Revolution, 1763–1789
(3-0) 3 hours credit.
A history of British America from the imperial crisis of 1763 to the ratification of the United States Constitution in 1789, with emphasis on the early beginnings of the American nation and social, economic, military, and cultural features of the revolutionary movement.

5153 The Civil War and Reconstruction, 1850–1877
(3-0) 3 hours credit.
An examination of the political, social, and economic factors in the 1850s that led to the American Civil War, as well as a study of the military, diplomatic, and political consequences of the war and efforts to create a new union.

5183 The Rise of Industrial America
(3-0) 3 hours credit.
An examination of developments in the United States in the late nineteenth century and early twentieth century. Specific topics may include state building, the organization of industrialization, reform movements, and the effects of immigration and urbanization on American society.

5193 The Emergence of Modern America, 1929 to the Present
(3-0) 3 hours credit.
Analysis of recent American history with emphasis upon the rise of the United States as a world power, the Great Depression, FDR and the New Deal, World War II, the Cold War, and an assessment of the administrations of recent presidents.

5203 American Political History
(3-0) 3 hours credit.
Examines the role of government and the political process in the United States. Topics may include the origins of the political system, the evolution of political parties, and the expansion of the public sector.
5263 The Spanish Borderlands, 1521–1821
(3-0) 3 hours credit.
A comprehensive study of Spanish exploration and colonization in the borderlands adjacent to the international boundary between the southwestern United States and Mexico. Emphasis on Hispanic institutions and cultural values which shaped the development of a frontier society on the eve of Mexican independence. Attention is given to bibliographic sources and specialized readings.

5303 Twentieth-Century Texas
(3-0) 3 hours credit.
An examination of Texas society, culture, and politics in modern times. Topics may include the period of reform in the 1890s, the boom in oil, the growth of cities, the politics of the Progressive Era, the developments of the Twenties, the Depression and New Deal, World War II, the era of Lyndon Baines Johnson, and the expansion of industry in the state and the Sun Belt.

5313 South Texas: Rural and Urban
(3-0) 3 hours credit.
An overview and analysis of the development of South Texas, from pre-Columbian cultures to the rise of urbanization. Emphasis on Spanish exploration and settlement of Nuevo Santander, contact with indigenous cultures, the impact of nineteenth-century warfare, and the rapid transformation of the region through urbanization.

5423 Colonial Mexico
(3-0) 3 hours credit.
A detailed examination of the Spanish conquest and colonization of Mexico from 1521 to Independence. Special attention will be paid to the transformation of Indian society under Spanish rule, the development of the colonial economy, and the formation of an interrelated colonial elite.

5433 Mexico Since Independence
(3-0) 3 hours credit.
Examines the history of Mexico following independence from Spain in 1821. Consideration will be given to the disintegration of the colonial system, the nineteenth-century reforms, the Porfiriato, the Mexican Revolution, and their effects on contemporary Mexico. Students may have the opportunity to work in Mexico.

5443 Latin American Social Movements
(3-0) 3 hours credit.
An examination of various social movements during the colonial and national periods. The course will focus on peasant movements, social banditry, slave resistance, and modern working class mobilizations.

5513 From Scholasticism to the Rise of Science
(3-0) 3 hours credit.
This course will focus on the emergence of a new culture in Italy as a consequence of the end of the Middle Ages and the decay of the medieval synthesis. It will then examine the nature of the Northern European Renaissance, the Reformation, the Wars of Religion, and the Rise of Skepticism and Rationalism.
5613  Stalin and Stalinism  
(3-0) 3 hours credit.  
This course examines the essential features of Stalinism, identifying their antecedents and comparing Stalinism with other social revolutionary or state-building strategies.

5653  Modern Chinese History  
(3-0) 3 hours credit.  
This course examines Chinese history since 1550, with a focus on the major historiographical debates in recent scholarship.

5673  Modern Japanese History  
(3-0) 3 hours credit.  
The history of Japan since 1600, with particular emphasis on interpretive debates and methodological issues.

5683  The Chinese Diaspora  
(3-0) 3 hours credit.  
This course examines the history of Chinese international migration and settlement from the sixteenth century to the present, with emphasis on the period since 1800.

5723  The Origins of the World Wars  
(3-0) 3 hours credit.  
An examination of the complex processes leading up to the outbreak of world war in 1914 and 1939. Focuses both on international politics and the internal politics of major warring nations.

6113  Law and Society in America  
(3-0) 3 hours credit.  
An examination of the role of law as both a reflection and initiator of change in American life, from colonial times to the present. Subjects will range from seventeenth-century slavery to the equal rights revolution of the twentieth century.

6163  Women in the U.S.  
(3-0) 3 hours credit.  
Analyzes the experiences of women in the United States from the colonial period to the present. Topics may include economic roles, legal issues, religion, culture, feminist movements, and family life.

6173  Hispanics in the U.S.  
(3-0) 3 hours credit.  
Examines the Mexican American, Cuban American, and Puerto Rican American experience in the United States, treating the historical relationship between this nation and the countries of origin and the interaction between these groups and mainstream society.

6213  Modern Warfare  
(3-0) 3 credit hours.  
A comparison of the ways culture has influenced the conduct of warfare in Europe and America since the rise of the nation-state.
6413  **Topics in U.S. History**  
(3-0) 3 hours credit.  
Examines topics of current interest to historians of the United States. May be repeated for credit when topics vary.

6423  **Topics in European History**  
(3-0) 3 hours credit.  
Examines topics of current interest to historians of Europe. May be repeated for credit when topics vary.

6433  **Topics in Latin American History**  
(3-0) 3 hours credit.  
Examines topics of current interest to historians of Latin America. May be repeated for credit when topics vary.

6473  **Topics in Asian History**  
(3-0) 3 hours credit.  
Examines topics of current interest to historians of Asia. May be repeated for credit when topics vary.

6613  **Technical Methods**  
(3-0) 3 hours credit.  
Introduction of quantitative analysis of historical sources. Students will have the opportunity to gain experience in research design, data collection, data manipulation, and statistical analysis with the aid of mainframe and microcomputers. Prior experience with computers or coursework in statistics is desirable but not required.

6813  **Proseminar in History**  
(3-0) 3 hours credit.  
A detailed investigation of a major historical subject, with particular attention to current research and major interpretations. Intended as preparation for HIS 6903. May be repeated for credit when topics vary.

6903  **Research Seminar in History**  
(3-0) 3 hours credit. Prerequisite: HIS 6813 in the specific subject of the seminar or consent of instructor.  
An examination of research materials pertinent to topics in history explored in HIS 6813, of methodologies developed to interpret these materials, and of theoretical issues guiding inquiry. Preparation of a primary research paper required. May be repeated for credit when topics vary.

6951-3  **Independent Study**  
1 to 3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record.  
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.
6961 Comprehensive Examination
1 hour credit. Prerequisite: Approval of the appropriate Committee on Graduate Studies to take the Comprehensive Examination. Independent study course for the purpose of taking the Comprehensive Examination. May be repeated as many times as approved by the Committee on Graduate Studies. Enrollment is required each term in which the Comprehensive Examination is taken if no other courses are being taken that term. The grade report for the course is either CR (satisfactory performance on the Comprehensive Examination) or NC (unsatisfactory performance on the Comprehensive Examination).

6973 Special Problems
(3-0) 3 hours credit.
An organized course providing specialized study in a historical field not normally available as part of the regular course offerings. May be repeated for credit when topics vary.

6983 Master's Thesis
3 hours credit. Prerequisites: Permission of the Graduate Advisor of Record and thesis director.
Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the master's degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

MASTER OF SCIENCE IN PSYCHOLOGY

The Master of Science program in Psychology has been designed to address the needs of two groups of prospective students. The first group comprises individuals who wish to pursue doctoral studies and need additional coursework and research experience in order to be competitive for admission to doctoral programs. The second group comprises individuals who intend to remain in the greater San Antonio area and need graduate-level training in order to be competitive for jobs in local behavioral science laboratory settings. In order to attempt to meet the needs of these groups, the program has been designed to give students extensive research experience in addition to coursework in experimental methodology, statistics, and the content areas of experimental psychology (e.g., social, personality, cognitive, developmental, clinical).

Program Admission Requirements. Applicants for unconditional admission as graduate degree-seeking students must submit Graduate Record Examination aptitude test (GRE) scores by the application deadline for fall semester admission (under normal circumstances, students will not be admitted for spring or summer semesters because of course sequencing requirements in the program). Combined scores of 1000 on the verbal and quantitative sections of the GRE aptitude test are required.

Applicants for unconditional admission must meet University-wide admission requirements, have completed a minimum of 18 undergraduate semester credit hours in psychology (12 of which must be upper-division), and have attained a grade-point average of at least 3.0 in the last 60 hours of undergraduate coursework.
Each applicant for admission must submit two additional items to the Psychology Graduate Studies Committee by the application deadline:

1. two letters of recommendation from behavioral scientists with whom the applicant has taken courses; and
2. a statement of professional goals and areas of special preparation, including research experience (required form available on request).

Applicants who do not meet requirements for unconditional admission will be considered for admission on a conditional basis if there are indications of unrealized potential.

The highly individualized nature of the program dictates that only a limited number of students be admitted each year.

**Degree Requirements.** The minimum number of semester hours required for this degree, exclusive of coursework or other study required to remove admission deficiencies, is 36. Typically, students will complete the program in either two years (taking three courses per semester, excluding summers) or three years (taking two courses per semester, excluding summers).

Students admitted to the program should consult their assigned faculty advisors or the Graduate Advisor of Record for specific program requirements.

The program does not require proficiency in a foreign language. A written comprehensive exam is required before students may register for master’s thesis.

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**COURSE DESCRIPTIONS**

**PSYCHOLOGY**

(PSY)

5113  **Contemporary Research Paradigms in Psychology**
(3-0) 3 hours credit.
An introduction to the research questions and the theoretical and methodological assumptions that characterize different subfields in psychology.

5213  **Design Considerations in Behavioral Research**
(3-0) 3 hours credit.
An examination of criteria and procedures for translating questions of theory and application into effective and relevant research plans.

5303  **Research Seminar in Developmental Psychology**
(3-0) 3 hours credit. Prerequisites: Two of the following: PSY 5213, 5413, or 6213.
A critical analysis of the theories and empirical evidence that form the basis for understanding developmental change. Special emphasis will be given to the issue of measurement of age-related change.
5313 Research Seminar in Psychopathology  
(3-0) 3 hours credit. Prerequisites: Two of the following: PSY 5213, 5413, or 6213. 
A critical analysis of the theories, research methodology, and empirical evidence that form the basis for understanding and treating mental disorders.

5323 Research Seminar in Individual Differences & Personality Assessment  
(3-0) 3 hours credit. Prerequisites: Two of the following: PSY 5213, 5413, or 6213. 
A critical analysis of the theories and empirical data regarding the psychological processes that underlie individual differences in personality.

5333 Research Seminar in Social Psychological Research  
(3-0) 3 hours credit. Prerequisites: Two of the following: PSY 5213, 5413, or 6213. 
A critical analysis of the theories and empirical findings regarding the psychological processes that underlie human social behavior.

5343 Research Seminar in Human Cognition  
(3-0) 3 hours credit. Prerequisites: Two of the following: PSY 5213, 5413, or 6213. 
A critical analysis of the ways that humans select, organize, store, retrieve, modify, and apply information as they cope with the problems the world poses them. The seminar will focus on selected topics of significance in the contemporary information-processing literature.

5413 Inferential Statistics  
(3-0) 3 hours credit. Prerequisite: Completion of STA 1993 or an equivalent. Application of selected parametric and nonparametric procedures to the analysis and interpretation of empirical data.

5503 Research Apprenticeship in Developmental Psychology  
(1-6) 3 hours credit. Prerequisite: PSY 5303. 
Under faculty supervision, students will be responsible for developing experimental procedures, conducting experimental sessions, analyzing data, and preparing reports in an active research setting in developmental psychology.

5513 Research Apprenticeship in Psychopathology  
(1-6) 3 hours credit. Prerequisite: PSY 5313. 
Under faculty supervision, students will be responsible for developing experimental procedures, conducting experimental sessions, analyzing data, and preparing reports in an active research setting in experimental psychopathology.

5523 Research Apprenticeship in Individual Differences & Personality Assessment  
(1-6) 3 hours credit. Prerequisite: PSY 5323. 
Under faculty supervision, students will be responsible for developing experimental procedures, conducting experimental sessions, analyzing data, and preparing reports in an active research setting in personality.
5533 Research Apprenticeship in Social Psychological Research  
(1-6) 3 hours credit. Prerequisite: PSY 5333.  
Under faculty supervision, students will be responsible for developing experimental procedures, conducting experimental sessions, analyzing data, and preparing reports in an active research setting in social psychology.

5543 Research Apprenticeship in Human Cognition  
(1-6) 3 hours credit. Prerequisite: PSY 5343.  
Under faculty supervision, students will be responsible for developing experimental procedures, conducting experimental sessions, analyzing data, and preparing reports in an active research setting in cognition.

