COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES
Master of Arts Degree in Anthropology

The Master of Arts program in Anthropology emphasizes the anthropology of North and Middle America. Students, in conjunction with faculty, may design their programs on the anthropology of North or Middle America, with a focus on the subdisciplines of archaeology or cultural anthropology. Faculty expertise lies in the archaeology of the Maya region; the archaeology of Texas, the American Southwest, and northern Mexico; the cultural anthropology of Texas and the Plains; ethnography and applied anthropology of Mexico and the United States; and medical anthropology of the Border region.

Program Admission Requirements. Applicants must submit a 500-word statement of purpose and two letters of recommendation with their applications. Applicants for admission as degree-seeking students must meet University-wide admission requirements and submit Graduate Record Examination (GRE) scores. Details are described in a supplementary application packet available from the Office of Graduate Studies or the Graduate Advisor of Record.

Applicants will be considered for unconditional admission as degree-seeking students if they have attained a grade-point average of at least 3.0 in the last 60 hours of undergraduate coursework and a combined score of 1000 on the verbal and quantitative sections of the GRE.

Applicants who do not meet these admission requirements may be considered for admission on a probationary basis if there are strong indications of unrealized academic potential.

Applicants for admission as non-degree-seeking students (special graduate students or non-degree-seeking graduate students) need not submit GRE scores but should have completed at least 12 semester credit hours in anthropology (with no more than 6 of the 12 in field school) before application. Non-degree-seeking students may be limited in the courses they are permitted to take. Admission as a non-degree-seeking student does not ensure 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. The minimum number of semester credit hours required for this degree is 33 (with thesis) or 36 (without thesis). In addition to the University’s general requirements for graduate study and any coursework or other study required as a condition of admission, the Master of Arts degree in Anthropology requires the following:
A. 6 semester credit hours of required basic courses:

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

B. 3 semester credit hours from one of the following methods courses, depending on the student's interest area:

ANT 5513 Seminar in Analytical Methods in Archaeology
ANT 6353 Field Research Methods in Cultural Anthropology

C. 18 semester credit hours of elective courses chosen in consultation with the student’s advisor and subject to the following conditions:

1. Students will normally take a minimum of 6 semester credit hours of electives in regular, organized graduate anthropology courses (this excludes fieldwork, independent studies, and internships). Exceptions may only be granted by the Graduate Studies Committee in Anthropology.

2. A maximum of 9 semester credit hours of fieldwork (ANT 5556, 6443, 6933, or 6953) may be applied toward the degree.

3. A maximum of 6 semester credit hours of internship (ANT 6931-3) may be applied toward the degree.

4. A maximum of 6 semester credit hours of independent study (ANT 6951-3) may be applied toward the degree.

5. A maximum of 6 semester credit hours of unduplicated upper-division undergraduate coursework may be applied to the degree.

6. Students are expected to develop a primary regional expertise. Knowledge of this region will be evaluated as part of the comprehensive evaluation (see below). In addition, 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.

D. Although there is no programwide language proficiency requirement, certain programs of study require students to demonstrate proficiency in a second language or in statistics. Students should consult their advisors regarding this matter.

E. A written comprehensive examination, tailored to the student’s program and area of concentration, is required. The comprehensive examination will be taken no later than nine months after the completion of the required coursework. Satisfactory performance on the comprehensive examination is required for advancement to Option I or Option II.

F. **Option I (with thesis).** 6 semester credit hours of ANT 6983 Master’s Thesis. or
Option II (without thesis). 9 semester credit 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 a master's 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.

## COURSE DESCRIPTIONS

### ANTHROPOLOGY (ANT)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5023</td>
<td>History, Method, and Theory of Archaeology</td>
<td>(3-0) 3 hours credit.</td>
<td>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.</td>
</tr>
<tr>
<td>5033</td>
<td>Paradigms of Americanist Anthropology</td>
<td>(3-0) 3 hours credit.</td>
<td>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.</td>
</tr>
<tr>
<td>5043</td>
<td>Seminar in Laboratory Methods in Anthropology</td>
<td>(3-0) 3 hours credit.</td>
<td>This seminar reviews the physical and technical aspects of analysis of anthropological materials. May be repeated for credit when topics vary.</td>
</tr>
<tr>
<td>5053</td>
<td>Seminar in Economic Anthropology</td>
<td></td>
<td>Economic anthropology is the comparative study of the organization of production, distribution, and consumption, and the values and meanings associated with those activities. This course provides an overview of the history, scope, and development of economic anthropology, including formalist, substantivist, and Marxist approaches. Ethnographic cases are used to examine economies across different levels of complexity, and to explore how anthropologists have described preindustrial and industrial economies.</td>
</tr>
<tr>
<td>5283</td>
<td>Hunters and Gatherers</td>
<td>(3-0) 3 hours credit.</td>
<td>A study of the major issues archaeologists address concerning the cultural ecology and cultural evolution of hunters and gatherers around the world.</td>
</tr>
<tr>
<td>5413</td>
<td>Seminar in the Prehistory of Texas and Adjacent Areas</td>
<td>(3-0) 3 hours credit.</td>
<td>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.</td>
</tr>
</tbody>
</table>
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 is on current research.

5473 Settlement Pattern Analysis
(3-0) 3 hours credit.
This course explores the wide array of data and theories used to identify and explain the patterned distribution of human activity. Archaeology's dependence on settlement pattern data is underscored, and the relationships between data and theory are critically evaluated.

5513 Seminar in Analytical Methods in Archaeology
(3-0) 3 hours credit.
Basic quantitative and qualitative approaches to the analysis and interpretation of archaeological field and laboratory data are reviewed.

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.

6113 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.

6133 Seminar in Medical Anthropology
(3-0) 3 hours credit. Prerequisite: ANT 3173 recommended.
Course focuses 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.

6203 Seminar in Recent Trends in Archaeological Method and Theory
(3-0) 3 hours credit.
A survey of major issues in archaeological method and theory. Attention is focused on recent methodological and theoretical developments in archaeology. May be repeated for credit with different instructors.

6213 Topics in the Anthropology of Native North America
(3-0) 3 hours credit.
An organized course examining topics of current interest to anthropologists with a focus on North America. May be repeated for credit.
6223  The Archaeology of Household and Residence  
(3-0) 3 hours credit.  
This course examines the data, methods, and theories used to reconstruct the composition and activities of domestic groups. The relevance of household studies in archaeology is stressed through inspection of the economic, political, and ideological links between domestic groups and broader social formations.

6303  Seminar in Research Design and Proposal Writing  
(3-0) 3 hours credit.  
This course familiarizes students with the philosophical foundations of social science research, the structure and types of research designs, and pragmatic considerations of data acquisition and analysis. The relationship between theory and research design and methods is emphasized. The final project is a thesis research proposal for submission for funding.

6353  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.

6443  Supervised Field Research  
(0-9) 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. The grade report for the course is either CR (satisfactory performance) or NC (unsatisfactory performance). May be repeated for credit.

6503  Seminar in Cultural Resource Management  
(3-0) 3 hours credit.  
This seminar reviews the legislative basis, practical application, and current state of cultural resource management in Texas and the United States.

6931-3  Internship in Anthropology  
1 to 3 hours credit.  
A supervised experience, relevant to the student’s program of study, within selected community organizations. Must be taken on a credit/no credit basis, but not more than 6 hours will apply to a master’s degree.

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 a master’s degree.
6961 Comprehensive Examination
1 hour credit. Prerequisite: Approval of the appropriate graduate studies committee 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 Graduate Studies Committee. 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).

6971-3 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.

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 Arts Degree in History

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

The program has two objectives: to give students an understanding of the discipline, and 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 thesis and nonthesis options. Students who anticipate graduate work beyond the master’s level are advised to select the thesis option.

Program Admission Requirements. Applicants must have completed 18 semester credit hours in history (12 of which were at the upper-division level). Relevant coursework in related disciplines will be considered. Applicants must have a minimum grade-point average of 3.0 or combined math and verbal Graduate Record Examination (GRE) scores of 1000 or above. Applicants are encouraged to submit a 500-word statement of purpose.

Applicants for admission as non-degree-seeking students (special graduate students or non-degree-seeking graduate students) should have completed at least 12 semester hours in history or a related field before application. Non-degree-seeking students
may be limited in the courses they are permitted to take. Admission as a non-degree-seeking student does not ensure subsequent admission as a degree-seeking student.

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

Degree candidates must complete

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

- HIS 5013 Modern Europe
- HIS 5033 Readings in American History I
- HIS 5043 Readings in American History II
- HIS 5053 Medieval Europe
- HIS 5063 Early Modern Europe

B. 15 semester credit hours of elective courses, chosen in consultation with the student’s advisor. Up to 6 hours may be taken in disciplines outside history with prior approval of the student’s graduate advisor of record. Outside courses must clearly support the student’s program of study.

C. 6 semester credit 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 take HIS 6813 and then HIS 6903 in the same subject.

D. 6 semester credit hours as follows:

*Option I* (with thesis). The satisfactory completion of HIS 6983 Master’s Thesis (6 hours) in accordance with University regulations as stated in Options for Master’s Degrees in chapter 6, Master’s Degree Regulations.

*Option II* (without thesis). 6 semester credit hours of coursework in addition to that required under C above. An additional proseminar-research seminar sequence is recommended, particularly for students interested in pursuing doctoral degrees.

In addition to the requirements set forth above, degree candidates 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 items 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. 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.
The language competence option is normally 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. (Formerly HIS 5083. Credit cannot be earned for both HIS 5013 and HIS 5083.)

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 Europe**
(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 focuses on changing interpretations in medieval history but also stresses 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; nontraditional 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 and early twentieth century. 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 on 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 that 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 is 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 is given to the disintegration of the colonial system, 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 focuses 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 focuses 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 also examines 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 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. Topics range from seventeenth-century slavery to the equal rights revolution of the twentieth century.

6163 Women in the United States  
(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 United States  
(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.

6193 The City in History  
(3-0) 3 hours credit.  
Exploration of the roles of the urban place in the formation of modern culture, society, and polity. Evaluation of the shifting functions of the urban factor and cultural change. Focus is on the U.S. experience from a comparative perspective.

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 have the opportunity to gain experience in research design, data collection, data manipulation, and statistical analysis with the aid of mainframe and microcomputers. Experience with computers or coursework in statistics is desirable but not required.

6623  The Uses and Abuses of History  
(3-0) 3 hours credit.  
The example of historical investigation of the standing, status, legitimacy, and value of history and related humanities disciplines within and outside schools and universities. Interests include public and private roles of scholars and intellectuals, public history, literary and cinematic uses, public policy applications, cultural criticism, and alternative conceptions of humanists' and historians' activities.

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 graduate studies committee 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 Graduate Studies Committee. 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 Degree in Psychology

The Master of Science degree in Psychology is designed to address the needs of two groups of students: students who wish to pursue doctoral studies and need additional coursework and research experience in order to be competitive for admission to doctoral programs, and students who need graduate-level training in order to be competitive for jobs in behavioral science laboratory settings. The program is designed to give students extensive research experience and coursework in experimental methodology, statistics, and the content areas of experimental psychology (e.g., social, personality, cognitive, developmental, clinical).

Program Admission Requirements. Degree-seeking students normally are not admitted for the spring or summer semesters due to course-sequence requirements in the program. Applicants for unconditional admission in the Fall Semester must meet University-wide admission requirements in addition to the following psychology admission requirements:

1. Combined scores of 1000 on the verbal and quantitative sections of the Graduate Record Examination (GRE).
2. Completion of a minimum of 18 undergraduate credit hours in psychology (12 of which must be at the upper-division level). These hours must include at least one course in statistics and one course in experimental psychology. A single
course that combines instruction in statistics and experimental methodology may be accepted, pending the approval of the Graduate Committee in Psychology.

3. A grade-point average of at least 3.0 in the last 60 hours of undergraduate coursework and a 3.0 average in psychology courses.

4. Completion of the Psychology Graduate Application, which addresses issues pertaining to research experience and professional goals. Call the Division of Behavioral and Cultural Sciences at (210) 458-4333 to request the application.

5. Two letters of recommendation from behavioral scientists with whom the applicant has taken undergraduate or graduate courses. Recommendation forms are included with the Psychology Graduate Application.

