No person shall be excluded from participation in, denied the benefits of, or be subject to
discrimination, under any program or activity sponsored or conducted by The University of
Texas System or any of its component institutions, on any basis prohibited by applicable
law, including, but not limited to, race, color, national origin, religion, sex, age, veteran
status, or disability.

The University of Texas of the Permian Basin reserves the right to withdraw courses at any
time, change fees, rules, calendar, curriculum, degree programs, degree requirements,
graduation procedures, and any other requirements affecting students. Changes will
become effective whenever the appropriate authorities so determine and may apply to both
prospective students and those already enrolled. The provisions of this catalog do not
constitute a contract, expressed or implied, between any applicant, student, or faculty
member and The University of Texas of the Permian Basin or The University of Texas
System.

UTPB World Wide Web Home Page can be found at <http://www.utpb.edu>
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This catalog is a general information publication only, and it is not intended to nor does it contain all regulations that relate to students.
The University

The University of Texas of the Permian Basin, a component of The University of Texas System, is a general academic teaching institution. During the 1997-1998 academic year, The University celebrated its twenty-fifth year of operation. The University was authorized by the 61st Legislature in 1969 as an upper-level campus to offer bachelor’s and master’s degree programs. The University received authority to add freshman and sophomore classes in May 1991.

Today, The University has approximately 2,200 students in the programs in Arts & Sciences, Business, and Education. The campus has the latest in teaching technologies in its classrooms, modern research facilities and a new student housing complex, which opened in 1996. The University also offers classes throughout the Permian Basin through the Regional Electronic Academic Communications Highway (REACH), which connects The University with area community colleges and schools.

The University is located in the heart of the Permian Basin, one of the richest mineral producing regions of the world. Its twin city locus places it in the commercial and financial center of the region, which encompasses 370,000 people. The Permian Basin is a diverse community of many cultures and peoples. It has a dynamic growing economy anchored in oil and gas production, retail and wholesale trade and technology. The University offers students an excellent environment for learning and personal growth.

Role and Mission

As a component of The University of Texas System, The University of Texas of the Permian Basin provides equal opportunities in higher education for all qualified students. Historically, The University has served a multicultural, predominantly nontraditional, commuting student body from West Texas; but, with recent four-year status, The University expects to attract more traditional students and students from outside the region. Undergraduate programs at The University balance a curriculum in the liberal arts and sciences with preparation for professional specializations. Graduate programs provide regionally appropriate professional and academic studies.

The mission of The University of Texas of the Permian Basin is to provide all students a quality education in a supportive academic environment; to promote excellence in teaching, research, creative production and scholarship; and to serve as a resource for the intellectual, social, economic and technological advancement of the Permian Basin.

The University seeks to achieve its mission as a regional institution by offering to both traditional and nontraditional students an environment of support and collegiality in which to pursue their educational goals. Students at The University will be well prepared for careers or continuing education in business, education, the natural and social sciences, and the humanities and fine arts. They will be expected to develop skills in written and oral communication, and to gain the historical and cultural perspective necessary for critically evaluating and solving problems arising in all areas of the human experience. The University believes that educated persons are articulate and informed citizens who remain active learners throughout life and are able to assume positions of responsibility in their professions and communities.

The University of Texas of the Permian Basin is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501).
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BOARD OF REGENTS

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Rita Crocker Clements, Vice-Chairman
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James N. Olson ...................................................... Dean, College of Arts & Sciences
G. Peter Ienatsch ..................................................... Dean, School of Education
Gary S. Klein ........................................................ Dean, School of Business
University Calendar

Registration
Classes Begin
First Day of Late Registration
Labor Day Holiday
Last Date of Late Registration
Last Day to Add a Course
Last Day to Drop with 100% refund
Last Day to file for Graduation
Last Day to Drop without creating an Academic Record
Last Day to Withdraw or Drop
Last Day to Submit Master’s Thesis and Reports to Committee
Last Day to Add Self-Paced Courses
Last Day to Take Oral Exam
Thanksgiving Holiday Begins at 5 p.m.
Thanksgiving Holiday
Classes Resume at 8 a.m.
Last Regular Class Day
Last Day to Submit Final Copies of Approved Thesis or Report to Graduate Studies Office
Final Exams
Semester Ends
Commencement

Fall 1998
Aug. 24, 25
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Jan. 29
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Apr. 16
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May 3-6
May 7
May 8
Learning Resources

Information Resources Division

The Information Resources Division (IRD) provides computer, networking, telecommunications, and videoconferencing support to The University community. Computer support is provided through the operation of local mini- and microcomputer facilities. These facilities include the computer classroom, the student computer lab and the campus fiber-optic data communications network.

Access is also provided to remote systems via The University’s connection to the Texas Higher Education Network (THENet). This connection provides wide-area data connectivity. Telecommunications support is provided through the operation of the local private branch exchange. This system provides voice and data telecommunications services and voice mail services to students, faculty, and staff. Videoconferencing services are provided through The University’s interactive videoconferencing facility. This facility is available for academic and administrative uses and provides global teleconferencing capabilities. Information Resources Division staff members are available to assist users in solving technical problems and in selecting appropriate technological tools.

The J. Conrad Dunagan Library

The J. Conrad Dunagan Library is a blend of traditional resources and new technology, pursuing a vision of becoming the learning nexus for The University community by promoting information literacy, offering innovative services and fostering lifelong learning behaviors. Ongoing workshops, classes and individual instruction promote command of the information technology skills needed to compete successfully in the coming century.

There is a core print collection of more than 750 of the most widely used academic journals, with another 2000 journals available full-text by means of online electronic data bases. The library holds 240,000 volumes, with another 600,000 titles available on microforms. By means of the public access catalog, students can track more than 10 million titles available in libraries across the nation, with many of these accessible through interlibrary loan. The video collection has grown in recent years to more than 1300 tapes. Cooperative agreements with other components of The University of Texas System and other regional groupings make locating and accessing materials a routine process. A modern computer lab within the library facilitates the connection between information gathering and information resources and supports independent learning as well as classroom innovation.

Other types of resources are available in Special Collections, particularly items relating to the history of the Permian Basin area and the western region of the United States. These materials include materials by and about J. Frank Dobie, the papers of regional leaders John Ben Shepperd and J. Conrad Dunagan, manuscripts of important Texas writers, a Texana history collection, Spanish language materials, unique collections of regional photographs, and The University Archives. The University is a Regional Historical Resource Depository.

The Writing Center

Assistance with all types of writing assignments is provided by the Writing Center. Style Manuals and documentation advice are also available. The Center is supported through Enhanced Student Services and is staffed by faculty and graduate students in English.

Writing assistance is available to any student during the hours scheduled. Practice in teaching writing is available to English Graduate Students under the supervision of the graduate faculty.
Regional Electronic Academic Communications Highway (REACH) Program Center

The Regional Electronic Academic Communications Highway, or REACH for West Texas, is a collaboration among community colleges, area school districts and The University of Texas of the Permian Basin to provide students from grade school to graduate school the most advanced, efficient learning technologies available. The heart of the project is the REACH Program Center, located on the UT Permian Basin campus and governed by the partner institutions collectively. The Center is responsible for the coordination and deployment of resources in support of the entire program, the goals of which require the establishment of:

- Distance learning systems, utilizing two-way interactive video technology to enable the sharing of courses, as well as expert faculty and staff, among partner institutions.
- Multimedia learning resource centers, including audio, video and data resources together with equipment appropriate for their delivery.
- Access to electronic library resources including full-text retrieval services, electronic abstract and indexing services and many national and international university card catalogs.
- Integrated student information systems to provide easier access to institutional catalogs, financial aid information and admission and graduation requirements and to make easier the transfer of students and their records among the partners.
University Centers
and Institutes

Center for Energy and Economic Diversification

The Center for Energy and Economic Diversification (CEED) encompasses The University of Texas of the Permian Basin research and extension programs targeted at strengthening the economic development of the region. CEED is housed in a special use facility, which carries its name and which has become the focal point for economic development in West Texas. Programs housed in CEED include the Economic Development Administration University Center, the Small Business Development Center, and the Office of Continuing Education. The facility is a designated special use facility used for a wide range of community related events.

Economic Development Administration University Center

Section 301(a) of the Public Works and Economic Development Act of 1965 states:

"The University Center program provides funding assistance to selected colleges and universities to mobilize the institutional resources in addressing economic development of distressed areas. Features of the program are as follows:

- Funded on an annual basis
- Matching fund requirement from the host institution
- Generally have designated service areas
- Serve as "windows" to the educational resources of the host institution

Capabilities of EDA funded university centers include the following:

- Feasibility studies
- Market analysis
- Economic development strategies
- Specific problem research on subjects involving engineering, environmental issues, etc."

The EDA University Center at The University of Texas of the Permian Basin Center for Energy and Economic Diversification meets all of the above criteria.

The Economic Development Administration awarded UTPB its first University Center Grant in 1988. To the end of the current fiscal year (FY97), EDA has awarded UTPB $830,000 for the EDA University Center.
Center for Behavioral Analysis

The Center for Behavioral Analysis and Psychological Services is located on the South Campus. Services are available at no charge to UTPB students. Psychological, counseling and life skills services are available.

The Center also provides supervised experiences for graduate students in psychology who wish to pursue the license in counseling.

Continuing Education Division

Continuing Education Division, the newest addition to the CEED “family.” The Office of Continuing Education offers non-credit courses and conferences to meet the lifelong learning needs of Permian Basin professionals.

REACH Program Center

The REACH Program Center is described under the Learning Resources on page 8.

Small Business Development Center

The Small Business Development Center (SBDC) program was initiated at UT Permian Basin in 1986 and moved to the CEED facility in 1990. The goals of the SBDC program are to:

- Provide free, in-depth, quality assistance to small businesses in promoting growth, expansion, innovation, increased productivity and management support;
- Act as an advocate for small business, actively supporting and promoting small business interests;
- Help economic growth of the communities served and create a broad-based delivery system;
- Serve as a liaison, linking resources of federal, state and local governments with those of colleges, universities and the private sector to meet the specialized and complex needs of the small business community; and
- Develop and expand unique resources of the educational system, the private sector and state and local governments to provide services to the small business community not available elsewhere.

The core objective for the SBDC program is focused on client counseling and training. This activity focuses on start-up, expansion and problem solving for small businesses in the sixteen county area. The SBDC program can maximize the usefulness of all available resources. One precept of the program is that all funding participants in the program will have their program development contributions highly leveraged. Each SBDC must identify and utilize non-federal resources at all levels.
The John Ben Shepperd Leadership Forum began in 1984 with private funding and brought leadership training to young people of Texas through an annual forum as well as through high school forums throughout the state. To expand on the Forum’s vision, the John Ben Shepperd Public Leadership Institute became part of in the Fall of 1995 with funding from the 74th Session of the Texas Legislature.

The Mission of the John Ben Shepperd Public Leadership Institute is to provide young Texans an education for and about leadership, ethics and service.

Programs:

- **Academic Studies**
  The Institute supports the College of Arts and Sciences offering of an undergraduate academic minor program in the field of leadership. A feature of the program is the opportunity for students to practice leadership skills through internships with established leaders in the community. In addition, the Institute sponsors scholarly research, publications and administration on issues regarding leadership, as well as an annual special summer program.

- **Distinguished Lecture Series**
  Each year on campus distinguished lecturers are invited to conduct intensive seminars on selected topics of leadership.

- **Specialized Seminars**
  The Institute holds a series of specialized seminars concerning various aspects of leadership that can be utilized by business, community and school leaders.

- **Student Forums**
  Throughout Texas, local organizations such as Jaycee chapters, Chambers of Commerce and colleges and universities sponsor innovative forums patterned after the statewide annual forum. The participants learn the basics of leadership, exchange ideas with local leaders and develop a project to focus on local issues to continue their training and education.

- **Regional Forums**
  Alumni of the annual forum conduct regional forums offering presentations and discussions on issues of particular interest to these communities. By inviting local leaders, the regional forums provide alumni the opportunity to further their understanding of public leadership and government issues, as well as give greater exposure to the annual forum.

- **Annual Forum**
  The Annual Forum is designed to bring together the experience and wisdom of today’s established leaders with the energy and idealism of young emerging leaders. Selected members of student forums and regional forums and others are invited to attend the weekend conference.

- **Awards and Recognition**
  The Institute annually recognizes outstanding Texans with the Texas Leadership and Political Courage awards. Nominations come from the general public, business, academic and political entities. In addition, recognition is given to outstanding student, regional and annual forum attendees who have met the award criteria.
Graduate students at UTPB make up about 30% of the student body. They have a variety of objectives in their studies and are often mature students who hold jobs concurrently with part time study. Graduate studies are often characterized by the faculty as more challenging and more enjoyable because students are studying in areas where they have particular interests. Both degree seeking and non-degree seeking students are goal directed.

The University's graduate programs are administered by the Director of Graduate Studies under the direction of the Vice President for Academic Affairs. The Graduate Council, composed of one elected member from each of the Schools, one from each of the departments in the College of Arts and Sciences, and the Director of Graduate Studies, is responsible for developing policies and procedures concerning graduate education. It also advises the University administration on the operation of graduate programs.
Programs in Graduate Studies

The following degree programs are available: All Programs are administered through the Division of Graduate Studies and Research. For additional details regarding the specific degree of interest, students may also consult the following program heads:

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>James Olson, Dean 552-2220</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in English</td>
<td>Department of Humanities and Fine Arts 552-2294</td>
</tr>
<tr>
<td>Master of Arts in History</td>
<td>Department of Humanities and Fine Arts 552-2312</td>
</tr>
<tr>
<td>Master of Arts in Psychology</td>
<td>Department of Behavioral Sciences</td>
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<tr>
<td>- with options in:</td>
<td></td>
</tr>
<tr>
<td>• Clinical Psychology</td>
<td>Dr. Linda Montgomery 552-2348</td>
</tr>
<tr>
<td>• Behavioral Analysis</td>
<td>Dr. Robert Bartsch 552-2346</td>
</tr>
<tr>
<td>Master of Arts in Physical Education</td>
<td>Department of Behavioral Sciences 552-2334</td>
</tr>
<tr>
<td>Master of Science in Biology</td>
<td>Department of Science and Mathematics 552-2272</td>
</tr>
<tr>
<td>Master of Science in Criminal Justice Administration</td>
<td>Department of Behavioral Sciences 552-2357</td>
</tr>
<tr>
<td>Master of Science in Geology</td>
<td>Department of Science and Mathematics 552-2243</td>
</tr>
<tr>
<td>School of Business</td>
<td>Gary Klein, Dean 552-2170</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>Office of the Dean of the School of Business</td>
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<td>Master of Professional Accountancy</td>
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<tr>
<td>School of Education</td>
<td>G. Peter Ienatsch, Dean 552-2120</td>
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<td>Master of Arts in Education</td>
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<td>- with options in:</td>
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<tr>
<td>• Administration</td>
<td>Dr. Cathy Jording 552-2126</td>
</tr>
<tr>
<td>• Counseling</td>
<td>Dr. Al Milliren 552-2136</td>
</tr>
<tr>
<td>• Early Childhood</td>
<td>Dr. Frances Sherwood 552-2128</td>
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<td>• Elementary</td>
<td>Dr. Susan Lara 552-2124</td>
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<tr>
<td>• Reading</td>
<td>Dr. Frances Johnson 552-2127</td>
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<tr>
<td>• Secondary</td>
<td>Dr. Jose Ruiz-Escalante 552-2139</td>
</tr>
<tr>
<td>• Special Education</td>
<td>Dr. Kay Haney 552-2131</td>
</tr>
<tr>
<td>• Supervision</td>
<td>Dr. Cathy Jording 552-2126</td>
</tr>
</tbody>
</table>
### Non-degree graduate work is available in the following areas

#### College of Arts and Sciences

| Non-degree study | Students who hold baccalaureate degrees may register as special status students for courses if they meet the prerequisites. Some courses are not available to students who have not been accepted to a program. Consult the Chairperson of the Department offering the course. Also note limitations on subsequent degrees on page 20. |
| Support for degree programs | No degrees are currently available in the disciplines listed; however graduate level courses are offered to support other programs. Descriptions of the offerings begin on page 109. Programs are being planned in some of these areas. Consult with the department director or the Director of Graduate Studies. |
| Chemistry |  |
| Communications |  |
| Computer Science |  |
| Mathematics |  |
| Sociology |  |
| Spanish |  |

#### School of Business

| Leveling for advanced study | Baccalaureate degree holders may register for courses for which they meet the prerequisites. While they may enroll in most upper division courses, enrollment into the MBA/MPA core courses may require the permission of the Dean of the School. |

#### School of Education

| Teacher Certification | See page 83 and consult the Office of the Dean. |
| Professional Advancement | Baccalaureate or Master's degree students who do not wish to earn a degree may register for any course for which they meet the prerequisites. See limitations regarding subsequent degree work on page 20. |

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*Note:* Students who wish to transfer credit to other programs are admissible, but should verify acceptance of the course to their home program prior to enrollment. The Director of Graduate Studies can help to assemble information needed for evaluation of the course(s) by the accepting institution.
Admissions

There are five basic requirements for acceptance to a graduate program: (1) a bachelor’s degree from an accredited institution in the United States or proof of equivalent training at a foreign institution; (2) a B average or better in upper level (junior and senior level) work and in any graduate work already completed or other evidence of ability to succeed in graduate study; (3) a satisfactory score on the Graduate Record Examination (or, for the MBA and MPA programs, the Graduate Management Admission Test); (4) adequate subject preparation for the proposed graduate program; and (5) acceptance by the Graduate Acceptance Committee of the School/Department in which the student expects to pursue graduate study. Individual degree programs may have additional requirements for acceptance to graduate study and advancement to candidacy for the degree.

All students who wish to apply should:

1. Secure an application from the Office of Admissions, complete it, return it to the Office of Admissions; and
2. Present an Official Transcript certifying completion of a bachelor’s degree.

Students who intend to apply for a degree program or educational certification should also:

1. Supply Official Transcripts of all previous college level work from the school where the credit was originally granted.

2. Submit standardized test scores as follows:
   - for certification - TASP (Texas Academic Skills Program)
   - for Business - GMAT (Graduate Management Admission Test)
   - for other programs - GRE (Graduate Record Exam)
   - foreign students - TOEFL (Test of English as a Foreign Language).

3. Supply other materials required by the program. (See program descriptions.)

Test of English as a Foreign Language. All post-baccalaureate students wishing to enroll at The University to pursue a master’s degree or take courses for another purpose, are expected to demonstrate proficiency in the English language. International students must submit a score on the Test of English as a Foreign Language (TOEFL) 550 or better in order to be admitted to graduate study.

The Graduate Record Examination (GRE) General (Aptitude) Test. The General (Aptitude) Test of the Graduate Record Examination is designed to test preparation and aptitude for graduate study. Students seeking acceptance in a graduate degree program except the MBA and MPA must achieve a satisfactory score on the GRE. (See page 21.)

The Graduate Management Admission Test (GMAT). The GMAT is an aptitude test designed to measure certain mental capabilities important in the study of management at the graduate level, and it must be completed with a satisfactory score by all students seeking acceptance into the MBA and MPA program. These tests are taken at the applicant’s expense. Information is available from the Office of Graduate Studies. (See page 21)
Additional Admissions Information

Deadlines for Submission of Application. The application and all supporting documents should be received by the Admissions Office at least 60 days prior to the registration date. Special Status students can be registered for one semester with proof of a baccalaureate degree at the time of registration.

Senior-Graduate Concurrent Study. UT Permian Basin seniors needing fewer than 10 semester credits for graduation and meeting other admission requirements may be admitted to graduate study. They must be registered concurrently for all remaining courses required for the bachelor’s degree and obtain written permission from the Director of Graduate Studies to take graduate courses. (The MPA program has provisions for concurrent study. See page 53.)

Grade point calculations: The Office of Graduate Studies at UTPB uses the Uniform Grade Point Calculations as prescribed by the Texas Higher Education Coordinating Board, Rules and Regulations, Chapter 5, subchapter A, Section 5.3. The description of this method is shown below. For consistency, this method is also used for subsequent calculations by the Division of Graduate Studies.

Academic Fresh Start. An applicant who has earned a baccalaureate degree under the “academic fresh start” statute, Texas Education Code, 51.929 and applies for admission to a postgraduate or professional program will be evaluated on only the grade point average of the course of work completed for that baccalaureate degree and the other criteria stated herein for admission to the postgraduate or professional program.
5.3. Uniform Grade-Point Calculation for Admission to Graduate and Professional Schools.

Procedures for calculating the grade-point average for students seeking admission to a graduate or post-baccalaureate professional school of an institution of higher education will be as follows:

1. Only official transcripts from accredited institutions of higher education shall be accepted by the graduate and professional schools of an institution of higher education for evaluation and grade-point calculation.

2. All academic work undertaken and grades or symbols assigned at each institution shall be reflected on the student's official transcript(s). No student's grade may be expunged from his or her record.

3. All grades assigned for academic course work will be used in calculating the grade-point average, except that an institution may base the calculation on the last 60 semester credit hours (or equivalent) of undergraduate work and any previous work in a graduate or professional school.

4. A four-point scale will be used in computing the grade point average (e.g.: A, 4 points per semester hour; B, 3.0; C, 2.0; D, 1.0; F, 0.0).

5. A grade or symbol indicating failure (i.e.: F, WF, NC, or in a pass/fail system, FL equals F) will count as hours undertaken, but no grade points will be earned.

6. Excluded from the grade-point average will be any credit by examination: CR, Quit (Q); Withdraws (W); Withdrawed Passing (WP); Incomplete (I or X); and a pass grade within a pass/fail system.

7. The grade point average will be computed by multiplying each grade point (see paragraphs (4) and (5) of this section) by the semester or quarter credit hours earned per course and totaling the products. The semester or quarter hours of courses undertaken will then be totaled. The total of the products will be divided by the total semester or quarter hours. The result is to be calculated to the hundredth place, giving the official cumulative grade-point average.

8. Academic work at foreign colleges, universities, or preparatory schools shall be excluded from the calculation. In such cases, the grade-point average and credit shall be evaluated and computed as determined by the graduate or professional school to which the student is applying.
INTERNATIONAL STUDENTS

For purposes of admission, an international student is defined as "a student who is, or will be, in the United States on a nonimmigrant student visa." This specifically refers to the Student (F) and Exchange Visitor (J) Visas. International student admission requirements apply but are not limited to international students on F or J visas.

To comply with federal laws and immigration requirements international students must be degree-seeking students in order to enroll at The University.

Foreign-born students who are naturalized U.S. citizens or who have immigrant status in the United States should note the following:

1. Please allow ample time for receipt, verification and evaluation of any foreign credentials. Regulations for foreign credentials are the same as listed under international student requirements.
2. TOEFL scores or other evidence of communication skills sufficient for classroom work may be requested if the student's first language is not English or if academic preparation was not in English.
3. Financial arrangements required of international students do not apply to residents or naturalized U.S. citizens.

Applicants should apply for admission at least six months before the anticipated enrollment date and should arrange to have test scores and academic records received by the Office of Admission no later than 60 days before the enrollment date. Verification of credentials may also be required.

The University will issue immigration papers (I-20 or IAP60) for student visas after all admission credentials have been received and approved and admission to the graduate program has been approved. For more information contact the International Student Adviser at (915) 552-2605. There is no application fee (subject to change). All international students are considered nonresident students for tuition and other purposes.

In addition to the general admission requirements previously listed, the following regulations apply to all international students:

1. Yearly secondary school records and national examination results must be submitted.
2. Certified transcripts of student's academic record (mark sheets) from universities previously attended in the home country must be submitted. Both a copy of the official foreign academic record and an official English translation must be included. Moreover, where university level studies are to be considered for possible undergraduate transfer credit, a syllabus, catalog or similar bulletin must be submitted which describes the courses in sufficient detail for proper evaluation.
3. Signed statements guaranteeing the student’s ability to pay expenses while at UT Permian Basin must be accompanied by supporting documentation such as a current letter from a bank or other reliable institution or from the sponsor’s employer. (Photostatic copies of support statements furnished to meet another university’s requirements are not acceptable.) The University has no financial aid available for international students.
4. In addition to the sponsor’s letter guaranteeing support, a $6,000 deposit, which demonstrates ability to pay for tuition, fees, and mandatory insurance for one academic year, is required for students from certain countries and must be placed on deposit at The University. Contact the Admissions Office for a list of these countries.
5. Test of English as a Foreign Language (TOEFL) scores must be submitted before admission will be granted. Minimum score for admission consideration is 550. Information concerning the TOEFL may be obtained by writing to: TOEFL, Box 899, Princeton, NJ 08540. (The University of Texas of the Permian Basin institution number: 6914.)
6. It is compulsory for international students on F-1 visas to have medical hospitalization and repatriation insurance for themselves. Insurance for dependents is optional. Students on J-1 visas are required to carry medical, hospitalization and repatriation insurance for themselves and their dependents.

7. Students on F-1 visas do not normally have employment privileges. Government regulations require international students to certify that they have finances deemed sufficient by the University to pursue a full course of study without employment. Thus, international students should not expect to support themselves through employment while attending the University. International students may request permission to seek employment while attending the University after they have completed one academic year of study. See the International Student Advisor.

8. Holders of F-1 student visas and J-1 sponsored student visas must enroll for a full load of study, for master’s students nine (9) semester hours is the minimum load.

9. Students wishing admission to graduate programs must comply with all of the above requirements in addition to the graduate studies requirements listed.

10. Students transferring from a U. S. college or university must have the former international student advisor (or equivalent) complete Form FS-73. This form is available at the Admissions Office.

TRANSFER ADMISSIONS - FOR INTERNATIONAL STUDENTS. Transfer admissions from universities within the United States can be processed. The Immigration and Naturalization Service (INS) must be notified when an international student transfers from one U.S. institution to another. (For information on transfer of credit in graduate programs, see page 41.) With recent changes in INS regulations, a transferring international student must process the transfer with the institution to which the student is transferring, not with the previous institution. However, if a student is out of status with INS, that student must reinstate him/herself with INS prior to enrolling at UT Permian Basin. Questions regarding a student’s immediate immigration status must be directed to the international student advisor.

It is the student’s responsibility to obtain the correct visa and to maintain the appropriate immigration status while in the United States. International students should refer to, carefully read, and make sure the conditions of the visa, noted on the back of Form I-20 or IAP-66, are understood before signing the form.
ACCEPTANCE AND STATUS

Process:

Each program has a Graduate Acceptance Committee to evaluate applicants for acceptance to graduate programs within the Department. Upon receipt of all required documents, i.e., application form, official transcripts of all higher education course work, TOEFL scores for foreign students, and GRE/GMAT scores, the Office of Graduate Studies transmits each advising file to the appropriate Graduate Acceptance Committee. Included in the advising file are copies of all documentation plus an acceptance form with the applicant’s eligibility status.

Notification:

Upon completion of its deliberations, the Graduate Acceptance Committee returns its decision and any conditions of acceptance to the Director of Graduate Studies, who notifies the student in writing. Acceptance of a student to graduate study is subject to review by the Director of Graduate Studies for consistency with graduate policies and procedures.

Non-degree Seeking Students

1. Students who wish to take selected courses for their own intellectual or professional enhancement or to transfer those courses to another university.

These students may enroll in any graduate course with the approval of the Graduate Acceptance Committee of the Department in which the applicant wishes to study and the Director of Graduate Studies. These students should have no intention to transfer courses to a degree program at The University of Texas of the Permian Basin.

2. Postbaccalaureate students seeking teacher certification, an endorsement to their teaching certificate, or who wish to accrue credit toward the career ladder.

These students may enroll in graduate or undergraduate education or content - area courses with approval of the Dean of the School of Education.

3. Students in their first semester of graduate study who have applied to a graduate degree program and are pending acceptance to a graduate degree program.

Special status students who wish to request permission to count the course work taken during their first semester on campus toward a graduate degree must complete the acceptance process in the first semester of study. If the student does not complete the acceptance process in the first semester and later wishes to enter a degree program, a maximum of 6 semester credit hours of course work may be applied to the degree program. The application of courses taken as a special status student to a degree program is subject to the approval of the student’s graduate committee and the department chair or program coordinator.

No 4000-level courses taken as a special status student are eligible for credit toward degree requirements.

Degree Seeking Students

Students are accepted to a degree program with regular status, provisional status, or conditional status. Students accepted into programs with other than regular status will be assigned special conditions by which they may attain regular status. These conditions include both the number of semester hours to be taken and the minimum grade requirements. If these conditions are not met in their entirety, the student will be denied permission to continue in the graduate program.
1. **Regular Status**
   a. A student is eligible for regular status if he/she has earned a graduate degree from an accredited college or university and adequate preparation in the discipline; or
   b. With a grade-point average (GPA) of 3.0 or higher (on a 4.0 scale) in the upper division courses required for the degree and a total Quantitative - Verbal - Analytical Graduate Record Examination (GRE) score of 1500 (1000 if only the Quantitative - Verbal exam is taken) or higher, and adequate preparation in the discipline. Acceptance to the MBA and MPA programs requires a satisfactory academic record and Graduate Management Admission Test (GMAT) score. See "Master of Business Administration," page 60, or "Master of Professional Accountancy," page 53.

2. **Provisional Status**
   A student whose GPA or GRE/GMAT scores are below the minimum for regular status but whose GPA is not less than 2.5 and GRE is not less than 1200 for Verbal - Quantitative - Analytical (800 for Verbal - Quantitative) is eligible for provisional acceptance to a graduate program. (Prospective MBA and MPA students should consult that degree for description of GMAT acceptance criteria.) All students accepted with provisional status shall be assigned specific requirements in terms of courses and performance, to include a minimum of nine semester credit hours of 6000-level course work, with a grade of B or better in each course taken. Any leveling requirements must be met before the student begins his/her graduate program.

3. **Conditional Status**
   A student who meets the minimum GPA and GRE/GMAT requirements in 1 or 2 above, but has deficiencies in undergraduate preparation in the discipline is eligible for conditional acceptance. A student so accepted shall be assigned specific requirements in terms of courses and performance. These requirements must be met satisfactorily before the student may begin the graduate program.