6113 Perspectives in Measurement of Behavior  
(3-0) 3 hours credit.  
An examination of criteria and procedures for the development of valid and reliable measures of behavior.

6213 Correlation and Regression Analyses  
(3-0) 3 hours credit. Prerequisite: Completion of STA 1993 or an equivalent.  
Application of selected multivariate procedures to the analysis and interpretation of empirical data.

6513 Psychology Research Internship  
(3-0) 3 hours credit. Prerequisites: Consent of instructor and student’s graduate advisor.  
Students will assist in conducting supervised research in a local organization. May be repeated for credit to a maximum of 6 hours.

6951-3 Independent Study  
1 to 3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record.  
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

6961 Comprehensive Exam  
(1-0) 1 hour credit. Prerequisite: Approval of the Committee on Graduate Studies to take the Comprehensive Examination.  
Independent study course for the purpose of taking the Comprehensive Examination. Enrollment is required the term in which the Comprehensive Examination is taken if no other courses are being taken that term. The grade report for the course is either CR (satisfactory performance on the Comprehensive Examination) or NC (unsatisfactory performance on the Comprehensive Examination).
6973 Special Problems
(3-0) 3 hours credit. Prerequisites: Consent of instructor and student's graduate advisor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. The course may be repeated for credit when the topics vary, but not more than 3 hours, regardless of discipline, may be applied to the master's degree.

6983,6 Master's Thesis
3 or 6 hours credit. Prerequisites: Written thesis proposal must be approved by Psychology Graduate Committee prior to enrollment. Supervised thesis research and preparation. May be repeated for credit, but no more than 6 hours will apply to the master's degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.
DIVISION OF BICULTURAL—BILINGUAL STUDIES

MASTER OF ARTS DEGREE IN BICULTURAL—BILINGUAL STUDIES

The Master of Arts degree in Bicultural—Bilingual Studies is designed to respond to a variety of societal needs through advanced multidisciplinary study in the fields of language, culture, and related disciplines. It has concentrations in

- Bicultural—Bilingual Education
- Bicultural Studies
- English as a Second Language

Program Admission Requirements. The Division of Bicultural—Bilingual Studies offers an interdisciplinary program which encourages applicants from a wide range of disciplines. All applicants are required to submit scores from the Graduate Record Examination aptitude test (GRE). These scores will be used as one element in the evaluation of applicants.*

Degree Requirements. All candidates for the Master of Arts degree in Bicultural—Bilingual Studies are required to complete successfully a thirty-six (36) semester hour program. Upon completion of at least thirty hours of coursework, the candidate will be required to pass a written and oral comprehensive examination.

Candidates for the concentration in Bicultural—Bilingual Education must demonstrate proficiency in a second language.

Candidates for the concentrations in Bicultural Studies and in English as a Second Language are required to give evidence of second language learning experiences acceptable to the Division’s Graduate Studies Committee.

BICULTURAL—BILINGUAL EDUCATION CONCENTRATION

This concentration is offered for those who are interested in advanced study in the design and implementation of bicultural—bilingual education programs. This interdisciplinary course of study presents systematic instruction in bilingualism, cultural dynamics, and applied linguistics. It also includes an examination of theory and research related to effective bilingual education. The M.A. degree is offered under two options: thesis and non-thesis.

Degree Requirements. All candidates for the degree must complete the following:

A. Required coursework. 30 hours of coursework from six major areas as follows:

Sociocultural Studies (six hours required from the following):

- BBL 5003 Foundations for Bicultural Studies
- BBL 5013 Multicultural Groups in the United States
- BBL 5023 Cultural Adaptation in Bilingual Societies

*Information on the GRE and applications for the test may be obtained from the Testing Center at UTSA or from the Educational Testing Service, P.O. Box 6103, Princeton, New Jersey, 08541-6103, (609) 771-7330. The institution code for the University of Texas at San Antonio is 6919-5 for the GRE.
BBL 5073 Psychological Considerations in Bicultural-Bilingual Environments
BBL 5123 Sociolinguistics for Bilingual and Second Language Studies
BBL 5133 Hispanic Biculturality in the United States

**Bilingual Education Theory** (three hours required from the following):

BBL 5113 Theoretical Foundations of Bicultural-Bilingual Education
BBL 5163 Philosophy of Bilingual Education

**Linguistics and Second Language Studies** (three hours required from the following):

ESL 5003 Linguistics for Second Language and Bilingual Specialists
ESL 5013 Psycholinguistic Foundations of Second Language Acquisition

**Teaching Methodology: Content and Language** (six hours required from the following):

BBL 5033 Teaching Content in Bilingual Programs
BBL 5063 Reading in Bicultural-Bilingual Programs
BBL 5143 Communication in Bilingual Classrooms
BBL 5193 Literature for Children in a Multicultural America

**Research and Evaluation** (six hours required from the following):

BBL 5053 Assessment in Bilingual and Second Language Studies
BBL 6053 Testing Members of Bicultural-Bilingual Societies
BBL 6063 Research Methodology in Bilingual and Second Language Studies
BBL 6073 Ethnographic Research Methods in Bicultural-Bilingual Studies

**English as a Second Language** (six hours required from the following):

ESL 5053 Second Language Methods
ESL 5063 Language and Content-Area Instruction
ESL 6063 Writing in Second Language Programs

B. **Option I. Master's Thesis.** Six hours of graduate credit.
   OR

**Option II. Electives.** Six hours of graduate elective coursework in Bicultural-Bilingual Studies, English as a Second Language, or in approved related areas.

**BICULTURAL STUDIES CONCENTRATION**

This program of study offers the student the opportunity to pursue an interdisciplinary approach to the study of sociocultural dynamics in multicultural societies. Specific emphasis is on the study of biculturalism in the United States. Courses are
designed for persons with professional, policy, and research interests in intercultural relations, government, education, ethnic studies, urban studies, business, health, and social services. Students who pursue this degree may come from a wide range of academic backgrounds including, for example, the humanities, social sciences, and business. At least 21 hours must be taken in courses with a BBL designation. The M.A. degree is offered under two options: thesis and non-thesis.

Degree requirements. All candidates for the degree must complete the following:

A. Required coursework. Thirty (30) hours of coursework from four major areas as follows:

**Sociocultural Foundations** (twelve hours required):

a. BBL 5003 Foundations for Bicultural Studies

b. Nine additional semester hours, selected from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBL 5013</td>
<td>Multicultural Groups in the United States</td>
</tr>
<tr>
<td>BBL 5023</td>
<td>Cultural Adaptation in Bilingual Societies</td>
</tr>
<tr>
<td>BBL 5073</td>
<td>Psychological Considerations in Bicultural-Bilingual Environments</td>
</tr>
<tr>
<td>BBL 5133</td>
<td>Hispanic Biculturalism in the United States</td>
</tr>
<tr>
<td>BBL 6033</td>
<td>Topics in Bicultural Studies*</td>
</tr>
</tbody>
</table>

**Historical Foundations** (three hours required from the following):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ANT 5233</td>
<td>Concepts of Ethnohistory</td>
</tr>
<tr>
<td>HIS 5263</td>
<td>The Spanish Borderlands, 1521–1821</td>
</tr>
<tr>
<td>HIS 5423</td>
<td>Colonial Mexico</td>
</tr>
<tr>
<td>HIS 6173</td>
<td>Hispanics in the U.S.</td>
</tr>
</tbody>
</table>

**Language and Expressive Culture** (nine hours required from the following):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AHC 5813</td>
<td>Topics in Art History*</td>
</tr>
<tr>
<td>BBL 5043</td>
<td>Ethnography of Communication</td>
</tr>
<tr>
<td>BBL 5093</td>
<td>Art and Folklore in a Multicultural America</td>
</tr>
<tr>
<td>BBL 5123</td>
<td>Sociolinguistics for Bilingual and Second Language Studies</td>
</tr>
<tr>
<td>BBL 5193</td>
<td>Literature for Children in a Multicultural America</td>
</tr>
<tr>
<td>ESL 5003</td>
<td>Linguistics for Second Language and Bilingual Specialists</td>
</tr>
<tr>
<td>SPN 5473</td>
<td>Spanish-American Civilization*</td>
</tr>
<tr>
<td>SPN 5483</td>
<td>Studies in Hispanic Culture</td>
</tr>
<tr>
<td>SPN 5803</td>
<td>Mexican American Literature</td>
</tr>
<tr>
<td>SPN 5853</td>
<td>Spanish the Southwest*</td>
</tr>
</tbody>
</table>

*Consult the Graduate Advisor.
Research Foundations (six hours required from the following):

BBL 6073 Ethnographic Research Methods in Bicultural-Bilingual Studies
BBL 6053 Testing Members of Bicultural-Bilingual Societies
or
BBL 6063 Research Methodology in Bilingual and Second Language Studies

B. Option I. Master's Thesis. Six hours of graduate credit.
OR
Option II. Electives. Six hours of graduate elective coursework in Bicultural-Bilingual Studies, English as a Second Language, or in approved related areas.

ENGLISH AS A SECOND LANGUAGE CONCENTRATION

This program of study is designed for those who are concerned with teaching English as a second language to children or adults in schools and programs in the United States or in international settings. It is an interdisciplinary program which presents systematic instruction in applied linguistics, second language acquisition theory, and ESL program implementation. At least 21 hours of courses must be taken in an ESL designation and 9 hours in a BBL designation. The M. A. degree is offered under two options: thesis and non-thesis.

Degree requirements. All candidates for the degree must complete the following:

A. Required coursework. Thirty (30) hours of coursework from five major areas as follows:

Theory of Language, Language Acquisition, and Language Use (nine to twelve hours required from the following):

BBL 5123 Sociolinguistics for Bilingual and Second Language Studies
ESL 5003 Linguistics for Second Language and Bilingual Specialists
ESL 5013 Psycholinguistic Foundations of Second Language Acquisition
ESL 5023 Language Analysis for Second Language Specialists
ESL 6013 Second Language Acquisition Research

Methods and Program Designs (nine to twelve hours required from the following):

ESL 5033 Reading and Literature in Second Language Programs
ESL 5043 Listening and Speaking in Second Language Programs
ESL 5053 Second Language Methods
ESL 5063 Language and Content-Area Instruction
ESL 6053 Materials, Syllabus, and Program Design
ESL 6063 Writing in Second Language Programs
## Language Assessment and Evaluation (three hours required from the following):

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BBL 5053</td>
<td>Assessment in Bilingual and Second Language Studies</td>
</tr>
<tr>
<td>BBL 6053</td>
<td>Testing Members of Bicultural–Bilingual Societies</td>
</tr>
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</table>

## Research Methodology (three hours required from the following):

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BBL 6063</td>
<td>Research Methodology in Bilingual and Second Language Studies</td>
</tr>
<tr>
<td>BBL 6073</td>
<td>Ethnographic Research Methods in Bicultural–Bilingual Studies</td>
</tr>
</tbody>
</table>

## Sociocultural Studies (three hours required from the following):

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>BBL 5003</td>
<td>Foundations for Bicultural Studies</td>
</tr>
<tr>
<td>BBL 5013</td>
<td>Multicultural Groups in the United States</td>
</tr>
<tr>
<td>BBL 5023</td>
<td>Cultural Adaptation in Bilingual Societies</td>
</tr>
<tr>
<td>BBL 5073</td>
<td>Psychological Considerations in Bicultural–Bilingual Environments</td>
</tr>
<tr>
<td>BBL 5133</td>
<td>Hispanic Biculturalism in the United States</td>
</tr>
</tbody>
</table>

### B.

- **Option I. Master's Thesis.** Six hours of graduate credit.
- OR
- **Option II. Electives.** Six hours of graduate elective coursework in Bicultural–Bilingual Studies, English as a Second Language, or in approved related areas.

## COURSE DESCRIPTIONS

### BICULTURAL–BILINGUAL STUDIES (BBL)

- **5003 Foundations for Bicultural Studies**
  (3-0) 3 hours credit.
  The study of basic concepts, principles, and approaches for the interdisciplinary study of biculturalism and multiculturalism.

- **5013 Multicultural Groups in the United States**
  (3-0) 3 hours credit.
  A study of sociocultural diversity, culture maintenance and change, culture revitalization, and other aspects of ethnicity in the past, present, and future of the United States.

- **5023 Cultural Adaptation in Bilingual Societies**
  (3-0) 3 hours credit.
  The study of the dynamic relationships between culture and language, with emphasis on various adaptations to diverse sociocultural systems.

- **5033 Teaching Content in Bilingual Programs**
  (3-0) 3 hours credit.
  A study of techniques, methods, and approaches applicable to the teaching of subject area content in bicultural–bilingual programs, with attention to
the foundations and the methodology relative to such programs. Offered in Spanish and English.

5043 Ethnography of Communication
(3-0) 3 hours credit.
Examines the theoretical perspectives for the study of communication in varying cultural contexts. Topics may include intercultural and intracultural communication patterns, the effect of cultural differences on interactions, culture concepts, nonverbal behavior, and increasing intercultural effectiveness.

