ACCREDITATIONS & MEMBERSHIPS

Texas State University-San Marcos is accredited by:

AACSB International-The Association to Advance Collegiate Schools of Business
ABET, Inc. (Computer Science; Manufacturing Engineering
Accrediting Council on Education in Journalism and Mass Communications
American Bar Association
American Chemical Society
Association of University Programs in Health Administration
Commission on Accreditation of Allied Health Education Programs
Commission on Accreditation in Athletic Training Education
Commission on Accreditation for Dietetics Education
Commission on Accreditation of Healthcare Management Education
Commission on Accreditation for Health Informatics and Information Management Education
Commission on Accreditation of Physical Therapy Education
Commission on Accreditation for Respiratory Care
Council on Academic Accreditation in Audiology and Speech-Language Pathology
Council for Accreditation of Counseling and Related Educational Programs
Council for Interior Design Accreditation
Council on Social Work Education
Joint Review Committee on Education in Radiologic Technology
Foundry Education Foundation
National Academy of Early Childhood Programs
National Accrediting Agency for Clinical Laboratory Sciences
National Association for the Education of Young Children
National Association of School Psychologists
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration
National Recreation and Park Association
Southern Association of Colleges and Schools
Texas State Board for Educator Certification/Texas Education Agency

Texas State University-San Marcos is a member of the following (among many others):

Agriculture Consortium of Texas
American Association of Colleges for Teacher Education
American Association of State Colleges and Universities
American Association of State Colleges of Agriculture and Renewable Resources
American Association of University Women
American Council on Education
Association of American Colleges and Universities
Association of State Colleges and Universities
Association of Texas Colleges and Universities
Association of Texas Graduate Schools
Coalition of Urban and Metropolitan Universities
College Reading and Learning Association
Council for Higher Education Accreditation
Council for Opportunity in Education
Council of Colleges of Arts and Sciences
Council of Graduate Schools in the United States
Council of Public University Presidents
Great Plains Regional Honors Council
Hispanic Association of Colleges and Universities
International Technology Education Association
National Association of Colleges and Teachers of Agriculture
National Association of Industrial Technology
National Association of State University Land Grant Colleges
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Texas Association for Schools in Engineering Technology
Texas Association of Colleges for Teacher Education
Teacher Education Council of State Colleges and Universities
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General Information

Setting

Located in San Marcos at the foot of the Texas Hill Country, where blackland prairies turn into beautiful hills, Texas State University-San Marcos (Texas State) enjoys a setting that is unique among Texas universities. The beauty of the crystal clear San Marcos River and many sprawling cypress and pecan trees on the campus add to the charm of this picturesque locale. Although major metropolitan centers are not far away, San Marcos has managed to retain the charm of a smaller community, and Texas State still has a real university atmosphere - a place where faculty and students take the processes of teaching and learning seriously.

History

Texas State University-San Marcos was established in 1899 by the Twenty-Sixth Legislature as “Southwest Texas State Normal School.” Opening its doors in 1903 with only 303 students, Texas State has expanded from a two-year normal school to a multipurpose university with an enrollment of over 26,000.

Since its founding, the University has grown and developed in terms of enrollment, curriculum, and stature. Its widened scope has matched legislative action that has changed its name through four distinct phases of development.

In 1918, the school became “Southwest Texas State Normal College” and in 1923, the school became “Southwest Texas State Teachers College.” In 1959, the word “Teachers” was dropped from its title. In 1969, the Sixty-First Legislature changed the name to “Southwest Texas State University.” On June 18, 2003, the governor signed a bill changing the school’s name to Texas State University-San Marcos effective on September 1, 2003, recognizing that Texas State has become a first-class regional, state, and national institution of higher learning.

Texas State is a member of the Texas State University System and is governed by a nine-member Board of Regents. Other universities in the system include Angelo State University, Lamar University, Sam Houston State University, and Sul Ross State University. The first president was Mr. T. G. Harris, who served from 1903 to 1911. He was followed by Dr. C. E. Evans, 1911-1942; Dr. J. G. Flowers, 1942-1964; Dr. James H. McCrooklin, 1964-1969; Dr. Leland E. Derrick (acting), 1969; Dr. Billy Mac Jones, 1969-1973; Mr. Jerome C. Cates (interim), 1973-1974; Dr. Lee H. Smith, 1974-1981; Mr. Robert L. Hardesty, 1981-1988; Dr. Michael L. Abbott (interim), 1988-1989; Dr. Jerome H. Supple, 1989-2002; and Dr. Denise M. Trauth, 2002-present.

Authorization

The establishment of a Graduate College at Texas State University-San Marcos was authorized by the Board of Regents at its meeting on June 15, 1935. Graduate courses were first offered during the summer of 1936, and the first Master of Arts degree was conferred at the 1937 spring commencement.
Mission Statement

“The noblest search is the search for excellence.”

-Lyndon B. Johnson
Thirty-Sixth President of the United States, 1963-1969
Texas State University-San Marcos Class of 1930

Texas State University-San Marcos is a public, student-centered, doctoral-granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

Shared Values Statement

In pursuing our mission as a premier institution, we, the faculty, staff, and students of Texas State University-San Marcos, are guided by a shared collection of values. Specifically, we value:

- An exceptional undergraduate experience as the heart of what we do;
- Graduate education as a means of intellectual growth and professional development;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- The cultivation of character and the modeling of honesty, integrity, compassion, fairness, respect, and ethical behavior, both in the classroom and beyond;
- Engaged teaching and learning based in dialogue, student involvement, and the free exchange of ideas;
- Research, scholarship, and creative activity as fundamental sources of new knowledge and as expressions of the human spirit;
- A commitment to public service as a resource for personal, educational, cultural and economic development;
- Thoughtful reflection, collaboration, planning, and evaluation as essential for meeting the changing needs of those we serve.

Organization

The University is organized into the College of Applied Arts, the Emmett & Miriam McCoy College of Business Administration, the College of Education, the College of Fine Arts and Communication, the College of Health Professions, the College of Liberal Arts, the College of Science, the Honors College, the University College, and the Graduate College.
Objectives of the Graduate College

The purpose of the Graduate College is to provide the means for continued intellectual growth through advanced and specialized education. The ultimate aim is to develop leaders that will make significant professional contributions to their fields of specialization. More explicitly, the Graduate College has adopted the following objectives that will add both breadth and depth to the academic and professional preparation received at the undergraduate and master’s degree levels:

- To reinforce and extend students’ academic and professional experience as a means of improving professional competence;
- To afford students with the opportunity to undertake original research in their areas of specializations, both independently and in collaboration with the faculty;
- To provide students with the ability and resources to integrate their research into the community of scholars and professionals in a particular academic discipline;
- To challenge students intellectually, to develop their powers of independent thought, and to direct them toward positions of intellectual leadership in their personal and professional lives.

Characteristics of Graduate Study

Graduate study affords students of exceptional academic ability many opportunities to continue their intellectual growth and development. Doctoral study in particular seeks to integrate students into the professional community of scholars in a manner that emphasizes the completion, presentation, and publication of original creative research.

Graduate education differs from study at the undergraduate level in at least the following respects:

- Graduate students are expected to assume greater responsibility and demonstrate more self-initiative in meeting their academic goals;
- More extensive reading, emphasizing primary source material in a specialized field, is expected;
- Students are expected to become familiar with the current literature in their fields, with emphasis on recently published developments in research methods and results;
- Doctoral students are expected to assume responsibility for the planning, completion, and presentation of original scholarly research;
- Doctoral programs utilize seminar courses that stress active participation by students in intellectual exchange with both faculty and peers and in the critique of published research;
- Doctoral course work underscores integrating student research into the norms of an academic discipline.

Albert B. Alkek Library

The Alkek Library collection is composed of some 1.5 million volumes of books, documents, and periodicals. The library receives over 56,000 unique electronic journals and provides access to 900,000 E-books, and 379 databases covering all subjects. In addition, the collection includes nearly 42,000 non-print (AV) titles and 247,000 volume equivalents in microform.

The library hosts eCommons (http://ecommons.txstate.edu/), a digital archive of scholarship produced by the faculty, students, and staff of the university. The library is home to the University Archives and The Wittliff Collections, including the Southwestern Writers Collection, a literary archive.
reflecting the culture of the Southwestern United States, and the Southwestern & Mexican Photography Collection: http://www.thewittliffcollections.txstate.edu/.

The library is open 104.5 hours per week during the fall and spring semesters with extended hours during exam periods and an abbreviated summer schedule. An online catalog accessible via the Internet provides information on the library’s holdings.

Interlibrary loan and document delivery services are provided. Cooperative borrowing agreements with other libraries are maintained. Through TexShare, a statewide library resources sharing program, Texas State faculty, students, and staff can obtain a TexShare library card which grants library privileges at most of the public university and community college libraries in Texas.

Library support facilities include laptop computers connecting to a wireless network that may be checked out for building use, and a computer lab with IBM compatible and Macintosh workstations, along with laser printers, adaptive equipment for individuals with disabilities, and scanners. Coin-operated photocopiers, public telephones, vending machines, and a lounge are also available.

An extension of the library is located at the Round Rock Campus (RRC). The full range of library services is provided at this location.

More information about the library is available through the Alkek Library’s website found at http://www.library.txstate.edu/

Round Rock Campus (RRC)

Texas State University-San Marcos opened a location in Round Rock, fall 2005, to serve the higher educational needs of North Austin and Williamson County residents. Students can earn bachelor’s or master’s degrees, take coursework to earn a professional teaching certificate, or prepare for certification exams without traveling to San Marcos. Quality instruction enhanced with technology are the same level of rigor and quality of classes as those offered in San Marcos, walk-in computer labs, and convenient parking are just some of the features that make this site so attractive.

The RRC offers 11 master’s degree programs, upper-division (junior and senior level) courses for 9 bachelor’s degree programs, and 7 post baccalaureate certificate programs through Texas State University-San Marcos. Students can complete their lower level classes towards their bachelor’s degree at Texas State in San Marcos or at another school such as a community college. For the convenience of working professionals most classes are scheduled during the late afternoon or evening, and some classes are available on Saturdays or online and for additional flexibility, students can enroll in hybrid courses that combine online instruction with up to three on-site meetings per semester. RRC students must meet the same admission requirements as those attending in San Marcos. Students pay the same tuition for RRC classes, but fees may be slightly less.

For a full description of degree programs, detailed course requirements, the Getting Started process, schedule of classes, available services, calendar of events and much more, visit http://www.rrc.txstate.edu/ . Contact the RRC at 512-716-4001, rrcstudentservices@txstate.edu, or visit in person at 1555 University Boulevard, Round Rock, Texas 78665.

Scholarships

The scholarships listed below are competitively-based and are available to qualified students, who are regularly admitted, through the Graduate College. Students who are not Texas residents and receive a Texas State competitive scholarship of at least $1,000 may be eligible to pay resident tuition.

Texas State Celebrity Classic Scholarships. Scholarships are awarded competitively each year through the Texas State Celebrity Classic Scholarship. A minimum enrollment of six graduate hours of course work (5000 level or above) per semester is required. Eligibility requirements are posted on the Graduate College website and the application deadline is March 1.
Graduate College Scholarships. The seven academic colleges have scholarships available to qualified graduate students as selected by a committee from each college. A minimum enrollment of six graduate hours of course work (5000 level or above) per semester is required. Eligibility requirements and application deadlines vary by college.

For additional information regarding scholarship eligibility, criteria, application deadlines, and the application process, visit our website at http://www.gradcollege.txstate.edu/Prospect_Students/Fin_Grad_Ed/Scholarships.html. Information about additional scholarships, as well as teaching and research assistantships, may be available through the academic departments.

Financial Aid

Access to a post-secondary education should not be limited by the ability of a student and/or parent to provide for necessary educational expenses. Texas State participates in a variety of federal, state, and institutional financial aid programs that may provide assistance if students do not otherwise have sufficient funds available to defray educational costs.

Scholarships and graduate assistantships for graduate students are handled primarily through the Office of the Graduate College or through the academic departments. Students who are not Texas residents and receive a Texas State competitive scholarship of at least $1,000 may be eligible to pay resident tuition.

Financial Aid and Scholarships process student loans and a limited number of need-based grants and scholarships for graduate students. Awards are based on financial need. Early completion of the Free Application for Federal Student Aid will enhance your ability to receive assistance.

Application for Financial Aid. A student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for aid during the academic year (fall and spring). The FAFSA is available on-line at http://www.fafsa.ed.gov/. Please remember to include Texas State by adding our school code 003615.

To be considered for aid in the summer, the student must complete the FAFSA and an institutional Summer Financial Aid Application. Summer Financial Aid Applications are available (typically December through February) via Financial Aid and Scholarships at www.finaid.txstate.edu. Note: Students may access their financial aid information on-line via Texas State Self Service at https://ssb.txstate.edu.

International Students are not eligible to participate in federal financial aid programs.

Meeting the application priority dates is important. There is a limited amount of aid to be awarded. Applications completed by the priority dates will be considered first. To ensure priority consideration, applications and all required documentation must be on file with Financial Aid and Scholarships by the following dates:

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<th>Fall and Spring</th>
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Veteran’s Benefits. Eligible students may qualify for Veterans Education benefits as well as federal financial aid. Veteran’s benefits can affect the amount of federal financial aid a student may receive. Students who are veterans should contact the Texas State University-San Marcos Veterans Affairs Office in the J.C. Kellam Administration Building, room 111, phone 512-245-2641 or by e-mail at veteransaffairs@txstate.edu.
Requirements for Maintaining Financial Aid

_Enrollment Status._ Students receiving assistance from any of the above financial aid programs must be enrolled at least half-time. Half-time enrollment is 5 semester hours during a semester (fall, spring or summer) for a graduate student. Financial aid recipients who withdraw from Texas State will be required to repay a portion of the financial aid received based upon U.S. Department of Education guidelines.

_Academic Progress Requirements._ Federal regulations require financial aid recipients to be making Satisfactory Academic Progress (SAP) toward a degree or eligible certification program. Satisfactory Academic Progress is evaluated at the end of each academic year (i.e., end of spring semester). There are three standards a student must meet to maintain satisfactory academic progress: GPA, maximum hours allowed, and completion rate (pace of completion). Please refer to http://www.finaid.txstate.edu under _Graduate Aid, Maintain My Eligibility_ for specifics.

_Texas State E-Mail Account._ Every new student enrolling at Texas State is provided with an e-mail account. The student Texas State e-mail account is our primary method of communicating with the student regarding financial aid. Therefore, it is important to check the student Texas State e-mail account daily for important financial aid information.

Other Financial Assistance

_Short-Term Loan Assistance._ Students who need short-term/emergency assistance may borrow from $50 to $400 to be repaid within the semester. Students must be enrolled at least half-time, have a Texas State GPA of at least 2.0, and have no holds on their records and no defaults on previous short-term loans. Students who need assistance in paying tuition at registration may apply for the Emergency Tuition and Fees Loan Program (ETLP) through Student Business Services.

Important Information Regarding Application of Financial Aid Funds toward Registration Fees by Student Business Services:

- Students who have sufficient aid to cover 100% tuition, fees, room and board are not required to take action.
- Students who DO NOT have sufficient financial aid to cover 100% of tuition, fees, room and board must either pay the difference in full or enroll in an installment plan by the due date.
- Tuition payment can be made in person at the Student Business Services window 188 J.C. Kellam Building or on the web at http://www.sbs.txstate.edu/.

Financial Aid Disbursement

To receive financial aid, a student must meet all eligibility requirements. Once aid is ready for disbursement, it will be applied to a student’s account with Student Business Services no earlier than ten calendar days prior to the start of classes. After that point, aid will be applied to a student’s account within 24 hours of it being ready for disbursement.

Completing Registration Payment

For questions about completing the registration payment, please contact Student Business Services at 512-245-2544.
Refunds

For questions about any refunds once the aid has been applied to a student’s account, please contact Student Business Services at 512-245-2544.

Return of Title IV Funds Policy

If a student totally withdraws from Texas State, he or she may be required to return all or a portion of the federal funds awarded to the student. The student may also be eligible for a refund for part of tuition and fees and/or room and board paid to Texas State for the semester. Any refund amount will first be applied toward the repayment due to the federal government.

To Withdraw. The student must complete the form entitled Texas State Official Withdrawal Request from the Registrar’s Office. The withdrawal date is the date the student begins the withdrawal process or indicates their intent to withdraw by notifying the Registrar’s Office.

Two different refund calculations are applicable for a federal financial aid recipient who withdraws. These two refund calculations are the school refund calculation and the Department of Education refund calculation.

Institutional Refund. Texas State’s refund policy exists for calculating the refund of institutional charges. Texas State’s Tuition and Fee Refund Policy can be found in the Refunds and Withdrawal section of the current semester’s Schedule of Classes. If the amount of charges actually paid, either at registration or installment, is greater than the amount owed to Texas State at the time of withdrawal, students who withdraw from Texas State may receive a refund of tuition and refundable fees. Contact Residence Life for information on the room and board refund schedule.

Federal Financial Aid Refund. The federal Return of Title IV Funds formula exists for calculating the amount of Federal Title IV aid that must be returned to the federal government. This is financial aid which the student is not entitled to retain per federal regulations. The federal formula is applicable to students who receive federal financial aid and totally withdraw on or before the 60% point of the semester. The federal formula requires that the unearned portion of Title IV funds be returned to the government if the student receives federal financial assistance including a Federal Direct or Stafford loan. Students that withdraw unofficially will be withdrawn as of the 50% point of the semester. Worksheets used to determine the amount of refund or Return of Title IV aid are available upon request.

Contact Information. Financial Aid and Scholarships is located in room 240, J.C. Kellam Administration Building. Information about office hours and deadlines can be obtained at our website: http://www.finaid.txstate.edu/, or by calling 512-245-2315

Unofficial Withdrawals for all F’s. If the student fails to earn a passing grade in at least one of his/her courses (i.e., all F’s, all I’s or a combination of all F’s, W’s or I’s) during a semester, he/she is considered to have, for purposes of federal Title IV funds, unofficially withdrawn from the university. As a result, a withdrawal calculation must be performed to determine the amount of Title IV funds that the student must repay. The only exception is when an institution can document that the student was enrolled after the 60-percent point of the semester (e.g., professor’s verification of class attendance, taking an exam, etc.)

Once semester grades post, and if the student fails to earn a passing grade in at least one of his/her courses, Financial Aid and Scholarships will contact his/her professors. If no professor confirms the student was engaged:

• In an academically-related activity after the 60-percent point of the semester, but were engaged at some point during the semester, the student (as an unofficial withdrawal) is eligible to have earned federal Title IV aid only up to the 50-percent point of the semester. As a result, the student must repay any aid received beyond that amount.
At any point during the semester, the student is considered by the federal government to have not attended. As a result, the student must repay all of the federal aid received. Once the amount the student must repay is determined, Financial Aid and Scholarships will mail a letter with the repayment details. However, if at least one of the student’s professors can confirm that he/she was engaged in an academically-related activity after the 60-percent point of the semester, the student is considered to have earned financial aid (and no repayment of funds will be required).

Veterans Benefits

Students attending Texas State while receiving educational assistance under one of the public laws for veterans and/or their dependents must contact the Texas State Office of Veterans Affairs, J.C. Kellam Administration Building, in room 111, or at 512-245-2641 to complete the required forms. Information and forms are also available on our website at http://www.va.txstate.edu/.

Students applying for educational benefits under the U.S. Department of Veteran’s Affairs for the first time must provide the Office of Veterans Affairs with a photocopy of member four (4) of DD Form 214, “Certificate of Release or Discharge from Active Duty” and Certificate of Eligibility from the VA. Reserve and National Guard members applying for Chapter 1606 benefits must provide DD 2384 form: “Notice of Basic Eligibility.” Chapter 1607 applicants must provide a copy of their orders to active duty and a copy of their DD-214. Active duty military and dependents are exempt from submission of the DD Form 214 and military transcript requirements. All veterans must submit their DD Form 214 to Undergraduate Admissions as well for evaluation of military academic credit.

Benefit payments are made at the end of each month. Any student enrolling under any of the provisions for VA educational benefits should bring sufficient funds to defray the initial cost of tuition, fees, and living expenses for approximately three (3) months. Chapter 33, Post 9/11, applicants registering during late registration should be prepared to cover initial tuition payments to avoid cancellation of courses pending tuition payment from the VA.

A graduate student receiving veteran benefits must file with the Office of Veterans Affairs an official master’s Degree Audit, a certification deficiency plan, or other similar documentation showing the requirements needed to accomplish your objective. It is the student’s responsibility to notify the Office of Veterans Affairs of any adds, drops, course, or program changes.

Dependents of Texas veterans and veterans who have exhausted VA educational benefits, should check with the Office of Veterans Affairs for information about the Hazlewood Exemption. Applications and information sheets for the Hazlewood Exemption may be obtained at the J.C. Kellam Administration Building, in room 111, or on our website at http://www.va.txstate.edu/.

Multicultural Policy Statement

Texas State believes that freedom of thought, innovation, and creativity are fundamental characteristics of a community of scholars. To promote such a learning environment, the University has a special responsibility to seek cultural diversity, to instill a global perspective in its students, and to nurture sensitivity, tolerance, and mutual respect. Discrimination against or harassment of individuals on the basis of race, color, national origin, religion, sex, sexual orientation, age, or disability are inconsistent with the purposes of the University.
Disability Services

Texas State does not discriminate on the basis of disability in the recruitment and admission of students to the University. Students with disabilities must meet the same admission requirements as other students.

The Office of Disability Services (ODS) at Texas State assists students with disabilities to independently achieve their educational goals and enhance their leadership development by providing reasonable and appropriate accommodations. ODS facilitates access to university programs, services, and activities in the most integrated setting appropriate. In order to qualify for services, a student must provide ODS with verification of disability. Students with learning disabilities must provide an evaluation that has been completed within the last five years. To ensure a timely review of documentation and provision of support services, students are requested to provide verification of disability at least thirty days prior to attendance at Texas State. Students needing sign language or oral interpreting services for admissions counseling or academic advising should contact ODS one week prior to the event to ensure interpreter availability. Students who have concerns or complaints should contact the Director of Disability Services at 512-245-3451 or the Texas State ADA Coordinator at 512-245-2278.

Texas State has established a grievance procedure for the prompt and equitable resolution of complaints related to illegal discrimination on the basis of disability. This grievance procedure is described in UPPS No. 04.04.46, Prohibition of Illegal Discrimination or Harassment Based on Race, Color, National Origin, Age, Sex, Religion, Disability, or Sexual Orientation. A copy is available in the University library, Office of Disability Services, and most other University offices.

For more information on services for students with disabilities at Texas State visit the ODS website at http://www.ods.txstate.edu/, call 512-245-3451, or write 601 University Drive, Suite 5-5.1 LBJ Student Center, San Marcos, TX  78666.

International Office

The International Office supports international students, J-1 exchange visitors, and international faculty by providing advising, assistance, and referrals related to immigration regulations and cultural issues. It serves as an advocate for international students and scholars and as liaison with the Department of Homeland Security and the Department of State in various immigration matters. It assists the University in maintaining compliance with federal regulations as they relate to non-immigrant students in the F-1 category. The Office assists Human Resources and academic departments when hiring international faculty, students, and scholars. It also promotes internationalization at Texas State by facilitating international agreements and by sponsoring International Education Week each November. For information, call 512-245-7966, fax 512-245-8264, or send an e-mail to: International@txstate.edu.

Correct Data and Name Change

All students are responsible for making certain Texas State has correct demographic data. Changes in name, local and/or permanent address, telephone number, marital status, etc. should be updated immediately. Texas State is not responsible for loss of correspondence due to unreported name changes or outdated addresses.

A student’s name will appear on official records as it is stated on the application for admission. If a student has previously attended Texas State University-San Marcos under a different name, the student may be asked to provide proof of name change. Students should contact the Registrar’s Office for a Personal Information Update Form.
**Family Educational Rights and Privacy Act of 1974 (FERPA)**

FERPA protects the privacy of educational records, establishes the right of students to inspect and review their educational records, and provides guidelines for the correction of inaccurate or misleading data. Students also have the right to file complaints with the FERPA Office concerning alleged failures by Texas State to comply with the Act. University policy explains in detail the procedures to be used in complying with the act. The policy is available at http://www.registrar.txstate.edu/persistent-links/ferpa.html.

**Students’ Rights, Privileges, and Expectations**

Texas State believes that the primary purpose of higher education is to promote learning and stimulate inquiry for truth in an atmosphere of freedom. The University is committed to the value of racial and ethnic diversity. Accordingly, the University encourages students to exercise the rights of citizenship. However, these rights are subject to reasonable limitations necessary for the orderly operation of the University. The University expects students to accept their responsibilities as citizens and members of a scholarly community. Paramount among these responsibilities are respect for the rights of others, academic and personal integrity, and adherence to federal, state, and local laws, as well as University regulations.

The faculty and administration are genuinely concerned with the physical and ethical welfare of students. To that end, the University has established rules of conduct and has published these in a Code of Student Conduct. These regulations guide students in achieving personal and academic goals and help the University function in an orderly way. Since students voluntarily associate themselves with the University, they should know that these rules are honestly and faithfully enforced. The rules include clear prohibitions against sexual or racial harassment.

The administration and faculty encourage students to participate in managing the University through its system of advisory councils and committees. Students are invited to serve as voting members of many these groups, and are expected to contribute actively to their success. Students may submit recommendations for changes in policy, not only through the committee structure, but also through their student government.

**Student Right-to-Know and Campus Security Act**

Texas State’s annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings, owned or controlled by Texas State, and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. The Texas State campus security report is available through the University Police Department (UPD) website at http://www.police.txstate.edu/, in the Undergraduate Admissions Office, the Office of the Graduate College, the Human Resources Department, or the University Police Department. Call 512-245-2890 to have a copy mailed free of charge.
Abandoned and Unclaimed Personal Property

Abandoned and unclaimed personal property discovered on a system university campus shall be turned over to the University Police Department for safekeeping and standardized handling. Property shall be considered abandoned if it appears from the circumstances under which the University comes into possession of the property that the owner has thrown it away, has voluntarily left it, or has lost it without any intent or expectation to regain it.

Abandoned and unclaimed personal property acquired by the police department of a system university shall be held for a minimum of one hundred and twenty (120) days from the time the department acquires the property. If the property is reclaimed during that time, the University may charge the owner a reasonable storage fee. The University Police Department will develop appropriate procedures to facilitate the return of unclaimed personal property to the proper owners. A reasonable effort will be made to notify the owner.