Students who are not admitted may be eligible for special status admission, or may be given information and counseling regarding other programs or preparation for reapplication.

Note: Each program admission decision is made by the designated program Graduate Acceptance committee and does not apply to any other program. A student who wishes to change degree programs must apply to and be admitted to that program.
Financial Assistance

(General Catalog information on Financial Aid is reprinted in Appendix A, page 115.) Students accepted into a program of graduate study or into a post-baccalaureate certification program at UT Permian Basin are eligible to apply for financial assistance. For more detailed information, students should refer to The Guide to Scholarships and other Financial Assistance at The University of Texas of the Permian Basin or contact the Office of Financial Aid.

Satisfactory Academic Progress. Students enrolled in graduate degree programs or post-baccalaureate programs are expected to meet qualitative and quantitative standards similar to the undergraduate programs in order to be eligible to receive financial aid benefits (as outlined in Appendix A).

In addition, graduate students must maintain a minimum cumulative grade point average (CGPA) of 3.00 or higher. Post-baccalaureate students must maintain at least a CGPA equivalent to that which is required for successful completion of the student's certification or licensing program. Students who fail to maintain the minimum CGPA requirements will be placed on financial aid probation. Students placed on financial aid probation will have the equivalent of one full-time semester to attain the minimum required CGPA (9 hours for graduate study, 12 hours for post-baccalaureate). Failure to attain the minimum requirements within the probationary period will result in suspension of financial aid eligibility until the minimum requirements are met. The “Financial Aid” portion of this catalog contains information about student rights of appeal and procedures for reinstatement of aid eligibility.

Graduate and post-baccalaureate students are subject to the same regulations governing maximum time frames for completing a program of study which is one and one-half times the stated length of a program. For example, a graduate degree program which requires thirty-six semester credit hours of graduate study must be completed within 54 attempted hours (36 hrs. x 1.50). Other program lengths would be similarly calculated. Leveling work required for admission into a program of study will be added to the program’s stated length to determine maximum time allowed for completion. Additionally, graduate and post-baccalaureate students must have successfully completed at least seventy-five percent (75%) of attempted enrollments at the end of the spring semester in order to be eligible for financial assistance during the following year.

Funding for Practicums, Internships, Theses/Projects, and Student Teaching. Students enrolled in practicums, internships, theses/projects, and student teaching are considered to be registered as full-time students. Each student will be allowed funding for up to two repeated enrollments (total three enrollments) to successfully complete a practicum or thesis/project.

Outside Funded Fellowships. Private foundations and research grant programs sometimes offer fellowship grants and stipends to graduate assistants within the various disciplines. Information on available fellowships may be obtained by contacting department chairs and program coordinators.
Graduate Assistantships

A limited number of Graduate Assistantships are available for teaching and research. They are awarded to enable students to devote major efforts to study and professional development. Students who receive these awards are encouraged not to accept employment other than the Assistantship during the period of the award.

Students who accept Assistantships are University employees and thus are obligated in the same way as other employees. An explanation of duties and responsibilities will be provided to each assistant. As a University employee, any graduate Assistant wishing to accept employment in an off-campus job, (or in any University appointment outside the assistantship) is required to file a written Request for Prior Approval of Outside Employment. The form is available in the office of the Vice President for Academic Affairs.

A graduate student may not hold an Assistantship or a combination of Assistantships or other University positions in excess of one-half time employment (20 hours per week) without written approval of the department chair or program coordinator in which the student is enrolled and the Director of Graduate Studies.
Services for Graduate Students

The following services are provided to meet the needs of graduate students at UT Permian Basin.

Graduate Student Orientation - Special sessions are available to help graduate students understand the details of graduate policies and procedures, to meet faculty and other graduate students, to review available resources, and answer questions from the students. These sessions are generally scheduled after the start of each fall and spring term. Multiple times are available to meet scheduling demands. The orientation is optional and interested students can contact the Office of Graduate Studies and Research for further information.

Library Research Training - Training sessions designed to address the needs of graduate students in research for class papers, projects and theses are prepared by the reference staff of the Library. Particular attention is given to procedures for searching and accessing materials which are not actually located on this campus. The resources of other libraries, with whom The University maintains cooperative arrangements, are important to our graduate students. Contact the library or the Office of Graduate Studies and Research for additional information.

Graduate Student Advisory Board - The Graduate Student Advisory Board includes students from each graduate program. Meetings are held at monthly intervals throughout the year to keep the Director of Graduate Studies informed of student concerns. School and Department representatives can be contacted through the Office of Graduate Studies and Research.

Office of Graduate Studies and Research - In addition to records and policy administration, the Office of Graduate Studies is available to provide student assistance in preparation of degree plans, providing information on a wide variety of topics, advising students on the preparation of projects and theses for binding, and facilitating the process for students wherever possible. Requests should be made directly to the office staff.

Graduation - Graduate degree recipients are individually hooded at fall and spring graduation ceremonies. Students who complete the degree requirements during the summer term have the opportunity to be hooded at the fall term commencement.
Activities and Organizations

The Office of Student Life coordinates the programs and events that complement learning experiences and provide diverse opportunities for students to grow academically, professionally and personally. These services are related specifically to the varied student population at UT Permian Basin. The programs and events address themselves to a broad range of interests and personal needs of the student body. Admission to events is not based on race, income, age, sex, disability, ethnicity or social barriers.

In addition to providing services and programs, Student Life provides students with an opportunity to learn and apply leadership skills. These skills include decision-making, conflict resolution, delegation, time-management, creativity and sensitivity training. The Office of Student Life events are planned and organized by students for clubs and organizations and the entire student body. Graduate students are encouraged to become involved.

Student Senate. The Student Senate is recognized by the administration of The University and by the Board of Regents of The UT System as the elected representative body for students at The University. The Student Senate makes recommendations to the administration on policies that affect the student body.

Officers are elected at the end of each spring semester and senators are elected at the end of September to serve through August. Candidate registration forms are available through the Student Senate Office. Students are encouraged to seek elected offices.

Program Board. The Program Board is responsible for identifying, budgeting and developing cultural, social and recreational programs for the student body. Students are encouraged to contact the Program Board to get involved.

Student Organizations. Students are encouraged to develop organizations that unite students for a common cause or interest. Such organizations allow students to pursue specialized interests and to have an opportunity to interact with classmates and professors in an atmosphere different from that of the classroom. Involvement in student organizations provides a means of learning leadership skills.

The Office of Student Life is responsible for the registration of student organizations and publishes a guide for the development of organizations.

Publications. The dissemination of news and information of student interest and the publication of literary and artistic student work is supported by The Office of Student Life.

The Sandstorm is an annual magazine-yearbook publication. The Sandstorm is a collection of poems, short stories and essays submitted by students and selected by a panel for publication. The magazine also prints photographs of student art that includes painting, sculpture, pottery and photography.

The Sandstorm is a student publication with its editor and staff being selected from the student body. Applications for editor are received from returning students and incoming students with publication experience.

The Mesa Journal is the student newspaper for UT Permian Basin. It is a bimonthly newspaper which publishes news and information regarding The University, its faculty and its students. The Mesa Journal provides an opportunity for students to gain newspaper journalism experience while attending The University. It serves The University as an academic tool through the Mass Communications discipline and as an information service to the students.

The editor and staff for The Mesa Journal are selected from the student body. The newspaper staff receives professional advice from the faculty of Mass Communications. The Mesa Journal receives financial support from the Student Services Fees and through advertising revenue.
The Gymnasium Complex. This complex is a three-story building designed for recreational use by students, faculty and staff and their families. Dependent family members of students may use the Gymnasium Complex for a nominal fee.

Housing. The University of Texas of the Permian Basin offers two options for students who desire on campus residence. Many single students prefer the apartment style units. These units are constructed as two and four bedroom fully furnished apartments for same sex occupancy. The two bedroom apartments are double occupancy; four students to an apartment. For a slightly higher rate, students may select the four bedroom apartment with single occupancy bedrooms. The laundry room and clubroom are easily accessible from the apartments. Contact the Student Housing Office for information. The University also offers single and married students options in its modular housing units. Students may select from efficiency, one bedroom or two bedroom units. Each unit is fully furnished and has central heating and air conditioning. The University’s modular housing units are arranged around a centrally located laundry facility and clubroom.

The housing area is within easy walking distance of The University Mesa Building, the art building and the science laboratories. All student housing rates include the cost of electricity, water, sewer, garbage collection, maintenance and police security. Students must be enrolled full time. Housing is available on a first-come, first-served basis.

PASS Center

The Office for Programs Assisting Student Study (PASS) is a multiple resources center for students. This office provides both direct and indirect services to all students.

Americans With Disabilities Assistance. The PASS office provides information about accommodations and provides services to students with disabilities.

Career Services. The UT Permian Basin Career Services Office serves as a liaison between students seeking employment and prospective employers. Services available include job listings, placement files, on-campus interviews, and resources pertaining to job-hunting skills. Credentials files contain a student’s resume, transcripts, letters of recommendation, and other pertinent information.

Career services are available to all students and alumni. The Career Services Office is located in the PASS Office.

Career Guides. Resource books and handouts are available for students to use in obtaining career information. Resources are also available for assisting students who are preparing resumes and who are preparing for interviews.

Computer Support. Personal computers are available for use by students in the PASS office. (Word processing, tutorial, and standardized test preparation for the GRE, GMAT, and LSAT software are provided for student use.)

Counseling Services. Academic counseling in the areas of study skills, career counseling and career interest testing and short-term problem solving counseling services are available.

SUCCESS Program. Through the PASS Center, The University provides academic support to students in several ways.

In the Fall and Spring semesters several courses are identified in which previous students may have had some difficulty. To support students who are taking those courses, a class tutor/mentor attends the class sessions and conducts study sessions at another scheduled time for all the students in that class. There is no additional cost for this supplementary instruction service and students who take classes in which these tutor/mentors are available are encouraged to take full advantage of the opportunity. Research suggests that students participating in these study sessions make significant gains in their classes.
Reading, writing and mathematics review guides and computer assisted skill sessions are available in the PASS Office. Students are encouraged to use these tutorials as needed. In addition, review texts for teacher ExCET exams are available, as well as, study guides for graduate examinations.

**Study Skills Seminars.** Study skills seminars are scheduled throughout the semester. The seminars are professionally presented by video and lecture and include topics such as: time management, speed reading, listening, study strategies, overcoming procrastination, stress reduction and TASP non-course skill development.

**Tutoring Services.** Tutors may be available at no cost through the PASS Office. The PASS office also maintains a list of tutors and will provide students with a list of available tutors who will tutor for a fee.

**Testing.** The PASS Office provides testing services for self-paced, correspondence courses and make-up exams. The office also administers the Institutional SAT and placement test in reading, math and writing.

**Other Services.** Car pooling information is available, as well as typewriters, part-time and full-time job posting.

### Regulations Governing Student Conduct

This section is a general guide to rules and regulations governing student conduct at the University of Texas of the Permian Basin. More specific information about rules and student rights is available in the Student Guide which is available in the Office of Student Life. The University considers all students to be adult; therefore, their behavior is subject to all applicable provisions of the Rules and Regulations of The University of Texas System Board of Regents and the Handbook of Operating Procedures of The University of Texas of the Permian Basin. The University reserves the right to restrict the enrollment of any student for disciplinary or academic reasons.

**Hazing.** The 70th Texas Legislature enacted a law concerning hazing which became effective on September 1, 1967. Under the law, individuals or organizations engaging in hazing could be subject to fines and charged with a criminal offense.

According to the law, a person can commit a hazing offense not only by engaging in a hazing activity, but also by soliciting, directing, encouraging, aiding or attempting to aid another in hazing; by intentionally, knowingly or recklessly allowing hazing to occur; or by failing to report in writing to the Vice President for Student Services firsthand knowledge that a hazing incident is planned or has occurred. The fact that a person consented to or acquiesced in a hazing activity is not a defense to prosecution for hazing under this law. In an effort to encourage reporting of hazing incidents, the law grants immunity from civil or criminal liability to any persons who report a specific hazing event to the Vice President for Student Services; and immunizes that person from participation in any judicial proceeding resulting from that report. The penalty for failure to report is a fine of up to $1,000.00, up to 180 days in jail, or both. Penalties for other hazing offenses vary according to the severity of the injury which results and range from $500.00 to $10,000.00 in fines and up to two years confinement.

The law does not affect or in any way restrict the right of The University to enforce its own rules against hazing. Hazing with or without the consent of the student is prohibited by The University of Texas System, and a violation of that prohibition renders both the person inflicting the hazing and the person submitting to the hazing subject to discipline.

The law defines hazing as any intentional, knowing, or reckless act, occurring on or off the campus of an educational institution, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization whose members are or include students at an educational institution.
Hazing includes but is not limited to:

A. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;

B. Any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;

C. Any activity involving consumption of food, liquid, alcoholic beverage, liquor, drug, or other substance which subjects the student to an unreasonable risk of harm or which adversely affects the mental or physical health of the student;

D. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, or that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subsection; and

E. Any activity that induces, causes, or requires the student to perform a duty or task which involves a violation of the Penal Code.

**Student Insurance.** Students needing health insurance may obtain information from the Student Life Office.

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

A complete copy of the “AIDS, HIV and Hepatitis B Infection” policy can be found in the institutional Handbook of Operating Procedures available in the Office of each school or college, the Library, and the UTPB departments. This policy is applicable to all students of UTPB as they pursue their academic (and clinical) endeavors. Brochures with information about AIDS/HIV will be made available to all students on request to the UTPB Student Life Office.

**Immunizations.** Institutions of higher education may require persons applying for admission to be immunized against diphtheria, rubella, rubella, mumps, tetanus, and poliomyelitis. The Texas Board of Health may require immunizations against these and additional diseases for registrants at any institution of higher education who are pursuing a course of study in any of the human or animal health professions, and the board may require such immunizations for any registrants in times of an emergency or epidemic in a county where such an emergency or epidemic has been declared by the Commissioner of Health.

**Disciplinary Procedures.** All students at The University of Texas of the Permian Basin are subject to all the Rules and Regulations of the Board of Regents of The University of Texas System and all institutional rules and regulations. Rules regarding student conduct and discipline are included in Part One, Chapter VI of the Regent’s Rules and Regulations. The University of Texas of the Permian Basin Handbook of Operating Procedures and the Student Guide.
According to the Regent’s Rules, the Vice President for Student Services has the authority to take interim disciplinary action when the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting any authorized university activity.

Disciplinary action could include:

- Disciplinary probation.
- Withholding of grades, official transcript and/or degree.
- Bar against readmission.
- Restitution or reimbursement for damage to or misappropriation of institutional or System property.
- Suspension of rights and privileges, including participation in athletic or extracurricular activities.
- Failing grade for an examination or assignment or for a course and/or cancellation of all or any portion of prior course credit.
- Denial of degree.
- Suspension from the institution for a specified period of time.
- Expulsion (permanent separation from the institution)
- Revocation of degree and withdrawal of diploma.
- Other penalty as deemed appropriate under the circumstances.

Further information regarding The University’s rules on conduct and due process procedures is provided in the Student Guide.

Intoxicating Beverages. The use of intoxicating beverages is prohibited in classroom buildings, laboratories, auditoriums, library buildings, museums, faculty and administrative offices, intercollegiate and intramural athletic facilities and housing all other public campus areas. State law will be strictly enforced at all times on all property controlled by the System and its component institutions.

Drugs/Narcotics. Any student who is guilty of the illegal use, possession and/or sale of a drug or narcotic on the campus of UTPB or any other UT System component institution is subject to discipline. If a student is found guilty of the illegal use, possession, and/or sale of a drug or narcotic on campus, the minimum penalty shall be suspension from the institution for a specified period of time and/or suspension of rights and privileges.

Solicitation. No individual, organization, group, association, or corporation may use the grounds, buildings, or facilities owned or controlled by any component institution or by the System except as permitted by the provisions of the Regents’ Rules and Regulations, and approved institutional rules and regulations. Exceptions include collection of memberships dues by faculty, staff and student organizations and approved fund-raising performed by registered student organizations.

The term “solicitation” as used herein means the sale or offer for sale of any property or service, whether for immediate or future delivery; the distribution of material that is designed to encourage the purchase or rental of any property, product, or service; the oral or written appeal or request to support or join an organization other than a registered student, faculty, or staff organization; the receipt of or request for any gift or contribution; and the request that a vote be cast for or against a candidate, issue, or proposition appearing on the ballot at any election held pursuant to state or federal law.

Right to Know. In compliance with the Student Right-to-Know and Campus Security Act (the Act) 20 U.S.C. Sections 1092 (a), (e) and (f), as amended, The University of Texas of the Permian Basin collects specified information on campus crime statistics, campus security policies, and institutional completion or graduation rates.

Pursuant to the federal law, alleged victims of violent crime are entitled to know the results of campus disciplinary proceedings concerning alleged perpetrators.

UTPB reports to the campus community on crimes considered to be a threat to students and employees and reported to campus police or local police agencies.
The University publishes and distributes an annual report of campus security policies and crime statistics to all current students and employees; provides copies of the report to applicants for enrollment or employment upon request; and submits a copy of the report to the Secretary of Education upon request. The annual campus crime statistics report references crimes which occur on property owned or controlled by The University and may be supplemented by listing crimes which occur off the campus in buildings or on property owned or controlled by student organizations that are registered by the institution when such statistics are available from local police departments.

The University annually calculates and discloses institutional completion or graduation rates for undergraduate students to all prospective and current students. (The federal requirement for calculation of a completion of graduation rate applies only to institutions of higher education that admit undergraduate students who are enrolling for the first time at an institution of higher education and have not enrolled previously at any other institution of higher education.)

The University publishes in the annual security report, its policy regarding sex-related offenses, including sexual assault prevention programs, education programs to promote awareness of sex offenses, administrative disciplinary procedures and sanctions for offenders, and counseling and student services for victims.
Registration

Students who are admitted to The University may register for courses. Prior to each semester and for each Summer session, a registration period is held. Dates of these registration periods and the dates of other transactions that affect student course schedules are printed in the Schedule of Classes.

New Students

Graduate students who have not previously attended The University, will receive information by mail inviting them to participate in orientation sessions. Special meetings are conducted for graduate students in addition to the general information sessions. Registration information and advising is available at that time.

Early Registration for current students

Students who are currently enrolled (students who have attended The University within the last two semesters) are permitted to register in advance during the prior semester provided they are in good standing with The University. Dates of early registration are listed in the semester calendar of the Schedule of Classes and are otherwise advertised on campus via posters and signs. Students are encouraged to become knowledgeable of the rules governing early registration, consult their advisor prior to early registration and understand the arrangements for payment of tuition and fees. Students receiving financial aid are encouraged to consult with the Office of Financial Aid prior to the early registration period to permit proper handling of their financial aid (See the Financial Aid section of the catalog for details and contact the Office of Financial Aid regarding financial aid). Currently enrolled students may forego the early registration period and register during the open, gym or late registration days held prior to the commencement of classes.

Transfer students and students reenrolling after one or more years absence

Students who are transferring to The University or who are reenrolling in The University after one year or more absence are permitted to register for classes during the registration days just prior to the commencement of classes if they have been admitted or readmitted. This registration period is provided to enable a student to complete the registration process including consulting advisors, signing up for classes and paying tuition and fees. Students who are seeking financial aid and who have not completed this process several months in advance of this registration will inevitably be delayed in receiving funds from federal grants and secured and unsecured loans. (See the Financial Aid section of the catalog for details regarding financial aid.) Dates of registration are listed in the semester calendar of the Schedule of Classes.

Texas Academic Skills Program (TASP)

Graduate students are exempt from TASP for registration purposes, however, those seeking education certificates should refer to specific current requirements for the certification.

Student Advisement

Students are encouraged to visit with faculty advisors during the Fall and Spring semesters for degree and class schedule planning. At announced times, all currently enrolled undergraduate students and currently enrolled graduate students who have been admitted to a graduate program or are seeking teacher certification will be permitted to advance register in the subsequent term. Advisors in all disciplines are available during early registration. The Office of Admissions, Office of the Registrar and the Office of Graduate Studies can assist students in identifying and contacting their faculty advisor.

Students may not register for conventionally taught, partially self-paced or contract study courses after the last day of late registration. Students must be enrolled at UT Permian Basin in the semester in which they graduate.

Note on Course Numbers

1000-3000 - undergraduate or deficiency for graduates.
4000 - upper level undergraduate, limited number may be used on graduate degree plans.
6000 - graduate; requires special permission if student is an undergraduate.
Self-paced instruction

A number of courses are offered on a self-paced instruction basis. With permission of the instructor and the Dean, students may enroll in a self-paced course any time up to three weeks prior to the last day of classes during the semester. Please refer to the calendar in the class schedule for specific dates.

Registration for self-paced instruction courses alone does not involve a late registration fee, unless it is the student’s initial registration for that semester. Students must finish the self-paced course within the given semester or reregister for the same course in a subsequent semester. At the end of each semester, a grade is assigned. If work for a self-paced course has not been completed but satisfactory progress is underway, the student usually is assigned a grade of Z. The student must reregister for the course the next time it is offered to earn a letter grade and credit in the course. The initial Z grade will remain on the record.

Noncredit course registration (ENCORE)

UT Permian Basin has a special program for persons who do not desire a degree or who do not desire course credit. These persons must be admitted to The University and may enroll in one or more regular courses at The University. ENCORE students are permitted to attend classes and participate in the course discussions, studio and laboratory work. ENCORE students are not required to complete work outside the classroom or sit for exams. ENCORE students receive a grade of NG (no grade). No Credit is earned in this program. Students may not register as ENCORE students for contract study, self-paced courses, thesis, research or practicum.

Regular students enrolled in The University who also wish to select one or more courses as ENCORE courses may do so but they should understand that no course credit will transfer or count toward a degree. The degree and credit regulations stated above also apply to students matriculated in a degree program.

Students applying for the ENCORE program are not required to meet all admission requirements. However, students that have been denied admission to The University are not eligible to enroll in the ENCORE program. For further information about ENCORE, contact the Admissions Office.

Special Registration

A candidate for a degree who has completed all the courses and other requirements for graduation and who must register in The University for the purpose of having a degree conferred, must register in absentia. This is the only purpose for which a student may register in absentia. After registration for credit during a semester or summer session, a student wishing to change to in absentia status must have the request approved by the student’s academic Dean and processed through the add/drop procedure. All fees, less the in absentia fee, the computer processing fee and the advising fee, will be refunded if the change is made during the first 12 class days. After the 12th class day, no refunds will be made and no additional charge will be assessed for the in absentia fee. The University ID card and original paid fee receipt must be returned before a refund can be issued. No refund is made for the cancellation of an in absentia registration.

If the student requests a change from in absentia status to regular registration for courses, in absentia fees paid will apply toward the tuition due.

The class day begins at 8 a.m. and ends at 9:45 p.m. Unlike some universities in which courses offered after 5 p.m. are provided through an extension division, UT Permian Basin offers courses in the late afternoon and evening as part of the regular offerings. Students enrolling in these courses register in the same manner as students who are taking only daytime courses. Full-time students may have both day and evening classes.
Tuition, Fees and Deposits

Residency for Tuition

Under state statutes and Texas Higher Education Coordinating Board rules and regulations interpreting those statutes, a prospective student is classified as a resident of Texas, a nonresident, or an international student. A person who has resided in the state under circumstances specified in these rules is eligible for classification as a resident. A citizen, a national, or a permanent resident of the United States not eligible to be classified as a resident is classified as a nonresident. An alien who is not a permanent resident of the United States and has not been permitted by Congress to adopt the United States as a domicile while in this country is classified as an international student. An individual classified as a nonresident or as an international student may qualify, under certain exceptions specified in these rules, for resident tuition rates and other charges while continuing to be classified as a nonresident or an international student.

To be a Texas resident for tuition purposes, a student must have resided in Texas for the twelve month period immediately preceding registration in a state supported college or university. Students who are claimed as dependents on their parent’s/guardian’s income tax, will be considered residents of the state in which their parents/guardians reside.

A student entering The University of Texas of the Permian Basin for the first time, or a student reentering The University after an absence of more than one semester, should read carefully the rules governing the determination of residence in order to be prepared to pay the required tuition. Information and advice regarding residency status are available from the Office of the Registrar.

Section 54.0521, Texas Education Code, provides for an oath of residency. The student is responsible for registering under the proper residence classification and for providing documentation as required by the public institution of higher education. Acceptable documents must include at least one of the following:

a. Texas high school or college transcript for the last 12 months; or
b. Property tax statement or receipt with students name/address; or
c. Lease agreement which includes student’s name/address; or
d. Employer statement of date of employment; or
e. Utility bill which includes the student’s name/address; or
f. Canceled check/bank statement; or
g. Charge account statement/receipt, including student’s name and address; or
h. Texas voter registration (resuming students only); or
i. Permanent driver’s license (at least one year old; returning students only).

If there is any question as to residence status it is the student’s obligation, prior to or at the time of registration, to raise the question with the administrative officials of the institution in which he or she is enrolling for official determination. Students classified as Texas residents must affirm the correctness of that classification as a part of the registration procedure. If the student’s classification as a resident becomes inappropriate for any reason, it is the responsibility of the student to notify the proper administrative officials at the institution. Failure to notify the institution constitutes a violation of the oath of residency and may result in disciplinary action.

Students claiming residency by virtue of parental dependency must provide sufficient documentation to support the residency claim of the parent. Residency is determined by state statutes and in accordance with the guidelines promulgated by the Texas Higher Education Coordinating Board. The Registrar determines all residency classifications. To appeal the decision of the Registrar in residency matters, students may present their case to the Vice President for Student Services.
Tuition, Fees and Deposits

Tuition and Fees Change!

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If students wish to appeal that decision, they may address the President of The University whose decision is final.

Exceptions to Nonresident Tuition Status

1. Nonresident or international students who are recipients of a competitive academic scholarship in the amount of $1,000 or more awarded for the academic year or the summer term by The University may pay the in-state tuition rate.
2. Nonresident students who hold appointments as graduate teaching assistants or graduate research assistants may pay the in-state tuition rate provided they are employed half time or more in positions which relate to their degree programs.
3. A nonresident exchange student participating in the National Student Exchange Program may be charged the resident tuition rate during the period of his or her participation in the program.

Regulations on Tuition and Fees

Exemptions From Tuition

1. The Texas Veterans Exemption (Hazlewood Act) Section 54.203 Texas Education Code, provides an exemption from tuition and some fees. A Texas veteran may qualify for this exemption provided he/she:
   a. Was a Texas resident at the time he/she entered the service and is currently considered a Texas resident for tuition assessment.
   b. Had active military duty (for purposes other than training) for more than 180 days beginning after February, 1957, or served on active duty any period of time between December 7, 1941 and January 31, 1955.
   c. Is honorably discharged from active service; and
   d. Has exhausted veterans educational benefits under federal legislation.
   e. Some types of discharges are excluded from eligibility. Application forms and instructions are available at the Office of Financial Aid.

2. Resident visually or hearing impaired students are entitled to tuition and fee exemptions as specified in Section 54.205 of the Texas Education Code provided that they present certification from the Texas Rehabilitation Commission that:
   a. They are visually or hearing impaired and are clients of the Texas Rehabilitation Commission;
   b. Have a high school diploma or its equivalent;
   c. Are certified as having good moral character;
   d. Have satisfied all other entrance requirements of The University.

3. A student is exempt from the payment of tuition and fees if he or she:
   a. Was in foster care or other residential care under the conservatorship of the Department of Protective and Regulatory Services on or after the day preceding the student’s 18th birthday; and
   b. Enrolls as an undergraduate student not later than three years after the date the student was discharged from the foster or other residential care.

Refund of Tuition and Fees for Students Withdrawing from The University or Reducing Course Load

Upon completing a withdrawal form or a course drop form and submitting it to the Registrar, the percent of tuition refund will be determined. Refund amounts for withdrawals are based on the total number of hours in which a student is enrolled at the date of withdrawal. Students withdrawing during a long semester will be refunded appropriate tuition and fees as follows:
Long Semesters

1. Prior to first class day from which a $15 matriculation fee shall be assessed .................. 100%
2. During the first 5 class days .................................................. 80%
3. During the second 5 class days ............................................ 70%
4. During the third 5 class days .............................................. 50%
5. During the fourth 5 class days ............................................ 25%
6. After the fourth 5 class days ................................................ NONE

Summer Session

1. Prior to first class day from which a $15 matriculation fee shall be assessed .................. 100%
2. During the first, second or third class day ........................................ 80%
3. During the fourth, fifth or sixth class day ...................................... 50%
4. After the sixth class day ...................................................... NONE

First time students receiving federal aid under Title IV of the Higher Education Act of 1965 will be entitled to a refund of the higher of: (1) the refund required by applicable state law; (2) the refund required by the [accrediting agency]; or (3) the pro rata refund as prescribed by federal law.

Students withdrawing before the first class day will receive a 100% refund minus a $15 matriculation fee and the nonrefundable fees. The $25 computer processing fee, the $5 advising fee and the $10 orientation fee (if charged) are nonrefundable fees. The $30 medical services fee is also nonrefundable if the withdrawal occurs after the twelfth class day (fourth class day in summer).

Payment of Tuition and Fees

Students are not entitled to enter a class or laboratory until their fees and deposits have been paid. Payment may be made by personal check for the exact amount due, provided the bank transit number is encoded thereon in compliance with revised Federal Reserve Bank regulations. Checks for larger amounts, the difference to be paid in cash to the student, cannot be accepted. All checks must be drawn on U. S. banks in U. S. dollars. When a check is returned to The University, a $25 service charge is assessed. If the returned check was for tuition, the student’s registration will be cancelled. In paying fees by check, students should exercise care. Fees may be paid and books purchased by charging on VISA, Mastercard and Discover accounts.

