



COLLEGE OF EDUCATION

General Overview

The College of Education includes the Department of Curriculum and Instruction, the Department of Educational Psychology, the Department of Health and Kinesiology and the Department of Educational Leadership.

Academic Programs

The College of Education offers the following degree programs at the graduate level: the Master of Education in bilingual education, special education, early childhood education, elementary education, secondary education, reading, educational diagnostician, gifted education, guidance and counseling; and educational administration and supervision; the Master of Arts in school psychology; Master of Science in Kinesiology, and the Ed.D. in educational leadership.

The college also offers the opportunity for completion of certificates and endorsements at the graduate level.

Although the graduate programs in education are intended primarily for personnel in public/private schools, the knowledge and skills taught are applicable to other agencies. A student may complete some M.Ed. programs at The University of Texas-Pan American without meeting all the teacher certification requirements. Please consult with the director of each program for more specific guidelines and information.

Credit for 5000-level courses may not be given to a student with previous undergraduate credit in similar courses.

At the undergraduate level, the college offers a Bachelor of Science degree with majors in kinesiology and health and Bachelor of Interdisciplinary Studies for elementary teachers. The College of Education also offers undergraduate certification in elementary with options for specialized endorsements in special education, early childhood, bilingual education and in middle school, secondary and all-level art, all-level music and all-level kinesiology education. Students are encouraged to check with the departments early in their program for specific degree requirements and development of degree plans.

All programs in the College of Education are fully accredited by the State Board for Educator Certification.

Dr. Salvador Hector Ochoa, *Dean*
College of Education, Room 3.102
1201 W. University Drive
Edinburg, TX 78539-2999
Telephone: 956/381-2943
Fax: 956/381-2184
E-mail: shochoa@utpa.edu
Web: <http://www.utpa.edu/colleges/coe>

Graduate Admission Requirements of the College of Education

The student must first meet all requirements for graduate admission to UT Pan American (see Page 17), as well as the other requirements listed below. Application for admission to the University must be submitted online; the application is available at www.utpa.edu/gradschool. Once submitted, applicants can check the status of their applications online or by contacting the Graduate Office.

1. Applicants for admission must have a bachelor's degree. The minor graduate field will require evidence of completion of 12 hours of undergraduate work, of which six must be advanced hours.

2. Satisfactory completion of an oral examination following the completion of 12-18 hours of graduate work.

3. Satisfactory completion of a written comprehensive examination during the last semester of graduate work.

4. The student must also complete any specific admission, program and exit requirements of the program he or she wishes to pursue. Requirements for admission to certification programs in educational leadership, special education, school psychology, guidance and counseling and gifted education are specifically outlined in their respective sections of this catalog.

Certificates

Students may pursue work toward professional certification simultaneously with work toward a graduate degree. Candidates for the Master of Education degree should complete the academic requirements for the professional certificate as a counselor, an educational diagnostician or an educational leader or in gifted education. Candidates for the Master of Arts or the Master of Science degrees should complete the academic requirements for the professional certificate in the major field selected for the degree.

Candidates who already hold a master's degree may qualify for the professional certificate and are encouraged to seek certification in so far as it serves their educational and professional objectives. Applicants for the professional certificate must hold the provisional certificate, which requires only three years of satisfactory teaching experience (except for the administrator's certificate, which requires only two years of satisfactory teaching experience), and must have completed all of the requirements for the appropriate master's degree.

Because the provisional certificate is based upon the bachelor's degree, no more than six hours of the work used to obtain the master's degree may apply toward this certificate. These six hours may not also be applied toward the professional certificate.

An application for the professional certificate should be made in the Certification Office, Room 1.302, in the College of Education during the semester in which the certification

requirements will be completed. Students may not qualify for a professional certificate at UT Pan American unless they already hold the master's degree or have completed all of the requirements for the appropriate master's degree.

Curriculum and Instruction

Dr. Irma Guadarrama, *Department Chair*
 Education Complex, Room 2.510
 1201 W. University Drive
 Edinburg, TX 78539-2999
 Telephone: 956/381-2431 or 380-8792
 Fax: 956/381-2434
 E-mail: gaudarramain@utpa.edu

Graduate Faculty

Curts, James B., *Associate Professor*
 DeLeon, Leticia, *Assistant Professor*
 Diaz, Zulmaris, *Assistant Professor*
 Esquierdo, Joy, *Assistant Professor*
 Estrada, Veronica, *Associate Professor*
 Farruggio, Peter, *Assistant Professor*
 Garcia, Criselda, *Assistant Professor*
 Gomez, Leonides, *Professor*
 Guerrero, Michael, *Associate Professor*
 McBride, John W., *Professor*
 Medrano, Hilda, *Professor*
 Murrillo, Luz, *Assistant Professor*
 Osstorga, Alcione Negrao, *Assistant Professor*
 Pena, Carmen, *Associate Professor*
 Reyes, Maria Elena, *Professor*
 Ruiz-Escalante, Jose Augustin, *Professor*
 Sarmiento-Arribalzag, Matilde, *Assistant Professor*
 Schall, Janine, *Assistant Professor*
 Tevis, Martha, *Professor*
 Yanes, Martha Jeanne, *Associate Professor*

Graduate Programs

The Department of Curriculum and Instruction offers Master of Education degrees in early childhood, elementary education, elementary bilingual education, secondary education and reading.

Master of Education Degree in Bilingual Education

The role of the bilingual/bicultural education specialist is that of a leader and master teacher in the field. Such a field includes knowledge, skills and attitudes that are characterized by linguistic, cultural and instructional dimensions. The M.Ed. degree with specialization in bilingual education provides an opportunity to develop such characteristics.

Requirements for Admission

To be admitted to the Master of Education in Bilingual Education program, the student must first meet all requirements for admission to the Graduate School of UT Pan American (see Page 17), as well as the other requirements listed below. Application for admission must be submitted online; the application is available at www.utpa.edu/gradschool. Once submitted, applicants can check the status of their applications online or by contacting the Graduate Office.

1. The applicant must be a fully certified elementary or secondary teacher.
2. The applicant must submit at least two letters of recommendation from individuals in the position to judge the professional and academic potential of the applicant (submitted through the online application).
3. The applicant must submit a 250-word essay written in both English and Spanish demonstrating his/her interest in this master's program and goals upon its successful completion (submitted with the online application).

The following is the program for the M.Ed. degree with specialization in bilingual education:

Option: Thesis/Non-Thesis*

Certificate: Provisional Bilingual

Professional Development			18 hours
EDBE	6322	Bilingualism/Multiculturalism: Critical Issues and Practices	
EDBE	6324	Second Language Teaching: Theory and Methodology	
EDBE	6335	Bilingual Content Areas Across the Curriculum	
EDBE	6350	The Bilingual Reading Process	
EDBE	6351	Research on Language Development in Bilingual Environments	
EDBE	6319	Practicum in Bilingual Education (completed last semester of program)	

Specialization Area		12 hours
Language Component		6 hours
<i>Required:</i>		
SPAN	6307	Advanced Spanish Grammar and Composition for the Classroom Teacher
ENG	6321	Studies in Language and Culture

Socio-Historical Component		6 hours
<i>Select three hours from the following:</i>		
SOCI	6350	Advanced Sociology of Education
SOCI	6361	Race and Ethnic Relations
SOCI	6362	Mexican-American Society
SOCI	6363	Borderlands and Inter-American Topics

Select three hours from the following:

HIST	6306	Studies in Texas and Southwestern History
HIST	6316	Studies in Mexican and American Heritages

Resource Area **3 hours**

Select three hours from the following:

EDCI	6302	Multicultural Education
		or
EDUL	6388	Sociocultural Foundations of Education

Educational Research/Measurement **6 hours**

Required:

EDCI	6310	Research Methods in Education
------	------	-------------------------------

Select three hours from the following:

EDCI	6304	Measurement and Evaluation
EPSY	6350	Introduction to Statistics
		or
EPSY	6370	Educational and Psychological Measurement

* If the thesis option is selected, students must complete the thesis sequence below in place of the history (HIST) and sociology (SOCl) course requirements listed in the specialization areas.