All application materials must be submitted by the University’s fall application deadline. The Psychology Graduate Application and the letters of recommendation should be sent directly to the Graduate Advisor of Record in the Division of Behavioral and Cultural Sciences. The University application form and application fee, official school transcripts, and GRE scores should be sent directly to the Office of Admissions and Registrar.

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 a limited number of students be admitted each year. Early submission of application materials is strongly encouraged for this reason.

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

Degree candidates must complete

A. 15 semester credit hours of core courses:

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 5113</td>
<td>Contemporary Research Paradigms in Psychology</td>
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<tr>
<td>PSY 5213</td>
<td>Design Considerations in Behavioral Research</td>
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<td>PSY 5413</td>
<td>Inferential Statistics</td>
</tr>
<tr>
<td>PSY 6113</td>
<td>Perspectives in Measurement of Behavior</td>
</tr>
<tr>
<td>PSY 6213</td>
<td>Correlation and Regression Analyses</td>
</tr>
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B. 9 hours chosen from

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PSY 5303</td>
<td>Research Seminar in Developmental Psychology</td>
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<tr>
<td>PSY 5313</td>
<td>Research Seminar in Psychopathology</td>
</tr>
<tr>
<td>PSY 5323</td>
<td>Research Seminar in Individual Differences and Personality Assessment</td>
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<tr>
<td>PSY 5333</td>
<td>Research Seminar in Social Psychological Research</td>
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<tr>
<td>PSY 5343</td>
<td>Research Seminar in Human Cognition</td>
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<tr>
<td>PSY 5353</td>
<td>Research Seminar in Industrial/Organizational Psychology</td>
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</tbody>
</table>
C. A master’s thesis and 6 hours of PSY 6983 Master’s Thesis

D. 6 hours of electives chosen from

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSY 6513</td>
<td>Psychology Research Internship</td>
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<tr>
<td>PSY 6951-3</td>
<td>Independent Study</td>
</tr>
<tr>
<td>PSY 6973</td>
<td>Special Problems</td>
</tr>
</tbody>
</table>

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 PSY 6983 Master’s Thesis.

**COURSE DESCRIPTIONS**

**PSYCHOLOGY (PSY)**

**5113 Contemporary Research Paradigms in Psychology**
(3-0) 3 hours credit. Prerequisite: Consent of the instructor or admission to the psychology program.
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. Prerequisite: Consent of the instructor or admission to the psychology program.
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. Prerequisite: Completion of or concurrent enrollment in PSY 5213 or consent of the instructor.
A critical analysis of the theories and empirical evidence that form the basis for understanding developmental change. Special emphasis is given to the issue of measurement of age-related change.

**5313 Research Seminar in Psychopathology**
(3-0) 3 hours credit. Prerequisite: Completion of or concurrent enrollment in PSY 5213 or consent of the instructor.
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 and Personality Assessment**
(3-0) 3 hours credit. Prerequisite: Completion of or concurrent enrollment in PSY 5213 or consent of the instructor.
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. Prerequisite: Completion of or concurrent enrollment in PSY 5213 or consent of the instructor. 
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. Prerequisite: Completion of or concurrent enrollment in PSY 5213 or consent of the instructor. 
A critical analysis of the ways that humans select, organize, store, retrieve, modify, and apply information as they cope in adapting to the world. The seminar focuses on selected topics of significance in the contemporary information-processing literature.

5353  **Research Seminar in Industrial/Organizational Psychology**  
(3-0) 3 hours credit. Prerequisites: Completion of or concurrent enrollment in PSY 5213 or consent of the instructor. 
A critical analysis of the theories, research methodology, and empirical findings that form the basis for understanding work behavior. Additional focus on methods used to assess and evaluate behavior and jobs.

5413  **Inferential Statistics**  
(3-0) 3 hours credit. Prerequisite: PSY 5213. 
Application of selected parametric and nonparametric procedures to the analysis and interpretation of empirical data.

6113  **Perspectives in Measurement of Behavior**  
(3-0) 3 hours credit. Prerequisite: PSY 5213 or consent of the instructor. 
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: PSY 5213 or consent of the instructor. 
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 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 hour credit. Prerequisite: Approval of the Graduate Studies Committee to take the Comprehensive Examination.
Independent study course for the purpose of taking the Comprehensive Examination. 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. 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 no more than 3 hours, regardless of discipline, may be applied to the master's degree.

6983 Master's Thesis
3 hours credit. Prerequisites: Written thesis proposal must be approved by the Graduate Studies 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 language, culture, and related disciplines. It has concentrations in Bicultural-Bilingual Education, Bicultural Studies, and English as a Second Language.

Program Admission Requirements. The Division of Bicultural-Bilingual Studies offers an interdisciplinary program that encourages applicants from a wide range of disciplines. Applicants who do not meet University-wide requirements for unconditional admission may be admitted conditionally if scores from the Graduate Record Examination* (GRE), letters of recommendation, and/or previous work in the field provide evidence of academic potential.

Degree Requirements. Degree candidates are required to successfully complete a 36-semester-credit-hour program. Upon completion of at least 30 semester credit hours of coursework, the candidate is 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 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 students 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 master’s degree is offered under two options: thesis and nonthesis.

Degree Requirements. Degree candidates must complete the following:

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

Sociocultural Studies (6 hours from the following):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<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>
</tbody>
</table>

*Information on the GRE and applications for the test may be obtained from the Testing Center at UTSA or from the Educational Testing Service, Princeton, New Jersey 08540. The institution code for the University of Texas at San Antonio is 6919-5 for the GRE.

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### M.A. in Bicultural-Bilingual Studies—Bicultural Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<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 5123</td>
<td>Sociolinguistics for Bilingual and Second Language Studies</td>
</tr>
<tr>
<td>BBL 5133</td>
<td>Latino Biculturalism in the United States</td>
</tr>
</tbody>
</table>

**Bilingual Education Theory (3 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBL 5113</td>
<td>Theoretical Foundations of Bicultural-Bilingual Education</td>
</tr>
</tbody>
</table>

**Linguistics and Second Language Studies (3 hours from the following):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 5003</td>
<td>Linguistics for Second Language and Bilingual Specialists</td>
</tr>
<tr>
<td>ESL 5013</td>
<td>Foundations of Second Language Acquisition</td>
</tr>
</tbody>
</table>

**Teaching Methodology: Content and Language (6 hours from the following):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBL 5033</td>
<td>Bilingual Content Instruction</td>
</tr>
<tr>
<td>BBL 5063</td>
<td>Biliteracy in Bilingual Classrooms</td>
</tr>
<tr>
<td>BBL 5143</td>
<td>Communication in Bilingual Classrooms</td>
</tr>
<tr>
<td>BBL 5193</td>
<td>Multicultural Literature for Children</td>
</tr>
</tbody>
</table>

**Research and Assessment (6 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBL 5053</td>
<td>Assessment in Bilingual and Second Language Studies</td>
</tr>
</tbody>
</table>

3 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBL 6043</td>
<td>Bilingual Education Research</td>
</tr>
<tr>
<td>BBL 6063</td>
<td>Research Methods in Bilingual and Second Language Studies</td>
</tr>
</tbody>
</table>

**English as a Second Language (6 hours from the following):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 5053</td>
<td>Second Language Instruction in School Contexts</td>
</tr>
<tr>
<td>ESL 5063</td>
<td>Language and Content-Area Instruction</td>
</tr>
<tr>
<td>ESL 6063</td>
<td>Second Language Writing</td>
</tr>
</tbody>
</table>

### B. **Option I.** 6 semester credit hours of Master’s Thesis

or

### **Option II.** 6 semester credit 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. Emphasis is on the study of biculturalism in the United States. Courses are designed for students with professional, policy, and research interests in intercultural relations, government,

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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, the humanities, social sciences, and business. At least 21 semester credit hours must be courses with a BBL designation. The master's degree is offered under two options: thesis and nonthesis.

**Degree requirements.** Degree candidates must complete the following:

A. Required coursework. 30 semester credit hours of coursework from four major areas as follows:

### Sociocultural Foundations (12 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBL 5003</td>
<td>Foundations for Bicultural Studies</td>
</tr>
</tbody>
</table>

9 additional semester credit hours, selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>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>Latino Biculturalism in the United States</td>
</tr>
<tr>
<td>BBL 6033</td>
<td>Topics in Bicultural Studies</td>
</tr>
</tbody>
</table>

### Historical Foundations (3 hours from the following):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 5263</td>
<td>The Spanish Borderlands, 1521–1821</td>
</tr>
<tr>
<td>HIS 5313</td>
<td>South Texas: Rural and Urban</td>
</tr>
<tr>
<td>HIS 5423</td>
<td>Colonial Mexico</td>
</tr>
<tr>
<td>HIS 5433</td>
<td>Mexico since Independence</td>
</tr>
<tr>
<td>HIS 6173</td>
<td>Hispanics in the United States</td>
</tr>
</tbody>
</table>

### Language and Expressive Culture (9 hours from the following):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHC 5823</td>
<td>Topics in Mesoamerican Pre-Columbian Art</td>
</tr>
<tr>
<td>AHC 5843</td>
<td>Topics in Latin American Colonial Art</td>
</tr>
<tr>
<td>AHC 5853</td>
<td>Topics in Contemporary Latin American Art</td>
</tr>
<tr>
<td>BBL 5043</td>
<td>Ethnography of Communication</td>
</tr>
<tr>
<td>BBL 5093</td>
<td>Multicultural Art and Folklore in the United States</td>
</tr>
<tr>
<td>BBL 5123</td>
<td>Sociolinguistics for Bilingual and Second Language Studies</td>
</tr>
<tr>
<td>BBL 5193</td>
<td>Multicultural Literature for Children</td>
</tr>
<tr>
<td>ESL 5003</td>
<td>Linguistics for Second Language and Bilingual Specialists</td>
</tr>
<tr>
<td>SPN 5473</td>
<td>Latin 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 of the Southwest</td>
</tr>
</tbody>
</table>

### Research Foundations (6 hours from the following):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBL 6073</td>
<td>Ethnographic Research Methods in Bicultural-Bilingual Studies</td>
</tr>
</tbody>
</table>

*Consult the graduate advisor.*
BBL 6053 Testing Members of Bicultural-Bilingual Societies
or
BBL 6063 Research Methods in Bilingual and Second Language Studies

B. Option I. 6 semester credit hours of Master’s Thesis

or

Option II. 6 semester credit hours of graduate elective coursework in bicultural-bilingual studies, English as a second language, or approved related areas

**English as a Second Language Concentration**

This program of study is designed for students interested in teaching English as a second language (ESL) to children or adults in schools and programs in the United States or in international settings. It is an interdisciplinary program that presents systematic instruction in applied linguistics, second language acquisition theory, and ESL program implementation. Students must take at least 21 semester credit hours of English as a second language courses and 9 hours of bicultural-bilingual studies courses. The master’s degree is offered under two options: thesis and nonthesis.

**Degree requirements.** Degree candidates must complete the following:

A. Required coursework. 30 semester credit hours of coursework from four major areas as follows:

The theory of Language, Language Acquisition, and Language Use (12 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 5003</td>
<td>Linguistics for Second Language and Bilingual Specialists</td>
</tr>
</tbody>
</table>

9 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBL 5123</td>
<td>Sociolinguistics for Bilingual and Second Language Studies</td>
</tr>
<tr>
<td>ESL 5013</td>
<td>Foundations of Second Language Acquisition</td>
</tr>
<tr>
<td>ESL 5023</td>
<td>Language Analysis for Second Language Specialists</td>
</tr>
<tr>
<td>ESL 6013</td>
<td>Second Language Acquisition Research</td>
</tr>
</tbody>
</table>

Classroom Practice and Program Designs (9 hours from the following):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 5033</td>
<td>Second Language Reading</td>
</tr>
<tr>
<td>ESL 5043</td>
<td>Listening and Speaking in Second Language Programs</td>
</tr>
<tr>
<td>ESL 5053</td>
<td>Second Language Instruction in School Contexts</td>
</tr>
<tr>
<td>ESL 5063</td>
<td>Language and Content-Area Instruction</td>
</tr>
<tr>
<td>ESL 6043</td>
<td>Family and Adult Literacy in Language Minority Communities</td>
</tr>
<tr>
<td>ESL 6053</td>
<td>Program and Syllabus Design</td>
</tr>
<tr>
<td>ESL 6063</td>
<td>Second Language Writing</td>
</tr>
</tbody>
</table>

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Language Assessment and Evaluation (6 hours from the following):

- BBL 5053 Assessment in Bilingual and Second Language Studies
- BBL 6063 Research Methods in Bilingual and Second Language Studies
- BBL 6073 Ethnographic Research Methods in Bicultural-Bilingual Studies

Sociocultural Studies (3 hours from the following):

- BBL 5003 Foundations for Bicultural Studies
- BBL 5013 Multicultural Groups in the United States
- BBL 5023 Cultural Adaptation in Bilingual Societies
- BBL 5073 Psychological Considerations in Bicultural-Bilingual Environments
- BBL 5133 Latino Biculturalism in the United States

B. Option I. 6 semester credit hours of Master’s Thesis

or

Option II. 6 semester credit hours of graduate elective coursework in bicultural-bilingual studies, English as a second language, or 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 regarding theories of biculturalism and multiculturalism, and theoretical frameworks for the interdisciplinary study of culture and society.