Section 54.007 of the Texas Education Code authorizes the Board of Regents of The University of Texas System to provide for the payment of tuition and mandatory fees during the fall and spring semesters through the following alternatives:

1. Full payment of tuition and fees in advance of the beginning of the semester; or
2. One-half payment of tuition and fees in advance of the beginning of the semester, one-quarter payment prior to the start of the sixth class week, and the final one-quarter payment before the beginning of the eleventh class week.

There will be a $12 incidental fee assessed if the installment payment option is used and a $10 late fee. A student who fails to provide full payment of tuition and fees, including late fees assessed, to The University when the payments are due, is subject to one or more of the following actions at the University’s option:

1. Prohibition from registering for classes until full payment is made.
2. Withholding of grades, degree and official transcript; and loss of credit for work completed that semester.
3. All penalties and actions authorized by law.

All policies regarding the payment or refunding of tuition, fees and charges are approved by the Board of Regents of The University of Texas System and comply with and are subject to change by applicable state statutes. If a person desires clarification of any matter relating to payment or refund of such charges, or believes special circumstances warrant exceptions to the published policy, the Office of Accounting should be contacted.
All fees are subject to change by the Legislature or Board of Regents without notice.
### Tuition, Fees, and Deposits

**Tuition and Fees Change:**

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#### The University of Texas of the Permian Basin
Summary Descriptions of Required Tuition and Fees for Fall, 1998

<table>
<thead>
<tr>
<th>Name of Charge</th>
<th>Classification</th>
<th>Residency</th>
<th>Amount</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>Resident</td>
<td>$89/sch</td>
<td></td>
<td>Texas Education Code 54.0512 and 94.0813</td>
</tr>
<tr>
<td>New Mexico Resident</td>
<td>$89/sch</td>
<td></td>
<td></td>
<td>Set by Coordinating Board per Statutory Requirement</td>
</tr>
<tr>
<td>Nonresident</td>
<td>$272/sch</td>
<td></td>
<td></td>
<td>Set by Coordinating Board per Statutory Requirement</td>
</tr>
<tr>
<td>Graduate</td>
<td>Resident</td>
<td>$73/sch</td>
<td></td>
<td>Governing board may set at twice statutory rates for undergraduate programs</td>
</tr>
<tr>
<td>New Mexico Resident</td>
<td>$272/sch</td>
<td></td>
<td></td>
<td>Set by Coordinating Board per Statutory Requirement</td>
</tr>
<tr>
<td>Nonresident</td>
<td>$272/sch</td>
<td></td>
<td></td>
<td>Set by Coordinating Board per Statutory Requirement</td>
</tr>
</tbody>
</table>

#### Required Fees:

<table>
<thead>
<tr>
<th>Matriculation Fee</th>
<th>All students</th>
<th>All students</th>
<th>$15/sem</th>
<th>Fee withheld from tuition if a student withdraws before the first day of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services Fees</td>
<td>All students</td>
<td>All students</td>
<td>$12.50/sch</td>
<td>A compulsory fee to fund student services and operations and use of facilities and activities; governing board may set at a rate up to the statutory tuition for resident undergraduate students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>max - $150</td>
<td></td>
</tr>
<tr>
<td>Library Service Fee</td>
<td>All students</td>
<td>All students</td>
<td>$1.00/sch</td>
<td>A compulsory fee to fund an increase in direct services to students including on-line access to academic indexes and electronic library services</td>
</tr>
<tr>
<td>Advising Fee</td>
<td>All students</td>
<td>All students</td>
<td>$5/sem</td>
<td>A compulsory fee to defray costs of student advising</td>
</tr>
<tr>
<td>Computer Processing Fee</td>
<td>All students</td>
<td>All students</td>
<td>$25/sem</td>
<td>A compulsory fee to defray costs of registration and maintaining student records</td>
</tr>
<tr>
<td>Network Fee</td>
<td>All students</td>
<td>All students</td>
<td>$10/sem</td>
<td>An incidental fee that provides for development of campus computer and network facilities for academic programs</td>
</tr>
<tr>
<td>Medical Service Fee</td>
<td>All students</td>
<td>All students</td>
<td>$30/long semester</td>
<td>A compulsory fee to provide medical services for students at any Primary Medical facility with an $8 co-pay:</td>
</tr>
<tr>
<td>$25/summer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incidental Fees:</td>
<td>All students</td>
<td>All students</td>
<td>Variable</td>
<td>For specific services such as late registration, library fines, microfilming fees, bad check charges, application</td>
</tr>
<tr>
<td>Variety</td>
<td>(see catalog)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Fees:</td>
<td>All students</td>
<td>All students</td>
<td>Variable</td>
<td>Mandatory charges for certain laboratory courses; may not be less than $2/ nor more than $30/ semester and must not exceed the cost of actual materials and supplies used by a student</td>
</tr>
<tr>
<td>Variety</td>
<td>(see catalog)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemental Fees:</td>
<td>All students</td>
<td>All students</td>
<td>Variable</td>
<td>Charges in addition to regular tuition for students registered in art, architecture, drama, speech, or music where individual coaching or instruction is the usual method of instruction.</td>
</tr>
<tr>
<td>Variety</td>
<td>(see catalog)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voluntary Fees:</td>
<td>All students</td>
<td>All students</td>
<td>Variable</td>
<td>May include such items as parking fees, yearbooks, locker fees, intercollegiate athletics passes</td>
</tr>
<tr>
<td>Variety</td>
<td>(see catalog)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Property deposit. A $10 property deposit shall be collected from each student. The deposit shall be returned on the withdrawal or graduation of the student who so requests, less any loss, damage, or breakage caused by the student. Any deposit which remains without call for a refund for a period of four years from last attendance shall be forfeited.

Student Services fee. The Student Services fee is compulsory for all students. The amount charged is $12.50 per semester credit hour for 1-11 credits. Students registered for 12 credits or more are charged a maximum of $150.00. Students who register for the summer session are charged on the same basis as students registered during the regular academic year. The fee provides funding for extracurricular activities and events designed to augment student life at The University and reservation privileges at the gymnasium.

Students registered in absentia are not eligible to participate in student services and programs unless the regular fees are paid. The Student Guide publishes the available programs, activities and services that the fee provides. This Guide is available at registration or from the Office of Student Life.

Refund of the Student Services fee to students withdrawing is made on the same basis as refund of the registration and tuition fees.

Advising fee. To defray costs of student advising, a charge of $5 per student per semester will be assessed.

Add/Drop fee. A student adding or dropping a course or courses will be assessed a $5 per transaction fee.

Book locker fee. Students using book lockers will be charged a fee of $20 per year, $14 per semester, or $11 for the summer session.

Computer processing fee. All enrolled students will be assessed a $25.00 computer processing fee each semester to defray computer costs of registration and maintaining student records. This is a nonrefundable fee.

Computer network fee. All enrolled students will be assessed a $10 network fee each semester to defray the costs of providing wide area connectivity.

Computer printing services fee. Students will be assessed $1.00 for each additional page after the first 10 pages to defray the costs of duplicating letter quality documents produced by students served by the Programs Assisting Student Study (PASS) Office.

Geology field course fee. A $650 fee will be charged for the GEOL 4600 field geology course.

Health Insurance Fee. International students holding nonimmigrant visas and living in the United States will be assessed this fee to defray costs of mandatory insurance. The rate will be variable to match the premium for the approved U.T. System student insurance plan.

Library fees. A fee of twenty-five cents ($.25) an hour will be charged for overdue reserve books and one dollar ($1) per day on overdue materials obtained through the interlibrary loan services. For circulating books, the fine will be $.25 per day per item overdue. Fees for use of interlibrary loan services will be $1.50 for computer charge plus handling costs and $5 for rush. The charge for lost books will be $50 for replacement and processing. A fee of $6.00 per document will be charged for binding theses. Additional fees include: (1) Recalled books - $1 per day, (2) Videos, nonprint media - $1 per day, (3) Library fax - $1 plus $.20 per page over three pages (Domestic), $5 plus $1 per page over 3 pages (International), (4) Copy cards - $Cost (.05 per copy), (5) Transparency - $.50 per black and white transparency, $2 per color transparency, (6) Info Express (document delivery), internal - $5 per item plus $.15 per page over 50 pages and external - $10/item plus $.25 per page over 25 pages.

Library Service fee. An assessment for a student library fee is made on the basis of $1 per semester credit hour to all enrolled students. This fee will defray costs of providing increased direct services to students including online access to academic indices and electronic library services.
Tuition, Fees and Deposits

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Orientation fee. New students will be assessed a $10 fee to cover the costs associated with providing a new student orientation prior to regular registration.

Medical Service fees. A compulsory fee to provide medical services for students at any Primary Medical facility with an $8.00 co-pay. The assessment is $30 for a semester and $25 for summer session.

Parking permit fees. Students will register their cars in a single payment for the entire school year or the balance of the school year in which they register, whichever is applicable. The school year is September 1 through August 31. The following fees will be charged: passenger vehicles and trucks: $30.00 per year; $20.00 January 1 through August 31; $10.00 June 1 through August 31. Two-wheel vehicles (motorcycles, motor scooters, motorbikes): $30.00 per year; $20.00 January 1 through August 31; $10.00 June 1 through August 31. Contingent on Board of Regents’ approval, this rate may be increased. Enforcement fees are as follows: Parking Violations: $10.00 for category 1000 fines and $30.00 for category 2000 fines, per the UTPB Traffic and Parking Regulations page 10. Failure to pay an assessed fee within 10 calendar days of receiving the citation will result in a $3.00 late charge.

The parking permit replacement fee is $5.00. Temporary (monthly) permits may be issued for $3 or any portion of a month in excess of 14 calendar days.

Placement services fees. Students will be charged $20 for the establishment of each placement file and $16 for the second set of 10 copies to defray the costs of compiling, maintaining and mailing student placement files.

Laboratory fees. For each laboratory course a fee is charged in an amount to cover, in general, the cost of laboratory materials and supplies used by a student; however, such charge per student shall be not less than $2 nor more than $30 for each laboratory course in any one semester or summer term. The course schedule will indicate the amount of the laboratory fee for each course.

Student teaching fee. Students enrolled in Student Teaching (EDUC 4399) are assessed a fee of $50 to defray the costs of providing cooperating teachers for supervision of student teachers.

Theatre appreciation course fee. A $25 per student fee will be assessed to defray the costs of theatre attendance required for students enrolled in DRAM 2301.

Internship fee. Student interns are assessed a $50 fee to cover administrative and travel expense associated with providing supervision for teaching internships (EDUC 4692).

Field-based instruction fee. A $10 per course fee will be charged to recover travel costs in certain field-based educational courses.

Teacher certification credentials fee. A $10 fee will be charged to cover costs of evaluating student credentials for state teacher certification.

Teacher certification deficiency plan fee. A $30 fee per student will be charged to defray the cost of preparation of deficiency plans.

Supplementary fees for selected courses. Students taking selected courses (e.g., studio art, lifetime sports, or physical education) may be required to pay supplementary fees each semester. Supplementary fees, in the case of students withdrawing or dropping a course, are refunded according to the schedule provided for refunding of registration and tuition fees. Exception: A student who officially drops a course with a supplementary fee and at the same time officially adds another such course will receive a refund of the full supplementary fee paid on the course dropped and will pay the corresponding fee required for the course added.

Special charge for late registration. Any student who, with proper permission, registers after the scheduled registration in that semester, will be required to pay a special charge of $15 to defray costs associated with keeping registration open after published times.

Bad checks. A service charge of $25 will be assessed for each returned check.
Graduation fee. A graduation fee of $15 is charged to graduating students at the beginning of the semester they plan to graduate. Students should notify the PASS Office and the Registrar as soon as they know they will not be graduating in the semester for which they applied. The graduation fee is a nonrefundable fee. If the student cancels the graduation application after the 12th class day of the semester (or equivalent date during Summer terms) the fee must be paid again when reapplied for graduation. If the student fails to complete any and all degree requirements by the end of the term in which graduation was planned, the fee must be paid again upon reapplication in a subsequent semester.

In Absentia fee. The fee for in absentia registration is $25.00. The fee is assessed to those students who need to register in The University for the purpose of having a degree conferred, but not for courses. No refund is made for the cancellation of an in absentia registration. For more information regarding the in absentia fee, see page 32.

Transcript fee. There is a transcript charge of $5 for each University transcript ordered to defray costs of retrieving, duplicating and mailing transcripts.

Fax fee. A charge of $5 per page will be assessed to defray the administrative costs of FAXing student documents from the Registrar's Office.

Duplicate fee receipt. A $1 charge for additional copies of Registration receipts will be charged to defray the costs of printing duplicate copies of fee receipts except for purposes of I.D. cards and parking permit verifications.

Student identification card replacement fee. All students who need a replacement student identification card will be charged a $5 service fee as approved by The University of Texas System Board of Regents. This is not a purchase fee. The student I.D. card is the property of UT Permian Basin and return may be required upon the student's withdrawal from The University, when it has been put to fraudulent use, or at other times determined appropriate by administrative officers of The University.

Concurrent enrollment. Section 54.062 of the Texas Education Code provides for the following tuition procedure for students registering concurrently at two Texas public institutions of higher education:

1. The student must register first at the institution with a lower minimum tuition and pay the full tuition charge.
2. Generally only the hourly rate is paid at the second institution. However, if the minimum amount is less at the first institution, then the student must pay the difference in the two minimums to the second institution, but not less than the hourly rate. All other required and optional fees are billed by each institution at its regularly authorized rates.

Sample of total tuition and fee charges for a semester

Fall, 1998

Institution: The University of Texas of the Permian Basin

The table can be used to estimate the full costs of one semester for Texas resident students. For undergraduates, the amounts are shown for 12 and 15 semester credit hours (SCH). For graduate students, the table gives amounts for 3 and 9 SCHs. If a student enrolls for a different number of hours, he or she may use the extra column to calculate those costs using the per semester credit hour charges for tuition and fees that are based on the number of hours of credit (see class schedule for details). Since the table shows only average charges for college and course related fees, a more precise total would have to be calculated by determining the actual fees for the student's school or college and the courses for which the student has enrolled. Necessary information may be obtained from the Office of Accounting, the class schedule and/or UTPB's Home Page on the World Wide Web at <http://www.utpb.edu/> on the tuition and fee tables.
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<table>
<thead>
<tr>
<th>Name of Charge</th>
<th>Undergraduate 12 sch</th>
<th>15 sch</th>
<th>Graduate 3 sch</th>
<th>9 sch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Tuition (1)</td>
<td>708.00</td>
<td>885.00</td>
<td>219.00</td>
<td>657.00</td>
</tr>
<tr>
<td>Add: Required Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services Fees</td>
<td>150.00</td>
<td>150.00</td>
<td>37.50</td>
<td>112.50</td>
</tr>
<tr>
<td>Library Service Fee</td>
<td>12.00</td>
<td>15.00</td>
<td>3.00</td>
<td>9.00</td>
</tr>
<tr>
<td>Advising Fee</td>
<td>5.00</td>
<td>5.00</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Computer Processing Fee</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Network Fee</td>
<td>10.00</td>
<td>10.00</td>
<td>10.00</td>
<td>10.00</td>
</tr>
<tr>
<td>Medical Service Fee</td>
<td>30.00</td>
<td>30.00</td>
<td>30.00</td>
<td>30.00</td>
</tr>
<tr>
<td>Subtotal - Required Fees</td>
<td>940.00</td>
<td>1120.00</td>
<td>329.50</td>
<td>848.50</td>
</tr>
<tr>
<td>Add: Average for college and course related laboratory, incidental and supplemental fees and/or optional student services fees (3)</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Total Charges (4)</td>
<td>955.00</td>
<td>1135.00</td>
<td>344.50</td>
<td>863.50</td>
</tr>
</tbody>
</table>

(1) Resident undergraduate tuition as established by the Texas Legislature is $59/sch; non resident undergraduate tuition is $272/sch. Graduate tuition may be twice the statutory rates for undergraduate students. Effective with the fall semester, 1997, the former general use fee has become part of tuition charges per SB 1907.

(2) Required fees, those charged to all students, may be based on semester credit hours or may be based on semester credit hours or may be per semester.

(3) Averages only are given for college and course related fee charges (laboratory, incidental, supplemental/individual instruction fees) since charges vary according to academic program and courses; actual fees are published in the institutional catalog and/or other publications. A summary description of these fees and the optional student services fees may be found in an attachment, the UTPB catalog and/or on UTPB’s Home Page on the World Wide Web at <http://www.utpb.edu>.

(4) A one time, $10.00 property deposit is charged to all first-time students. A one time, $10.00 orientation fee is charged for providing a new student orientation prior to registration. These amounts are not included in the totals.

Note: Although unlikely, changes in tuition and fee charges may occur after the information is first published; updated information may be obtained from the Accounting office or from UTPB’s Home Page on the World Wide Web at <http://www.utpb.edu/>.
Graduate Academic Regulations

Religious Holidays

The University shall allow a student who is absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th class day after the first day of the semester, the student notifies the instructor of each class the student has scheduled on that religious date that the student would be absent for a religious holy day. The notification referred to above shall be in writing and the student shall deliver it personally to the instructor of each class, with receipt of the notification acknowledged and dated by the instructor or by certified mail, return receipt requested, addressed to the instructor of each class. Although a student who is excused under this policy may not be penalized for the absence, the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination.

Student Responsibility

Students are responsible for knowing degree requirements and for enrolling in courses that apply to their degree program. Knowing University regulations pertinent to the standard of work required for continuation in graduate study is also the student’s responsibility.

Credit for graduate courses completed at another accredited institution may be applied toward a master’s degree at UT Permian Basin. A maximum of six semester credits may be transferred if appropriate for the student’s program and approved by the student’s advisor. Three additional credits may be transferred upon approval of the Director of Graduate Studies and Research. No course credit with a grade of C or lower may be transferred to UT Permian Basin. No undergraduate course work taken at another university, even when taken for graduate credit, may be transferred to UT Permian Basin.

All credit transfers must be approved after acceptance to a graduate program and prior to the student’s completion of 12 semester credit hours at UT Permian Basin. It is the student’s responsibility to initiate the approval process.

To receive more than a total of nine hours of transfer credit, the student must file a petition with the Director of Graduate Studies and Research. The petition must include the recommendation of the student’s advisor and committee. Requests for more than a total of nine semester hours of transfer credit must go to the Graduate Council for a decision.

Should the advisor and/or Director of Graduate Studies and Research not approve the transfer of any credits, the student has the right to submit a petition to the Graduate Council, which will make the final decision. When submitted to the Graduate Council, the petition must include the recommendation of the student’s advisor, committee, and the Director of Graduate Studies and Research.

To insure acceptance of transfer credit toward the master’s degree, the student must obtain prior written approval from the student’s advisor for any courses taken at another institution after the student has matriculated at The University.

No correspondence study credits apply toward the minimum requirements for the master’s degree, and no credit more than 8 years old at the time of graduation may be applied toward requirements for the degree. A maximum of 6 credits of approved extension course work, whether completed through The University or at another institution, may be applied toward meeting minimum requirements for the master’s degree.

Cathie H. Tinney, PhD
Director of Graduate Studies and Research
Associate Professor of Management/Marketing

Dr. Tinney has served as Director since 1993, but continues to teach in the MBA program. Her teaching and research interests are in consumer behavior, particularly the influence of the extended family unit on purchase behavior. She teaches a Leadership for Women in Business course and Management for non-management majors.
Additional Course Credits

No course counted toward another degree may be counted toward a master’s degree, either directly or by substitution.

Students may apply a maximum of nine credit hours of 4000-level courses toward master’s degree requirements. In order to be eligible to count toward the degree, these courses must be approved by the master’s degree committee and taken after acceptance to a degree program.

Prior Graduate Courses

A maximum of six credit hours of 6000-level course work taken prior to acceptance in a master’s degree program may be applied to the degree, subject to the approval of the student’s graduate committee.

Self-Paced Instruction (SPI)

Self-paced instruction (SPI) is often referred to as personalized instruction in master learning. Self-paced courses are designed to permit students to complete courses as rapidly as they are capable, or to take more time if needed to master them. SPI usually requires no formal class meetings, although in many courses the instructor meets once a week with a group of students desiring additional interaction or discussion. Most student-instructor contact in SPI is on an individual basis. Students enrolled in SPI courses are expected to interact with the professor either individually or in a group situation at least once each week or as often as a given course requires.

Self-paced courses are offered in many fields or degree programs. Students in SPI courses are provided with a course outline including instructions for study, activities to complete, sources of information and other necessary instructions. Students may visit the instructor as often as needed to discuss and clarify the course material and to answer questions. When students believe they have mastered a unit within a SPI course, they may take the appropriate test. If students pass the prescribed level, they proceed to the next unit. In some courses, if students do not pass the unit, they may restudy it until they pass the test. Each unit must be passed in sequential order, so when all units and tests are successfully completed, students should have mastered the course material.

Since students may not need to attend class in SPI courses, they may begin such courses at any time up to four weeks prior to the end of the semester. Established deadlines for adding or dropping courses published in the course schedule refer to courses taught only on a conventional basis and not to courses taught on an SPI basis. SPI courses may not be dropped during final examination week. Although students have the option of continuing an SPI course into a succeeding semester, they are encouraged to complete it during the same semester for which they register. Students who do not complete the course in one semester’s time may receive a grade of Z (satisfactory work in progress) and must reregister during a subsequent semester when the course is offered and pay tuition for the course if completion is desired.

Partially self-paced courses are administered on the same basis as regular courses. The registration, drop-add, withdrawal, course completion and grading for partially self-paced courses are administered as all other conventional classes.

Independent Study

Several types of independent study are available at UT Permian Basin. These are referred to as contract study courses, which include readings, special problems, library research and certain other learning activities. Before students may register for these courses, plans for the proposed study showing the objectives, procedures to be used for evaluation, and other plans must be written and approved by the appropriate instructor, and by the Dean or Department Chair.

Contract studies are not intended to substitute, by content, for courses listed in the catalog. Enrollment in these courses must be completed during the registration period or through the 10th class day.
Contract Study

Contract Study is available only in disciplines in which the master's degree is offered. Contract study should not include course work which is offered in regular undergraduate or graduate courses. SPI enrollment would be the preferred mode for individual enrollment in such a course. All enrollment forms will be routed through the Director of Graduate Studies and Research for approval prior to acceptance by the Registrar. A limit of six semester credit hours is established for the amount of contract study credit which will be accepted for a master's degree.

Course Load

Nine semester credit hours constitute a full-time semester load for graduate students. The maximum course load for graduate students is 15 semester credit hours in a fall or spring semester or 6 semester credit hours in a six week summer term. Registration in excess of the maximum course load requires approval of the Director of Graduate Studies and Research and is permitted only under exceptional circumstances. Students employed by UT Permian Basin as student or teaching assistants must reduce their course loads accordingly. Part-time students employed full time may take no more than two courses per semester without the approval of the Director of Graduate Studies and Research. Students on academic probation should reduce their course load until their GPA is improved and probationary status is removed. The maximum credits for which students may register in a semester or summer term apply to the combined credit for both conventionally taught courses and self-paced courses. If students finish a self-paced course before the end of the semester or summer term, they may register for another self-paced course immediately or at any time during that semester up to four weeks prior to the end of the semester.

Grading Policies and Academic Progress

Students in graduate programs receive credit only for courses in which a grade of A, B or C has been earned. No more than two C grades in 6000-level courses may be counted toward the degree. Credit toward the degree will not be granted for any 4000-level courses in which a C is earned. Occurrence of a D or F in a graduate program shall be grounds for dismissal from the graduate program. The master's project/thesis will be graded S for Satisfactory and U for Unsatisfactory. All practicum courses will be graded by S and U. The S does not calculate in the Grade Point Average (GPA). The U calculates as a failing grade in the GPA. Degree candidates are required to present an overall average of not less than B (3.0) at the end of their program of study. Pluses and minuses do not enter into the GPA calculation (refer to page 17 for grade point calculation procedures).

For project/thesis work in progress, the letters PR will be assigned in lieu of a final grade. Upon completion of the master's project/thesis and upon final evaluation by the committee and approval by the Director of Graduate Studies and Research, grades for the most recent enrollments (not to exceed six credits for thesis and three credits for project) will be converted to S or U. All grades of PR in excess of 6 credit hours for thesis and three credit hours for project will be converted to NG (No Grade). Neither the PR nor the NG grade calculates in the GPA at any time.

A grade of I (for conventional, independent study and partially self-paced courses) or Z (for self-paced courses) is reported when students have not met all requirements of a course by the end of the semester and the instructor considers the allowance of additional time to complete course requirements justified. When reporting an I grade, the instructor must complete an 'Incomplete Report' specifying: (1) the deficiency or the additional work to be done; (2) the length of time allowed to complete the work (no later than the last class day of the subsequent semester, summer excluded); and (3) the grade that would have been earned "as is" at the time the course ended. A student who registers for a class and then fails to attend any class meetings or take any test, and who neither withdraws nor formally drops the course, will be assigned the grade of F.

In self-paced instruction (SPI) courses in which a student makes satisfactory progress, but does not complete all requirements by the end of the semester in which registered, the instructor may report a Z grade. Students desiring to complete the course must reregister in the semester when the course is next offered and
complete all remaining requirements for the course during the semester. The grade of F may be awarded for failure to achieve minimal standards in self-paced courses.

While the Z grade carries no penalty, the presence of many on the transcript may reflect poor schedule management. Z grades remain part of the permanent student transcript.

The grades of S and U are final grades used for student teaching, certain seminars, courses for demonstration of proficiency in writing and conversation, certain nondegree courses, and in a limited number of other courses which, upon petition, may be approved by the Dean; otherwise, normal grading procedures apply. The intent of the faculty and administration at UT Permian Basin is to ensure that every student receives fair treatment in the academic process.

Any course in the Fall and Spring semesters dropped after the 10th day of the student’s enrollment in the course requires the instructor’s signature on the drop form. A grade of W will be assigned for the final grade in Fall and Spring semester courses dropped after the 12th class day (4th class day in the summer).

Continuation in a graduate degree program is dependent on satisfactory progress in resolving any acceptance conditions and maintenance of not less than a B average (3.0 GPA) in all course work taken according to the program plan. Special status students accruing graduate credit course work are bound by the same scholastic standards that apply to regularly enrolled degree-seeking students.

Graduate students taking undergraduate courses which are not part of their degree program and special status students taking undergraduate courses will be held to the same GPA requirements as regular undergraduate students taking the same courses, which is a GPA of at least 2.0. Teacher certification students must maintain a GPA of at least 2.75.

A student whose GPA falls below the GPA requirements stated above will be placed on probation for one semester or 6 semester credit hours. Failure to bring the cumulative GPA up within that period may result in dismissal.

**Student Academic Appeal Procedures**

In attempting to resolve any student grievance regarding grades or evaluations, it is the obligation of the student first to make a serious effort to resolve the matter with the faculty member with whom the grievance originated. Individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member’s judgment is final unless compelling evidence shows discrimination, differential treatment, or factual mistake. If evidence warrants appeal, the student may pursue the matter further by directing a letter to the Dean. The letter should state the problem, state why the student concludes fair treatment was not received and provide a description of any evidence that would substantiate the claim. The President’s Office shall constitute the final step in the appeal process.

**Drops, Adds and Withdrawal**

Dropping a course or courses should not be confused with withdrawing from all courses. In courses taught on a conventional basis, a student may drop the course any time up to the last day of the 10th week of classes. Students should consult the academic calendar for the last day to drop. School of Business students must have the permission of their academic advisor to drop or add a course. All other students may drop courses without permission of the instructor during the first ten class days in the Fall and Spring semesters (four class days in summer). Students must obtain the signature of the instructor whose course they are dropping if they drop the course between the 10th class day (4th class day in summer) and the last day to drop classes as given on the academic calendar for each Fall and Spring semester.

Once a student has registered and paid tuition and fees for a course section, the student is considered enrolled in that class until the student officially drops the class at the Registrar’s Office. Enrollment is not complete until all tuition and fees have been paid. Students will not be admitted to classes for which tuition and fees have not been paid. The student must submit all requests to drop a course in writing to the Registrar’s Office. **Neither faculty, relatives nor friends may drop or add courses for a student. Add/drop forms must be completed at the Registrar’s**
Office prior to the end of the last day to drop. The student should note the academic calendar for the last date to drop. Failure to drop a class which is not being attended will result in a failing grade on the academic record. Students may withdraw from all classes after the last date to drop with permission of their Dean or Department Chair. For refund dates, the student should note the Refund Policy in the section on Tuition, Fees, and Deposits in this catalog.

Students enrolling late in a course should not expect special make-up assistance from the instructor.

In the case of courses taught on a self-paced instruction (SPI) basis, students are encouraged to enroll as early as possible. However, courses taught on a SPI basis may be added up to four weeks prior to the end of the fall or spring semesters. An equivalent date will be established for the summer term as announced in the summer class schedule. After the late registration period, SPI courses may be added only with the permission of the instructor and the Dean of the school or college in which the course is taught. Students not completing an SPI course by the end of the semester must reregister and pay all applicable fees to continue the course in the next semester in which it is offered. Students may drop an SPI course at any time up to the last date to drop, as shown in the academic calendar.

Withdrawing from The University should not be confused with dropping a course(s) while remaining enrolled in others. Students desiring to drop every course in which they are enrolled are considered to be withdrawing. Students should secure a withdrawal petition from the Registrar’s Office, complete it and obtain the signature of the Business Office, the Library, Security, and the Financial Aid Office. In cases of illness, students may have someone notify the Registrar who will arrange for withdrawal.

If a student wishes to withdraw, a completed withdrawal form must be submitted to the Registrar’s Office prior to the final date to withdraw. A withdrawal requested after the last date to drop must have the permission of the Dean or Department Chair. Failure to withdraw from a class which the student has never attended or has stopped attending will result in a failing grade on the academic record. A withdrawal request becomes effective the date the completed and signed form is received from the student by the Registrar’s Office. Students who have withdrawn from The University need not apply for readmission unless they have been absent from The University for more than two semesters. See “Admissions.”