ED	7300	Thesis
ED	7301	Thesis

TOTAL **39 hours**

Master of Education in Early Childhood

Option: Non-Thesis
Certificate: Non-Certification

Early Childhood Core Courses **18 hours**

EDEC	6380	The Young Child in a Multicultural Society
EDEC	6381	First and Second Language Development in Young Children
EDEC	6382	Emergent Literacy Development
EDEC	6390	Internship in Early Childhood Setting I
EDEC	6391	Early Childhood Program Administration
EDEC	6392	Internship in Early Childhood Setting II

Professional Development **12 hours**

Required:

EDCI	6310	Research Methods in Education
EDCI	6304	Measurement and Evaluation
		or
EPSY	6367	Introduction to Statistical Methods
PSY	6330	Developmental Psychology

Select three hours from the following:

SOCl	6361	Race and Ethnic Relations
SOCl	6350	Advanced Sociology of Education

Resource Areas **6 hours**

Select three hours from each area listed:

Area 1:

ENG	6321	Studies in Language and Culture
ENG	6345	Problems in Grammar, Dialects and Language Performance
ENG	6350	Introduction to Descriptive Linguistics for Teachers

Area 2:

SPAN	6344	Problems and Issues Related to Language
SPAN	6350	Special Topics in Spanish Linguistics
SPAN	6307	Advanced Spanish Grammar and Composition for the Classroom Teacher
SPAN	6347	Special Studies in Grammar and Composition

TOTAL **36 hours**

Option: Thesis
Certificate: Non-Certification

ED	7300	Thesis
	7301	Thesis

NOTE: Students must complete the thesis sequence above in place of either EDEC 6390 or EDEC 6392 and one resource area course.

TOTAL **36 hours**

Master of Education in Elementary Education

Option One: Non-Thesis
Certificate: Non-Certification

Content Courses **6-9 hours**

Select from the following:

EDCI	6305	Educational Curriculum
EDCI	6306	Special Projects
EDMA	6328	Mathematics in the School Curriculum
EDSC	6326	Science in the School Curriculum
READ	6308	Foundations of Reading Instruction I
READ	6309	Foundations of Reading Instruction II
READ	6310	Child and Adolescent Literature
READ	6323	Problems in the Teaching of Reading
READ	6325	Practicum in Reading Instruction

Professional Development **12 hours**

EDCI	6303	Philosophy of Education (required)
------	------	------------------------------------

Select 3 hours from the following (required):

EDTC	6301	Instructional Technology
EDTC	6302	Internet and WWW for Teaching and Learning
EDTC	6303	Instructional Design
EDTC	6304	Multimedia Production
EDTC	6305	Research, Issues and Trends in Instructional Technology
EDTC	6306	Special Topics: Projects in Instructional Technology

Select 6 hours from the following (required):

EDBE	6322	Bilingualism/Multiculturalism: Critical Issues and Practices
EDCI	6302	Multicultural Education
EDCI	6305	Educational Curriculum
EDEC	6380	The Young Child in a Multicultural Society
EDEC	6382	Emergent Literacy Development
READ	6308	Foundation of Reading Instruction I

Resource Areas **6-9 hours***Select from the following:*

EDCI	6306	Special Projects
EDCI	6307	Research, Issues and Trends in Education
EDTC	6305	Research, Issues and Trends in Instructional Technology
EDTC	6306	Special Topics: Projects in Instructional Technology

Up to six hours of approved graduate courses may be taken as resource area courses.

Educational Research/Measurement **9 hours**

EDCI	6308	Practicum for Teachers
EDCI	6310	Research Methods in Education
EDCI	6304	Measurement and Evaluation

TOTAL 36 hours

Option Two: Thesis
Certificate: Non-Certification

Content Courses **6-9 hours***Select from the following:*

EDMA	6328	Mathematics in the School Curriculum
EDSC	6326	Science in the School Curriculum
READ	6308	Foundations of Reading Instruction I
READ	6309	Foundations of Reading Instruction II
READ	6310	Child and Adolescent Literature
READ	6323	Problems in the Teaching of Reading

Professional Development **6-12 hours***Select from the following:*

EDBE	6322	Bilingualism/Multiculturalism: Critical Issues and Practices
EDCI	6302	Multicultural Education
EDCI	6303	Philosophy of Education (<i>required</i>)
EDCI	6306	Special Projects

EDCI	6307	Research, Issues and Trends in Education
EDTC	6301	Instructional Technology
READ	6308	Foundations of Reading Instruction I

The student may substitute three to six hours from any approved graduate-level courses.

Thesis 9 hours

ED	7300	Thesis
	7301	Thesis

Educational Research/Measurement **12 hours**

EDCI	6304	Measurement and Evaluation
EDCI	6305	Educational Curriculum
EDCI	6308	Practicum for Teachers
EDCI	6310	Research Methods in Education

TOTAL 36 hours

Option Three: Non-Thesis
Certificate: Non-Certification

Elementary Specialization Area (minor) 12 hours

Twelve hours of graduate-level courses in one of the following fields or a combination of two fields selected in consultation with the graduate adviser of the department: Art, Biology, Educational Technology (EDTC), English, Political Science, Health and Kinesiology, History, Mathematics, Science (SCIE prefix), Spanish, French, Music, Physics, Theatre, Mathematics Education (EDMA), and Science Education (EDSC).

Professional Development **6-12 hours**

EDCI	6303	Philosophy of Education (<i>required</i>)
<i>Select 3 hours from the following (required):</i>		
EDTC	6301	Instructional Technology
EDTC	6302	Internet and WWW for Teaching and Learning
EDTC	6303	Instructional Design
EDTC	6304	Multimedia Production
EDTC	6305	Research, Issues and Trends in Instructional Technology
EDTC	6306	Special Topics: Projects in Instructional Technology

Resource Areas **6-12 hours**

EDCI	6305	Educational Curriculum (<i>required</i>)
EDMA	6328	Mathematics in the School Curriculum
EDSC	6326	Science in the School Curriculum
READ	6308	Foundations of Reading Instruction I

Three to six hours from any approved graduate-level courses may be taken as resource area courses.

Educational Research/Measurement **12 hours**

EDCI	6304	Measurement and Evaluation
EDCI	6307	Research, Issues and Trends in Education
EDCI	6308	Practicum for Teachers

EDCI 6310 Research Methods in Education
(required)

TOTAL 36 hours

Master of Education in Reading

The purpose of the Master of Education in reading program is to prepare professionals to assume responsible leadership positions in the field of reading as all-level reading specialists. The objectives of the program are to provide in-depth study of:

1. Theory, knowledge and research-based instructional practices in reading education.
2. Instructional design, delivery, and assessment in reading education for students with diverse backgrounds including those with reading difficulties or disabilities.
3. Effective communication, collaboration, and leadership skills and techniques.
4. Theory and knowledge of mentoring, coaching, and consultation in the development, implementation, and evaluation of effective reading programs.

Requirements for Admission

In addition to the University's graduate admission requirements, the admission requirements for the Master of Education in reading program are as follows:

1. The applicant must have a 3.0 graduate admission grade point average (GPA) or more on a 4.0 scale in the last 60 semester hours or 90 quarter hours completed.
2. The applicant must submit at least three letters of recommendation from persons in a position to judge the professional and academic potential of the candidate.
3. The applicant must submit a writing sample (e.g., an essay or business letter that reflects the applicant's professional interest and/or professional goals in reading education).
4. The applicant must hold a valid teaching certificate and have taught in a public or private school setting for a minimum of two years. Copies of teacher educator certificates and teacher service record(s) indicating two years of successful teaching must be submitted to the program director. This requirement is waived for applicants teaching in community college settings.
5. The applicant must have earned a minimum of 18 semester credit hours, or a minor, of coursework in reading or a reading-related field at the undergraduate level (e.g., English language arts, reading, English, bilingual education/ESL, special education or linguistics).

The following is the program for the Master of Education in reading degree:

Option One: Non-Thesis
Certificate: All-Level Reading Certificate

Reading Area	24 hours
READ 6308	Foundations of Reading I
READ 6309	Foundations of Reading II
READ 6310	Child and Adolescent Literature
READ 6313	Linguistics for Reading
READ 6323	Problems in the Teaching of Reading
READ 6329	Diagnostic Teaching of Reading
READ 6325	Practicum in Reading Instruction
READ 6351	Teaching Content Area Reading

Resource Area

Select 6 hours from the following:

EDBE 6350	Bilingual Reading Process
EDBE 6351	Research on Language Development in Bilingual Environments
ENG 6325	Composition Techniques
READ 6320	Integrating Writing in the Reading Classroom

Professional Development	6 hours
EDCI 6305	Educational Curriculum
EDCI 6310	Research Methods in Education

TOTAL 36 hours

Option Two: Thesis
Certificate: All-Level Reading Certificate

Reading Area	24 hours
READ 6308	Foundations of Reading I
READ 6309	Foundations of Reading II
READ 6310	Child and Adolescent Literature
READ 6313	Linguistics for Reading
READ 6323	Problems in the Teaching of Reading
READ 6329	Diagnostic Teaching of Reading
READ 6325	Practicum in Reading Instruction
READ 6351	Teaching Content Area Reading

Resource Area	6 hours
ED 7300	Thesis
ED 7301	Thesis

Professional Development	6 hours
EDCI 6305	Educational Curriculum
EDCI 6310	Research Methods in Education

TOTAL 36 hours

Master of Education in Secondary Education

Option One: Non-Thesis
Certificate: Non-Certification

Specialization Area 12-18 hours

Twelve to 15 hours of graduate-level courses in one or two of the following fields after consultation with the graduate adviser in the department: Art, Biology, Chemistry, Communication, Educational Technology (EDTC), English, Political Science, Kinesiology, History, Mathematics, Psychology, Physics, Science (SCIE prefix), Sociology, Spanish, Theatre, French and Music.