5053 Assessment in Bilingual and Second Language Studies
(3-0) 3 hours credit.
The study and evaluation of language assessment instruments. Topics may include standardized tests of language proficiency as well as alternate means of assessment; emphasis on the role of sociocultural factors in the choice of assessment instruments and the interpretation of results.

5063 Reading in Bicultural-Bilingual Programs
(3-0) 3 hours credit.
A study of the methods and techniques for teaching reading in two languages, with emphasis on the cultural concepts, patterns, and regional contributions found in selected reading materials. Offered in Spanish and English.

5073 Psychological Considerations in Bicultural-Bilingual Environments
(3-0) 3 hours credit.
The study of the social and cognitive psychological factors facing populations in bicultural-bilingual environments.

5093 Art and Folklore in a Multicultural America
(3-0) 3 hours credit.
A study of the visual arts and the folklore of representative culture groups creating a significant contribution to contemporary society. The course, stressing Hispanic-American contributions, touches on mural and street art, spraycan and yard art, and regional and religious art as well as folk, popular, musical, and other arts.

5113 Theoretical Foundations of Bicultural-Bilingual Education
(3-0) 3 hours credit.
A study and analysis of bicultural-bilingual program alternatives; research perspectives on effective implementation and adaptation to community needs.

5123 Sociolinguistics for Bilingual and Second Language Studies
(3-0) 3 hours credit.
The study of sociolinguistic theory and methodology and its applicability to the linguistic issues of multilingual and dialectally diverse communities. Topics may include sociolinguistic approaches to second language acquisition, language retention and loss, and language planning.
5133  **Hispanic Biculturalism in the United States**  
(3-0) 3 hours credit.  
A study of twentieth-century Mexican American, Central American, Cuban, and Puerto Rican ethnic self-determination patterns in the context of mainstream cultural diversity and change.

5143  **Communication in Bilingual Classrooms**  
(3-0) 3 hours credit.  
Emphasis on communicative skills and strategies for achieving full interaction among students in bilingual classrooms and on specialized teaching-related vocabularies needed to conduct instruction in two languages. Offered in Spanish.

5163  **Philosophy of Bilingual Education**  
(3-0) 3 hours credit.  
An historical survey and philosophical study of bicultural–bilingual education.

5173  **Sociocultural Issues and the Teaching of Reading**  
(3-0) 3 hours credit.  
Study of how social, cultural, and linguistic factors affect the reading and writing practices of students and how school reading curriculum, instruction, and assessment can be designed to support students from differing sociocultural backgrounds. Special attention is given to the role that social class, dialect, gender, second language learning, and ethnicity play in literacy learning and teaching.

5193  **Literature for Children in a Multicultural America**  
(3-0) 3 hours credit.  
A study of representative children’s literature for, and about, the many culture groups in the Americas (with emphasis on Hispanic Americans).

6033  **Topics in Bicultural Studies**  
(3-0) 3 hours credit.  
Suggested topics include contemporary Chicano arts; Chicana women; Mexican-American folklore; teacher roles in multicultural schools; cultural factors in human resources development. May be repeated for credit when topics vary.

6053  **Testing Members of Bicultural–Bilingual Societies**  
(3-0) 3 hours credit.  
Issues of testing with non-dominant ethnic populations; research projects in appropriate assessment of language and cognitive abilities for minority group members.

6063  **Research Methodology in Bilingual and Second Language Studies**  
(3-0) 3 hours credit.  
Research design for the study of linguistic, social, and psychological variables in bilingual, second language, and dialectally diverse populations; emphasis on designing and carrying out a research project.
6073 Ethnographic Research Methods in Bicultural-Bilingual Studies  
(3-0) 3 hours credit.  
Multidisciplinary techniques to survey and analyze bicultural-bilingual dynamics in institutional and community settings, with emphasis on sociolinguistics, unobtrusive research methods, and research ethics.

6951-3 Independent Study  
1 to 3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s program advisor and Graduate Advisor of Record.  
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

6961 Comprehensive Examination  
1 hour credit. Prerequisite: Approval of the appropriate Committee on Graduate Studies to take the Comprehensive Examination.  
Independent study course for the purpose of taking the Comprehensive Examination. May be repeated as many times as approved by the Committee on Graduate Studies. Enrollment is required each term in which the Comprehensive Examination is taken if no other courses are being taken that term. The grade report for the course is CR (satisfactory performance on the Comprehensive Examination) or NC (unsatisfactory performance on the Comprehensive Examination).

6973 Special Problems  
3 hours credit. Prerequisite: Consent of instructor.  
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

6983 Master’s Thesis  
3 hours credit. Prerequisites: Permission of the Graduate Advisor of Record and thesis director.  
Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

COURSE DESCRIPTIONS  
ENGLISH AS A SECOND LANGUAGE  
(ESL)

5003 Linguistics for Second Language and Bilingual Specialists  
(3-0) 3 hours credit.  
Concepts in linguistics directed towards a broad understanding of human language, with particular attention to second language and bilingual contexts.
5013 Psycholinguistic Foundations of Second Language Acquisition
(3-0) 3 hours credit.
Study of principles, theories, and issues in second language acquisition and bilingualism, with implications for language teaching.

5023 Language Analysis for Second Language Specialists
(3-0) 3 hours credit.
Study of English grammar from descriptive and discourse perspectives, with consideration of cross-linguistic contrasts and of applications for teaching English as a second language.

5033 Reading and Literature in Second Language Programs
(3-0) 3 hours credit.
A course on the relationship of reading acquisition to language learning, including oral language and writing development. The preparation and adaptation of thematic reading materials for various levels of proficiency. A critical evaluation of existing reading materials and literature available for second language learners.

5043 Listening and Speaking in Second Language Programs
(3-0) 3 hours credit.
Development, presentation, and evaluation of materials and strategies for teaching listening and speaking to second language learners. Emphasizes current theories and development of oral proficiency.

5053 Second Language Methods
(3-0) 3 hours credit.
A critical study of various methodologies in second language teaching; evaluating commercial and teacher-made materials.

5063 Language and Content-Area Instruction
(3-0) 3 hours credit.
Theoretical and practical approaches to integration of language teaching with subject matter areas. Emphasis on oral language and literacy for academic purposes.

6013 Second Language Acquisition Research
(3-0) 3 hours credit.
Investigation of second language acquisition from multiple perspectives through data-based studies.

6023 History of Second Language Teaching
(3-0) 3 hours credit.
A history of the principles of language teaching from antiquity to the present day, with special emphasis on the historical aims of language teaching, the relevancy of particular methods, and the theoretical justification for past methods and techniques.

6033 Topics in Second Language Teaching
(3-0) 3 hours credit.
Suggested topics include computer-assisted language learning, English for specific purposes, innovative methodologies, and adult literacy. May be repeated for credit when topics vary.
6053 Materials, Syllabus, and Program Design
(3-0) 3 hours credit.
Considers theoretical and practical issues in preparing a syllabus and in designing materials and programs to meet the needs of second language learners.

6063 Writing in Second Language Programs
(3-0) 3 hours credit.
The development, presentation, and evaluation of materials for the teaching of composition and writing to second language learners in English as a Second Language and Bilingual programs. Emphasizes the relationship of writing development to proficiency in oral language development and reading.

6943 Internship in English as a Second Language
(3-0) 3 hours credit. Prerequisites: Eighteen (18) hours of coursework in ESL and consent of instructor.
Supervised experience in teaching English as a Second Language. May be repeated for credit to a maximum of six (6) hours. The internship does not apply toward the credit-hour requirement for the degree program. The grade report is either CR (satisfactory performance) or NC (unsatisfactory performance).

6951-3 Independent Study
1 to 3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the Division’s Graduate Advisor of Record.
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

6973 Special Problems
3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

6983 Master’s Thesis
3 hours credit. Prerequisites: Permission of the Graduate Advisor of Record and thesis director.
Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.
DIVISION OF EDUCATION

MASTER OF ARTS DEGREE IN EDUCATION

The Master of Arts degree in Education offers the opportunity for advanced study and professional development programs in six fields of concentration:

Adult and Higher Education
Curriculum and Instruction
Early Childhood and Elementary Education
Educational Leadership
Educational Psychology/Counseling and Guidance
Educational Psychology/Special Education

Education concentrations provide specialized degree plans in one or more areas of program emphasis so that students may choose a plan that is suitable to their particular needs and objectives. Degree plans are designed primarily to offer the opportunity to gain advanced levels of knowledge and professional competency for persons engaged in or concerned about educational activity in schools, colleges, and other public or private institutions and agencies. Credit toward graduate-level certificates and certificate endorsements may be earned in conjunction with work toward the master's degree in most programs. Programs with a thesis option are available which emphasize the development of research competencies critical to continued graduate-level study.

Program Admission Requirements. Individuals without adequate preparation in Education may be required to complete preparatory courses as a condition of admission. For unconditional admission, scores on the Graduate Record Examination aptitude test (GRE) may be required to be on file in the Office of Admissions and Registrar. Admission to the concentration in Educational Psychology/Counseling and Guidance may require additional application materials. Contact the Division of Education for more information.

Degree Requirements. All degrees in Education have four required components: a core of common courses, a program emphasis, support work, and a comprehensive examination.

A. Core of courses common to all concentrations:

EDU 5003 Research Methods in Education
Three hours selected from:

EDU 5103 Contemporary Educational Philosophy
EDU 5113 Philosophical and Ethical Dimensions of Counseling
EDU 5203 Evolution of Educational Thought
EDP 5003 Psychological Basis for Learning
C&I 5003 Theory and Dynamics of Curriculum and Instruction

B. Program emphasis:

The program emphasis must consist of at least twelve (12) hours in one of the fields of concentration. Some concentrations offer more than one program emphasis. A program emphasis may require up to 24 hours. (Courses outside the specific concentration may be used to meet this requirement with advance
approval of the student’s supervisory committee and the Graduate Advisor of Record.) See individual concentration listings.

C. Support Work:

Each student is required to select additional courses, with the consent and advice of the Program Advisor and with the approval of the Graduate Advisor of Record, to complete the degree requirements of 33 hours (with thesis) or 36 hours (without thesis). Nine hours of courses must be selected to support the concentration. Three additional hours must be taken with the approval of the Graduate Advisor of Record. In some degree programs support work may consist of additional courses taken in the area of concentration.

Students in the Master Teacher program, in Supervision programs, and in Higher Education: College Teaching programs will take support courses in their teaching fields. Students in teacher certification programs may take their support work courses in areas that meet certification requirements. It is recommended that thesis students take EDU 5053 as part of the support work.

D. Comprehensive Examination:

The student’s supervisory committee is responsible for administering this examination.

Summary of Degree Options

Option I: Thesis option (33 hours)

A. Core. 12 hours required:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDU 5003</td>
<td>Research Methods in Education</td>
</tr>
<tr>
<td>EDU 5103</td>
<td>Contemporary Educational Philosophy</td>
</tr>
<tr>
<td>EDP 5003</td>
<td>Psychological Basis for Learning</td>
</tr>
<tr>
<td>C&amp;I 5003</td>
<td>Theory and Dynamics of Curriculum and Instruction</td>
</tr>
</tbody>
</table>

B. Concentration. 12 hours of coursework required, to form a program emphasis in a single concentration.

C. Support work. 9 hours required, as follows:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDU 5053</td>
<td>Inferential Education Statistics</td>
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<td>(or approved substitution)</td>
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<tr>
<td>EDU 6983</td>
<td>Master’s Thesis (repeated twice: 6 hours)</td>
</tr>
</tbody>
</table>

Option II. Non-thesis option (36 hours)

A. Core. 12 hours required:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>EDU 5003</td>
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<td>EDU 5103</td>
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<td>EDP 5003</td>
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</tr>
<tr>
<td>C&amp;I 5003</td>
<td>Theory and Dynamics of Curriculum and Instruction</td>
</tr>
</tbody>
</table>

B. Concentration. 12 hours of coursework required, to form a program emphasis in a single concentration.

C. Support work. 12 hours required, as follows:

9 hours of support courses
3 hours of approved electives

ADULT AND HIGHER EDUCATION CONCENTRATION

This concentration offers the opportunity for advanced study for careers in educational institutions for adult learners. Program emphases are offered for persons preparing to teach in higher education and adult continuing education programs, and for those whose interests are directed toward administrative/managerial roles in institutions or agencies that serve adult education functions. The concentration is designed for those for whom the master's degree is terminal as well as for those pursuing the master's degree as an intermediate program leading to further graduate study.