Readmission

After one semester, a student who has been dismissed may reapply for admission and must present evidence of reasonable expectation to succeed in graduate study. A student dismissed a second time may reapply after one full academic year. No student may reapply after three dismissals for academic deficiencies.

A former graduate student must notify the Admissions Office of the intention to return to study at The University. A student who has not attended The University for two or more terms or who wishes to pursue a different major upon returning must report to the Admissions Office and complete an application update. Notification of attendance at other institutions must be provided and transcripts from all other institutions must be submitted.

Any student who is not eligible to return immediately to a former institution is not eligible to enroll at The University. Any student who is dismissed from one program at The University is not eligible for admission to any other program except as allowed by the time constraints given above.

A student who is dismissed for disciplinary reasons from another institution will not be readmitted at The University.

Graduate Committee

Upon acceptance into a graduate program, each student will be assigned a faculty advisor by the department chair or coordinator of the program in the student’s field of major interest. Prior to completion of one-half of the course credits required for the degree, the advisor and the student will nominate a committee of three or more members of which the initial advisor may or may not be the chair or a member. Each graduate student’s committee will consist of graduate faculty
members from the academic department(s) offering the degree, plus one member from outside the department(s) who will represent the graduate faculty. At the time the student's committee is formed, the graduate faculty representative will be appointed by the Director of Graduate Studies and Research, who will also approve the committee and the student's degree plan.

The committee is responsible for developing the student's program of study, for arranging and conducting examinations and for certifying the student's completion of all requirements for the degree. All recommendations by the committee are subject to review and approval by the Director of Graduate Studies and Research.

**Candidacy**

Candidacy for the master's degree is established when, following acceptance into a degree program and completion of all acceptance requirements, the graduate student and the advisor plan a program of study which is approved by the student's committee, the department chair or program coordinator, and the Director of Graduate Studies and Research.

**Degree Plan**

Filing of the degree plan with the Office of Graduate Studies and Research should be done upon or prior to completion of 12 semester credit hours of degree requirements and must be done prior to completion of 18 semester credit hours toward the degree. Students failing to submit a program or receive approval may be required to complete one-half of the required credits (exclusive of project/thesis) after approval is received. The planned program should list all courses, any special projects, and any other educational experiences that are to be a part of the master's program. It is not necessary to include the topic if the project/thesis option is chosen.

The degree plan is not official until:

1. it is signed by the student, committee members, program head, graduate faculty representative and Director of Graduate Studies and Research, and
2. it is filed in the Office of Graduate Studies and Research.

All revisions to the degree plan, if necessary, are made on a separate form, "Graduate Degree Plan Change Form." Further information is available through the Office of Graduate Studies and Research.

**Time Limitations**

The master's degree must be completed within eight years. No course more than eight years old at the time of graduation may be applied toward requirements for the degree. This includes any transfer credit and project or thesis credit. For example, if the first course on the degree plan is dated Fall 1995, the student must graduate in or before Summer 2003.

**Oral Examination**

Successful completion of all courses and research requirements does not assure receipt of the master's degree. After all requirements have been fulfilled, candidates (except MBA and MPA) normally sit for an oral examination by their committee, which includes a representative of the graduate faculty. The examination covers the subject matter of the candidate's field or discipline and research, if a project/thesis is part of the student's program. Candidates must demonstrate an appropriate level of knowledge and understanding of their field and research effort in the oral examination. Two negative votes on a committee of four or more members results in failure. Candidates failing the oral examination may sit for reexamination only twice more within five years of the initial failure. Candidates failing the examination will be given direction for study and rewriting of the project/thesis report in order to improve the chances of passing the examination on a subsequent attempt.
Master’s Thesis/Research Project Report

The final copies of the master’s project/thesis must be prepared according to the regulations presented in the current edition of INSTRUCTIONS FOR PREPARATION OF MASTERS THESIS AND RESEARCH PROJECT REPORTS available from the UT Permian Basin Bookstore. Students must submit not less than an original and three copies of the project/thesis.

The Director of Graduate Studies and Research examines each project/thesis to determine whether or not it meets University requirements and format guidelines. In order to reduce the number of last minute corrections, the student is encouraged to consult with the Office of Graduate Studies and Research during preparation of the report and to submit the master copy of the final draft of the report for review before having additional required copies prepared. This copy should be submitted for review well in advance of the deadline to allow adequate time for the Office of Graduate Studies and Research review, time for the student to make necessary corrections and time to have the final required copies made.

Continuous Registration

Due to the part-time status of the majority of graduate students, no standard, continuous registration is required by policy of the Graduate Division. However, each student must register for the number of hours determined by his/her committee for the master’s project/thesis. Students must register for 6398/6399 each semester in which they work under the supervision of their advisor toward the completion of the project/thesis and/or use the resources of The University. Although multiple registrations for these courses are common, a maximum of three hours for project or six hours of credit for thesis will be granted on the final academic record.

There may be financial aid or other requirements for continuous registration for individual students. Any student who is not enrolled for a two term period will be asked to update his or her file and may find that a newer version of degree requirements is applicable.

Enrollment for project or thesis is permitted only during the regular and late registration periods. Students away from campus may register by mail, providing arrangements are made with the Registrar’s Office at least 30 days prior to the registration period for the semester. Under special circumstances, registration in absentia may be permitted if approved by the committee chair and the Director of Graduate Studies and Research.

Applying for Graduation

The prospective graduate must complete and file an application for graduation during the registration period of the semester graduation is planned. Students failing to graduate after paying the graduation fee will forfeit that fee and must reapply when they register for each semester in which they intend to graduate. Early in the semester of graduation, a degree check will be initiated for the student. The student must enroll for at least three semester credit hours in one of the standard numbered courses during the semester in which graduation actually occurs or, under special circumstances, register in absentia.

In absentia Registration

A candidate for a degree who has completed all the requirements for graduation and who needs to register for the purpose of having a degree conferred (not to take courses) must register in absentia. This is the only purpose for which a student may register in absentia. After registration for credit during a semester or summer session, a change to in absentia status must be approved by the Director of Graduate Studies and Research and processed through the add/drop procedure; i.e., a student will drop the courses for which he/she has registered and add the in absentia registration. All fees, less the in absentia fee, will be refunded if the change is made during the first twelve class days. After the twelfth class day, no refunds are made and no additional charge will be assessed for the in absentia fee. The University ID card and original paid fee receipt must be returned before a refund can be issued. No refund is made for the cancellation of an in absentia registration.
College of Arts & Sciences

The mission of the College of Arts & Sciences is to interweave the arts and sciences with professional education which provides the student with the freedom to realize one’s potential as an independent person with critical thinking, openness, adaptability, tolerance, integrity and a capacity for life-long learning.

Dean James N. Olson, Ph.D.
Professor of Psychology

The College of Arts and Sciences consists of three departments: Behavioral Science, Humanities and Fine Arts, and Science and Mathematics.

The Master of Arts (MA) degree is offered in English, History, Physical Education, Psychology / Applied Research, or Clinical; and the Master of Science (MS) is offered in Biology, Criminal Justice Administration and Geology.

Department of Behavioral Science
Graduate Faculty

Department Chair
Lois S. Hale, Ph.D.

Steven Aicinena, Ed.D.
Robert Bartsch, Ph.D.
Sutham Cheurprakobkit, Ph.D.
James Eldridge, Ed.D.
Lois S. Hale, Ph.D.
Kay Ketzenberger, Ph.D.
Richard Kiekbusch, Ph.D.
Linda Montgomery, Ph.D.
James N. Olson, Ph.D.
Spencer K. Thompson, Ph.D.

Associate Professor of Kinesiology
Assistant Professor of Psychology
Assistant Professor of Criminalology
Assistant Professor of Kinesiology
Associate Professor of Kinesiology
Assistant Professor of Psychology
Assistant Professor of Criminalology
Associate Professor of Psychology
Professor of Psychology, Dean
Associate Professor of Psychology
Department of Humanities and Fine Arts
Graduate Faculty

Department Chair
Shawn Watson, Ph.D.

Sophia Andres-Barnett, Ph.D.  Associate Professor of English
H. Warren Gardner, Ph.D.  Associate Professor of History
Michael S. Kearns, Ph.D.  Professor of English and Kathlyn Cosper
Duane Leach, Ph.D.  Dunagan Professor in Humanities
Roger Olien, Ph.D.  Professor of History
Frank Samponaro, Ph.D.  Professor of History and J. Conrad Dunagan
Thomas Schaefer, Ph.D.  Chair in Regional and Business History
Megan Simpson, Ph.D.  Professor of History and Kathlyn Cosper
J. Tillapaugh, Ph.D.  Dunagan Professor in Humanities
Shawn Watson, Ph.D.  Professor of History
Mark Wildermuth, Ph.D.  Associate Professor of English & Theatre

Department of Science and Mathematics
Graduate Faculty

Department Chair
Donald Allen, Ph.D.

Donald M. Allen, Ph.D.  Professor of Biology and Ashbel Smith Professor
Emilio Mutis-Duplat, Ph.D.  Professor of Geology
Doug Henderson, Ph.D.  Assistant Professor of Biology
Diane Post, Ph.D.  Assistant Professor of Biology
R. Douglas Spence, Ph.D.  Associate Professor of Biology
Daniel R. Womochel, Ph.D.  Associate Professor of Geology
School of Business

The mission of the School of Business is to promote economic development in the Permian Basin through the offering of quality educational programs in business, community service functions, and applied research.

Dean Gary Klein, Ph.D.
Professor of Decision Sciences

Coordinator for Business Student Affairs
Willedee T. Patterson, MBA
Lecturer, Management

Graduate Faculty
William Fannin, Ph.D.
Corbett Gaulden, Ph.D.
Paul Haensly, Ph.D.
Paul Hodges, Ph.D.
Gary Klein, Ph.D.
Barbara Scofield, Ph.D.

John Theis, JD, Ph.D.
Cathie Tinney, Ph.D.

Professor of Management
Associate Professor of Marketing
Assistant Professor of Finance
Ashbell Smith Professor of Economics
Professor of Decision Sciences
Assistant Professor of Accountancy
and Information Systems
Assistant Professor of Finance
Associate Professor of Marketing

Programs
Programs offered through the School of Business are the Master of Business Administration and the Master of Professional Accountancy. Both are professional programs to prepare individuals for business endeavors, although some students will proceed to Ph.D. level preparation. In each instance, the individual is expected to be more upwardly mobile in the organization. Emphasis on different types of organizations, including small business, service, and government are included to serve the needs of the region. Graduate courses are offered in the evening since most students are employed while working toward their advanced degree.

Admission
Admission requirements for School of Business programs include the GMAT and suitable undergraduate GPA.

Gary Klein, PhD
Dean of the School of Business
Professor of Decision Sciences

Dean Klein is a graduate of the Krannert Graduate School of Management at Purdue University. His research has been published in the Journal of Systems and Software, IEEE Transactions on Systems, Man, and Cybernetics, Computer Personnel, Decision Sciences, and he is the author of several books on COBAL. He teaches regularly in the MBA and MPA programs.
School of Education

The mission of the School of Education is to prepare professional educators who are proactive in facilitating the lifelong learning and development of all students.

Dean G. Peter Ienatsch, Ph.D.
Professor of Education

Certification Officer
Ruth Ann McQuitty

Graduate Faculty

Kay Haney, Ph.D.
Associate Professor of Education/
Special Education

Roy Hurst, Ph.D.
Assistant Professor of Science Education/
Student Teacher Coordinator

G. Peter Ienatsch, Ph.D.
Professor of Education

Frances Johnson, Ph.D.
Assistant Professor of Education/Reading

Cathy Jording, Ed.D.
Assistant Professor of Education/
Administration

Susan M. Lara, Ed.D.
Associate Professor of Education/
Coordinator of Field Instruction and
Bilingual Education

Al Milliren, Ed.D.
Associate Professor of Counseling Education

Don Miller, Ph.D.
Visiting Associate Professor of Education

Jose Agustin Ruiz-Escalante, Ed.D.
Associate Professor of ESL/Bilingual
Education

Frances Sherwood, Ph.D.
Assistant Professor of Education

Kay Watson, Ed.D.
Visiting Assistant Professor of Education/
Administration

Program
The School of Education Master of Arts Degree is designed as both a professional program and as preparation for doctoral study. Thus, both research and non-research plans are available in some of the program options. Students planning to pursue doctoral study or having an interest in research should select one of the master’s study options.

Admission
Admission requirements for School of Education programs include the GRE and a suitable undergraduate GPA.

Options
Options available within the Master of Arts in Education include:

Administration
Counseling
Early Childhood
Elementary
Reading
Secondary
Special Education
Supervision

The School of Education also provides academic preparation for certifications and endorsements issued by the State Board for Educator Certification in the following areas:

Elementary Certification
Secondary Certification
All Level Certification
Counseling Certification

G. Peter Ienatsch, PhD
Dean of the
School of Education
Professor of Education

Since coming to UTPB in 1973 from the University of Iowa, Dr. Ienatsch has been involved in many changes in teacher education and reading instruction. As Dean, he leads the largest graduate program at The University, and is very involved with local schools and communities.
Educational Diagnostician Certification
Superintendent Certification
Reading Specialist Certification
Mid-Management Certification
Supervision Certification
Special Education Endorsement
Early Childhood Endorsement
Gifted & Talented Endorsement
Bilingual Endorsement
ESL Endorsement

Every effort is made to maintain reasonable consistency between degree options which The University is authorized to offer and certification/endorsement plans which are overseen by the Texas State Board of Educator Certification. However, as requirements change, it is critical that students consult their advisor and their certification officer regularly during their studies.
Master of Professional Accountancy

Administrative Unit

This degree is administered by the Office of Graduate Studies and Research through the faculty of the School of Business.

Objectives

The Master of Public Accountancy degree program is designed:

1. to provide students with both the academic preparation and the 150 hours required for accountants who are Uniform CPA Exam candidates,
2. to provide an entry into the accounting profession for students with an undergraduate degree in business or another field of study, and
3. to provide current professionals with advanced theory and technique of accounting.

Admission Requirements

The Master of Professional Accountancy (MPA) program admits students who have completed a baccalaureate degree and students who are currently pursuing a BBA in accounting at UTPB. All students preparing to be admitted to the MPA program must take the GMAT test prior to completion of 6 semester hours of graduate course work. Admission is based on a combination of the undergraduate GPA and GMAT Score: Entrant Status Score = (GPA X 200) + GMAT.

Regular Standing: Entrant Status Score at least 1120
Provisional Standing: Entrant Status Score at least 1000 but less than 1120
Conditional Standing: Entrant Status Score at least 1000 but with additional pre-professional leveling courses that need to be taken (see below)

Students granted provisional status will normally be changed to regular status upon successful completion of a minimum of nine semester credit hours of MPA core course work with a grade of B or better in each course taken. No elective course may be taken by a student in provisional status.

Admission for UTPB undergraduate accounting students:

Students who have completed their junior year in the undergraduate program in Accountancy and Information Systems at The University of Texas of the Permian Basin with a GPA of 3.0 or better in the last 90 hours of credit may apply for admittance to the MPA program. The application should be filed, and the GMAT examination taken, during the first semester of the senior year.

Admission for baccalaureate degree holders:

The Master of Professional Accountancy (MPA) program is open to all students holding baccalaureate degrees from accredited colleges or universities and meeting the following provisions: satisfactory performance during the last two undergraduate years (or other evidence predicting success in graduate study), and a satisfactory score on the Graduate Management Admission Test (GMAT). Students without an academic background in accounting must demonstrate their knowledge in accounting by completing 15-18 hours of accounting course work. Students without an academic background in business must demonstrate their knowledge of
the basic fields of business by completing leveling course work in the foundation disciplines which include information systems, statistics, economics, finance, management, and marketing. Students who have not completed the equivalent of six semester hours of undergraduate mathematics including exposure to differential and integral calculus are strongly encouraged to seek advice on mathematics preparation from the MPA program coordinator prior to enrollment in MATH 6301.

Leveling Courses required Prior To MPA Course Work

<table>
<thead>
<tr>
<th>Pre-Professional Courses</th>
<th>Business Core (18-24 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Systems Statistics</td>
<td>ACCT 3333 Information System Fundamentals Statistics for Research</td>
</tr>
<tr>
<td></td>
<td>MATH 6301 or DSCI 301 &amp; 302</td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 6300 Economic Analysis</td>
</tr>
<tr>
<td>Finance</td>
<td>FINA 6300 Concepts of Business Finance</td>
</tr>
<tr>
<td>Management</td>
<td>MNGT 6300 Basic Administration</td>
</tr>
<tr>
<td>Marketing</td>
<td>MRKT 6300 The Marketing Process</td>
</tr>
</tbody>
</table>

Pre-Professional Courses Accounting Core (15-18 credits)

<table>
<thead>
<tr>
<th>Principles of Accounting</th>
<th>ACCT 2301 &amp; ACCT 2302 or ACCT 6300</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Accounting</td>
<td>ACCT 3301 &amp; ACCT 3302</td>
</tr>
<tr>
<td>Cost Accounting</td>
<td>ACCT 3303</td>
</tr>
<tr>
<td>Federal Income Tax Accounting</td>
<td>ACCT 3305</td>
</tr>
</tbody>
</table>

MPA Program Requirements

<table>
<thead>
<tr>
<th>ACCT 6301</th>
<th>Profit Planning and Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 6311</td>
<td>Information Systems Management</td>
</tr>
<tr>
<td>ACCT 6312</td>
<td>Accounting Theory</td>
</tr>
<tr>
<td>ACCT 6313</td>
<td>Professional Ethics</td>
</tr>
<tr>
<td>ACCT 6315</td>
<td>Advanced Tax</td>
</tr>
<tr>
<td>ACCT 6316</td>
<td>EPD Auditing</td>
</tr>
<tr>
<td>ACCT 6375</td>
<td>Accounting Research</td>
</tr>
<tr>
<td>FINA 6320</td>
<td>Financial Management: Theory and Techniques</td>
</tr>
<tr>
<td>MNGT 6366</td>
<td>Management Strategy/Policy</td>
</tr>
</tbody>
</table>

Electives: 9 credits

Chosen from the following:

<table>
<thead>
<tr>
<th>ACCT 6302</th>
<th>Advanced Accounting*</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 6304</td>
<td>Tax Planning</td>
</tr>
<tr>
<td>ACCT 6392</td>
<td>Experiential Learning</td>
</tr>
<tr>
<td>ACCT 6398</td>
<td>Master’s Project</td>
</tr>
<tr>
<td>ACCT 6399</td>
<td>Master’s Thesis</td>
</tr>
<tr>
<td>BUSI 6300</td>
<td>Business Law**</td>
</tr>
</tbody>
</table>

* RECOMMENDED for those who are candidates for the Uniform CPA Exam
**REQUIRED for those who have less than 6 credits of undergraduate business law

Any other graduate level School of Business course, except leveling classes, with approval of the student’s advisor.

Up to 6 credits of senior-level accounting courses with approval of the student’s advisor.

ACCT 4304 Not for Profit Accounting
ACCT 4306 Internal Auditing Theory and Practice
Grades

MPA students will not be given graduate credit for courses taken when the letter grade earned is less than C. In addition, an MPA student may count no more than two C grades. A degree candidate is required to maintain an overall average of B and maintain a GPA of 3.0 in every semester throughout his or her program of study.

Options

The MPA program includes 9 hours of electives beyond the MPA core courses that can be chosen from graduate accounting courses, other graduate courses offered by the School of Business, and senior-level accounting courses (up to 6 credit hours only).

The MPA program is designed primarily as a professional program rather than a preparation program for doctoral study. Both research and non-research options are available in the program. Students planning to pursue doctoral study or having an interest in research should select the research option. Students choosing the non-research option must complete a minimum of 36 semester credits of prescribed study, exclusive of leveling course work. Students choosing the research option must complete either 30 semester credits of prescribed study plus a thesis, or 33 semester credits of prescribed study plus a research problem.

The thesis must deal with a topic of generalized concern to the profession, be scholarly in its orientation, demonstrate the students understanding of and ability to use sophisticated research techniques, show promise of a contribution to knowledge that could be worthy of publication in a scholarly or professional journal. Students will arrange with their graduate committees to sit for an oral examination of their thesis.

The research problem should deal with a practical problem of concern to the student. It should follow recognized research procedures but does not require the level of sophistication of thesis research. The findings do not necessarily need to be of such import as to merit publication.

Special Program Features

The MPA program is designed to serve both as a fifth year of study for continuing undergraduate students who intend to meet requirements for a CPA license and as a part-time program for individuals working in accounting and related fields. All of the classes offered in the MPA program will be offered in the evening. Multiple sections of undergraduate courses required in the program are offered on a day/night schedule or a single section offered at night.

Professional Certification Preparation

The MPA degree requirements can satisfy minimal education requirements to sit for the Texas Certified Public Accountant certificate. The requirements to sit for the exam and to receive the CPA certificate are specified in the Public Accountancy Act of 1991 (as amended) and are interpreted and administered by the Texas State Board of Public Accountancy. Candidates must have 150 semester hours of college credit, including 30 hours of accounting courses past principles of accounting and 20 hours of related business courses.
Course Listings

ACCT 6300 Accounting Concepts (3)
Concepts and principles in the recording, classifying and summarizing of financial transactions of a business and financial statement analysis.

ACCT 6301 Profit Planning and Control (3)
Integrates functional and operational aspects of organizations through the master budget concept.

ACCT 6302 Problems in Advanced Accounting (3)
Development of the theory, principles and techniques of accounting for branches, business combinations and consolidations, and multinational business organizations.

ACCT 6304 Tax Planning (3)
Methodology used in tax research and in tax planning using the adversary approach.

ACCT 6311 Information Systems Management (3)
Methods and problem resolution in developing and managing company wide information systems.

ACCT 6312 Accounting Theory (3)

ACCT 6313 Professional Ethics (3)
Historical development of ethical theories, roles of the professional in contemporary society with respect to economic, social, political, and technological problems. Case evaluations and discussion designed to develop professional standards for ethical behavior.

ACCT 6315 Advanced Tax (3)
Federal Income Tax law, rules and regulations relating to partnerships, corporations, estates and trusts.

ACCT 6316 EDP Auditing (3)
Auditing of EDP accounting systems and basic approaches to auditing other types of business/organization systems.

ACCT 6375 Accounting Research (3)
Review of authoritative sources, databases, and literature of the profession. Presentations and papers showing results of the research are required.

ACCT 6392 Experiential Learning (3)
A supervised field and academic experience in accounting.

ACCT 6398 Master's Project (3)
Students electing the project option will work under the supervision of a major advisor.

ACCT 6399 Master's Thesis (3-6)
Students electing the thesis option will work under the supervision of a major advisor.

BUSI 6300 Business Law (3)
General business law, including contracts, sales, commercial paper, secured transaction, agency, corporations and partnerships.

ECON 6300 Economic Analysis (3)
Economic efficiency and the determinants of the major economic aggregates such as growth, employment and gross national product.

FINA 6300 Concepts of Business Finance (3)
Managerial use and application of concepts and principles of the finance function of a business. Prerequisite: ACCT 6300 or equivalent.
FINA 6320 Financial Management: Theory and Techniques (3)
Investment, financing and divided decisions of firms seeking to maximize shareholder wealth. Analytical techniques, economic and behavioral theories and financial environment.

MNGT 6300 Basic Administration (3)
Synthesis of traditional and behavioral approaches to studying management. Management process, management history and organizational behavior.

MNGT 6366 Management Strategy/Policy (3)
Opportunity for development and implementation of knowledge from multiple disciplines and integration of viewpoints of different functions of an organization. Case evaluation and discussion are stressed.

MRKT 6300 The Marketing Process (3)
Marketing process and its underlying concepts. Information needed and the incorporation of marketing decisions into the management function.
Master of Science in Biology

Administrative Unit

This program is administered by the Office of Graduate Studies and Research through the faculty of Biology, Department of Science and Mathematics, College of Arts and Sciences.

Objectives

The Master of Science program in Biology includes advanced education in experimental molecular and cellular and organismic biology. The program is designed primarily to prepare students for a professional career in an advanced field of biology. The program is used by students who want to gain additional background for teaching, as well by those who are preparing to go on to graduate or professional schools.

Admission Requirements

Acceptance to the Master of Science program requires 16 credits of biology, eight credits of chemistry and three credits of mathematics at the undergraduate level. Depending upon the student’s undergraduate program and career goals, the advisory committee may require completion of additional courses at the undergraduate level.

Core Requirements

A minimum of 30 graduate credits must be earned to qualify for the Master of Science degree. Of these, a minimum of 15-18 must be in Biology while 6-9 hours may be in supporting areas of study. The remaining 6 credits must be earned in independent study leading to an original thesis. This study is normally directed by the chair of the advisory committee. During the final semester of study, the student must defend the thesis before the advisory committee and other appropriate faculty. The first part of this defense, which consists of an oral presentation of the thesis work, is open to the public.

Special Program Features

Where appropriate, individualized instruction is used in each student’s program, so not all courses require regular attendance. Laboratory facilities are ideally suited for individualized instruction. Students will also be given an opportunity to gain experience in teaching by assisting in one or more undergraduate laboratory courses under the supervision of a faculty member.

Program Recommendation

If they have not already done so, students must complete one year of organic chemistry, calculus and physics before admission to regular graduate status. Students lacking specific upper level biology background such as biochemistry or genetics may take these courses for 4300-level graduate credit.

Course Listings

BIOL 6301 Studies In Virology (3)
Analysis and interpretation of modern studies of viral structure, replication and pathogenesis. Prerequisites: BIOL 4320, 4340 or equivalent. Offered alternate years.

BIOL 6323 Immunology (3)
Analysis and interpretations of studies of mammalian mechanisms of defense against infectious diseases and cancer. Prerequisites: BIOL 3300, 4320, 4340, or equivalent. Offered alternate years.
Biol 6330 Plant Physiology and Biochemistry (3)*
Techniques, principles and analysis of problems in plant biochemistry and physiology. Prerequisite: BIOL 4320 or equivalent.

Biol 6332 Plant Taxonomy (3)
Advanced studies and collection of a specific taxonomic group to be determined in consultation with the student. Prerequisite: BIOL 3330 and 3331 or equivalent.

Biol 6340 Molecular Genetics (3)
Studies of gene transfer, mapping, expression and control mechanisms. Prerequisite: BIOL 3300, 3101, and 4320 or equivalent.

Biol 6344 Experimental Molecular Genetics (3)
Laboratory experience in mutagenesis, transformation, transduction, DNA isolation and in vitro recombinant DNA procedures. A research problem will be identified and investigated using the DNA methodologies. One lecture hour and six laboratory hours per week. Prerequisite: BIOL 4340 or BIOL 6340.

Biol 6350 Advances In Animal Physiology (3)
Analysis and interpretation of studies in the laboratory and literature. Prerequisites: BIOL 4320 and 4352 or equivalent.

Biol 6356 Neuroscience (3)
An analysis of the physiological bases of behavior, beginning with a study of the functioning of excitable cells and ending with a study of the neuroanatomy of the brain. Prerequisites: BIOL 4352 or permission of the instructor.

Biol 6362 Advanced Microtechnique (3)
Theoretical and practical aspects of the preparation of cellular tissues for light and electron microscopy. Prerequisite: permission of instructor.

Biol 6389 Selected Topics (1-3)
Graduate courses which will be offered only once, will be offered infrequently, or are being developed before a regular listing in the catalog.

Biol 6391 Contract Study 1-3
For students who are pursuing independent study or research (as described in the contract study format).

Biol 6195 Seminar (1-3)
Available only in disciplines in which the master's degree is offered.

Biol 6399 Masters Thesis (3 or 6)
Meets the research requirements for the thesis option in master's degree programs.

Undergraduate Courses That Could be Included in a Graduate Degree Plan*

Biol 4121 Cell Biochemistry Laboratory
Biol 4141 Laboratory in Genetics
Biol 4153 Animal Physiology lab
Biol 4155 Animal Behavior Lab
Biol 4173 Ecology Lab
Biol 4301 Virology
Biol 4320 Cell Biochemistry
Biol 4323 Immunology
Biol 4340 Genetics
Biol 4342 Evolution
Biol 4352 Animal Physiology
Biol 4354 Animal Behavior
Biol 4356 Ecology
Biol 4372 Endocrinology
Biol 4389 Multi Course Listing
Biol 4391 Contract Study

* With Committee Permission. See course descriptions in General Catalog.
Master of Business Administration

Administrative Unit

This program is administered by the Office of Graduate Studies and Research through the faculty of the School of Business.

Objectives

The objective of the MBA program is to provide the essential professional tools needed by our students to advance in managerial careers.

Admission Requirements

The Master in Business Administration (MBA) program is open to all students holding baccalaureate degrees from accredited colleges or universities and meeting the following provisions: satisfactory performance during the last two undergraduate years (or other evidence predicting success in graduate study), and a satisfactory score on the Graduate Management Admission Test (GMAT).

The requirements for admission to the MBA program are the same as the general University admission requirements with the following exceptions:

1. The Graduate Management Admission Test (GMAT) is a nationally recognized test designed specifically for students preparing to pursue the MBA degree. Students preparing to be admitted to the MBA program must take the GMAT prior to completion of 6 semester hours of 6300 level coursework.
2. The GMAT score is converted to an entrance status score according to the following formula: GPA X 200 + GMAT = Entrance Status Score.
3. Students wishing to be accepted into the MBA Program must complete the GMAT exam with a satisfactory score. With the prior approval of the Coordinator of the MBA program, the Director of Graduate Studies notifies students of their acceptance status.
4. The GMAT entrance status score will be used to classify the student.

Regular Standing - GMAT Entrance Status score at least 1120.
Provisional Standing - GMAT Entrance Status score at least 1000 but less than 1120.
Conditional Standing - See Acceptance and Status on page 20.

Students granted provisional status will normally be changed to regular status upon successful completion of a minimum of nine semester credit hours of MBA core course work with a grade of B or better in each course taken. No elective courses may be taken by a student in provisional status.