After one hundred and twenty (120) days the property will be declared abandoned. After appropriate property checks that reflect the value of the property have been made, the property may be sold as part of a normal surplus property sale. For specifics on the handling and processing of abandoned and unclaimed property, please refer to UPPS 05.01.20.
Graduate Council 2012 - 2013

Dr. Michael Willoughby, Dean, The Graduate College, Chair

Dr. Audwin Anderson, Associate Professor, Sociology (2000-2015)
Dr. Andy Batey, Chair and Associate Professor, Engineering Technology (1988-2014)
Dr. Mary Jo Biggs, Associate Professor, Social Work (2012-2015)
Dr. Chad Booth, Associate Professor, Chemistry and Biochemistry (2009-2015)
Dr. David Butler, Professor, Geography (2004-2013)
Dr. Mary Ellen Cavitt, Professor, Music (2011-2014)
Dr. Debra Charlton, Assistant Professor, Theatre and Dance (2005-2014)
Dr. Paul Cohen, Professor, English (2000-2013)
Dr. Christina Conlee, Associate Professor, Anthropology (2010-2013)
Dr. Robert A. Davis, Professor, Computer Information Systems and Quantitative Methods (2005-2014)
Dr. David Donnelly, Chair and Professor, Physics (2006-2013)
Dr. Kevin Fall, Professor, Counseling, Leadership, Adult Education and School Psychology (2011-2014)
Dr. Valarie Fleming, Assistant Professor, Communication Disorders (2012-2015)
Dr. Karen Gibbs, Associate Professor, Physical Therapy (2011-2014)
Dr. Paul Hart, Associate Professor, History (2012-2014)
Dr. Catherine Jaffe, Professor, Modern Languages (1995-2013)
Dr. Michelle Lane, Associate Professor, Family and Consumer Sciences (2009-2014)
Dr. David Lemke, Professor, Biology (2006-2015)
Dr. Vincent Luizzi, Chair and Professor, Philosophy (2001-2013)
Dr. Roque Mendez, Professor, Psychology (2007-2013)
Dr. Roselyn Morris, Chair and Professor, Accounting (2012-2015)
Dr. Doug Morris, Associate Professor, Agriculture (2006-2015)
Dr. Hee Hiong (Anne) Ngu, Professor, Computer Science (2010-2013)
Dr. Michael Nowicki, Director and Professor, Health Administration (2007-2013)
Mr. Matthew Painter, Senior Lecturer, Management (2011-2014)
Dr. Greg Passty, Professor, Mathematics (2007-2013)
Dr. Richard Radcliffe, Associate Professor, Curriculum and Instruction (2006-2015)
Dr. Dianne Rahm, Professor, Political Science (2012-2015)
Dr. Sandhya Rao, Professor, Journalism and Mass Communication (2000-2015)
Ms. Claudia Roeschmann, Assistant Professor, Art and Design (2010-2013)
Dr. Philip Salem, Professor, Communication Studies (2009-2014)
Dr. Stephen Springer, Program Chair and Associate Professor, Occupational Education (1980-2014)
Dr. Mark Stafford, Professor, Criminal Justice (2010-2013)
Dr. David Wiley, Professor, Health and Human Performance (2003-2015)
Dr. Ha Chin Yi, Associate Professor, Finance and Economics (2011-2014)
Dr. Gail Zank, Associate Professor, Marketing (2002-2014)

Ex Officio:

Ms. Lloydian Eckley, University Registrar, Registrar's Office
Dr. Eugene J. Bourgeois, Provost and Vice President for Academic Affairs
Dr. Denise M. Trauth, President
Function:
Recommend The Graduate College policies to the Dean of The Graduate College, who in turn administers the policies or submits recommendations to the Provost and Vice President for Academic Affairs and the President’s Cabinet. The Graduate Council also reviews standards for Admissions, retention and enrollment patterns, in concurrence with the Dean. The Graduate Council also approves membership standards for graduate faculty.
Admission Information

General Admission Policies

The requirements set forth on the following pages are the minimum for admission to the Graduate College. Meeting these requirements does not necessarily ensure acceptance into a graduate program. Many programs have established admission standards more stringent than the minimum requirements. Some programs recommend that applicants arrange a personal interview with the appropriate graduate advisor. Since admission policies vary from program to program, prospective students should check the admission requirements per program on the Graduate College website at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps.html.

After all required admission application documents have been received by the Office of the Graduate College, the grade point average will be calculated and an admission recommendation will be made by the graduate advisor. Final admission decisions are made by the Dean of the Graduate College and the Office of the Graduate College will notify the applicant of the admission decision. A student is considered accepted to the Graduate College only after the Office of the Graduate College has issued an official letter of acceptance to the student under one of the admission categories outlined in this section. For most programs, an admission decision will follow within three to four weeks from the time all application materials have been received by the Graduate College. The number of applicants for a particular program influences the response time. Applicants are encouraged to check the status of their application online. Applicants will receive an email notification when admitted to a program. Degree seeking applicants will also receive a letter via U.S. mail. Applicants are encouraged to check their email settings to ensure that communications are received from the Office of the Graduate College.

Applications are for specific semesters. Applicants wishing to change their application to a future semester will be required to submit a new application and pay the application fee. Students who have been admitted into a degree program and do not enroll for the semester of acceptance are not guaranteed acceptance for future semesters.

Students who are currently on probation or suspension at other colleges or universities are not eligible for admission consideration by the Texas State Graduate College. The Dean of the Graduate College may refuse admission to any applicant, regardless of whether or not the applicant meets the admission requirements, if the Dean of the Graduate College judges that such action is in the individual’s or the University’s best interest. The University reserves the right to deny admission to any prospective or former students who have criminal records including any conviction of a felony, offenses involving moral turpitude, or other offenses of a serious nature.

Application Deadlines

All required application materials should be submitted to the Office of the Graduate College no later than the following deadline dates to ensure processing for the desired semester:

<table>
<thead>
<tr>
<th>U.S. Citizen Deadlines</th>
<th>Application material must be received by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For enrollment in:</td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>June 15</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>October 15</td>
</tr>
<tr>
<td>Summer</td>
<td>April 15</td>
</tr>
<tr>
<td>Summer Midterm</td>
<td>June 1</td>
</tr>
</tbody>
</table>
International Student Deadlines - No international student applications will be processed after the published deadlines.

For enrollment in: Application material must be received by:
Fall Semester June 1
Spring Semester October 1
Summer March 15
Summer Midterm May 1

Deadline dates are subject to change and some programs have earlier deadlines than the ones indicated above. Prospective students are encouraged to contact their proposed major department or check our website at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps.html for specific deadlines. Many programs strictly enforce the published deadlines and applications received after the deadline will not be considered for admission. For other programs, applications for domestic applicants received after the published deadline dates will be processed on a time-available basis only. The Office of the Graduate College will make every effort to process late applications for programs not enforcing the published deadline, but there are no guarantees that an applicant’s file will be processed if the applicant has missed the deadline.

Master’s & Doctoral Degree-Seeking Applicants

Applicants applying for a master’s or doctoral degree must at least hold a four-year baccalaureate degree from an acceptable regionally accredited institution. All applicants must have fulfilled the residency requirement of their degree-granting institution.

Application Requirements for U.S. Citizens. Students who want to apply for admission for a graduate level program must submit the following to the Office of the Graduate College:

1. An official application for admission available on ApplyTexas.
2. A non-refundable application fee of $40.00, which is required of all degree-seeking students.
3. Non-Texas State graduates must submit one official transcript from each senior level post-secondary institution attended. Some programs also require transcripts to be submitted from community colleges. Check for specific program requirements at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps.html.

Although the Graduate Record Examination (GRE) is not a Graduate College requirement, some programs will continue to require the GRE or the Graduate Management Admission Test (GMAT).

See the “Admission Documents” section for more information on preferred scores and additional admission details as well as the departmental sections for additional application requirements.

Regular Admission Requirements. Regular degree-seeking admission, for most programs, may be granted if an applicant:

1. Has a minimum grade-point average (GPA) of 2.75* or higher on a 4.0 scale calculated on:
   a. The last 60 semester hours of undergraduate work at a four-year college or university before the bachelor’s degree, or,
b. The last 60 semester hours of undergraduate work at a four-year college or university before the bachelor’s degree plus any graduate course work taken at an accredited college or university,

2. AND, meets any special requirements imposed by the graduate program for which an application is made.

*Some graduate programs have higher GPA/GRE requirements and/or specific subject GPA requirements and international students (non-U.S. citizens) have additional requirements. Applicants should refer to the individual departmental sections of the catalog or consult with the prospective department directly for additional information.

Only courses with letter grades or numerical equivalents will be used in calculating the grade-point average. Only work earned in resident credit is evaluated, and the resident credit must be earned at the school granting the degree(s). Regents’ external degrees will be reviewed on an individual basis by departments for admission consideration.

Conditional Admission. The graduate advisor in the degree program that an applicant seeks to enter may recommend to the Dean of the Graduate College that the individual be “conditionally” admitted even though he or she may or may not meet the minimum requirements for admission. This recommendation is based on evidence that an applicant can successfully pursue graduate study and is governed by the stated admission policies in the prospective program. (Conditional admission is not available for all programs.)

If a student is conditionally admitted to a graduate degree program, the graduate advisor, with the approval of the Dean of the Graduate College, will impose certain requirements. Each semester the graduate advisor or department chair will review the student’s conditional status. When the student has met the conditions of his or her admission, he or she will be eligible for regular admission consideration to the program. If a student has not satisfied the conditions of admission, the graduate advisor and Dean of the Graduate College will discontinue his or her enrollment.

Graduating Seniors. If a student is a senior at Texas State, has a superior academic record and lacks 12 or fewer semester hours toward graduation, the student may apply for graduate admissions to a degree seeking program during the final semester of undergraduate study for courses. Graduate course(s) taken under this status will be applied to the student’s prospective master’s degree. The following requirements must be met:

1. The student must fulfill all graduate program admission requirements as stated for regular admission.

2. The graduate advisor in the student’s proposed major program must submit a recommendation to the Dean of the Graduate College requesting that the student be admitted into the proposed major program of study as a Graduating Senior.

Since concurrent registration in an undergraduate and graduate program may affect financial aid awards, students should contact a financial aid officer prior to seeking Graduate Senior status.

Application Requirements for International Applicants. An international applicant is defined as an applicant who is not a citizen or permanent resident of the United States. All international applicants fall under regulations of the Bureau of Citizenship and Immigration Services of the United States Department of Homeland Security. Federal law governs University rules regarding non-U.S. citizens; hence, admission requirements for international students, including permanent residents, differ from those for United States citizens.

In addition to meeting the Application Requirements for U.S. citizens listed above, international applicants must submit:

1. A non-refundable international/evaluation fee of $50.00. International students who have completed all post-secondary coursework exclusively in the US and earned a bachelor’s degree from a U.S. institution do not have to pay the $50.00 international/evaluation fee.
2. An official diploma or degree certificate, along with an English translation, showing the type of degree earned and the date the degree was conferred, verified by the Registrar of the university with their official signature and seal affixed to the copies. The copies need to be placed in a university-sealed envelope, with the university stamp affixed to the envelope and mailed directly to the Office of the Graduate College.

3. **Two (2)** official transcripts: one translated in English and one in the student’s native language in sealed envelopes from each college or university attended, mailed directly from the schools to the Office of the Graduate College. Texas State graduates are not required to request Texas State transcripts. The Office of the Graduate College will provide them for the student. However, students must order transcripts for any college or university not listed on the Texas State transcript.

4. The Test of English as a Foreign Language (TOEFL) if English is not the student’s native language. The following are the minimum acceptable scores: 78 overall total score and section scores of: 19/reading, 19/listening, 19/speaking and 18/writing. Please note that some programs only require the overall score of 78. For a full list, please visit our website at http://www.gradcollege.txstate.edu/Prospect_Students/Intl_Info.html and click on “TOEFL/IETLS Examination Requirements and Exemptions”. If the student takes the paper-based TOEFL (only available to current Texas State students), then a minimum score of 550 must be met. The student may submit the International English Language Testing System (IELTS) instead of the TOEFL with a (academic) score of 6.5 or higher with minimum individual module scores of 6.0. The score must be on file in the Office of the Graduate College before the student’s application can be evaluated. If the score is below the minimum required, but falls between 500-547 (paper-based) or internet-based test 59-77 total score with 4 out of 4 minimum section scores of 14 or above or the IELTS with a score between 5.5-6.0 (academic), the student is eligible to participate in Texas State Intensive English Language Bridge Program (TSIE). (See “Categories of Admission. ‘Texas State Intensive English Language Program (TSIE)’” section for more information.)

5. International students who plan to attend Texas State on an F-1 student visa must furnish proof of sufficient financial resources for their educational and personal expenses. For the 2012-2013 academic year, students must provide an affidavit of support with a bank letter from the sponsor showing financial solvency of $26,390 USD. The financial affidavit is available on our website. Financial support documents (including bank statements) must be dated no earlier than six months prior to initial attendance date. Please note the file will not be reviewed for academic consideration until the appropriate documents have been submitted. After all academic and financial requirements have been met, Texas State will issue a Form I-20 to qualified international applicants. A permanent resident alien is not required to furnish proof of financial support and is not issued a Form I-20. **Note:** If a student attended Texas State as an undergraduate (baccalaureate) student, the individual must update his or her financial support verification with the International Office located at the Thornton International House on campus. Contact the Office of the Graduate College at 512-245-2581 for more information.

6. Admission requirements are subject to change. Please visit http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps.html for more details.

See “Admission Documents,” and relevant departmental sections for more information on preferred scores and additional admission details and requirements.

**International Students Transferring from Other Institutions in the United States.**

International students transferring from other institutions in the United States must plan carefully and allow adequate time for submission of application materials and evaluation of credentials because of
new immigration regulations governing school transfers. Students must follow the procedures outlined below. Failure to plan carefully may require students to leave the United States and return before transferring to Texas State.

1. Students transferring to Texas State from another SEVIS (Student and Exchange Visitor Information System) institution in the United States should verify the procedures to transfer out with the appropriate Designated School Official (DSO) at their current school. A Texas State "Status Verification Form" must be completed by you and a DSO from the current school and forwarded to Texas State. The DSO in the international student office of the current school will assign a release date to the SEVIS record for students who have decided to attend Texas State.

2. Following the release date, the Texas State International Office will be able to issue a SEVIS Form I-20. Please contact the International Office as soon as you receive your admission letter and have submitted the "Status Verification Form" to arrange to have your I-20 created. According to immigration regulations, students must transfer to Texas State within 60 days of completing studies at the current school.

3. Students are required to start classes at Texas State during the semester indicated in the admission letter issued by the Admissions Office and within five months from the release date. Students unable to begin classes at Texas State within the five-month limit are required to leave the United States and may reenter within 30 days before the program start date indicated on the Texas State I-20.

4. New Texas State transfer students are required to report to the Texas State International Office no later than 15 days after the program start date listed on the I-20 and in the admission letter issued by the Admissions Office.

5. After new transfer students have enrolled in classes at Texas State, the DSO at Texas State will update the student’s SEVIS record to reflect their enrollment and current address.

6. Finally, immigration regulations and procedures change frequently. Therefore, students should contact the DSO at the current school and at Texas State for any updates in transfer procedures.

If you have any questions regarding transfer procedures, please contact the Texas State International Office at International@txstate.edu or call 512-245-7966.

**Non-Degree Seeking Applicants**

Applicants must hold a four-year baccalaureate degree from an acceptable accredited institution and must have fulfilled the residency requirement of their degree-granting institution. If an applicant wishes to take courses but does not want graduate degree credit, he or she may enroll as a non-degree seeking student. For example, an applicant may wish to take courses solely for personal enrichment or to fulfill background requirements. To enroll as a non-degree seeking student, an applicant must:

1. Submit an application for admission to the Graduate College at: https://www.applytexas.org.
2. Pay a $10.00 non-refundable application fee.
3. Submit an official transcript that shows the highest degree earned.
4. Complete and sign the Non-degree Seeking Student Form that is available in the Office of the Graduate College or the Graduate College website: http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps.html. The applicant will also need to obtain departmental concurrence when applicable. This form must be completed prior to enrollment each semester.

International Non-degree Seeking Applicants. An international applicant is defined as an applicant who is not a citizen or permanent resident of the United States. In addition to meeting the above requirements, international students seeking entry under the non-degree seeking student admission category must:

1. Pay a $50.00 non-refundable international/evaluation. International students who have earned a bachelor’s degree from Texas State do not have to pay the $50.00 international evaluation fee.
2. Submit two copies of official transcripts indicating that a baccalaureate degree was awarded: one copy translated in English and one copy in the student’s native language from every college or university attended. If the applicant’s transcript does not indicate the degree earned, he or she will need to submit a copy of the diploma or degree certificate, along with an English translation, showing the type of degree earned and the date the degree was earned.
3. Provide financial support verification if student needs an F-1 visa. For the 2012-2013 academic year, students must provide an affidavit of support with a bank letter from the sponsor showing financial solvency of $26,390 USD. The financial affidavit is available on our website. Financial support documents (including bank statements) must be dated no earlier than six months prior to initial attendance date. Please note the file will not be reviewed for academic consideration until the appropriate documents have been submitted. After all academic and financial requirements have been met, Texas State will issue a Form I-20 to qualified international applicants. A permanent resident alien is not required to furnish proof of financial support and is not issued a Form I-20. Note: If a student attended Texas State as an undergraduate (baccalaureate) student, the individual must update his or her financial support verification with the International Office located at the Thornton International House on campus. Contact the Office of the Graduate College at 512-245-2581 for more information.
4. Submit an official TOEFL or IELTS score. For students with a TOEFL score between 500-547 (paper-based), 59-77 (internet-based) with 4 out of 4 minimum section scores of 14 or above, or the IELTS with scores between 5.5 and 6.0 (academic), there are options to take academic classes while enrolled in TSIE classes. Refer to the Texas State Intensive English section in this chapter for more information about those options.
5. If a student gains entrance to the U.S. under an F-1 student visa, then the student must be enrolled full-time in the fall and spring semesters. Some immigration requirements do not apply during the summer. If a student’s initial enrollment is during the summer semester and the student gained entrance under an F-1 visa, then he or she must be enrolled full-time during the summer semester.
6. In addition to the Non-degree Seeking Student Form, F-1 students must also submit the Non-degree Graduate Study Approval Form located on our web site under: http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps.html
Visiting Student Applicants

If a student is currently pursuing a graduate degree at another institution, the student may enroll in graduate courses at Texas State with the permission of the Dean of the Graduate College and the graduate advisor. **Courses taken at Texas State under the Visiting Student status may not be counted toward a graduate degree at Texas State should the student later decide to enter a degree program.**

A visiting student must:
1. Submit an application for admission to the Graduate College at https://www.applytexas.org.
2. Pay a $10.00 non-refundable application fee.
3. Complete a Visiting Student Form.
   a. Obtain approval from the institution granting the degree giving the student permission to transfer the course(s).
   b. Obtain approval from the department(s) at Texas State offering the course(s) on the Visiting Student Form.
4. Return the Visiting Student Form signed and completed with all signatures for the Texas State Graduate Dean’s approval to the Office of the Graduate College two weeks prior to registration. This form must be completed prior to enrollment each semester.

**International Visiting Student Admission.** An international applicant is defined as an applicant who is not a citizen or permanent resident of the United States. In addition to the requirements above, international students seeking entry under the visiting student admission category must:

1. Submit a letter from their primary university advisor stating that they are maintaining their immigration status. This letter is to be submitted to the International Office.
2. Submit a copy of their official TOEFL score of 550 (paper-based), 78 (internet-based) with minimum section scores of 19/reading, 19/listening, 19/speaking and 18/writing, or an IELTS (academic) score of 6.5 or higher with minimum individual module score of 6.0, to the Office of the Graduate College.

International students may be expected to meet additional admission requirements, including the English proficiency requirement.

Texas State Certificate Program Applicants

Texas State offers a number of Certificate Programs (see chart for listings on page 60 of the catalog). Applicants who hold baccalaureate degrees from acceptable accredited institutions must apply through the Graduate College. All certificate course work must be completed within four years of initial enrollment.

Applicants must adhere to the following application procedure:

1. Submit an application for admission to the Graduate College at https://www.applytexas.org.
2. Pay a $10 non-refundable application fee.
3. Submit an official transcript from each senior level post-secondary institute attended.

**International Certificate Applicants.** An international applicant is defined as an applicant who is not a citizen or permanent resident of the United States. In addition to meeting the above requirements, international students seeking entry into a Texas State certificate program must:
1. Pay a $50.00 non-refundable international/evaluation. International students who have completed all post-secondary coursework exclusively in the US and earned a bachelor’s degree from a US institution do not have to pay the $50.00 international/evaluation fee.

2. Submit two copies of official transcripts indicating that a baccalaureate degree was awarded: one copy translated in English and one copy in the student’s native language from every college or university attended. If the applicant’s transcript does not indicate the degree earned, he or she will need to submit a copy of the diploma or degree certificate, along with an English translation, showing the type of degree earned and the date the degree was earned.

3. Provide financial support verification if student needs an F-1 visa. For the 2012-2013 academic year, students must provide an affidavit of support with a bank letter from the sponsor showing financial solvency of $26,390 USD. The financial affidavit is available on our website. Financial support documents (including bank statements) must be dated no earlier than six months prior to initial attendance date. Please note the file will not be reviewed for academic consideration until the appropriate documents have been submitted. After all academic and financial requirements have been met, Texas State will issue a Form I-20 to qualified international applicants. A permanent resident alien is not required to furnish proof of financial support and is not issued a Form I-20. Note: If a student attended Texas State as an undergraduate (baccalaureate) student, the individual must update his or her financial support verification with the International Office located at the Thornton International House on campus. Contact the Office of the Graduate College at 512-245-2581 for more information.

4. Submit official TOEFL or IELTS score. For students with a TOEFL score between 500 and 547 (paper-based), 59-77 (internet-based) with 4 out of 4 minimum section scores of 14 or above (Please note that some programs only require the overall score of 78. For a full list, please visit our website at http://www.gradcollege.txstate.edu/Prospect_Students/Intl_Info.html and click on “TOEFL/IELTS Examination Requirements and Exemptions”), or the IELTS with scores between 5.5 and 6.0 (academic) there are options to take academic classes while enrolled in TSIE classes. Refer to the Texas State Intensive English section in this chapter for more information about those options.

5. If a student gains entrance to the U.S. under an F-1 student visa, then the student must be enrolled full-time in the fall and spring semesters. Some immigration requirements do not apply during the summer. If a student’s initial enrollment is during the summer semester and the student gained entrance under an F-1 visa, then he or she must be enrolled full-time during the summer semester.

Certification or Licensure Program Applicants

Licensure or Non-Teacher Certification. If an applicant is seeking certification or licensure rather than seeking a graduate degree, and holds at least an acceptable baccalaureate degree, the applicant may gain admission as a “Post-Baccalaureate” or “Post-Graduate.” Applicants must hold a four-year baccalaureate degree from an acceptable accredited institution and must have fulfilled the residency requirement of their degree-granting institution. As a post-baccalaureate or post-graduate student, the applicant must:

1. Submit an application for admission to the Graduate College at https://www.applytexas.org.
2. Pay a $10.00 non-refundable application.
3. Submit an official transcript that shows the highest college degree earned.
4. Fulfill any other departmental program admission requirements, such as GPA or entrance score requirements. Applicants should consult with the prospective program for specifics.

International Licensure or Non-Teacher Certification Program Applicants. An international applicant is defined as an applicant who is not a citizen or permanent resident of the United States. In addition to meeting the above requirements, international students seeking entry under the post-baccalaureate or post-graduate licensure or non-teacher certification program must:

1. Pay a $50.00 non-refundable international/evaluation fee. International students who have completed all post-secondary coursework exclusively in the US and earned a bachelor’s degree from a US institution do not have to pay the $50.00 international/evaluation fee.

2. Submit two copies of official transcripts indicating that a baccalaureate degree was awarded: one copy translated in English and one copy in the student’s native language from every college or university attended. If the applicant’s transcript does not indicate the degree earned, he or she will need to submit a copy of the diploma or degree certificate, along with an English translation, showing the type of degree earned and the date the degree was earned.

3. Provide financial support verification if student needs an F-1 visa. For the 2012-2013 academic year, students must provide an affidavit of support with a bank letter from the sponsor showing financial solvency of $26,390 USD. The financial affidavit is available on our website. Financial support documents (including bank statements) must be dated no earlier than six months prior to initial attendance date. Please note the file will not be reviewed for academic consideration until the appropriate documents have been submitted. After all academic and financial requirements have been met, Texas State will issue a Form I-20 to qualified international applicants. A permanent resident alien is not required to furnish proof of financial support and is not issued a Form I-20. Note: If a student attended Texas State as an undergraduate (baccalaureate) student, the individual must update his or her financial support verification with the International Office located at the Thornton International House on campus. Contact the Office of the Graduate College at 512-245-2581 for more information.

4. Submit official TOEFL or IELTS score. For students with a TOEFL score between 500 and 547 (paper-based), 59-77 (internet-based) with 4 out of 4 minimum section scores of 14 or above (Please note that some programs only require the overall score of 78. For a full list, please visit our website at http://www.gradcollege.txstate.edu/Prospect_Students/Intl_Info.html and click on “TOEFL/IELTS Examination Requirements and Exemptions”), or the IELTS with scores between 5.5 and 6.0 (academic), there are options to take academic classes while enrolled in TSIE classes. Refer to the Texas State Intensive English section in this chapter for more information about those options.

5. Be enrolled full-time in any long semester. Some immigration requirements do not apply during the summer. If a student’s initial enrollment is during the summer and the student gained entrance under an F-1 visa, then he or she must be enrolled full-time during the summer.