Adult and Higher Education program emphases:

College and University Teaching
College and University Administration
Adult and Continuing Education

CURRICULUM AND INSTRUCTION CONCENTRATION

The program emphases in Curriculum and Instruction are focused on the theoretical and practical aspects of curriculum planning, development, implementation, and evaluation in all subject fields and at all educational levels. The concepts of curricular innovation and teaching excellence are stressed in conjunction with expanded knowledge of content fields and applied research. Students who desire to specialize in a teaching field may do so by taking courses in that field to support the concentration in Curriculum and Instruction. Within this concentration, a student may take a specified set of courses related to Initial Teacher Certification (see Graduate Advisor for course list and for restrictions on this program) or may specialize in the teaching of reading or in the supervision of instruction.

Curriculum and Instruction program emphases:

Initial Teacher Certification
Master Teacher
Curriculum Specialist
Instructional Media Specialist
Reading Specialist
Instructional Supervisor
EARLY CHILDHOOD AND ELEMENTARY EDUCATION
CONCENTRATION

The concentration in Early Childhood and Elementary Education focuses on the broad spectrum of development and learning in children from infancy through preadolescence. Emphasis is on translating related research and theory into curriculum development and instruction, with the intent of helping children to realize the most complete development possible for them in a multicultural society. This concentration is designed primarily for experienced classroom teachers at the early childhood and elementary levels, but it is also suitable for personnel in human services and other allied fields.

EDUCATIONAL LEADERSHIP CONCENTRATION

Students seeking the opportunity to apply for management careers in public or private schools and school systems should follow programs in this concentration. The unique problems, processes, and expertise associated with effective personnel management and curriculum leadership are explored, developed, and tested in practical field-based settings, with an emphasis on applied research and human relations methodologies.

Component One courses must be taken first in this concentration; they are prerequisites for all Component Two courses. Component One courses are EDL 5003, EDL 5103, EDL 5603, EDL 5703, and EDL 6323. Also, as a prerequisite for Component Two courses, all students are required to take and pass an examination focusing on the integration and application of the knowledge base associated with Component One courses. This examination is referred to in course listings as the Foundations Examination.

EDUCATIONAL PSYCHOLOGY/COUNSELING AND GUIDANCE
CONCENTRATION

This concentration is designed for those students interested in careers in counseling and guidance at the elementary, secondary, or higher education levels or for those students interested in related mental health services. Coursework provides students the opportunity to apply for professional counselor certification (elementary and secondary) and/or for professional counselor licensure.

EDUCATIONAL PSYCHOLOGY/SPECIAL EDUCATION
CONCENTRATION

This concentration is designed for those students seeking an opportunity for additional or advanced preparation for teaching exceptional children and youth. The student may elect from a variety of specific emphases. The program is intended to offer students the opportunity for theoretical understanding and clinical opportunities to develop and apply skills in working with disabled individuals.

Educational Psychology/Special Education program emphases:

- Generic Special Education
- Severely Emotionally Disturbed and Autistic
COURSE DESCRIPTIONS
ADULT AND HIGHER EDUCATION

5003 The Development of Higher Education in the U.S.
(3-0) 3 hours credit.
A study of the transition from patterns of European institutions of higher learning to the development of uniquely American institutions. Relates the development of resources, human and physical, to the changing role of higher education in American society.

5103 Contemporary Thought in Higher Education
(3-0) 3 hours credit.
A study of current thought as it relates to the management of institutions of higher education.

5203 The American College Student
(3-0) 3 hours credit.
The college student's role in contemporary society; characteristics, basic values, peer group influence, campus culture, needs, and pressures.

5313 Seminar in Governance of Higher Education
(3-0) 3 hours credit.
Analysis of current practices and issues in the governance of higher education which affect students, faculty, administration, and the scope and role of colleges and universities. (Credit cannot be earned for both AHE 5313 and EDL 5313.)

5323 Financing Higher Education
(3-0) 3 hours credit.
Examination of representative methods of state funding of public colleges and universities; elements of funding formulas; rationales for funding patterns; and policy implications of various funding methods for colleges and universities.

5603 Development and Organization of Adult and Continuing Education
(3-0) 3 hours credit.
Exploration of forms of continuing and adult education conducted by business and industry, the armed forces, educational institutions, and private foundations, including federal and state programs of support; external and alternative degree programs; the open university concept and self-study programs; general treatment of historical development.

5613 Instructional Procedures in Continuing Education
(3-0) 3 hours credit.
Examination of instructional procedures appropriate in adult basic education, GED, community service and recreation courses, professional continuing education courses, initial training courses in corporate settings, and other non-credit offerings.

5623 Adult and Continuing Education Management Systems
(3-0) 3 hours credit.
Organization for adult and continuing education within a college or university and its relationship to the entire institution; staffing, training,
directing, and controlling the continuing education effort; planning, program-
ing, and budgeting; marketing and public relations; methods of
determining the market; evaluation of administrative and academic per-
formance. (Credit cannot be earned for both AHE 5623 and EDL 5623.)

5813 Adult Literacy
(3-0) 3 hours credit.
Examination of the acquisition and development of reading and writing in
adult populations. Reviews research and issues relevant to the teaching of
reading and writing to adults. (Formerly AHE 5803. Credit cannot be
earned for more than one of the following: AHE 5813, AHE 5803, or C&I
5813.)

6003 The Community College
(3-0) 3 hours credit.
The historical and philosophical foundations for the community junior
college movement in the United States will be analyzed and utilized as a
basis for understanding contemporary trends and problems of community
junior colleges.

6063 Research in Adult and Higher Education
(3-0) 3 hours credit. Prerequisite: EDU 5003.
Consideration of the major research problem areas in adult and higher
education, identification of problems in need of research, examination of
research literature in selected areas, and study of research procedures
unique to or especially useful in adult and higher education.

6073 Research Colloquium
(3-0) 3 hours credit. Prerequisites: EDU 5003 and AHE 6063.
Guided discussion of research in planning stages, research in process, and
research recently completed by participants; opportunity for the organiza-
tion of research teams or for planning of cooperative research; and oppor-
tunity for students engaged in research to obtain assistance in planning in
data collection, in data analysis, and in preparation of reports.

6103 Effective Teaching in Higher Education
(3-0) 3 hours credit.
A seminar that focuses on the image of the college professor and on a
review of the current research on the teaching/learning process at the col-
lege or university level. Includes a review of educational psychology of the
late adolescent and adult, an investigation of new and effective instructional
methods, and an appraisal of evaluation procedures.

6953 Independent Study
3 hours credit. Prerequisites: Graduate standing and permission in writing
(form available) of the instructor and the student's Graduate Advisor of
Record.
Independent reading, research, discussion, and/or writing under the direc-
tion of a faculty member. For students needing specialized work not nor-
mally or not often available as part of the regular course offerings. May
be repeated for credit, but not more than 6 hours, regardless of discipline,
may be counted toward the master's degree.
Special Problems
3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not
normally or not often available as part of the regular course offerings.
Special Problems courses may be repeated for credit when the topics vary,
but not more than 6 hours, regardless of discipline, may be counted
toward the master's degree.

COURSE DESCRIPTIONS
CURRICULUM AND INSTRUCTION
(C&I)

5003 Theory and Dynamics of Curriculum and Instruction
(3-0) 3 hours credit.
An examination of theoretical structures underlying curriculum consider-
ations and the implications of these for the work of responsible curricu-
um decision-makers at all levels, including administrators, instructional
supervisors, and classroom teachers.

5013 Classroom Instruction and Evaluation
(3-0) 3 hours credit.
Examination of different pedagogical approaches to the teaching/learning
process in elementary school, with emphasis on the development of cur-
riculum for classroom instruction, evaluation, organization, and management.

5103 Individualizing Instruction
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
An in-depth study of the tasks and problems associated with individual-
ized instruction. Students will be offered the opportunity to examine the
means available for measuring and diagnosing individual learning needs
and styles and for selecting from alternative learning materials and envi-
ronments those most appropriate to individual needs.

5303 Technology in Curriculum and Instruction
(3-0) 3 hours credit.
A study of emerging instructional technologies and innovative curriculum
resources. The design, application, and evaluation of individualized, inter-
active resources such as personal-computer-based, videodisc, and dis-
tance learning methodologies via voice, data, and television systems.

5313 Instructional Materials Production I: Graphics and Multimedia
(3-0) 3 hours credit. Prerequisite: C&I 5003 or consent of instructor.
The opportunity for preparation in the skills required for the production of
a variety of materials for classroom use. The rationale for the use of media
and the specifics of design and technical production procedures for the
creation of effective instructional media formats are presented.

5343 Programming Instruction
(3-0) 3 hours credit. Prerequisite: C&I 5003 or consent of instructor.
A course intended to offer students the opportunity for preparation in the
specific theory and skills of developing programmed instructional mate-
rials in traditional media and computer-based interactive formats. S-R
Theory as applied in the development of programmed instruction will be examined. Students will be expected to develop and developmentally test programmed instruction materials.

5403 *Instructional Design and Development*  
(3-0) 3 hours credit. Prerequisite: C&I 5003 or consent of instructor.  
The design of instruction. Special attention will be given to theory and method of design based on congruence between identified needs and approaches to curriculum development.

5503 *Curricula for Preschool and Primary Children*  
(3-0) 3 hours credit.  
Opportunity is provided for a systematic analysis of curricula for preschool and primary grade children, including a critical study of related objectives, organizational schemes, content teaching strategies, and materials. (Credit cannot be earned for both C&I 5503 and ECE 5503.)

5583 *Study Strategies and Cognitive Processes in Reading*  
(3-0) 3 hours credit.  
Reviews research which examines study strategies and cognitive processes needed in reading and learning in schools. Focuses on upper elementary through college study practices and higher-level reading and thinking. Field experience may be required.

5603 *Curricula for Elementary School Children*  
(3-0) 3 hours credit.  
A systematic analysis of elementary school curricula. A critical study of the objectives, methods of curricular organization, and content used with elementary school children grades 1–8. (Credit cannot be earned for both C&I 5603 and ECE 5603.)

5673 *Critical Issues in Elementary School Teaching*  
(3-0) 3 hours credit.  
Study of critical issues in the elementary school. Investigation of research, practices, and positions related to special education, bilingual and multicultural education, early childhood education, and to other current broadly-based social issues.

5703 *Secondary School Curricula*  
(3-0) 3 hours credit.  
A systematic analysis of secondary school curricula. A critical study of objectives, methods of organization, content, methods, and materials of learning used with youth.

5713 *Introduction to Reading*  
(3-0) 3 hours credit.  
Introduction to the reading process, overview of the development of reading and examination of instructional issues associated with the teaching of reading. Required for students who have completed less than six hours of reading courses at the undergraduate level. (Formerly C&I 5733. Credit cannot be earned for both C&I 5713 and C&I 5733.)
5723 Integrating Reading and the Language Arts
(3-0) 3 hours credit.
Study of research and instructional practices that examine ways that reading can be related to writing, speaking, and listening. Emphasizes how to develop integrated language arts curriculum and instruction from primary grade levels through secondary school.

5743 Reading in Secondary School
(3-0) 3 hours credit.
Principles and techniques for teaching higher-level reading and comprehension skills to improve proficiency in learning various academic subjects in middle and secondary schools. Strategies for meeting the needs of the wide range of ability levels found in secondary schools.

5753 Literature for Children and Adolescents
(3-0) 3 hours credit.
Examines the selection and uses of children's literature and adolescent literature in the classroom. Emphasizes ways to integrate literature into the elementary and secondary school curriculum.

5763 Diagnosis and Practicum in Reading
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Multidisciplinary approach to diagnosis and remediation of reading problems, with special attention to cognitive, sociolinguistic, and emotional factors which may impede learning. Application of diagnostic and remedial procedures with individual children through a guided field-based practicum. (Credit cannot be earned for both C&I 5763 and C&I 5773.)

5783 Survey of Reading Research
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
A review of past and current literature and research concerning the reading process, curricula, and instructional practice. Opportunity for students to acquire critical analysis skills in evaluating research.

5793 Seminar in Reading Supervision
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Organization of developmental and remedial reading and writing programs. Selection of appropriate materials. Techniques and procedures for maintaining quality programs, including staff selection and in-service training. The role of research in improving the teaching of reading and writing.

5813 Adult Literacy
(3-0) 3 hours credit.
Examination of the acquisition and development of reading and writing in adult populations. Reviews research and issues relevant to the teaching of reading and writing to adults. (Credit cannot be earned for both C&I 5813 and AHE 5813.)

5823 Reading and Writing Development in Early Childhood
(3-0) 3 hours credit.
Study of the literacy development of young children from birth to the point of acquisition of conventional reading and writing ability. Examines
young children's emergent literacy concepts and behaviors and considers ways that early childhood educators can develop appropriate approaches to teaching reading and writing in classroom settings.

5833 Assessment Issues and Practices in Reading
(3-0) 3 hours credit.
Examination of techniques to assess student reading and writing. Considers strengths and weaknesses of such assessment tools as standardized tests, informal observations, and portfolios, and ways that educators may best use the results from these approaches to provide appropriate instruction for all students.

5903 Higher Education Curricula
(3-0) 3 hours credit.
A systematic analysis of higher education curricula. A critical study of objectives, methods of organization, content, methods, and materials of learning used with college students. (Formerly C&I 5803. Credit cannot be earned for both C&I 5903 and C&I 5803.)