Educational Research/Measurement 9 hours

EDCI	6310	Research Methods in Education
EDCI	6302	Multicultural Education
or		
EDCI	6303	Philosophy of Education
EDCI	6304	Measurement and Evaluation

Professional Development 9 hours

EDCI	6305	Educational Curriculum (<i>required</i>)
EDCI	6308	Practicum for Teachers (<i>required</i>)
<i>Select three hours from the following (required):</i>		
EDTC	6301	Instructional Technology
EDTC	6302	Internet and WWW for Teaching and Learning
EDTC	6303	Instructional Design
EDTC	6304	Multimedia Production
EDTC	6305	Research, Issues and Trends in Instructional Technology
EDTC	6306	Special Topics: Projects in Instructional Technology

Resource Area 3-6 hours

Up to six hours from any graduate-level courses that provide background for the specialization area, or courses chosen to extend the applicant's preparation in a subject matter field other than his or her specialization, with consent of graduate adviser.

TOTAL 39 hours

Option Two: Thesis
Certificate: Non-Certification

Specialization Area 12 hours

Select 12 hours of graduate-level courses in consultation with the graduate adviser in the department from one or two of the following fields: Art, Biology, Chemistry, Communication, Educational Technology (EDTC), English, Kinesiology, History, Mathematics, Political Science, Physics, Psychology, Science (SCIE prefix), Sociology, Spanish, Communications, Theatre, French, and Music.

Educational Research/Measurement 9 hours

EDCI	6310	Research Methods in Education
EDCI	6302	Multicultural Education
or		
EDCI	6303	Philosophy of Education
EDCI	6304	Measurement and Evaluation

Professional Development 9 hours

EDCI	6305	Educational Curriculum (<i>required</i>)
EDCI	6308	Practicum for Teachers (<i>required</i>)
<i>Select three hours from the following (required):</i>		
EDTC	6301	Instructional Technology
EDTC	6302	Internet and WWW for Teaching and Learning
EDTC	6303	Instructional Design
EDTC	6304	Multimedia Production
EDTC	6305	Research, Issues and Trends in Instructional Technology
EDTC	6306	Special Topics: Projects in Instructional Technology

Thesis 6 hours

ED	7300	Thesis
	7301	Thesis

TOTAL 39 hours

Course Descriptions

A listing of graduate courses offered by the Department of Curriculum and Instruction can be found in the Course Descriptions section of this catalog beginning on Page 187.

Educational Psychology

Dr. Stephanie Brickman, *Department Chair*
Education Building, Room 1.510
1201 W. University Drive
Edinburg, TX 78539-2999
Telephone: 956/381-2901
Fax: 956/381-2395
E-mail: sjbrickman@panam.edu

Graduate Advisors

Dr. Cheryl Fielding, *Educational Diagnostician*
Dr. Peter Kranz, *Guidance and Counseling*
Dr. Jo Ann Mitchell, *Special Education*
Dr. Harold Poelzer, *Gifted Education*
Dr. Olga Rodriguez-Escobar, *School Psychology*
Dr. Santiago Silva, *Guidance and Counseling*
Dr. Scott Sparrow, *Guidance and Counseling*

Graduate Faculty

Alvarado, Victor, *Professor*
Brickman, Stephanie, *Associate Professor*

Carlson, Ralph, *Professor*
 Casebeer, Cindy, *Assistant Professor*
 Castillo, Yvonne, *Assistant Professor*
 Fielding, Cheryl, *Associate Professor*
 Kranz, Peter, *Associate Professor*
 Lowdermilk, John, *Assistant Professor*
 Mitchell, Jo Ann, *Professor*
 Poelzer, Harold, *Professor*
 Ramirez, Sylvia, *Associate Professor*
 Rice, Cynthia, *Assistant Professor*
 Rodriguez-Escobar Olga, *Assistant Professor*
 Saenz, Laura, *Assistant Professor*
 Shen, Jean, *Assistant Professor*
 Silva, Santiago, *Assistant Professor*
 Sparrow, Scott, *Assistant Professor*

Overview of Graduate Programs

The Department of Educational Psychology offers the Master of Education degree in guidance and counseling, educational diagnostician, gifted education, special education, and the Master of Arts in school psychology. It also offers an endorsement in gifted education at the graduate level.

Mission Statement

The Department of Educational Psychology consists of programs which are designed to meet the educational needs of individuals from diverse socioeconomic, sociocultural, and linguistic backgrounds in the South Texas region, Southwestern United States and the United States. It is committed to providing the highest quality of instruction, faculty development, student advisement, and educational services to the community and research in various fields of endeavor.

Goals

The goals of the Department of Educational Psychology are all-inclusive and ambitious in their role to create fertile ground for the overall mission of the department. These goals include an ongoing effort:

1. To offer educational programs which respond to the needs of individuals of diverse socioeconomic, sociocultural, and linguistic backgrounds in Texas, Southwestern United States, and the United States.
2. To provide core studies for other graduate and undergraduate programs in the College of Education.
3. To create and utilize research-based teaching practices to enhance the quality of instruction in higher education.
4. To provide opportunities for the faculty and students to be engaged in scholarly research, particularly focusing on issues related to diverse populations.
5. To provide systematic recruitment, retention and advisement to students.
6. To provide services to local and regional educational agencies through consultation, technical assistance and

evaluation.

7. To encourage and foster student involvement and leadership in professional organizations and activities at the local, state, and national levels.

8. To provide opportunities for the blending of theory and practice through University field-based programs.

9. To develop state of the art facilities, resources and technology for local and distance education.

Master of Education in Guidance and Counseling

Mission

The mission of the Guidance and Counseling is to prepare a highly competent professional who can respond to student needs in the academic setting. Preparation of the professional counselor is accomplished through completion of a program of studies designed to ensure that the counselor will demonstrate the highest quality of professional knowledge, skills and attitudes in a learner-centered environment.

The counselor is an integral part of the academic services in public school education who serves to facilitate the growth and learning of students. The counselor, upon completion of the Master of Education degree in school guidance and counseling, will be professionally prepared to provide services in the following areas: guidance curriculum, responsive services, individual planning and systems support. The counselor will provide direct services to students as a counselor, consult with others to address issues facing students and coordinate services with programs and agencies within the school and in the community.

The Department of Educational Psychology also offers a Licensure Plan for preparation of the National Counselor Examination (NCE). The Licensed Professional Counselor (LPC) Track prepares counselors who can respond to the life span mental health needs of our community.

Program of Studies

◆ Course Sequence Requirements

Forty-eight hour school counseling program.

- EPSY 6358 and EPSY 6370/6350 can be taken at any time.
- EPSY 6320, EPSY 6366, EPSY 6390, EPSY 6391, Individual Differences course requirement and Intervention course requirement can be taken at any time.
- EPSY 6361 and EPSY 6362 can be taken concurrently.
- In order to take EPSY 6363, you must have taken EPSY 6361 and EPSY 6362.
- In order to take EPSY 6364, you must have taken EPSY 6361, EPSY 6362 and EPSY 6363.

- In order to take EPSY 6365, you must have taken EPSY 6361, EPSY 6362, EPSY 6363 and EPSY 6364.
- In order to take EPSY 6367, you must have taken EPSY 6350 or EPSY 6370.
- In order to take EPSY 6368, you must have taken EPSY 6358, EPSY 6350 or 6370, EPSY 6320, EPSY 6367, Individual Differences course requirement and Intervention course requirement, EPSY 6361, 6362, 6363, 6364, 6365 and three of the following courses: EPSY 6366, EPSY 6390 and EPSY 6391. Thus, a student can co-enroll in EPSY 6368 and one of the following courses: EPSY 6366, EPSY 6390 and EPSY 6391.
- In order to take EPSY 6369, you must have taken EPSY 6358, EPSY 6350 or EPSY 6370, EPSY 6320, Individual Differences course requirement and Intervention course requirement, EPSY 6361, 6362, 6363, 6364, 6365, 6366, 6367, 6368, 6390 and 6391. A student can co-enroll in EPSY 6366, 6390 and 6391.