Teacher Certification

Applicants may apply for admission to the University to pursue certification in grades EC-6, 4-8, 8-12, EC-12, or one of several professional educator certifications.
**Teacher Certification.** If an applicant is seeking initial or additional teacher certification and holds at least a baccalaureate degree, the individual must apply for admission through the Graduate College. Applicants should adhere to the following procedure:

1. Submit an application for admission to the Graduate College at [https://www.applytexas.org](https://www.applytexas.org).
2. Pay a $10.00 non-refundable application fee. Submit an official transcript from each college or university attended.
3. Go to the following website to learn the new admission requirements in the Teacher Preparation Program:
   [http://www.education.txstate.edu/oep/students/post-baccalaureate-seeking-teaching-certification.html](http://www.education.txstate.edu/oep/students/post-baccalaureate-seeking-teaching-certification.html)
4. Apply for the appropriate Certification Plan in the Office of Educator Preparation after you have been accepted in the Teacher Preparation Program (ED 2016). The Office of Educator Preparation will determine acceptance eligibility.
5. Students who hold teacher certificates and are seeking additional teacher certification must submit a copy of their certificate directly to the Office of Educator Preparation.

**NOTE:** Applicants must have an overall GPA of at least 2.75 on all college/university work or a 2.75 GPA on the last 60 hours of transcript work or an advanced degree from a regionally accredited institution. If one of these conditions for admission is met, the Office of Educator Preparation upon receipt of the required fee will prepare a Certification Plan.

**International Teacher Certification Applicants.** An international applicant is defined as an applicant who is not a citizen or permanent resident of the United States. In addition to meeting the above requirements, international students seeking entry under the post-baccalaureate or post-graduate teacher certification admission category must:

1. Pay a $50.00 non-refundable international/evaluation fee. International students who have completed all post-secondary coursework exclusively in the US and earned a bachelor’s degree from a US institution do not have to pay the $50.00 international/evaluation fee.
2. Submit two copies of official transcripts indicating that a baccalaureate degree was awarded: one copy translated in English and one copy in the student’s native language from every college or university attended. If the applicant’s transcript does not indicate the degree earned, he or she will need to submit a copy of the diploma or degree certificate, along with an English translation, showing the type of degree earned and the date the degree was earned.
3. Provide financial support verification if student needs an F-1 visa. For the 2012-2013 academic year, students must provide an affidavit of support with a bank letter from the sponsor showing financial solvency of $26,390 USD. The financial affidavit is available on our website. Financial support documents (including bank statements) must be dated no earlier than six months prior to initial attendance date. Please note the file will not be reviewed for academic consideration until the appropriate documents have been submitted. After all academic and financial requirements have been met, Texas State will issue a Form I-20 to qualified international applicants. A permanent resident alien is not required to furnish proof of financial support and is not issued a Form I-20. **Note:** If a student attended Texas State as an undergraduate (baccalaureate) student, the individual must update his or her financial support verification with the International Office located at the Thornton International House on campus. Contact the Office of the Graduate College at 512-245-2581 for more information.
4. Submit official TOEFL or IELTS score. For students with a TOEFL score between 500 and 547 (paper-based), 59-77 (internet-based) with 4 out of 4 minimum section scores of
14 or above (Please note that some programs only require the overall score of 78. For a full list, please visit our website at http://www.gradcollege.txstate.edu/Prospect_Students/Intl_Info.html and click on “TOEFL/IETLS Examination Requirements and Exemptions”), or the IELTS with scores between 5.5 and 6.0 (academic), there are options to take academic classes while enrolled in TSIE classes. Refer to the Texas State Intensive English section in this chapter for more information about those options.

5. If a student gains entrance to the U.S. under an F-1 student visa, then the student must be enrolled full-time in the fall and spring semesters. Some immigration requirements do not apply during the summer. If a student’s initial enrollment is during the summer semester and the student gained entrance under an F-1 visa, then he or she must be enrolled full-time during the summer semester.

Professional and Master Teacher Certification

Professional and Master Teacher certifications are available in the following education areas: principal, master reading teacher, master mathematics teacher, master science teacher, master technology teacher, counselor, superintendent, reading specialist, and educational diagnostician. Each certification requires a master’s degree and teaching experience in Texas public schools. Refer to each individual departmental section of this catalog for specific information or contact the department.

If you are seeking a Professional or Master Teacher Certification, you must apply for admission through the Graduate College and adhere to the following procedure:

1. Submit an application for admission to the Graduate College.
2. Pay a $10.00 non-refundable application.
3. Submit an official transcript that shows your highest college degree earned.
4. For principal, superintendent, and counselor certification, contact the Educational Administration and Psychological Services Department (EAPS) at 512-245-3083 for admission information and eligibility requirements.
   For master mathematics teacher admission information and eligibility requirements, contact the Math Department at 512-245-2551.
   For master reading teacher and master technology teacher admission information and eligibility requirements, contact the Curriculum and Instruction Department at 512-245-2042.
   For master science teacher admission information and eligibility requirements, contact the Biology Department in the College of Science at 512-245-2178.
   For reading specialist and educational diagnostician certification, please apply for a Certification Plan in the Office of Educator Preparation at the following link: http://www.education.txstate.edu/oep/students/post-baccalaureate-seeking-teaching-certification.html

International Professional and Master Teacher Certification Applicants. An international applicant is defined as an applicant who is not a citizen or permanent resident of the United States. In addition to meeting the above requirements, international students seeking entry under the post-baccalaureate or post-graduate certification or licensure student admission category must:

1. Pay a $50.00 non-refundable international/evaluation. International students who have completed all post-secondary coursework exclusively in the US and earned a bachelor’s degree from a US institution do not have to pay the $50.00 international/evaluation fee.
2. Submit two copies of official transcripts indicating that a baccalaureate degree was awarded: one copy translated in English and one copy in the student’s native language from every college or university attended. If the applicant’s transcript does not indicate
the degree earned, he or she will need to submit a copy of the diploma or degree certificate, along with an English translation, showing the type of degree earned and the date the degree was earned.

3. Provide financial support verification if student needs an F-1 visa.
4. Submit official TOEFL or IELTS score. For students with a TOEFL score between 500 and 547 (paper-based), 59-77 (internet-based) with 4 out of 4 minimum section scores of 14 or above (Please note that some programs only require the overall score of 78. For a full list, please visit our website at http://www.gradcollege.txstate.edu/Prospect_Students/Intl_Info.html and click on “TOEFL/IELTS Examination Requirements and Exemptions”), or the IELTS with scores between 5.5 and 6.0 (academic), there are options to take academic classes while enrolled in TSIE classes. Refer to the Texas State Intensive English section in this chapter for more information about those options.

5. If a student gains entrance to the U.S. under an F-1 student visa, then the student must be enrolled full-time in the fall and spring semesters. Some immigration requirements do not apply during the summer. If a student’s initial enrollment is during the summer semester and the student gained entrance under an F-1 visa, then he or she must be enrolled full-time during the summer semester.

**Holders of Valid Out-of-State Certificates**

The State Board for Educator Certification, not the Texas Education Agency (TEA), now reviews the out-of-state teacher certificates. Contact the State Board for Educator Certification at 888-863-5880.

**Texas Certified Public Manager (CPM) Program**

The Texas Certified Manager (CPM) Program is offered by the Texas State University-San Marcos William P. Hobby Center for Public Service through the Office of Continuing Education. The CPM Program offered by Texas State is accredited by the National Consortium of Certified Public Managers. It offers a systematic training program to enhance the quality, efficiency, effectiveness, and professionalism of government managers. Individuals may enroll at any time during the year; programs are held 1 and ½ days a month on the Texas State University campus in San Marcos and 1 day a month at the Texas State University Round Rock Campus and Lackland Air Force Base in San Antonio. Admission to the University is not required. Courses offered through the CPM Program may not apply for degree credit in the Political Science Department without the approval of the appropriate program advisor.

For additional information about the CPM Program, contact the director of the CPM Program at 512-245-3453; fax 512-245-3173; e-mail hb02@txstate.edu; or access the program website at http://www.txstate.edu/cpm/.

**Reapplication Policy Procedure**

Applicants wishing to change their application to a future semester will be required to submit a new application and pay the application fee. This policy also applies to students who are accepted into a degree program and fail to enroll.

Students who have been accepted into a degree program and fail to enroll for the semester of acceptance are not guaranteed acceptance for future semesters. Any student failing to enroll within a one year period will be required to submit a new application and application fee. Students should review additional enrollment requirements which relate to their program of study.
Applicants Seeking a Second Graduate Degree or Changing Majors

If a student wishes to pursue a second simultaneous or subsequent graduate degree or change a major, the student must submit an application for admission and comply with instructions as identified earlier under the degree-seeking admission requirements. This procedure must be completed in ample time to meet the admission deadlines, usually at least six weeks in advance (see “Admission Information, ‘Application Deadlines’” section). Acceptance in one program does not guarantee acceptance in another program. No courses applied toward one graduate degree may be applied toward another graduate degree.

Students on probation may not change programs without a recommendation and special request from the prospective department. The Dean of the Graduate College will review the request when making the final decision. For additional information, please contact the Office of the Graduate College.

Changing From Certification/Certificate/Non-Degree Status to Degree-Seeking Status

If a student has been granted admission as a post-baccalaureate or post-graduate student and wishes to apply for admission to a degree program, the student must submit an application for admission and comply with instructions as identified earlier under the degree-seeking admission requirements. This procedure must be completed in ample time to meet the admission deadlines, usually at least six weeks in advance (see “Admission Information, ‘Application Deadlines’” section).

After a student is regularly admitted to a graduate degree program, he or she may be permitted to utilize some of the courses taken under the post-baccalaureate or post-graduate status toward their graduate degree. At the recommendation of the student’s graduate advisor and with approval of the Dean of the Graduate College, up to six hours of graduate-level courses taken under the post-baccalaureate or post-graduate status with a grade of “B” or better may be petitioned for degree credit.

Applicants Seeking a Second Baccalaureate Degree

Students seeking a second baccalaureate degree may apply online at http://www.applytexas.org or by contacting the Office of Undergraduate Admissions.

After a student obtains a second baccalaureate degree and if the student wishes to apply for admission to the Graduate College, the grade-point average will be calculated on the applicant’s last 60 undergraduate semester hours, including those on the second baccalaureate degree (except for applicants to the Master of Business Administration or Master of Accountancy programs). This is the only circumstance in which undergraduate credit hours taken beyond the initial baccalaureate degree are used in admission evaluation. Additionally, if a student has any graduate or professional work, these hours may also be used in conjunction with the applicant’s last 60 undergraduate semester hours to arrive at the admission GPA.

Graduate Student Advisement

Professional academic counseling for students is handled through the student’s major department (or minor department if applicable) after the student has received formal acceptance to the Graduate College. This method of advisement ensures that students will receive sound academic counseling from faculty in their chosen field of study.
Communications

Most university offices use Texas State email as the official means of communication. Students are expected to set up and read their Texas State email frequently.
Admission Documents

All admission materials must be filed with the Office of the Graduate College. The address is as follows:

The Graduate College  
Texas State University-San Marcos  
601 University Drive  
San Marcos, TX 78666  
Phone: 512-245-2581  
Fax: 512-245-8365  
URL: gradcollege@txstate.edu

With few exceptions, applications and supporting documents for master’s and doctoral programs should be forwarded to this address and not to any specific department. All materials submitted become the property of the University and cannot be released, except in accordance with the federal Family Educational Rights and Privacy Act or the state Public Information Act. Incomplete application files are kept for only one year.

Application for Admission

An application for admission to the Graduate College must be submitted online through ApplyTexas. Applications are for specific semesters. Applicants wishing to change their application to a future semester will be required to submit a new application and pay the application fee. This policy also applies to students who are accepted into a degree program and fail to enroll. Students who have been admitted into a degree program and fail to enroll for the semester of acceptance are not guaranteed acceptance for future semesters.

Application Fee

A non-refundable application fee of $40. is required for all degree-seeking students. International students also will need to pay a non-refundable international/evaluation fee, which is $50.00. International students who have completed all post-secondary coursework exclusively in the US and earned a bachelor’s degree from a US institution do not have to pay the $50.00 international/evaluation fee. No application will be processed until the necessary fees are paid. A $10 non-refundable application fee is required of individuals seeking certification, certificate, non-degree, or visiting student status. An additional $25 non-refundable application fee is required for applicants to the Doctor of Physical Therapy program.

Official Transcripts

An applicant for a graduate degree program at Texas State must have one official transcript from each senior level post-secondary institute attended sent to the Office of the Graduate College. Transcripts from community colleges may be required for some programs. Check for specific program requirements at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps.html.

Applicants applying for a master’s or doctoral degree must at least hold a four-year baccalaureate degree from an acceptable regionally accredited institution. All applicants must have fulfilled the residency requirement of their degree-granting institution.
Transcripts must be mailed directly from the university or college attended or submitted in a sealed university envelope with the university’s registrar’s signature on the back of the envelope. The transcript must reflect all college work attempted and any degree(s) conferred. Please check with the Texas college or university attended to determine if the transcripts can be submitted electronically to Texas State. Texas State transcripts will be supplied.

**International Students.** All international students are expected to provide transcripts and diplomas according to the following guidelines. To ensure acceptance of your documents please read carefully. All documents are required before your application will be processed.

Applicants must have the U.S. equivalent of a baccalaureate degree from an acceptable accredited institution either abroad or in the United States.

**Diploma** - The Office of the Graduate College requires *two official copies of your diploma*: one translated into English and one in the native language. To ensure acceptance of the diploma as official, please make sure that the **University Registrar** verifies the original diploma with their official signature and university seals. The official diploma needs to be placed in a **university sealed envelope** with the university stamp affixed to the envelope and sent directly to the Office of the Graduate College.

**Transcripts** – The Office of the Graduate College requires *two official transcripts* from every college or university attended: one translated into English and one in the native language. Transcripts may include any additional legend that will assist in their evaluation. To ensure acceptance of transcripts as official, please make sure the **University Registrar** verifies the transcripts with their official signature and university seals. The official transcripts need to be placed in **university sealed envelopes** with the university stamp affixed to the envelope and sent directly to the Office of the Graduate College.

**Graduate Record Exam (GRE)**

Although the Graduate Record Examination (GRE) is not a requirement of the Graduate College, effective fall 2007, the GRE score is required to be on file in the Graduate College prior to admission consideration for some programs. Check for specific program requirements at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps.html. The GRE may be required by other programs if the grade point average (GPA) is below the minimum required GPA. For more information, visit our website at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps.html

Applicants who are required to take the GRE for admission consideration should take the general portion (verbal and quantitative sections) of the GRE. The writing section is also required for some programs. Subject examinations are not accepted. Some certification programs, such as Counseling and School Psychology, require the GRE scores be on file (unless the student holds a master’s degree) before admission can be granted to students under post-graduate status.

If an individual has taken the GRE some years ago and the Educational Testing Service is no longer able to report the official GRE score, the individual must retake the GRE so that a current valid score can be submitted. GRE score reports that bear the designation of “applicant’s copy” or “institutional examinations” are not considered official scores for admission purposes.

GRE information bulletins and application forms may be obtained from the Educational Testing Service, P.O. Box 6000, Princeton, New Jersey 08541-6000, U.S.A.; the University Testing Center at Texas State University-San Marcos; the Office of the Graduate College; or http://www.ets.org/gre. Please allow adequate time for the examination results to reach the University prior to the admission application deadline.
**Graduate Management Admission Test (GMAT)**

All applicants for the graduate business programs and the Master of Accountancy degree programs are required to take the Graduate Management Admission Test (GMAT). The official results of the GMAT must be on file in the Office of the Graduate College before the application for admission will be considered.

If an individual has taken the GMAT some years ago and the Educational Testing Service can no longer report an official GMAT score, the individual must retake the GMAT so that a current valid score can be submitted. GMAT score reports that bear the designation of “applicant’s copy” are not considered official scores for admission purposes.

GMAT information bulletins and test application forms may be obtained from the Educational Testing Service, P.O. Box 6103, Princeton, New Jersey 08541-6103, U.S.A.; the University Testing Center at Texas State University-San Marcos; the Office of the Graduate College; or [http://www.mba.com/](http://www.mba.com/)

**Test of English as a Foreign Language (TOEFL)/International English Language Testing System (IELTS)**

All international applicants and US citizens whose native language is not English must meet proficiency requirements in the English language and are required to have the official results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) sent before the application for admission will be considered. The TOEFL internet-based test with 78 total score is required for admission as a graduate student. Please note that some programs require 4 out of 4 minimum section scores of: 19/speaking, 19/listening, 19/reading and 18/writing. Texas State students can submit paper-based TOEFL scores of at least 550 for regular admission consideration. Students may also submit the International English Language Testing System (IELTS) instead of the TOEFL with a (academic) score of 6.5 or higher with minimum individual module scores of 6.0. For students with a TOEFL score between 500-547 (paper-based), 59-77 (internet-based) with 4 out of 4 minimum section scores of 14 or above or the IELTS with scores between 5.5-6.0 (academic) there are options to take academic classes while enrolled in TSIE or Bridge classes. Refer to the Texas State Intensive English section in the Categories of Admissions chapter of this catalog for more information about those options. Native speakers of English may receive an exemption from taking the TOEFL or the IELTS. The TOEFL or IELTS requirements may be waived if an applicant already possesses a bachelor’s degree from an American university located in the United States. However, the TOEFL or IELTS requirements vary among programs. The Educational Testing Service (ETS) must mail the score directly to the Office of the Graduate College. Some applicants may be required to provide further evidence of proficiency in the English language depending upon program requirements.

Official TOEFL or IELTS scores more than two years old are not released by the Educational Testing Service; therefore, if an applicant has taken the TOEFL or IELTS more than two years before the semester for which he or she is applying, the applicant must retake the TOEFL or IELTS so that a current valid score can be submitted. TOEFL or IELTS score reports that bear the designation of “applicant’s copy” or “institutional TOEFL scores” are not considered official scores for admission purposes.

The TOEFL and IELTS are administered at various centers in the United States and abroad at least six times each year. Application forms and information bulletins may be obtained from the Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151; the University Testing Center at Texas State University-San Marcos; the Office of the Graduate College; or [http://www.ets.org/](http://www.ets.org/). For information on the IELTS go to the website at [http://www.ielts.org/](http://www.ielts.org/).
International/Evaluation Fee

If your application is considered for admission based on foreign credentials, you must submit a non-refundable international/evaluation fee of $50.00 in addition to the $40.00 application with the ApplyTexas application. No application will be considered until the necessary fee is paid. International students who have completed all post-secondary coursework exclusively in the US and earned a bachelor’s degree from a US institution do not have to pay the $50.00 international evaluation fee.

F-1 Visa

International students who will attend Texas State on an F-1 student visa must furnish proof of sufficient financial resources for educational and personal expenses. For the 2012-2013 academic year, students must provide an affidavit of support with a bank letter from the sponsor showing financial solvency of $26,390 USD. The financial affidavit is available on our website. Financial support documents (including bank statements) must be dated no earlier than six months prior to initial attendance date. Please note the file will not be reviewed for academic consideration until the appropriate documents have been submitted. After all academic and financial requirements have been met, Texas State will issue a Form I-20 to qualified international applicants. An international student on an immigrant visa is not required to furnish proof of financial support and is not issued an I-20 Form.

Mandatory Health Insurance for International Students

International students are responsible for any medical expenses incurred while in the United States. As a non-resident, the student may not be eligible for any of the public assistance medical plans offered in the U.S. All non-immigrant international students are required to have medical insurance during the entire school year as a condition of enrollment at Texas State (UPPS 07.09.04 International Student Health Insurance). Medical insurance must have the following minimum benefits: 1) $50,000 per illness/injury, 2) $10,000 for medical evaluation, 3) $7,500 for repatriation of remains, and 4) $500 maximum deductible. International students who are enrolled in educational programs that are less than a semester in length are required to have medical insurance throughout the period of that program. The fee for the Texas State international student insurance plan is automatically added to the tuition and fee bill at the time of registration. International students will be billed the health insurance premium twice a year and it must be paid in full by the fall and spring tuition payment deadlines. Fall insurance coverage will be billed prior to the fall semester and spring/summer coverage will be billed prior to the spring semester. International students who wish to have the insurance premium waived must present proof of comparable insurance (including medical, evacuation, and repatriation) to the Student Health Center for approval prior to the registration payment deadline for each semester or educational program. Insurance waiver information and forms may be obtained by visiting the Student Health Center website at http://www.healthcenter.txstate.edu/international.html, e-mailing requests to healthcenter@txstate.edu, or calling the Medical Records Department at 512-245-2161. International students may obtain insurance coverage for a spouse and/or dependent children. For more information, contact the Texas State Student Health Center at 512-245-2161.

Admission document requirements vary from program to program. Be sure to check individual departments for additional document requirements.
Documentation of Meningitis Immunization

Starting January 2012, universities in Texas are required by state law to collect proof of bacterial meningitis vaccination, or proof of an exemption, for all new incoming students under the age of thirty. Texas State University is working with Magnus Health Student Medical Records (SMR) to collect, review and confirm our students’ bacterial meningitis vaccination information. Newly-admitted students are required to submit this documentation, through Magnus Health SMR, to ensure enrollment is not delayed. (For more information on this requirement, please visit www.healthcenter.txstate.edu/meningitis.) Contact Magnus Health SMR customer service at 877-461-4831 or service@magnushealthportal.com.
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Registration and Course Credit

Registration

Since applications are for specific semesters, an applicant should notify the Office of the Graduate College as soon as possible if he or she will not be enrolling in the semester of admission. Texas State utilizes an online registration system referred to as Self-Service Banner. Self-Service Banner provides step-by-step instructions on how to register online and information on how to search for courses. For more information, students should access the Registrar’s website at http://www.registrar.txstate.edu. Registration in the Graduate College beyond the first semester depends on satisfactory progress in fulfilling any admission conditions that may have been imposed and maintaining satisfactory academic progress.

Registration Termination. The Dean of the Graduate College may terminate the registration of any student who fails to comply with Graduate College and/or other appropriate university regulations.

Course Load and Overloads

Course Load. At the graduate level, the full-time course load during the fall, spring, and summer is nine semester hours. Seven hours is considered ¾ time and five hours is half-time. Students may take up to fifteen hours during the fall and spring semesters and up to twelve hours during the summer.

An international student on an F-1 visa must register as a full-time student each fall and spring semester. As a graduate student, an international student must carry a minimum of nine semester credit hours, as required by immigration regulations, to be considered full-time.

The department or operating unit will determine the permissible course load of employees of the University under their supervision. Graduate Assistants should refer to the “Grading and Academic Policies” information.

Overloads. Course loads up to eighteen hours require written approval. Only the Dean of the Graduate College may authorize an overload. To request an overload, you must make a request to your major department advisor to submit a written request to the Dean of the Graduate College at least three days before registration for the dean’s review and approval.

Course Load Verification

Verification of students enrolled in the Graduate College varies by semester. Nine hours is considered full-time, seven hours is ¾ time, and five hours is half-time. A student receiving VA benefits must check with the Veterans Affairs Office for enrollment requirements at 512-245-2641.

Continuing Education Study

With a wide range of learning opportunities, the Office of Continuing Education offers programs that extend the resources of Texas State and contribute to the professional and economic development of Texas. Enrollment is open to all interested persons on a non-credit hour basis, therefore
the courses are not offered through the Graduate College and do not apply toward a graduate degree, nor are they considered for regular admission. For information about continuing education programs go to http://www.txstate.edu/continuinged/

**Extended and Distance Learning**

The University offers many courses and programs via distance learning and at the San Marcos campus and at extended hours on evenings and weekends.

All graduate courses and programs offered to distance learners carry the same course number, title, and description as those offered at the San Marcos campus. Courses offered at a distance are identified each semester in the Texas State Schedule of Classes and on Cats Web. For more information on Extended and Distance Learning at Texas State, visit http://www.studyanywhere.txstate.edu/.

**Correspondence Study**

Correspondence study is another option for students to earn college credit. When factors such as family, jobs, business travel, etc. compete for time, and students find that it is difficult to schedule their on-campus classes, correspondence study offers a solution. Courses are offered through various disciplines including art, humanities, science, health-related fields, mathematics, psychology, and modern languages. Courses are revised frequently, so students are encouraged to contact the Office of Correspondence Studies for current course offerings.

Students may enroll in courses at any time of the year and take up to nine months to complete them. A three-month enrollment extension is available for a nominal fee. Instruction is provided by means of a study guide and textbooks, and when appropriate, may include CD-ROMs, videos, audio CDs, and additional reference and instructional material. Many courses allow e-mail submission of assignments, and some courses are now available online.

The Office of Correspondence Studies offers graduate and undergraduate courses. It is up to the individual academic departments/graduate schools at a student’s university to determine if these courses may be applied to a graduate degree. Therefore, any student who wishes to apply a graduate-level course offered through the Office of Correspondence Studies toward a degree should determine prior to enrolling if that course will be accepted.

Enrollment in a correspondence course does not constitute acceptance to the University nor to any of its graduate programs. **Correspondence course work cannot be used toward a doctoral degree at Texas State.** For more information on Correspondence Studies at Texas State and a current list of course offerings, visit http://www.studyanywhere.txstate.edu/.

**Extension Courses**

Texas State’s Office of Extension Studies serves those persons who are unable to come to campus and who wish to earn degree credit or to pursue in-service training, as well as those who wish to enroll in college courses not normally offered through the academic departments. Extension courses are offered on campus and at various off-campus locations. The times and locations for such courses depend on student need, faculty availability, and demand. In the past, courses have been offered in San Antonio at USAA, in Seguin at Motorola, and at a number of school districts in Travis and Williamson Counties, as well as in several foreign countries.

Extension courses are from the regular Texas State curriculum. Registration for an extension class is completed through the Office of Extension Studies and does not constitute acceptance as a regular student at Texas State.
**Degree Credit for Extension Course Work.** The department chair and the Dean of the Graduate College must approve extension work for it to be credited toward a graduate degree. Students must meet the admission requirements as identified under the “Categories of Admission ‘Degree-Seeking Applicants’” section and be accepted in a degree program before extension work can receive degree credit. **Extension course work cannot be used toward a doctoral degree at Texas State.**

A maximum of 12 semester hours of graduate credit may be earned in extension courses offered by Texas State.

**Extension Transfer Credit.** Up to three semester hours of the total allowable six hours of transfer credit for a degree may be earned through extension courses from another accredited institution. Students admitted on “Conditional Admission” or students on “Probation/Suspension” will not receive credit for transfer work taken under the aforementioned status.

For more information on Extension Studies at Texas State, visit http://www.studyanywhere.txstate.edu/.