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 relations between culture, language, and the social environment. Explanations for the range of cultural, historical, psychological, and political-economic adaptations in diverse systems.

5033 Bilingual Content Instruction
(3-0) 3 hours credit.
Examines curriculum development, materials, and pedagogy applicable to the integrated teaching of mathematics and the social and natural sciences.
in bilingual classrooms. Emphasizes research-based methods that use the learner's first language as a vehicle for content instruction. 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.
Study and evaluation of means of assessing language proficiency in bilingual and English as a second language programs. Critical review of standardized tests of language proficiency, as well as alternative and informal language assessment techniques; consideration of relationship between second language proficiency and academic achievement; and sociocultural dimensions of testing and assessment.

5063 Biliteracy in Bilingual Classrooms
(3-0) 3 hours credit.
Examines research and instructional practices supporting the acquisition of biliteracy through reading, writing, speaking, and listening. Preparation and adaptation of holistic, thematically based materials and activities. Critical evaluation of existing materials in Spanish. 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 Multicultural Art and Folklore in the United States
(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 emphasizes Latino contributions to mural and street art, regional and religious art, as well as folk, popular, and other arts.

5113 Theoretical Foundations of Bicultural-Bilingual Education
(3-0) 3 hours credit.
A critical analysis of the rationale for bicultural-bilingual education focusing on history, philosophy, and theory. The study and analysis of bicultural-bilingual program designs, research perspectives on effective implementation, and adaptation to community needs.
5123  **Sociolinguistics for Bilingual and Second Language Studies**  
(3-0) 3 hours credit.  
Study of sociolinguistic theory and methodology and their 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  **Latino Biculturalism in the United States**  
(3-0) 3 hours credit.  
A study of Mexican American, Puerto Rican, Cuban, and other Latino communities in the United States in the twentieth century. Topics may include economic labor force participation, cultural revitalization and self-determination patterns, school achievement and performance, political participation, and integration.

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

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  **Multicultural Literature for Children**  
(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 Latinos and Latinas.

6033  **Topics in Bicultural Studies**  
(3-0) 3 hours credit.  
Examines topics of interest in bicultural studies and bilingual education. Possible topics include, but are not limited to, contemporary Chicano arts, Chicanas, Mexican American folklore, cultural factors in human resources development, and bilingual-multicultural school communities. May be repeated for credit when topics vary.

6043  **Bilingual Education Research**  
(3-0) 3 hours credit.  
Examines qualitative and quantitative methods and models applied to the field of bilingual education. Evaluation of community and school-based research that influences instructional policies and practices in bilingual programs.
6053 Testing Members of Bicultural-Bilingual Societies
(3-0) 3 hours credit.
Issues of testing with nondominant ethnic populations; research projects in appropriate assessment of language and cognitive abilities for minority group members.

6063 Research Methods 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.

6941-3 Internship in Bicultural/Multicultural Settings
1 to 3 hours credit.
A supervised experience, relevant to the student’s program of study, within selected community organizations. Must be taken on a credit/no credit basis, but no more than 3 hours will apply to a master’s degree.

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 graduate studies committee 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 Graduate Studies Committee. 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.
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 toward a broad understanding of human language, with particular attention to second language and bilingual contexts.

5013 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 Second Language Reading
(3-0) 3 hours credit.
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, speaking, and pronunciation to second language learners. Emphasizes current theories and development of oral proficiency.

5053 Second Language Instruction in School Contexts
(3-0) 3 hours credit.
Study of instructional strategies and materials, including available community resources. For teaching linguistically diverse students; emphasis on grades K–12.
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.

6033 Topics in Second Language Acquisition and Teaching  
(3-0) 3 hours credit.  
Suggested topics include, but are not limited to, discourse analysis and second language acquisition, technology and second language learning and instruction, and Universal Grammar and second language acquisition. May be repeated for credit when topics vary.

6043 Family and Adult Literacy in Language Minority Communities  
(3-0) 3 hours credit.  
Theoretical and practical aspects of family and adult literacy development in language minority communities. Topics may include relationships between oral and written language; second language literacy; and relationships between literacy and social, economic, and political factors. Implications for program development and implementation.

6053 Program and Syllabus Design  
(3-0) 3 hours credit.  
Theoretical and practical concerns in developing instructional programs to meet the objectives of second language learners, including English for Specific Purposes.

6063 Second Language Writing  
(3-0) 3 hours credit.  
The relationship of writing to second language learning. Review of research on second language writing and examination of writing pedagogy for second language learners.

6943 Internship in English as a Second Language  
3 hours credit. Prerequisites: 18 semester credit 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 6 hours. The internship does not apply toward the semester-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
(3-0)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 seven fields of concentration:

Adult and Higher Education
Curriculum and Instruction
Early Childhood and Elementary Education
Educational Leadership
Educational Psychology/Special Education
Reading and Literacy (pending program approval by the Texas Higher Education Coordinating Board)

Education concentrations provide specialized degree plans in one or more areas of program emphasis so that students may choose a plan suitable to their needs and objectives. Degree plans are designed to offer the opportunity to gain advanced levels of knowledge and professional competency for students 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 emphasize the development of research competencies critical to continued graduate-level study.

Program Admission Requirements. Applicants without adequate preparation in education may be required to complete preparatory courses as a condition of admission. Individuals who do not meet the grade-point average requirement may be required to submit Graduate Record Examination (GRE) scores for consideration in admission decisions. Contact the Division of Education for more information.

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

A. Core courses common to all concentrations:

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<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU</td>
<td>5003 Research Methods in Education</td>
</tr>
<tr>
<td>EDP</td>
<td>5003 Psychological Learning Theories</td>
</tr>
<tr>
<td>C&amp;I</td>
<td>5003 Theory and Dynamics of Curriculum and Instruction</td>
</tr>
</tbody>
</table>

3 semester credit hours selected from

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU</td>
<td>5103 Contemporary Educational Philosophy</td>
</tr>
<tr>
<td>EDU</td>
<td>5113 Philosophical and Ethical Dimensions of Counseling</td>
</tr>
<tr>
<td>EDU</td>
<td>5203 Evolution of Educational Thought</td>
</tr>
</tbody>
</table>

B. Program emphasis. The program emphasis must consist of at least 12 semester credit hours in one of the fields of concentration. Some concentrations offer more than one program emphasis. A program emphasis may require up to 24 semester credit 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 approval of the program advisor and the Graduate Advisor of Record, to complete the degree requirements of 33 semester credit hours (with thesis) or 36 hours (without thesis). 9 semester credit hours must support the concentration. 3 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 in the area of concentration.

Students in the master teacher program, supervision programs, and college teaching programs 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. The examination may be repeated, but a student who has failed the examination two times must have the permission of his or her supervisory committee in order to take the examination a third or additional time. Ordinarily, failure to pass the examination should be followed by additional coursework or other work to remedy deficiencies or areas of weakness before the examination is retaken.

Summary of Degree Options

Option I. Thesis option (33 semester credit hours):

A. Core. 12 semester credit hours required:

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDU 5003</td>
<td>Research Methods in Education</td>
</tr>
<tr>
<td>EDP 5003</td>
<td>Psychological Learning Theories</td>
</tr>
<tr>
<td>C&amp;I 5003</td>
<td>Theory and Dynamics of Curriculum and Instruction</td>
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3 semester credit hours selected from

<table>
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<tr>
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<tbody>
<tr>
<td>EDU 5103</td>
<td>Contemporary Educational Philosophy</td>
</tr>
<tr>
<td>EDU 5113</td>
<td>Philosophical and Ethical Dimensions of Counseling</td>
</tr>
<tr>
<td>EDU 5203</td>
<td>Evolution of Educational Thought</td>
</tr>
</tbody>
</table>

B. Concentration. 12 semester credit hours of coursework to form a program emphasis in a single concentration

C. Support work. 9 semester credit hours as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDU 5053</td>
<td>Inferential Educational Statistics (or approved substitution)</td>
</tr>
<tr>
<td>EDU 6983</td>
<td>Master’s Thesis (taken twice for a total of 6 hours)</td>
</tr>
</tbody>
</table>

Option II. Nonthesis option (36 semester credit hours):

A. Core. 12 semester credit hours required:
M.A. in Education–Curriculum and Instruction

EDU 5003 Research Methods in Education
EDP 5003 Psychological Learning Theories
C&I 5003 Theory and Dynamics of Curriculum and Instruction

3 semester credit hours selected from
EDU 5103 Contemporary Educational Philosophy
EDU 5113 Philosophical and Ethical Dimensions of Counseling
EDU 5203 Evolution of Educational Thought

B. Concentration. 12 semester credit hours of coursework to form a program emphasis in a single concentration

C. Support work. 12 semester credit hours 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 serving adult learners. Program emphases are offered for students preparing to teach in higher education and adult continuing education programs, and for those interested in administrative/managerial roles in institutions or agencies that serve adult education. The concentration is designed for students wishing to pursue a master's degree and those who wish to pursue further graduate study.

Adult and Higher Education Concentration emphases:

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

Curriculum and Instruction Concentration

The program emphases 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 want 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 specialize in the teaching of reading or in the supervision of instruction.

Curriculum and Instruction Concentration emphases:

Master Teacher
Curriculum Specialist
Instructional Media Specialist
Reading Specialist
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 realize the best development possible 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 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. The degree program and 9 specified semester credit hours are designed to meet midmanagement certification requirements.

Educational Psychology/Special Education Concentration

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

Educational Psychology/Special Education Concentration emphases:

Generic Special Education
Severely Emotionally Disturbed and Autistic

Reading and Literacy Concentration

This concentration is designed to provide theory, research, knowledge, and field experiences for students who plan to teach reading and writing. Reading is presented as a linguistic, cognitive, and sociocultural process in relation to other language arts processes such as listening and speaking, with particular emphasis on writing and the writing process. Students select one of three program emphases: instruction, leadership, or research. The instruction emphasis is designed for teachers and can lead to completion of the requirements for certification as a reading specialist. The leadership emphasis is intended for students who want to work in leadership positions in literacy programs. The research emphasis is designed for students who want to
pursue research in reading and writing; students in this emphasis normally pursue the thesis option.

Pending program approval by the Texas Higher Education Coordinating Board.

**Master of Arts Degree in Counseling**

The Master of Arts degree in Counseling offers the opportunity for advanced study and professional development in the field of counseling. Students may earn credit toward a state-level counseling license to practice in community settings and certification to practice in the schools. A thesis option emphasizes the development of research competencies critical to continued graduate-level study.

**Program Admission Requirements.** Applicants without adequate background for counseling may be required to complete preparatory courses as a condition of admission. Individuals who do not meet the grade-point average requirement may be required to submit Graduate Record Examination (GRE) scores for consideration in admissions decisions. Letters of recommendation, a written statement of goals, and a personal interview may be required. Contact the Division of Education for more information. The number of students admitted to this program may be limited.

**Degree Requirements.** The course of study consists of three components: a core of required courses, a required or recommended set of support courses, and a comprehensive examination.