Foundation Courses

EPSY	6358	Introduction to Research
EPSY	6350	Introduction to Statistics
		or
EPSY	6370	Educational and Psychological Measurement*

* *Recommended.*

Required Sequence Courses

EPSY	6361	Organization and Management of Guidance and Counseling Programs
EPSY	6362	Personal/Social Development of the Counselor
EPSY	6363	Counseling Theories
EPSY	6364	Counseling Methods and Techniques
EPSY	6365	Group Counseling Techniques

Other Core Courses

EPSY	6366	Lifestyle and Career Development
EPSY	6367	Assessment of Counseling and Development *
EPSY	6390	Human Growth and Development
EPSY	6391	Counseling the Culturally Diverse
EPSY	6320	Consultation and Collaboration with Parents, Professionals and Agencies

* *Must have taken EPSY 6350 or 6370.*

Individual Differences Course

EPSY	6300	Advanced Individual Differences
		or
EPSY	6303	Learning Disabilities
		or
EPSY	6305	Advanced Studies in Psychopathology Intervention Course
EPSY	6322	Advanced Educational Psychology

and Principles of Learning

or

EPSY 6315 Strategies, Curricula & Material for Teaching the Seriously Emotionally Disturbed

or

EPSY 6333 Counseling the Gifted and Talented

or

EPSY 7352 Psychotherapy for Children (will include gifted information)

Culmination Courses

EPSY	6368	Counseling Practicum I
EPSY	6369	Counseling Practicum II

Licensure Plan

48 + 9 hours

EPSY	6392	Counseling Practicum III
EPSY	6393	Marriage and Family Counseling

Select three hours from the following:

EPSY	6100	Seminar in Counseling and Guidance
EPSY	6101	Seminar in Counseling and Guidance

EPSY 6102 Seminar in Counseling and Guidance (repeat three times)

or

PSY 6305 Advanced Studies in Psychopathology

Total Licensure Plan

57 hours

Requirements for Admission to the School Counseling Program

Admission to Counselor Education

- A student must first meet all requirements for graduate admission to UT Pan American (see Page 17). Application for admission to the University must be submitted online; the application is available at www.utpa.edu/gradschool. Once submitted, applicants can check the status of their applications online or by contacting the Graduate Office. Applicants reviewed and accepted only during fall and spring semesters.
- Upon admission to graduate studies, a student may enroll in EPSY 6358, EPSY 6350 or EPSY 6370.

NOTE: A student must earn at least a B in every course with the exception of EPSY 6358, EPSY 6350 or EPSY 6370 in which a grade of C or better is required. In the event that a student does not meet the aforementioned requirements, the student must repeat the course prior to continuing the sequence.

- ◆ **Appeal Process for Students Denied Admission**
Students who are denied admission for any single reason may appeal to the Counselor Education faculty in the following manner:

1. File a letter of appeal.

2. Provide an essay that details significant life events, with an emphasis on achievements and responsibilities that would indicate an ability to undertake graduate work and a probability for success in the field of counseling.
3. Complete an interview by a committee of Counselor Education faculty. The faculty may accept the appeal, deny the appeal or accept the appeal with conditions, i.e., additional academic work, personal counseling and/or similar experiences.

◆ Exit Requirements

1. Completion of all course requirements in a planned program, with a minimum 3.25 grade point average.
2. Satisfactory completion of a written comprehensive examination (to be taken during enrollment in EPSY 6368).

Master of Education Degree as an Educational Diagnostician

The educational diagnostician works within the special education department in public school systems and is the professional who is primarily responsible for conducting and coordinating the initial full individual evaluation of students suspected of having a disability. Educational diagnosticians also conduct and coordinate re-evaluations of students currently receiving special education and related services.

This program prepares the prospective educational diagnostician to conduct full individual evaluations and compose written reports.

Students in the program also are prepared to interpret the results of evaluation data to parents and other professionals; work with the multidisciplinary team to plan and incorporate appropriate teaching methods, materials and mastery level into the individual education plans of students with disabilities; assist public schools by possessing knowledge of compliance issues regarding federal and state laws, rules and regulations that affect students with disabilities; and understand the importance of the child-centered process in all aspects of education.

Requirements for Admission

1. Applicants must first meet all requirements for graduate admission to UT Pan American (see Page 17), as well as the other requirements listed below. Application for admission to the University must be submitted online; the application is available at www.utpa.edu/gradschool. Once submitted, applicants can check the status of their applications online or by contacting the Graduate Office.
2. Applicants must be a teacher certified in special education and must have at least two years teaching experience with one year of service working as a special education teacher.
3. Applicants must submit the following:
 - Application.
 - Statement of purpose.
 - Current teacher service record verifying minimum

one year special education teaching experience and two years total teaching experience.

- Recent PDAS.
- Three letters of recommendation.
- Special Education Certification Examination Scores.
- Teacher Certification.

Program admission is not based on any single criterion; multiple criteria are considered. Students who are denied admission for any single reason may appeal to the faculty of the Educational Diagnostician Program.

◆ Degree/Certification Requirements

This is a 45-hour program that begins in the fall semester and requires three years to complete. During the third year of the program, students are eligible and encouraged to work as an educational diagnostician within a local school district.

Students are not permitted to take courses until they have been accepted to the program.

Course Sequence

EPSY	6300	Advanced Individual Differences
EPSY	6302	Psychology of Mental Retardation
EPSY	6303	Learning Disabilities
EPSY	6304	Culturally and Linguistically Diverse Exceptional Learner I: Problems, Trends and Issues
EPSY	6307	Legal Foundations of Special Education
EPSY	6311	Applied Behavioral and Cognitive Therapies
EPSY	6316	Literacy for Elementary Students with Mild Disabilities
EPSY	6320	Consultation and Collaboration with Parents, Professionals and Agencies
EPSY	6322	Advanced Educational Psychology and Principles of Learning
EPSY	6358	Introduction to Research
EPSY	6370	Educational and Psychological Measurement
EPSY	6380	Introduction to Cognitive and Academic Assessment
EPSY	6381	Advanced Cognitive and Academic Assessment
EPSY	6382	Bilingual and Multicultural Assessment
EPSY	7302	Practicum for Educational Diagnosticians

The oral examination is part of EPSY 6380 and the written comprehensive final examination is part of EPSY 7302.

◆ SBEC Standards

In keeping with the State Board of Educator Certification (SBEC) Standards for Educational Diagnosticians (Texas Administrative code, Title 19, Part 7, Chapter 239, Subchapter C, Rule §239.83), courses in this program address the following areas:

1. Purpose, philosophy, and legal foundation of evaluation and special education.
2. Ethical and professional practices, roles and responsibilities.
3. Collaborative relationships with families, educators, school, community, outside agencies and related service personnel.
4. Student assessment and evaluation, program planning, and instructional decision making.
5. Eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.
6. Selection, administration, and interpretation of appropriate formal and informal assessments and evaluations.
7. Ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning and instruction.
8. Scheduling, time management, and organization.
9. Addressing behavioral and social interaction skills of students through appropriate assessment, evaluation, planning and instructional strategies.
10. Curricula and instructional strategies for individuals with disabilities.

Master of Education Degree in Gifted Education

The purpose of the Master of Education degree in gifted Education is to prepare professionals to assume responsible leadership positions in the education of gifted and talented students. The program objectives are to provide in-depth studies of the:

1. Theory, knowledge and practices in gifted education.
2. Measurement and assessment theory in gifted education.
3. Assessment and development of creativity.
4. Instructional strategies, program development and evaluation in gifted education.
5. Special problems of gifted individuals.

The program also provides opportunities for graduate students to develop professional competency through applied practice in different educational settings. Further, students may elect to participate in opportunities to research gifted individuals from bilingual or multicultural or heterogeneous socioeconomic populations.

Requirements for Admission

In order to be admitted to the program, the student must:

1. Meet all requirements for graduate admission to UT Pan American (see Page 17), as well as the other requirements listed below. Application for admission to the University must be submitted online; the application is available at www.utpa.edu/gradschool.

Once submitted, applicants can check the status of their applications online or by contacting the Graduate Office.

2. Hold a bachelor’s degree from a college or university accredited by the regional accrediting association for the region in which the institution is located.
3. Have a 3.0 undergraduate admission grade point or more.
4. Submit at least three letters of recommendation from persons in a position to judge the professional and academic potential of the candidate.
5. Participate in a structured interview with the coordinator of the gifted program.

Degree Requirements

The master’s degree in gifted education provides the option of either a 39-hour thesis program or a 39-hour non-thesis program. Both programs consist of a core of 27 hours including two (three-hour) practicum courses (the first focusing on the teaching of gifted students, the second on the administration of gifted programs) and six hours of designated electives. The thesis program requires six hours of thesis, the non-thesis program either six hours of applied research or six hours of designated electives, the choice of electives to be determined through consultation between the student and his or her graduate adviser.