**Study Abroad**

The study-abroad experience expands students’ intellectual and personal development as they become immersed in other cultures. Students gain a critical self-awareness, an appreciation for a multicultural world, and a clearer understanding of their own culture. Study abroad prepares students to assume their role as responsible world citizens and to succeed professionally in today’s global economy.

The Office of Study Abroad Programs offers students the opportunity to participate in a variety of study abroad programs at locations around the world. The credit students earn may be applied toward a degree at Texas State. Some of these programs involve direct enrollment in an institution abroad, while other programs are led by Texas State faculty.

Through Texas State Study Abroad Programs, students can spend from three weeks to a full academic year in another country either learning another language, concentrating their studies related to a specific topic in their field of study, or participating in an internship. Texas State Study Abroad Programs include a variety of activities that allow students to learn and experience the culture of the host country. In some of these programs students have the opportunity to live with a host family to become totally immersed in the culture of the host country for a more comprehensive learning experience.

Program locations vary each year but typically include such countries as Belize, Chile, China, England, France, Germany, Holland, Ireland, Italy, Japan, Mexico, Nicaragua, Spain, Sweden, and Switzerland. Students may learn more about these programs by visiting the Study Abroad Library. In addition to information about Texas State’s Study Abroad Programs, the Study Abroad Library houses a wealth of information about programs available from other universities and study-abroad companies.

For more information on Texas State Study abroad, visit http://www.studyanywhere.txstate.edu/.

**Adds and Drops/Schedule Changes**

Information regarding schedule changes can be found on the Registrar’s website at http://www.registrar.txstate.edu/. Schedule changes and withdrawal dates are published each semester in the official University calendar that can be found at the following website: http://www.registrar.txstate.edu/persistent-links/academic-calendar.html.

For assistance, contact the Office of the Registrar.
Auditing a Course

To audit a course, a student must be admitted to the Graduate College. After the student has
registered on CATS web, he or she must contact the Registrar’s Office in person by the 4th class day in
the summer or by the 12th class day in the fall or spring. Check the University Academic Calendar for
the exact date. A student will pay the same fees as if the course were taken for credit and the course will
be entered on his or her transcript record, but the student will not receive credit for the course.

Senior citizens, 65 or older, may audit courses without payment of a fee if space is available.
Registration is permitted just prior to the start of the semester, with reduction made by the tuition
adjustment clerk, Student Business Services (JCK Administration Building 188), before registering.

Course Numbers

Texas State follows a four-digit numbering system. The first digit indicates the level of the
course: 1-freshman, 2-sophomore, 3-junior, 4-senior, 5 and 6-graduate and post-graduate, and 7-
doctoral. Courses numbered 5000-6000 are open to all graduate students. Courses numbered 7000 are
designed for doctoral students but may be open to other graduate students. The second digit of the
course number indicates the semester credit hours the course carries. For example, a course numbered
5300 would carry three semester hours of graduate-level credit. The last two digits usually indicate the
location of the course in the department’s curriculum. A letter (A, B, C, etc.) or symbol (#, @, etc.)
attached to a course number indicates an area of concentration within the course. Numbers in
parentheses (3-4) following a course title indicate the clock hours per week spent in lecture and
laboratory, respectively.

Course Credit and Level

A student must be in attendance in class, fulfill the course requirements, and be evaluated by
the course instructor in order to receive course credit for that class. The attendance requirement to
receive class credit does not affect enrollment for thesis or independent study.

A student must be enrolled in the course during the semester or summer session in which he or
she receives credit for that class. A student may not enroll in a class to:
1. Receive credit for course work performed in a preceding semester or summer session.
2. Receive credit for work performed at another college or university.

Course Level. All courses required for the graduate degrees offered at Texas State are at the
5000 level or above.

Repeating Courses

The Texas Legislature eliminated funding to higher education for courses that are attempted
three or more times. An attempted course is defined as any course in which a grade is earned on the
transcript, including repeated courses and courses dropped with a grade of “W”. In order to compensate
for this loss of state funding, students attempting a course for the third or more time will be charged a
course repeat fee of $310 per semester credit hour for each repeated course. The fee is subject to
change each year upon action of the Texas Higher Education Coordinating Board. This fee will be
assessed for courses attempted at Texas State as of the fall semester of 2002 or later. This assessment
does not include courses attempted at other colleges or universities. Certain courses are exempt from this
fee because they are designed to be repeated for additional credit, such as thesis, dissertation, and
independent study courses; various music, physical education, physical fitness and wellness, studio art, and theatre courses; developmental education courses; and topics courses.

**Post-Graduate Credit**

After a student is regularly admitted to a graduate degree program, he or she may be permitted to utilize some of the courses taken as a post-graduate certification, non-degree, or certificate student toward their graduate degree. At the recommendation of the student’s graduate advisor and with approval of the Dean of the Graduate College, up to six hours of graduate-level courses taken under the post-graduate status with a grade of “B” or better may be petitioned for degree credit.

**Transfer Credit**

A maximum of six semester hours of credit earned at another institution may be accepted as transfer credit and applied toward the graduate degree. Exceptions to the standard maximum of six credit hours of transfer work are the mathematics education doctoral program and the communication design master's program. The mathematics education doctoral program requires completion of 78 semester hours of course work, of which 24 credit hours of transfer course work may be approved by the Dean of the Graduate College upon recommendation from the Ph.D. Program Director. The master's in communication design is a 60 semester hour degree program, in which a maximum of 27 semester credit hours of transfer credit may be approved by the Dean of the Graduate College upon recommendation from the program's graduate advisor. Transfer credit will be accepted and applied toward the graduate degree provided that:

1. The credit was earned in graduate courses completed in residence at an accredited institution.
2. The courses are at the appropriate level and applicable to the student’s degree program at Texas State.
3. Courses have not been, and will not be, used for credit toward another degree.
4. If the credits were earned prior to the student’s admission to his or her program of study within the Texas State Graduate College, the student must have his or her departmental graduate advisor submit a written request to the Dean of the Graduate College asking for acceptance of the transfer work toward the student’s Texas State degree.
5. If the credits are to be earned after the student is admitted to the Texas State Graduate College, the student must obtain prior written approval from the Dean of Graduate College who will then send a letter of good standing to the other institution before the student enrolls in the course(s) to be transferred. The student must initiate a request for a letter of good standing well in advance of the time of anticipated enrollment if the student plans to take courses at another university to complete a part of his or her Texas State graduate program. Transfer credit cannot be permitted unless a letter of good standing has been issued prior to the student’s enrollment in the course(s) to be transferred. If a student is currently working toward a graduate degree at Texas State and wishes to take a course at another accredited university to apply toward his or her degree at Texas State, the student will need to:
   a. Receive permission from the departmental graduate advisor to take a course elsewhere.
   b. Have the graduate advisor submit a written request to the Dean of the Graduate College so that the Dean can issue an official letter of good standing. The request from the advisor should identify the course(s) by name and number and should state what semester(s) and where the student will be taking the work. If the Dean of the Graduate College approves the request, a letter of good
standing will be sent by the Dean of the Graduate College to the university where the student will enroll.

c. Have an official transcript of the work forwarded to the Texas State Office of the Graduate College as soon as the student completes the course work.

Transfer work will be accepted only if it bears a letter grade of “B” or higher, or a numerical equivalent. A grade of “Credit,” “Pass,” “Satisfactory,” etc., is unacceptable. Transfer work will not be accepted for graduate degree credit from another institution if such courses are designated as non-degree, background, preparatory, etc. No credit will be awarded until an official transcript showing the course work to be transferred is on file in the Office of the Graduate College. The student may also be requested to provide a catalog from his or her prior school that gives course descriptions for any transfer work requested. Students admitted on “Conditional Admission” or students on “Probation/Suspension” will not receive credit for transfer work taken under the aforementioned status.

Transcripts for transfer work. Texas State transcripts will separate transfer course work from Texas State course work. Transfer work listed chronologically will be listed first and will show the number of hours transferred. Texas State course work listed chronologically will follow any transfer course work. The transcript will show Texas State hours attempted, Texas State hours passed, Texas State grade points and Texas State GPA.

Courses taken at other schools will not be included in the GPA at Texas State. Texas State GPA will be the only GPA calculated toward graduation.

Background Course Work. Courses taken to fulfill background requirements will be accepted only if such courses are of the same level as those specified on the official degree audit.

Dropping a Class

Dropping a class is an official action whereby a student drops one or more courses, yet remains enrolled in at least one other course. Refer to the Registration Instructions at http://www.registrar.txstate.edu for details on dropping a class.

1. The drop deadline is the first 60% of the semester. Please refer to the academic calendar on the Registrar’s website for the most current dates.
2. A “W” grade will be assigned automatically when a student drops one or more classes by the automatic “W” deadline, the first 60% of the semester.

Withdrawal

Withdrawing from the University (dropping all classes) is an official action whereby a student informs the University Registrar, who in turn informs the instructor(s) of record, that the student will cease attending all classes in which enrolled.

1. The deadline to receive an automatic “W” is the first 60% of the semester. Please refer to the academic calendar on the Registrar’s website for the most current dates.
2. After the automatic “W” period, faculty assigns grades to students who officially withdraw from the University. Faculty assign a “W” grade only to those students who have a passing average at the time the withdrawal action is officially completed. Otherwise, faculty assigns an “F” grade.
3. Please refer to the academic calendar on the Registrar’s website for the withdrawal deadline.
The student must contact the University Registrar in person, by letter, or by fax to withdraw officially from the University. Visit the Registrar’s Office website at http://www.registrar.txstate.edu/ or contact the Registrar’s Office at 512-245-2367 for the proper procedures. Students living in university residence halls must also contact the Residence Life Office in person, by letter, or by fax.
Academic and Grading Policies

Academic Information for Graduate Assistants (GA’s)

A prospective graduate/doctoral assistant must be admitted as a regular degree-seeking student in the Graduate College. Graduate/doctoral assistants may be employed as teaching assistants, instructional assistants, or research assistants. A Teaching Assistant (TA) is reported as the “teacher of record” for an organized class and must have earned eighteen graduate semester hours in the teaching discipline to be eligible for employment. An Instructional Assistant (IA) is responsible for a specific group of students and assigns some portion of these same students’ grades. A Research Assistant (RA) is typically funded from an external grant, but also may be employed by any department or office of the University.

Academic Expectations. The graduate/doctoral assistant must maintain a minimum 3.0 Texas State grade-point-average in course work leading toward completion of a graduate degree.

Course Load. The minimum course load required during a fall/spring semester of employment is nine graduate semester hours. Students who enrolled in nine graduate hours during the spring semester and plan to enroll the following fall semester are not required to enroll in the summer; otherwise a nine graduate hour summer enrollment is required. Graduate/doctoral assistants taking more than 12 semester hours of course work must have approval from the Dean of the Graduate College. Graduate/doctoral assistants taking more than six semester hours per summer session must have approval from the Dean of the Graduate College.

Required Teaching Assistantship Course(s). As a condition of employment, all Teaching Assistants (TA) and Instructional Assistants (IA) must complete a total of three hours of professional development coursework. The course titles for the required in-service teaching courses vary by department. Some departments offer one three hour course, some departments offer a two hour and one hour course for a combination of three hours, and other departments offer a one hour course to be taken three times. Students enroll in the course offered by the department in which they are employed during the first semester of employment and as applicable continue to enroll in subsequent semesters until the three hour requirement is met. Students may not enroll in this coursework beyond the required three hours. Up to a total of three semester hours may be used with other graduate courses to satisfy the minimum nine semester hours of enrollment required as a condition of employment. The university administration will cover the fees and tuition for the required teaching assistantship course (up to a total of three semester credit hours only).

Allowable Work Hours. During the fall and spring semesters, a graduate/doctoral assistant may work up to 50% FTE (20 hours per week). An exception request with justification from the graduate advisor or department chair approved by the Dean of the Graduate College must be on file for employment over 50%. The Graduate Dean may approve up to a maximum of 75% FTE. International graduate/doctoral assistants cannot be employed at more than 50% FTE during the fall and spring semesters. During the summer, a graduate/doctoral assistant may be approved by the Graduate Dean to work up to 100% FTE (40 hours per week).

Teaching Load for Graduate/Doctoral Teaching Assistants. The usual semester hour teaching load during the fall or spring semester is six semester hours or two classes. The usual semester hour teaching load during a six-week or eight-week summer session is one course (up to a maximum of four hours). A twelve-week summer session carries a normal teaching load of six hours. The Dean of the Graduate College must approve any exceptions to these teaching loads.

These policies are designed to protect the graduate/doctoral assistant from bearing an unfair employment and course load, which facilitates the timely completion of the degree. Refer to UPPS 07.07.06 Salaried Graduate Assistant Employment Procedures for more detailed information regarding salaried graduate student employment procedures.
Honor Code

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

WE ARE HONEST. We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

“I pledge to uphold the principles of honesty and responsibility at our University.”

THE PLEDGE FOR FACULTY AND ADMINISTRATION

Faculty at our University recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place.

“I recognize students’ rights and pledge to uphold the principles of honesty and responsibility at our University.”

ADDRESSING ACTS OF DISHONESTY

Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member’s decision to the Honor Code Council. Honor Code Council procedures can be found at http://www.txstate.edu/effective/upps/upps-07-10-01.html.

Class Attendance

It is the policy of the University to require regular, punctual attendance at all classes. However, the University recognizes that attendance policies may vary from department to department and in course to course. The University has no mandatory class attendance requirements except:

1. Each faculty member will inform students of the course attendance policy at the initial class meeting.
2. Students are responsible for understanding the attendance policy for each course in which they enroll and for meeting the attendance requirements.

Religious Holy Days. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. In accordance with
Texas Education Code Section 51.911, Texas State will allow a student who is absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that absent day within a reasonable time after the absence if the student notifies the instructor of each class that he or she would be absent for a religious holy day. The Education Code includes excused absences for travel to and from the religious holy day observance. The student may make up class assignments or examinations without penalty within a reasonable time after the absence. Students may obtain notification forms from the Dean of Students’ Office. The student should personally deliver completed forms to the instructor for each class. The instructor will sign and date the form, thus acknowledging notification. If the student cannot personally deliver the form to an instructor, the student should mail the form to the instructor by certified mail, return receipt requested. A student who is excused under this section shall not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination within a reasonable time. Each instructor may establish additional procedures to accommodate the needs of students who are absent from classes to observe a religious holy day. These procedures must not conflict with the state law.

Coordinating Board rules now provide for an appeal of a disagreement between the student and a faculty member over an absence related to a religious holy day. If a student and an instructor disagree about the nature of the absence being for the observance of a religious holy day, or if there is a disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President or the President’s designee. The President or the President’s designee must take into account the legislative intent of Education Code Section 51.911. The student and instructor shall abide by the decision of the President or the President’s designee. The academic dean of each college serves as the President’s designee to hear requests for decisions on these matters from either the faculty member or the student. Any questions concerning this policy should be directed to the Office of the Dean of Students.

### Course Grades

**Grades.** Texas State grades are assigned as follows: “A,” excellent; “B,” good; “C,” passing (not at the doctoral level); “D,” passing (not at the graduate level); “F,” failure or withdrawn failing; “I,” incomplete; and “W,” withdrawn passing. A grade of “PR,” in most instances may be temporary and non-punitive, but may be assigned in selected courses where the required clock hours needed to complete requirements extend beyond the regular semester or summer session. A grade of “CR” is assessed when credit only is given for a course, as in the case of the thesis course, after completion of the thesis.

**Incomplete Grade.** If any course work is incomplete during any semester, the work must be completed by an indicated deadline arranged between the student and the course instructor. The “I” grade may be assigned when, due to unusual circumstances beyond the student’s control, a significant portion of a course, such as a term paper or final examination, has not been completed. An “I” grade from Texas State will not count as hours attempted until another grade is substituted for the “I.” If the coursework has not been completed in twelve months’ time, the grade will automatically change to “F.”

**Withdrawal Grade.** A “W” grade is assigned only if a student drops a course by the published deadline. See also “Registration and Course Credit” chapter, “Withdrawal” section.

**Change of Grade.** An individual course grade may be changed when the involved faculty member certifies to the Registrar that an error was made in computing the original grade. The grade change must be approved by the department chair/school director and the appropriate college dean. Students who wish to protest a grade earned in a course should first discuss the grade with the instructor. If no resolution is reached, the student may appeal the grade to the department chair. If no satisfactory conclusion can be reached at this level, the student may appeal to the college dean in which the course is
Grades are not calculated for “I,” “CR,” “PR,” or “W.”

Probation and Suspension

A graduate or post-graduate student as defined in this catalog, is required to maintain a 3.0 cumulative grade-point average for all Texas State 5000-, 6000-, and 7000-level courses (excluding required leveling courses) listed on a student’s Degree Audit for a graduate degree. Cumulative GPA’s are computed at the end of the fall semester, the spring semester, and the summer.

If a graduate degree seeking student’s cumulative GPA falls below 3.0 during any semester of enrollment at Texas State, the student will be placed on academic probation. In the next semester of enrollment, the student must raise his or her cumulative Graduate College GPA to 3.0 or above or be suspended from the Graduate College. When the student has achieved a cumulative GPA of at least 3.0 at the end of the semester of probation, the student will be notified that he or she has been removed from probation status.

Readmission. After being on suspension status for six months, a student may petition his or her graduate advisor and the Dean of the Graduate College for permission to reenroll in the Graduate College. Each readmission decision is made on an individual basis. If a student is readmitted after being suspended, the student must maintain a 3.0 cumulative GPA or be suspended again. Individual graduate programs may also impose additional cumulative GPA or course restrictions for their students.

Change of Major. Graduate students on probation may not change programs without a recommendation and special request from the prospective department. The Dean of the Graduate College will review the request when making the final decision. If a suspended student wants to be readmitted (after the six months of the first suspension has lapsed) but to a different program, that student must reapply to the Graduate College with the application subject to the approval of the Dean of the Graduate College. A recommendation from the advisor of the new major program must also be submitted to the Dean of the Graduate College for final approval.

Financial Aid. If a student is receiving financial aid, the student must also meet the satisfactory academic progress requirements for financial aid. See the “General Information” section for further details.

Residency Requirement

Doctoral students must satisfy a one-year residency requirement defined as 18 graduate credit hours (as part of the required hours of course work) taken in residence at Texas State during consecutive fall, spring, and summer semesters.
Degree Information

Degree Audit

On the admission application, a student must identify the following choices: major, minor, cognate, no minor option, or area of concentration or specialization (depending on what is required in the program of study), degree type (M.A., M.Ed., M.S., etc.), thesis or non-thesis track. After being admitted to a program, the student may access a degree audit from Self Service Banner. The degree audit will guide the student in selecting courses for registration each semester. The student should meet with his or her graduate advisor during the first semester of admission to discuss options and review the degree program. Requests for changes to a student’s degree audit must be submitted by the student’s advisor to the Dean of the Graduate College for approval.

Because graduate degree programs are individualized according to degree type and student goals, a student’s particular degree program may exceed the number of hours identified for the major in this catalog.

Students receiving Veterans Administration educational assistance must provide the Texas State Office of Veteran Affairs with a copy of the graduate degree audit.

Background/Leveling Course Requirements

Generally background requirements are placed on the degree audit when a student is deficient in certain course work. Students should refer to the appropriate departmental pages in this catalog for specific information about background/leveling requirements or contact the graduate advisor for their program of study.

Course work identified on a student’s official Degree Audit as background/leveling is not used in the computation of the graduate GPA. However, this course work is computed in the overall GPA of the Texas State transcript for students graduating prior to fall 2011. See the “Grade-Point Requirements for Graduation” section. Any course work required for background/leveling is not awarded graduate degree credit.

Graduate advisors may stipulate that one undergraduate course be taken as a background requirement. All other background course deficiencies must be satisfied by the student enrolling in graduate level leveling courses.

Application for Graduation

Applying for Graduation. A student must apply for graduation by the published deadline date posted on the University Academic Calendar. That date, as well as other deadline dates, and instructions outlining how to apply for graduation are posted on the Graduate College website each semester. For further information regarding the graduation application deadline, contact the Office of the Graduate College at 512-245-2581 or visit our website at: http://www.gradcollege.txstate.edu/Current_Students/Graduation.html.

Letter of Completion. If a student fails to apply for graduation by the published deadline date, a letter of completion may need to be issued and the student’s diploma will be mailed the following semester.
Reapplication for the Degree. If a student fails to complete the degree requirements in time for his or her planned graduation, the student should notify the Graduate College. The student must then reapply for the next (or later) graduation within the period announced in the University Academic Calendar for degree application.

Comprehensive Examination

All candidates for graduate degrees must pass one or more comprehensive examinations, either written, oral, or both, covering at least the field of concentration and the thesis or dissertation if one is written. Students seeking more than one degree must take a comprehensive examination for each degree major. The examination for a master’s degree may not be taken until the student has completed at least 18 semester hours of graduate degree credit and may not be taken before the final term or semester if the student has a grade deficiency. Master’s degree students may take the comprehensive exam without being enrolled in coursework. However, an F-1 non-immigrant international student must contact the International office at 512-245-7966 to verify that he or she is in lawful F-1 status, especially if the comprehensive examination is the final requirement remaining to complete his or her academic program.

Arrangements for the examination may be made with the student’s graduate advisor or the department chair. The results of the master’s comprehensive examination or the Dissertation Defense Report form must be filed in the Office of the Graduate College at least ten days before the commencement at which the degree is to be conferred. The department is responsible for submitting the report to the Office of the Graduate College.

Grade-Point Requirements for Graduation

To be eligible for graduation, a student must have a GPA of at least 3.0 (or higher if required) for each major or minor/cognate listed on the Degree Audit. Some degree programs may also call for higher minimum requirements. Effective fall 1991, no grade earned below “C” on any graduate course may apply toward a graduate degree at Texas State. In addition, no grade earned below “B” on any graduate course may apply toward a doctoral degree at Texas State.

Background/Leveling Work. Background/leveling work is not computed in the graduation GPA requirement, nor is graduate-degree credit granted for background work for the degree to be earned.

Incomplete Grades. Incomplete grades should be cleared through the Registrar’s Office at least ten days before the commencement for which the degree is to be conferred.

Hours Requirements

Graduate degree programs range from 30-99 hours of course work. Most master’s degree programs require a minimum of 36 semester credit hours with a maximum of 80. Students obtaining certification may be required to complete additional hours.

Doctoral students should refer to the appropriate departmental section of this catalog for specific credit hours to satisfy degree requirements.
Recommendation for the Degree

The Dean of the Graduate College certifies candidates for graduation after the completion of all requirements for the appropriate graduate degree and with the approval of the departments concerned. Degrees are conferred publicly at the close of the fall semester, the spring semester, and the second summer session.

Degree Time Limit

A program leading to a master’s degree must be completed within six years from the date of a student’s initial enrollment in graduate courses used toward the degree. No credit will be applied toward the master’s degree for course work completed more than six years before the date on which a student’s degree is to be conferred. This time limit applies to credit earned at Texas State as well as credit transferred to Texas State from other accredited institutions. Requests for time extension must be submitted to a student’s graduate advisor, who in turn submits a recommendation to the Dean of the Graduate College for final approval.

A program leading to a Ph.D. or Ed.D. degree must be completed within ten years from the date of a student’s initial enrollment in graduate courses used toward the degree. No credit will be applied toward the doctoral degree for course work completed more than ten years before the date on which a student’s degree is to be conferred. This time limit applies to credit earned at Texas State as well as credit transferred to Texas State from other accredited institutions. Requests for time extension must be submitted to a student’s doctoral program director, who in turn submits a recommendation to the Dean of the Graduate College for final approval. Doctoral students should refer to the appropriate departmental section of this catalog for specific time limit requirements regarding advancement to candidacy and dissertation completion.

99 Hour Rule. In accordance with Texas Education Code, Section 54.066, the university will incur a penalty once a doctoral student accumulates 100 or more doctoral semester credit hours. In response, the Texas State University System has a new tuition structure (excessive hours fee) in which a doctoral student will be charged tuition at a rate equivalent to nonresident tuition for all doctoral semester credit hours exceeding 99. Courses taken by a doctoral student at the master’s or undergraduate level will not count towards the 99 hours. If the student is admitted to a doctoral program from the bachelor’s degree, the count begins after 30 hours of graduate coursework. This tuition structure applies to Texas residents as well as out-of-state residents and international students who were eligible to be charged tuition at the resident rate as a result of scholarship and fellowship awards or employment as Graduate Assistants. Students should contact their Ph.D. Program Director regarding the appeal process.

Catalog

A student completing the graduate program within a six year time limit may graduate under the catalog in effect when he or she began the graduate program. In certain programs, additional hours may be added to the degree for accreditation purposes. Should a program change occur, a student must submit a written request to the Graduate College to graduate under the new program requirements. A student who has questions should contact the Office of the Graduate College at 512-245-2581 and the Graduate Advisor.

Thesis Requirements for a Master’s Degree

If a student elects to follow the thesis option for the degree, a committee to direct the written thesis will be assigned by the department chair in conference with the student. The thesis must
DEGREE INFORMATION

demonstrate the student’s capability for research and independent thought. Preparation of the thesis must be in conformity with the Graduate College Guide to Preparing and Submitting a Thesis or Dissertation. The thesis handbook may be accessed at http://www.gradcollege.txstate.edu/docs/Thesis_Diss_Guide.pdf.

**Thesis Proposal.** The student must submit an official Proposed Research form to his or her Thesis Committee. The required thesis proposal form may be obtained from the Office of the Graduate College or at http://www.gradcollege.txstate.edu/Thes-Diss_Info/T-D_Forms. After obtaining committee members’ signatures, graduate advisor’s signature if required by the program and the department chair’s signature, the student must submit the thesis proposal form with one copy of the proposal attached to the Dean of the Graduate College for approval before proceeding with research on the thesis. If the thesis research involves human subjects, the student must obtain exemption or approval from the Texas State Institutional Review Board prior to submitting the proposal form to the Graduate College. If the thesis research involves vertebrate animals, the proposal form must include the Texas State IACUC approval code. It is recommended the thesis proposal form be submitted to the Dean of the Graduate College by the end of the student’s enrollment in 5399A.

**Thesis Committee.** The Thesis Committee must be composed of a minimum of three approved graduate faculty members.

**Thesis Enrollment and Credit.** The completion of a minimum of six hours of thesis enrollment is required. Enrollment for the thesis will be recorded as course number 5399A for a student’s initial thesis enrollment and a thesis B course for each subsequent thesis enrollment in the field in which the subject matter of the thesis falls, e.g., English 5399A, English 5199B, English 5299B, English 5399B, English 5599B, and English 5999B. Preliminary discussions regarding the selection of a topic and assignment to a supervisor will not require enrollment for the thesis course.