6003 Supervision: Theoretical Basis
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
An application of curriculum development theory, educational planning theory, learning theory, and human relations theory to instructional supervision; an examination of the role of the supervisor. (Credit cannot be earned for both C&I 6003 and EDL 6003.)

6013 Supervision: Teaching-Learning Process
(3-0) 3 hours credit. Prerequisite: C&I 6003 or consent of instructor.
The analysis and application of models of the teaching-learning process to instructional supervision; the study and application of content, interaction, and climate analysis techniques. (Credit cannot be earned for both C&I 6013 and EDL 6013.)

6023 Supervision: Tools and Techniques
(3-0) 3 hours credit. Prerequisite: C&I 6003 or consent of instructor.
A study of impact strategies in instructional supervision and the development of communication and interpersonal skills needed for working with teachers. (Credit cannot be earned for both C&I 6023 and EDL 6023.)

6303 Advanced Methods in Subject-Matter Fields
(3-0) 3 hours credit. Prerequisite: C&I 5003 or consent of instructor.
Course sections are designed to offer students the opportunity to develop skill in instructional methodology that is specifically related to and derived from the characteristics of the discipline taught:
1. Science
2. Mathematics
3. Social Studies
4. Language Arts
5. Foreign Languages
6. Physical and Health Education
7. Philosophy for Children
May be repeated for credit when disciplines vary.
6403 Instructional Procedures for Severely/Profoundly Handicapped Children and Youth
(3-0) 3 hours credit.
A study of theories, methodologies, and instructional practices for educating severely handicapped children and youth (including emotionally disturbed and autistic) in a variety of delivery arrangements.

6953 Independent Study
3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student's Graduate Advisor of Record.
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master's degree.

6973 Special Problems
3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master's degree.

COURSE DESCRIPTIONS
EARLY CHILDHOOD AND ELEMENTARY EDUCATION
(ECE)

5123 Seminar in Development in Early Childhood and Infancy
(3-0) 3 hours credit. Prerequisite: EDP 5013 or consent of instructor.
Studies of the results of stimulating sensory equipment in the early years and investigation of insufficient psychological and physiological nourishment. Deviations from steady differentiation of emotional responses during early childhood, achievement motivation, and studies of frustration and tolerance. Includes suggested practices that may enable future generations to avoid developmental disruptions and to alleviate existing developmental handicaps.

5133 Language Development in Preschool—Primary Children
(3-0) 3 hours credit.
Study of early acquisition and development of language skills. Emphasis on identifying the sequence of normal expressive and receptive language development in terms of the child's related abilities and learning experiences.

5453 Classroom Behavior Problems in Children
(3-0) 3 hours credit. Prerequisite: EDP 5003 or consent of instructor.
A survey of common behavioral problems of children likely to be encountered by teachers in elementary and early childhood classrooms. Emphasis on understanding factors which influence the development of such problems in school-age children and on curricula considerations affecting or affected by classroom behavior.
Specialized Instruction in Early Childhood and Elementary Education
(3-0) 3 hours credit. Prerequisite: C&I 5503, ECE 5503, or consent of instructor.
Identification, description, analysis, and evaluation of examples of specialized instruction as related to needs of learners, characteristics of subject matter, and/or demands of an environment.

Curriculum for Preschool and Primary Children
(3-0) 3 hours credit.
Opportunity is provided for a systematic analysis of curricula for preschool and primary grade children, including a critical study of related objectives, organizational schemes, content teaching strategies, and materials. (Credit cannot be earned for both ECE 5503 and C&I 5503.)

Materials, Methods, and Techniques in Teaching Early Childhood Education
(3-0) 3 hours credit.
A study of the methodologies and techniques effective in teaching preschool and elementary school children. Participants will construct and use materials for teaching at the level of student ability.

Curriculum Planning for Early Childhood and Elementary Education
(3-0) 3 hours credit. Prerequisite: C&I 5003 or consent of instructor.
An analysis of the basis for curriculum planning in early childhood and elementary content areas; consideration of developmental levels, domains of learning, and taxonomies of objectives, with special attention to the role of the teacher and the student, the uses of materials, the classroom environment, and special student populations.

Curricula for Elementary School Children
(3-0) 3 hours credit.
A systematic analysis of elementary school curricula. A critical study of the objectives, methods of curricular organization, and content used with elementary school children grades 1–8. (Credit cannot be earned for both ECE 5603 and C&I 5603.)

Administration of Early Childhood Programs
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
A study of the organization, structure, and operation of kindergarten, daycare, and nursery programs, both public and private. Implications for elementary education.

Biological Basis of Child Development
(3-0) 3 hours credit. Prerequisite: One course in general biology or general psychology or consent of instructor.
Analysis of biological and psychological perspectives on child growth and development. Emphasis on theoretical aspects of biopsychological and social factors influencing cognitive and learning functions.

Seminar in Early Childhood Education in Cross-Cultural Perspective
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
An examination of contrasting strategies of socialization employed by societies around the world, past and present; limit of and alternatives to
formal early childhood education in the current Western sense. Readings are drawn from both ethnographic and theoretical sources in anthropology, psychology, and education.

6213 Current Issues in Early Childhood and Elementary Education
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Studies of current issues and problems in preschools and elementary schools and other educational settings. Investigation of research, practices, and positions related to the issues studied. Exploration of available models for possible solutions or resolution of issues, as well as factors that may have an impact upon desired outcomes.

6303 Advanced Methods in Early Childhood and Elementary Education
(3-0) 3 hours credit. Prerequisite: C&I 5003 or consent of instructor.
Specialized studies in early childhood and elementary education are offered through course sections in these areas:
1. Science
2. Mathematics
3. Social Studies
4. Language Arts
5. Fine and Performing Arts
6. Play
7. Nutrition and Health
May be repeated for credit when curriculum areas vary.

6453 Assessment and Evaluation in Early Childhood and Elementary Education
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Evaluation and research on educational programs, processes, products, instructional objectives, and alternative approaches to attain objectives. Methods and materials for disciplined inquiry into current significant issues in early childhood and elementary education. The student will systematically examine a major educational issue relevant to his/her specialization.

6473 Seminar in Elementary Education
(3-0) 3 hours credit.
Examination of the discipline of the subject-field selected (e.g. science, social studies, music) including an intensive study of research findings, publications of related professional organizations, and advanced experimentation related to teaching/learning situations.

6513 Advanced Approaches to Interdisciplinary Teaching
(3-0) 3 hours credit.
Review of theory and practice in interdisciplinary teaching and learning in elementary education. Emphasis on understanding the conceptual interrelationships of the fields of study in the elementary curriculum.

6523 Community Resources in Elementary Education
(3-0) 3 hours credit.
Examination of the diversity of community resources for elementary education. Students will systematically examine ways to integrate local and regional resources into the teaching–learning process.
6643 The Teacher as Researcher
(3-0) 3 hours credit. Prerequisite: EDU 5003. Application of research concepts and skills to classroom field studies. Participants will conduct directed research on classroom practice in the elementary school.

6943 Instructional Internship
(1-8) 3 hours credit. Prerequisite: Approval of Graduate Advisor. Individually supervised full-time field experience in assigned classrooms for one semester. May be repeated for credit.

6953 Independent Study
3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student's Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

6973 Special Problems
3 hours credit. Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

COURSE DESCRIPTIONS
EDUCATION
(EDU)

5003 Research Methods in Education
(3-0) 3 hours credit. Prerequisite: Admission to graduate program or consent of instructor. Basic concepts of research design, strategies of experimental, historical, and descriptive research, and basic statistical procedures are introduced. Participants use these concepts to read, interpret, and evaluate educational research and to plan and conduct such research. A field study may be required.

5053 Inferential Educational Statistics
(3-0) 3 hours credit. Prerequisites: EDU 5003 and STA 5073, or consent of instructor. The concept of inferential statistics in education as a means of drawing conclusions and interpreting results is a central theme. Statistical techniques often used in educational research are introduced with the intent of having students be able to elect the appropriate statistical procedure and interpret the results.
5103 Contemporary Educational Philosophy
(3-0) 3 hours credit.
Philosophical analysis of issues in American education. Consideration is given to ethical and epistemological implications of issues with an emphasis on the evaluation of arguments for the adoption of educational policy.

5113 Philosophical and Ethical Dimensions of Counseling
(3-0) 3 hours credit.
Examination and analysis of the philosophical traditions undergirding contemporary counseling. Emphasis given to analysis of ethical issues having an impact upon the counseling profession.

5203 Evolution of Educational Thought
(3-0) 3 hours credit.
An examination of the major educational thinkers in Western civilization and a review of past institutional arrangements for education.

5303 Theory and Dynamics of Intercultural Interaction in Education
(3-0) 3 hours credit.
Theoretical perspectives of intercultural education. Examination of the research base and of trends and barriers in research. Selected applications pertinent to successful intercultural interaction in the student's professional role. Recommended for students preparing for careers involving international participation, especially for those in education-based programs.

5403 Education, Cultural Differences, and Acculturation
(3-0) 3 hours credit.
Educational changes and adjustments resulting from the interaction of a variety of different cultural backgrounds in the modern school. Specialized techniques, processes, and programs designed to meet unique learning needs of the non-English-speaking child.

5503 Seminar in Social Foundations of Education
(3-0) 3 hours credit.
Examination and analysis of social structures, values, and cultures as these interact with educational systems. Special emphasis will be placed on the urban environment and its particular relationships with education.

5603 Contemporary Issues in Education
(3-0) 3 hours credit. Prerequisite: EDU 5003 or consent of instructor.
Identification and analysis of the major contemporary educational issues, evaluation of attempted historical resolutions, and review of information relevant to policy decisions.

5703 Microcomputer Applications for Educational Settings
(3-0) 3 hours credit. Prerequisite: CS 5003 or consent of instructor.
A study of the operations and applications of microcomputers in educational settings. Emphasis on the development and testing of these applications in an educational environment.
5803 Juveniles, Schools, and the Law
(3-0) 3 hours credit.
An examination of the extent and problem of delinquent behavior particularly as it relates to the school. Designed to familiarize school personnel with the interrelated problems of schools and law enforcement agencies with respect to delinquent behavior, this course explores strategies for dealing with these problems.

6603 Seminar in Educational Research
(3-0) 3 hours credit. Prerequisite: Completion of no less than 30 semester hours of degree program.
Each student will be expected to: (1) develop plans for a research project related to an educational issue, (2) collect and analyze data to carry out the research, (3) prepare a research report, and (4) participate in research seminars.

6953 Independent Study
3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student's Graduate Advisor of Record.
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master's degree.

6961 Comprehensive Examination
1 hour credit. Prerequisite: Approval of the appropriate Committee on Graduate Studies to take the Comprehensive Examination.
Independent study course for the purpose of taking the Comprehensive Examination. May be repeated as many times as approved by the Committee on Graduate Studies. Enrollment is required each term in which the Comprehensive Examination is taken if no other courses are being taken that term. The grade report for the course is either CR (satisfactory performance on the Comprehensive Examination) or NC (unsatisfactory performance on the Comprehensive Examination).

6973 Special Problems
3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master's degree.

6983 Master's Thesis
3 hours credit. Prerequisites: Permission of the Graduate Advisor of Record and thesis director.
Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the master's degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.
COURSE DESCRIPTIONS — MASTER'S LEVEL
EDUCATIONAL LEADERSHIP
(EDL)

5003 Introduction to School Administration
(3-0) 3 hours credit. Prerequisite: One year of teaching experience or consent of instructor.
Introduction to the roles, tasks, and problems of positions in educational administration and their relationship to local, state, and federal government agencies.

5103 General Finance and Taxation in Education
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Survey of current designs in educational finance of public school districts; review of general concerns, and practices of the appropriate local, state, and federal government agencies.

5203 School and Community Relations in Education
(3-0) 3 hours credit.
Introduction to the strategies and design models for informing local business community taxpayers and clientele about educational activities; study of models for participation and analysis of interaction models.

5303 Human Relations in Educational Administration
(3-0) 3 hours credit.
Analysis and identification of group processes and individual behavior which tend to enhance democratic interaction in the achievement of educational goals. Consideration of supportive roles requisite to the supervision of professionals in the educative process.

5313 Seminar in Governance of Higher Education
(3-0) 3 hours credit.
Analysis of current practices and issues in the governance of higher education which affect students, faculty, administration, and the scope and role of colleges and universities. (Credit cannot be earned for both EDL 5313 and AHE 5313.)

5403 The Principalship: Educational Unit and Site Administration
(3-0) 3 hours credit. Prerequisites: EDL 5003, 5103, 5603, 5703, 6323, and successful completion of the EDL Foundations Examination.
Analysis of the principal's/comparable position's role and the requisite interaction with various referent groups. Special emphasis on administration of academic programs. Applicable to all levels of common school.