A. Core courses:

<table>
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<tr>
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<tbody>
<tr>
<td>EDU 5003</td>
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<td>EDP 5003</td>
<td>Psychological Learning Theories</td>
</tr>
<tr>
<td>EDP 5203</td>
<td>Fundamentals of Guidance and Counseling</td>
</tr>
<tr>
<td>EDP 5213</td>
<td>Counseling Theories</td>
</tr>
<tr>
<td>EDP 5223</td>
<td>Psychological Assessment for Counseling</td>
</tr>
<tr>
<td>EDP 5233</td>
<td>Group Theory and Process</td>
</tr>
<tr>
<td>EDP 5393</td>
<td>Development of Counseling Skills</td>
</tr>
<tr>
<td>EDP 5693</td>
<td>Practicum in Counseling</td>
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</tbody>
</table>

B. Support courses (all are required for the nonthesis option, and one is required for the thesis option):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDP 5033</td>
<td>Human Development across the Lifespan</td>
</tr>
<tr>
<td>EDP 5283</td>
<td>Counseling in a Multicultural Setting</td>
</tr>
<tr>
<td>EDP 6153</td>
<td>Career Development and Choice</td>
</tr>
</tbody>
</table>

One elective in counseling

C. Comprehensive examination. The comprehensive examination may be repeated, but students who fail the examination two times must have permission from their supervisory committee to take the examination additional times. Students who fail to pass the examination should take coursework or other work to remedy deficiencies before the examination they retake the exam.
Summary of Degree Options

Option I. Thesis option (33 semester credit hours):
A. Core. 24 semester credit hours, as listed above.
B. Support. 3 semester credit hours, as listed above. At the discretion of the student’s supervisory committee, EDU 5053 Inferential Educational Statistics or EDP 5303 Principles and Techniques of Evaluation may be required in place of one of the listed support courses.
C. EDU 6983 Master’s Thesis (taken twice for a total of 6 hours)

Option II. Nonthesis option (36 semester credit hours):
A. Core. 24 semester credit hours, as listed above.
B. Support. 12 semester credit hours, as listed above.

Doctor of Education Degree in Educational Leadership

The primary objective of the doctoral degree program is to give graduates advanced academic training in educational leadership, particularly in the area of administrative and instructional leadership. Graduates should gain an advanced understanding of theories of education and learning; extensive theoretical background and experiences in emerging paradigms of organizational leadership; high-level research skills for developing, analyzing, and evaluating educational programs; and in-depth training for the increasing cultural and linguistic diversity of contemporary education. Students may pursue an emphasis in administrative leadership or instructional leadership. Administrative leadership focuses on managerial skills for improving educational effectiveness. Instructional leadership focuses on innovative programs to help solve critical literacy, technological, and sociocultural educational issues.

Program Admission Requirements. Applications are screened by faculty or a representative selection committee of the faculty. Applicants must meet the following criteria to be considered for admission:

1. a bachelor’s degree from an accredited institution
2. a grade-point average of 3.0 or better out of a possible 4.0 in the last 60 hours of an undergraduate degree program
3. a master’s degree in education or other appropriate field
4. a grade-point average of 3.5 or better out of a possible 4.0 in a master’s degree program
5. a score of 1000 on the verbal and quantitative sections of the Graduate Record Examination (GRE)
6. for applicants whose native language is not English, a score of at least 550 on the TOEFL
7. demonstrated experience in a work environment where education is the primary professional emphasis (teaching, administration, curriculum development in elementary, secondary, postsecondary, governmental, or private industry settings)
8. three letters of recommendation from professionals who can discuss the applicant's potential administrative or instructional leadership capabilities

Applicants who meet initial screening requirements will be interviewed using a standardized format to determine their qualifications as prospective leaders in administration or instruction. Interviews are conducted by the Division of Education Doctoral Graduate Studies Committee. The process requires candidates to demonstrate problem-solving skills in individual and group settings. Those who pass the second-level screening requirements are admitted to begin the coursework portion of their program.

Degree Requirements. Degree candidates must complete 27 semester credit hours of core courses:

A. Culture (9 hours). The social, cultural, and linguistic dynamics of current and future school populations: historical and cultural contexts of schooling in Texas and the Southwest; issues related to language and linguistic policies and education; and issues related to leadership within culturally diverse communities.

B. Leadership (12 hours). Procedures and techniques of inquiry-based organizational development and leadership; effective leadership of culturally diverse school personnel; issues related to leadership of majority-minority schools; and the ethics of leadership.

C. Methodology (6 hours). Research design; qualitative and quantitative research methods; uses of technology for data collection and analysis; and the role of research in school change.

After completing the core requirements, students take additional methodology and leadership courses and courses toward the administrative leadership or instructional leadership emphasis:

A. Area of emphasis (12 hours). Development of knowledge and skills in administrative leadership or instructional leadership.

B. Cognate support (9 hours). Students select a cognate area of support to enhance their emphases and the research for their dissertations. Courses are selected from graduate offerings throughout the University, and students must meet prerequisites for enrollment.

C. Additional methodology and leadership support (12 hours). Students explore additional research methodologies and statistical analysis techniques in preparation for conducting the research for their dissertation.

Dissertation Requirement. Upon completion of the required 60 semester credit hours, students must pass a written and oral qualifying examination. They must also take 9 semester credit hours of Dissertation. The dissertation must meet these objectives:

1. The dissertation format creates strong University and school ties.
2. The dissertation's research team consists of a doctoral student and faculty member who work in collaboration with an educational institution to focus on a single issue.
3. Dissertation topics are linked to the goal of improving program effectiveness.
4. The dissertation demonstrates the scholarly quality of the student working with his or her committee.

**Language Requirement.** Students must exhibit oral and written proficiency in a language other than English. Given the nature of the program, students are advised to select Spanish.

In addition, each student must

1. Pass an oral defense of his or her doctoral proposal, conducted by the Dissertation Committee, that addresses the dissertation’s potential for scholarly research as specified by University-wide requirements.
2. Maintain a grade-point average of 3.0 or higher (on a 4.0 scale) each semester for the entire doctoral program, as specified by University-wide requirements.
3. Complete an on-campus residency as a full-time student for two consecutive long semesters, or two full summer terms and one long semester (consecutively), or three full summers. No transfer students will be admitted to the program. However, up to 6 hours of transfer credit toward the degree may be accepted, provided that the graduate courses were taken at an accredited institution within the past three years and were not part of a degree program.

**COURSE DESCRIPTIONS**

**ADULT AND HIGHER EDUCATION (AHE)**

**5003 The Development of Higher Education in the United States**
(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 human and physical resources 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 that affect students, faculty, and administration; study of 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.

5333 Legal Issues in Higher Education  
(3-0) 3 hours credit.
An overview of historic and contemporary influences of the U.S. and state constitutions, federal and state statutes, case law, and agency regulations that affect higher-education institutions and their administrators, faculties, and students.

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 noncredit 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, programming, and budgeting; marketing and public relations; methods of determining the market; evaluation of administrative and academic performance. (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 are analyzed and utilized as a basis for understanding contemporary trends and problems of community junior colleges.

UTSA 1999–2001 Graduate Catalog
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, in process, and recently completed by participants; opportunity for the organization of research teams or for planning of cooperative research; and opportunity for students engaged in research to obtain assistance in planning, data collection, data analysis, and preparation of reports.

6103 Effective Teaching in Higher Education  
(3-0) 3 hours credit.  
This seminar focuses on the image of the college professor and reviews the current research on the teaching and learning process at the college 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.

6113 Teaching in the Community College  
(3-0) 3 hours credit.  
An analysis of teaching styles, techniques, and supporting materials and technology appropriate to instruction of the adult learner in a community college setting adapted to various disciplines and academic fields. The course includes strategies for determining instructional needs, appropriateness of instructional procedures to learning needs and styles, and modes of assessment, including the development and use of teaching portfolios. Where possible and appropriate, community college instructors use their own classrooms and disciplines as laboratory settings.

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 no more than 6 hours, regardless of discipline, may be counted toward the master's degree.

6973 Special Problems  
(3-0) 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 no more than 6 hours, regardless of discipline, may be counted toward the master's degree.
5003  **Theory and Dynamics of Curriculum and Instruction**  
(3-0) 3 hours credit.  
An examination of theoretical structures underlying curriculum considerations and the implications of these for the work of responsible curriculum 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 and learning process in elementary school, with emphasis on the development of curriculum for classroom instruction, evaluation, organization, and management.

5043  **Classroom Management and Motivation**  
(3-0) 3 hours credit. Prerequisite: Graduate standing.  
A detailed investigation of various theories and models of classroom management and motivation. Topics include behavior modification, assertive discipline, control theory, and the concept of the democratic classroom. (Credit can be earned for only one of C&I 5023, C&I 5043, and EDP 5043.)

5103  **Individualizing Instruction**  
(3-0) 3 hours credit. Prerequisite: Consent of instructor.  
An in-depth study of the tasks and problems associated with individualized instruction. Students are offered the opportunity to examine the means available for measuring and diagnosing individual learning needs and styles and for selecting alternative learning materials and environments 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, interactive resources such as personal computer-based, videodisc, and distance 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.  
Offers students the opportunity for preparation in the specific theory and skills of developing programmed instructional materials in traditional media.
and computer-based interactive formats. S-R Theory as applied in the
development of programmed instruction are examined. Students are expected
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 is 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.
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 that examines study strategies and cognitive processes for
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 other current broad­
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 learning materials
for 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 6 hours of
reading courses at the undergraduate level. (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 reading can be related to writing, speaking, and listening. Emphasizes development of integrated language arts curriculum and instruction from primary 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 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 that 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 inservice 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 assessment tools such as standardized tests, informal observations, and portfolios, and ways 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 learning materials used with college students. (Credit cannot be earned for both C&I 5903 and C&I 5803.)

6003  **Supervision: Theoretical Basis**  
(3-0) 3 hours credit. Prerequisite: C&I 5003 or consent of instructor.  
An application of leadership theory, curriculum development theory, educational planning theory, general learning theory, and theories of adult learning 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: C&I 6003 or consent of instructor.  
The analysis and application of theories related to the teaching and learning process; study of the principles and practices in the professional development of teachers. (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 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. Integrated Math/Science  
May be repeated for credit when disciplines vary.

6353  **Multimedia Production**  
(3-0) 3 hours credit. 
Provides instruction on the development of computer-aided multimedia presentations and interactive applications. Students use Microsoft PowerPoint and Macromedia Director to apply concepts of effective production management, interface design, and educational psychology. Supplementary instruction includes photo scanning, audio and video capture, and graphics creation. (Credit cannot be earned for both C&I 6353 and MUS 6353.)

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 those who are emotionally disturbed or autistic, in a variety of delivery arrangements.

6503  **Advanced Topics in Educational Technology**  
(3-0) 3 hours credit. Prerequisite: C&I 5303 or consent of instructor. 
Course sections are designed to offer students the opportunity to develop skills in educational technology related to and derived from the characteristics of the topics taught. 
1. Computers in the Schools  
2. Distance Learning  
3. Web Design and Applications for Schools  
4. Multimedia

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 no more than 6 hours, regardless of discipline, will apply to the master's degree.

6973  **Special Problems**  
(3-0) 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 no 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. Includes relevant research-suggested practices that may enable
future generations to avoid developmental disruptions and 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.
Language acquisition in linguistically and culturally diverse children.
Identification of atypical patterns of language development.

5453 Classroom Behavior Problems in Children
(3-0) 3 hours credit. Prerequisite: EDP 5003 or consent of instructor.
A survey of common behavioral problems encountered by teachers in
elementary and early childhood classrooms. Emphasis on understanding
factors that influence the development of such problems in school-age
children and on curricula considerations affecting or affected by classroom
behavior.

5473 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 demands of an environment.

5503 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.)

5513 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 construct and use materials for
teaching at the level of student ability. (Credit cannot be earned for both
ECE 5513 and C&I 5513.)
5523  Curriculum Planning for Early Childhood and Elementary Education
(3-0) 3 hours credit.
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. (Credit cannot be earned for
both ECE 5523 and C&I 5523.)

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
ECE 5603 and C&I 5603.)

6123  Administration of Early Childhood Programs
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
A study of the organization, structure, and operation of preschool and primary
programs in various settings. Includes implications for elementary education.

6163  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.