A student will be required to enroll in and pay the fee for at least three hours of the thesis course during any semester in which the student will receive thesis supervision or guidance. Failure to register for the thesis course during a semester in which supervision is received may result in postponement of graduation. After initial enrollment in 5399A, the student will continue to enroll in a thesis B course as long as it takes to complete the thesis. In the rare case when a student has not previously enrolled in thesis and plans to work on and complete the thesis in one semester, the student will enroll in both 5399A and 5399B. The student will receive a grade of “PR,” in progress, until the thesis is completed and submitted to the Texas State Alkek Library. A maximum total of six-semester hours credit (“CR”) will be awarded only after the thesis is filed in the Texas State Alkek Library, any applicable binding fee is paid, and the librarian has electronically returned the thesis card to the Office of the Graduate College.

A student who has selected the thesis option must be registered for the thesis course during the semester or Summer I (during summer the thesis course runs ten weeks for both sessions) in which the degree will be conferred. The only exception to this rule will be when the thesis has been approved by the Graduate College and submitted to the Texas State Alkek Library for binding prior to the first class day of the succeeding semester, and all other graduation requirements have been met. In this case the candidate need not enroll in thesis the succeeding semester in which the degree is conferred.

**Fee Reduction.** A master’s or doctoral degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A, Education Code, Section 54.054. Please refer to the section titled Fee Reduction in the Additional Fees and Expenses chapter of this catalog for more information.

**Thesis Deadlines and Approval Process.** Thesis deadlines are posted at the following web page: http://www.gradcollege.txstate.edu/Thes-Diss_Info/T-D_Deadlines.html. The completed thesis must be submitted to the chair of the Thesis Committee no later than 41 days before the date of the commencement at which the degree is to be conferred.

The following must be submitted to the Office of the Graduate College no later than 24 days, not counting weekends or holidays, before the date of commencement at which the degree is to be conferred:
1. The signature page(s), on thesis quality paper, bearing original signatures of the committee members. Two signature pages are required for the Hard-copy Submission Option and one signature page is required for the Vireo On-line Submission Option. Extra signature pages may be included for additional copies of the thesis that the student wants bound for personal use.

2. One (1) copy of the thesis in final form, approved by all committee members, on standard paper (Hard-copy Submission Option) or PDF of the thesis in final form, approved by all committee members, uploaded in the on-line Vireo submission system. (Vireo On-line Submission Option).

After the Dean of the Graduate College approves the thesis, the process is as follows:

1. For the Hard-copy Submission Option:
   a. Pick up the thesis and signature page(s). The Office of the Graduate College will electronically send the thesis card to the Alkek Library.
   b. Take two (2) copies of the thesis including the two (2) signature pages, printed on thesis quality paper, to the circulation desk in the Alkek Library. Pay the binding fee. The Alkek Library will bind additional copies submitted that the student wants bound for personal use. The student will pay the binding fee for personal copies.
   c. Submit the thesis to the Alkek Library no later than 5:00 p.m. on the Thursday one week preceding graduation.

2. For the Vireo On-line Submission Option:
   a. No copies are required to be submitted to the Alkek Library. However, the Alkek Library will bind copies submitted that the student wants bound for personal use. The student will take the personal copies, printed on thesis quality paper, to the Alkek Library and pay the binding fee for personal copies.

**Dissertation Requirements for Doctoral Degrees**

The dissertation must demonstrate the student’s capability for original scholarly contribution to the field of study. Preparation of the dissertation must be in conformity with the Graduate College Guide to Preparing and Submitting a Thesis or Dissertation. The Guide may be accessed at http://www.gradcollege.txstate.edu/docs/Thesis_Diss_Guide.pdf.

**Dissertation Committee.** The Dissertation Committee must be composed of approved doctoral graduate faculty members. The minimum number of committee members varies by doctoral program. The student should consult with the Doctoral Program Director regarding committee composition. To form the Dissertation Committee, the Dissertation Committee Request form must be completed and signed by the student, committee members, committee chair, Doctoral Program Director and the department chair and then forwarded to the Dean of the Graduate College for approval and signature. The required Dissertation Committee Request form may be obtained from the Office of the Graduate College or at http://www.gradcollege.txstate.edu/Thes-Diss_Info/T-D_Forms.

**Dissertation Proposal.** The student must submit the dissertation proposal and an official Dissertation Proposal form to his or her Dissertation Committee. The required Dissertation Proposal form may be obtained from the Office of the Graduate College or at http://www.gradcollege.txstate.edu/Thes-Diss_Info/T-D_Forms. After obtaining committee members’ signatures, Doctoral Program Director’s signature and the department chair’s signature, the student must submit the Dissertation Proposal form and one copy of the proposal to the Dean of the Graduate College for approval before proceeding with research on the dissertation. If the dissertation research involves
human subjects, the student must obtain exemption or approval from the Texas State Institutional Review Board prior to submitting the proposal form to the Graduate College. If the dissertation research involves vertebrate animals, the Dissertation Proposal form must include the Texas State IACUC approval code.

Each Ph.D./Ed.D. program prepares its own procedures for the dissertation proposal defense. The procedures may be obtained from the Doctoral Program Director. Following the dissertation proposal defense, members of the dissertation committee, the Doctoral Program Director and the department chair sign the Defense of the Dissertation Proposal form. The form is then submitted to the Dean of the Graduate College. The required Defense of the Dissertation Proposal form may be obtained from the Office of the Graduate College or at http://www.gradcollege.txstate.edu/Thes-Diss_Info/T-D_Forms.

Dissertation Enrollment and Credit. A Ph.D./Ed.D. student may begin enrolling in a dissertation course during the semester following completion of required course work as specified by the Ph.D./Ed.D. program. Once the student begins enrolling in a dissertation course, the student must continue to enroll in a dissertation course each semester in which the student receives direct supervision until the dissertation has been completed, defended and submitted to the Texas State Alkek Library. The minimum hours of required dissertation credit varies by Ph.D./Ed.D. program. The student will receive a grade of “PR,” in progress, until the dissertation is completed and submitted to the Alkek Library. The minimum number of hours of dissertation credit (“CR”), as specified by the Ph.D./Ed.D. program, will be awarded only after the dissertation is filed in the Alkek Library, any applicable binding fee is paid, and the librarian has electronically returned the dissertation card to the Office of the Graduate College.

A student must be registered for a dissertation course during the semester or Summer I (during summer the dissertation course runs ten weeks for both sessions) in which the degree will be conferred. The only exception to this rule will be when the dissertation has been approved by the Graduate College and submitted to the Alkek Library for binding prior to the first class day of the succeeding semester, and all other graduation requirements have been met. In this case, and this case only, the candidate need not enroll in dissertation the succeeding semester in which the degree is conferred.

Fee Reduction. A doctoral degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A, Education Code, Section 54.054. Please refer to the section titled Fee Reduction in the Additional Fees and Expenses chapter of this catalog for more information.

Dissertation Deadlines and Approval Process. Dissertation deadlines are posted at the following web page: http://www.gradcollege.txstate.edu/Thes-Diss_Info/T-D_Deadlines.html. The completed dissertation must be submitted to the chair of the Dissertation Committee no later than 65 days before the date of the commencement at which the degree is to be conferred.

The following must be submitted to the Office of the Graduate College no later than 26 days, not counting weekends or holidays, before the date of commencement at which the degree is to be conferred:

1. The signature page(s), on dissertation quality paper, bearing original signatures of the committee members. Two signature pages are required for the Hard-copy Submission Option and one signature page is required for the Vireo On-line Submission Option. Extra signature pages may be included for additional copies of the dissertation that the student wants bound for personal use.
2. One (1) copy of the dissertation in final form, approved by all committee members, on standard paper (Hard-copy Submission Option) or PDF of the dissertation in final form, approved by all committee members, uploaded in the on-line Vireo submission system (Vireo On-line Submission Option).

Some doctoral programs may require additional copies; check with the Doctoral Program Director regarding additional program requirements.

After the Dean of the Graduate College approves the dissertation, the process is as follows:
1. For the Hard-copy Submission Option:
   a. Pick up the dissertation and signature page(s). The Office of the Graduate College will electronically send the dissertation card to the Alkek Library.
   b. Take two (2) copies of the dissertation including the two (2) signature pages, printed on dissertation quality paper, to the circulation desk in the Alkek Library. Pay the binding fee. The Alkek Library will bind additional copies submitted that the student wants bound for personal use. The student will pay the binding fee for personal copies.
   c. Submit the dissertation to the Alkek Library no later than 5:00 p.m. on the Thursday one week preceding graduation.

2. For the Vireo On-line Submission Option:
   a. No copies are required to be submitted to the Alkek Library. However, the Alkek Library will bind copies submitted that the student wants bound for personal use. The student will take the personal copies, printed on dissertation quality paper, to the Alkek Library and pay the binding fee for personal copies.

3. Ph.D./Ed.D. students must also submit the following to the Alkek Library: Doctoral Dissertation Agreement; one copy of the Dissertation Abstract; dissertation publishing fee; and submission of the copyright fee (optional) by 5pm on the Thursday one week prior to commencement.

4. Ph.D./Ed.D. students must submit the completed Survey for Earned Doctorates (SED) form to the Graduate College office by 5pm on the Thursday one week prior to commencement.

REMEMBER, IT IS YOUR RESPONSIBILITY TO ENSURE THAT ALL GRADUATION REQUIREMENTS HAVE BEEN MET.
## Graduate Degrees Offered at Texas State

<table>
<thead>
<tr>
<th>MAJORS</th>
<th>DEGREES</th>
<th>THESIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Master of Accountancy</td>
<td>M.Acy. None</td>
</tr>
<tr>
<td>Accounting &amp; Information Technology</td>
<td>Master of Science</td>
<td>M.S. None</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Master of Arts</td>
<td>M.A. Optional</td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>Master of Education</td>
<td>M.Ed. Optional</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Master of Arts</td>
<td>M.A. Required</td>
</tr>
<tr>
<td>Applied Mathematics</td>
<td>Master of Science</td>
<td>M.S. Required</td>
</tr>
<tr>
<td>Applied Philosophy &amp; Ethics</td>
<td>Master of Arts</td>
<td>M.A. Optional</td>
</tr>
<tr>
<td>Applied Sociology</td>
<td>Master of Science</td>
<td>M.S. None</td>
</tr>
<tr>
<td>Aquatic Resources</td>
<td>Master of Science</td>
<td>M.S. Required</td>
</tr>
<tr>
<td>Aquatic Resources Doctor of Philosophy</td>
<td>Ph.D. Dissertation</td>
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<tr>
<td>Athletic Training</td>
<td>Master of Science</td>
<td>M.S. Optional</td>
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<td>Biochemistry</td>
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<td>M.S. Required</td>
</tr>
<tr>
<td>Biology</td>
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<td>M.A. Required</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Master of Business Administration</td>
<td>M.B.A. Optional</td>
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<tr>
<td>Chemistry</td>
<td>Master of Arts</td>
<td>M.A. Required</td>
</tr>
<tr>
<td>Communication Design</td>
<td>Master of Fine Arts</td>
<td>M.F.A. Required</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>Master of Arts</td>
<td>M.A. Required</td>
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<td>Communication Disorders Master of Arts</td>
<td>Master of Science</td>
<td>M.S. Required</td>
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<tr>
<td>Communication Studies</td>
<td>Master of Arts</td>
<td>M.A. Optional</td>
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<tr>
<td>Computer Science</td>
<td>Master of Arts</td>
<td>M.A. Optional</td>
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<tr>
<td>Creative Writing</td>
<td>Master of Fine Arts</td>
<td>M.F.A. Required</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Master of Science in Criminal Justice</td>
<td>M.S.C.J. Optional</td>
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<tr>
<td>Criminal Justice Doctor of Philosophy</td>
<td>Ph.D. Dissertation</td>
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<tr>
<td>Developmental Education</td>
<td>Master of Arts</td>
<td>M.A. Optional</td>
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<tr>
<td>Developmental Education Doctor of Education</td>
<td>Ed.D. Dissertation</td>
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<tr>
<td>Developmental Education Doctor of Philosophy</td>
<td>Ph.D. Dissertation</td>
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<tr>
<td>Education-Adult, Professional &amp; Community Education</td>
<td>Doctor of Philosophy</td>
<td>Ph.D. Dissertation</td>
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<tr>
<td>Education-School Improvement</td>
<td>Doctor of Philosophy</td>
<td>Ph.D. Dissertation</td>
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<td>Educational Leadership</td>
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<td>Educational Leadership</td>
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<td>M.Ed. None</td>
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<tr>
<td>Educational Technology</td>
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<td>M.Ed. None</td>
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<td>Elementary Education</td>
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<td>M.A. Required</td>
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<tr>
<td>Elementary Education</td>
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<td>M.Ed. None</td>
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<tr>
<td>Elementary Education-Bilingual/Bicultural</td>
<td>Master of Arts</td>
<td>M.A. Required</td>
</tr>
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<td>MAJORS</td>
<td>DEGREES</td>
<td>THESIS</td>
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<tr>
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<tr>
<td>Elementary Education-Bilingual/Bicultural</td>
<td>Master of Education M.Ed.</td>
<td>None</td>
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<tr>
<td>English</td>
<td>See Creative Writing, Literature, Rhetoric &amp; Composition, or Technical Communication.</td>
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<tr>
<td>Exercise Science</td>
<td>Master of Science M.S.</td>
<td>Optional</td>
</tr>
<tr>
<td>Family and Child Studies</td>
<td>Master of Science M.S.</td>
<td>Optional</td>
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<tr>
<td>Geography</td>
<td>Master of Applied Geography M.A.Geo. None</td>
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<tr>
<td>Geography</td>
<td>Master of Science M.S.</td>
<td>Required</td>
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<tr>
<td>Geography-Geographic Information Science</td>
<td>Master of Applied Geography M.A.Geo. None</td>
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<tr>
<td>Geography-Resource &amp; Environmental Studies</td>
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<td>Geography-Environmental Education</td>
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<tr>
<td>Geography-Geographic Education</td>
<td>Doctor of Philosophy Ph.D. Dissertation</td>
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<tr>
<td>Geography-Geographic Information Science</td>
<td>Doctor of Philosophy Ph.D. Dissertation</td>
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<tr>
<td>Healthcare Administration</td>
<td>Master of Healthcare Administration M.H.A. Optional</td>
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<tr>
<td>Health Education</td>
<td>Master of Education M.Ed.</td>
<td>Optional</td>
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<tr>
<td>Health Services Research</td>
<td>Master of Science M.S.</td>
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<tr>
<td>History</td>
<td>Master of Arts M.A.</td>
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<tr>
<td>History</td>
<td>Master of Education M.Ed.</td>
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<tr>
<td>Human Nutrition</td>
<td>Master of Science M.S.</td>
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<tr>
<td>Human Resource Mgmt</td>
<td>Master of Science M.S.</td>
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<tr>
<td>Industrial Technology</td>
<td>Master of Science in Technology M.S.T. Optional</td>
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<td>Interdisciplinary Studies</td>
<td>Master of Arts in Interdisciplinary Studies M.A.I.S. Optional</td>
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<td>Interdisciplinary Studies</td>
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<tr>
<td>International Studies</td>
<td>Master of Arts M.A.</td>
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<td>Legal Studies</td>
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<tr>
<td>Literature</td>
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<tr>
<td>Management of Technical Education</td>
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<td>Mass Communication</td>
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<td>Materials Physics</td>
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<td>Materials Science, Engineering, and Commercialization</td>
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<td>Mathematics</td>
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<td>Mathematics Education</td>
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<td>Merchandising &amp; Consumer Studies</td>
<td>Master of Science M.S.</td>
<td>Optional</td>
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<td>Middle School Mathematics Teaching</td>
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<tr>
<td>Music</td>
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<td>Music-Music Education</td>
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<td>Physical Education</td>
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<td>Optional</td>
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<td>MAJORS</td>
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<td>THESIS</td>
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<tr>
<td>Physical Therapy</td>
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<td>D.P.T.</td>
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<td>Physics</td>
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<td>Political Science</td>
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<td>Population &amp; Conservation Biology</td>
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<td>Professional Counseling</td>
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<td>Psychological Research</td>
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<td>Public Administration</td>
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<td>Reading Education</td>
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<td>Recreation &amp; Leisure Services- Recreation Management</td>
<td>Master of Recreation &amp; Leisure Services MSRLS</td>
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<tr>
<td>Recreation &amp; Leisure Services- Therapeutic Recreation</td>
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<td>Optional</td>
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<td>Rhetoric &amp; Composition</td>
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<td>School Psychology</td>
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<td>Social Work-Direct Practice</td>
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<td>Social Work-Administrative Leadership</td>
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<td>Spanish</td>
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<td>Special Education</td>
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<td>Student Affairs in Higher Education</td>
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<td>Technical Communication</td>
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<tr>
<td>Wildlife Ecology</td>
<td>Master of Science</td>
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</tbody>
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GRADUATE DEGREES OFFERED AT TEXAS STATE/ 61
## Graduate Minors

**Minor Hours Requirements Stated Below**

(Minor hours required are in addition to hours required for major)

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<tr>
<th>Minor</th>
<th>Hours</th>
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<tr>
<td>Adult Education (12)</td>
<td>History (12)</td>
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<tr>
<td>Agricultural Education (6)</td>
<td>Industrial Technology (15)</td>
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<tr>
<td>Anthropology (9)</td>
<td>Legal Studies (9)</td>
</tr>
<tr>
<td>Aquatic Resources (6) (for Biology majors only)</td>
<td>Literature (6)</td>
</tr>
<tr>
<td>Biochemistry (6) (for College of Science majors only)</td>
<td>Materials Physics (9)</td>
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<tr>
<td>Biology (15)</td>
<td>Mathematics (15)</td>
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<tr>
<td>Chemistry (6)</td>
<td>Methods &amp; Materials (hours vary by major specialization) (for Elementary Education and Special Education majors only)</td>
</tr>
<tr>
<td>Cognate (hours vary by major) (open to selected majors)</td>
<td>Music (12)</td>
</tr>
<tr>
<td>Communication Studies (12)</td>
<td>Music Education (12)</td>
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<tr>
<td>Composite Minor (hours vary by major specialization) (open to selected majors)</td>
<td>Philosophy (6)</td>
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<td>Computer Science (6 or 9 hours depending on thesis option of major)</td>
<td>Physical Education (15)</td>
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<td>Criminal Justice (9)</td>
<td>Physics (6)</td>
</tr>
<tr>
<td>Developmental Education (15) (Entrance requirements apply – see department section)</td>
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<td>Developmental Education (15) (Jr. College Education)</td>
<td>Professional Counseling (13)</td>
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<td>Educational Leadership (15) (Entrance requirements apply – see department section)</td>
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<td>Elementary Education (12)</td>
<td>Reading Education (12)</td>
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<td>Elementary Education-Bilingual/Bicultural (12 hours)</td>
<td>Recreation &amp; Leisure Services (12)</td>
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<td>Exercise Science (12)</td>
<td>Secondary Education (15)</td>
</tr>
<tr>
<td>Forensic Systems (9 hrs w/thesis) (6 hrs w/thesis)</td>
<td>Sociology (9)</td>
</tr>
<tr>
<td>Geography (9)</td>
<td>Software Engineering (6 or 9 hours depending on thesis option of major)</td>
</tr>
<tr>
<td>Gifted &amp; Talented Education (15)</td>
<td>Spanish (6)</td>
</tr>
<tr>
<td>Healthcare Administration (15)</td>
<td>Special Education (15)</td>
</tr>
<tr>
<td>Health Education (15)</td>
<td>Theatre (6)</td>
</tr>
<tr>
<td>Healthcare Human Resources (15)</td>
<td>Women &amp; Gender Studies (9)</td>
</tr>
<tr>
<td>Health Services Research (15)</td>
<td></td>
</tr>
</tbody>
</table>
### Career Support Areas for Public Administration Majors Only

<table>
<thead>
<tr>
<th>Admin of Criminal Justice Systems (9 hours)</th>
<th>Legal &amp; Judicial Administration (9 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Public Administration (9 hours)</td>
<td>Public Finance Administration (9 hours)</td>
</tr>
<tr>
<td>Government Information Systems (9 hours)</td>
<td>Social Policy (9 hours)</td>
</tr>
<tr>
<td>Human Resources in Public Administration (9 hours)</td>
<td>Urban &amp; Environmental Planning (9 hours)</td>
</tr>
<tr>
<td>International Relations (9 hours)</td>
<td></td>
</tr>
</tbody>
</table>
## Texas State Certificate Programs

<table>
<thead>
<tr>
<th>Certificate Program</th>
<th>Department/School</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>Curriculum &amp; Instruction/Special Education</td>
<td>21 hours for completion.</td>
</tr>
<tr>
<td>Behavioral Disorders/Positive Behavioral Support</td>
<td>Curriculum &amp; Instruction/Special Education</td>
<td>21 hours for completion.</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Computer Information Systems &amp; Quantitative Methods</td>
<td>18 hours for completion.</td>
</tr>
<tr>
<td>Corporate Communication and Training</td>
<td>Communication Studies</td>
<td>9 hours for completion</td>
</tr>
<tr>
<td>Developmental Education</td>
<td>Curriculum &amp; Instruction</td>
<td>15 hours for completion.</td>
</tr>
<tr>
<td>Dietetic Internship</td>
<td>Family and Consumer Science</td>
<td>18 hours for completion.</td>
</tr>
<tr>
<td>Forensic Psychology</td>
<td>Psychology</td>
<td>15 hours for completion.</td>
</tr>
<tr>
<td>Health Informatics</td>
<td>School of Health Administration</td>
<td>15 hours for completion.</td>
</tr>
<tr>
<td>Health Information Management</td>
<td>Health Information Management/College of Health Professions.</td>
<td>15 hours for completion.</td>
</tr>
<tr>
<td>Healthcare Administration</td>
<td>School of Health Administration</td>
<td>15 hours for completion.</td>
</tr>
<tr>
<td>Intelligence Analysis</td>
<td>Criminal Justice</td>
<td>15 hours for completion.</td>
</tr>
<tr>
<td>Learning Disabilities/Inclusion</td>
<td>Curriculum &amp; Instruction/Special Education</td>
<td>18 hours for completion.</td>
</tr>
<tr>
<td>Long Term Care Administration</td>
<td>School of Health Administration</td>
<td>33 hours for completion.</td>
</tr>
<tr>
<td>Mediation</td>
<td>Political Science</td>
<td>3 hours for completion. Application handled through Political Science department.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student must attend at least 40 hours of class and complete course with a grade of ‘B’ or higher.</td>
</tr>
<tr>
<td>Certificate Program</td>
<td>Department/School</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Music Performance</td>
<td>Music</td>
<td>15 hours for completion. GPA of 3.0 required with no grade less than “B” on required courses and no grade less than “C” on electives.</td>
</tr>
<tr>
<td>Paralegal Studies</td>
<td>Political Science</td>
<td>24 hours for completion. GPA of 3.0 required with no grade less than ‘B’ on required courses and no grade less than ‘C’ on electives.</td>
</tr>
<tr>
<td>Polysomnographics Technology</td>
<td>Department of Respiratory Care/College of Health Professions.</td>
<td>15 hours for completion.</td>
</tr>
<tr>
<td>Professional Ethics</td>
<td>Philosophy</td>
<td>6 hours for completion.</td>
</tr>
<tr>
<td>Public History Studies</td>
<td>History</td>
<td>15 hours for completion.</td>
</tr>
<tr>
<td>Water Resources Policy</td>
<td>Geography</td>
<td>12 hours for completion.</td>
</tr>
</tbody>
</table>

**Texas State Certificate Program Application of Completion**

A minimum GPA of 3.00 is required in order to receive a certificate of completion for the program. Upon completion of Texas State Graduate Certificate course requirements, a student must apply online through the Self-Service Banner system, using the “apply for graduation” link. Deadlines and instructions to apply after the deadline can be found on the graduation website under “Applying for Graduation” at http://www.gradcollege.txstate.edu/Current_Students/Graduation.html. Texas State Certificates are printed by the Registrar’s Office at the end of each term after candidates have been cleared. Certificates are distributed to recipients through the appropriate college dean and are not presented at the graduation ceremony.

*Upon completion of undergraduate certificate course requirements, a student’s application and requirements will be reviewed by the College Academic Advising Center.

**Certificate and degree programs are approved in accordance with guidelines provided by the Texas Higher Education Coordinating Board and the Texas State University System.**
Tuition and Fees

The following are general descriptions of the various tuition and fees charged for registration for academic courses. Refer to http://www.catsweb.txstate.edu, for the most current information on the amounts charged for tuition and fees. The University reserves the right to change tuition and fees, in keeping with the actions of the Texas Legislature, the Texas State University System Board of Regents, and University administration.

The payment of tuition and fees entitles students to admission to classes; admission to auditorium and athletic attractions; subscription to The University Star; and use of the Student Center, Student Health Center, Sewell Park, and group use of the Wimberley Camp. Other Special Fees and charges are assessed for specific services, such as musical instrument insurance, and installment fees.

Texas State is not responsible for manually calculating tuition and fee estimates.

Tuition (State-mandated)

Covers a portion of the operating costs for providing faculty and support staff to accomplish the educational mission of the University. Is assessed on the basis of residency status: Texas resident or non-resident.

NOTE: Effective Summer 2004, for each course attempted more than twice by a student with an “in-state” status, additional charges will be assessed which are equivalent to the out-of-state tuition rate. This does not apply to thesis or dissertation hours or individual instruction. Refer to the Schedule of Dates for more information.

Designated Tuition

Supplements the operating costs of the University (such as for renovation projects, bond debt retirement, faculty and staff salary increases, and deferred maintenance).
Graduate Tuition Increment – Supplements various aspects of graduate courses of study, including (but not limited to): graduate assistantships, program support, and graduate scholarships.

Student Service Fee

Provides funding for various student services including: Student Learning Assistance Center, the Writing Lab, Career Services, Associated Student Government, public lectures, athletics, and the University Scholars program.

Student Center Fee

Funds the debt payments on the Student Center building, building operations, and programs. (Fee is waived for students enrolled exclusively in off-campus courses.)