Students without an academic background in business administration must demonstrate their knowledge in the basic fields of business by completing up to 24 semester credits of leveling course work in the foundation disciplines which include accounting, business law, statistics, economics, finance, basic administration, marketing and computer literacy. The following courses meet this requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 6300</td>
<td>Accounting Concepts 3</td>
</tr>
<tr>
<td>BLAW 6300</td>
<td>Business Law 3</td>
</tr>
<tr>
<td>MATH 6301</td>
<td>Statistics for Research 3</td>
</tr>
<tr>
<td>ECON 6300</td>
<td>Economic Analysis 3</td>
</tr>
<tr>
<td>FINA 6300</td>
<td>Concepts of Business Finance 3</td>
</tr>
<tr>
<td>MNGT 6300</td>
<td>Basic Administration 3</td>
</tr>
<tr>
<td>MKRT 6300</td>
<td>The Marketing Process 3</td>
</tr>
<tr>
<td>COSC 1335 or equivalent</td>
<td>Computers and Problem Solving 3</td>
</tr>
</tbody>
</table>
Prospective MBA students should be aware that each MBA pre-professional course is roughly equivalent in course content to one and one half or two undergraduate core courses.

Students who have not completed the equivalent of six semester hours of undergraduate mathematics including exposure to differential and integral calculus are strongly encouraged to seek advice on mathematics preparation from the MBA program coordinator prior to enrollment in MATH 6301.

Options

Flexibility is built into this program by the 9 hours of electives available beyond the core.

The MBA program is designed primarily as a professional program rather than a preparation program for doctoral study. Both research and non-research options are available in the program. Students planning to pursue doctoral study or having an interest in research should select the research option. Students choosing the non-research option must complete a minimum of 36 semester credits of prescribed study, exclusive of the 24 semester credits of leveling course work. Students choosing the research option must complete either 30 semester credits of prescribed study plus a thesis, or 33 semester credits of prescribed study plus a research problem.

The thesis must deal with a topic of generalized concern to the profession, be scholarly in its orientation, demonstrate the student’s understanding of and ability to use sophisticated research techniques, and show promise of a contribution to knowledge that could be worthy of publication in a scholarly or professional journal. Students will arrange with their graduate committees to sit for an oral examination of their thesis.

The research problem should deal with a practical problem of concern to the student. It should follow recognized research procedures but does not require the level of sophistication of thesis research. The findings do not necessarily need to be of such import as to merit publication.

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 6301</td>
<td>Profit Planning and Control</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 6311</td>
<td>Information Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON 6302</td>
<td>Forecasting Business Conditions</td>
<td>3</td>
</tr>
<tr>
<td>FINA 6320</td>
<td>Financial Management: Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>DSCI 6303</td>
<td>Analytical Models/Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 6360</td>
<td>Organization Theory (or MNGT 6312)</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 6361</td>
<td>Management and the Research Process</td>
<td>3</td>
</tr>
<tr>
<td>MNGT 6366</td>
<td>Management Strategy/Policy</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 6310</td>
<td>Marketing Strategy and Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Students select nine elective hours of work in an area of business concentration. Only two 4300-level courses may be used in the concentration, and then only with the advance written approval of the student’s advisor.

Grades

MBA students will not be given graduate credit for courses taken when the letter grade earned is less than C. In addition, an MBA student may count no more than two C grades. A degree candidate is required to maintain an overall average of B and maintain a GPA of 3.0 in every semester throughout his or her program of study.

MBA students may not take any MBA core courses or electives before completing at least the equivalent of 18 hours of pre-professional courses; and, may not take more than six hours of MBA core courses and no electives before completing all pre-professional course requirements.
Course Listings

ACCT 6300 Accounting Concepts (3)
Concepts and principles in the recording, classifying and summarizing of financial transactions of a business and financial statement analysis.

ACCT 6301 Profit Planning and Control (3)
Integrates functional and operational aspects of organizations through the master budget concept. Prerequisite: demonstrate knowledge of managerial and cost accounting.

ACCT 6311 Information Systems Management (3)
Methods and problem resolution in developing and managing company wide information systems.

BUSI 6300 Business Law (3)
General business law, including contracts, sales, commercial paper, secured transaction, agency, corporations and partnerships.

DSCI 6303 Analytical Models for Decision-Making (3)
Deterministic linear programming, networks and dynamic programming. Emphasizes formation and utilization of programming computer packages.

ECON 6300 Economic Analysis (3)
Economic efficiency and the determinants of the major economic aggregates such as growth, employment and gross national product.

ECON 6302 Forecasting Business Conditions (3)
Elements and evaluation of principal forecasts used by business and government. Cases based on forecasts by the President's Council of Economic Advisors. Prerequisites: ECON 6300 or six credits of undergraduate economics.

ECON 6389 Selected Topics in Economics (3)
Multi list course number to be used for infrequently offered courses being developed as a possible component of ordinary curriculum. Prerequisite varies. See Instructor.

ECON 6391 Contract Study in Economics (3)
Contract between an individual student and a faculty member to address a topic not offered in the curriculum. Prerequisite varies. See Instructor.

FINA 6300 Concepts of Business Finance (3)
Managerial use and application of concepts and principles of the finance function of a business. Prerequisite: ACCT 6300.

FINA 6320 Financial Management: Theory and Techniques (3)
Investment, financing and dividend decisions of firms seeking to maximize shareholder wealth. Analytical techniques, economic and behavioral theories and financial environment.

FINA 6322 Investment Policy and Environment (3)
Fixed-capital investment decisions under risk. Managing of packages of risky assets. Includes study of asset pricing and portfolios.

FINA 6389 Selected Topics (1-3)
Graduate courses which will be offered only once, will be offered infrequently or are being developed before a regular listing in the catalog.

FINA 6391 Contract Study (1-3)
For students who are pursuing independent study or research (as described in the contract study format).

MNGT 6300 Basic Administration (3)
Synthesis of traditional and behavioral approaches to studying management. Management process, management history and organizational behavior.
MNGT 6310 Organization Dynamics Workshop (3)
Impact of organization structures and processes on the performance of organizational members. Role playing, simulations and case studies.

MNGT 6312 Human Resource Management (3)
Manpower planning and development, organizational climate and the provision of personnel services will be investigated.

MNGT 6315 Organization Development and Change (3)
Problems in introducing change in organizations, theory and methods of intervention in organization development.

MNGT 6360 Organization Theory (3)
Internal organization structure and executive roles and functions in the business enterprise and other goal-directed institutions.

MNGT 6361 Management and The Research Process (3)
The course looks at research in the business environment from its most general case, marketing research. The research process paradigm is thoroughly investigated with a special emphasis on the role of business research in management decision making.

MNGT 6366 Management Strategy/Policy (3)
Opportunity for development and implementation of knowledge from multiple disciplines and integration of viewpoints of different functions of an organization. Case evaluation and discussion are stressed. Prerequisite: student must be within last nine hours of completion of MBA program and have completed all other MBA core courses.

MNGT 6389 Selected Topics (1-3)
Graduate courses which will be offered only once, will be offered infrequently or are being developed before a regular listing in the catalog.

MNGT 6391 Contract Study (1-3)
For students who are pursuing independent study or research (as described in the contract study format).

MRKT 6300 The Marketing Process (3)
Marketing process and its underlying concepts. Information needed and the incorporation of marketing decisions into the management function.

MRKT 6310 Marketing Strategy and Theory (3)
Macro- and micro-marketing systems and approaches to marketing strategy and theory.

MRKT 6312 Consumer Decision Processes (3)
Information flows between buyer and seller, informational properties of demand stimulation strategies from the firm, consumer and society viewpoints.

MRKT 6389 Selected Topics (1-3)
Graduate courses which will be offered only once, will be offered infrequently or are being developed before a regular listing in the catalog.

MRKT 6391 Contract Study (1-3)
For students who are pursuing independent study or research (as described in the contract study format).
Undergraduate Courses that could be included in a Graduate Program* (Maximum 6 hours - Elective courses only)

ECON 4320 International Trade
ECON 4330 Economics of Industry
ECON 4389 Selected Topics
FINA 3345 Evaluation and Appraisal of Real Estate
FINA 4340 Financial Statement Analysis
FINA 4345 Real Estate Finance and Analysis
FINA 4389 Selected Topics
MNGT 4357 Association Management
MNGT 4360 Problems In Small-Business Management
MNGT 4389 Selected Topics
MRKT 4320 International Marketing
MRKT 4322 Women in Business
MRKT 4359 Service Marketing
MRKT 4389 Selected Topics

*with approval. See descriptions in General Catalog.
Master of Science in Criminal Justice Administration

Administrative Unit

The program is administered by the Office of Graduate Studies and Research through the faculty of Criminology in the Department of Behavioral Science, College of Arts and Sciences. This program is also served by faculty in related disciplines and the School of Business.

Objective

The primary objective of the Master of Science in Criminal Justice Administration program is to provide advanced education in areas directly relating to applied justice research and administration. The core of the program revolves around specific courses in research methods, social statistics, program evaluation and administration. Designated electives focus on governmental entities which deal with problems associated with crime control, public policy, and the administration of justice. Students who are in criminal justice positions or who plan a career in criminal justice can further their career development and advancement objectives through this program. Preparation for entry into doctoral programs is included in thesis and non-thesis option degree plans.

Admission Requirements

In addition to the general requirements of the Office of Graduate Studies (see page 16) applicants for this program are required to submit three letters of recommendation. Two of these letters should be from persons who have knowledge of the applicant’s academic preparation and the third should be from a professional working in the field of criminal justice. The letters should be sent directly to the Office of Graduate Studies.

Options

Both thesis and non-thesis options are available. Thesis degree plans will include CJAD 6399 Thesis (6 hrs), six hours from prescribed management electives, and an oral examination as described in the general graduate requirements (see page 46). Non-thesis degree plans will include CJAD 6398 Master’s Project (3 hrs). Nine hours from prescribed management electives, and an oral examination. All projects and theses are to be prepared according to the guidelines of the Office of Graduate Studies. Selection of an option should be made to meet the student’s needs. Discussion with the academic advisor is recommended early in the development of the degree plan.

Core Requirements

Students entering the program are required to have or to complete key prerequisite courses in Criminal Justice, Criminology, Research Methods and Statistics. Evaluation of previous transcripts for equivalent course work and prescription of requirements remaining will be made as part of the admissions process. All students will complete 36 hours of graduate work as part of the degree requirements. These will include the following:

Core Requirements (15 hours)

CJAD 6301 Crime and Criminal Justice (3 hrs).
CJAD 6302 Statistical Applications in Criminal Justice (3 hrs).
CJAD 6303 Advanced Research Methods in Criminal Justice (3 hrs).
CJAD 6310 Methods of Program Evaluation for Criminal Justice Management (3 hrs).
MNGT 6300 Basic Administration (3 hrs).

Sutham Cheurprakobkit, PhD
Assistant Professor of Criminology

Students in the Criminal Justice Administration program will find that Dr. Cheurprakobkit has extensive training in police administration and research in criminal justice. He is a graduate of Sam Houston State University, the University of Alabama at Birmingham, and The Thai National Police Cadet Academy. He earned certifications in parachuting and counterinsurgency, his current research focus is on attitudes and perceptions of community members and police. He works closely with local police organizations.
Master of Science in Criminal Justice Administration

Richard G. Kiekbusch, PhD
Assistant Professor of Criminology

Dr. Kiekbusch’s interest in correctional institution management is academic, but not exclusively so. He has over 20 years experience in correctional administration in public and private facilities. He has been a frequent witness in corrections litigation and serves on the editorial board of the Correctional Law Reporter. His degrees are from the University of Notre Dame. He teaches corrections management, probation and parole, juvenile delinquency, and criminological theory.

Electives (15 - 18 hours selected from the following with advisor approval to meet student needs and career expectations).

- CJAD 6304, 6320, 6330, 6340, 6350, 6360, and 6392.
- MNGT 6312, 6315, and 6360.
- PSYC 6371, 6395.

Research Requirement (3-6 hours)

- CJAD 6398 Master’s Project (3 hrs).
- or
- CJAD 6399 Master’s Thesis (6 hrs).

Special Program Features

The program schedule is designed to accommodate the needs of part-time students who are employed in full-time positions. Most classes are scheduled for evenings. Some are offered on weekends. Accommodations can also be made for criminal justice professionals whose work requires shift changes. Students should discuss their needs with their academic advisor.

Course Listings

CJAD 6301 Crime and Criminal Justice (3)
An overview of the motivation and distribution of crime and the agencies and crime control.

CJAD 6302 Statistical Applications in Criminal Justice (3)
Application of statistical methods in the design and analysis of criminological/criminal justice research. Topics include analysis of variance models, correlation and regression, and multivariate techniques with emphasis on their application in the criminal justice system.

CJAD 6303 Advanced Research Methods in Criminal Justice (3)
Foundations of research design, methodology, and analytic techniques as used in the criminal justice system to include a review and critique of research on crime causation, policing, corrections, and the courts.

CJAD 6304 Public Administration in Criminal Justice (3)
Evaluation of the legal, social, economic, and philosophic foundations of governmental crime control policy administered by federal, state, and local units of government.
CJAD 6310 Methods of Program Evaluation for Criminal Justice Management (3)
Systematic application of social research procedures in the assessment and evaluation of the conceptualization, design, implementation, and utility of organizational programs in policing, corrections, and the court.

CJAD 6320 International Crime and Criminal Justice Systems (3)
An overview of international crime issues and criminal justice systems.

CJAD 6330 Women and Minorities in the Administration of Criminal Justice (3)
An examination of the major issues and controversies surrounding women and minorities both as employees and clients in the criminal justice system.

CJAD 6340 Contemporary Problems and Issues In Police Administration (3)
A study of the role of the police and policing in American society, emphasizing principles and practices of administration and their application to law enforcement. General problems and practices relating to contemporary police administration are discussed, including community policing and problem-oriented policing.

CJAD 6350 Contemporary Problems and Issues in Correctional Administration (3)
A study of correctional components of the American criminal justice system, emphasizing principles of administration and their application to correctional practices. The impact of legal and social change on correctional agencies will be discussed as well as associated with their administration, management, and organization.

CJAD 6360 Contemporary Legal Issues In Criminal Justice Administration (3)
Examines legal problems and issues related to the administration of criminal justice in terms of their impact on the various components of the criminal justice system.

CJAD 6392 Internship in Criminal Justice (3)
Three semester hours (225 clock hours) of supervised practical experiences in a criminal justice agency, applying administrative principles and practices appropriate to the administration of justice.

CJAD 6398 Master’s Project (3)
Research and preparation of a Master’s research project. Meets the research requirements for the non-thesis option.

CJAD 6399 Master’s Thesis (3 or 6)
Research and preparation of the Master’s Thesis. Meets the research requirements for the thesis option in Master’s degree programs.
Master of Arts in Education

Administrative Unit

This program is administered by the Office of Graduate Studies Research through the faculty in the School of Education.

Admission Requirement

The Master of Arts in Education degree programs are open to all graduate students whether or not they are seeking educational certification. Graduate students in Education seeking Texas certification should have had teaching experience before enrolling in graduate study. Those who have not had such experience will, except in unusual cases, be expected to gain teaching experience before completion of the MA degree. Students without prior professional preparation in education may be required to take 6 - 12 hours of leveling courses.

Objectives

The vision of the School of Education is to foster a community of lifelong learners sensitive to the consequences of their values, beliefs and actions.

The mission of the School of Education is to prepare professional educators who are proactive in facilitating the lifelong learning and development of all students. This mission will be accomplished by valuing and promoting diversity, by encouraging collaborative inquiry, research, and innovation, and by influencing educational practices and policies at the local, state and national level.

The Master of Arts in Education program is designed as both a professional program and as preparation for doctoral study. Thus, both research and non-research plans are available in some of the program options. Students planning to pursue doctoral study or having an interest in research should select one of the master's study options.

Options

- Administration, see pg. 70
- Counseling, see pg. 72
- Early Childhood, see pg. 74
- Elementary, see pg. 76
- Reading, see pg. 78
- Secondary, see pg. 79
- Special Education, see pg. 80
- Supervision, see pg. 82

Core Requirements

Students receiving the MA degree in Education must complete a minimum of 36 semester credit hours following a prescribed course of study in one of the options listed above. This course of study must include 9 hours in a common core (EDUC 6302, EDUC 6303 or EDUC 6304, and EDUC 6305), a minimum of 18 semester credit hours in the chosen option and the satisfactory completion of a 3 - 6 semester credit hour master's study, thesis, project, or seminar, and its oral defense before the student's master's committee.

The Master of Arts degree in Education requires that at least one-half of the course work taken be in the major area of study or in areas directly related to it. Specific course requirements for each of the MA options in Education are available from the School of Education or the program coordinator for each of the options.
The master’s study, selected from the three culminating experience options (EDUC 6397, EDUC 6398 or EDUC 6399), requires the student to pursue a problem involving an issue in education of special interest to the student which is derived from his/her program of study. This study shall be under the supervision and direction of the student’s master’s committee and customarily involves the application of research techniques, theories and principles of education relevant to the problem(s) studied. The format for the report of the master’s study shall follow the guidelines of the UT Permian Basin Graduate Council manual, Instructions for Preparation of Master’s Thesis and Research Project Reports. Format concerns not attended to by the UT Permian Basin Graduate Council manual shall conform to one of the established manuals of style, e.g. Publication Manual of the American Psychological Association (Fourth edition).

All students in the master’s study options will sit for an oral examination by their committee. The examination covers the subject matter of the student’s field or discipline and the master’s study report. Candidates for the master’s degree must demonstrate an appropriate level of knowledge and understanding of their field and their master’s study report.

Students choosing the EDUC 6395 option must complete a “capstone” seminar during the last semester of course work. The program faculty in each area providing the seminar experience are responsible for developing the content and structure of the seminar. The seminar will focus on specific competencies, integrated perspectives, and contemporary issues appropriate to the field.

**Professional Certification Preparation**

Those students seeking professional certification must meet the following additional/minimum requirements:

1. Bachelor’s degree;
2. Valid Texas teaching certificate;
3. Completion of at least 30 semester credit hours of graduate-level courses beyond the bachelor’s degree in an approved graduate teacher education program including 12 semester credit hours in the area(s) of specialization to appear on the certificate;
4. Two to three years of teaching experience depending on area of certification;
5. Submission of an application with appropriate fee (money order or cashier’s check) and recommendation from the faculty in Education to the Education Certification Officer; and
6. A passing score on the appropriate ExCEd, (Examination for the Certification of Educators in Texas,) exam(s).
Master of Arts in Education/Educational Administration

Admission Requirement

Valid Texas teacher certification, special education certificate, or vocational certificate which requires a bachelor’s degree and two years of acceptable classroom teaching experience.

Objectives

The purpose of the Master of Arts in Education with option in Educational Administration is to prepare students for positions of leadership in education. Students become eligible for Mid-Management certification and entry level positions in school administration at the building and central office. Students receive training in leadership, school law, organizational theory and other pertinent areas appropriate for contemporary school administrators.

Core Requirements

School of Education Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6302</td>
<td>Cultural Diversity in America</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6303</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6305</td>
<td>Research Design in Education and the Social Sciences</td>
<td>3</td>
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<td></td>
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<td>9</td>
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</table>

Culminating Experiences

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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</tr>
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<tbody>
<tr>
<td>EDUC 6395</td>
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<td>Master’s Study or</td>
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<tr>
<td>EDUC 6399</td>
<td>Thesis</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td>Total required</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Administration Option Requirement

- 15 hours of Common Core graduate credit in courses open only to graduate students designed to develop general administrative competencies and understanding in administrative theory and practice, curriculum theory, instructional supervision, school law, business management, and the administration of special and compensatory education.

- 9 hours of advanced credit earned after the baccalaureate degree in academic areas of study such as sociology, anthropology, psychology, business administration, economics, or computer science to provide breadth and understanding of the role of the professional administrator.

- 9 hours of graduate credits in areas of competency designed either for the position of principal or central administrator.

- 3-6 hours of culminating experiences.
Program Recommendations

All students should include EDUC 6305 Research Design in Education and the Social Sciences within their first 12 hours of course work. The student should consult the program coordinator to verify current requirements for the desired certification. These requirements are established by the Texas State Board of Educator Certification and may change more frequently than published degree requirements.

Professional Certification Preparation for Mid-Management

- 6-9 hours of graduate credit beyond the MA in Administration, in areas of competency designed either for the position of principal or central administrator.
- 3-6 hours of graduate credit in an approved administrative internship.
- Passing grade on Mid-Management ExCET exam.

Professional Certification Preparation for Superintendents

- 15 hours of graduate credit beyond the Mid-Management certificate in areas of competency designed for the position of superintendent.
- 3-4 hours of graduate credit in an approved administrative internship.
- Passing grade on Superintendent ExCET exam.

Kay Watson, EdD
Visiting Assistant Professor of Education

Dr. Watson retired after 32 years in public education, but continues to advocate innovative approaches in education. She serves on the Texas School Improvement Initiative of the Texas Education Agency and is interested in research on the use of computer technology to improve the functions of educational administration. Her insights are valuable in training principals and superintendents for the future.
Master of Arts in Education/Counseling

Objectives

The Master of Arts in Education option in Counseling is primarily directed to the preparation of counselors for service in elementary or secondary schools. This program option meets the academic requirements for Professional School Counseling certification in the State of Texas. The MA in Education option in Counseling can also be structured, through the selection of appropriate courses, for preparation as a counselor for positions in community agencies. This latter option is designed to fulfill the academic requirements leading to Texas certification as a Licensed Professional Counselor. This program requires a minimum of 48 semester hours.

Core Requirements

School of Education Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6302</td>
<td>Cultural Diversity in America</td>
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</tr>
<tr>
<td>EDUC 6303</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6305</td>
<td>Research Design in Education and the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total required</strong></td>
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</tbody>
</table>

Introductory Counseling Core (To be taken within the first 18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 6304</td>
<td>Advanced Educational Psychology</td>
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</tr>
<tr>
<td>EDUC 6377</td>
<td>Introduction to Counseling and Guidance</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6378</td>
<td>Career Counseling and Career Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6379</td>
<td>Guidance Testing</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6380</td>
<td>Group Techniques for Counseling</td>
<td>3</td>
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Intermediate Counseling Core

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<th>Title</th>
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<tr>
<td>EDUC 6381</td>
<td>Micro Counseling</td>
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</tr>
<tr>
<td>EDUC 6383</td>
<td>Counseling Children and Adolescents or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6395</td>
<td>Seminar: Family Dynamics in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6385</td>
<td>Alternative Counseling Techniques</td>
<td>3</td>
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Culminating Experiences (To be taken during the last 12-15 hours)

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<tbody>
<tr>
<td>EDUC 6392</td>
<td>Practicum: Counseling</td>
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<td>EDUC 6395</td>
<td>Seminar: Professional Practice or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6397</td>
<td>Research in Education or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6398</td>
<td>Master’s Study or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6399</td>
<td>Thesis</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td><strong>Total required</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Professional Certification Preparation

Several alternatives are available for certification under the Counseling Option. Requirements listed are above those given for the degree under the core requirements section.
Program Recommendations

All students should include EDUC 6305 Research Design in Education and the Social Sciences within their first 12 hours of course work. The student should consult the program coordinator to verify current requirements for the desired certification. These requirements are established by the Texas State Board of Educator Certification and may change more frequently than published degree requirements.
Master of Arts in Education/Early Childhood

Objectives

Graduates of a Master of Arts in Education option in Early Childhood helps prepare students to design and implement educational programs for the unique developmental and learning needs of the young child (from birth to 8 years of age). The program may strengthen the professional and personal knowledge of school based educators involved with young children, community college instructors who are preparing early childhood caregivers, and/or persons working in helping professions with government and community agencies involved with young children and their families.

Core Requirements

School of Education Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6302</td>
<td>Cultural Diversity in America</td>
<td>3</td>
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<tr>
<td>EDUC 6303</td>
<td>Human Growth and Development:</td>
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</tr>
<tr>
<td>EDUC 6305</td>
<td>Research Design in Education and the Social Sciences</td>
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</table>

Total required 9

Focused courses in Early Education or related areas

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 6310</td>
<td>Current Issues in Early Childhood Education</td>
<td>3</td>
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<tr>
<td>EDUC 6311</td>
<td>Early Childhood Education: Design, Implementation, and Assessment of</td>
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<tr>
<td></td>
<td>Developmentally Appropriate</td>
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<tr>
<td>EDUC 6312</td>
<td>Development and Learning of the Young Child</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6313</td>
<td>Early Childhood Educators as Interpretive Inquirer: Qualitative Research</td>
<td>3</td>
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<tr>
<td></td>
<td>Seminar</td>
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<td>EDUC 6314</td>
<td>Parent Involvement and the Early Childhood Educator</td>
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<tr>
<td>EDUC 6315</td>
<td>Early Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6316</td>
<td>Emergent Literacy</td>
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<tr>
<td>EDUC 6395</td>
<td>Seminar</td>
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Total required 21-24

Culminating Experiences

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<tr>
<td>EDUC 6398</td>
<td>Master’s Study or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6399</td>
<td>Thesis</td>
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</table>

Total required 3-6

Minimum for degree 36 hours
Program Recommendations

All students should include EDUC 6305 Research Design in Education and the Social Sciences within their first 12 hours of course work. The student should consult the program coordinator to verify current requirements for the desired certification. These requirements are established by the Texas State Board of Educator Certification and may change more frequently than published degree requirements.
Master of Arts in Education/Elementary

Objectives

The Master of Arts in Education option in Elementary Education helps prepare students for roles as classroom teachers, content area specialists or curriculum specialists. Emphasis on a content area, such as History, English, Science, or Math can be planned into degree program. The program can also be tailored to meet the requirements for endorsement in Bilingual Education or English as a Second Language.

Program Requirements

School of Education Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDUC 6302</td>
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<tr>
<td>EDUC 6303</td>
<td>Human Growth and Development</td>
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</tr>
<tr>
<td>EDUC 6305</td>
<td>Research Design in Education and the Social Sciences</td>
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Professional

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<tr>
<td>EDUC 6331</td>
<td>Curriculum Foundations of the Elementary School or</td>
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</tr>
<tr>
<td>EDUC 6330</td>
<td>Theory of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6342</td>
<td>Mainstreaming/Inclusion</td>
<td>3</td>
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Emphasis on Content Area

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<th>Title</th>
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<tbody>
<tr>
<td>EDUC 6337</td>
<td>Problem Solving in Mathematics Education</td>
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</tr>
<tr>
<td>EDUC 6335</td>
<td>Innovations in Teaching Elementary School Science</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6334</td>
<td>Advanced Social Studies Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6321</td>
<td>Analysis and Selection of Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6319</td>
<td>Materials, Methods, and Media in Reading</td>
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<tr>
<td></td>
<td><strong>Total required</strong></td>
<td><strong>6-9</strong></td>
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Methods (select from the following)

<table>
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<tr>
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<tbody>
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<td>EDUC 6398</td>
<td>Master’s Study or</td>
<td>3</td>
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<td>EDUC 6399</td>
<td>Thesis</td>
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Culminating Experiences

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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</table>

Susan Lara, PhD
Associate Professor of Education
Coordinator of Field Instruction and Bilingual Education

Bilingual/ESL (English as a Second Language) concerns are part of Dr. Lara’s agenda in her teaching, her research, and her service activities. She has received Dept. of Education awards in that area, has served on the Board of Editors for the Journal of Educational Issues of Language Minority Students, and serves as a community resource person. She is also interested in elementary education and reading.
Program Recommendations

All students should include EDUC 6305 Research Design in Education and the Social Sciences within their first 12 hours of course work. The student should consult the program coordinator to verify current requirements for the desired certification. These requirements are established by the Texas State Board of Educator Certification and may change more frequently than published degree requirements.

Professional Certification

Requirements for certification are established by the State Board for Educator Certification and thus may change. Students should verify current requirements with Certification officer in the School of Education.
# Master of Arts in Education/Reading

## Objectives

The Master of Arts in Education option in Reading is designed to prepare reading specialists for teaching, diagnosis and coordination in elementary or secondary schools or junior colleges. The program is designed to fulfill the academic requirements leading to certification as a reading specialist.

## Program Requirements

### School of Education Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6302</td>
<td>Cultural Diversity in America</td>
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</tr>
<tr>
<td>EDUC 6303</td>
<td>Human Growth and Development</td>
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</tr>
<tr>
<td>EDUC 6305</td>
<td>Research Design in Education and the Social Sciences</td>
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**Total required** 9

### Reading Core Requirements

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<td>EDUC 6301</td>
<td>Philosophy of Education</td>
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<td>EDUC 6318</td>
<td>Reading Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6319</td>
<td>Materials, Methods, Media in Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6320</td>
<td>Advanced Problems in Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6321</td>
<td>Analysis and Selection of Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6392</td>
<td>Practicum: Reading</td>
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**Total required** 15

### Professional Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>EDUC 6330</td>
<td>Theories of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6304</td>
<td>Advanced Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 4311</td>
<td>Cognitive Psychology or</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 6372</td>
<td>Rhetoric and Composition or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6329</td>
<td>Language Development and Acquisition</td>
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**Total required** 9

### Culminating Experiences

<table>
<thead>
<tr>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6397</td>
<td>Research in Education or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6398</td>
<td>Master’s Study or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6399</td>
<td>Thesis</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**Total required** 3-6

## Professional Certification Preparation

A graduate student seeking certification as a Reading Specialist should have had three years satisfactory teaching experience. Certification also requires 24 specified hours.

## Program Recommendations

All students should include EDUC 6305 Research Design in Education and the Social Sciences within their first 12 hours of course work. The student should consult the program coordinator to verify current requirements for the desired certification. These requirements are established by the Texas State Board of Educator Certification and may change more frequently than published degree requirements.
Master of Arts in Education/Secondary Education

Objectives

The Master of Arts in Education option in Secondary Education is designed to prepare teachers for positions in secondary schools. In addition, the MA program option for Secondary Education may be organized to include endorsements in Bilingual Education or English as a Second Language.