5503 Administration and Function of Special Programs
(3-0) 3 hours credit. Prerequisites: EDL 5003, 5103, 5603, 5703, 6323, and successful completion of the EDL Foundations Examination.
Identification and analysis of models and designs for the administration, development, supervision, and support programming of special education, guidance, vocational and technical education, and other alternative and support functions in education.
5603 Seminar in Applied Research in Educational Leadership
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Introduction to identification, analysis, and design formulation of applied research problems in educational leadership. Practice in conducting searches, elementary analysis, and deriving appropriate conclusions from applied studies. Students will be required to complete and articulate an approved applied research design in prescribed form.

5623 Adult and Continuing Education Management Systems
(3-0) 3 hours credit.
Organization for adult and continuing education within a college or university and its relationship to the entire institution; staffing, training, directing, and controlling the continuing education effort; planning, programming, and budgeting; marketing and public relations; methods of determining the market; evaluation of administrative and academic performance. (Credit cannot be earned for both EDL 5623 and AHE 5623.)

5703 Legal Foundations in Education
(3-0) 3 hours credit.
Survey of current legal basis and practices in the policy administration of education and review of significant court decisions pertaining to educational operations. Emphasis on rights and responsibilities of teachers and students and legislation related to multicultural institutional operations.

5803 The Middle School
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Origins, objectives, programs, and administration of the middle school, with consideration of the junior high school heritage. Emphasis on organization of programs based on physical and psychological development of the clientele.

6003 Supervision: Theoretical Basis
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
An application of curriculum development theory, educational planning theory, learning theory, and human relations theory to instructional supervision; an examination of the role of the supervisor. (Credit cannot be earned for both EDL 6003 and C&I 6003.)

6013 Supervision: Teaching-Learning Process
(3-0) 3 hours credit. Prerequisite: EDL 6003 or consent of instructor.
The analysis and application of models of the teaching-learning process to instructional supervision; the study and application of content, interaction, and climate analysis techniques. (Credit cannot be earned for both EDL 6013 and C&I 6013.)

6023 Supervision: Tools and Techniques
(3-0) 3 hours credit. Prerequisite: EDL 6003 or consent of instructor.
A study of impact strategies in instructional supervision and the development of communication and interpersonal skills needed for working with teachers. (Credit cannot be earned for both EDL 6023 and C&I 6023.)
6103 Personnel Administration in Education
(3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor.
Survey of roles, responsibilities, and functions of personnel officers in education; studies in general personnel policies; review of administration of insurance, salary, retirement, sick leave, and other programs operated under personnel administration.

6203 Educational Facilities and Capital Funds Administration
(3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor.
Survey of models, policies, and procedures for the effective development, planning, use, and management of educational facilities and capital funds. Emphasis on meeting curricular program needs.

6303 Ethics and Educational Leadership
(3-0) 3 hours credit. Prerequisites: EDL 5003, 5103, 5603, 5703, 6323, and successful completion of the EDL Foundations Examination.
To provide an ethical perspective of educational issues in the public school setting; to illustrate a leadership model based on social responsibility in a democratic society; to provide a paradigm for ethical decision-making based on the values of fairness, justice, equity, and inclusion.

6313 Seminar on School Problems
(3-0) 3 hours credit. Prerequisites: EDL 5003, 5203, 5603, 5703, 6323, and successful completion of the EDL Foundations Examination.
Intended to help students identify significant school policy-generated problems, discern underlying causes, propose strategies, and develop alternative paradigms to address the problems, and to critically analyze the short- and long-term effects on the organization, its members, and its mission.

6323 Administration of Urban/Multicultural Institutions
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
Provides practicing and potential urban educational leaders with knowledge of contemporary conditions and positive models for effective educational administrative designs, including alternative educational delivery systems.

6403 Survey of Organization and Administration Theory in Education
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
General studies in current theories applicable to educational administration; emphasis includes understanding theory and research from related academic fields; requirements include reviews of related research and understanding appropriate research designs.

6503 Superintendent's Seminar
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
A field-based course designed for students preparing for educational leadership at the school district level. Enrollment in this course is required each semester a student desires to fulfill a requirement for Texas school superintendent certification. Students will develop an independent field-based study component in each of the following four specific certification areas: Personnel Administration, Educational Funds and Facilities Management, Survey of Organization and Administration Theory in Education, and Organizational Systems Analysis. Students will be required to
participate in 100 hours of clinical experience related to the certification area that they seek to fulfill. This course may be repeated four times for credit.

6943  
**Internship in Educational Administration**  
(1-8) 3 hours credit. Prerequisites: EDL 5003, 5103, 5603, 5703, 6323, and successful completion of the EDL Foundations Examinations.  
Individually supervised field experience with unit-level or institutional-level educational administrators with related applied research activity. Must be taken for both mid-management and superintendent certification. May be repeated for a total of 6 semester hours.

6953  
**Independent Study**  
3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student's Graduate Advisor of Record.  
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master's degree.

6973  
**Special Problems**  
3 hours credit. Prerequisite: Consent of instructor.  
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master's degree.

**COURSE DESCRIPTIONS**  
**EDUCATIONAL PSYCHOLOGY**  
(EDP)

5003  
**Psychological Basis for Learning**  
(3-0) 3 hours credit.  
A concentrated analysis of mental processes important to learning and an evaluation of the major concepts, theories, and results of research in learning as applied to education.

5013  
**Learning Theories Related to Child Development**  
(3-0) 3 hours credit.  
A study of developmental and learning theories related to the growth of the child from infancy through childhood.

5023  
**Learning Theories Related to Adolescent Development**  
(3-0) 3 hours credit.  
A study of developmental and learning theories related to growth during the adolescent and adult period.
5033 Human Development Across the Lifespan
(3-0) 3 hours credit.
Major focus on issues related to developmental behavioral change across the human lifespan. Implications for counseling individuals at various stages of their development.

5203 Fundamentals of Guidance and Counseling
(3-0) 3 hours credit.
Professional issues and the job roles of school and community counselors are explored. Ethics of professional practice and minority concerns are emphasized.

5213 Counseling Theories
(3-0) 3 hours credit.
Major counseling theories and techniques are presented. Students investigate affective, behavioral, and cognitive psychotherapeutic strategies.

5223 Psychological Assessment for Counseling
(3-0) 3 hours credit. Prerequisites: EDU 5003 and EDP 5203.
Offers the opportunity for students to study assessment strategies, with emphasis on group-administered standardized tests and on analysis and interpretation of instruments used to measure achievement, aptitude, interests, and personality. Casework is required.

5233 Group Theory and Process
(3-0) 3 hours credit. Prerequisites: EDP 5203 and 5213.
A study of small group theory, research, and procedures. Provides the basis for effective group membership and leader behavior.

5243 Counseling Individuals With Behavior and Emotional Disorders
(3-0) 3 hours credit. Prerequisites: EDP 5203 and 5213.
Counseling interventions with behavioral and emotional disorders; symptomatology for psychoses, emotional disorders, and maladaptive behavior patterns.

5263 Child and Adolescent Counseling
(3-0) 3 hours credit.
The emotional and behavioral disorders of childhood and adolescence are discussed. Counseling strategies are presented. Casework is required.

5283 Counseling in a Multicultural Setting
(3-0) 3 hours credit. Prerequisite: EDP 5203.
A study of major issues of counseling in multicultural settings. The impact of social stratification and cultural diversity will be examined within the context of the delivery of counseling and guidance services.

5303 Principles and Techniques of Evaluation
(3-0) 3 hours credit.
Introduction to qualitative evaluation and the development and analysis of instruments. Study of the role of evaluation and the techniques for interpreting and communicating evaluation results.
Development of Counseling Skills
(3-0) 3 hours credit. Prerequisites: EDP 5203, 5213, and 9 hours of coursework in counseling at UTSA, or consent of instructor.
A systematic approach to counseling. Focus on sequential learning of counseling skills and their practical application. Counseling sessions will be recorded and evaluated.

Exceptional Children and Youth in the Schools
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
An introduction to and survey of the field of special education. Characteristics, etiology, definition, and prevalence of exceptional children; description of services available; field experiences.

Children and Youth with Mental Retardation
(3-0) 3 hours credit. Prerequisite: EDP 5403 or consent of instructor.
This course presents the opportunity for special education teachers and students in related fields to acquire an understanding of contemporary theories and practices used in the assessment, diagnosis, and treatment of individuals with mild to profound mental retardation in school and community settings. Current trends and research in the education of students with mental retardation will be studied.

Applied Behavior Analysis for Classroom Teachers
(3-0) 3 hours credit. Prerequisite: EDP 5403 or consent of instructor.
Principles and procedures of applied behavior analysis and classroom management to facilitate the acquisition and improvement of social, academic, and life skills of children and youth with disabilities. Requires an applied project.

Conference and Consultative Skills in Special Education
(3-0) 3 hours credit. Prerequisite: EDP 5403 or consent of instructor.
This course presents the opportunity for special education teachers to acquire knowledge and skill in working with parents, teachers, and other professionals in optimizing the educational and therapeutic experiences of exceptional children and youth. Students will plan, implement, and evaluate a series of parent conferences, staff development, and consultive activities.

Children and Youth with Learning Disabilities
(3-0) 3 hours credit. Prerequisite: EDP 5403 or consent of instructor.
A study of the incidence, prevalence, etiology, and characteristics of the student with learning disabilities (LD). The relationship between LD, child development, school environment, and academic performance will be studied. Special emphasis will be given to a critical analysis of instruction and assessment techniques used with this population.

Language Development and Cognitive Intervention for Individuals with Disabilities
(3-0) 3 hours credit. Prerequisite: EDP 5403 or consent of instructor.
This course presents methods and procedures for assisting individuals identified as mildly to moderately disabled to achieve communicative competence through language acquisition and remedial and corrective interventions. Special emphasis is placed on the language arts needs.
(listening, speaking, reading, and writing) of individuals with learning and behavior disabilities.

5473 Behavior Analysis and Intervention for Children and Youth with Severe/ Profound Disabilities
(3-0) 3 hours credit. Prerequisite: EDP 5403 or consent of instructor. Principles and procedures of behavior analysis and intervention for the acquisition and improvement of skills of the severely disabled. An applied behavior analysis project is required.

5543 Children and Youth with Behavior Disorders
(3-0) 3 hours credit. Prerequisite: EDP 5403 or consent of instructor. This course presents opportunities for study by special educators and students in related fields to obtain an understanding of various theories and practices used in the identification, treatment, and education of behavior disorders. Research relative to the education of children and adolescents with behavior disorders as well as practical implications for the classroom teacher will be emphasized.

5553 Assessment and Evaluation of Handicapped Children and Youth
(3-0) 3 hours credit. Prerequisite: EDP 5403 or consent of instructor. This course is designed to offer students the opportunity to develop knowledge and skills in selection, administration, and interpretation of instruments and procedures to evaluate individuals with disabilities. Emphasis will be on assessment techniques, instruments, and procedures relevant to the education of disabled children and youth.

5563 Practicum in Special Education: Children and Youth with Mild/Moderate Disabilities
(3-0) 3 hours credit. Prerequisites: EDP 5403 and consent of instructor. The application of theoretical principles to field settings. Students will be required to develop, implement, and evaluate educational programs for children and youth with mild/moderate disabilities.

5593 Practicum in Special Education: Behavior Disorders
(3-0) 3 hours credit. Prerequisite: Consent of instructor. The application of theoretical principles to field settings. The student will work in educational settings which will include planning, implementing, and evaluating appropriate experiences with emotionally disturbed students.

5693 Practicum in Counseling
(3-0) 3 hours credit. Prerequisites: EDP 5203, 5213, 5223, 5233, and 5393, and 3 additional hours of coursework in counseling at UTSA. Students must apply for permission to enroll one semester in advance. (Thesis students may omit one prerequisite course as agreed upon by the supervisory committee.) Offers the opportunity for supervised field work in a counseling setting. May be repeated for credit to maximum of 9 hours.

6153 Career Development and Choice
(3-0) 3 hours credit. Prerequisite: EDP 5203. A study of theories of occupational choice and career development and their application to the guidance and counseling process. Identification
and utilization of various types of occupational information and resources in counseling interviews and guidance programs. (Credit cannot be earned for both EDP 6153 and C&I 6153.)

6203  **Curriculum and Instructional Applications for Children and Youth in Special Education**  
(3-0) 3 hours credit. Prerequisite: EDP 5403, 5553, or consent of instructor. This course is designed to provide students with an opportunity to engage in the analysis of curriculum planning and implementation of a variety of instructional methods, procedures, and strategies appropriate for the implementation of mandated Individual Family Service Plans, Individual Education Programs, and Individual Transition Plans for children and youth with disabilities. (Credit cannot be earned for both EDP 6203 and C&I 6203.)

6953  **Independent Study**  
3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

6973  **Special Problems**  
3 hours credit. Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

**COURSE DESCRIPTIONS**  
**KINESIOLOGY AND HEALTH**  
(KAH)

5003  **Current Trends in Physical and Health Education**  
(3-0) 3 hours credit. Students will have the opportunity to examine current development in theories and practices of physical education. Recent research and literature will be examined for causes and consequences of today’s issues, trends, and problems.