Shuttle Bus Fee

Provides for all shuttle bus operations, including apartment routes. (Fee is waived for students enrolled exclusively in off-campus courses.)
Computer Services Fee

Pays for the maintenance of instructional campus computers, upgrades and expansion of equipment, and student e-mail (internet access).

Student Publications Fee

Covers a portion of the costs of administration publications given to students, such as catalogs, student handbooks, and informational brochures on student services (does not pay for The University Star or the Pedagog yearbook).

Recreational Sports Fee

Funds the debt payments on the Recreational Sports building, building operations, and programs, such as Intramurals and Outdoor Recreation. (Fee is waived for students enrolled exclusively in off-campus programs.)

ID Card Services Fee

The fee is used for expanded functionality of the university issued ID card.

International Education Fee

Pays for scholarships for Texas State students studying abroad.

Medical Service Fee

Provides funding for the basic operations of the Student Health Center, individual physician visits, and health education programs. The medical service fee is waived for students enrolled exclusively in off-campus courses.

Off-Campus Fee

Assessed for students enrolled in one or more courses off-campus. The current rate is $30 per SCH (semester credit hour). Note that for students enrolled in both on-and off-campus courses, the off-campus fee is in addition to all other fees.

Electronic Course Fees

Pays for the purpose of funding course development and maintenance of internet resources. Same as off-campus, fees may be waived if enrolled exclusively in electronic course and/or off-campus courses.

General Property Deposit

All students are required to make a general property deposit of $50.00, payable at the time of registration, which must remain on deposit with the University. Upon written request to the Student Business Services Office, this deposit, less outstanding charges, will be returned to the student who is no
longer attending. This deposit, less outstanding charges will be refunded to students who graduate or withdraw from the university. Deposit refunds not requested within four years from date of last attendance are forfeited into a scholarship account.

### Other Special Fees and Charges
(In addition to Registration Fees)

- **Degree Seeking Admission Application Fee** ................................................................. $40
- **Post-graduate Students Admission Application Fee** ...................................................... $10
- **International/Evaluation Fee for International Students** ............................................... $50
- **Certification Plan Fee**
  - First Plan .................................................................................................................. $75
  - Additional Plans ........................................................................................................ (each $25)
- **Delinquent Installment Fee** .......................................................................................... $25
- **Electronic Course Fee (per SCH)** ................................................................................ $50
- **Installment Enrollment Fee** .......................................................................................... $30
- **Late Registration Fee** .................................................................................................. $25
- **Matriculation Fee** ...................................................................................................... $15
- **Musical Instrument Maintenance Fee** ......................................................................... $30
- **Off-campus Course Fee (per SCH)** ............................................................................ $30
- **Physical Therapy Application Fee** ............................................................................... $25
- **Property Deposit** ........................................................................................................ $50
- **Reinstatement Fee** .................................................................................................... $50
- **Returned Check Fee** .................................................................................................. $30
- **Special Late Registration Fee** .................................................................................... $100/200
- **Transcript Fee (official copy)** .................................................................................... $5

### Laundry Service Fees for Physical Education Uniforms

**Laundry Service Fees**
For individuals who wish to use the University physical education uniforms, fees are as follows:

- **Student** $7.00 per summer term
- **Faculty/staff** $50.00 per twelve months
Additional Fees and Expenses

International/Evaluation Fee

If a student holds or will be holding a non-immigrant visa while in the United States or if an applicant is considered for admission on the basis of foreign credentials, the student must submit a non-refundable international/evaluation fee of $50.00, in addition to the $40.00 application fee, (check or money order payable to Texas State in U.S. currency) with the application for admission to the Graduate College. No applications will be considered until the necessary fee is paid. International Students who have earned a bachelor’s degree from Texas State do not have to pay the $50.00 international/evaluation fee.

International Students Operations Fee

Effective Fall 2006, international students with an immigration status of “F1” or “J1” will be charged an international student operations fee in the amount of $60.00 per long term/$30.00 per summer session for the maintenance of records, compliance with government regulations, and services for nonimmigrant students.

F-1 Visa

International students who will attend Texas State on an F-1 student visa must furnish proof of sufficient financial resources for educational and personal expenses. Texas State will not issue an I-20 Form until all the financial and academic requirements for admission have been met and the Dean of the Graduate College has approved the graduate advisor’s recommendation for admission. An international student on an immigrant visa is not required to furnish proof of financial support and is not issued an I-20 Form.

Auditing Fees

Where auditing of a course is permitted, all fees will be the same as if the course were taken for credit. Senior citizens, 65 or older, may audit courses without payment of a fee if space is available.

Fee Reduction

Qualifications. A master’s or doctoral degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A, Education Code, Section 54.054, if the student is registered for thesis or dissertation credit only and provided such credit is the final credit hour requirement for the degree in progress. Only Texas residents can qualify for this fee reduction.
**Procedure.** If a student meets the above qualifications, these are the steps to follow during registration:

1. Register on CatsWeb. Immediately after completing the registration process, contact the Office of the Graduate College to request a “Fee Reduction Verification of Enrollment” form.
2. The Office of the Graduate College will verify student eligibility to obtain reduction and then forward the Fee Reduction Verification of Enrollment form to the Student Business Services Office, which will adjust the bill.
3. The adjustment should be made before paying fees if possible, but not later than the 12th class day (4th class day in summer terms).

**Student Financial Obligations**

Students are expected to meet financial obligations to the University within the designated time allowed. Registration fees are payable before classes begin. Students are not entitled to enter a class or laboratory until their fees and deposits have been paid. Failure to pay the amount owed on or before the University-specified due date(s) or payments made with checks that are returned to Texas State unpaid by the bank may result in any or all of the following: 1) dismissal from the University, 2) withholding of future registration privileges, 3) withholding the issuance of future grades or of an official transcript, 4) withholding the conferring of a degree, 5) bar against re-admission for the student, 6) warrant holds with the State of Texas, and 7) referral of debt to collection agency. Delinquent accounts may be referred to a collection agency and the student is responsible for all attorney and collection fees.

Once a student registers, he or she is responsible for the total fees assessed regardless of whether the installment option is used. Refund percentages are applied to total fees assessed and not the amount paid. This procedure means that students who withdraw before paying all installments may, in the event of withdrawal, receive a bill with a balance due rather than a refund.

**Late Registration Fee**

A late fee will be charged if a student registers during the late registration period.

**Campus Parking/Vehicle Registration**

Every student, faculty, and staff person who operates or parks a vehicle on campus must: 1) register the vehicle with Parking Services; 2) purchase a permit; 3) properly display the permit any time the vehicle is parked on campus; and 4) become familiar with and abide by the Traffic and Parking Rules. The rules are enforced at all times throughout the year. The purchase of a permit and registration of the vehicle do not guarantee a parking space. Residence hall students must first make application with the Parking Services Office before bringing a vehicle to campus. Residence hall parking spaces are limited, and it is recommended that on-campus residents not bring a vehicle to campus unless absolutely necessary. Commuters may register their vehicles on-line at http://www.parking.txstate.edu/.

Fees for vehicle registration will be published each year in the official rules and regulations and on the Parking Services website. Additional information concerning the purchase and issuance of parking permits may be obtained by contacting Parking Services at 512-245-2887.
Payment of Fees

Tuition/fees and room/board may be paid during the spring and fall semesters through the following alternatives:

1. Full payment is due prior to the start of the semester. See the Registration Information booklet for specific dates.

2. Installment plan with approximately 30% of tuition and fees is due prior to the start of the semester, 35% payment prior to the start of the sixth class week, and the final 35% payment before the beginning of the eleventh class week. See the Registration Information booklet for specific dates.

Payment may be made by check or money order payable to Texas State. MasterCard, American Express, Diners Club and Discover credit card payments are also acceptable online only. For credit card or electronic check payments via web log on to http://www.sbs.txstate.edu/. Effective May 1, 2012, payment via credit/debit card will be assessed a 2.75% convenience fee based on the amount charged. There is a $3 minimum fee per transaction. This convenience fee will be added to your total payment and is non-refundable.

A STUDENT WHO FAILS TO MAKE FULL PAYMENT OF TUITION AND FEES, INCLUDING ANY INCIDENTAL FEES, BY THE DUE DATE MAY BE PROHIBITED FROM REGISTERING FOR CLASSES UNTIL FULL PAYMENT IS MADE. A STUDENT WHO FAILS TO MAKE PAYMENT PRIOR TO THE END OF THE SEMESTER MAY BE DENIED CREDIT FOR THE WORK DONE THAT SEMESTER.

Returned Checks. If a check or checks are returned unpaid for any reason other than the admitted error of the bank, the student must pay in cash, cashier’s check or money order immediately and a $30.00 service fee is assessed for each returned check.

If a registration check is returned unpaid, the student must make payment (check amount along with $30.00 service fee) within ten working days. If the student does not make restitution within the notified time period, the University reserves the right to initiate withdrawal procedures. Students will not be officially withdrawn from the University by the Student Business Services Office unless they are notified in writing. It is the student’s responsibility to initiate a formal withdrawal from the University at the Registrar’s Office.

Stopping payment on a check presented to Texas State for fees or allowing the check to be returned by the bank for any reason does not constitute official withdrawal. Failure to follow procedures for withdrawing from the University may result in financial penalties and delays with future enrollment in the University.

If a student has an outstanding returned check, he/she will be on a cash-only basis until the obligation is cleared. If a student has three returned checks within a 365-day period (i.e., one calendar year), the University reserves the right to place the student on a cash-only basis for an extended time period.

Insufficient Funds checks submitted for registration do not constitute payment and may result in additional charges for late registration.

Residency for Tuition Purposes

The determination of residency classification for tuition purposes is governed by statutes enacted by the Texas Legislature and rules and regulations promulgated by the Texas Higher Education Coordinating Board. A student or applicant is classified either as a resident of Texas, a non-resident, or a foreign student for tuition purposes. An individual’s residency classification is based on information from his or her admission application. If an applicant or student is classified as a non-resident and wishes to be considered for reclassification as a resident, it is necessary to submit the Residency Core Questions available from the Office of Undergraduate Admission. Documentation may be requested by
the institution in order to resolve issues raised by the information provided in response to the Core Residency Questions.

Chapter 21 of the Texas Higher Education Coordinating Board Rules includes the following provisions covering some of the more common residency situations. They are neither exhaustive nor complete and should not be interpreted as such. Full regulations are available in the Coordinating Board publication Rules and Regulations for Determining Residency Status available at http://www.collegeforalltexans.com/ (Search: Residency).

**Determination of Residence Status:**

(a) The following persons shall be classified as Texas residents and entitled to pay resident tuition:

(1) a person who graduated from a public or accredited private high school in this state or received the equivalent of a high school diploma in this state, and maintained a residence continuously in this state for the thirty-six months immediately preceding the date of graduation or receipt of the diploma equivalent, as applicable; and the 12 months preceding the census date of the academic semester in which the person enrolls in an institution.

(2) a person who established a domicile in this state not less than 12 months before the census date of the academic semester in which the person enrolls in an institution; and maintained a residence continuously in the state for the 12 months immediately preceding the census date of the academic semester in which the person enrolls in an institution.

(3) a dependent whose parent established a domicile in this state not less than 12 months before the census date of the academic semester in which the person enrolls in an institution; and maintained a residence continuously in the state for the 12 months immediately preceding the census date of the academic semester in which the person enrolls in an institution.

(b) The following non-U.S. citizens may establish a domicile in this state for the purposes of subsection (a) (2) or (3) of this section:

(1) a Permanent Resident;

(2) a person who is eligible for permanent resident status;

(3) an eligible nonimmigrant that holds one of the approved types of visas. A complete list is available on the Coordinating Board website at http://www.thecb.state.tx.us/Rules/

(4) a person classified by the USCIS as a Refugee, Asylee, Parolee, Conditional Permanent Resident, or Temporary Resident;

(5) a person holding Temporary Protected Status, and Spouses and Children with approved petitions under the Violence Against Women Act (VAWA), an applicant with an approved USCIS I-360, Special Agricultural Worker, and a person granted deferred action status by USCIS;

(6) a person who has filed an application for Cancellation of Removal and Adjustment of Status under Immigration Nationality Act 240A (b) or a Cancellation of Removal and Adjustment of Status under the Nicaraguan and Central American Relief Act (NACARA), Haitian Refugee Immigrant Fairness Act (HRIFA), or the Cuban Adjustment Act, and who has been issued a fee/filing receipt or Notice of Action by USCIS; and
(7) a person who has filed for adjustment of status to that of a person admitted as a Permanent Resident under 8 United States Code 1255, or under the "registry" program (8 United States Code 1259), or the Special Immigrant Juvenile Program (8 USC 1101(a) (27) (J)) and has been issued a fee/filing receipt or Notice of Action by USCIS.

(c) The domicile of a dependent's parent is presumed to be the domicile of the dependent unless the dependent establishes eligibility for resident tuition under subsection (a) (1) of this section.

(d) A domicile in Texas is presumed if, at least 12 months prior to the census date of the semester in which he or she is to enroll, the person owns real property in Texas, owns a business in Texas, or is married to a person who has established a domicile in Texas. Gainful employment other than work-study and other such student employment can also be a basis for establishing a domicile.

(e) The temporary absence of a person or a dependent's parent from the state for the purpose of service in the U.S. Armed Forces, Public Health Service, Department of Defense, U.S. Department of State, as a result of an employment assignment, or for educational purposes, shall not affect a person's ability to continue to claim that he or she is a domiciliary of this state. The person or the dependent's parent shall provide documentation of the reason for the temporary absence.

(f) The temporary presence of a person or a dependent's parent in Texas for the purpose of service in the U.S. Armed Forces, Public Health Service, Department of Defense or service with the U.S. Department of State, or as a result of any other type of employment assignment does not preclude the person or parent from establishing a domicile in Texas.

Exceptions. A non-resident or foreign student may qualify to pay in-state tuition. Students should direct questions and documentation for these waivers to Student Business Services.

1) The student or student’s spouse or parent is a member of the Armed Forces or a commissioned officer of the Public Health Service and is stationed in Texas. (Military and Public Health Service personnel who maintain their official home of record as Texas or who meet the criteria for establishing a domicile in Texas are considered to be Texas residents.)

2) The student or student’s spouse or parent is employed at least half-time as a teaching or research assistant in a position related to the assistant’s degree program at a Texas public institution of higher education.

3) The student or student’s spouse or parent is employed at least half-time on a regular monthly salaried basis as a teacher or professor at a Texas public institution of higher education.

4) The student holds an approved competitive scholarship from Texas State of at least $1000 for the academic year or summer awarded by an official Texas State scholarship committee.

5) The student or student’s spouse or parent has located in Texas as an employee of a business or organization that became established in this state as part of the state economic development and diversification program. (Note: Go to http://www.thecb.state.tx.us/Rules/Chapter 21, Sub Chapter X for a list of qualified employers.)

6) The student is a New Mexico resident who resides in a county bordering Texas.

7) The student is a Louisiana resident who resides in a parish bordering Texas.

8) The student is a resident of Mexico who has demonstrated a financial need as determined by the financial aid office.
Refund of Fees

Refund of General Property Deposit

Upon written request to the Student Business Services Office, this deposit, less outstanding charges, will be returned to the student who is no longer attending. This deposit, less outstanding charges will be refunded to students who graduate or withdraw from the university. Deposit refunds not requested within four years from date of last attendance are forfeited into a student scholarship account.

Refund of Registration Fees

Withdrawals. Any student, who has paid registration fees and officially withdrawn through the Registrar’s Office, is entitled to a refund of tuition and fees under the conditions listed below.

The amount actually paid either in full or by installment, must be greater than the percentage of the total semester’s charges owed to the University at the time of the withdrawal. The amount of the refund is calculated as follows:

\[(\text{Amount paid for tuition and refundable fees}) - (\text{semester charge for tuition and refundable fees times percentage owed})\]

equals (refund, if positive amount).

If the percentage of total charges owed to the University at the time of the withdrawal exceeds the amount actually paid, the student remains liable for the unpaid balance. The schedule of the percentage owed the University is published in the Schedule of Dates each semester at http://www1.txstate.edu/catsweb/catsstud.htm.

Drops. Should a student reduce semester hours by officially dropping a course or courses, the following refund rates will apply, provided the student remains enrolled at Texas State University-San Marcos and pays the required drop fee:

Regular Long Semester
- During the first twelve class days: 100%
- After the twelfth class day: None

First and Second Eight Weeks of Long Semester Sessions
- During the first four class days: 100%
- After the fourth class day: None

Payment of Refunds. An immediate refund WILL NOT be made at the time a student withdraws or reduces hours during a semester. Any refund will be applied to remaining unpaid obligations. If a student has paid in full, a refund will be processed within 30 days. Reducing semester credit hours to zero is considered a withdrawal, and withdrawal refund policies apply. For refund information on Special Course Offerings, call the Student Business Services Office at 245-2544.

Refund for Course Offerings Other Than Traditional Fall, Spring, or Summer Terms

For refunds on special course offerings, which vary in length from traditional semesters/terms, refer to the Student Business Services Office web page at http://www.sbs.txstate.edu/ for current information.
Refund in the Event of Death

In the event a student dies and a refund of tuition, fees, room and board, deposits, or other monies is due the estate of the deceased student, the University will, as soon as practicable after the death of the student, pay all refunds to the Estate of the deceased student.
Major and Degree Offered:
Agricultural Education, M.Ed.

Major Program

The master’s program offered through the department prepares students to work as professionals in the agriculture industry and in positions of leadership and management in secondary schools and adult education. The department offers an emphasis in teaching development with research possibilities. A thesis or non-thesis degree may be selected. The curriculum consists of 36 hours, with 21 in agricultural education and 15 in an integrated minor. The thesis counts as six hours toward the 21-hour agricultural education requirement. In addition, three hours are required in research and analysis as part of the 21 hours. The major and supportive courses are to be taken with the advice and consent of the student’s advisory committee, which consists of three or more faculty selected with the help of the graduate advisor.

Admission Policy

Admission to the graduate program in agriculture requires a bachelor’s degree and a 2.75 GPA over the last 60 hours of undergraduate course work leading to the degree. Conditional admission is available to students with at least a 2.50 GPA on the last 60 hours and a preferred GRE score of 293. If an applicant took the GRE within the last five years and prior to the new examination, the following preferred score will be considered - 950 (verbal and quantitative combined). All applicants must also submit three letters of reference (at least two of the letters coming from academia) to the Graduate College.

Courses Offered

Agriculture (AG)

5360 Advancements in Animal Science. (3-0) Survey of the current knowledge and concepts in animal production including economic considerations and current production problems in breeding and feeding livestock.

5370 Special Problems in Technical Agriculture. (3-0) Special problems will be selected to meet the needs of the individual student. May be repeated once for additional credit when the problem differs.

Agricultural Education (AGED)

5101 Instructional Skill Development. (1-0) Graduate assistants are required to enroll in this course to be prepared to instruct/assist with classes in Agricultural Education. Topics covered are essential teaching strategies, techniques, evaluation design, ethical classroom behavior, and effective instructional motivational techniques. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.
5314 Special Problems in Teaching Vocational Agriculture. (3-0) The student is given the opportunity to work on problems of special interest and need in the discipline of agricultural education. May be repeated once for additional credit when the problem differs.

5318 Administration and Supervision of Vocational Education. (3-0) The administration of comprehensive vocational education programs with emphasis on the operation and implementation of programs governed by state and national laws.

5319 Principles and Methods of Adult Education. (3-0) The rationale, planning, implementing, conducting, and evaluation of adult education programs in formal and non-formal settings will be discussed.

5320 History and Philosophy of Agricultural Education. (3-0) The course covers the history, basic principles, and philosophy of different programs of agricultural education existing today.

5321 Methods of Technological Change. (3-0) The dynamics of cultural change as theoretical framework for planned technological change, methods of implementing change, the effects of change, and the prediction of change will be discussed.

5330 Research Methods in Agricultural Education. (3-0) The principles and procedures of using and communicating both quantitative and qualitative research in agricultural education will be addressed. Special emphasis will be given to using appropriate methods to address research problems.

5331 Guidance. (3-0) Analysis of occupational and vocational opportunities for vocational students; includes work in interpersonal communications as well as in the techniques of individual and group counseling in guidance. Practice in personality and occupational interest testing.

5335 Curriculum Development of Vocational Programs. (3-0) Principles and practices in developing curricula for different areas of vocational education will be emphasized. The dynamics of cultural and technological changes on methods of planning and implementing vocational curricula as it relates to the educational needs of vocational youth will be stressed.

5371A Advanced Farm Power and Machinery. (3-0) Advanced study in areas related to the usage of farm power units and machinery in the production and processing of food and fiber. Emphasis will be placed on modern technology associated with various equipment utilized in mechanized agriculture.

5371D Agricultural Structures Design. (3-0) Principles of design and construction for structures associated with agricultural production. Emphasis will be placed on processes, materials and standards associated with different areas of production agriculture.

5371E Advanced Welding Processes and Designs. (3-0) Advanced study in areas related to welding processes and equipment utilized in the design, construction and repair of agricultural structures and equipment. Emphasis will be placed on processes and methods, which may be applicable to agriculture production situations as well as in the processing of agricultural products.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.
5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

Graduate Faculty

Angirasa, Aditi K., Professor and Interim Chair of Agriculture. B.A., Punjab University; M.S., California State Polytechnic University; M.S., University of California-Davis; Ph.D., Texas A&M University.

Cade, Tina M., Professor of Agriculture. B.S., M.S., Kansas State University; Ph.D., Texas A&M University.

Gandonou, Jean-Marc A., Assistant Professor of Agriculture. B.S., University of Orleans; M.A., University of Montpellier; M.S., Ph.D., University of Kentucky.

Morrish, Douglas G., Associate Professor of Agriculture. B.S., M.S., Stephen F. Austin State University; Ph.D., Texas A&M University.

Rahe, C. Hardin, Professor of Agriculture. B.S., Tarleton State University; M.S., Ph.D., Texas A&M University

Richardson, C. Reed, Professor of Agriculture. B.S., M.S., University of Kentucky, Ph.D., University of Illinois at Urban-Champaign.
Ph.D. in Criminal Justice

Doctoral Major and Degree Offered
Criminal Justice, Ph.D.

Ph.D. Program

The School of Criminal Justice at Texas State University-San Marcos offers a doctoral program for (1) criminal justice professionals who seek advanced education and (2) students who will pursue academic appointments at colleges and universities in Texas and around the nation. Texas State University-San Marcos is located in the heart of the central Texas corridor, near sixteen state criminal justice offices and thirteen Texas counties, including Travis (Austin) and Bexar (San Antonio). The university's geographic proximity to state criminal justice agency headquarters for law enforcement, criminal courts, and corrections, and to managers and executives in these agencies, makes it an ideal location for offering a doctoral-degree program.

The doctoral program is part of a vibrant school, with approximately 800 bachelor's students and 150 master's students. Twenty full-time faculty members are involved in a wide range of research. A list of faculty and their research interests is available at http://www.cj.txstate.edu/people/faculty. The School of Criminal Justice also administers a number of institutes and centers, including the Center for Geospatial Intelligence and Investigation.

Courses are offered in the evenings for the convenience of working professionals. Students are classified as either full-time (nine hours per semester) or part-time. All students will be given the opportunity to initiate, complete, present, and publish original research.

Each student develops an appropriate degree plan to meet his/her career and academic goals. The degree plan will include a mix of theoretical, analytical, and elective courses that will prepare students to work independently and in multidisciplinary teams.

Educational Goal

The central educational goal of the Ph.D. program in Criminal Justice at Texas State University is to prepare doctoral students to assume leadership roles in academic, public policy, and administrative positions within a rapidly changing criminal justice system. The school has developed a programmatic perspective that is sensitive to the importance of research skills, balanced with theoretically informed policy analysis, so that students can more effectively address the challenges in criminal justice in Texas and across the nation. Students gain expertise to apply statistically advanced research methodologies to conduct empirical studies in crime, law, public policy, and administration of the criminal justice system.

Other educational goals and objectives are to:

- Identify the theoretical perspectives and foundations of current research in the study of crime, law, and public policy decision-making undertaken by criminal justice agencies to assist law enforcement, court personnel, and corrections staff to plan, develop, and implement timely, efficient, and sound responses to crime.
- Apply precise, empirically validated, and tested research methods to investigate, analyze, and improve theory and policy to provide policy makers with the most current research and applicable technology to address emergent public safety growth areas, such as homeland security, terrorism, and the intersection of race, gender and crime.
- Communicate effectively to educate and inform professional managers and administrators of criminal justice agencies, their service personnel (e.g., police) and the community at-large about the ‘best practices’ for addressing the control of crime at the neighborhood, community, state, and national levels.
- Recognize ethical dilemmas and make ethically sound decisions to ensure that recommended criminal justice policy becomes a useful guide, if not benchmark procedure, for executives and heads of criminal justice agencies as they develop their strategic plans to address crime and public safety at the local, state, and national levels.
- Apply a broad understanding of the legal and empirical elements of criminal justice administration in leadership positions to encourage current and future working professionals and executives in criminal justice agencies to incorporate more comprehensive training using the ‘best practices’ in leadership and management theory when developing, planning, and implementing policies that effect their own agencies and the surrounding communities they serve.

Admission Policies

Applicants to Texas State's doctoral program in Criminal Justice must have the following:
- Completed a master's degree in Criminal Justice or closely related field
- GPA of 3.5 or higher on all completed master's work
- Completion of the Graduate Record Exam (GRE)
- A preferred score of 300 or higher with no less than 150 on the verbal section and 150 on the quantitative section of the GRE. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - 1000 (verbal and quantitative combined).

Application Deadlines

Students who hold earned master’s degrees or the equivalent from accredited colleges or universities in the field of Criminal Justice or a closely related field must submit a Doctoral Program Graduate College Application for Admission if they wish to pursue a doctoral degree at Texas State. The School of Criminal Justice requires the submission of additional application materials. To ensure full consideration for admission to the program, all required application materials must be submitted to the Office of the Graduate College and to the school no later than June 15 for entry the following fall semester and October 15 for the following spring semester. Students who are applying for Doctoral Teaching Assistantships should submit all of their application materials by March. Admission decisions will normally be made within 30 days of application deadlines.

Admission Requirements

There are six parts to the application process.