Program requirements

School of Education Core Requirement:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6302</td>
<td>Cultural Diversity in America</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6303</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6305</td>
<td>Research Design in Education and the Social Sciences</td>
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Total required 12

Emphasis on Content Area

Total required 6-9

Professional

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDUC 6301</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6332</td>
<td>Curriculum Foundations - Secondary School or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6330</td>
<td>Theories of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6342</td>
<td>Mainstreaming/Inclusion</td>
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Total required 6

Methods

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDUC 6337</td>
<td>Problem Solving in Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6336</td>
<td>New Strategies in Secondary Science</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6334</td>
<td>Advanced Social Studies Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6321</td>
<td>Analysis and Selection of Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6319</td>
<td>Materials, Methods, and Media in Reading</td>
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Total required 6-9

Culminating Experiences

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6395</td>
<td>Seminar or Research in Education or Master's Study or Thesis</td>
<td>3-6</td>
</tr>
<tr>
<td>EDUC 6397</td>
<td>Research in Education or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6398</td>
<td>Master's Study or Thesis</td>
<td>3</td>
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</tbody>
</table>

Total required 3-6

Program Recommendations

All students should include EDUC 6305 Research Design in Education and the Social Sciences within their first 12 hours of course work. The student should consult the program coordinator to verify current requirements for the desired certification. These requirements are established by the Texas State Board of Educator Certification and may change more frequently than published degree requirements.
Master of Arts in Education/Special Education

Objectives

The Master of Arts in Education option in Special Education is designed to prepare the student for teaching, for supervisory roles in schools or in identifying students who need special education services. Students may select one of two tracts: (1) Generic Special Education, or (2) Professional Educational Diagnostician. All students pursuing Texas certification in Generic Special Education option must take the School of Education core requirements and the Special Education core requirements as well as the Tract 1 courses. Students seeking Texas certification as a Professional Educational Diagnostician must take the School of Education core requirements and the Special Education core requirements as well as the Tract 2 courses.

Program Requirements

School of Education Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>EDUC 6303</td>
<td>Human Growth and Development</td>
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<td>Research Design in Education and the Social Sciences</td>
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Special Education Core Requirements

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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>EDUC 6340</td>
<td>Issues and Trends: Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6379</td>
<td>Guidance Testing</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6342</td>
<td>Mainstreaming/Inclusion/504</td>
<td>3</td>
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<tr>
<td>EDUC 6345</td>
<td>Transition and Vocational Strategies for Preparing Special Populations for the World of Work and Leisure</td>
<td>3</td>
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<td>EDUC 6346</td>
<td>Legal Aspects/Spirit of the Law</td>
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Tract 1 Requirements

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<tr>
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<tbody>
<tr>
<td>EDUC 6343</td>
<td>Introduction to Mild/Moderate Cognitively/Emotionally Challenged Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6344</td>
<td>Alternative Learning Strategies and Appropriate Academic Modifications</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6392</td>
<td>Practicum</td>
<td>3</td>
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Culminating Experiences

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 6398</td>
<td>Master’s Study or</td>
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<td>EDUC 6399</td>
<td>Thesis</td>
<td>3-6</td>
</tr>
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Degree Requirements - Generic Special Education | 36 hrs.
Tract 2 Requirements

<table>
<thead>
<tr>
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<th>Hours</th>
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<tr>
<td>EDUC 6304</td>
<td>Advanced Educational Psychology</td>
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</tr>
<tr>
<td>EDUC 6318</td>
<td>Reading Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6383</td>
<td>Counseling Children and Adolescents or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6395</td>
<td>Seminar: Family Education and Counseling</td>
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<tr>
<td>EDUC 6386</td>
<td>Learning Theory and Assessment</td>
<td>3</td>
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<tr>
<td>EDUC 6395</td>
<td>Seminar: Cognitive Assessment or</td>
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</tr>
<tr>
<td>PSYC 6350</td>
<td>Intellectual Assessment</td>
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Total Required 15

Culminating Experiences (To be taken during the last 12 hours.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUC 6392</td>
<td>Practicum or</td>
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<tr>
<td>EDUC 6393</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>EDUC 6395</td>
<td>Seminar: Professional Practice or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6397</td>
<td>Research in Education or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6398</td>
<td>Master’s Study or</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6399</td>
<td>Thesis</td>
<td>3-6</td>
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</tbody>
</table>

Total Required 6

Degree requirements for Special Educational with Diagnostician Certification requirements 45 hrs.

*Practicum must be in the area specified by the advisor
Master of Arts in Education/Supervision

Objectives

The purpose of the Master of Arts in Education option in Supervision is designed to prepare students for supervisory positions. Students become eligible for Supervision certification.

Admission Requirements

Bachelor's Degree, valid Texas teacher certification, special education certificate, or vocational certificate which requires a bachelor's degree, and three years of acceptable teaching experience.

Program Requirements

School of Education Core Requirements

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>EDUC 6303</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6305</td>
<td>Research Design in Education and the Social Sciences</td>
<td>2</td>
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</tbody>
</table>

Total required: 9

Culminating Experiences

<table>
<thead>
<tr>
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<th>Title</th>
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</tr>
</thead>
<tbody>
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<td>Seminar or</td>
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</tr>
<tr>
<td>EDUC 6397</td>
<td>Research in Education or</td>
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</tr>
<tr>
<td>EDUC 6398</td>
<td>Master's Study or</td>
<td>3-6</td>
</tr>
<tr>
<td>EDUC 6399</td>
<td>Thesis</td>
<td></td>
</tr>
</tbody>
</table>

Total required: 3-6

Optional courses depending on career goals and the nature of certification desired:

Total for degree: 36 hrs.

Program Recommendations

All students should include EDUC 6305 Research Design in Education and the Social Sciences within their first 12 hours of course work. The student should consult the program coordinator to verify current requirements for the desired certification. These requirements are established by the Texas State Board of Educator Certification and may change more frequently than published degree requirements.
Teacher Certification/Endorsement Programs (non-degree)

Administrative Unit

Certification/Endorsement programs are administered by the School of Education. (Post-baccalaureate students who are preparing for educational certification/endorsement have all academic records in the Office of Graduate Studies and Research. Advising and all processing for certification are completed through the School of Education certification office.)

Objectives

To prepare students who desire teaching credentials in Texas.

Admission Requirements

Baccalaureate degrees in a teaching field, 2.50 GPA, all transcripts must be on file. All sections of the TASP exam must be passed.

Options

See School of Education Section, page 51.

Core Requirements

The School of Education works with the Texas State Board for Educator Certification and school districts in the Permian Basin region to assure that programs meet the requirements of teachers in the area. Requirements do change frequently. Thus, students who intend to apply for certification are urged to consult the certification officer in the School of Education to verify current requirements and Examination for Certification information.

Course Listings

EDUC 6300 Instructional Methods and Processes (3)
The intent of this course is that students will develop skills useful for teaching at the elementary and/or secondary school while increasing their understanding of the nature of children's learning. Students will gain experience in planning, implementing, and assessing developmentally-appropriate and meaningful learning experiences. Preservice teachers will be encouraged to become critically reflective about teaching and learning as they begin to develop their own professional identity. Use of technology and community resources, and the importance of communication in education are embedded throughout the experience.

EDUC 6301 Philosophy of Education (3)
Basic philosophical perspectives on teaching, learning, ethics and the relation of school to Education society. Emphasizes critical thinking through the use of case studies drawn from daily practices in schools.

EDUC 6302 Cultural Diversity in America (3)
The educational challenges faced by American education to meet the needs of a diverse society. The focus of the course will be on educational, social, political and psychological perspectives. (same as SOCI 6344)

EDUC 6303 Human Growth and Development (3)
Achievement motivation, aggression, discipline, sex identification, moral development, peer relations, adult-child interaction, social-class and ethnic differences. Prerequisite: Introduction to Psychology or Educational Psychology.
EDUC 6304 Advanced Educational Psychology (3)
Review of theories of behavior, learning and instruction, research on human ontological development, and consideration of applications of such theory and research to classroom practices, including issues related to their measurement and evaluation.

EDUC 6305 Research Design in Education and the Social Sciences (3)
Research planning, evaluations of research, sampling, surveys, measurement, research tools, experimental and quasi-experimental designs, historical studies, data analysis and reporting research. (Same as PSYC 6302)

EDUC 6310 Current Issues in Early Childhood Education (3)
Participants will identify and critically analyze current social, political, and economic issues and contextual factors that are relative to the growth, development, and learning of young children. Equity, diversity, and other individually selected issues and perspectives may be explored in depth through readings, interviews, presentations, research and discussion.

EDUC 6311 Early Childhood Education: Design, Implementation, and Assessment of Developmentally Appropriate (3)
The goal of this course is to develop principles, goals, and program dimensions for experiential early childhood education opportunities and to match the program criteria with a child’s emerging development and learning.

EDUC 6312 Development and Learning of the Young Child (3)
This area of study will focus on the social, emotional, physical, and intellectual areas of development of the young child, and constructivist learning approaches will be studied to understand how learning environments and experiences nourish a child’s holistic development.

EDUC 6313 Early Childhood Educators as Interpretive Inquirers: Qualitative Research Seminar (3)
To support graduate students in developing an understanding of the qualitative method of research, and to assist students to be competent and confident in reading qualitative studies and writing about their interpretive research.

EDUC 6314 Parent Involvement and the Early Childhood Educator (3)
To explore some of the issues, strategies, and connections of the parent-teacher partnerships which encourage and facilitate children’s development and learning at home and school.

EDUC 6315 Early Intervention (3)
To study and design early intervention practices for the inclusion of early childhood special populations in early childhood environments.

EDUC 6316 Emergent Literacy (3)
Development of emerging literacy constructs of young children that are supported in developmentally appropriate, bilingual, and at risk programs.

EDUC 6318 Reading Diagnosis/Remediation (3)
Strategies to diagnose, evaluate and remediate students with reading difficulties.

EDUC 6319 Materials, Methods and Media in Reading (3)
Programs and other reading materials. Comparison of methods used in the teaching of reading. Prerequisite: One undergraduate reading course or permission of instructor.

EDUC 6320 Advanced Problems in Reading (3)
Psychological, cognitive and methodological issues in reading. Prerequisite: EDUC 6318 and EDUC 6319 or permission of instructor.

EDUC 6321 Analysis and Selection of Literature (3)
Emphasizes literature-based reading instruction focusing on the selection of literature which enhances interdisciplinary instruction.
EDUC 6324 Strategies for Teaching Science, Mathematics and Social Studies in Bilingual Education Spanish (3)
Primary emphasis will be placed on developing teaching plans, materials and teaching demonstrations using vocabulary appropriate for the discipline and grade level at which material is presented. Prerequisite: Spanish Proficiency.

EDUC 6325 Teaching Language Arts and Reading for Spanish Speakers (3)

EDUC 6327 Issues and Advanced Problems in English as a Second Language (3)
A comparative and contrastive analysis of the interrelationships of language, culture and learning in the classroom setting.

EDUC 6328 Linguistics and Grammar for the English as a Second Language Teacher (3)
A survey of structures of English as well as general issues in language such as language variation, non-verbal communication and uses of languages.

EDUC 6329 Language Development and Acquisition (3)
Theories of psycholinguistics and sociolinguistics applied to the acquisition of one or more languages in early childhood and school learning.

EDUC 6330 Theories of Curriculum and Instruction (3)
An introduction to contemporary conceptions of curriculum and instruction as related to teaching and administration in elementary and secondary schools.

EDUC 6331 Curriculum Foundations for the Elementary School (3)
Foundations of curriculum of the elementary school. Review of aims, methods and approaches to curriculum, instruction, programs and evaluation.

EDUC 6332 Curriculum Foundations for the Secondary School (3)
Foundations of curriculum of the secondary school. Review of aims, methods and approaches to curriculum, instruction, programs and evaluation.

EDUC 6334 Advanced Social Studies Education (3)
Issues, teaching strategies and curriculum materials are combined to offer knowledge and experience in recent trends in social studies education.

EDUC 6335 Innovations in Teaching Elementary School Science (3)
Similarities and differences between newer elementary science programs and existing approaches; interaction with elementary children using materials and activities from current curricula.

EDUC 6336 New Strategies in Secondary Science (3)
Organizing and sequencing lessons and units in junior high and senior high science courses. Students videotape and evaluate their own teaching.

EDUC 6337 Problem Solving in Mathematics Education (3)
Examines recent findings regarding problem solving in mathematics education and analyzes a variety of models for heuristic application and diagnostic purposes.

EDUC 6340 Issues and Trends: An Introduction to Special Education (3)
Students will be introduced to all areas of special education. In addition, students will be expected to conduct in-depth research in selected areas of interest to be shared with the class. Current trends and issues in special education will be identified and debated.

EDUC 6342 Working with Special Students in the Mainstream of Education (3)
This course addresses best practices in mainstreaming mild/moderately handicapped students into regular classrooms. Techniques to insure appropriate and successful placement of special students will be explored. Plans for implementing mainstreaming will be developed.
EDUC 6343 Introduction to Mild/Moderate Cognitively/Emotionally Challenged Students (3)
An introductory course, dealing with the nature and needs of cognitively/emotionally challenged students. Characteristics, prevalence, historical background, theoretical perspectives, causes, prevention, motor and language development, academic and social characteristics, definitional issues, categorization, service delivery and issues and trends will be addressed.

EDUC 6344 Alternative Learning Strategies and Appropriate Academic Modifications (3)
Learning strategies and methods for delivery of instruction for students with cognitive/emotional problems will be covered. In addition, social survival skills, test taking skills, content area learning strategies and cooperative learning strategies will be explored.

EDUC 6345 Transition and Vocational Strategies for Preparing Special Populations for the World of Work and Leisure (3)
Models for transitions, career and vocational preparation will be explored. Real life student preparation will be observed. Issues in career preparation will be covered.

EDUC 6346 Legal Aspects and the Spirit of the Law (3)
Legislation and litigation that form the foundation and present basis for Special Education practices will be explored. Effects of these laws on educational practices will be presented and investigated.

EDUC 6348 Curriculum Designs: Gifted and Talented (3)
Models for delivery of services to gifted and talented learners will be studied and implemented through the development and presentation of units during the course. Observations in gifted classrooms to see these models implemented in real school situations will be required.

EDUC 6350 Teaching Thinking and Problem Solving Skills (3)
This course will examine thinking skills and how they can be taught. Basic approaches to “teaching thinking,” i.e., strengthening intellectuals abilities and skills through practice and exercise, helping students learn conscious and deliberate strategies for reasoning, problem solving and critical thinking will be explored. In addition, this course will look at taxonomies for teaching thinking skills, review the implications of Bloom’s taxonomy for teaching thinking and examine the nature of critical thinking and how it may be taught, review some methods and programs for teaching thinking skills, and review criteria for selecting methods and programs for thinking skills training.

EDUC 6351 Creativity and the Gifted Student (3)
Theories of creativity will be researched and presented. Ways to initiate and facilitate the development of the creative self will be explored. Ways of providing a safe psychological environment in which creativity can be fostered within the existing school curriculum will be delineated.

EDUC 6360 School Based Allocations (3)
Application of principles of public education fiscal policy including: budgeting, state or federal program allocations, grant writing, resources, staffing, etc.

EDUC 6361 School Law (3)
Effects of Federal and Texas law on processes of public school education and its relationship to school administrators. (Code of Ethics & Federal Programs)

EDUC 6362 District School Finance (3)
Principles, trends and practices in financing public education, including sources of school revenue, taxation and fiscal policies specifically addressing the superintendent (Field-based experience required).

EDUC 6363 Administration of Special Programs (3)
Administration of special education, reading, career education, vocational-technical education, bilingual education, library and instructional technology, plus IDEA, Section 504, Federal title programs funding, school to work, etc.
EDUC 6464 Educational Change and Design of Facilities (3)
Planning a building program: educational plan, determining objectives, specifications, selecting the architect, evaluating plant, school standards and equipment (Field-based experience required).

EDUC 6366 Administration and Management of Schools (3)
Major issues and trends in administration and management of public schools. Strategic planning, collaboration, site-based management, team building, allocation of resources, policy development and curriculum change.

EDUC 6367 Foundations of Public School Administration (3)
Theory of administration. Study of setting, function and process of administration.

EDUC 6368 Principalship (3)
Administrative processes and functions of the elementary and secondary school principal in the context of school district organization and administration.

EDUC 6369 School Human Resources Management (3)
Personnel management theory and research. Emphasizes skills in recruitment, selection, assignment, staff development, supervision and evaluation.

EDUC 6370 Professional Appraisal (PDAS) and Staff Development (3)
Training perspective administration candidates in using the Texas Professional Development and Appraisal System (PDAS) including a professional growth plan and staff development components.

EDUC 6371 Daily Operations of the School (3)
A study of the principal as the day to day manager of the school: i.e. Purchase, distribution and tracking of textbooks; master schedules; assignment of lockers, electives, etc.; fixed assets; maintenance; transportation; discipline; testing procedures; special programs; inventory; etc.

EDUC 6372 Supervision for Instructional Leadership (3)
Systematic design and analysis of strategies for instructional leadership and supervision of teacher performance with an emphasis on clinical approaches.

EDUC 6473 Superintendancy & the School Board (4)
Selected contemporary problems in school administration in terms of basic philosophical concepts which are important to the Superintendency (Field-based experience required).

EDUC 6475 Education and Sociocultural Change (4)
Contemporary, social issues and their relationship to instruction and policy formation including professionalization, cultural diversity and pressure group influences and processes (Field-based experience required).

EDUC 6377 Foundations of Counseling (3)
Theoretical, experiential and applied overview of counseling and the counseling process. Includes emphasis on legal and ethical issues and functions of counselors in different settings.

EDUC 6378 Career Counseling and Career Development (3)
Human development perspective of career planning and counseling. Career development theory, strategies and processes, information systems and career counseling services.

EDUC 6379 Guidance Testing (3)
Application and interpretation of formal and informal measures of aptitude, achievement, interest and personality. Prerequisite: Introductory statistics. (Same as PSYC 6301)

EDUC 6380 Group Technique for Counseling (3)
Didactic and experiential introduction to the dynamics and theory of group processes and techniques as applied to counseling and psychotherapy in groups. (Same as PSYC 6312)
EDUC 6381 Micro-Counseling (3)
Presentation, demonstration and videotaped practice in the necessary skills to effectively conduct counseling sessions with clients. Prerequisite: EDUC 6377 (or equivalent) and permission of the instructor. (Same as PSYC 6323)

EDUC 6383 Counseling Children and Adolescents (3)
Theories and techniques appropriate to the counselor’s work with children and adolescents and to counseling and consultation with their families and teachers.

EDUC 6384 Introduction to Counseling: Theory/Practice (3)
A survey of major counseling theories and techniques. (Same as PSYC 6322)

EDUC 6385 Alternative Counseling Techniques (3)
Theory and basic techniques of various orientations to brief or alternative therapeutic models.

EDUC 6386 Learning Theory and Assessment (3)
Applications of learning theory to the assessment process. Emphasis on learning styles and modalities and related assessment techniques. Prerequisite: EDUC 6379.

EDUC 6392 Practicum: Counseling (3 - 6)
Supervised practice in counseling in either a school or community setting. Students are expected to meet regularly with their University supervisor to ensure continued growth throughout their practicum experience. May be repeated for a total of six semester hours. Prerequisite: Permission of the instructor.

EDUC 6392 Practicum: Diagnostician (3)
Supervised practice as a diagnostician in a school setting. Students are expected to meet regularly with their University supervisor to ensure continued growth throughout their practicum experience. Prerequisite: Permission of the instructor.

EDUC 6392 Practicum: Gifted and Talented (3)
Students are placed in a classroom for students who are gifted and/or talented for one full semester. Students are expected to gradually assume all of the duties of their cooperating teacher(s) by the end of the semester and to participate in all activities and meetings assigned to that teacher. In addition, students are expected to meet regularly with their University supervisor to ensure continued growth throughout their practicum experience. Prerequisite: Permission of the instructor.

EDUC 6392 Practicum: Learning Disabilities (3)
Students are placed in a classroom of learning disabled students for one full semester. Students are expected, by the end of the semester, to be teaching the class for the entire school day. Expectations include planning the instructional day, development of lesson plans, implementing lessons, and maintaining discipline using the “best” practices available. In addition, students are expected to participate in all activities and meetings and adhere to the same schedule as their cooperating teacher(s). Students are also expected to meet regularly with their University supervisor to ensure continued growth throughout their practicum experience. Prerequisite: Permission of the instructor.

EDUC 6392 Practicum: Mental Handicaps (3)
Students are placed in a classroom for one full semester with students who have mental handicaps. Students are expected, by the end of the semester, to be teaching the class for the entire school day. Expectations include instructional, social, vocational and leisure time planning, development of lesson plans, implementing lessons, and maintaining discipline using the “best” practices available. In addition, students are expected to participate in all activities and meetings and adhere to the same schedule as their cooperating teacher(s). Students are also expected to meet regularly with their University supervisor to ensure continued growth throughout their practicum experience. Prerequisite: Permission of the instructor.

EDUC 6392 Practicum: Reading (3)
Supervised practical application of previously studied reading theory. Students are expected to meet regularly with their University supervisor to ensure continued growth throughout their practicum experience. Prerequisite: EDUC 6318, EDUC 6319 and EDUC 6320.
EDUC 6393 Internship: Administration (3)
Supervised internship in administration in a school setting. Students are expected to meet regularly with their University supervisor to ensure continued growth throughout their internship experience. Prerequisite: Permission of the instructor.

EDUC 6393 Internship: Counseling (3)
Supervised internship in counseling in either a school or community setting. Students are expected to meet regularly with their University supervisor to ensure continued growth throughout their internship experience. Prerequisite: Permission of the instructor.

EDUC 6393 Internship: Diagnostician (3)
Supervised internship as a diagnostician in a school setting. Prerequisite: Permission of the instructor.

EDUC 6395 Seminar (1-3)
Available only in disciplines in which the master’s degree is offered.

EDUC 6397 Research in Education (3)
A direct topic study which will serve as a culminating experience for the Master in Education candidate. Students may elect this option instead of the project (EDUC 6398) or thesis (EDUC 6399).

EDUC 6398 Master's Study (3)
A directed research project which will serve as a culminating experience for the Master in Education student. Students may elect this option instead of the directed topic study (EDUC 6397) or thesis (EDUC 6399).

EDUC 6399 Thesis (3-6)
A research option which will serve as a culminating experience for the Master in Education student. Students may elect the thesis instead of the directed topic study (EDUC 6397) or project (EDUC 6398).

Undergraduate Courses That Could be Included in a Graduate Course of Study*

EDUC 4311 Early Childhood Education: Development and Learning
EDUC 4312 Early Childhood Education: Curriculum and Teaching
EDUC 4313 Language Development in Young Children
EDUC 4325 Reading and Literacy in Elementary School
EDUC 4326 Reading and Literacy in the Content Area
EDUC 4351 Diverse Populations
EDUC 4353 Theory and Practice: Special Education
EDUC 4354 Mainstreaming/Inclusion
EDUC 4362 Fundamentals of Bilingualism
EDUC 4377 Helping Relationships

* These courses have been identified for the possible use with some options in Education. The student should check with their advisor for specific information regarding their degree plan.
Electrical Engineering

UT Permian Basin students are offered the opportunity to earn a Master of Science in Electrical Engineering from The University of Texas at El Paso. This cooperative effort of the two University of Texas component institutions allows the student to earn the degree from The University of Texas at El Paso while remaining at home in the Permian Basin area.

A typical program will consist of 24 hours of classroom instruction plus a thesis. The program content will be taught by faculty from both institutions. Each student’s course of study will be directed by a committee made up of UT El Paso graduate faculty. UT Permian Basin faculty members may be appointed to the UT El Paso graduate faculty and may serve on supervising committees. The properly prepared student should be able to complete this program in two and one half calendar years, including thesis work in the summers.

Prospective students must qualify for admission to the Graduate School and the Masters of Science in Electrical Engineering program at UT El Paso. More specific details on background and entrance requirements may be obtained from the Chairman of the Electrical Engineering Department at The University of Texas at El Paso or from the Office of Graduate Studies and Research at UT Permian Basin.
Master of Arts in English

Administrative Unit

The program is administered by the Office of Graduate Studies and Research through the Faculty of English, Department of Humanities and Fine Arts, College of Arts and Sciences.

Objectives

The purposes of the Master of Arts program in English are at least five-fold: to train students to work with the materials of literature with scholarly competence and maturity; to prepare students to teach English in schools and colleges; to provide additional professional training for English teachers currently employed in elementary and secondary schools; to prepare students for such nonteaching vocations as publishing, advertising, editing, civil service, and management; and to offer sound professional training on the master's level for students who intend to pursue a doctorate elsewhere in literary studies, including rhetoric and composition.

Admission Requirements

Requirements for acceptance include a minimum of 24 undergraduate semester credits in English at the sophomore level and above. Students may be required to complete certain undergraduate courses before regular admission to the graduate program.

Options

Thesis

At the MA level, the thesis should constitute a contribution to the scholarly discourse on a well-defined topic. The thesis will demonstrate the writer's grasp of the history of that discourse and the major voices within it. The thesis will be a lengthy paper (typically 50-70 pages of text) combining original analysis with thorough research. The thesis is not a doctoral dissertation or a book. A total of 6 credits will be devoted to ENGL 6399.

Written Exam

The exam will cover three areas, to be agreed on by the examining committee and the candidate. These areas can be relatively narrow (e.g. the Victorian novel) or relatively broad (e.g. literature by American ethnic groups, colonial to 1900; rhetoric and composition); however, the exam must include both British and American literature, some post-1800 British or post-1865 American literature, and some pre-1800 British or pre-1865 American literature. The exam will be written during a six-hour period, which can be divided as the examining committee and the candidate deem appropriate.

Project

The candidate, in consultation with her or his committee, will design a nine hour concentration of course work (a maximum of three hours of which may be taken as ENGL 6390) which will lead to the preparation of a 30-40 page Research Report. This Research Report is not intended to constitute an original contribution to scholarship but will otherwise conform to the standards of scholarly discourse in the field of English.

Sophia P. Andres
Barnett, PhD
Associate Professor of English

Dr. Andres Barnett studied Romantic and Victorian literature at the University of Edinburgh, Scotland. She has been honored with the Chancellor’s Council Outstanding Teaching Award and continues to bring Victorian literature and Pre-Raphaelite painting to life for undergraduate and graduate students. Her writings have been published in The Journal of Pre-Raphaelite Studies, the Journal of Literature and History and the Philosophy of History. The 20th century American novel is also an area she enjoys teaching.
Core Requirements

Requirements for the MA in English include the following:

The successful candidate for the MA in English will complete at least 36 credits and pass an oral exam. Students electing the Thesis option will take 30 credits of course work and six of thesis research; students electing the Written Exam option will take 30 credits of course work and six of Directed Reading; students electing the project will take 33 hours of course work and three of Directed Reading.

Course Work

A minimum of 30 credits must be earned in course work at the 4300 or 6300 level, with no more than nine at the 4300 level. A maximum of 6 credits of course work may be taken in a field other than literature with prior written approval of the student’s committee. The student will work out the required degree plan in consultation with his/her advisor. The plan will reflect the following requirements:

a. Research Methods Requirement
   The first nine credits of graduate study must include ENGL 6340, Literary Theory and Research Methods.

b. Rhetoric and Composition Requirement
   Students serving as Graduate Teaching Assistants in English are required to complete ENGL 6372, Rhetoric and Composition, either before being selected for this position or during the first semester of service. This requirement can be waived for students with extensive teaching experience or a similar course on the record.

c. Breadth Requirement
   Each student shall complete a minimum of nine credits in British literature and nine credits in American literature.

Oral Examination

The candidate for the MA degree in English must also perform successfully in an oral examination. The examiners will be members of the candidate’s committee and a representative of the Graduate Faculty. For students writing a thesis, the examination will include, but not be limited to, a defense of the thesis. For students doing a written exam, the oral exam will cover the exam areas. For students doing a project, the oral examination will include, but not be limited to, the Research Report.

Special Program Features: Graduate Teaching Assistantships

Full-time M.A. students (those taking six to nine hours) may assist as teaching assistants in lower level classes for two semesters. After completion of 18 graduate hours and ENGL 6372, they may be requested to teach their own ENGL 1301 or ENGL 1302.

Professional Certification Preparation

Students who wish to obtain teacher certification should consult the School of Education. Those requirements are not part of the M.A. requirement in English.

Course Listings

ENGL 6302 American Romanticism (3)
The American and European roots, and philosophical, literary, and social tenets, of American Romanticism as reflected in the works of recognized romantics (Poe, the Transcendentalists, Melville) as well as of non-canonical figures.

ENGL 6303 American Realism (3)
The American and European roots, and philosophical, literary, and social tenets, of American Realism as reflected in the works of recognized realists (Howells, Wharton) and naturalists (Dreiser), as well as of non-canonical figures.
ENGL 6304 American Literature, 1900-1945 (3)
Development of fiction and poetry primarily between WWI and WWII, with emphasis on the Modernist Movement.

ENGL 6305 American Literature, 1945 to the Present (3)
The splintering of Modernism in the context of a large, cultural crisis, with emphasis on the diversity of response to this crisis rather than on individual figures.

ENGL 6321 British Literature to 1660 (3)
Chaucer, English Renaissance humanists, the Elizabethan Lyric, Spencer, Shakespeare, Jacobean and Caroline drama, classical lyricists, the metaphysicals.

ENGL 6322 British Literature, 1600-1800 (3)
Emphasis on either the earlier or the later part of the period. Major figures include Donne, Milton, Dryden, Pope, Swift, and Johnson. Major genres and modes: lyric poetry, the epic, comedy, tragedy, verse satire, the novel, periodical essays; emphasis on modern critical approaches and historical/cultural backgrounds.

ENGL 6323 British Literature, 19th Century (3)
Major Victorian and/or Romantic writers in their historical, cultural, and philosophical contexts.

ENGL 6324 British Literature, 1900 to the Present (3)
Emphasis on fiction, drama, or poetry; major figures include Conrad, Woolf, Joyce, Shaw, Synge, Lawrence, Yeats, O'Casey, Auden.