5013  **The Role of Sport in Society**  
(3-0) 3 hours credit. Examination of sport and physical activity from a contemporary viewpoint; its impact on society and the affective roles that it takes as part of our social structure and the institution of education.
5023 Management of Kinesiology and Health Programs
(3-0) 3 hours credit.
An examination of the various functions involved in the management of a sport-, health-, or recreation-related organization. Among the topics for investigation will be budgeting, facilities, scheduling, promotion, and liability.

5033 Sport Psychology
(3-0) 3 hours credit.
The study of human behavior in sport and physical activity. Psychological aspects include motivation, performance, personality, aggression, and other behaviors of the various participants.

5053 Principles of Exercise Physiology
(3-0) 3 hours credit.
Examination of the physiological effects of exercise on the body, with particular emphasis on the musculoskeletal, cardiovascular, and respiratory systems. Laboratory techniques used to assess physiological parameters will be included.

5063 Health Behaviors
(3-0) 3 hours credit.
A study of the determinants of human behavior as they relate to current health issues. Health behavior models and underlying rationales for prevention and intervention strategies will be examined.

COURSE DESCRIPTIONS
SECONDARY EDUCATION
(SED)

6953 Independent Study
3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record.
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, may be counted toward the master’s degree.

6973 Special Problems
3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, may be counted toward the master’s degree.
DOCTOR OF PHILOSOPHY DEGREE IN EDUCATIONAL LEADERSHIP

The Doctor of Philosophy degree in Educational Leadership is a cooperative program between UTSA and The University of Texas at Austin. However, the degree-granting authority rests totally with The University of Texas at Austin. This means that the diploma will have on it the name of The University of Texas at Austin.

The degree is designed to offer the student an opportunity for advanced study in the administration and governance of educational organizations. Special attention is given to culturally diverse school districts and other agencies, so that graduates may be better able to meet the multicultural needs in the Southwest, particularly South Texas.

Program Admission Requirements. Students must be admitted to both UTSA and The University of Texas at Austin. Admission is based on multiple criteria. Individuals not possessing the minimum Graduate Record Examination score or grade-point average are encouraged to apply and present additional information that may be considered in the admission process.

Degree Requirements. Degree requirements are those listed in The University of Texas at Austin Graduate Catalog. The minimum number of semester hours required for this degree is forty-eight (48) above the master’s degree. Each student’s program of study is based upon the student’s prior academic record and degree and career goals. Any changes in the program requirements for the doctoral degree at The University of Texas at Austin will also apply in the cooperative program. During 1993–95, a limited number of courses will be offered by UTSA faculty.

Each student will take a written two-day candidacy examination after completing a substantial amount of the program in core areas and designated electives. The examination will include a comprehensive test of generic “core” administrative knowledge and a specialized section. Faculty members from UTSA and The University of Texas at Austin will read the examinations. Each student also must successfully complete an oral examination. A student may be admitted to candidacy for the degree only when (1) these examinations have been successfully completed, (2) a program of study has been approved, (3) a dissertation topic has been approved, and (4) a dissertation committee has been appointed. All work in a candidate’s proposed program must have been taken within six years of the time the student is admitted to candidacy.

Residence requirements will be consistent with present requirements at The University of Texas at Austin. Residency consists of a minimum of nine semester hours (excluding dissertation registrations) in each of two consecutive semesters, one of which may be a full summer session.

A dissertation is required of all candidates for the degree of Doctor of Philosophy. The dissertation shall constitute a contribution to knowledge and will be a product of the thorough investigation of a basic and significant area of educational leadership. A publication listing specific steps in completing the dissertation may be obtained from the office of the Division of Education at UTSA.
COURSE DESCRIPTIONS - DOCTORAL LEVEL
EDUCATIONAL LEADERSHIP (EDL)

7103 Contemporary Theory Base in Educational Leadership
(3-0) 3 hours credit. Prerequisite: EDL 6403 or consent of instructor. In-depth study of current theory related to educational leadership. Exploration and analysis of relevant research and applications to executive administrative practices.

7113 Sponsored Internship in Educational Leadership
(1-16) 6 hours credit/3 hours credit for each of two consecutive semesters. Prerequisite: Admission through assessment and screening process jointly administered by UTSA and cooperating sponsors (application available). Individually designed internship experience in educational leadership in school systems, adult and higher education, and other human service institutions. Jointly supervised by EDL faculty and field administrators from cooperating institutions.

7123 Current Issues in School Finance
(3-0) 3 hours credit. Prerequisite: EDL 5103 or consent of instructor. Inquiry to school finance issues in local, state, and federal arenas; public education as an economic institution.

7133 Legal Issues in Educational Administration
(3-0) 3 hours credit. Prerequisite: EDL 5703 or consent of instructor. Special topics in legal aspects of executive management and administration of educational institutions. Emphasis on contemporary legal issues related to institutional policies and upper-level administrative operations.

7143 Topics in Personnel Administration
(3-0) 3 hours credit. Prerequisite: EDL 6403 or consent of instructor. Study and analysis of contemporary issues related to institutional-level operations in personnel management. Studies in policy development related to personnel evaluation, recruitment, selection, and management.

7203 Organizational Analysis and Educational Leadership
(3-0) 3 hours credit. Prerequisite: EDL 6403 or consent of instructor. Examination of various methods of organizational analysis, their application to educational institutions in a pluralistic society, and the use of organizational analyses by educational administrators.

7213 Staff Development and Professional In-Service Programs
(3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor. Examination of theory base for adult education and professional staff development. Models for the design and implementation of workshops, seminars, and academy processes will be analyzed. Clinical experience is a part of the course design.

7233 Leadership in Curriculum Development
(3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor. An examination of processes related to the facilitation and management of curricular innovation and delivery systems in varied educational
settings, including school systems, higher education, and other human service institutions.

7243 Strategic and Operational Planning in Education
(3-0) 3 hours credit. Prerequisite: EDL 6403 or consent of instructor. Examination of contemporary models for the development, facilitation, and implementation of institutional planning. Review and analysis of current practices and applicable theory base. Applied research project is expected.

7333 Contemporary Philosophy and Educational Leadership
(3-0) 3 hours credit. Prerequisite: Consent of instructor. Examination of current educational philosophies and their relationship to educational leadership practices. Review and analysis of social, moral, and institutional influences on individual philosophy and leadership patterns.

7403 Instructional Leadership and Institutional Management
(3-0) 3 hours credit. Prerequisite: EDL 7103 or consent of instructor. Examination and analysis of conflicting theory and practices in instructional leadership and school management; includes study in related problems in educational, political, military, and other human service organizations.

7413 Advanced Seminar in Instructional Supervision
(3-0) 3 hours credit. Prerequisite: EDU 6003 or consent of instructor. Examination of theory and contemporary model practices in instructional supervision. Analysis and evaluation of alternative approaches to the supervision of instructional personnel in schools and other educational organizations.

7433 Advanced Seminar: Administrator as Instructional Leader
(3-0) 3 hours credit. Prerequisite: EDL 7103 or consent of instructor. Identification and analysis of strategies, techniques, and problems involved in administering and evaluating site-based and district instructional leadership programs.

7503 Research on Executive Level Educational Management Positions
(3-0) 3 hours credit. Prerequisite: EDL 7103 or consent of instructor. Advanced study in special problems and contemporary issues related to practice in executive-level positions in education and related fields.

7513 Research in Educational Leadership
(3-0) 3 hours credit. Prerequisites: Admission to candidacy for the doctoral degree and consent of graduate advisor. Design and analysis selection process for individual research and projects in Educational Leadership.

7996 Dissertation
(1-16) 6 hours credit. Prerequisites: Admission to candidacy for the doctoral degree and consent of graduate advisor. May be repeated for credit, but not more than 12 hours will apply to the doctoral degree.
DIVISION OF SOCIAL AND POLICY SCIENCES

MASTER OF PUBLIC ADMINISTRATION DEGREE

The Master of Public Administration (M.P.A.) degree is a professional degree designed to prepare individuals for positions of leadership in management and/or policy at several levels of government, in non-profit agencies, and in private sector areas where knowledge of government is important.

Program Admission Requirements. In order to qualify for unconditional admission, applicants must satisfy University-wide graduate admission requirements, submit either Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) scores, and have completed undergraduate courses in research methods or statistics, economics, and United States government. Applicants who do not meet these requirements will be considered for conditional admission. Admission decisions will be based on a combination of the following factors: (a) undergraduate or graduate transcripts, (b) GRE or GMAT test scores, and (c) professional background. Admission as a special graduate student does not guarantee subsequent admission as a degree-seeking graduate student. Such students must re-apply for degree-seeking status.

Degree Requirements. The minimum number of semester hours required for the M.P.A. degree, exclusive of coursework or other study required to remove deficiencies, is 36. In addition to these basic degree requirements, students without prior public service employment must complete 6 semester hours of PAD 6963-6: Internship, PAD 6923: Applied Research, or PAD 6983-6: Master’s Thesis.

All candidates for the degree must complete:

A. 21 semester hours of core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PAD 5003</td>
<td>Contemporary Perspectives on Public Administration</td>
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<tr>
<td>PAD 5023</td>
<td>Quantitative Methods for Public Administration</td>
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<tr>
<td>PAD 5033</td>
<td>Theories of Public Bureaucracy</td>
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<tr>
<td>PAD 5323</td>
<td>Public Policy Formation and Implementation</td>
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<tr>
<td>PAD 5343</td>
<td>Personnel Management in the Public Sector</td>
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<tr>
<td>PAD 5363</td>
<td>Public Sector Financial Management</td>
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<tr>
<td>PAD 5393</td>
<td>Economics for Public Administrators</td>
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</tbody>
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Normally, students will enroll in PAD 5003 and 5023 during their initial semester.

B. 9 semester hours in one of the following specializations, chosen in consultation with the M.P.A. program Graduate Advisor:

- Health Policy and Administration
- International and Policy Administration
- Justice Policy and Administration
- Public Management
- Public Policy
- Urban Planning Management

C. 6 semester hours of electives.
D. Comprehensive Examination. All candidates for the degree are required to pass both written and oral comprehensive examinations. Examinations are given in the Fall and Spring semesters and are scheduled after a student has completed at least 30 semester hours in the program, including all core requirements.

E. Thesis Option. Students may also elect to complete a thesis as part of their M.P.A. degree program. Arrangements for this option are made through the Graduate Advisor of Record.

COURSE DESCRIPTIONS
PUBLIC ADMINISTRATION
(PAD)

5003 Contemporary Perspectives on Public Administration
(3-0) 3 hours credit.
Provides an introductory overview of major issues in public administration. Examines the roots of the discipline in relation to current trends in public sector management.

5013 Communication Skills for Public Management
(3-0) 3 hours credit.
Designed to improve a student's ability to use oral, written, graphic, and other presentation techniques as a means of expressing and conceptualizing ideas. (Formerly PAD 6513. Credit cannot be earned for both PAD 5013 and PAD 6513.)

5023 Quantitative Methods for Public Administration
(3-0) 3 hours credit. Prerequisite: STA 1064, SSC 3013, or an equivalent. Quantitative aspects of analysis and decision making, emphasizing research design and use of inferential and descriptive statistics with computer applications. Univariate analysis through multivariate analysis is covered. Cost-benefit analysis, linear programming, and decision trees also may be covered. (Formerly PAD 5903. Credit cannot be earned for both PAD 5903 and PAD 5023.)

5033 Theories of Public Bureaucracy
(3-0) 3 hours credit.
Students are offered the opportunity to examine some of the major theories of bureaucracy and their effect on the development of public bureaucracy in the United States. The relationship of major sociological and ethical theories to public bureaucracy will also be examined. (Formerly POL 5353. Credit cannot be earned for both POL 5353 and PAD 5033.)

5223 Urban Management
(3-0) 3 hours credit.
An examination of the major economic, social, and political processes involved in managing urban government in the United States. Special attention is given to retrenchment, capital budgeting, and intergovernmental financial policies as they relate to municipal government.
5233 Scope and Methods of Analytical Inquiry  
(3-0) 3 hours credit.  
An exploration into the nature, breadth, and modes of analytical inquiry relevant to social, natural, managerial, policy, or other applied sciences. Attention focuses initially on the conduct of analysis, scientific investigation, and systematic inquiry.

5303 Ethics in Government Administration  
(3-0) 3 hours credit.  
An analytical and normative inquiry into the philosophical and legal foundations of government administration; the propriety, application, and enforcement of ethical standards for conducting government. An empirical inquiry into the behavior of personnel in specific administrations. Topics may include the dilemmas associated with public administration in democracies, multicultural environments, and societies marked by socio-economic and ideological stratification.

5323 Public Policy Formation and Implementation  
(3-0) 3 hours credit.  
Processes through which public demands are generated, converted, and incorporated into formal policy. Examination of the multiple environmental factors which may affect policy implementations and outcomes.