Submit to the Office of the Graduate College

(1) Complete an application for admission.
(2) A $40 application. A $50 (U.S. currency) international/evaluation fee is required if the application is considered for admission based on foreign credentials.
(3) One official transcript from each senior-level post-secondary institution attended. Transcripts must be mailed directly from the university or college attended or submitted in a sealed university envelope with the university's registrar's signature on the back of the envelope. (If you are a Texas State University-San Marcos degree recipient or are currently enrolled, you need to request transcripts from any colleges NOT listed on your Texas State transcript. The Graduate College will provide Texas State transcripts.)

(4) Official scores of your Graduate Record Exam (GRE) with a preferred score of 300 with no less than 150 on the verbal section and 150 on the quantitative section. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - 1000 (verbal and quantitative combined).

(5) Three letters of recommendation indicating your skills and capacity to be successful in the Ph.D. program.

(6) Letter outlining your personal history and life goals that are relevant to obtaining a doctoral degree.

Applicants should refer to the “Admission Documents” section for more information.

International applicants should refer to the “Admission Information” and “Admission Documents” sections for additional requirements.

Financial Aid

Assistantships and scholarships are available to qualified applicants. The School of Criminal Justice offers doctoral instructional assistantships and teaching assistantships on a competitive basis to full-time students enrolled in the Criminal Justice Ph.D. program. An offer of financial support will normally be made at the time that a student is accepted into the program. The Office of the Graduate College can provide further information regarding scholarships.

Course Work

Degree Audit

Each Ph.D. student is issued a preliminary degree audit by the Office of the Graduate College which should be used to plan the student’s course of study. In the first semester of enrollment, students should review the degree audit in consultation with their supervising professor and the Program Director.

With admission into the doctoral program, it is expected that students will pursue their course work and research activities in an efficient and timely manner. If it is determined that a student is not making adequate progress toward completion of the doctoral degree requirements, consultations will be undertaken between the student, his or her Ph.D. advisor, the Program Director, and the department Graduate Committee to develop a remediation plan, which may include revising a student’s program of study or research. Failure to successfully remedy documented deficiencies will result in termination of the student’s enrollment in the doctoral program at the discretion of the Graduate Committee. Students removed from the doctoral program in this manner may appeal to the Dean of the Graduate College for reinstatement in the program.
Course Work Requirements

The Ph.D. in Criminal Justice requires students to complete, at minimum, 53 credit hours. All doctoral students are required to enroll in a two-hour Proseminar, CJ 7210, during the first semester as an introduction to faculty research interests and areas of expertise, university research and development resources, and program expectations. Doctoral students selected for teaching assistantships will be required to enroll in CJ 7101, Instructional Assistant Supervision, during the first three semesters that they teach classes.

Students should complete all courses under the Doctoral Core and CJ 7320 and CJ 7321 under Research Tools as soon as possible after initiating coursework. Each student will develop a degree plan, in consultation with the Doctoral Coordinator and subject to approval by the Doctoral Executive Council, which identifies the appropriate Qualifying Elective courses and Doctoral Development electives necessary for achieving the degree. Students must complete six credit hours of Qualifying Electives prior to taking their comprehensive examinations. After completing the comprehensive examination, doctoral students are required to complete three additional courses totaling nine credit hours from Doctoral Electives.

These courses will be chosen with the assistance and approval of the Doctoral Coordinator and the student’s dissertation advisor.

Criminal Justice Ph.D. Program Course Requirements

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<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Proseminar</td>
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<td>2</td>
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<tr>
<td>Doctoral Core</td>
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<td>12</td>
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<tr>
<td>Research Tools</td>
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<td>12</td>
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<tr>
<td>Qualifying Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Doctoral Development Electives</td>
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<td>9 (minimum)</td>
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<tr>
<td>Dissertation</td>
<td></td>
<td>12 (minimum)</td>
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<tr>
<td>Total</td>
<td></td>
<td>53 (minimum)</td>
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Proseminar and Instructional Assistant Courses

CJ 7101 Instructional Assistant Supervision
CJ 7210 Proseminar

Core Courses

CJ 7310 Philosophy of Law, Justice, and Social Control
CJ 7311 Advanced Criminological Theory
CJ 7312 Criminal Justice Ethics, Administration, and Public Policy
CJ 7313 Race and Ethnicity in Crime and Criminal Justice

Research Tools

CJ 7320 Quantitative Research Methods
CJ 7321 Linear Regression for Criminal Justice Research
CJ 7322 Advanced Research for Planning and Evaluation

Qualifying Elective Courses:

CJ 7330 Qualitative Research Methods
CJ 7331  Law and Behavioral Science  
CJ 7332  Law and Public Policy  
CJ 7333  Legal and Legislative Research  
CJ 7334  Organizational Theory  
CJ 7335  Criminal Justice Leadership and Management  
CJ 7336  Survey Research Methods for Criminal Justice  
CJ 7337  Comparative Criminal Justice Systems, Philosophies, and Public Policy

**Development Electives**

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<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CJ 7350</td>
<td>Special Topics in Advanced Scholarship and Integrated Methods</td>
</tr>
<tr>
<td>CJ 7350A</td>
<td>Forecasting, Trend Analysis, and Data Interpretation</td>
</tr>
<tr>
<td>CJ 7350B</td>
<td>Academic Scholarship and Communication</td>
</tr>
<tr>
<td>CJ 7350C</td>
<td>Qualitative Data Collection, Coding and Analysis</td>
</tr>
<tr>
<td>CJ 7350D</td>
<td>Ethnography of Criminal Justice</td>
</tr>
<tr>
<td>CJ 7351</td>
<td>Special Topics in Technology and Applied Systems</td>
</tr>
<tr>
<td>CJ 7351A</td>
<td>Technology for Management and Decision Making</td>
</tr>
<tr>
<td>CJ 7351B</td>
<td>Justice and Global Information Technology</td>
</tr>
<tr>
<td>CJ 7351C</td>
<td>Transnational Public Policy and Security</td>
</tr>
</tbody>
</table>

**Dissertation: 12 hours minimum**

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
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**Advancement to Candidacy**

**Application for Advancement to Candidacy**

Students can download the “Advancement to Candidacy Application” from the Graduate College website or they can obtain a copy from the Doctoral Coordinator. The student should complete and sign the upper portion of the form and return it to the Doctoral Coordinator. When all requirements for admission to candidacy have been met (completion of core course work, successful performance on the comprehensive examination, approval of dissertation advisor/committee, and submission of an approved dissertation proposal), the Doctoral Coordinator will forward the Advancement to Candidacy application to the Dean of the Graduate College for review and approval.

The Dean of the Graduate College approves advancement to candidacy once all requirements are met and at the recommendation of the Doctoral Executive Council.

In addition, before advancement to candidacy, students are required to complete the following:

1. Completion of all core courses toward the doctoral degree with a GPA of 3.5 or higher on a 4.0 scale.
2. Satisfactory performance on the comprehensive examination. “Low pass” is the lowest satisfactory grade.
3. The student must select a dissertation advisor, and that advisor must be approved by the Doctoral Executive Council. The student also must select a dissertation...
committee comprised of three additional members of the doctoral faculty and at least one external member from outside the Department or the University.

4. The student must choose a topic with the approval of the student’s dissertation advisor and committee.

5. The student will submit a title and a written proposal for the dissertation to the student’s dissertation committee and successfully defend the proposal in an oral presentation with the dissertation committee. The proposal will include a statement of the problem to be studied, a discussion of the relevant literature, and the research method of the proposed dissertation topic.

6. The Council will make a recommendation to the Graduate Dean who makes the final decision on the student’s advancement to candidacy. The Graduate College will notify the student once the decision has been made.

**Advancement to Candidacy Time Limit**

Full-time, traditional students must be advanced to candidacy within five years of initiating Ph.D. coursework applied toward the degree. Non-traditional, part-time students may request extensions from the Doctoral Executive Council as long as they maintain a GPA of 3.5 and are making consistent progress toward fulfilling their degree requirements. The Doctoral Executive Council will review part-time students’ requests for extensions on an individual, case-by-case basis.

No credit will be applied toward a student’s doctoral degree for course work completed more than three years before the date on which the student is admitted to candidacy. This time limit applies to course credit earned at Texas State, as well as course credit transferred to Texas State from other accredited institutions.

**Grade-Point Requirements for Advancement to Candidacy**

A minimum GPA of 3.5 on all course work undertaken as a doctoral student in the Criminal Justice program is required for admission to candidacy. No grade earned below “B” on any graduate course work may apply toward a Ph.D. degree in Criminal Justice at Texas State.

Incomplete grades must be cleared through the Office of the Graduate College at least ten days before approval for advancement to candidacy will be granted.

**Dissertation Proposal**

A dissertation proposal prepared by the student and approved by the student’s Ph.D. advisor and a majority of the other members of the Dissertation Committee is a requirement for Advancement to Candidacy status. The proposal must outline the substance and scope of the dissertation research, present the methodology to be used, and survey the relevant literature. The student’s Ph.D. advisor and other Dissertation Committee members must indicate approval of the dissertation proposal on the “Ph.D. Dissertation Proposal” form. This form can be downloaded from the Graduate College website or it can be obtained from the Doctoral Coordinator. A final copy of the dissertation proposal, accompanied by the signed approval form, must be turned in to the Doctoral Coordinator, who will forward it to the Dean of the Graduate College for review and final approval.

**Advancement to Candidacy Comprehensive Examination**

After students have completed the core courses, research tools, and qualifying electives, they must take and pass a comprehensive examination, the purpose of which is to (1) assess a student’s
knowledge of the core methodological, analytical, and theoretical techniques and issues in criminal justice and (2) judge his or her ability to use them to conduct independent research. To be eligible to take the comprehensive examination, students must have a minimum GPA of 3.5 in all the core coursework, including any coursework that is transferred from another institution. Three members of the doctoral faculty will be asked by the Doctoral Coordinator, subject to approval by the other members of the Doctoral Executive Council, to write and grade the examinations each year. All three will be Core or Associate Doctoral Faculty, and at least one of the three must be a member of the Core Doctoral Faculty. These examinations will be administered once during the fall and spring semesters.

The comprehensive examination will be a written examination, and it will be graded “high pass,” “pass,” “low pass,” or “fail.” The examination must be taken on campus, in a location selected by the Doctoral Coordinator, without access to notes. It will have two parts that must be taken on the same day. The first part will last four hours and focus on theories of crime causation/criminal justice and recent empirical tests. The second part also will last four hours and will focus on the methodological and analytical techniques commonly used in criminal justice research. The two parts of the comprehensive examination will be separated by a one-hour break. If students do not pass the examination, they may repeat it in a subsequent semester. If they fail a second time, they may petition the Doctoral Executive Council for permission to take the examination a third and final time. Students will not be allowed to take the examination more than three times. A student may begin work on the dissertation only after successful completion of the comprehensive examination and after formal approval of a dissertation proposal.

Full-time, traditional students are expected to pass their comprehensive exams by the end of their third year. For non-traditional, part-time students, the three years can be extended on an individual, case-by-case basis. However, extensions will require the approval of the Doctoral Executive Council.

Recommendation for Advancement to Candidacy

The Dissertation Committee recommends the applicant for Advancement to Candidacy by completing the “Advancement to Candidacy Examination Report” which can be downloaded from the Graduate College website or obtained from the Doctoral Coordinator. The results of the Advancement to Candidacy Examination must be filed in the Office of the Graduate College before the Dean of the Graduate College gives final approval to candidacy. The Doctoral Coordinator is responsible for submitting this report to the Office of the Graduate College.

Dissertation Research and Writing

All doctoral students are required to complete a dissertation. The dissertation must present a systematic inquiry into a relevant research question, be informed by prior research, and add to the body of knowledge in the field. In most cases, the research will be quantitative in nature, although qualitative or legal research may be utilized in some cases. It is expected that the dissertation will provide the content for one or more publishable articles in academic journals.

The student must submit a dissertation abstract for approval by the Dean of the Graduate College before the end of the first semester of enrollment in dissertation credits. The student must submit to the Graduate College the approved dissertation and an abstract approved by the dissertation committee for publication in Dissertation Abstracts International. The Graduate Dean must approve the dissertation.

In addition, students are required to complete the following dissertation requirements:

1. The student will complete the dissertation, which must be an original contribution to scholarship and the result of independent research in a significant area of criminal justice. The student is expected to write the dissertation and orally defend it in an announced public presentation within three years of the official date of being
advanced to candidacy. Questions posed to the student are initially limited to the dissertation committee membership. However, at the discretion of the presiding chair and when time permits, questions will also be solicited from the attending public audience. The approval of the dissertation requires the approval of the dissertation advisor and the approval of a majority of the other members of the committee. A written notice of the dissertation committee’s approval will be forwarded to the Doctoral Executive Council, and then to the Graduate Dean.

(2) If the dissertation committee decides not to approve the candidate’s dissertation, the dissertation advisor will prepare a written response to the Doctoral Executive Council, accounting for the decision and outlining the steps required for approval. These steps will also be communicated to the candidate.

(3) The student will submit the final, approved dissertation to the Graduate College in the prescribed format. The student will submit an abstract for publication in Dissertation Abstracts International.

(4) The Doctoral Executive Council will conduct a final review of the coursework and recommendation from the student’s dissertation committee before making a recommendation to the Graduate Dean that the student be awarded the degree Doctor of Philosophy major in Criminal Justice. The Graduate Dean will certify that the student has met all of the requirements and can be awarded the degree.

Dissertation Enrollment Requirements

After being admitted to candidacy, students must be continuously enrolled for dissertation hours each semester until the defense of their dissertation. If a student is receiving supervision on the dissertation during the summer or the student is graduating during the summer, the student must be enrolled in dissertation hours for the summer. All candidates for graduation must be enrolled in dissertation hours during the semester in which the degree is to be conferred. Students must complete a minimum of 12 semester hours of dissertation research and writing credit.

Dissertation Time Limit

It is expected that the dissertation will, in most cases, be completed in two semesters of concentrated effort and in no more than six semesters. Students must appeal to the Doctoral Executive Council for an extension beyond six semesters. The student must pass an oral defense of his or her dissertation before final completion of the doctoral program.

Dissertation Committee

The Dissertation Committee is responsible for administering the Advancement to Candidacy Examination and will oversee the research progress of a doctoral student and the writing of the student’s dissertation. The committee will consist of at least five members, including the student’s Ph.D. advisor, three additional members of the doctoral faculty and at least one external member from outside the School or the University. The student’s Ph.D. advisor will chair the committee and will normally be from the major department. The student, Doctoral Coordinator, school chair, and the Dean of the Graduate College will approve the composition of the Dissertation Committee. The student is responsible for obtaining committee members’ signatures on the “Dissertation Advisor Assignment Form” and the “Dissertation Committee Request Form,” which can be downloaded from the Graduate College website or obtained from the Doctoral Coordinator.
Committee Changes

Any changes to the Dissertation Committee must be submitted for approval to the Dissertation Committee Chair, the Doctoral Coordinator, the school chair, and the Dean of the Graduate College. Changes must be submitted no less than sixty days before the dissertation defense. The “Ph.D. Research Advisor/Committee Member Change Request Form” may be downloaded from the Graduate College website or obtained from the Doctoral Coordinator.

Dissertation Defense

The Dissertation Defense may not be scheduled until all other academic and program requirements have been fulfilled. A complete draft of the dissertation must be given to the members of the Dissertation Committee at least 65 days before the date of commencement during the semester in which the student intends to graduate. After committee members have reviewed the draft with the student and provided comments, the student, in consultation with the Dissertation Advisor, will incorporate the recommended changes into a second draft of the dissertation. When each committee member is satisfied that the draft dissertation is defendable, the Dissertation Defense may be scheduled.

The student is expected to orally defend the dissertation in an announced public presentation within three years of the official date of being advanced to candidacy. Questions posed to the student are initially limited to the dissertation committee membership. However, at the discretion of the presiding chair and when time permits, questions will also be solicited from the attending public audience. The approval of the dissertation requires the approval of the dissertation advisor and the approval of a majority of the other members of the committee. A written notice of the dissertation committee’s approval will be forwarded to the Doctoral Executive Council, and then to the Dean of the Graduate College. Specific information on the examination procedure can be found in the School of Criminal Justice Ph.D. Handbook or obtained from the Doctoral Coordinator.

Approval and Submission of the Dissertation

Following approval and signing of the dissertation by the members of the Dissertation Committee, the student must submit one copy of the dissertation, at least two signature pages, and a copy of the dissertation abstract to the Office of the Graduate College for final approval. All dissertation abstracts must be published in Dissertation Abstracts International. Specific guidelines for approval and submission of the dissertation can be obtained from the Office of the Graduate College.

Fee Reduction

Fee Reduction. A master’s or doctoral degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A, Education Code, Section 54.054. Please refer to the section titled Fee Reduction in the Additional Fees and Expenses chapter of this catalog for more information.

Courses Offered

CJ 7101 Instructional Assistant Supervision. (1-0) This course prepares doctoral students employed as teaching assistants to perform effectively in diverse instructional settings. The course provides for regular and planned opportunities for continuing evaluation of students. This course does not earn graduate degree credit and will be repeated up to 3 credits.
CJ 7210 Proseminar. (2-0) A course designed to introduce students to the department and ongoing research activities of its faculty. Emphasis is placed on identifying and coordinating opportunities for joint research and scholarship among faculty and students. Prerequisite: first-year criminal justice doctoral students only.

Doctoral Criminal Justice Core

CJ 7310 Philosophy of Law, Justice, and Social Control. (3-0) A current, thorough, and comprehensive review of the criminal justice system focused on how the system functions, and its current needs and future trends. Students submit extensive critiques and participate in panel discussions.

CJ 7311 Advanced Criminological Theory. (3-0) An overview of the major criminological paradigms is presented focusing on the causes of crime and deviant behavior. The course includes a discussion of criminological theories from a philosophy of science perspective focusing on such issues as theory construction, theoretical integration, and the formal evaluation of theory and policy.

CJ 7312 Criminal Justice Ethics, Administration, and Public Policy. (3-0) This course addresses the role of ethics in criminal justice organizations and policymaking. Topics include the moral philosophy of criminal justice, the role of natural and constitutional law, codes of ethics and ethical review systems, and ethical decision-making by criminal justice professionals with attention to training issues.

CJ 7313 Race and Ethnicity in Crime and Criminal Justice. (3-0) An exploration of how issues related to racial and ethnic minorities and criminal behaviors impact criminal justice reactions. Topics include racial disparities related to law enforcement and sentencing, and policy implications related to policing, probation, pre-sentencing and post-release issues.

Research Tools

CJ 7320 Quantitative Research Methods. (3-0) A course that demonstrates the practical aspects of conducting criminal justice research that uses quantitative methodologies and design. Topics include the philosophy of science; research ethics; methodological designs in establishing causation; nonexperiential/descriptive research; sampling techniques; secondary data sources and data gathering techniques.

CJ 7321 Linear Regression for Criminal Justice Research. (3-0) Instruction on the use of advanced linear modeling techniques in criminal justice research is addressed. After completing this course, students should be able to evaluate quantitative research articles in the major criminal justice journals and be prepared to complete a major quantitative research project of their own.

CJ 7322 Advanced Research for Planning and Evaluation. (3-0) An introduction to evaluation and research design methodologies, assessment techniques including modeling and case studies, agency management issues, and on-going policy implications. Course gives students an understanding of the principles and techniques commonly used to evaluate the effectiveness and efficiency of criminal justice interventions.

Qualifying Electives – Subject to Change

CJ 7330 Qualitative Research Methods. (3-0) A discussion of the methods and techniques used for achieving interpretable qualitative results in social research. Topics covered include ethnography, focus groups, in-depth interviewing and case studies. Students will be trained in inductive reasoning and coordinating qualitative with quantitative methods.

CJ 7331 Law and Behavioral Science. (3-0) A review of the issues addressed in the application of the behavioral sciences to the criminal law system. Topics include criminal sanctions and diminished responsibility, civil commitment, victimology, psychology in the courtroom, the role of media, drugs, and alcohol to violence, and how the justice system reacts to violent offenders.
CJ 7332 Law and Public Policy. (3-0) An examination of the intersections between law and public policy, its effect on criminal justice administration, its role in a free society and the function of law as a tool of social change. Topics include affirmative action, race, gender, privacy rights, and the process of criminalization.

CJ 7333 Legal and Legislative Research. (3-0) This course presents the methods of research used in the legal system. Students learn to locate and interpret constitutional, statutory and case law, use secondary sources such as scholarly legal treatises, and apply research techniques using both print and electronic sources.

CJ 7334 Organizational Theory. (3-0) A critical examination of organizational theories with applications to criminal justice where students analyze the developmental state of organizational theory, including historical derivations and the implications of various theoretical paradigms for understanding the functional quality of criminal justice organizations.

CJ 7335 Criminal Justice Leadership and Management. (3-0) A course focused on identifying problems and solutions in criminal justice management. The case study method and current literature provide a mixture of practical and educational experiences on how leadership styles, human resources, and the organizational environment impact management decisions.

CJ 7336 Survey Research Methods for Criminal Justice. (3-0) This course addresses the procedures and techniques used to create social surveys including question formulation, metrics, and question scaling. Students learn how to prepare face-to-face, telephone, and mail surveys, and are trained in sampling procedures related to survey administration.

CJ 7337 Comparative Criminal Justice Systems, Philosophies, and Public Policy. (3-0) A comprehensive study of law, including common, Roman, socialist, and religion-based, including a critical assessment of the major organizational, administrative, and philosophical principles governing the operation of criminal justice systems worldwide, with special attention to international criminal law and human rights.

Doctoral Development Electives – Subject to Change

CJ 7350 Special Topics in Advanced Scholarship and Integrated Methods. (3-0) An in-depth study of specialized topics in criminal justice including forecasting, trend analysis and data interpretation, applied theory and solutions to social problems, academic scholarship and communication, qualitative data collection, coding, and analysis, and ethnography and coding.

CJ 7350A Forecasting, Trend Analysis, and Data Interpretation. (3-0) A review of quantitative approaches to public policy analysis, the diverse conceptions of the goals and objectives that should be served by policy, and the appropriate role of the policy analyst. Policy consequences are traced to indirect and subtle incentives and disincentives.

CJ 7350B Academic Scholarship and Communication. (3-0) A course on conducting academic research, interpreting results and how to prepare manuscripts for publication in refereed journals. Included is a survey of the audiences, topical focus, and submission requirements of the major criminal justice, criminology, and law publications, along with specialized knowledge on achieving success in the scholarship environment.

CJ 7350C Qualitative Data Collection, Coding and Analysis. (3-0) This course takes a structured approach to understanding and implementing the various information collection methods used in qualitative research, including formatting the information for coding, coding schemes, and information interpretation.

CJ 7350D Ethnography of Criminal Justice. (3-0) A course on the procedures and techniques required to conduct ethnography, fieldwork, in Criminal Justice. Students examine the culture, subculture, and groups within specific components of the criminal justice system in order to develop a deep ethnographic description. Prerequisite: CJ 7330
CJ 7350E Discrete Multivariate Models (3.0) This course focuses on regression models for discrete outcome variables, sometimes called limited or categorical dependent variables. Topics include maximum likelihood estimation, binary and multinomial logistic models and negative binomial models. Prerequisite: CJ 7321 or its equivalent or approval/permission of both the Instructor and the Doctoral Coordinator.

CJ 7350F Environmental Criminology (3-0) Crime distributes unevenly in space/time. As such, the course examines such questions as: (1) What places are dangerous? (2) Why do we study specific crime types? (3) Where do crime types concentrate? (4) Where do offenders go in their normal activities? (5) What are the temporal patterns for crime? Prerequisite: CJ 7311 or its equivalent or approval/permission of both the instructor and the Doctoral Coordinator.

CJ 7350G Seminar in Macro Criminology (3-0) This course has a macro focus, examining criminological theory and research that takes cities, geographical regions, states, and nations as the units of comparison. The importance and relevance of macro criminology for understanding the causes of crime and key criminal justice issues, such as police resources, are explored in depth. Prerequisite: CJ 7311 or its equivalent or permission of both the instructor and the Doctoral Coordinator.

CJ 7350I Introduction to Structural Equation Modeling. (3-0) The course provides an introduction to structural equation modeling, which is sometimes called mean and covariance structure analysis or latent variable analysis. Topics include recursive and non-recursive models, path analysis, measurement models, and factor analysis. Prerequisite: CJ 7321 or its equivalent or approval/permission of both the instructor and the Doctoral Coordinator.

CJ 7350J Advanced Methodological Paradigms in Criminal Justice. (3-0) This course examines the assumptions, foundations, and implications of the methodological paradigms used in criminal justice research. The dominant paradigms are closely examined and alternatives are explored. Prerequisites: CJ 7311, CJ 7320, CJ 7321.

CJ 7350K Criminal Justice Forecasting and Policy Analysis. (3-0) This course examines the inputs and outputs of criminal justice programs. It covers forecasting methods using statistical bootstrapping techniques including line fitting methods, moving averages, cohort propagation matrices, and systems simulations. Prerequisites: Graduate statistics and a working knowledge of Excel and SPSS.

CJ 7350L Sex Offenders: Theory, Research & Policy. (3-0) This course will focus on application of theory to explain sexual offenses, research design issues related to researching this salient population of offenders (e.g., ethical issue, gaining IRB approval, research design limitations, social desirability problems in self-report data, and examining available data sources), and examining policy related issues.

CJ 7351 Special Topics in Technology and Applied Systems. (3-0) An in-depth study of specialized topics in criminal justice including advanced data management and analysis, technology for management and decision making, security and social control, justice and global information technology, and transnational public policy and security.

CJ 7351A Technology for Management and Decision Making. (3-0) Supervised training in the acquisition, storage, retrieval, analysis, and display of data used by criminal justice. The use of fundamental statistical analysis techniques for solving public policy and management problems are addressed through a series of assignments, examinations, and online discussions and demonstrations.

CJ 7351B Justice and Global Information Technology. (3-0) The use of specialized topics in Geographic Information Systems (GIS), including Avenue (Arcview’s scripting language), raster modeling, network analysis and internet mapping, in criminal justice. Students identify a problem, develop GIS applications to analyze the problem, and present solutions and recommendations.