In addition, the student is required to pass a written, comprehensive examination.

	Semester Credit Hours		
	Thesis	Non-Thesis Applied Research	Non-Thesis Designated Electives
Required Core	27	27	27
Designated Electives	6	6	12
Free Electives	0	0	0
Thesis	6	0	N/A
Applied Research Project	N/A	6	N/A
TOTAL HOURS	39	39	39

◆ Curriculum

Required Core Courses 27 hours

EPSY	6330	Identifying the Gifted and Talented
EPSY	6331	Curriculum, Methods and Materials for the Gifted and Talented
EPSY	6332	Creativity and the Gifted and Talented
EPSY	6333	Counseling the Gifted and Talented
EPSY	6334	Practicum I in Gifted Education
EPSY	6335	Practicum II in Gifted Education
EPSY	6337	Administration of Gifted and Talented Programs
EPSY	6350	Introduction to Statistics
EPSY	6358	Introduction to Research

Designated Elective Courses 6 hours or 12 hours

EPSY	6322	Advanced Educational Psychology and Principles of Learning
ED	6311	Advanced Child Psychology
EPSY	6338	Atypical Gifted Children
EPSY	6340	Critical and Creative Thinking for Gifted Students
EPSY	6341	Gifted Students in the Visual and Performing Arts
EPSY	6342	Seminar in Gifted Education
EPSY	6344	Gifted Child in the Regular Classroom
EPSY	6346	Independent Study
EPSY	6350	Introduction to Statistics
EPSY	6351	Intermediate Statistics
EPSY	6354	Program Evaluation
EPSY	6370	Educational and Psychological Measurement

Thesis and Non-Thesis Options 6 hours

• Thesis

ED	7300	Thesis
ED	7301	Thesis

• Non-Thesis

EPSY	7602	Applied Research Project	6 hours
------	------	--------------------------	---------

TOTAL 39 hours

Master of Arts Degree in School Psychology

The purpose of the 69-hour master's degree program in school psychology is to prepare school psychologists for those schools and agencies that provide treatment and educational programs in a society that is linguistically, socioeconomically and socioculturally pluralistic. The thrust of the program will be for students to develop and acquire the knowledge necessary to conduct applied and basic research, psychological and educational assessment for intervention, cognitive-behavioral-psychodynamic psychotherapy and interdisciplinary consultation with teachers, administrators, parents and community agencies. Additional credit hours are required to be eligible for state licensure.

School psychologists will be educated to be consultants to other professionals such as counselors, teachers and administrators; to provide psychological and educational diagnosis and assessment; to provide direct psychotherapy and cognitive-behavioral intervention; and to provide research and evaluation services to school districts and agencies.

Degree recipients will receive preparation for the following credential(s):

1. Licensed Specialist School Psychologist (LSSP) by the Texas State Board of Examiners of Psychologists.
2. National Certification as a School Psychologist by the National Association of School Psychologists. (Students seeking the certification must consult with

their advisor concerning NASP requirements.)

Requirements for Admission

In order to be admitted to the program, the student must meet all requirements for graduate admission to UT Pan American (see Page 17), as well as the other requirements listed below. Application for admission to the University must be submitted online; the application is available at www.utpa.edu/gradschool. Once submitted, applicants can check the status of their applications online or by contacting the Graduate Office.

1. The applicant must have a 3.0 grade point average or more on a 4.0 scale in the last 60 semester hours or 90 quarter hours completed.
2. The applicant must submit official Graduate Record Examination (GRE) (General Test) scores.
3. The applicant must submit at least three letters of recommendation from persons in a position to judge the professional and academic potential of the candidate. At least one of the letters should be from a university college professor in the students major area of study.
4. The applicant must submit a letter of application with a statement of reasons (500 word minimum) for pursuing a master's degree in school psychology to the coordinator for the school psychology program.
5. Bachelor's or master's degree in a field related to school psychology (e.g., psychology, education, rehabilitation counseling, or social work is preferred, but not required).

◆ Degree Requirements

The degree of Master of Arts in school psychology provides a 69-hour non-thesis program. The choice of courses in the major and minor fields, as well as the nature of the supporting work, will be determined through consultation between the student and his or her graduate advisor.

Semester Credit Hours

	Non-Thesis
Required Psychology Core	63
Designated Electives	6
TOTAL HOURS	69

Maintaining Graduate Student Status in the School Psychology Program

1. A student must maintain a GPA of 3.0 or greater.
2. A student may earn two C's. However, upon earning a third C, he or she will be terminated from the program in school psychology.
3. A student must repeat a course in which a grade of C is earned. The second grade earned in a course does not delete the first grade and thus does not alter the C rule described in number two above.

◆ Curriculum

Required Courses	63 hours
EPSY 6300	Advanced Individual Differences
EPSY 6301	Psychopathology of Children and Adolescents
EPSY 6310	Ethical and Legal Issues in the Role of the School Psychologist
EPSY 6311	Applied Behavioral Analysis and Cognitive Therapy
EPSY 6312	Consultation
EPSY 6315	Emotional Disturbance: Strategies, Curricula and Materials
EPSY 6350	Introduction to Statistics
EPSY 6358	Introduction to Research
EPSY 6370	Educational and Psychological Measurement
EPSY 6380	Introduction to Cognitive and Academic Assessment
EPSY 6381	Advanced Cognitive and Academic Assessment
EPSY 6382	Bilingual and Multicultural Assessment
EPSY 6383	Personality Assessment of Childhood
EPSY 7308	Child Therapy and Adolescent Practicum
EPSY 7350	Internship I
EPSY 7351	Internship II
EPSY 7352	Psychotherapy for Children and Adolescents
PSY 6320	Current Perspectives in Physiological Psychology
PSY 6325	Theoretical Issues in Learning
PSY 6330	Advanced Studies in Child Development
SOCI 6350	Advanced Sociology of Education

Directed Electives 6 hours

Choose 1 of the following:

EDUL 6384	Introduction to Educational Administration
EPSY 6316	Literacy for Elementary Students with Mild Disabilities

Choose 1 of the following:

EPSY 6351	Intermediate Statistics
EPSY 6356	Single Subject Design
EPSY 7310	School Psychology Research Project

TOTAL HOURS 69

Master of Education Degree in Special Education

The Master's of Education degree in special education is a 39-hour program. This program has two tracks: (a) low-incidence, and (b) high-incidence.

The low-incidence track is intended for students interested in working with children with severe and profound disabilities. Graduates may work in traditional school settings or hospital settings.

The high-incidence track is for students interested in working with students in K-12 schools in an inclusion, resource or self-contained classroom.

Requirements for Admission

In order to be admitted to the Master of Education in special education program, the student must:

1. Meet all requirements for graduate admission to UT Pan American (see Page 17). Application for admission to the University must be submitted online; the application is available at www.utpa.edu/gradschool. Once submitted, applicants can check the status of their applications online or by contacting the Graduate Office.
2. Must hold bachelor's degree from an accredited institution.
3. Must have a 3.0 GPA or more on a 4.0 scale in the last 60 semester hours or 90 quarter hours or 2.5 GPA for all coursework.

Applicants must attach or request the following through their online application:

4. Recommendations from persons in a position to judge the professional and academic potential of the candidate.

Degree Requirements

Students must maintain a 3.0 GPA overall in all required courses.

Students starting this program without any background in special education may be required to take the Graduate Individual Difference course. This course does not count toward the required 39 hours.

Core Courses	27 hours
EPSY 6304	Culturally and Linguistically Diverse Exceptional Learner I: Problems, Trends and Issues
EPSY 6307	Special Education Law
EPSY 6311	Applied Behavioral Analysis and Cognitive Therapies
EPSY 6316	Literacy for Elementary Students with Mild Disabilities
EPSY 6318	Instructional Technology and

EPYSY	6356	Adaptive Assistive Devices for the Exceptional Individual Research Methods in Single-Subject Design
EPYSY	6358	Introduction to Research
EPYSY	6370	Educational and Psychological Measurement
EPYSY	6389	Culturally and Linguistically Diverse Exceptional Learner II: Characteristics

Students choose one of the two tracks below and take all of the courses listed under the track they choose.