5333 Public Policy Evaluation  
(3-0) 3 hours credit. Prerequisite: PAD 5023 or consent of instructor.  
The process, politics, and methodology of analyzing and evaluating public programs. Uses, limitations, and biases of particular methods such as cost-benefit analysis. Students are required to produce a report applying diagnostic techniques and value judgments to a particular program.

5343 Personnel Management in the Public Sector  
(3-0) 3 hours credit.  
The evolution of public personnel administration in the United States at the federal, state, and local levels. Problems of recruitment, in-service training, promotion, dismissal, and employee production evaluation. Merit, civil service, career, and patronage systems. Unionization, collective bargaining, and strikes in the public sector. (Formerly POL 5343. Credit cannot be earned for both POL 5343 and PAD 5343.)

5353 Policy Issues in Public Services and Employment  
(3-0) 3 hours credit.  
Analyzes current issues of interest such as evaluation of public services, productivity evaluation, job incentives, public awareness, budget techniques, and revenue generation. May be repeated when topics vary.

5363 Public Sector Financial Management  
(3-0) 3 hours credit.  
An examination of techniques and processes of financial management in public sector organization. Emphasis is on the practice of financial planning, budgeting, accounting, and the design/management of financial information systems.
5393 Economics for Public Administrators  
(3-0) 3 hours credit.  
Examines the basic concepts of macroeconomics and microeconomics as they relate to public policy formation and administration. Focus is on government involvement in the economy and the effects of market and non-market failure.

5423 Employment and Training Programs  
(3-0) 3 hours credit.  
An analysis of public policies and programs designed to deal with the problems of unemployment, inflation, poverty, and inequality.

5433 Affirmative Action Policies  
(3-0) 3 hours credit.  
The theoretical bases for affirmative action policies will be explored from economic, political, and legal perspectives. The operation of typical policies will be analyzed. Interaction of affirmative action policies with civil service rules, collective bargaining structures, and internal personnel systems are discussed.

5503 Introduction to Urban Planning  
(3-0) 3 hours credit.  
The course explores the development of methodologies and evolution of the city planning movement. An introduction to the major concepts and procedures used by city planners, with emphasis on the elements and technical functions of the urban general plan.

5513 Urban and Regional Economic Development  
(3-0) 3 hours credit.  
The scope and status of urban-regional economic development. Analyses of factors contributing to the economic growth or decline of American cities or regions. Roles of government in urban and regional economic development. Public/private cooperation. Case studies.

5543 Urban Housing  
(3-0) 3 hours credit.  
Analysis of housing problems, their causes, and attempted solutions. Specific attention is given to the dynamics of the urban housing market.

5563 Urban Planning Methods  
(3-0) 3 hours credit. Prerequisite: PAD 5503 or consent of instructor.  
This course focuses on the practical application of analytical tools and techniques available to the city planner in addressing social, economic, and environmental problems. Emphasis is placed on the comprehensive plan. Planning tools to be used are shift-share, input-output, trade area, fiscal impact, and demographic analysis.

5623 Comparative Public Administration  
(3-0) 3 hours credit.  
Analysis of a variety of contemporary administrative systems in Western, Communist, and developing nations. Special attention to historical development, organization, functioning, and recruitment in selected bureaucracies. Examines relationships between bureaucracies and other components of the political system.
5643 **International Security Policy and Administration**  
(3-0) 3 hours credit.  
A comparative examination of governmental functions that provide defense, internal security, and economic and social administration. Topics may include comparative policy formulation; resources and defense postures; defense systems, arms transfers, and control; nuclear environment; force in international law; diplomacy; threat perception and strategic surprise; intelligence agencies; and deterrence.

5653 **Public Policy and Administration in Latin America**  
(3-0) 3 hours credit. Prerequisite: Consent of instructor.  
Focuses on the distinctions of public policy formation and administration in Latin American countries. Interrelationships among countries and with the United States are also addressed.

5663 **Development Administration**  
(3-0) 3 hours credit.  
Explores the basic relationship between administration and development in underdeveloped, newly developing, and developed societies. Also analyzed is the role of development administration and supranational organizations, as well as regional and international political economic organizations.

5813 **Health Issues and Policies**  
(3-0) 3 hours credit.  
An examination of the salient issues affecting public health policy and an examination of the major public health policies and their bases and responses to demand for health services.

5823 **Health Finance and Economics**  
(3-0) 3 hours credit.  
The course examines and considers issues of the finance of public health programs in the context of public demands and limited resources. Financial interaction between federal, state, and local governments and the private health care delivery system will also be explored. Focus will be placed on budgetary measures in the context of major public health problems such as AIDS.

5833 **The Aging Population and Health Administration**  
(3-0) 3 hours credit.  
The course analyzes the administrative responses needed to address changing public health demands created by demographic shifts in the population leading to an increasing elderly population.

5843 **Epidemiological Demands and Health Administration**  
(3-0) 3 hours credit.  
Analyzes the administrative responses needed to address immediate and long-term issues of the factors involved in large-scale disease prevalence.

5863 **International Health Issues**  
(3-0) 3 hours credit.  
This course investigates salient health issues in countries other than the United States. Special focus is on the health problems of developing countries.
5873 Health Administration  
(3-0) 3 hours credit.  
An examination of the role of the public health administrator and the methods of public health administration within the context of public health policy.

6213 Social Justice  
(3-0) 3 hours credit.  
The provision of normative guidance for understanding social issues and tracing the consequences of public service policies and programs through various constructions of justice. Competing facts and values which surround the contemporary debate over justice policy and practice. Topics include human agency, resistance to domination, developing alternative organizations, development of moral reasoning and values, and distributive justice.

6223 Legal Regulation of Urban Systems  
(3-0) 3 hours credit. Prerequisite: PAD 5503 or consent of instructor.  
This course focuses on how the law affects municipal management and planning practice. Topics include legal research, real property law, municipal corporations, land use and land development regulation, and municipal annexation.

6233 Law and Policy  
(3-0) 3 hours credit.  
This course examines the relationship between law and policy in the three branches of government and at the federal, state, and local levels. It focuses on the relationships between behavior and public law and policy.

6533 Transportation Planning  
(3-0) 3 hours credit.  
The course will examine existing and future urban transportation systems and principles in terms of their impact on urban, human, and natural resources.

6543 Urban Service Systems  
(3-0) 3 hours credit.  
Study of urban service systems (e.g., medical services, water/sewer systems, police systems, fire systems) as interrelated systems by analyzing their measures of effectiveness. The use of mathematical models for analyzing these functions is reviewed. Specific attention is given to spatial allocation, risk analysis, municipal deployment analysis, and multiattribute utility techniques.

6923 Applied Research  
(3-0) 3 hours credit. Prerequisite: Consent of instructor.  
Provides the opportunity to apply substantive expertise and technical skills to management or policy problems in the public sector. May be repeated once for credit with different emphasis.
6953 Independent Study
3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record.
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

6961 Comprehensive Examination
1 hour credit. Prerequisite: Approval of the appropriate Committee on Graduate Studies to take the Comprehensive Examination.
Independent study course for the purpose of taking the Comprehensive Examination. May be repeated as many times as approved by the Committee on Graduate Studies. Enrollment is required each term in which the Comprehensive Examination is taken if no other courses are being taken that term. The grade report for the course is either CR (satisfactory performance on the Comprehensive Examination) or NC (unsatisfactory performance on the Comprehensive Examination).

6963-6 Internship
3 to 6 hours credit.
An opportunity will be provided for the students to work in a setting which will permit them to apply the knowledge learned in the formal instruction part of the program. May be repeated for credit, but not more than 6 hours will apply to the master’s degree.

6973 Special Problems
3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

6983-6 Master’s Thesis
3 to 6 hours credit. Prerequisites: Permission of the Graduate Advisor of Record and thesis director.
Thesis research and preparation. May be repeated for credit, but not more than 6 hours will apply to the master’s degree. Credit will be awarded upon completion of the thesis. Enrollment is required each term in which the thesis is in progress.

COURSE DESCRIPTIONS
CRIMINAL JUSTICE
(CRJ)

5013 Crime and Justice: Theory and Policy
(3-0) 3 hours credit.
An examination of the phenomenon of crime and its impact on victims, social institutions, and the criminal-justice system. Particular attention will be given to the interactions between theories of crime, the processes
for developing policy alternatives, and implementation of justice delivery. (Formerly CRJ 5003. Credit cannot be earned for both CRJ 5003 and CRJ 5013.)

5423 Seminar in Correctional Administration
(3-0) 3 hours credit.
A study of correctional components of the criminal justice system, including institutional and community-based. Reviews impact of legal and social change on correctional agencies. Emphasis on planning and evaluation of innovative programs.

5543 Juvenile Justice, Schools, and Public Policy
(3-0) 3 hours credit.
An examination of the causes, extent, and nature of delinquent behavior, the role of schools, and related social institutions. Focuses on juvenile law and the judicial process, school, and public policies for delinquency prevention and control; evaluative research on the relative costs and effectiveness of various interventions and programs. (Credit cannot be earned for both CRJ 5543 and CRJ 6973.)

5753 Legal Dimensions of Criminal Justice
(3-0) 3 hours credit.
A review of recent and contemporary legal issues related to the administration of criminal justice. Examines legal parameters of the criminal justice system in terms of impact on various component parts.

6953 Independent Study
3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student's Graduate Advisor of Record.
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master's degree.

6973 Special Problems
3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master's degree.

COURSE DESCRIPTIONS
GEOGRAPHY
(GRG)

5303 Economic Geography
(3-0) 3 hours credit.
Substantive and theoretical consideration of the economic implications of geography. Topics include the development of industrial patterns, subsistence patterns, transportation systems, and resource exploitation.
Central place theory, Boserup's theory of agricultural growth, and other theoretical matters are considered.

5323 Seminar in Urban Geography
(3-0) 3 hours credit.
Advanced study of urban structure and urban dynamics viewed from a spatial perspective. Topics may include urbanization, housing and neighborhood space, intraurban migration, the location of economic activity in the city, and urban land use systems. May be repeated for credit when the topics vary.

6973 Special Problems
3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master's degree.

COURSE DESCRIPTIONS
POLITICAL SCIENCE
(POL)

5023 Political Economy
(3-0) 3 hours credit.
Analysis of the interplay of politics and economics in the domestic and international arenas. Divergent theoretical perspectives and their basis in the work of classical and contemporary political economists of international trade, technology policy, educational reform, industrial restructuring, privatization, environmental policy, and labor-market policy may be examined.

5033 Political Communications and Behavior
(3-0) 3 hours credit.
An examination of major theories and research dealing with human behavior and interaction in politics, drawing on the literature of political sociology, political communications, political anthropology, and political psychology. Professional applications such as public opinion polling, political journalism, public relations, campaign management, political advertising, and political consulting.

5153 American Government and Politics
(3-0) 3 hours credit.
An examination of the major issues, problems, and processes of American government and administration.

5503 Constitutional Law and Judicial Decision Making
(3-0) 3 hours credit.
An advanced course in constitutional law and interpretation. Special emphasis is placed on written judicial decisions, the political environment of judicial decision making, and the impact of constitutional policy upon society.
5513 Administrative Law
(3-0) 3 hours credit.
Students are provided the opportunity to examine administrative rules, regulations, and procedures from a legal perspective. Topics may include the delegation of authority; administrative rule making, discretion, and hearings; freedom of information; and judicial review of administrative rulings.

5603 International Relations
(3-0) 3 hours credit.
An analysis of the complexity of the international system: its actors, institutions, economics, conflicts, and management. Topics may include development, military conflicts, aid, conflict resolution, international institutions, resources, the environment, and space.

5623 Intergovernmental Relations in the United States
(3-0) 3 hours credit.
The administrative and political effects of the division of authority among coordinate units of government. Federal-state, state-local, local-federal, state-state, local-local, and governmental-nongovernmental relations will all be examined.

5703 American Foreign Policy
(3-0) 3 hours credit.
An intensive analysis of the policy formulation process and the substance of selected contemporary problems in foreign policy. Political and institutional factors affecting foreign policies will be stressed along with the analysis of policy options.

5713 Comparative Political Systems
(3-0) 3 hours credit.
Comparative analysis of institutions, processes, and policy objectives in various Western, Communist, and developing political systems.

5723 International Organizations
(3-0) 3 hours credit.
An examination of international political and economic organizations, as well as major issues involving them. Topics may include alliance systems, regional development, common markets, peacekeeping, international conferences, United Nations, IMF, World Bank, and regional organizations.

6953 Independent Study
3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student's Graduate Advisor of Record.
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master's degree.
6973 Special Problems
3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

COURSE DESCRIPTIONS
SOCIOLOGY
(SOC)

6953 Independent Study
3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the student’s Graduate Advisor of Record.
Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.

6973 Special Problems
(3-0) 3 hours credit. Consent of instructor.
An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Problems courses may be repeated for credit when the topics vary, but not more than 6 hours, regardless of discipline, will apply to the master’s degree.