6183  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 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 on 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

UTSA 1999-2001 Graduate Catalog
4. Language Arts  
5. Fine and Performing Arts  
6. Play  
7. Nutrition and Health  
8. Educational Technology  
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 student development and learning, educational programs, processes, products, instructional objectives, and alternative approaches to attain objectives. A disciplined inquiry into trends and issues in assessment and evaluation in early childhood and elementary education.

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 and 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 systematically examine ways to integrate local and regional resources into the teaching and 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 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 no more than 6 hours, regardless of discipline, will apply to the master's degree.

6973 **Special Problems**  
(3-0) 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 topics vary, but no 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. Statistical techniques often used in educational research are introduced with the intent of having students 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 on 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 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 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 the 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 they interact with educational systems. Emphasis is 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 such applications in an educational environment.

5803 Juveniles, Schools, and the Law
(3-0) 3 hours credit.
An examination of the problem and extent of delinquent behavior particularly as it relates to the school. Designed to familiarize school personnel with the problems of schools and law enforcement agencies with respect to delinquent behavior, and with 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 is expected to develop plans for a research project related to an educational issue, collect and analyze data to carry out the research, prepare a research report, and 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 no 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 Graduate Studies Committee 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 Graduate Studies Committee. 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. 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 no 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 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.

COURSE DESCRIPTIONS
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: EDL 5003 or 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. Prerequisite: EDL 5003 or consent of instructor.  
Introduction to the strategies and design models for informing local business  
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. Prerequisite: EDL 5003 or consent of instructor.  
Analysis and identification of group processes and individual behaviors that  
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.

5403 The Principalship: Educational Unit and Site Administration  
(3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor.  
Analysis of the principal’s or comparable position’s role and the requisite  
interaction with various referent groups. Emphasis is on administration of  
academic programs. Applicable to all levels of common school.

5503 Administration and Function of Special Programs  
(3-0) 3 hours credit. Prerequisite: EDL 5003 or consent of instructor.  
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. Prerequisites: EDU 5003, EDL 5003, and 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 are required to complete and articulate an approved applied  
research design in prescribed form.

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.

6003 Supervision: Theoretical Basis  
(3-0) 3 hours credit. Prerequisite: Consent of instructor.  
An application of theories of curriculum development, educational planning,  
learning, and human relations 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. Prerequisites: EDL 6003 or consent of instructor. 
The analysis and application of models of the teaching and 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. Prerequisites: 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 is on meeting curricular program needs.

6303 Ethics and Educational Leadership  
(3-0) 3 hours credit. Prerequisites: EDL 5003 and or consent of instructor. 
This course provides an ethical perspective of educational issues in the public 
school setting, illustrates a leadership model based on social responsibility 
in a democratic society; and provides 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. Prerequisite: EDL 5003. 
Intended to help students identify significant school policy-generated 
problems, discern underlying causes, propose strategies, develop alternative 
paradigms to address the problems, and 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.

6333 Creating Change  
(3-0) 3 hours credit. Prerequisite: Consent of instructor. 
This course stresses the basics of change found in all self-help groups: 
recognizing reality, building support, recognizing success, and sustaining 
effort through failed attempts. Students learn to facilitate the change process
in an institution by forming change groups and developing a sense of community among group members.

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 of 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 is required each semester a student desires to fulfill a requirement for Texas school superintendent certification. Students develop an independent field-based study component in four certification areas: personnel administration, educational funds and facilities management, survey of organization and administration theory in education, and organizational systems analysis. Students are required to participate in 100 hours of clinical experience related to the certification area they seek to fulfill. May be repeated four times for credit.

6943 **Internship in Educational Administration**
(1-8) 3 hours credit. Prerequisites: EDL 5003, 5103, 5603, 5703, and consent of instructor.
Individually supervised field experience with unit-level or institutional-level educational administrators with related applied research activity. Must be taken for both midmanagement and superintendency 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 no more than 6 hours, regardless of discipline, will apply to the master’s degree.

6973 **Special Problems**
(3-0) 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 topics vary, but no more than 6 hours, regardless of discipline, will apply to the master’s degree.
COURSE DESCRIPTIONS
EDUCATIONAL PSYCHOLOGY (EDP)

5003 Psychological Learning Theories
(3-0) 3 hours credit.
A comprehensive analysis of human learning through an examination of major concepts and results of research on how learning occurs; also, the mental processes involved in learning and the application of these principles.

5033 Human Development across the Life Span
(3-0) 3 hours credit.
A study of major theories and issues related to developmental change across the life span, including implications for education and counseling.

5043 Classroom Management and Motivation
(3-0) 3 hours credit.
A detailed investigation of various theories and models of classroom management and motivation. Topics include behavior modification, assertive discipline, control theory, and the concept of the democratic classroom. (Credit can be earned for only one of C&I 5023, C&I 5043, and EDP 5043.)

5203 Fundamentals of Guidance and Counseling
(3-0) 3 hours credit.
Professional issues and job roles of school and community counselors are explored. Emphasizes ethics of professional practice and diversity issues. Observational experience is required.

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 Counselors
(3-0) 3 hours credit. Prerequisites: EDU 5003 and EDP 5203.
Introduction to measurement theory, assessment strategies, and individual- and group-administered techniques, including standardized tests. Emphasis on analysis and interpretation of assessment results for treatment planning. 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. Participation in group counseling is required.

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5263</td>
<td>Child and Family Counseling</td>
<td>(3-0)</td>
<td></td>
<td>The emotional and behavioral disorders of childhood and adolescence are discussed. Family systems theory and strategies for counseling with children and families are presented. Casework is required.</td>
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<tr>
<td>5283</td>
<td>Counseling in a Multicultural Setting</td>
<td>(3-0)</td>
<td>EDP 5203</td>
<td>A study of major issues of cross-cultural counseling. The impact of diversity (within and between group differences) is examined.</td>
</tr>
<tr>
<td>5303</td>
<td>Principles and Techniques of Evaluation</td>
<td>(3-0)</td>
<td></td>
<td>Introduction to program evaluation and the development and analysis of instruments.</td>
</tr>
<tr>
<td>5323</td>
<td>Advanced Psychological Assessment</td>
<td>(3-0)</td>
<td>EDP 5223</td>
<td>Theory and application of specific instruments and techniques, including administration and scoring. Emphasis on analysis, interpretation, and integration of ability, achievement, and personality assessment results for diagnostics as well as treatment planning. Casework is required.</td>
</tr>
<tr>
<td>5393</td>
<td>Development of Counseling Skills</td>
<td>(3-0)</td>
<td>EDP 5003, 5033, 5203, 5213, and 5223</td>
<td>Focus on sequential learning of counseling skills and their practical application. Counseling sessions are recorded and evaluated.</td>
</tr>
<tr>
<td>5403</td>
<td>Exceptional Children and Youth in the Schools</td>
<td>(3-0)</td>
<td>Consent of instructor</td>
<td>An introduction to and survey of the field of special education. Characteristics, etiology, definition, and prevalence of exceptional children; description of available services; field experiences.</td>
</tr>
<tr>
<td>5413</td>
<td>Children and Youth with Mental Retardation</td>
<td>(3-0)</td>
<td>EDP 5403 or consent of instructor</td>
<td>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. Trends and research in the education of students with mental retardation are studied.</td>
</tr>
<tr>
<td>5423</td>
<td>Applied Behavior Analysis for Classroom Teachers</td>
<td>(3-0)</td>
<td>EDP 5403 or consent of instructor</td>
<td>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.</td>
</tr>
</tbody>
</table>
5443 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 working with parents, teachers, and other professionals
to optimize the educational and therapeutic experiences of exceptional
children and youth. Students plan, implement, and evaluate a series of parent
conferences, staff development, and consultative activities.

5453 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 are studied.
Emphasis is on a critical analysis of instruction and assessment techniques
used with this population.

5463 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. Emphasis is 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.
Presents opportunities for 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 on
the education of children and adolescents with behavior disorders as well as
practical implications for the classroom teacher are emphasized.

5553 Assessment and Evaluation of Handicapped Children and Youth
(3-0) 3 hours credit. Prerequisite: EDP 5403 or consent of instructor.
This course offers students the opportunity to develop knowledge and skills
in selection, administration, and interpretation of instruments and procedures
to evaluate individuals with disabilities. Emphasis is 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 are required to develop, implement, and evaluate educational programs for children and youth with mild to 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 works in educational settings to plan, implement, and evaluate 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 a 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.

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. Provides 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 no more than 6 hours, regardless of discipline, will apply to the master’s degree.
Special Problems
(3-0) 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 topics vary, but no 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 have the opportunity to examine current development in theories
and practices of physical education. Recent research and literature are
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, sport’s impact on society, and
the affective roles sport 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. Topics include budgeting,
facilities, scheduling, promotion, and liability.

5033 Sport and Exercise Psychology
(3-0) 3 hours credit.
A study of cognition and behaviors related to participation in sport and
physical activity. Survey of contemporary research in motivation in sport,
sport psychology, performance enhancement, psychological effects of
exercise, and exercise adherence.

5043 Child and Adolescent Health Promotion
(3-0) 3 hours credit.
Examines the multifaceted determinants of health for children and
adolescents (environmental, behavioral, developmental, biological, and
social) with special emphasis on the roles of the family, school, and
community. Models and theories of health behavior, risk-taking, and
challenges to health care delivery for these populations will be investigated.

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.
6953 Independent Study
(3-0) 3 hours credit. Prerequisite: 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 no 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 topics vary, but no more than 6 hours, regardless of discipline, will apply to the master's degree.

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 no more than 6 hours, regardless of discipline, may be counted toward the master's degree.

6973 Special Problems
(3-0) 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 topics vary, but no more than 6 hours, regardless of discipline, may be counted toward the master's degree.

COURSE DESCRIPTIONS–DOCTORAL LEVEL
CURRICULUM AND INSTRUCTION
(C&I)

7003 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 interactive resources such as personal computer-based, videodisc, and distance-learning methodologies with voice, data, and television systems.
7013 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  
May be repeated for credit when disciplines vary.

COURSE DESCRIPTIONS—DOCTORAL LEVEL EDUCATION (EDU)

7053 Inferential 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 in research design.  
Statistical techniques used in educational research are introduced; students  
elect the appropriate statistical procedure and interpret the results.

7103 Qualitative Research  
(3-0) 3 hours credit. Prerequisite: Consent of instructor.  
Definition of and rationale for qualitative research. Delineation of procedures  
used in qualitative research: problems, hypotheses, data collection and  
analysis, conclusions, and significance of findings.

7113 Educational Research Statistics: Descriptive and Comparative  
(3-0) 3 hours credit. Prerequisite: Consent of instructor.  
Review of descriptive statistics, study of comparative statistics including t-  
tests and ANOVA, reporting and plotting functions, and Chi-square  
applications.

7123 Educational Research Statistics: Relational and Nonparametric  
(3-0) 3 hours credit. Prerequisite: Consent of instructor.  
Review of basic correlation techniques; detailed study of uses of partial and  
multiple regression and canonical correlation; study of nonparametric and  
advanced statistics.

7133 The Role of Research in Educational Environments  
(3-0) 3 hours credit. Prerequisites: EDU 5053 or EDU 7113 and EDU 7123.  
Application of research techniques in school-based settings. Students design  
research proposals using qualitative and quantitative perspectives and pilot  
test them in an educational environment.
7213  **Historical and Philosophical Studies of Twentieth-Century Educational Reform Movements**  
(3-0) 3 hours credit. Prerequisite: Consent of instructor. 
Examination of the historical and philosophical roots of twentieth-century educational reform movements. Analysis and evaluation of effectiveness of alternative approaches and reform programs for culturally diverse populations.

7223  **Learning in a Culturally and Linguistically Diverse Society: Infancy through Adulthood**  
(3-0) 3 hours credit. Prerequisite: Consent of instructor. 
Examination of development changes throughout the lifespan from a variety of theoretical perspectives. Emphasis on psychological, anthropological, and sociolinguistic principles and their application to learning and teaching in a culturally and linguistically diverse society.

7403  **Education, Cultural Differences, and Acculturation**  
(3-0) 3 hours credit. 
Study of educational changes and adjustments resulting from the interaction of different cultures in the modern school. Specialized techniques, processes, and programs designed for the learning needs of the non-English-speaking child.