High-Incidence Track		12 hours
EPYSY	6302	Psychology of Mental Retardation
EPYSY	6303	Learning Disabilities
EPYSY	6315	Emotional Disturbances: Strategies, Curricula and Materials
EPYSY	6320	Consultation and Collaboration with Parents, Professionals and Agencies
Low-Incidence Track		12 hours
EPYSY	6305	Medical Aspects of Disabilities
EPYSY	6314	Severe and Profound Disabilities: Strategies, Curricula and Materials
EPYSY	6320	Consultation and Collaboration with Parents, Professionals and Agencies
EPYSY	6385	Autism Spectrum: Assessment and Program Planning
Total hours		39 hours

Kinesiology

Dr. Paul Villas, *Interim Department Chair*
Physical Education Complex I, Room 1.110
1201 W. University Drive
Edinburg, TX 78539-2999
Telephone: 956/381-3501
Fax: 956/381-3502
E-mail: pvillas@utpa.edu
Web: <http://www.utpa.edu/dept/kinesiology>

Graduate Faculty

Dugas, Donna M., *Associate Professor, Kinesiology*
Guinn, Robert, *Professor, Health*
Jorgensen, Layne, *Professor, Kinesiology*
Myers, Deborah, *Assistant Professor, Kinesiology*
Oh, Jung-il, *Assistant Professor, Kinesiology*
Sawyer, Mitchell, *Assistant Professor, Kinesiology*
Villas, Paul, *Professor, Health*
Wang, Lin, *Assistant Professor, Kinesiology*

Graduate Program

The Department of Health and Kinesiology offers a Master of Science degree with a major in kinesiology. Courses can be taken in the traditional face-to-face [F2F] classroom at UTPA, or you can select UTPA as your Home Campus for the online MS degree in kinesiology. Students may select either the thesis or non-thesis route. Both are 36-hour programs. The choice of courses in the major and minor fields, as well as the nature of the supporting work, will be determined through consultation between the student and his or her graduate adviser, who is selected by the student and graduate program coordinator.

Four of The University of Texas System universities have collaborated to offer a Web-based master's degree in kinesiology. UTPA is part of the collaborative and is one of the degree-granting institutions. For more information, visit the kinesiology Web site at The UT System TeleCampus Web site, www.telecampus.UTsystem.edu, contact Dr. Layne Jorgensen at lj85f@utpa.edu for the traditional program or Dr. Deborah Myers at deblmyers@utpa.edu for the online program.

The Department of Health and Kinesiology uses the University's entrance requirements for graduate student admission. Application for admission to the University must be submitted online; the application is available at www.utpa.edu/gradschool. Once submitted, applicants can check the status of their applications online or by contacting the Graduate Office.

The department requires a GPA of 2.5 or higher cumulatively on undergraduate work. In addition, students must provide proof of:

1. Having an undergraduate degree in kinesiology or a

related field to be determined by the graduate coordinator. Students not meeting this requirement must complete up to 18 hours of leveling work prior to beginning graduate studies. The graduate coordinator will determine the courses to be taken.

2. Taking the GRE (Graduate Record Exam), (traditional program only).
3. Submitting three letters of recommendation, (traditional program only).
4. Submitting official transcripts of all undergraduate work.

Master of Science Degree in Kinesiology

Major: Kinesiology

Whether you take courses in the traditional face-to-face classroom (KIN courses) at UTPA or you select UTPA as your Home Campus for the online (KINO courses) MS degree in kinesiology, the requirements are the same. You must complete 36 hours of coursework which includes the 12 semester-hour core required by UTPA. Upon completion of 36 hours, you must satisfactorily complete a comprehensive examination of the core courses (12 hours, four courses) listed below and two elective courses.

Traditional (and Online) Courses

Required 12 hours

All students must complete the following four core courses for the M.S. degree in kinesiology at UTPA:

KIN	6301	(KINO 6340)	History and Philosophy of Kinesiology (History and Philosophy)
KIN	6302	(KINO 6372)	Methods of Research in Kinesiology (Research Methods)
KIN	6303	(KINO 6370)	Applied Tests and Measurements in Kinesiology (Introduction To Statistics)
KIN	6304	(KINO 6310)	Scientific Foundations of Kinesiology (Exercise Physiology)

Traditional Elective Courses

12-24 hours

Select 12-24 hours from the following depending upon the resource:

KIN	5313	Workshop in Kinesiology
KIN	5351	Kinesiology Curriculum for the Handicapped Student
KIN	5357	Health Seminar
KIN	6305	Curriculum Construction in Kinesiology
KIN	6306	Planning and Use of Facilities for

		Kinesiology
KIN	6307	Psychology of Motor Learning
KIN	6308	Current Readings in Kinesiology
KIN	6310	Organization and Administration of Sport Programs
KIN	6311	Legal Issues in Sport
KIN	6312	Governing Agencies for Sport
KIN	6313	Ethics in Sport
KIN	6319	Internship in Sport
KIN	6320	Independent Research
KIN	6321	Kinesiology Internship
KIN	6330	Issues in Adapted Physical Activity Including Students with Disabilities in Regular Physical Education
KIN	6332	Special Techniques of Motor Assessment for Individuals with Disabilities
KIN	6333	Adapted Sports and Activities for Individuals with Disabilities
KIN	6340	Advanced Biomechanics
KIN	6350	Sport and Exercise Psychology
KIN	7300	Thesis
KIN	7301	Thesis

Traditional Resource Area

0-12 hours

With the approval of the graduate program coordinator, the student can select 0-12 hours of graduate-level courses in a related discipline to complete the degree requirements, in the traditional program.

Online Elective Courses:

24 hours

With graduate faculty adviser approval, 24 hours of electives and/or interest areas must be selected from the online courses. If you plan to take both online and traditional delivery courses you must still have graduate faculty adviser approval from each program coordinator.

KINO	6312	Training and Conditioning Methods
KINO	6316	Applied Biomechanics
KINO	6320	Sport Psychology
KINO	6322	Applied Sport Psychology
KINO	6323	Exercise Psychology
KINO	6326	Motor Learning and Control
KINO	6330	Sport and Society
KINO	6342	Ethics in Health and Kinesiology
KINO	6346	Contemporary Issues in Physical Education and Sport
KINO	6348	U.S. Health System
KINO	6350	Curricular Innovations
KINO	6352	Analysis of Teaching and Coaching
KINO	6354	Early Childhood Physical Activity
KINO	6356	Issues in Adapted Physical Activity
KINO	6360	Administration of Physical Education and Athletic Programs
KINO	6380	Nutrition, Health, and Disease
KINO	6382	Sports Nutrition

TOTAL(Traditional and Online)
36 Hours

Thesis Option

A thesis option provides the opportunity to conduct original research in an interest area pertaining to sports and/or kinesiology. A student selecting this option must complete 30 hours of coursework and six hours of thesis credit.

NOTE: Obtaining a Master of Science with a major in kinesiology usually requires a minimum of two years as a full-time student. Prospective master's candidates should realize that the required courses in the traditional program cycle every two years and that missing a course may delay their graduation. Check with the online program to determine if the needed course is available. Once the program is begun, the candidate has seven years to complete the requirements.

Graduate Online Adviser

Please consult with the graduate online faculty adviser to determine the best coursework to enroll in to achieve your goals and objectives. By viewing the entire course offering, you can see that there are several tracks or interest areas you may pursue. By clicking on Course List you may view each telecampus course description.

Graduate Teacher Certification Program (G-TEC)

Masters Texas Teacher Certification Program

The Department of Kinesiology offers students who graduate with a non-certified kinesiology degree the opportunity to obtain teacher certification and one-half of a traditional master's degree at the same time. The G-TEC Program allows students to apply for a supervised teaching position in the public schools while satisfying 18 hours of graduate work. If the program is successfully completed and both Texas Examination of Education Standards (TExES) tests are passed, teacher certification will be awarded. Students wishing more information should first contact Dr. Layne Jorgensen, 956/381-3506 or LJ85FO@utpa.edu or Dr. Jaime Curts, 956/381-2425 or jbcurts@utpa.edu.

Course Descriptions

A listing of traditional graduate courses offered by the Department of Health and Kinesiology can be found in the Course Descriptions section of this catalog on Page 210.

A listing of the online graduate courses offered by the UT System Telecampus is available at <http://www.telecampus.utsystem.edu>.

Educational Leadership

Dr. Velma Menchaca, *Department Chair*

Education Building, Room 1.514

1201 W. University Drive

Edinburg, TX 78539-2999

Telephone: 956/381-3436

Fax: 956/381-2927

E-mail: menchaca@utpa.edu

Graduate Faculty

Arispe y Acevedo, Baltazar, *Professor*
De los Santos, Miguel, *Associate Professor*
Guajardo, Francisco, *Associate Professor*
Hernandez, Rosalinda, *Assistant Professor*
Herrera, Alberto J., *Assistant Professor*

Lowe, Jerry, *Professor*

Mills, Shirley, *Assistant Professor*

Nevárez, Miguel, *Professor*

Munoz, Dolores, *Lecturer*

Menchaca, Velma D., *Professor*

Pankake, Anita, *Professor*

Roberts, Maria, *Assistant Professor*

Salinas, Alejo, *Lecturer*

Simonsson, Marie, *Associate Professor*

Watt, Karen, *Associate Professor*

General Overview

The Department of Educational Leadership offers a Doctor of Education (Ed.D.) degree in educational leadership, a Master of Education (M.Ed.) degree in school administration, a Principals Credential Program, and a Superintendents Credential Program.