ENGL 6340 Literary Theory and Research Methods (3)
The course covers bibliographical theory and methodology, the use of library resources for researching graduate and scholarly papers, and theoretical approaches to literary criticism (such as New Criticism, Marxist Criticism, Structuralism, Deconstruction, Feminist Criticism, Rhetorical Criticism). Must be taken before completion of the first nine hours of graduate study.

ENGL 6351 Topics in Fiction (3)
Comparative studies in the novel.

ENGL 6352 Topics in Drama (3)
Comparative studies in drama.

ENGL 6353 Topics in Poetry (3)
Comparative studies in epic or lyric poetry.

ENGL 6359 Special Studies in Literature (3)
Selected works of several authors organized according to historical era, genre or theme. Content varies.

ENGL 6369 Studies in a Major Author (3)
Works of a major American or British author.

ENGL 6372 Rhetoric and Composition (3)
The history and practice of rhetoric; current theories of writing from the perspectives of cognitive psychology, linguistics, sociology, and others. Involves research and practical application of theories of composition and rhetoric. This course is required for students serving as Graduate Teaching Assistants in English.

ENGL 6389 Selected Topics (1-3)
Graduate courses which will be offered only once, will be offered infrequently or are being developed before a regular listing in the catalog.

ENGL 6390 Directed Reading (3)
A required reading list and faculty guidance are provided for students electing the comprehensive examination rather than the thesis.

ENGL 6391 Contract Study (1-3)
For students who are pursuing independent study or research (as described in the contract study format).
**Master of Arts in English**

**Michael S. Kearns, PhD**  
Professor of English  
Dunagan Professor in Humanities

Composition, rhetoric, lyric poetry, narrative, and 19th century American literature are favorite teaching areas for Dr. Kearns. He has been a leader in the development of the University Writing Center and works extensively with undergraduate, graduate students, and faculty to enhance the practice and teaching of writing. His own research in narrative theory has been published widely and includes two books, *Metaphors of Mind in Fiction and Psychology* (1987) and *Rhetorical Narratology* (forthcoming).

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**ENGL 6399 Thesis Research** (3 or 6)  
Students electing the thesis option will work under the supervision of a major advisor. A maximum of six credits of ENGL 6399 may be counted toward the MA.

**Undergraduate Courses That Could be Included in a Graduate Course of Study***

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<td>ENGL 4340</td>
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<tr>
<td>ENGL 4389</td>
<td>Selected Topics</td>
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</tbody>
</table>

* With approval. See course descriptions in General Catalog.
Master of Science in Geology

Administrative Unit

This program is administered by the Office of Graduate Studies and Research through the Faculty of the, Department of Science and Mathematics, College of Arts and Sciences.

Objectives

a. Mastery of the fundamentals in Geology at a professional level.
b. To provide a professional degree to those students who would like to have a career in the mining or petroleum industries.
c. To prepare graduates to enter doctoral programs.
d. To prepare the graduates for independent research in their chosen fields.

Admission Requirements

Regular graduate admission standards apply. In addition students are expected to have completed a standard undergraduate curriculum that includes the courses required for an undergraduate degree in geology at UT Permian Basin, as set forth in the undergraduate catalog. Students who lack any of these courses are required to complete them before starting any graduate-level course work.

Options

Students may emphasize hard-rock geology including mining geology, soft-rock geology including paleontology and petroleum geology, environmental geology, or geophysics and petroleum geology.

Core Requirements

The program for the Master of Science in Geology requires a minimum of 24 semester credit hours of graduate-level course work in geology and supporting or ancillary fields, and six semester credit hours of research that result in a master’s thesis. A satisfactory score, as determined by the faculty of Geology, must be obtained in a qualifying examination such as the advanced geology examination of the Graduate Record Examination, or an equivalent examination given by the faculty of Geology.

When students enroll in the program, they will be assigned an advisor from the faculty of Geology, who will work with them to develop a preliminary program of study and thesis research. Upon satisfactory completion of at least nine semester credit hours of course work and obtaining a satisfactory score on the qualifying examination, a student will be admitted to candidacy for the master’s degree. At that time, a graduate committee will be appointed, ordinarily with the advisor as chairperson, in accord with current regulations for the conduct of graduate education. After the committee reviews the student’s program and proposed thesis research, it will approve a degree plan and thesis topic.

Coursework for the MS in Geology must include GEOL 6305 and 6355 and at least one advanced course in petrology and stratigraphy, along with a combination of courses that supports the student’s main area of interest and thesis research.

Candidates for the Master of Science degree in Geology must complete an acceptable thesis prepared according to the guidelines used by UT Permian Basin, and written in standard geologic style as outlined in the U.S. Geological Survey’s “Suggestions to Authors” (7th edition). The thesis must be defended in an oral examination.

Emilio Mutis-Duplat, PhD
Professor of Geology

In 25 years at UTPB, Dr. Mutis-Duplat has worked with a multitude of graduate students in geology and he continues to monitor their professional progress. His research interests include the geology of Mason County, Texas, and the geology of the San Mateo Mountains in New Mexico. He regularly teaches mineralogy, petrography, structural geology, mineral deposits, and field geology. He served on the Graduate Council as its Chair for many years and has been active in several accreditation studies for The University.
Special Program Features

Special emphasis is placed on fieldwork and the submission of a thesis. The non-thesis option is not available. All courses have the following prerequisites:
1) graduate standing and 2) permission of the instructor.

Course Listings

GEOL 6305 Advanced Structural Geology and Tectonics (3)
Concepts and principles of structural geology and tectonics, with emphasis on physical factors responsible for the deformation of the earth's crust, and the results of the deformation through geologic time.

GEOL 6306 Topics in Structural Geology (3)
Critical review of modern developments in structural geology. Topics vary. May be taken for credit more than once.

GEOL 6307 Advanced Stratigraphy (3)
Concepts and principles of naming and correlating stratigraphic units with emphasis on major elements of local, regional, and North-American stratigraphy.

GEOL 6311 Carbonate Depositional Systems (3)
Study of the origin, textures, distribution patterns, and alteration of recent and ancient carbonate sediments. Emphasis on the chemistry of formation and diagenesis of carbonates.

GEOL 6314 Clastic Depositional Systems (3)
Study of depositional processes, physiographic and environmental characteristics, and facies types and relationships of fluvial, deltaic, barrier-barstrand-plain, lagoon-bay-estuarial, shelf-abyssal, olinian, lacustrine, and alluvial-fan depositional systems, and their application to the analysis of past stratigraphic systems.

GEOL 6334 Sedimentary Petrology and Petrography (3)
Description, classification, and genesis of sedimentary rocks.

GEOL 6340 Mineral Resource Economics (3)
Economics of mineral resources; supply and demand; international trade; national mineral policy; conservation; environmental concerns and costs; and surveys of individual commodities including oil and natural gas.

GEOL 6344 Advanced Ore Deposits (3)
Detailed study of the geochemical controls, petrography, and field relationships of selected types of ore deposits.

GEOL 6346 Advanced Groundwater Hydrology (3)
Principles of occurrence and movement of water beneath the earth's surface, and influence of various geologic situations upon its behavior. Factors applying to estimates of supply. Engineering aspects of ground water.

GEOL 6347 Advanced Subsurface Methods (3)
Systematic and accurate acquisition, evaluation, and interpretation of subsurface data as applied in the search for oil and mineral deposits.

GEOL 6348 Advanced Petroleum Geology (3)
Advanced studies in petroleum exploration. Porosity and permeability as related to lithology and hydrodynamics of fluid flow. Stratigraphic and structural traps; regional trends and basin analysis; the origin of oil; log interpretation; and geophysical exploration.

GEOL 6349 Numerical Groundwater Modeling (3)

GEOL 6350 Contaminant Hydrogeology (3)
Geological and geochemical aspects of contaminant hydrogeology. Topics include groundwater geochemistry, types and sources of contaminants, aquifer analyses,
sampling and logging techniques, regulatory frameworks, remediation, and cleanup.

**GEOL 6351 Geophysical Techniques in Groundwater Investigations (3)**
Surface geophysical techniques used in site investigation to map waste migration in shallow aquifers. Emphasis is given to DC resistivity, induced polarization, ground-penetrating radar, electromagnetism, magnetometry, metal detection, and seismic methods.

**GEOL 6352 Environmental Engineering Geology (3)**
Applications of engineering geology to construction and reclamation projects in environmentally disturbed areas. Surface and groundwater problems are emphasized.

**GEOL 6355 Thermodynamics of Geologic Processes (3)**
Thermodynamics applied to problems of igneous, sedimentary, and metamorphic petrology.

**GEOL 6358 Advanced Geochemistry (3)**
Advanced studies of the geochemistry of igneous, sedimentary, and metamorphic rocks, as well as the distribution of trace elements in diverse environments.

**GEOL 6389 Selected Topics (3)**
Graduate courses which will be offered only once, will be offered infrequently or are being developed before a regular listing in the catalog.

**GEOL 6699 Master's Thesis (6)**
Meets the research requirements for the thesis option in master’s degree programs.
Master of Arts in History

Administrative Unit

This program is administered by the Office of Graduate Studies and Research through the Faculty of History, Department of Humanities and Fine Arts, College of Arts and Sciences.

Objectives

The Master of Arts program in History accommodates a wide range of student aspirations, both professional and personal. With strong emphasis on the literature of history, research techniques, and writing skills, graduate study in history will benefit teachers, museum and archives personnel, prospective candidates for PhD degrees in history, and college graduates wishing to pursue the subject for intellectual enrichment.

Admission Requirements

Candidates who have not completed at least 18 undergraduate semester credits in history will be required to enroll in additional courses to complete their preparation for graduate work.

Options

Students may specialize in either United States or Latin American history. They may choose between the thesis option and the non-thesis option, though the thesis option is limited to United States history.

Core Requirements

Candidates for the Master of Arts degree in History must complete 36 credits of graduate work.

Students who elect to write a thesis will complete:

1. 21 credit hours in United States history, including at least two reading courses and one research course at the 6300-level.
2. At least six credits in Latin American history.
3. Three additional credits in history or a related discipline.
4. Six hours upon acceptance of a thesis.

Students who elect the non-thesis option in United States history will complete:

1. 21 credit hours in United States history, including at least two reading and two research courses at the 6300-level.
2. At least six credits in Latin American history.
3. Three to nine additional hours in history.
4. A maximum of six credits in a related field.

Students who elect the non-thesis option in Latin American history will complete:

1. At least 12 credit hours in Latin American history, including at least one reading and one research course at the 6300-level.
2. At least 15 additional hours in history, including at least one reading and one research course at the 6300-level.
3. A maximum of nine credits in related fields; Spanish is recommended.
Note: Six hours of non-United States history may be considered in the context of individual graduate study programs.

MA degree candidates must pass an oral examination. There is no general foreign language requirement for the master's degree in history. However, when mastery of a language is requisite to purposeful study, the demonstration of language skills may be required. For example, candidates in Latin American history must demonstrate the ability to comprehend written Spanish with reasonable accuracy and speed.

Special Program Features

Within the requirements for the Master of Arts degree in History, considerable individualization of programs is possible. The particular strengths of the curriculum are in Western America, Twentieth Century America, Foreign Relations, American Business History, the American South and Latin American History.

Program Recommendations

All students should include one research course at the 6300-level during the first 12 hours of their graduate work.

Professional Certification Preparation

Students who desire teacher certification should consult the School of Education for requirements.

Course Listings

HIST 6311 Modern Mexico (3)
Historical literature relating to major developments and problems of modern Mexico.

HIST 6314 Latin America (3)
Historical literature relating to major developments and problems of Latin America, including modern Mexico, modern South America and colonial Latin America.

HIST 6339 Studies in World History (3)
Reading, research and discussion on selected topics.

HIST 6347 Twentieth Century America (3)
Examination of historical literature on special topics covering major developments and problems in recent United States history.

HIST 6354 Civil War and Reconstruction (3)
Historical literature relating to major developments and problems in some aspects of the American Civil War and Reconstruction period.

HIST 6355 The American South (3)
Historical literature relating to major developments and problems in some aspects of the American South.

HIST 6356 Western America (3)
Historical literature relating to major developments and problems in Western history.

HIST 6361 American Foreign Relations (3)
Examination of historical literature on special topics which cover major developments and problems in United States foreign relations.

HIST 6363 American Military Experience (3)
Historical literature on the development of the military services and the uses of military force in United States History.

H. Warren Gardner, PhD
Associate Professor of History

Dr. Gardner earned his PhD in American History from the University of Kansas in 1969. He has been at UT Permian Basin since 1983, serving for several years as the Vice President for Academic Affairs and now as Associate Professor of History. His major teaching areas include the American South, with special interest in the Old South and the Civil War era; the American colonial period; and 19th century England. Significant areas of research have included radical farm movements in America and women in the 19th century American south.
HIST 6368 American Business History (3)
Study of major changes in American business during the twentieth century through analysis of specific industries and case studies.

HIST 6373 Urban America (3)
Historical Literature on the processes and problems of urbanization in the United States.

HIST 6378 Research In American History (3)
Methodology and tools for historical research and directed research on special topics in American history.

HIST 6379 Studies in American History (3) *(title may vary)*
Reading, research and discussion on selected topics in American history.

HIST 6391 Contract Study (1-3)
For students who are pursuing independent study or research (as described in the contract study format).

HIST 6399 Master’s Thesis (3 or 6)
Meets the research requirements for the thesis option in master’s degree programs.

**Undergraduate Courses That Could be Included in a Graduate Course of Study***

- HIST 4341 Early American History
- HIST 4361 American Foreign Relations to 1920
- HIST 4362 American Foreign Relations Since 1920
- HIST 4363 Vietnam War
- HIST 4373 Urban America
- HIST 4374 Historic Preservation
- HIST 4375 Women in Early America
- HIST 4376 Women in Modern America

* With approval. See course descriptions in General Catalog.
Petroleum Engineering

UT Permian Basin students are also offered the opportunity to earn a Master of Science in Petroleum Engineering degree from The University of Texas at Austin. This cooperative effort of the two University of Texas component institutions allows the student to earn the petroleum engineering degree from UT Austin while remaining at home in the Permian Basin area.

A typical program will consist of 33 hours of classroom instruction plus a report. The program content will be taught by faculty from UT Austin. Each student’s course of study will be directed by a committee made up of UT Austin graduate faculty. The properly prepared student should be able to complete this program in two and one half calendar years.

The thesis option is not recommended for students in this program. Candidate background requires adequate preparation in undergraduate petroleum engineering course work. Prospective students must qualify for admission to the UT Austin Graduate School.

More specific details on entrance requirements may be obtained from the Chairman, Petroleum Engineering Department, UT Austin or from the Office of Graduate Studies and Research at UT Permian Basin.
Master of Arts in Physical Education

Administrative Unit

This program is administered by the Office of Graduate Studies and Research through the faculty in the Department of Behavioral Sciences, College of Arts and Sciences.

Objectives

The Master of Arts degree in Physical Education accommodates a wide range of student interests and aspirations. The program allows students to focus on one of three interest areas within the field of physical education:
1. Exercise physiology
2. Psychology of exercise and sport
3. Teaching, coaching, and administration.

Working with their faculty advisors, students are encouraged to design programs which meet their professional needs and interests.

Admission Requirements

Typically, students desiring to pursue a master's degree in Physical Education would possess a bachelor's degree with a major or minor in Physical Education or Kinesiology. Individuals who do not hold such a degree may be required to complete leveling requirements prior to enrolling in certain physical education graduate courses. Determination of these leveling requirements will be made on an individual basis by the student's advisor.

Options

Students may select a thesis option or a non-thesis (project) option. Students who select the thesis option will complete a minimum of 30 semester credit hours of course work plus a six semester credit hour thesis. Those who select the non-thesis option will complete a minimum of 33 semester credit hours of course work plus a three semester credit hour research project. Both options require completion of the core requirements and at least nine semester credit hours in one of the three emphasis areas.

Core Requirements

All students pursuing the Master of Arts degree in Physical Education are required to complete the following core of 12 semester credit hours:
- PHED 6301 Strategies for Inquiry in Physical Education 3
- PHED 6360 Advanced Exercise Physiology 3
- PHED 6320 Psycho-Social Analysis of Sport or
- PHED 6323 Advanced Psychology of Exercise
- MATH 6301 Statistics for Researchers 3

In addition, a student will select one of the following three areas of emphasis and take at least nine semester hours of course work from that area. Additional course work may be drawn from any area.

I. Exercise Physiology

PHED 6360 Advanced Exercise Physiology 3
PHED 6361 Exercise Physiology Laboratory Methods-Procedures 3
PHED 6363 Methods and Procedures for Coronary Heart Disease Risk Detection and Reduction 3
II. Psychology of Exercise and Sport
PHED 6320 Psychosocial Analysis of Sport and Physical Activity (3)
PHED 6322 Psychology of Coaching (3)
PHED 6323 Advanced Psychology of Exercise (3)

III. Teaching, Coaching and Administration
PHED 6380 Analysis of Teaching Behavior (3)
PHED 6382 Administration of Physical Education and Athletics (3)
PHED 6322 Psychology of Coaching (3)

Although students may not include leveling course work in their graduate degree program, they may include a maximum of six semester credit hours of 4300-level courses with permission of their advisor.

Course Listings

PHED 6301 Strategies for Inquiry In Physical Education (3)
Research techniques and inferential statistical procedures appropriate to the research process in physical education. Prerequisite: MATH 601 or equivalent.

PHED 6320 Psychosocial Analysis of Sport and Physical Activity (3)
Concepts and research methodology in social psychological study of sport and physical activity. Selected theories of sport involvement applied to sport and physical activity analysis.

PHED 6322 Psychology of Coaching (3)
Identification and analysis of psychological techniques and strategies which may be used by the coach/athlete to improve performance and increase enjoyment of participation in physical activity.

PHED 6323 Advanced Psychology of Exercise (3)
Theoretical models and research related to the determinates of exercise initiation and adherence are studied. Research studies investigating the effects of exercise on mental health are also reviewed. Additional topics selected by students are covered.

PHED 6360 Advanced Exercise Physiology (3)
Functioning of the human body and responses and adaptations of the different systems as a result of physical exercise. Topics include muscle physiology, the cardiorespiratory system, neural control of human movement, nutrition, athletic performance, physiological applications of physical training and preventive health care. Laboratory experiences included.

PHED 6361 Exercise Physiology Laboratory Methods-Procedures (3)
Practical applications of the different principles that govern the responses and adaptations of the human body to physical exercise. Laboratory equipment used to collect data and analyze results.

PHED 6363 Methods and Procedures for Coronary Heart Disease Risk Detection and Reduction (3)
A study of the leading risk factors which contribute to the development of coronary artery heart disease. Laboratory methods and procedures used in assessing the different risk factors including 12-lead, EKG-graded exercise stress testing. Implementation of programs aimed at risk reduction and prevention of heart disease.

PHED 6365 Nutrition and Athletic Performance (3)
An in-depth examination of the effects of nutrition on athletic performance. Topics include substrate utilization, vitamin and mineral supplementation, ergogenic aids, and fluid replacement. Prerequisite: Human Physiology.

PHED 6830 Analysis of Teaching and Coaching Behavior (3)
Observation, description, coding and analysis of teaching behavior in physical education and coaching.

PHED 6382 Administration of Physical Education and Athletics (3)
An examination of administrative theories and practices in physical education,
intramural and athletic programs.

PHED 6389 Selected Topics (1-3)
Graduate courses which will be offered only once, will be offered infrequently or are being developed before a regular listing in the catalog.

PHED 6391 Contract Study
For students who are pursuing independent study or research (as described in the contract study format).

PHED 6398 Research Project (3)
Meets the research requirements for the non-thesis option in master's degree program.

PHED 6399 Master's Thesis(3 or 6)
Meets the research requirements for the thesis option in master's degree program.

Lois S. Hale, PhD
Associate Professor of Kinesiology

Psychology of sport and exercise, motor learning and control are the major teaching interests of Dr. Hale. She is currently studying the effectiveness of various mental training techniques on sport performance and self-talk as a mediator of exercise adherence. She has been president of the Texas Association for Health, Physical Education, Recreation, and Dance. Her work appears in The Journal of Applied Sport Science Research, and The American Journal of Occupational Therapy.
Master of Arts in Psychology

Administrative Unit

This program is administered by the Office of Graduate Studies and Research through the faculty of Psychology, Department of Behavioral Sciences, College of Arts and Sciences.

Objectives

The Master of Arts program in Psychology offers concentrations in both Clinical Psychology and Applied Behavioral Analysis/Research. The program offers students the opportunity to prepare themselves to work in mental health centers, juvenile detention centers, child service agencies, specialized school services, residential treatment facilities, family counseling agencies, teach in community colleges, or prepare themselves for study at the doctoral level (Ph.D.).

Admission Requirements

Applicants must provide three letters of reference, must have taken the Graduate Record Examination general aptitude test (GRE) and meet minimum University requirements. Applicants are also required to submit a letter of no more than two typed pages which explains reasons for applying to a Master's degree program in Psychology. The applicant should also indicate their reasons for selecting UTPB and their preferred option of either clinical or behavioral analysis studies.

Note: Meeting the minimum requirements does not guarantee admission to the program. Admission deadlines are April 15 for summer semester, July 15 for fall semester and November 15 for spring semester.

Four upper level (12 hours minimum) undergraduate psychology courses are required for admission to the graduate program in psychology. These four courses must include one course in statistics (i.e., PSYC 3301) and one course in experimental psychology or research methods in psychology (i.e., PSYC 3304) and one course in biological foundations of behavior (i.e., PSYC 4304). Students with deficiencies in these prerequisites must take the appropriate courses and earn a minimum grade of B during the first two semesters the student is enrolled provisionally in the graduate program. Students may enroll in the necessary undergraduate courses (PSYC 3301, Statistics; and/or PSYC 3404, Experimental Psychology; and/or PSYC 4304, Physiological Psychology) and in selected graduate courses concurrently. No undergraduate credits will be counted toward the minimum 45 graduate hours needed for the degree.

Options

Clinical Psychology
The Clinical Psychology concentration is aimed at training students in the assessment and treatment of mental disorders, through individual, family, and group therapies. The program offers instruction in child, adolescent, and adult disorders.

Applied Behavioral Analysis/Research
The Applied Behavioral Analysis/Research concentration focuses on advanced psychological theory (i.e., developmental, personality, social, etc.), research methods, statistics, and manuscript preparation. This concentration offers students the opportunity to prepare themselves to serve in governmental and community agencies, teach at a community college or to pursue additional graduate study at the doctoral level. All students are expected to be involved in research activities throughout their graduate program. Research activities are coordinated with faculty members depending, in part, on the students’ interests. During the first year, students develop, with their faculty committees, a plan of study for their graduate programs. The plan specifies students’ long-range goals, the specialties they expect to pursue in psychology, the fields of psychology or related disciplines

Spencer K. Thompson, PhD
Associate Professor of Psychology

Dr. Thompson came to UTPB from the doctoral program at UCLA and serves as coordinator of the psychology faculty. He teaches in the areas of developmental psychology, socialization processes, family dynamics and research methods. His research is in gender role development, moral development, adolescent to adulthood transitions and family socialization effects. He is very active in professional organizations and graduate training.
in which they will become proficient, the kinds of research skills they intend to acquire, the sequence of courses, research, and teaching experiences they hope to follow, the kinds of examinations by which they will demonstrate mastery of different kinds of material, and an approximate timetable for accomplishing these ends. The details of these plans can, of course, be changed by agreement of the student and the committee. However, the plan serves as a general framework that permits the students’ graduate work to be adapted to their interests and abilities and provides a standard against which their progress can be assessed.

**Core Requirements**

A. **Required “Foundation” Courses (9 hours):**
   - PSYC 6302 Research Methodology
   - PSYC 6304 Advanced Statistics
   - PSYC 6324 Ethics and Professional Issues

B. **Areas of Concentration**
   1. **Clinical Psychology Concentration (24 hours):**
      - PSYC 6305 Behavior Therapy
      - PSYC 6321 Psychopathology
      - PSYC 6322 Current Psychotherapies
      - PSYC 6350 Intellectual Assessment
      - PSYC 6351 Personality Assessment
      - PSYC 6392 Practicum (6 hours)
      - PSYC 6399 Master’s Thesis

   2. **Applied Behavioral Analysis/Research Concentration (24 hours minimum):**
      - PSYC 6321 Psychopathology
      - PSYC 6322 Current Psychotherapies
      - PSYC 6330 Cross-cultural Psychology
      - PSYC 6341 Developmental I: Personality and Social Development
      - PSYC 6342 Developmental II: Cognitive Processes
      - PSYC 6343 Family Dynamics
      - PSYC 6371 Advanced Social Psychology
      - PSYC 6395 Seminar on Selected Topics (6 hours)
      - PSYC 6391 Contract Study/Directed Research (6-12 hours)
      - PSYC 6392 Practicum
      - PSYC 6399 Master’s Thesis

C. **Elective Psychology Courses (12-18 hours):**
   These courses are selected in consultation with the advisor, consistent with certification or licensure objectives.

D. **Master’s Thesis:**
   Each student must complete a master’s thesis which consists of research in the application of principles and theories of behavior to some problem of interest. Problems are investigated under the supervision and direction of the student’s graduate committee comprised of faculty, with the student’s advisor ordinarily serving as chairperson. The student will later defend the thesis before the committee.

**Professional Certification Preparation**

Successful completion of the Clinical Psychology concentration is designed to provide students with the opportunity to become eligible to take the state examinations for certification as a Licensed Psychological Associate (45 hours) or, with additional coursework, the Licensed Professional Counselor (48 hours). The Licensed Professional Counselor certification currently requires at least an additional 3000 supervised hours after the MA degree.
Course Listings

PSYC 6301 Tests and Measurement (3)
Survey of major personality, intelligence and achievement tests with emphasis on their construction, reliability and validity. Prerequisite: Introductory Statistics

PSYC 6302 Research Methodology (3)
Foundations of research planning, methodology, analytic techniques, interpretation and reporting of psychological research. Prerequisite: Introductory Statistics.

PSYC 6304 Advanced Statistics (3)
Application of statistical methods in the design and analysis of psychological research. Topics include analysis of variance models, correlation and regression, and multivariate techniques. Prerequisite: Introductory Statistics.

PSYC 6305 Behavior Therapy (3)
A survey of learning principles and methods in the modification of human problem behaviors.

PSYC 6312 Group Psychotherapy (3)
A survey of theories of group therapy including the application and evaluation of basic group techniques.

PSYC 6321 Psychopathology (3)
A survey of the manifestations of abnormal behavior and psychological processes. Detailed analysis of the clinical and experimental literature concerning psychological and psychiatric disorders and their etiology.

PSYC 6322 Current Psychotherapies (3)
A critical analysis of various psychotherapeutic systems.

PSYC 6323 Individual Psychotherapy Skills (3)
A survey of the major theories and methods of psychotherapy including experience in the application and evaluation of basic techniques. Prerequisite: permission of the instructor.

PSYC 6324 Ethics and Professional Issues (3)
Seminar concerning the field of psychology as it relates to current ethical, social, legal and medical issues. Emphasis is placed on the role of the psychologist in psychotherapeutic relationships and in applied settings.

PSYC 6330 Cross-Cultural Psychology (3)
An overview of cross-cultural studies from developmental, social cognitive, personality, and perceptual psychology. Topics covered include child-rearing acculturation, work, communication, health, and ethnic and minority groups. The course will emphasize how nature and nurture interact to produce unique behavior for a given culture.

PSYC 6341 Developmental Psychology I: Social and Personality Development (3)
Lifespan developmental course focusing on the theories and research of intellectual, physical, social and emotional development as they relate to social and personality development.

PSYC 6342 Developmental Psychology II: Cognitive Processes (3)
Lifespan developmental course focusing on the theories and research of intellectual, physical, social and emotional development as they relate to social and personality development.

PSYC 6343 Family Dynamics (3)
A survey of the history, current trends, and theories of family structure and processes in relation to the behavior of the individual.

PSYC 6350 Intellectual Assessment (3)
An examination of the principles and methods of assessing intelligence in both children and adults. Prerequisite: Tests and Measurement and permission of instructor.

PSYC 6351 Personality Assessment (3)
An examination of the principles and methods of assessing personality. Prerequisite: Tests and Measurement and permission of instructor.
PSYC 6371 Advanced Social Psychology (3)
An examination of the historical development of theories and methods in social psychology. Designed to provide a thorough background in social psychology and to motivate students to continue exploration of theories and issues in the field.

PSYC 6389 Selected Topics
Graduate courses which will be offered only once, will be offered infrequently or are being developed before a regular listing in the catalog.

PSYC 6391 Contract Study/Directed Research (3)
Under the direction of a faculty member, design and conduct a research project, analyze data, and submit a finding for presentation of publication. Repeated enrollments up to 12 semester hours are permitted. Prerequisite: admission to Psychology graduate program and permission of instructor.

PSYC 6392 Practicum (3)
Three semester hours (225 clock hours) of supervised practical experience in an appropriate clinical or research setting (depending on area of concentration). Prerequisites for applied students: PSYC 6324. Prerequisites for clinical students: PSYC 6324, 6350, and 6351; 24 hours towards graduate degree; proof of liability insurance; and permission of instructor.

PSYC 6395 Seminar on Selected Topics (3)
Seminars on topics to be explored in depth as selected by individual professors. Course may be repeated on different topics.

PSYC 6399 Master’s Thesis (3 or 6)
Research and preparation of the Master’s Thesis.
Special Courses

A limited number of graduate courses are available in disciplines that do not offer a master's degree. These courses provide support for other degree programs. The courses are taught on demand and are usually in a self-paced and individualized format.

Chemistry

CHEM 6310 Topics in Organic Chemistry (3)
Topics vary and may include synthesis, heterocycles, medicinal chemistry and biochemistry. May be taken for credit more than once.

CHEM 6320 Topics In Analytical Chemistry (3)
Topics vary but may include different types of analytical instruments and techniques. May be taken for credit more than once.