**COURSE DESCRIPTIONS–DOCTORAL LEVEL**  
**EDUCATIONAL LEADERSHIP**  
(EDL)

7103  **Administration of Urban/Multicultural Institutions**  
(3-0) 3 hours credit. 
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.

7133  **Topics in Administration**  
(3-0) 3 hours credit. 
Study and analysis of contemporary issues related to administration, including educational facilities and capital fund administration, school finance, strategic and operational planning, personnel management, and program evaluation. May be repeated for credit when topics vary.

7273  **Examining School Populations, Structures, and Culture**  
(3-0) 3 hours credit. Prerequisite: EDU 7223 or consent of instructor. 
Development of an analytical framework for intervening in political and organizational systems to accomplish educational missions and establish a sense of community in school culture.
Research in Leadership Laboratory: Change Theory, Innovation, and Application
(3-0) 3 hours credit. Prerequisite: EDU 7133 or consent of instructor. Inquiry into the research of leadership and organizational change processes in field-based settings. Examination of cases involving organizational and leadership change agents.

Technology in Educational Environments
(3-0) 3 hours credit. Prerequisite: Consent of instructor. Examination of current models for use and application of technology, including computer-based, multimedia, and distance learning in educational settings.

Independent Study
3 hours credit. Prerequisites: Doctoral standing and permission in writing (form available) of the instructor and 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 as part of the regular course offerings. May be repeated for credit, but no more than 6 hours will apply to the doctoral degree.

Special Problems
3 hours credit. Prerequisites: Doctoral standing and consent of instructor. An organized course offering the opportunity for specialized study not normally or often part of the regular course offerings. Special Problems courses may be repeated for credit when topics vary, but no more than 6 hours will apply to the doctoral degree.

Doctoral Research
3 hours credit. Prerequisite: Admission to candidacy for the doctoral degree. May be repeated for credit, but no more than 6 hours may be applied to the doctoral degree.

COURSE DESCRIPTIONS—DOCTORAL LEVEL INSTRUCTIONAL LEADERSHIP (ILR)

Ways of Knowing
(3-0) 3 hours credit. Prerequisite: Consent of instructor. Advanced study of the diversity of thought and thinking and implications for understanding learning processes and leadership.

Paradigms in Instructional Leadership
(3-0) 3 hours credit. Prerequisite: LDR 7133. Pluralistic alternatives and advanced approaches in instructional leadership, including research related to models of instruction and student achievement, frameworks for identifying and analyzing models of teaching, and decision making.
3681 Division of Education

7123 Cases in Instructional Development and Reform
(3-0) 3 hours credit. Prerequisite: LDR 7183.
Examines historical developments in instruction and schooling and the results. Focuses on social, achievement, and cultural criteria for evaluating curricular effects and factors in positive curriculum developments.

7513 Advanced Seminar in Critical Issues in Instructional Leadership
(3-0) 3 hours credit. Prerequisite: ILR 7113 or consent of instructor.
Study of critical issues in instructional leadership. Investigation of research, practices, and positions related to curriculum and instruction and leadership.

7643 Advanced Research on Instruction
(3-0) 3 hours credit. Prerequisite: ILR 7123 or consent of instructor.
Design and development of advanced research studies on classroom instruction. Participants conduct directed research into critical issues of classroom practice.

7773 Independent Study
3 hours credit. Prerequisites: Doctoral 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 as part of the regular course offerings. May be repeated for credit, but no more than 6 hours will apply to the doctoral degree.

7783 Special Problems
3 hours credit. Prerequisites: Doctoral standing and consent of instructor. An organized course offering the opportunity for specialized study not normally or not often part of the regular course offerings. Special Problems courses may be repeated for credit when topics vary, but no more than 6 hours will apply to the doctoral degree.

7893 Doctoral Research
3 hours credit. Prerequisite: Admission to candidacy for the doctoral degree. May be repeated for credit, but no more than 6 hours may be applied to the doctoral degree.

COURSE DESCRIPTIONS—DOCTORAL LEVEL
LEADERSHIP
(LDR)

7133 Majority-Minority Settings: Creating a Community of Leaders
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
This course focuses on organizational relationships and the tension between power and equality. A model of leadership in which organizational members are given shared visions to accomplish goals is presented.

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7153 Reflective Leadership: The Personal Dimension
(3-0) 3 hours credit. Prerequisite: LDR 7133.
An in-depth study of the character and nature of leadership, including an examination of social ethics, educational policy issues, and the link of theory and practice. Students are required to clarify, critique, and develop personal perspectives on the public responsibility of leaders.

7183 Emerging Paradigms in Leadership
(3-0) 3 hours credit. Prerequisites: LDR 7133 and LDR 7153.
An overview of major leadership theories and an exploration of significant shifts in perspectives that affect the exercise of authority and power. A reexamination of traditional views of leadership and an analysis of views emerging from corporate, international, and transcultural perspectives.

7343 Legal and Ethical Considerations for Educational Leaders
(3-0) 3 hours credit. Prerequisites: LDR 7133, LDR 7153, and LDR 7183.
Analysis of complex policy cases that raise ethical or legal issues. Using current legal mandates in the context of democratic values, students test and interpret leadership policy that arises from these cases.

7413 Sponsored Internship in Educational Leadership
(1-16) 3 hours credit. Prerequisites: LDR 7133, LDR 7153, LDR 7183, LDR 7343, and assessment and screening process administered by UTSA and cooperating sponsors (application available).
Individually designed internships in educational leadership in school systems, adult and higher education, human service institutions, government, and private industry. Jointly supervised by University faculty and field administrators from cooperating agencies. 3 hours of credit for each of two consecutive semesters. Successful completion of both semesters is required before credit is awarded.

7993 Dissertation
3-9 hours credit. Prerequisites: Admission to candidacy for the doctoral degree and consent of student’s graduate advisor of record.
Credit will be awarded upon completion of the dissertation.
DIVISION OF SOCIAL AND POLICY SCIENCES

Master of Public Administration Degree

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

Program Admission Requirements. Applicants must satisfy University-wide graduate admission requirements, submit either Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT) scores, submit a letter of intent, and complete undergraduate courses in research methods or statistics, economics, and U.S. government (politics). The letter of intent should state the applicant’s reasons for pursuing the M.P.A. and how the degree will help the applicant achieve her or his career goals. Three letters of recommendation are optional. Applicants may be admitted as unconditional, conditional, or special students. Admission as a special graduate student does not guarantee subsequent admission as a degree-seeking student; such students must reapply for degree-seeking status.

Degree Requirements. The minimum number of semester credit hours required for the degree, exclusive of coursework or other study required to remove deficiencies, is 36. In addition to these basic degree requirements, students without previous public service employment must complete an additional 6 semester credit hours. Students have the option of taking 3 or 6 hours of PAD 6936,6 Internship or PAD 6983,6 Master's Thesis, or they can take PAD 6923 Applied Research twice or a combination of courses that meet the 6-hour requirement.

Degree candidates must complete

A. 21 semester credit hours of core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PAD 5003</td>
<td>Introduction to Public Administration</td>
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<tr>
<td>PAD 5023</td>
<td>Quantitative Methods for Public Administration</td>
</tr>
<tr>
<td>PAD 5033</td>
<td>Theories of Public Bureaucracy</td>
</tr>
<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>
</tr>
<tr>
<td>PAD 5363</td>
<td>Public Sector Financial Management</td>
</tr>
<tr>
<td>PAD 5393</td>
<td>Economics for Public Administrators</td>
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</table>

Normally, students enroll in PAD 5003 and 5023 during their initial semester

B. 9 semester credit hours in one of the following general tracks, chosen in consultation with the M.P.A. faculty advisor and approved by the Graduate Studies Committee Chair:

Public Management and Administration
Public Policy

C. 6 semester credit hours of electives

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D. Comprehensive examination. Degree candidates are required to pass both written and oral comprehensive examinations. The exams are administered in the form of the student’s preparation and public presentation of a professional-quality exit paper. Examinations are given in the Fall and Spring Semesters and are scheduled after a student has completed at least 30 semester credit hours in the program, including 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 Introduction to Public Administration
(3-0) 3 hours credit.
Provides an overview of the theoretical foundations, substance, and boundaries of modern public administration. Examines the traditional management functions in the legal domain performed by public administrators as well as current issues and problems in the field.

5013 Communication Skills for Public Management
(3-0) 3 hours credit.
Designed to improve a student’s ability to use oral, written, graphic, or other presentation techniques as a means of expressing and conceptualizing ideas. Focuses on written and oral communications skills in public administration. Topics may include instruction in grant writing and the development and management of conferences, seminars, and workshops. (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: Undergraduate statistics or methodology course.
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. (Formerly PAD 5903. Credit cannot be earned for both PAD 5903 and PAD 5023.)

5033 Theories of Public Bureaucracy
(3-0) 3 hours credit.
This course allows students to examine major theories of organization and assess these theories’ fit with and impact on public sector bureaucracy. Emphasis is on organizational dynamics, behavior in bureaucracies, sources of organizational change, and the integration of theory and practice. (Formerly PAD 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. Topics may include contemporary issues in urban areas, urban finance, and intergovernmental dimensions of urban management.

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.

5243 Management Information Systems
(3-0) 3 hours credit.
This course explores managerial means of accessing, organizing, and using information and data in public organizations. Attention is given to use of Internet, internal database, and information systems management.

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

5313 Public Policy Analysis
(3-0) 3 hours credit. Prerequisite: PAD 5323.
This course surveys theories, frameworks, approaches, and analytical tools in order to provide students with the basis for further study in policy analysis. Special attention is given to the role of policy analysis in forming the process of change and reform.

5323 Public Policy Formation and Implementation
(3-0) 3 hours credit.
Examines the public policy agenda-setting process. The dynamics of policy implementation, including reasons for success or failure, are addressed.

5333 Program Evaluation
(3-0) 3 hours credit. Prerequisite: PAD 5023 or consent of instructor.
The process, politics, and methodology of analyzing and evaluating public programs. Addresses uses and limitations of methods such as cost-benefit analysis, time-series analysis, and case studies. Students are required to produce a report evaluating a program.
5343 Personnel Management in the Public Sector
(3-0) 3 hours credit.
An examination of the theory and practice of human resource management in public organizations, including the economic, political, and social factors shaping human resource policies in the public sector. Provides an overview of current procedures and practices in the basic personnel functions with particular attention to alternatives for improvement. (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.
Examines current issues in the public service such as productivity improvement, workforce development, total quality management, and labor/management relations. May be repeated when topics vary.

5363 Public Sector Financial Management
(3-0) 3 hours credit.
Addresses policies, procedure, and skills relevant to financial management in public sector organizations. Emphasis is on the practice of budgeting, accounting, revenue generation, capital budgeting, and debt management.

5393 Economics for Public Administrators
(3-0) 3 hours credit.
Addresses microeconomic theories and concepts and how they can be used in the analysis of public policy. Policy issues that may be addressed include taxation, education, housing, and pollution.

5423 Employment and Training Programs
(3-0) 3 hours credit.
An analysis of public policies and programs relating to the development, sustainment, and utilization of the workforce in the areas of labor economics, education and training, and income maintenance.

5443 Diversity Policies and Management
(3-0) 3 hours credit.
Examines current policies and management practices associated with cultural, ethnic, and gender differences in the workplace. Includes analysis of the theoretical and historical bases for affirmative action policies, the impact of such policies, and their interaction with civil service systems and collective bargaining structures. (Formerly PAD 5433. Credit cannot be earned for both PAD 5433 and PAD 5443.)

5503 Introduction to Urban Planning
(3-0) 3 hours credit.
The course explores the development and evolution of city planning. An introduction to the major concepts and procedures used by planners, with emphasis on developing the urban general plan.
5513 Urban and Regional Economic Development
(3-0) 3 hours credit.
Scope and status of urban-regional economic development. Analyses of factors contributing to the economic growth or decline of U.S. cities or regions. Roles of government in urban and regional economic development and public/private cooperation. Case studies of specific urban areas.

5563 Urban Planning Methods
(3-0) 3 hours credit. Prerequisite: PAD 5503 or consent of instructor.
This course focuses on the analytical tools and research methods available to the city planner in addressing social, economic, and environmental problems. Urban data collection, analysis, and demographics are addressed.