All students pursuing a M.Ed. degree or a credential program in the Department of Educational Leadership must meet University, College of Education and department graduate admission requirements, successfully pass all course requirements, and pass a comprehensive written examination at the end of the program.

The faculty will act as an admission committee, reviewing each applicants file.

Masters Degree and Credential Programs

Master in Educational Administration

Specific Degree Requirements

Student must first meet all requirements for graduate admission to UT Pan American (see Page 17), as well as the other requirements listed below. Application for admission to the University must be submitted online; the application is available at www.utpa.edu/gradschool. Once submitted, applicants can check the status of their applications online or by contacting the Graduate Office.

Admission to the Master of Education Program

Students interested in a Master of Education degree in educational administration must have a bachelor's degree. To be admitted, the students must complete the following requirements.

Program Admission Requirements

1. Apply online through the Graduate Studies Web site and submit the following:
 - a. A letter of intent with the online application explaining why they are interested in pursuing a masters degree in educational administration
 - b. A résumé/vita.
 - c. A photocopy of your current teacher certificate.
2. Submit official transcripts of all undergraduate and graduate coursework.
3. Complete an on-site writing exercise:
 - a. Read and reflect on one of the articles as part of your preparation for the writing exercise. Check the department Web site for the articles.
 - b. Report to the campus on one of the designated dates for the writing exercise. Check the department Web site for the dates. (Meet at EDCC 3.226. The writing exercise will begin at 5 p.m., and writing assignment).
 - c. See the writing rubric for guidance on how to approach the writing assignment.

Program Description

The Master of Education degree in educational administration consists of 36 graduate credit hours.

The following courses need to be completed to earn a Masters degree.

EDUL	6300	Introduction to Research and Evaluation
EDUL	6333	Curriculum Development **
EDUL	6334	Instructional Leadership **
EDUL	6335	Leadership for Successful Schools **
EDUL	6337	Administration of Special Instructional Programs **
EDUL	6339	Organizational Leadership
EDUL	6367	Introduction to Statistical Methods and Data-Driven Decision-Making
EDUL	6369	Administrative Technology in Schools
EDUL	6384	Introduction to Educational Administration **
EDUL	6385	Public School Law **
EDUL	6388	Sociocultural Foundations of Education
EDUL	6392	School-Community Relations

** Core Courses

Students may be eligible for a Probationary Certificate after completing four of the six core courses (**).

Students may apply for the TExES after completing the six core courses (**).

Students must schedule their master's written comprehensive exam during the last semester of coursework, and apply for graduation at the Graduate Office 6-8 months prior to graduating. Students may substitute two courses for two thesis courses (EDUL 7300 and 7301). The student will meet with his or her adviser to determine which courses to substitute.

Principal Credential

Specific Degree Requirements

Student must first meet all requirements for graduate admission to UT Pan American (see Page 17), as well as the other requirements listed below. Application for admission to the University must be submitted online; the application is available at www.utpa.edu/gradschool. Once submitted, applicants can check the status of their applications online or by contacting the Graduate Office.

Admission

1. Students who are working on their Master of Education in educational administration from the Department of Educational Leadership and want to pursue the Principal Credential must apply to the Department for admission the semester they will graduate. Students working on a master's degree are not automatically admitted to the principal certification program. Students interested in being admitted to the principal program must apply through the UTPA Graduate Studies Web site and get all documentation to the department by a specific date (check website). Students will be notified by a specific date if admitted.

Students will take two courses (EDUL 6338 & EDUL 6393) and the internship, EDUL 6398. The courses are offered in the fall, spring, or summer; the internship is only offered in the fall and spring semester. Students must have a graduate 3.0 GPA or above and have completed two years of teaching experience to be considered. In addition to the online application, students must submit:

1. Three artifacts of demonstrated leadership during the past two years.
2. A photocopy of current teacher certificate.
3. A photocopy of the teacher service record. (These items are to be submitted to the Department Office in Room 1.514.)

2. Students who have a master's degree in a related area such as bilingual education, reading and counseling, or other related areas are also eligible to apply for the Principals Credential Program. Students interested in being admitted

to the principal program must apply through the UTPA Graduate Studies Web site and get all documentation to the department by a specific date (check Web site). Students will be notified by a specific date if admitted.

The Principal Credential Program consists of five courses and an internship. There are two options to acquire the Principal Credential Program. Each option has its set of criteria:

Option 1

In the Principal Credential Program, the five courses and the internship are taken in the traditional setting either in the fall or spring semester.

For Principal Credential Program (the 5 courses and the internship are taken in the fall or spring semester), students must have a graduate 3.0 GPA or above and have completed two years of teaching experience to be considered. In addition to the online application, students must submit:

1. Three artifacts of demonstrated leadership during the past two years.
2. A photocopy of current teacher certificate.
3. A photocopy of the teacher service record.
4. Applicants will be interviewed in May for the fall semester

(These items are to be submitted to the department office in Room 1.514.)

Option 2

In the Accelerated Summer Principal Credential Program, the five courses are taken in the summer over five weeks and the internship is taken the following fall or spring semester. Each course meets every day, Monday-Friday from 8-5 p.m.

For the Accelerated Summer Principal Credential Program (the 5 courses are taken in the summer over 5 weeks and the internship is taken in the fall or spring semester), students must have a graduate 3.5 GPA or above and must also have at least 5 years of teaching experience and/or a combined professional experience in public schools to be considered. Preference will be given to applicants with a 3.75 GPA or above. In addition to the online application, students must submit:

1. Three artifacts of demonstrated leadership during the past two years.
2. A photocopy of current teacher certificate.
3. A photocopy of the teacher service record.
4. A letter from a supervisor/principal indicating the applicant has potential for participating in the intensive summer program (only for summer program).
5. Applicants will be interviewed in March for the Summer program.

(These items are to be submitted to the department office in Room 1.514.)

Program Description

Students who have a master's degree in educational administration, will take the following required courses for the Principal Credential.

EDUL	6338	The School Principalship
EDUL	6393	Administration of School Staff Personnel
EDUL	6398	Internship for Principalship

Beginning January 1, 2008, students who have a master's degree in another area will take the following required courses for the Principal Credential.

EDUL	6330	Principles of Public School Leadership **
EDUL	6331	Curriculum and Instructional Leadership **
EDUL	6332	Instructional Support Programs and the Law **
EDUL	6338	The School Principalship **
EDUL	6393	Administration of School Staff Personnel **
EDUL	6398	Internship for Principalship

** Core Courses

The students will receive information regarding registration for the TExES and application for certification while enrolled in the internship.

Summer Programs

The department offers an Accelerated Program for the Principal Credential in the Summer. The required five courses listed above (EDUL 6330,6331,6332,6338,6393) are offered as five one-week courses during the month of July. The courses are rigorous and very intensive. The Internship course (EDUL6398) is to be taken in the following Fall or Spring semester. Students wishing to apply to this summer accelerated program must also submit a letter from a supervisor/principal, noting that the student is an applicant for the accelerated program and has potential for success in the intensive Summer program.

The department will offer a full complement of day and night courses during the summer terms.

Please Note: The Department of Educational Leadership does not follow the same summer schedule as the University. Typically Summer I begins on or about June 1 and ends on or about June 30. Summer II begins on or about July 1 and ends on or about July 31. Check with department on dates for next summer. A mini-term may be offered the last two weeks in May. (Check with the department office for the Schedule).

Eligibility Letter for Principal Probationary Certification

Student must formally request an eligibility letter for Principal Probationary Certification from the Office of Teacher Certification and Admissions Services, EDCC 1.302.

Step 1: Request and submit an application for the Eligibility Letter for Principal Probationary Certificate available in the Office of Teacher Certification and Admission Services. Submit with the application an official UTPA transcript, and a copy of the official degree plan. The student will be notified by a representative from the Office of Teacher Certification and Admission Services that the paperwork has been reviewed.

Step 2: Once notified, student can pick up Eligibility Letter. A Statement of Eligibility will be attached.