CHEM 6330 Research (1-4)
Advanced techniques used in chemistry research are taught on a tutorial basis. May be taken for credit more than once.

CHEM 6340 Topics in Physical and Inorganic Chemistry (3)
Topics vary to meet individual needs of student. May be taken for credit more than once.

CHEM 6389 Multislist Course (3)
Graduate courses which will be offered only once, will be offered infrequently or are being developed before a regular listing in the catalog.

Mathematics

MATH 6301 Statistics for Researchers (3)
Statistical concepts emphasizing simple and multiple regression, hypothesis testing and analysis of variance. Prerequisite: one year of college level mathematics.

MATH 6310 Principles of Analysis (3)
Investigation of convergence, continuity, differentiability, compactness and connectedness, the Riemann-Stieltjes integral, and sequences of functions. Prerequisite: Math 3360.

MATH 6315 Abstract Algebra (3)
Study of general fields and field extensions, combining unique factorization of polynomials, finite dimensional vector spaces, and quotient space constructions. Prerequisite: Math 3310, 3315.

Sociology

SOCI 6327 Advanced Sociological Theory (3)
A discussion of structure of sociological theory using a number of classical and modern sociological writings as vehicles for the illustration of theoretical problems. The course provides a systematic classification of the debates in theoretical sociology and compares and contrasts the assumptions, issues and problems underlying competing theories.

SOCI 6344 Issues In Minority Relations
This course examines the principles and processes which shape the patterns of relations between racial and ethnic groups in society. Race and ethnic intergroup relations are explored in both the United States and other multiethnic societies around the world. Topics of discussion include: attitudes and beliefs of the individual concerning intergroup relations; concepts of prejudice and institutional discrimination; labeling theory as a means of understanding race and ethnic relations; and models of intergroup relations that emphasize either assimilation, cultural pluralism or amalgamation.
Special Courses

SOCI 6350 Sociology of Social Control (3)
This course examines the relationships between social structure and social character. The course covers classical and contemporary theories of socialization with special emphasis on the adequacy of the agencies and institutions of social control and the control of deviant behavior.

Spanish

SPAN 6331 Novelists of Post-War Spain (3)
Historical and political background, social and literary development in the Peninsula after the Spanish Civil War of 1936-39, emphasizing novelists who appear from the 1940’s onward: Cela Laforet, Quiroga, Delibes, Matute, (Juan) Goytisol, Sanchez Ferlosio, Martin Santos and others.
Graduate Faculty

Steven J. Aicinena, Associate Professor of Kinesiology.
BA, University of California at Davis; MA, Idaho State University; EdD (1988), University of Northern Colorado.

Donald M. Allen, Professor of Biology and Ashbel Smith Professor, Chair of the Department of Science and Mathematics.
BA, MA, PhD (1970), University of Oregon.

Sophia Andres-Barnett, Associate Professor of English.
BA, MA, San Jose State University in California; PhD (1985), University of Edinburgh, Scotland.

Robert A. Bartsch, Assistant Professor of Psychology.
BA, Rice University; MA, PhD (1996), University of Colorado, Boulder.

Sutham Cheurprakobkit, Assistant Professor of Criminology.
BA, The Thai National Police Cadet Academy; MS, University of Alabama; PhD (1996), Sam Houston State University.

Seyf-Ollah Ehdale, Associate Professor of Environmental & Natural Science and Director of Laboratories.
BS, Tehran University; PhD (1978), Southampton University.

James A. Eldridge, Assistant Professor of Kinesiology.
BA, Texas Lutheran College; MA, Southwest Texas State University; EdD (1996) University of Houston.

William R. Fannin, Professor of Management and Vice President for Academic Affairs.
BA, MBA, The University of Texas at Austin; PhD (1980), Texas A & M University.

H. Warren Gardener, Associate Professor of History.
BA, Sterling College; MA, Emporia State University; PhD (1969), University of Kansas.

Corbett Gaulden, Associate Professor of Marketing.
BS, Southeastern Louisiana University; MBA, Northeast Louisiana University; PhD (1980), Louisiana State University.

Paul J. Haensly, Assistant Professor in Finance.
BS, Texas A & M; MA, The University of Texas at Austin; PhD (1994), University of North Texas.

Douglas F. Hale, Professor of Mathematics and Computer Science and Director of the REACH Program Center.
BS, MS, PhD (1969), Ohio State University.

Lois S. Hale, Associate Professor of Kinesiology.
BS, University of Maine; MEd, PhD (1974), Temple University.

Kay Haney, Associate Professor in Special Education.
BS, Auburn University, Alabama; MA, University of Alabama; PhD (1987), University of New Mexico.

Douglas P. Henderson, Assistant Professor of Biology.
BA, Fairmont State College, W. Virginia; PhD (1993), The University of Texas at Austin.

Paul E. Hodges, Professor of Economics and Ashbel Smith Professor.
BA, MA, New Mexico State University; PhD (1974), Stanford University.
Roy Hurst, Assistant Professor in Science Education. 
BA, Whitman College, MS, Eastern Oregon State College; PhD (1994), University of Southern Mississippi.

G. Peter lenatsch, Professor of Education and Dean of the School of Education. 
BS, University of Wisconsin-Platteville; MS, Northern Illinois University; PhD (1973), University of Iowa.

Patricio T. Jaramillo, Professor of Education and Vice President for Student Services. 
BS, University of Albuquerque; MEd, Texas Tech University; PhD (1975), Arizona State University.

Frances A. Johnson, Assistant Professor of Reading Education. 
BA, BS, East Central State College, OK; MEd, Georgia State University; PhD (1994), Texas A & M University.

Cathy S. Jording, Assistant Professor in Educational Administration. 
BS, Indiana State University; MA, University of Evansville; EdD (1996), University of Kentucky.

Michael Kearns, Professor of English and Kathryn Cooper Dunagan Professor in Humanities. 
BS, Massachusetts Institute of Technology; MA, University of California-Davis; PhD (1980), University of California-Davis.

Sean A. Kelleher, Associate Professor of Political Science. 
BA, Tulane University; PhD (1973), Brown University.

Kay E. Ketzenberger, Assistant Professor of Psychology. 
BA, University of Baltimore; MS, The University of Texas at Austin; PhD (1995), Michigan State University.

Richard G. Kieckbusch, Assistant Professor of Criminology. 
BA, MA, PhD (1973), University of Notre Dame.

Gary S. Klein, Professor of Decision Science and Dean of the School of Business. 
BSIM, MSIA, PhD (1981), Purdue University.

Susan M. Lara, Associate Professor of Education. 
BS, Abilene Christian University; MEd, EdD (1990), Texas Tech University.

Duane M. Leach, Professor of History and Director of the John Ben Shepperd Public Leadership Institute. 
BA, MA, University of South Dakota; PhD (1964), University of Oklahoma.

Don E. Miller, Visiting Associate Professor of Education. 
BA, Roosevelt University; PhD (1973), Syracuse University.

Alan P. Milliren, Associate Professor of Education. 
BS, MA, Bradley University; EdD (1971), University of Illinois

Linda Montgomery, Associate Professor of Psychology. 
BS, Texas A&M University; MS, Memphis State University; PhD (1990), Memphis State University.

Emilio Mutis-Duplat, Professor of Geology. 
BS, Universidad Nacional de Colombia en Bogota; MS, Texas A&M University; PhD (1972), University of Texas at Austin.

Roger M. Olien, Professor of History and J. Conrad Dunagan Chair in Regional and Business History. 
BA, St. Olaf College; PhD (1973), Brown University.

James N. Olson, Professor of Psychology and Dean of the College of Arts and Sciences. 
BA, University of California-Santa Barbara; MA, PhD (1974), University of California-Los Angeles.
Diane M. Post, Assistant Professor in Biology.
BS, PhD (1991), Kansas State University.

Pamela C. Price, Professor of Art and Mr. and Mrs. Louis Rochester Professor in Fine Arts.
BA, Georgia State University; MFA (1970), University of Georgia.

R. Colbert Rhodes, Professor of Sociology.
BA, University of California-Berkeley; MA, C. Phil, PhD (1974), University of California-Los Angeles.

J. Michael Robinson, Professor of Chemistry and Ellen and Bill Noël Distinguished Professor for Energy Research.
BS, MS, Louisiana Technological University; PhD (1973), Louisiana State University.

Jose Ruiz-Escalante, Associate Professor of Bilingual/ESL Education.
BA, MEd, University of Arizona-Tucson; EdD (1987), University of Washington-Seattle.

Frank N. Samponaro, Professor of History and Kathryn Cosper Dunagan Professor in Humanities.
BA, Yale University; MA, The University of Texas at Austin; PhD (1974), State University of New York (SUNY)-Stonybrook.

Thomas E. Schaefer, Professor of History.
BA, Santa Clara University; MA, Loyola University of Chicago; MBA, University of San Francisco; PhD (1963), Georgetown University; EdD (1992), Texas Tech University.

Barbara Scofield, Assistant Professor of Accountancy & Information Systems.
BA, State University of New York at Albany; MBA, Texas Christian University; PhD (1989), University of Texas at Austin.

Frances Sherwood, Assistant Professor of Early Childhood Education.
B.Ed, M.Ed, PhD (1997), University of Alberta, Canada.

Megan Simpson, Assistant Professor of English.
BA, University of California at Santa Cruz; MA, San Francisco State University; PhD (1996), University of New Mexico.

Charles A. Sorber, Professor of Environmental Science and President.
BS, MS, The Pennsylvania State University; PhD (1971), The University of Texas at Austin.

R. Douglas Spence, Associate Professor of Biology.
BS, Houston Baptist University; MS, PhD (1986), Texas A&M University.

John Theis, Assistant Professor of Finance.
BBA, University of Texas at Austin; JD, South Texas College of Law; PhD (1997), The University of North Texas.

Spencer K. Thompson, Associate Professor of Psychology and Education.
BA, Brigham Young University; MA, PhD (1973), University of California-Los Angeles.

J. Tillapaugh, Associate Professor of History.
BS, MA, University of Oregon; PhD (1973), Northwestern University.

Cathie Hafner Tinney, Associate Professor and Director of Graduate Studies and Research and Director of the Office of Sponsored Projects.
BS, South Dakota State University; MS, University of Minnesota; PhD (1981), University of Minnesota.

Sarah Shawn Watson, Associate Professor of English and Chair of the Department of Humanities and Fine Arts.
BA, University of Massachusetts-Boston; MA, Ohio University; PhD (1983), Cornell University.
Mark Wildermuth, Associate Professor of English.  
BA, MA, George Mason University; PhD (1991), University of Wisconsin-Madison.

Daniel Robert Womochel, Associate Professor of Geology.  
BS, Michigan State University; MS, PhD (1977), Texas Tech University.


Robert N. Rothstein, Professor of Mass Communications and Education, Emeritus 1973-1994
Appendix A

General Financial Aid Information

The Application Process

The University of Texas of the Permian Basin encourages students who wish to attend college and who do not have the financial resources available to pay the cost of higher education to seek assistance through The University of Texas of the Permian Basin, Office of Financial Aid. The Office of Financial Aid operates to assist students seeking a degree or certification from UT Permian Basin in obtaining the necessary resources from federal, state, and private sources.

To obtain financial assistance, The University requires all financial aid applicants, both graduate and undergraduate, to complete the current year application packet. This packet consists of two basic forms: the Application for Financial Aid and the Free Application for Federal Student Aid (FAFSA). The UT Permian Basin application is required for all aid programs administered through The University regardless of eligibility criteria. The FAFSA is required for all need-based aid programs, including Federal Title IV grants and loans, Federal Work-Study, and state grants, loans and work-study. Some local scholarship funds also rely on data provided through the FAFSA. The Office of Financial Aid strongly encourages all students to complete both the Federal and the UTPB application forms to be considered for all possible aid. Federal requirements also stipulate that a person applying for financial assistance funded by state revenue must register with the Selective Service Office of file a statement that he is exempt from the registration requirement in accordance with the provisions of Section 51.9095, Texas Education Code.

Because availability of funds in most programs is limited, applications should be completed as early as possible each year beginning in February. Applications completed prior to April 15 will be given priority consideration for available aid. After April 15, applications will be considered for remaining available aid on a first-come, first-served basis. Applications are not considered complete until all required forms are properly filled out and are in the Office of Financial Aid. In some cases, students may be required to submit supporting documentation to verify aid eligibility. When students are selected for verification, their applications will not be considered complete until the required supporting documentation is in the Office of Financial Aid and all data is correct.

NOTE: Application for financial assistance is not an application for admission. Also, awarding of financial aid does not guarantee acceptance to The University.

The Awarding Process

The Office of Financial Aid notifies students of what aid is being made available and how it will be disbursed by means of an award letter.

The award letter will list one or more programs of assistance in which funds are available to the student. Availability does not guarantee actual release of money. The student must complete any additional program applications (i.e., a student loan application), and meet enrollment and academic progress requirements before any checks can be released.

The award(s) listed on the award letter are referred to as an award “package.” The number of awards in the package and the amount of each award are determined by the availability of funds at the time the student completes the application for aid and, for need-based aid, the results of the federal need analysis of the FAFSA application. Any student receiving non-need-based aid should notify the Office of Financial Aid as soon as possible so that the award can be included in the student’s package. Failure to notify the office of all sources of assistance could result in an overaward and require the repayment of money already received. Repayment demands can create a severe financial hardship so it is advisable that the student report accurately all sources of assistance.
The University participates in a number of assistance programs to provide an optimum availability of help for students. These programs can be divided into four basic types of financial aid: grants, scholarships, loans, and employment. Grants and scholarships are gift awards that do not have to be repaid. Loans and monies that have to be repaid with interest, usually after completion of the program. Employment is part-time work, usually on campus, that is scheduled around the student's class schedule. Earnings from employment do not have to be repaid.

Listed below are brief descriptions of some of the programs in which The University participates. Funding of the different programs varies from year to year as do eligibility criteria and even the name of programs. Federal and state programs are subject to frequent regulatory changes which supersede the information in this bulletin. For further information about these programs and other available assistance, contact the Office of Financial Aid.

Scholarships are gift aid that does not have to be repaid. The basic criterion for scholarship eligibility is academic success, although some scholarships also consider financial need or other qualities. Scholarships are often provided through the generosity of persons who have chosen to aid students through the establishment of an endowed scholarship or annual scholarship and eligibility for scholarship awards may be based on criteria outlined by the donor at the time the gift was made:

Endowed scholarships at The University:
Abell-Hanger Foundation Endowed Scholarship
Accounting Alumni Association Scholarship Endowment
B.H. Amstead Endowed Presidential Scholarship
A.P.I. Sour Crude Scholarship
Bank One Endowed Presidential Scholarship
Bob Barnes Companies Endowed Scholarship
William M. "Billy" Bartlett Memorial Endowed Scholarship
Angel and Marc Boring Endowed Presidential Scholarship
Warren Burnett Scholarship
V.R. Cardozier Endowed Presidential Scholarship
Julia Higgins Carskadon Early Childhood Education Endowed Scholarship
Brian Craig Memorial Endowed Scholarship for Journalism
Davidson Family Charitable Foundation Scholarship
William B. Deaderick/Q.B. McMahon Endowed Scholarship
Kathlyn and Conrad Dunagan Scholarship
Clara Hazel Freel Endowed Scholarship
Herbert Graham Endowed Presidential Scholarship
James R. "Buzz" and Betsy Triplett-Hurt Endowed Presidential Scholarship
Jones Motors Endowed Scholarship in Business
Junior League of Odessa/American Association of University Women
(Odessa Branch) Scholarship
Kent Oil Endowed Scholarship
Edwin Kurtz Endowed Presidential Scholarship in Science and Preprofessional Health Studies
Seldon P. Leavell Endowed Scholarship
Libson Scholarship
Meadows Foundation Endowed Scholarship
Ellen and Bill Noël Scholarship
Odessa American Endowed Scholarship
Ray and Lorraine Perryman Endowed Presidential Scholarship
Pre-Health Professions Endowed Scholarship
Ted G. Roden Endowed Presidential Scholarship in Business
Sjoerd Steunebrink Endowed Scholarship
Southwestern Bell Endowed Presidential Scholarship in Science and Math
Southwest Coca-Cola Endowed Scholarship
Student Deposit Endowment Fund
Sun Country Chrysler-Plymouth-Dodge-Jeep-Eagle Endowed Scholarship
Texas Bank Endowed Scholarship
Texas Bank Endowed Presidential Scholarship
U.T. Permian Basin Merit Awards
UTPB Alumni Association Endowed Scholarship
UTPB Endowed Presidential Scholarship
Warren Equipment Companies Endowed Presidential Scholarship
Donivan R. and Rita D. Williams Endowed Presidential Scholarship
Cy and Lissa Wagner Endowed Scholarship
Jamie and Carol Winkel Endowed Scholarship
Clay and Louise Wood Endowed Presidential Scholarship

These are scholarship programs administered by The University:
  Freshman Grant Program
  Freshman Merit Program
  Partner’s Presidential
  Partner’s Presidential Plus
  UT Merit Awards Program

Annual named scholarships at The University:
  Velma Cade Memorial Scholarship
  Duchamp/Selavy Art Scholarship
  Jesse H. and Mary Gibbs Jones/Houston Endowment Scholarship
  Odessa East Rotary Club Scholarship
  Permian Basin Chapter, Texas Society of CPAs - Accounting Scholarship Fund
  Clara Rushing Art Scholarship
  Lavelle Thomas Memorial Art Scholarship
  Welch Foundation Scholarship
  William A. King Art Scholarship, Stanley Marcus 3-Dimensional Award

Additional Awards include:
  Forensics Team Scholarship
  Mathematical Decision Making
  Partners in Excellence
  Yes I Can, Si Se Puede

In addition to the annual and endowed scholarships listed above, the following organizations and foundations have provided financial assistance to students attending The University of Texas of the Permian Basin:

  American Business Women’s Association/Howdy Partner Chapter
  American Business Women’s Association/Permian Chapter
  BPO Does #162
  Fasken Foundation
  Fifth Year Accounting Student Scholarship Program
  Lions International, District 2T3
  Lions of Texas
  Mexican American Scholarship Committee
  Midland Downtown Lions Club Youth
  Midland Hispanic Chamber of Commerce
  National Honor Society
  Odessa High School
  Odessa Tri-Service Lions Club
  Permian Basin Area Foundation
  Permian Honors Scholarship Foundation
  Scarborough-Linebery Foundation
  Standard Sales/At Risk Scholarship
  Texaco Foundation Scholarship
  Texaco Philanthropic Foundation
  Texas Interscholastic League Foundation
  University Graduate Women of Midland
  U.T. Permian Basin Accounting Association
  VFW Post 4372

Grants are publicly funded programs that provide gift aid which does not have to be repaid. Grants are usually awarded on the basis of information received by UTPB when the student completes the Federal Free Application for Federal Student Aid (FAFSA).

The Federal Pell Grant Program is the largest of the gift aid programs under the Federal Title IV codes. It provides the foundation for all need-based assistance. Financial need is the single criterion used to determine the amount of the award, but students must also meet certain other stipulations to receive a Pell Grant. Pell grants are available only to undergraduates working on their first baccalaureate degree. To determine eligibility for the Pell grant, the student must first complete the Free Application for Federal Student Aid (FAFSA) and have the information sent to the Office of Financial Aid.
The Federal Supplemental Educational Opportunity Grant Program (FSEOG) is designated to assist students with exceptional financial need. First preference for these awards is mandated by Federal regulation to go to Pell grant recipients. The FSEOG is available only to undergraduates.

The Texas Public Educational Grant Program (TPEG) is a state administered program for students. Eligibility is determined using information from the FAFSA need analysis. Priority consideration is given to full-time undergraduate students, but graduate students are eligible also.

The Texas Public Education State Student Incentive Grant Program (TPS-SIG) is a cooperative federal/state program. This grant is awarded to current TPEG recipients and is designed to assist students with exceptional need. Recipients must be eligible for Federal Title IV assistance and otherwise eligible to pay Texas resident tuition.

Student loans are available through a number of federal and state programs. Loans differ in interest rates, terms of repayment, and provisions for in-school deferments. Student loans are not gift aid and must be repaid.

The Family Federal Educational Loan Program (FFELP) is the largest loan program administered by the Federal government. This program consists of several types of student and parent loans including the Federal Stafford Loan, Unsubsidized Stafford Loan, and the Parent Loan for Undergraduate Students (PLUS). The Federal Stafford Loan Program (subsidized) provides guaranteed student loans to students at a low variable interest rate. The Federal government pays the interest on these loans while the borrower is enrolled in school. Eligibility for a subsidized Federal Stafford Loan is determined through the FAFSA need analysis. All other FFELP loans are unsubsidized. This means that the borrower begins paying interest on the loan at the time the loan is made. In most cases, the principal can be deferred during enrollment periods. Unsubsidized loans can be used to meet the Expected Family Contribution (EFC) calculated in the FAFSA need analysis. The EFC is the portion of the student's family income which should be available to help pay a portion of the student's educational costs.

Short-term Institutional Loans are also available for students attending The University. These loans are for tuition and fees only and are repayable in installments within ninety days. Applications are available from the Office of Accounting.

The University provides a limited number of jobs on campus to currently enrolled students. Eligibility for federal or state programs is determined by the FAFSA need analysis. Earnings are to be used to help pay for the student's education expenses (tuition, fees, books, and living expenses).

The Federal Work-Study Program provides on-campus employment opportunities for students to work as professional assistants, in the library, in student services, and in many other locations throughout The University. Because it is a need-based program eligibility is determined from the FAFSA application. The number of hours per week is determined by the student's award amount, but students may not work over 19 hours per week. Pay is based on a sliding scale, but no one receives less than minimum wage. Both graduates and undergraduates may receive Federal Work-Study awards.

Regular Student Employment is sometimes available through individual departments. These part-time jobs are not related to the need-based awards, and the employing department has considerable latitude in meeting personnel needs. Application is made at the department level. Students may not work over 19 hours per week.

Although state and national policy has established many objectives for student financial aid programs, one clear purpose is to fund only students who meet certain academic standards. Institutions are therefore required by law to formulate standards to gauge the progress of students receiving federal and state financial aid by applying both qualitative and quantitative measurements to academic work. A maximum time limit for the completion of a degree and a minimum grade point average (GPA) are used by The University to measure satisfactory academic progress. Most private and institutional scholarships have specific academic and enrollment standards required for renewal or continuance of the award, if renewal is allowed.
The qualitative standard of satisfactory academic progress is measured by the cumulative grade point average (CGPA) of courses taken at UT Permian Basin. Each financial aid recipient’s academic record is reviewed at the end of each enrollment period in which financial aid was received to measure the student’s qualitative academic progress.

Undergraduate students are expected to maintain a minimum CGPA of 2.00 each semester they are enrolled. Students falling below this minimum CGPA are subject to academic probation or dismissal as described in the “Grading Policies” section of this catalog. Failure to meet the minimum standards described above or in the “Grading Policies” section of this catalog will result in sanctions ranging from losing eligibility for scholarships to termination of all financial aid eligibility. Administration of this policy will be as follows:

1. A student failing to meet the minimum standards for the first time will be eligible to receive financial aid for the following semester on probation provided the student can be expected to improve his or her academic performance to the minimum standards required during the probationary semester of attendance.

2. A student failing to meet the minimum standards for the first time who cannot be expected to improve his or her academic performance to the minimum standards during a probationary semester will be suspended from receiving any further financial aid.

3. A student placed on financial aid probation must attain minimum academic standards within twelve (12) hours or two semesters, whichever comes first. Failure to remove the deficiencies within that time frame will result in suspension for financial aid eligibility.

4. Attendance during summer session(s) will be evaluated in the same manner as attendance during a regular semester except where enrollment for the entire summer is less than six hours.

The University has established a quantitative measurement of academic progress toward completion of a student’s degree or certification program. Federal Title IV regulations state that student eligibility cannot extend past 150% of the stated length of a student’s program of study. A first baccalaureate program at UT Permian Basin requires a minimum 120 semester credit hours for graduation. Therefore, a student who is working on a first bachelor’s degree must complete the program within 180 attempted semester credit hours (120 hrs. x 1.50). Programs of different lengths would be similarly calculated. A student’s entire enrollment history is considered when evaluating academic progress within the established time frame, whether or not aid has been received previously. At the end of the semester in which the maximum number of allowed hours has been attempted the student loses eligibility for financial aid to complete that program.

In addition to the overall time frame, a financial aid recipient must also be making progress toward completing the program by completing the number of funded hours attempted each year. Funded hours are those semester credit hours which are counted in determining a student’s enrollment status for payment of financial aid. Courses in which a “W”, “WP”, “WF”, “D”, “F”, “U” or “Z” has been recorded may be repeated once and be included as funded hours for financial aid (i.e., in the 12+ hours for full-time enrollment). Repeated courses in which a grade of “C” or higher, “S” or “I” has been recorded will not be included as funded hours for financial aid. “Encore” or audited courses cannot be funded with financial aid or counted in the progress requirements.

Federal Title IV regulations specify that developmental courses may be included as funded hours for financial aid. These courses are numbered 0399 in the catalog (i.e., ENGL 0399, Fundamentals of Composition). The regulations also stipulate that a student may receive funding for not more than one year or thirty (30) hours of developmental courses. Therefore, each course numbered 0399 may be repeated once and still receive financial aid funding provided all other progress requirements have been met.

A quantitative measurement of academic progress will be made annually for all financial aid recipients. At the end of the spring semester a student must have successfully completed a minimum of seventy-five percent (75%) of all course enrollments attempted at UT Permian Basin. Any student who falls below the minimum completion rate of 75% will be placed on Financial Aid Suspension until
the ratio of completed to attempted hours is again above 75%. Courses with a recorded grade of "F", "U", "W", "Z" or "PR" are not considered successfully completed. Students are permitted to use summer enrollments to make up credit hour deficiencies. Only enrollments attempted and successfully completed at UT Permian Basin will be considered in academic progress. Courses repeated or transferred from other institutions are not considered in measuring academic progress except for monitoring the overall time frame for completion of a student’s program of study.

Students who have lost eligibility to receive financial aid as a result of Financial Aid Suspension must complete the equivalent of one semester of full-time enrollment (12 hours) using their own resources without benefit of financial aid and attain the minimum standards of satisfactory academic progress before becoming eligible to reapply for aid.

The University recognizes that students sometimes encounter circumstances beyond their control that can adversely affect their academic progress. Any student subject to probation or suspension of financial aid eligibility may appeal to the Director of Financial Aid for a review of the decision. The appeal must be submitted in writing and include in the request an explanation and documentation of the reason(s) why the minimum academic standards required by this policy were not achieved. The student has the right to further appeal the decision of the Director of Financial Aid to a Financial Aid Review Board. The review board shall have the authority to uphold or overturn the suspension. The review board shall also have the authority to place conditions upon the receipt of any financial aid for those cases where aid is reinstated. The student will be notified by the Director of Financial Aid in writing of the review board’s decision.

As an institution participating in programs under Title IV of the Higher Education Act of 1965 as amended (hereinafter referred to as the "Act"), The University of Texas of the Permian Basin is required to refund unearned tuition, fees, room and board, and other charges to certain students attending the institution for the first time who have received a grant, a loan, or work assistance under Title IV of the Act or whose parents have received a loan on their behalf under 20 U.S.C. Section 1087-2. The refund is required if the student does not register for, withdraws from, or otherwise fails to complete the period of enrollment for which the financial assistance was intended. No refund is required if the student withdraws after a point in time that is sixty percent of the period of enrollment for which the charges were assessed. A student who withdraws prior to that time is entitled to a refund of tuition, fees, room and board, and other charges that is the larger of the amount provided for in Section 54.006, Texas Education Code, or a pro rata refund calculated pursuant to Section 484B of the Act, reduced by the amount of any unpaid charges and a reasonable administrative fee not to exceed the lesser of five percent, or one hundred dollars. If the student charges were paid by Title IV funds, a portion or all of the refund will be returned to these programs.

Off-campus employment. The PASS Office continually posts employment opportunities off campus. This office provides this as a service to both the student and the employer.

Veterans Education Benefits. The University participates in all aspects of the Veterans Administration programs available to returning veterans enrolling as students. A veterans advisor under the auspices of the Veterans Administration Program is available for individual consultation and assistance on the UT Permian Basin campus. The advisor is located in the Registrar’s Office.

Hazlewood Act for Texas Veterans. The Texas State Legislature established a tuition and fees waiver program to assist Texas veterans who have exhausted their eligibility for educational benefits under the G.I. Bill and are not eligible for Federal Title IV grants-in-aid. Veterans who qualify will receive a waiver of all tuition charges and specified fees. Contact the Office of Financial Aid for further information about the Hazlewood Act and other eligibility criteria.

Texas Rehabilitation Assistance for Students. The Texas Rehabilitation Commission (TRC) offers assistance for tuition and nonrefundable fees to students having certain disabling conditions provided their vocational objectives have been approved by a TRC counselor. Examples of such conditions are orthopedic deformities, emotional disorders, diabetes, epilepsy, and heart conditions. Other services are also available to assist handicapped students in becoming employable. Application for such service should be made to: Texas Rehabilitation Commission; 419 W. 4th Street, Suite 701; Odessa, Texas 79761
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Section 504/A.D.A. Compliance Officer ............ 552-2630
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Department of Behavioral Science .................. 552-2325
Department of Humanities & Fine Arts ............ 552-2280
Department of Science & Mathematics ............. 552-2230
School of Business ........................................ 552-2170
School of Education ...................................... 552-2120

UTPB Home Page ........................................... http://www.utpb.edu

Mailing Address:

(Name of Person or Office)
The University of Texas of the Permian Basin
4901 E. University Blvd.
Odessa, Texas 79762-0001
1. Mesa Building
2. Gymnasium Complex
3. Thermal Energy Plant
4. Visual Arts Studios (under design)
5. Physical Plant
6. Art Lab
7. Founders Building
8. Ellen Noël Art Museum (leased)
9. Student Housing
10. PETEX
11. Fire Station (City of Odessa)