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.

5653 Public Policy and Administration in Latin America
(3-0) 3 hours credit.
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. The role of development administration and supranational organizations, as well as regional and international political economic organizations, is also analyzed.

5813 Health Issues and Policies
(3-0) 3 hours credit.
This course explores selected policy areas and related contemporary topics. (May be repeated once for credit when topics vary.)

5823 Health Finance and Economics
(3-0) 3 hours credit.
The course 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 are also explored.

5833 The Aging Population and Health Administration
(3-0) 3 hours credit.
The course explores the policies and administrative responses addressing the public health needs and related living arrangements resulting from an increasingly aging 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. 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.

5913 Nonprofit Organizations
(3-0) 3 hours credit.
The focus of this course is on the role and characteristics of nonprofit organizations. Topics may include advocacy, governance, accountability, philanthropy, voluntarism, and financial resources. In different semesters, focus may be on organizations dealing with health and human services, community development, housing, education, energy, and the environment.

5923 Nonprofit Leadership and Management
(3-0) 3 hours credit.
This course focuses on leadership and managerial responsibilities and techniques in nonprofit organizations. Topics may include the roles and functions of boards of directors; the communication of a vision and effectively moving toward it; coordinating committees of governmental and business leaders; organizing, coordinating, and facilitating meetings; the cultivation and use of volunteers; and the management of change and conflict.

5933 Fiscal Resource Development and Management in Nonprofit Organizations
(3-0) 3 hours credit.
Designed to promote an understanding of philanthropy, fund-raising, grants, contracting, resource development planning, and financial management appropriate to nonprofit groups.

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 that surround the contemporary debate over justice policy and practice. Topics may 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.  
This course focuses on how the law affects municipal management and planning. Topics may 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.

6243  Administrative Law  
(3-0) 3 hours credit.  
Students have the opportunity to examine administrative rules, regulations, and procedures from a legal perspective. Topics may include the delegation of authority, freedom of information, and administrative rule-making, discretion and hearings. (Credit cannot be earned for both PAD 6243 and POL 5513.)

6543  Urban Service Systems  
(3-0) 3 hours credit.  
Study of urban service systems such as infrastructure, public safety, housing, and transportation systems. Economy, equity, and effectiveness are addressed. Political and social dimensions may also be examined.

6923  Applied Research  
(3-0) 3 hours credit.  
Provides the opportunity to apply substantive expertise and research methods to managerial or policy issues in the public sector. May be repeated once for credit with a different emphasis.

6951,3  Independent Study  
1 or 3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor and the Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not usually available as part of the regular course offerings. May be repeated for credit, but no 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 Graduate Studies Committee Chair 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 Graduate Studies Committee. Enrollment is required each term in which the exam 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).

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6963,6 Internship
3 or 6 hours credit. Prerequisite: Consent of instructor and 18 semester credit hours of graduate work.
Work-oriented experience in a local organizational setting where the principles, theories, concepts, and methods of the discipline can be applied. A research paper under the supervision of assigned faculty is required.

6973 Special Problems
(3-0) 3 hours credit.
An organized course offering the opportunity for specialized study not usually available as part of the regular course offerings. Special problems may be repeated for credit when topics vary, but no more than 6 hours, regardless of discipline, will apply to the master's degree.

6983,6 Master's Thesis
3 or 6 hours credit. Prerequisites: Permission of the Graduate Advisor of Record and thesis director and 24 semester credit hours of graduate work. 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.

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. Focus on 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 components. 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. Focus 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.

6953,6 Independent Study
3 or 6 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 usually available as part of the regular course offerings. May be repeated for credit, but no more than 6 hours, regardless of discipline, will apply to the master’s degree.

6973 Special Problems
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not usually available as part of the regular course offerings. Special Problems may be repeated for credit when topics vary, but no 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
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not usually available as part of the regular course offerings. Special Problems may be repeated for credit when topics vary, but no more than 6 hours, regardless of discipline, will apply to the master’s degree.
Master of Arts Degree in Political Science

The Master of Arts degree in Political Science is a professional degree designed to provide students with skills in acquiring and analyzing data on political behavior within societies, the relationship between data and theory, the interplay between politics and economics, and the basis of divergent theoretical perspectives. If they desire, students also have the opportunity to specialize in one of three areas: political communications and behavior, political economy, and international politics. Students choosing the specialization in political communications and behavior (leading to possible careers in public opinion polling, political campaign management, political consulting, political journalism, and public relations) should become proficient in fields such as political psychology, electoral behavior, and campaign management. Students choosing the specialization in political economy (leading to possible careers in public or private sectors of domestic or international business and government) have the opportunity to acquire detailed knowledge and skills in a variety of areas, including political economy, business and labor, and budgeting and finance in the public sector. Students choosing the specialization in international politics (leading to possible fields of comparative analysis and international relations and careers in public and private sectors) may acquire the skills to compare political systems and behavior in different countries, and to analyze the way governments and international organizations interact in the global political arena.

Program Admission Requirements. To qualify for unconditional admission, applicants must satisfy University-wide graduate admission requirements, submit Graduate Record Examination (GRE) scores, have completed 18 hours in upper-division undergraduate or graduate-level courses in political science or related fields, have a 3.0 average in the last 60 hours of undergraduate and graduate work, and be accepted by the Graduate Studies Committee. There is no minimum GRE score below which applicants will be automatically disqualified. Applicants who do not meet the above requirements for unconditional admission will be considered for admission under the condition that they take specific courses and achieve specific grades. Students may also be admitted as special graduate students. Admission as a special graduate student does not guarantee subsequent admission as a degree-seeking graduate student. These students must reapply for degree-seeking status.

Degree Requirements. The minimum number of semester credit hours required for the degree, exclusive of coursework or other study required to remove deficiencies and courses in foreign languages, is 36. Admission to the program may require students without a basic foundation in statistics and/or social science research methods to complete an undergraduate-level course in one of those areas before enrolling in POL 5013 Research Methods. Students selecting the political economy and the international politics specializations are required to demonstrate reading proficiency in a foreign language through a written examination.

Degree candidates must complete

A. 12 semester credit hours of core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>POL 5003</td>
<td>Political Inquiry</td>
</tr>
<tr>
<td>POL 5013</td>
<td>Research Methods</td>
</tr>
</tbody>
</table>

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Plus 6 semester hours from the following:

- POL 5023 Political Economy
- POL 5033 Political Communications and Behavior
- POL 5043 International Politics

B. 18 semester credit hours (for the master's thesis) or 21 semester credit hours (for the master’s essay) of designated elective courses in consultation with the faculty advisor. Normally, at least 6 hours are taken outside of political science.

C. Students specializing in political communications and behavior must complete at least 9 of the prescribed 12 to 15 semester credit hours from the following:

- POL 5403 Topics in Political Communications and Behavior
- POL 5413 Political Psychology
- POL 5423 Campaign Management and Consulting
- POL 5433 Electoral Behavior
- POL 5443 Polling and Survey Research Techniques
- POL 6963 Internship

D. Students specializing in political economy must complete at least 9 of the prescribed 12 to 15 hours from the following:

- POL 5803 Topics in Political Economy
- POL 5813 Principles of Economic Governance
- POL 5823 Political Economy of the Americas
- POL 5833 Business and Labor in U.S. Politics
- ECO 5303 International Trade and Finance
- FIN 5043 Budgeting and Finance in the Public Sector or
- PAD 5363 Public Sector Financial Management
- POL 6963 Internship

E. Students specializing in international politics must complete at least 9 hours of the prescribed 12 to 15 hours from the following:

- POL 5303 Topics in Comparative and International Politics
- POL 5703 American Foreign Policy
- POL 5713 Comparative Political Systems
- POL 5723 International Organizations
- POL 5733 Political Actors and Systems in Latin America
- POL 5743 Elections in the Americas
- PAD 5653 Public Policy and Public Administration in Latin America
- PAD 5663 Development Administration

F. Comprehensive examination. Degree candidates are required to pass a written comprehensive examination before enrolling in POL 6983 Master’s Thesis or POL 6993 Master’s Essay.
F. Thesis option. Based on their career goals, students must submit either a written master's thesis (6 semester credit hours) or a master's essay (3 semester credit hours).

COURSE DESCRIPTIONS
POLITICAL SCIENCE
(POL)

5003 Political Inquiry
(3-0) 3 hours credit.
A critical survey of political science as an academic and an applied discipline. Topics may include links to and differences from the other social sciences; the relationship of theory, facts, and values; policy analysis and prescription; ethics and politics; approaches to research; and teaching politics.

5013 Research Methods
(3-0) 3 hours credit.
Methods of inquiry in political science. Topics may include major theoretical and research traditions, quantitative and qualitative approaches, problems of conceptualization and operationalization, research design, data collection techniques, probability and sampling, descriptive and inferential statistics, and use of standard computer packages.

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 and social theorists. Topics may include the politics and economics of international trade, technology policy, educational reform, industrial restructuring, privatization, environmental policy, and labor-market policy.

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 are considered.

5043 International Politics
(3-0) 3 hours credit.
An examination of the core theories that address international politics. The course studies comparative theories as well as those that analyze power and security issues in the international arena.
5103 Topics in American Politics
(3-0) 3 hours credit.
An examination of an individual topic or set of issues in American politics. May be repeated for credit when topics vary.

5123 Ethnic Politics
(3-0) 3 hours credit.
How ethnic differences influence political behavior, policy-making, and policy outcomes in the United States. Theories of ethnic relations. Strategies for dealing with ethnic conflict and discrimination.

5133 Gender Politics
(3-0) 3 hours credit.

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

5203 Topics in Political Theory
(3-0) 3 hours credit.
An examination of an individual topic, theorist, or set of issues in political theory. May be repeated for credit when topics vary.

5213 Advanced Research Methods
(3-0) 3 hours credit.
An in-depth examination of regression analysis. Advanced topics may include recursive and nonrecursive causal modeling, factor analysis, and structural equation modeling.

5303 Topics in Comparative and International Politics
(3-0) 3 hours credit.
An examination of an individual topic or set of issues in comparative and/or international politics. May be repeated for credit when topics vary.

5403 Topics in Political Communications and Behavior
(3-0) 3 hours credit.
An examination of an individual topic or set of issues in political communications and behavior. May be repeated for credit when topics vary.

5413 Political Psychology
(3-0) 3 hours credit.
The application of psychological theories to the explanation and prediction of political phenomena at individual, small group, organizational, and nation-state levels. Topics may include political socialization, personality and political leadership, the social psychology of mass participation, rational choice and symbolic politics paradigms of political behavior, psychological models of international conflict, and models of political cognition.
5423 Campaign Management and Consulting
(3-0) 3 hours credit.
An examination of strategies and techniques employed in managing electoral and lobbying campaigns. Topics may include development of comprehensive campaign plans, techniques of fund-raising and budgeting, advertising and public relations, canvassing phone banks, sociodemographic targeting, use of polls, image management, and use of mass media.

5433 Electoral Behavior
(3-0) 3 hours credit.
An examination of political science theory and research on elections and voting behavior in the United States and other countries. Topics may include electoral cycles and realignment patterns; the impact of media coverage and campaign tactics on opinions, turnout, and electoral outcomes; and the sociodemographic and psychological variables influencing voting and nonvoting.

5443 Polling and Survey Research Techniques
(3-0) 3 credit hours.
The sources, dynamics, and political effects of public opinion. Emphasis is on applied quantitative and qualitative techniques of data collection and analysis commonly used by political scientists, polling organizations, and political consultants in measuring citizen orientations. Topics may include survey methods, interviewing, focus groups, debate meters, sociodemographic targeting, content analysis, frame analysis, simulation, multidimensional scaling, and cluster analysis.

5503 Constitutional Law and Judicial Decision-Making
(3-0) 3 hours credit.
An advanced course in constitutional law and interpretation. Emphasis is on written judicial decisions, the political environment of judicial decision-making, and the impact of constitutional policy on society.

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 are 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 are 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 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.

5733 **Political Actors and Systems in Latin America**
(3-0) 3 hours credit.
An examination of politics in Latin America. The course centers the analysis around two axes: the interplay between civil society and the state and patterns of inter-American relations.