Step 3: If a student obtains a contract, the Statement of Eligibility must be signed by the school district, and the Department of Educational Leadership

Step 4: The Student should submit to the Office of Teacher Certification and Admission Services the certification application, and a completed and signed Statement of Eligibility

**Degree Credential Requirements:
Educational Leadership**

The educational leadership program is designed to produce change-oriented administrators who are competent in such areas as administrative leadership, school organization and management, school law, finance, contemporary personnel practices and instructional leadership.

A 36-hour master’s program (M.Ed.) and a 63-hour Doctor of Education degree is offered by the Department of Educational Leadership. A maximum of 12 hours may be transferred from an accredited institution or from another department at UTPA. See the sections on the program for further information.

Master of Education

Major: Educational Administration
Option: Thesis/Non-Thesis

Program Coursework		36 hours
EDUL 6300	Introduction to Research and Evaluation	
EDUL 6333	Curriculum Development	
EDUL 6334	Instructional Leadership	
EDUL 6335	Leadership for Successful Schools	
EDUL 6337	Administration of Special Instructional Programs	
EDUL 6339	Organizational Leadership	
EDUL 6367	Introduction to Statistical Methods and Data-Driven Decision-Making	
EDUL 6369	Administrative Technology in Schools	
EDUL 6384	Introduction to Educational Administration	
EDUL 6385	Public School Law	

EDUL 6388 Sociocultural Foundations of Education

EDUL 6392 School-Community Relations

Thesis 6 hours
If the thesis option is selected, students must consult with advisor and a degree plan developed that reflects the thesis option.

EDUL 7300 Thesis

EDUL 7301 Thesis

◆ **Principal Credential Program for Students with a Master’s Degree in Educational Leadership or**

Related Discipline

Once a student completes the Master of Education degree, the credential for the principalship requires additional hours. Below are the courses required if a student has a masters degree in a field other than Educational Leadership or School Administration. After the course and internship requirements are completed, the student must pass the state principal credential exam (TExES).

EDUL 6330 Principles of Public School Leadership

EDUL 6331 Curriculum and Instructional Leadership

EDUL 6332 Instructional Support Programs and the Law

EDUL 6338 The School Principal

EDUL 6393 Administration of School Staff Personnel

EDUL 6398 Internship in Principalship

◆ **Superintendent Credential Program**

The Principals Credential is required for entrance to the superintendent credential program. The student must then complete the 15 credit hours as outlined below. After the course and internship requirements are completed, the student must pass the state principal credential exam (TExES).

Superintendent Credential		15 hours
EDUL 7312	Social-Political Problems and the Superintendency	
EDUL 7314	The Superintendency	
EDUL 7315	Texas School Finance and Facilities Administration	
EDUL 7316	Ethics and Decision-Making in the Superintendency	
EDUL 7319	Internship for the Superintendency	

Course Descriptions

A listing of graduate courses offered by the Department of Educational Leadership can be found in the Course Descriptions section of this catalog beginning on Page 189.

Doctoral Program in Educational Leadership

The Doctor of Education (Ed.D.) degree awarded at The University of Texas-Pan American is one of two currently offered at UTPA. The program was chartered by the Texas Higher Education Coordinating Board in 1998 and positioned in the College of Education Department of Educational Leadership. The mission of the program is to improve educational and economic opportunities for the people of South Texas and the Rio Grande Valley.

Degree Program

The Doctor of Education degree emphasizes preparation for leadership careers in a variety of settings in the field of education. The program trains individuals to apply research and theory to practical problems. It enhances students management skills that assist them to exhibit informed leadership. The dissertation is expected to inform policy and practice towards the solution of important education and human development problems in a democratic society. The educational objectives of the program are:

1. To prepare professional individuals capable of achieving the highest levels of educational competence in daily practice.
2. To prepare outstanding academic and administrative leaders for educational agencies at the campus, district, county, regional, state and national levels, with emphasis on leadership skills required to educate minorities, particularly Hispanics.
3. To provide deeper understanding of the legal, financial and operational demands on the professional educator, as well as adequate historical and contemporary contexts that influence their role.
4. To provide an understanding of the theories and research methodologies that illuminate the significant role of the professional education practitioner.
5. To provide professional educators with problem solving and applied research skills.
6. To offer access to a doctoral-level program in educational leadership to all Rio Grande Valley citizens who have the qualifications and motivation to pursue it.
7. To assist in the formation of professionals who will serve in administrative and policy positions in order to enhance the educational and economic opportunities of persons who need the most development of their human potential.
8. To provide uniquely qualified leadership, teaching and research skills required to meet the special needs of the culturally diverse student population in this area.

Admission to the Ed.D. Program

To be considered for admission, the student must first meet all requirements for graduate admission to UT Pan American (see Page 17), as well as the other requirements listed below. Application for admission to the University must be submitted online; the application is available at www.utpa.edu/gradschool. Once submitted, applicants can check the status of their applications online or by contacting the Graduate Office.

The student must submit with the online application three letters of recommendation, a writing sample, and a curriculum vitae. Official transcripts from all colleges and universities attended will be filed with the UTPA Graduate Office.

The student, upon admission to the program, becomes a member of a doctoral cohort.

Standards for admission to UTPA's doctoral program in educational leadership are based on multiple sources of evidence of an applicant's qualifications and are comparable to those for doctoral programs in other disciplines and for educational leadership programs in other universities.

Criteria for admission to the program include:

1. A master's degree in educational leadership or related field,
2. Five years of experience in education or related field.
3. GPA of 3.0 or higher on all upper-division and graduate coursework.
4. GRE scores.
5. Statement of the applicant's professional experience and scholarly accomplishments.
6. Letters of recommendation from three professionals with knowledge of the personal and professional qualities of the applicant.
7. A sample of writing reflecting the applicant's professional goals and philosophy serving as evidence of English writing proficiency.
8. Evidence of experience in and commitment to work in Hispanic community settings.

Admission will be considered for applicants who do not meet the customary GPA/GRE or other requirements but whose credentials indicate a good probability of success in doctoral study.

Degree Requirements

A minimum of 63 semester hours of post-masters degree coursework, plus six semester hours of dissertation are required for the Doctor of Education degree at UTPA. Courses at the 6000, 7000 and 8000 level may be applied toward the degree. The majority of the coursework will be at the 8000 level. The degree plan will be structured as follows:

Semester Credit Hours

Research courses	9-12 hours
Core, Major courses	27 hours
Resource, Field-based courses	12 hours

Internship	3 hours
Electives	9-12 hours
Dissertation	6 hours

A maximum of 15 semester hours of relevant coursework may be transferred to the doctoral program and applied to the degree plan. No course with grade lower than B may be transferred.

In addition to these requirements, courses are offered at UTPA in a variety of fields which may be related to the doctoral students particular area of interest. Many graduate courses currently in UTPA's inventory may be used as supporting work. Students may choose from among those courses with the advice from their adviser in order to support their career and research goals.

Maximum Period for Completion

A student has a maximum of 10 years from the date of first entry into doctoral-level courses to complete the degree. Under special circumstances, an extension for an additional year may be granted by the students Doctoral Dissertation Committee. If a student exceeds the 10-year limit, the Doctoral Dissertation Committee will determine if the student will be permitted to continue in the program and what additional coursework or activities will be required to complete the degree.

Graduate Courses

The UTPA faculty offer the following courses. However, not all courses are taught each semester or summer session. Students should consult the UTPA Schedule of Classes, published before registration each semester, to determine which courses will be offered during a particular semester or summer session. This publication also may reflect changes that have been made to the courses listed below since the Graduate Catalog was printed.

Enrollment in the following courses is limited to students who have been admitted to the doctoral program. It is not possible to take one of these courses without the approval of the director of the Educational Leadership Doctoral Program:

Courses: EDUL 8301, EDUL 8302, EDUL 8303, EDUL 8304, EDUL 8305, EDUL 8306, EDUL 8307, EDUL 8320, EDUL 8321, EDUL 8322, EDUL 8323, EDUL 8123, EDUL 8223, EDUL 8323, EDUL 8330, EDUL 8134, EDUL 8234, EDUL 8334, EDUL 8336, EDUL 8341, EDUL 8343, EDUL 8344, EDUL 8350, EDUL 8351, EDUL 8353, EDUL 8381. *Dissertation Research:* EDUL 8390, EDUL 8690, EDUL 8990. *Dissertation Writing:* EDUL 8395, EDUL 8695 and EDUL 8995.

For further information and to obtain application materials, contact:

The University of Texas-Pan American
Director, Educational Leadership Doctoral Program
College of Education

1201 W. University Drive
Edinburg, TX 78539-2999
Telephone: 956/316-7173
Fax: 956/381-2941

Web: www.utpa.edu/programs/eldp

Course Descriptions

A listing of doctoral courses offered by the College of Education can be found in the Course Descriptions section of this catalog beginning on Page 189.