5743 **Electoral Systems in the Americas**
(3-0) 3 hours credit.
A comparative study of campaigns and elections in the Americas. The course assesses similarities and differences of electoral systems in the region with particular emphasis on North American politics (Canada, the United States, and Mexico).

5803 **Topics in Political Economy**
(3-0) 3 hours credit.
An examination of an individual topic or set of issues in political economy. May be repeated for credit when topics vary.

5813 **Principles of Economic Governance**
(3-0) 3 hours credit.
Examination of the changing principles and practices of economic governance in Western democracies. The shift to market-oriented governance techniques. Theories of state-business relations. Case studies of specific national and regional governance regimes. Topics may include fiscal and monetary policy, the management of welfare systems, industrial development and antitrust, communications policy, trade policy, natural resource management, and regional development.

5823 **Political Economy of the Americas**
(3-0) 3 hours credit.
An examination of the changing relationship among the state, society, and the private sector in Latin America and its influence on hemispheric relations. Topics may include state ownership and privatization, industrial policy, trade union influence, foreign investment and foreign trade policy, and the impact of NAFTA, GATT, and other international agreements.
5833 Business and Labor in U.S. Politics
(3-0) 3 hours credit.
An examination of the influence of business and labor organizations on public policy formation, implementation, and elections. Theories and case studies of business and labor influence. Interest group organization, strategies, and tactics. Policy areas may include industrial relations and labor law, regulatory practices, foreign trade, the environment, government subsidization, taxation, and finance.

6951,3 Independent Study
1 or 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 usually available as part of the regular course offerings. May be repeated for credit, but no 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 Graduate Studies Committee 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 Graduate Studies Committee. 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 or 6 hours credit.
Practical experience in a work place setting in which classroom knowledge of political institutions and processes and public policy can be deepened and applied. May be repeated for credit to a maximum of 6 hours.

6973 Special Problems
(3-0) 3 hours credit. Prerequisite: Consent of instructor.
An organized course offering the opportunity for specialized study not usually available as part of the regular course offerings. Special Problems may be repeated for credit when topics vary, but no more than 6 hours, regardless of discipline, will apply to the master's degree.

6983 Master's Thesis
6 hours credit. Prerequisites: Permission of the Graduate Advisor of Record and thesis director.
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 on completion of the thesis. Enrollment is required each term in which the thesis is in progress.
6993  Master’s Essay
3 hours credit. Prerequisites: Permission of the Graduate Advisor of Record and master’s essay director.
Master’s essay research and preparation. May not be repeated for credit. Credit will be awarded on completion of the essay. Enrollment is required in the first term in which the essay is in progress.

Master of Science Degree in Sociology

The Master of Science degree in Sociology is designed to prepare graduates with the skills necessary to enter the professional workforce as sociologists or to pursue further study at the doctoral level. Students have the opportunity to acquire a knowledge base in sociological methods and in areas of growing community concern, such as health, aging, civil-military relations, socioeconomic development, gender issues, and race and ethnic relations. They will have the necessary research skills to define social issues and problems, select data collection techniques, establish appropriate analysis methods, develop statistical reports, and undertake policy analyses for business, industries, and governmental organizations.

Program Admission Requirements. To qualify for unconditional admission, applicants must satisfy University-wide graduate admission requirements, submit Graduate Record Examination (GRE) scores, and be recommended for admission by the Graduate Studies Committee. Applicants must have completed 18 semester hours of undergraduate courses, 12 of which must be at the upper-division level, in sociology or related areas, including a course in theory and a course in research methods or statistics. There is no minimum GRE score for which applicants will be automatically disqualified. Applicants who do not meet these requirements will be considered for conditional admission if they meet the following criteria: conditional applicants must submit the Graduate Record Examination (GRE) Sociology Test or other indicators of preparation for graduate study, such as completion of additional undergraduate coursework to remove deficiencies, completion of 9 or more semester credit hours of graduate courses, and the achievement of a 3.0 grade-point average. An applicant not eligible for either unconditional or conditional admission may be recommended for admission as a special graduate student. This does not guarantee subsequent admission as a degree-seeking graduate student; such students must reapply for degree-seeking status.

Degree Requirements. The minimum number of semester credit hours required for the degree, exclusive of coursework or other study required to remove deficiencies, is 36.

Degree candidates must complete

A. 12 semester credit hours of core courses:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SOC 5003</td>
<td>Sociological Theory</td>
</tr>
<tr>
<td>SOC 5013</td>
<td>Advanced Conceptualization and Measurement</td>
</tr>
<tr>
<td>SOC 5023</td>
<td>Quantitative Research Methods</td>
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<td></td>
<td>or</td>
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<tr>
<td>SOC 5033</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>SOC 5043</td>
<td>Evaluation Research</td>
</tr>
</tbody>
</table>

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B. 12 semester credit hours of prescribed electives:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>SOC 5103</td>
<td>Complex Organizations</td>
</tr>
<tr>
<td>SOC 5113</td>
<td>Civil Military Relations</td>
</tr>
<tr>
<td>SOC 5123</td>
<td>Family Contexts and Social Change</td>
</tr>
<tr>
<td>SOC 5133</td>
<td>Sociology of Health and Health Care</td>
</tr>
<tr>
<td>SOC 5143</td>
<td>Demography and Community Trends</td>
</tr>
<tr>
<td>SOC 5153</td>
<td>Sociology of Tourism and Leisure</td>
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<tr>
<td>SOC 5203</td>
<td>Social Stratification</td>
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<tr>
<td>SOC 5213</td>
<td>Race and Ethnic Relations</td>
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<tr>
<td>SOC 5223</td>
<td>Mexican Americans</td>
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<tr>
<td>SOC 5233</td>
<td>Gender and Society</td>
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<tr>
<td>SOC 5243</td>
<td>Aging and Society</td>
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<tr>
<td>SOC 6903</td>
<td>Topics in Advanced Sociology</td>
</tr>
<tr>
<td>SOC 6953</td>
<td>Independent Study</td>
</tr>
<tr>
<td>SOC 6961</td>
<td>Comprehensive Examination</td>
</tr>
</tbody>
</table>

C. 6 semester credit hours of electives taken outside of sociology

D. 6 semester credit hours of Internship or Thesis

Internship option. Students may participate in an internship (the nonthesis option) after completion of 18 semester credit hours. Internships offer work-oriented experiences in local organizational settings where the principles, theories, concepts, and methods of the discipline can be applied. A research paper under the supervision of assigned faculty is required.

Thesis option. Students may select the thesis option after they have completed 24 semester credit hours.

E. Comprehensive examination. Degree candidates are required to pass both written and oral comprehensive examinations. Examinations are scheduled after a student has completed at least 30 semester credit hours in the program.

COURSE DESCRIPTIONS
SOCIOMETRY
(SOC)

5003 Sociological Theory
(3-0) 3 hours credit.
The nature of sociological theory, the major varieties of theory, the theorists who developed them, and the social and historical contexts of theory development and construction. Issues concerning the relation of theory and research are also explored.

5013 Advanced Conceptualization and Measurement
(3-0) 3 hours credit. Prerequisite: 3 semester hours of undergraduate research methods.
Advanced quantitative research methods. Topics may include index construction and scaling, analysis of variance, multiple correlation, and regression, with use of applicable computer programs to analyze local, state, and/or national data sets.

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5023 **Quantitative Research Methods**
(3-0) 3 hours credit. Prerequisite: SOC 5013.
Analyses is pursued using a variety of multivariate statistical techniques developed to meet specialized research problems. Topics may include log-linear analysis, factor analysis, path analysis, discriminant function analysis, logistic regression, and/or LISREL.

5033 **Qualitative Research Methods**
(3-0) 3 hours credit. Prerequisite: SOC 5013.
Qualitative strategies and techniques used in social science research, including field methods such as participant observation, in-depth interviews, and the collection of documents. Emphasis is on understanding the ways people interpret their experiences and construct and share their reality.

5043 **Evaluation Research**
(3-0) 3 hours credit. Prerequisite: SOC 5013.
Theory and practice of evaluation of public policy and social service programs. Evaluation theories, models, and key evaluation studies are reviewed. Practical and political issues involved in the design and implementation of evaluations are addressed. Evaluation of a social agency or program may be included.

5103 **Complex Organizations**
(3-0) 3 hours credit. Prerequisites: SOC 5003 and SOC 5013.
Structure and dynamics of large organizations, with emphasis on outcomes related to varying organizational contexts. The influence of culture and society on organizational behavior is also examined.

5113 **Civil Military Relations**
(3-0) 3 hours credit. Prerequisite: SOC 5013.
Theories of military organization and the impact of the military on societies and communities. Topics may include race and gender relations, military unions, coup d’etats, war, and technology.

5123 **Family Contexts and Social Change**
(3-0) 3 hours credit.
Family system organization and process within the broader context of community and society. Emphasis is on the changing historical roles of families, as well as cross-cultural, socioeconomic, race and ethnic, and gender variability in the family. The impact of education, the economy, and politics is also considered.

5133 **Sociology of Health and Health Care**
(3-0) 3 hours credit. Prerequisite: SOC 5013.
The relation of social behavior to health status, epidemiology, and the social organization of medicine within the United States. Emphasis is on the development of the health care industry and problems associated with the delivery of health care services.
5143 Demography and Community Trends
(3-0) 3 hours credit. Prerequisite: SOC 5013.
Basic demographic perspectives and data; methods of analysis of population size, distribution, and composition; determinants and consequences of population trends. Applications of computer programs for demographic analysis may be included.

5153 Sociology of Tourism and Leisure
(3-0) 3 hours credit. Prerequisite: SOC 5013.
Interdisciplinary survey of current theories and research on leisure activity. Leisure trends and their effects on tourism and economic development are examined.

5203 Social Stratification
(3-0) 3 hours credit.
Theory and research pertaining to structures of social inequality—their causes, forms, and consequences. Emphasis is on the distribution of power, prestige, and economic privilege, and patterns of social mobility in the United States.

5213 Race and Ethnic Relations
(3-0) 3 hours credit.
Dominant-subordinate relations between various racial and ethnic groups, from cross-cultural theoretical perspectives. Models of assimilation, cultural pluralism, and colonialism are investigated, as are their implications for minority and majority group members.

5223 Mexican Americans: Community, Culture, and Class
(3-0) 3 hours credit.
Sociological focus on the Mexican American population. Emphasis is on the theories used to interpret the experiences of this group, particularly those oriented to issues of stratification and social mobility.

5233 Gender and Society
(3-0) 3 hours credit. Prerequisites: SOC 5003 and SOC 5013.
Interdisciplinary survey of theory and current research on gender and gender-related issues. Gender-based theories are examined and compared to explanations for other forms of social stratification. Implications for family dynamics, the labor force, and the economy are explored.

5243 Aging and Society
(3-0) 3 hours credit. Prerequisite: SOC 5013.
Theory and research on the structure and dynamics of age stratification. Historical and cross-cultural differences in the status of the elderly are emphasized, as are the policy implications of demographic shifts toward an aging population.
Topics in Advanced Sociology
(3-0) 3 hours credit. Prerequisites: SOC 5003 and SOC 5013.
A seminar offering the opportunity for specialized study not usually available as part of the regular course offerings. Topics may include social gerontology, deviance, demography of aging, social psychology, religion, culture and society, mass communications, and research applications. May be repeated for credit when topics vary.

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 usually available as part of the regular course offerings. May be repeated for credit, but no more than 6 hours, regardless of discipline, will apply to the master's degree.

Comprehensive Examination
1 hour credit. Prerequisite: Approval of the appropriate Graduate Studies Committee 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 Graduate Studies Committee. 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).

Internship
3 or 6 hours credit. Prerequisite: Consent of instructor and 18 semester credit hours of graduate work. Work-oriented experience within a local organizational setting where the principles, theories, concepts, and methods of the discipline can be applied. A research paper under the supervision of assigned faculty is required.

Special Problems
(3-0) 3 hours credit. Consent of instructor. An organized course offering the opportunity for specialized study not usually available as part of the regular course offerings. Special Problems may be repeated for credit when topics vary, but no more than 6 hours, regardless of discipline, will apply to the master's degree.

Master's Thesis
3 or 6 hours credit. Prerequisite: Permission of the Graduate Advisor of Record and thesis director, and 24 semester credit hours of graduate work. 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.