CJ 7351C Transnational Public Policy and Security. (3-0) Course focused on meeting the changing demands of security in a global environment. Discussion emphasizes the understanding of how to design, implement, and integrate the security function in an ever-changing world and the impact of economic, demographic, and technological trends on developing strategies for security innovation and growth.
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CJ 7360 Independent Study. (3-0) Students will work closely with a particular doctoral faculty member and develop in-depth knowledge in a specific topic area of criminal justice. Topics vary according to a student’s program needs. Repeatable once for credit with different emphasis. Prerequisite: Approval of the Instructor and the Doctoral Coordinator in Criminal Justice. Graded on credit (CR), progress (PR), no-credit, (F) basis.

Dissertation

CJ 7199 Dissertation. (3-0) Original research and writing in criminal justice to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester for at least three dissertation hours. Graded on credit (CR), progress (PR), no-credit, (F) basis.

CJ 7299 Dissertation. (3-0) Original research and writing in criminal justice to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester for at least three dissertation hours. Graded on credit (CR), progress (PR), no-credit, (F) basis.

CJ 7399 Dissertation. (3-0) Original research and writing in criminal justice to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester for at least three dissertation hours. Graded on credit (CR), progress (PR), no-credit, (F) basis.

CJ 7599 Dissertation. (3-0) Original research and writing in criminal justice to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester for at least three dissertation hours. Graded on credit (CR), progress (PR), no-credit, (F) basis.

CJ 7699 Dissertation. (3-0) Original research and writing in criminal justice to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester for at least three dissertation hours. Graded on credit (CR), progress (PR), no-credit, (F) basis.

CJ 7999 Dissertation. (3-0) Original research and writing in criminal justice to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester for at least three dissertation hours. Graded on credit (CR), progress (PR), no-credit, (F) basis.

Core Doctoral Faculty
(Eligible to chair Dissertation Committees and teach doctoral courses)

Chamlin, Mitchell B., Professor of Criminal Justice. B.A., M.A., Ph.D., SUNY-Albany.

Felson, Marcus K., Professor of Criminal Justice. B.A., University of Chicago; M.A., Ph.D., University of Michigan.

Pollock, Joycelyn, Professor of Criminal Justice. B.A., Whitman College; Ph.D., SUNY-Albany; J.D., University of Houston

Rossmo, D. Kim, Professor of Criminal Justice and University Chair in Criminology and Geographic Profiling. B.A., University of Saskatchewan; M.A., Ph.D., Simon Fraser University.

Stafford, Mark C., Professor of Criminal Justice. B.A., Southern Methodist University; M.A., Ph.D., University of Arizona.
Thurman, Quint C., Professor and Chair of the School of Criminal Justice. B.A., M.A., University of Oklahoma; Ph.D., University of Massachusetts (Amherst).

Withrow, Brian L., Associate Professor of Criminal Justice. B.A., Stephen F. Austin State University; M.A., Texas State University; Ph.D., Sam Houston State University.

**Associate Doctoral Faculty**
(Eligible to serve on Dissertation Committees and teach doctoral courses)

Blair, J. Peter, Associate Professor of Criminal Justice. B.S., M.A., Western Illinois University; Ph.D., Michigan State University.

Cancino, Jeffrey M., Associate Professor of Criminal Justice. B.A., St. Mary’s University; M.S., Ph.D., Michigan State University.

Jamieson, Jay D., Professor of Criminal Justice. B.A., University of the South; M.A., Ph.D., Sam Houston State University.

Sanders, Beth A., Associate Professor of Criminal Justice. B.A., Otterbein College; M.A., Ph.D., University of Cincinnati.

Vandiver, Donna M., Associate Professor of Criminal Justice. B.A., M.A., University of Arkansas; Ph.D., Sam Houston State University.

Vasquez, Bob Edward, Assistant Professor of Criminal Justice. B.A., University of Texas at Austin; M.A., Ph.D., SUNY-Albany.
School of Criminal Justice

Major and Degree Offered:
Criminal Justice, M.S.C.J.

Major Program

The School of Criminal Justice offers a Master of Science in Criminal Justice (M.S.C.J.) degree, and the school also participates in the Master of Science in Interdisciplinary Studies program. The curriculum provides for the development of skills in criminal justice program planning, implementation, and evaluation to ensure a meaningful contribution to this important area of community and human services.

The M.S.C.J. degree provides a 36-semester hour program with thesis and non-thesis options. Both the thesis and the non-thesis options require the completion of Criminal Justice 5310, Criminal Justice 5315, Criminal Justice 5321, Criminal Justice 5325, Criminal Justice 5330, and Criminal Justice 5335 for a total of 18 hours. In addition to this common core, thesis option candidates are required to complete 12 hours of approved electives and a thesis worth six semester credit hours. The non-thesis option requires completion of Criminal Justice 5370 and 15 hours of approved electives in addition to the core work listed above.

Candidates for the M.S.C.J. degree who choose the non-thesis option will be required to complete a professional quality paper as a component of the degree program. A committee composed of three graduate faculty members must approve this paper.

Academic Minors. Students may elect to add an academic minor to the M.S.C.J. degree. As the requirements for minors vary among departments offering graduate degrees, specific requirements for completing the minor should be discussed with the appropriate graduate advisor. A minor in Criminal Justice is also possible. The minor consists of CJ 5310 and at least 6 hours of other Criminal Justice courses.

Comprehensive Examination. All students must pass an oral comprehensive examination. The purpose of this examination is to provide a structured situation in which the candidate can demonstrate proficiency in various areas of study. A student must see the graduate advisor for a detailed description of the comprehensive examination procedures.

Admission Policy

Admission to the M.S.C.J. program is selective and designed to identify those applicants who have the ability, interest, and maturity to manage the rigors of the program and career field. Applicants must possess either a baccalaureate degree in criminal justice or a degree in a related field from a regionally accredited university. Applicants may be required to complete additional preparatory coursework as a condition of admission to the program.

Regular Admission

There are two regular admission procedures available to a student, i.e., regular admission through M.S.C.J. graduate director approval and regular admission through M.S.C.J. graduate faculty review. Both require students to take the Graduate Record Examination and submit those results as part of the application process. The Verbal and Quantitative portions of the exam will be evaluated separately.
1. Regular admission through M.S.C.J. graduate director approval: A student with a GPA of 3.00 or above (on a 4.0 scale) in the last 60 semester hours of undergraduate work before the baccalaureate will be eligible for regular admission by approval of the M.S.C.J. graduate program director if space is available. This regular admission procedure will not require M.S.C.J. graduate faculty review prior to admission.

2. Regular admission through M.S.C.J. graduate faculty review: A student with a GPA between 2.5 and 2.99 (on a 4.0 scale) in the last 60 semester hours of undergraduate work before the baccalaureate will be eligible for admission considerations through M.S.C.J. graduate faculty review.

**Additional Course Requirements**

Any student accepted into the M.S.C.J. program may be required to take undergraduate coursework in Criminal Justice as a prerequisite to graduate coursework.

**Admission Appeal Process**

If a student is denied admission to the M.S.C.J. program and would like to appeal the decision, the student should contact the graduate advisor of the School of Criminal Justice to determine the correct procedure.

**Courses Offered**

**Criminal Justice (CJ)**

5101 *Graduate Assistant Supervision*. (1-0) Prepares graduate student teaching and instructional assistants to perform effectively in diverse instructional settings and in their assigned instructional support roles. The course provides for regular and planned opportunities for continuing evaluation of instructional and assistive responsibilities. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.

5300 *Foundation Studies in Criminal Justice*. (3-0) This course is designed for students who do not have a sufficient background in the foundations of criminal justice studies. Coursework will vary depending on the student’s prior academic history. This course does not earn graduate degree credit. Repeatable with different emphasis.

5310 *Administration of Justice*. (3-0) Introduction to the study of crime; explanations of criminal behavior; typologies of criminal behavior; the criminal justice system; and social reaction to crime and the criminal justice system.

5311 *Administrative Law in Criminal Justice*. (3-0) Legal principles and doctrines applicable to state and federal criminal justice agencies delegated quasi-legislative and quasi-judicial authority by legislatures are studied and evaluated in this course.

5315 *Advanced Research Methods in Criminal Justice*. (3-0) The study of scientific research methods as used in the criminal justice system to include a review and critique of research on crime causation, law enforcement, courts, and corrections.

5320 *History and Philosophy of Justice*. (3-0) An exploration of historical approaches to social control of nonconforming behavior. The principal contributions of architects and theorists of systems of social justice are examined with emphasis on major Western European schools of thought. Special emphasis given to the development of the scientific method and its role in the contemporary system of justice.
5321 Current Legal Issues in Criminal Justice. (3-0) Case law and legislation, both state and federal, which have contemporary impact on practices and policies of criminal justice agencies will be examined in this course. Topics may vary to include such matters as civil rights liability, substance abuse and the law, juvenile crime, organized crime, tactics of enforcement, unionization, and other legal issues.

5322 Police in Society. (3-0) This course provides an in-depth assessment of policing and the various types of community crime control. Core topics included the history of police, organizational and individual police discretion, police culture, use of force, minorities and the police, community oriented policing, and police problem-solving.

5323 Special Operation Units. (3-0) A course designed to acquaint students with basic principles of Special Operation Units (SOUs) within law enforcement, including the necessity for such units in the changing nature of policing communities. The principles of crisis management, the development of SOUs, selection/training/operationalizing of personnel and other strategic planning issues are emphasized.

5324 Investigations. (3-0) This course explores issues related to investigations. Topics covered include the history and state of investigations, investigative theory, interviewing, interrogation, polygraph, geographic profiling, serial crimes, and investigative failures.

5325 Statistics for Criminal Justice. (3-0) The study of basic and advanced descriptive and inferential statistics, with an emphasis on applications in the criminal justice system will be taught. Focus will be given to various multivariate statistical procedures.

5330 Management Principles in Criminal Justice. (3-0) The study of behavior in complex bureaucratic or administrative organizations with an emphasis on organizational behavior, group processes, and the managerial function. Concepts and practices of managing criminal justice agencies within the United States will be stressed.

5335 Advanced Crime Theory. (3-0) This course will develop and apply analytical skills surrounding a wide range of theoretical concepts, assumptions, propositions, and variables aimed at explaining crime-related outcomes. In the process, students will learn how social scientists empirically (i.e., quantitatively and qualitatively) access theory and how theory influences public policy.

5340 Personnel Practices in Criminal Justice. (3-0) The study of personnel decision-making within the criminal justice agency. Topics emphasized will include recruitment and selection, promotion, training, performance evaluation, and human resource allocation.

5350 Current Issues in Criminal Justice. (3-0) An in-depth presentation and discussion of vital contemporary issues in criminal justice, including research, process, procedure, and substance. General issues addressed remain constant and specific emphasis will vary depending on changes in contemporary issues.

5355 Intelligence Gathering and Operational Issues As Applied to Terrorism and Counterterrorism Operations. (3-0) This course provides an overview of the importance of intelligence gathering in the global and domestic war of terrorism, and critically examines issues involved with the gathering of intelligence, techniques for the gathering of intelligence, methods of collecting, collating, analyzing and disseminating intelligence, and a review of current terrorist threats.

5360 Independent Studies in Criminal Justice. (3-0) Student will work directly with a faculty member and develop in-depth knowledge in a specific topic area of Criminal Justice. Repeatable for credit.

5370 Professional Paper. (3-0) Students in the non-thesis option will complete their professional paper while enrolled in this course.

5380 Special Topics. (3-0) This course is one of several rotating graduate “topic” courses. Repeatable for credit.

5380A Ethics and the Criminal Justice System. (3-0) This special topics course will explore ethical issues that are faced by criminal justice professionals, basic ethical systems, and applications to dilemmas of criminal justice professionals.
5380C Drugs in Society. (3-0) This special topics course will explore issues related to the "War on Drugs." Topics covered include theories of addiction, legal and philosophical issues of government response to drug use, and treatment strategies.

5380F Police Problem-Solving Practicum. (3-0) This course applies contemporary police problem-solving tools and techniques (including SARA, COMPSTAT, crime mapping, intelligence led policing and computer enhanced problem solving) to real world problems with practicum problems derived from situations commonly facing police practitioners such as common law enforcement "problems" such as noise abatement, property offenses and traffic violations.

5380I Police Problem Solving Methodologies. (3-0) This course addresses police problem solving methodologies. The course covers the history, state, and theory of police problem solving. Emphasis is placed on using problem solving methodologies to address real issues facing the community.

5380L Geospatial Intelligence and Geographic Profiling. (3-0) This course addresses the use of geospatial intelligence and geographic profiling in the military and intelligence environments. The course covers the theory, concepts, methods, and analysis of human geographic information. Emphasis is placed on understanding how geospatial knowledge can inform decision making and action plans.

5380M Crime Analysis. (3-0) This course teaches students step by step how to evaluate and synthesize local crime data and present it to others. It helps students identify local crime trends and cycles, develop usable crime maps, and to think of practical local police responses.

5380N Applied Research Practicum. (3-0) This course provides structured assistance to students who are preparing for significant independent research projects (i.e. Thesis, Professional Paper) by exposing them to the organizational tools, processes and techniques used by productive scholars. Ideally, student should expect to complete a viable research prospectus by the end of the semester.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.
Graduate Faculty

Blair, J. Peter, Associate Professor of Criminal Justice. B.S., M.A., Western Illinois University; Ph.D., Michigan State University.

Bowman, Scott W., Assistant Professor of Criminal Justice. B.A., B.S., M.S., Ph.D., Arizona State University.

Cancino, Jeffrey M., Associate Professor of Criminal Justice. B.A., St. Mary's University; M.S., Ph.D., Michigan State University.

Chamlin, Mitchell B., Professor of Criminal Justice. B.A., M.A., Ph.D., State University of New York-Albany.

Felson, Marcus, Professor of Criminal Justice. B.A. University of Chicago; M.A., Ph.D., University of Michigan.

Henson, Verna, Assistant Professor of Criminal Justice. B.S., University of Houston; M.A., Ph.D., University of Missouri.

Jamieson, Jay D., Professor of Criminal Justice. B.A., University of the South; M.A., Ph.D., Sam Houston State University.

Martinez, Pablo E., Associate Professor of Criminal Justice. B.A., SUNY-Buffalo; M.S.Ed., SUNY-Geneseo; Ph.D., Sam Houston State University.

McLaren, John A., Associate Professor of Criminal Justice. B.A., Texas Tech University; J.D., The University of Texas at Austin.

Mijares, Tomas, Professor of Criminal Justice. B.A., University of Michigan; M.A., University of Detroit; Ph.D., University of Michigan.

Mullins, Wayman C., Professor of Criminal Justice. B.A., M.A., Ph.D., University of Arkansas.

Perkins, David B., Professor of Criminal Justice. B.B.A., Lamar University; J.D., The University of Texas at Austin.

Pollock, Joycelyn, Professor of Criminal Justice. B.A., Whitman College; Ph.D., SUNY-Albany; J.D., University of Houston.

Rossmo, D. Kim, Professor of Criminal Justice and University Chair in Criminology and Geographic Profiling. B.A., University of Saskatchewan; M.A., Ph.D., Simon Fraser University.

Sanders, Beth, Associate Professor of Criminal Justice. B.A., Otterbein College; M.S., Ph.D., University of Cincinnati.

Stafford, Mark C., Professor of Criminal Justice. B.A., Southern Methodist University; M.A., Ph.D., University of Arizona.
Stone, William E., Professor of Criminal Justice. B.S., M.S., Ph.D., Sam Houston State University.

Supancic, Michael, Assistant Professor of Criminal Justice. B.A., The University of Texas at Austin; M.A., University of California-Davis; Ph.D., The University of Texas at Austin.

Thurman, Quint C., Professor and Chair of the School of Criminal Justice. B.A., M.A., University of Oklahoma; Ph.D., University of Massachusetts (Amherst).

Vandiver, Donna M., Associate Professor of Criminal Justice. B.A., M.A., University of Arkansas; Ph.D., Sam Houston State University.

Vasquez, Bob Edward., Assistant Professor of Criminal Justice. B.A. The University of Texas at Austin; M.A., Ph.D., State University of New York-Albany.

Withrow, Brian L., Associate Professor of Criminal Justice. B.A., Stephen F. Austin State University; MPA, Texas State University-San Marcos; Ph.D., Sam Houston State University.
School of Family & Consumer Sciences

Major and Degree Offered:
Family and Child Studies, M.S.
- Family and Child Studies Track
- Child Life Specialist Track
Human Nutrition, M.S.
- Functional Foods Track
- Nutritional Sciences Track
Merchandising and Consumer Studies, M.S.

Certificate Program Offered:
Dietetic Internship

Major Programs:

Master of Science in Family and Child Studies

The graduate program provides students with the knowledge and expertise to attain professional positions and advancement opportunities in programs serving families and children. Students may choose from two tracks within the Family and Child Studies graduate program: family and child studies track and child life specialist track.

Family and Child Studies Track. This track provides a thesis and non-thesis option (37 total hours required). Both the thesis and the non-thesis options require the completion of a common core of 19 semester credit hours and a 3 hour Practicum in Family and Child Studies. Students choosing the thesis option are required to complete a 6-hour thesis requirement. The non-thesis option requires the completion of an additional 3-hour practicum. Thesis students will have 9 semester credit hours of elective courses chosen by the student to create a concentration; non-thesis students will have 12 semester hours of electives for a concentration. The core curriculum required of all family and child studies track students includes the following courses:

- FCD 5100 Introduction to Family and Child Studies
- FCD 5341 Advanced Child Development
- FCD 5350 Research Design and Methodology in Family and Child Studies
- FCD 5351 Advanced Theory in Family and Child Studies
- FCD 5352 Seminar: Issues in Family and Child Studies
- FCD 5353 Program Evaluation in Family and Child Studies
- FCD 5356 Advanced Program Administration

Child Life Specialist Track. This track also provides a thesis and non-thesis option (37 total hours required). Both the thesis and non-thesis options require the completion of a common core of 25 semester credit hours, including the internship. Students choosing the thesis option are required to complete a 6-hour thesis requirement. Thesis students will have 6 semester credit hours of elective courses; non-thesis students will have 12 semester hours of electives. The core curriculum required of all child life students includes the following courses:

- FCD 5100 Introduction to Family and Child Studies
- FCD 5341 Advanced Child Development
- FCD 5350 Research Design and Methodology in Family and Child Studies
FCD 5351 Advanced Theory in Family and Child Studies
FCD 5352 Seminar: Issues in Family and Child Studies
FCD 5343 Hospitalized Child: Child Life Specialist
FCD 5345 Advanced Methods in Child Life
FCD 5659 Internship in Child Life *

* The child life internship is a full-time, non-paid internship required by the Child Life Council. It should be completed in the final year of the master’s program. Child life internships are extremely competitive in nature and interns are selected by the individual hospitals. Therefore, internships are not guaranteed. Also, due to the competitive nature of internships, it might be necessary to apply to hospitals outside of the Central Texas area. Beginning in the Fall 2009 semester, students will be admitted to the Child Life Track exclusively in the fall semester (not spring or summer). The reason for this is to ensure that full-time students will be able to graduate within a two-year cycle.

Admission Policies. Admission to the Master of Science degree in the Family and Child Studies program is selective and designed to identify those applicants who have the ability and commitment to successfully complete the program. Applicants must hold a baccalaureate degree from an accredited university and satisfy specific admission criteria. The primary criteria will be:

- A GPA of 3.0 on a scale of 4.0 on the last 60 hours of undergraduate coursework
- A minimum preferred score of 145 on the verbal component and a minimum preferred score of 140 on the quantitative component of the GRE. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - 900 (verbal and quantitative combined)
- Three letters of recommendation from persons capable of evaluating the applicant’s academic ability and potential (completed on the school recommendation form)
- A 500 word statement of interests and goals
- A résumé

Note: At the discretion of graduate faculty, leveling courses may be required for applicants with limited academic credentials in Family and Child Studies.

Master of Science in Human Nutrition

The graduate program in human nutrition promotes the study of human nutrition, food science and biotechnology with emphasis on promoting health and preventing disease. Graduate instruction is based on a variety of learning strategies, including lecture, seminar-style discussion, participation in research, and practical laboratory work using state of the art equipment and techniques. Graduates achieve the technical skills, scientific knowledge, and local, national, and global perspectives to integrate the fields of nutrition, food science and food biotechnology to address human health concerns of the 21st century. Students choose a thesis option (33 total hours required) or non-thesis option (39 total hours required), as well as one of two tracks: Functional Foods or Nutritional Science. A minor may be chosen from any Texas State graduate minor.

Core courses for both tracks include:
NUTR 5304 Advanced Functional Foods and Nutraceuticals
NUTR 5305 Seminar in Nutrition and Disease
NUTR 5306 Seminar in Nutrition in the Lifespan
NUTR 5350 Research Design and Methodology
NUTR 5366 Nutrient Metabolism I
Students choose a functional foods or nutritional sciences track and choose courses specific to their area of study.

**Functional Foods.** This track prepares students to work in food biotechnology, functional foods, food product development and nutraceuticals. It also prepares students for doctoral programs in nutrition and food science. Electives (up to twelve hours) include courses such as:

- NUTR 5302 Special Topics
- NUTR 5365 Analytical Food Science and Molecular Techniques
- NUTR 5370 Food and Nutritional Toxicology
- NUTR 5371 Externship in Human Nutrition
- AG 5370 Problems in Technical Agriculture
- CHEM 5383 Molecular Biology and Molecular Genetics

**Nutritional Science.** This track prepares students to work in public and private nutrition and health care-related facilities, agencies and advocacy organizations. It also prepares students for doctoral programs in nutrition. Electives (up to 12 hours) include courses such as:

- NUTR 5302 Special Topics
- NUTR 5364 Science of Nutrition and Exercise
- NUTR 5362 Advanced Medical Nutrition Therapy
- NUTR 5363 Advanced Community Nutrition
- BIOL 5426 Immunology
- HE 5315 Measurement and Evaluation in Health and Wellness Promotion
- HE 5320 Foundations of Public Health
- PE 5306 Advanced Physiology of Exercise

**Admission Policies.** Applicants must hold a bachelor’s degree from an accredited institution. A major in nutrition, food science or a related discipline is preferred. A minimum GPA of 3.0 on a scale of 4.0 is required for the last 60 hours of undergraduate work leading to the bachelor’s degree. By the March 1 or October 15 admission deadline, each applicant must submit to the Graduate College:

- Application submitted through AppyTexas;
- one official transcript from each college or university attended, including community colleges; and
- A minimum GPA of 3.0 on a scale of 4.0 is required for the last 60 hours of undergraduate work leading to the bachelor’s degree.
- Students with GPAs below 3.0 may petition the graduate nutrition faculty for conditional admission.
- a curriculum vita/resume,
- a statement of goals describing professional aspirations and rationale for pursuing graduate study, and
- three letters of reference. **NOTE:** Graduates of the Texas State Nutrition and Foods program submit only one letter of reference from a professional familiar with the applicant’s professional, instead of academic, potential.
Special Considerations: Applicants with limited academic preparation in nutrition and foods can be conditionally admitted. Foundation courses will be required to provide fundamental knowledge for the discipline. These courses will not apply toward completion of the master’s degree and include, but may not be limited to:

- NUTR 5300 Nutrition Science
- NUTR 5300 Food Science
- NUTR 5300 Biochemical Nutrition

Students with no biology or chemistry background will not be considered for admission without evidence of completion of the following courses:

- Introductory Biology
- Microbiology
- Anatomy and Physiology
- Two Semesters of Introductory Chemistry
- At Least One Organic Chemistry Course
- One Course in Biochemistry

Dual Master of Science and Dietetic Internship: Students enrolled in the MS program who are interested in obtaining the Registered Dietitian (RD) credential are encouraged to apply for admission to the Texas State Dietetic Internship (DI) after they have completed at least one semester. While up to 9 hours of courses taken as part of the DI may count towards the MS degree, completion of both the MS and DI may require more coursework than needed to complete the MS alone. Students interested in this dual option are required to meet with the Graduate Coordinator to determine courses required to complete both programs. It is important to note that admission to the MS does not guarantee acceptance into the Texas State DI.

Pre-select option: Each spring, undergraduate and graduate students at Texas State who seek the RD credential can apply to the Texas State Dietetic Internship using a “pre-select option” instead of using the traditional computer-matching process. MS students are eligible to apply using the pre-select option if they have completed at least one semester in the MS program and will have obtained a Verification Statement from a CADE-accredited Didactic Program in Dietetics before the internship begins. Note that:

- The preselect application deadline (for the DI beginning the following September) is January 15.
- Applicants will be informed of acceptance on or before February 1. (Those not preselected can opt to participate in the computer matching process to apply to other dietetic internships.)
- To apply for the preselect option, applicants must submit to the Dietetic Internship Director:
  - Verification Statement from a Didactic Program in Dietetics
  - $40 application fee, payable to Texas State Dietetic Internship
  - 1 professional or academic recommendation using Dietetic Internship Recommendation Form (available at http://www.fcs.txstate.edu/degrees-programs/nutr/nutr_di.html)
  - 1 professional or academic recommendation using Dietetic Internship Recommendation Form (at http://www.fcs.txstate.edu/degrees-programs/nutr/nutr_di.html)
NOTE: Courses taken as part of the DI (9 hours) can be applied to the requirements for completion of the MS degree.

Master of Science in Merchandising and Consumer Studies

The Master of Science major in Merchandising and Consumer Studies will educate the next generation of product developers, retail and merchandising managers, as well as consumer studies professionals, who will make pivotal and transformative decisions vital to intelligent economic, social, and environmental resource management. Our goal is to prepare students with competencies that address current and future consumer-related employment needs of Texas. Building on the undergraduate foundation, the master’s level curriculum engages students in the analysis, critical thinking, and holistic problem solving needed to respond to the complexity and growth of consumer-centric systems.

Admission Policies. Admission to the Master of Science degree in the Merchandising and Consumer Studies program is selective and designed to identify those applicants who have the ability and commitment to successfully complete the program. Applicants must hold a baccalaureate degree from an accredited university and satisfy specific admission criteria. The primary criteria will be:

- A GPA of 3.0 on a scale of 4.0 on the last 60 hours of undergraduate coursework
- A minimum preferred score of 300 (verbal and quantitative combined). If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - 900 (verbal and quantitative combined)

Dietetic Internship Certificate Program

The Dietetic Internship (DI) at Texas State is a post-graduate non-degree program that fulfills the supervised practice requirements to become a Registered Dietitian. At the successful completion of the program, the student will be eligible to sit for the Registration Exam, which is required to become a Registered Dietitian.

This program incorporates a minimum of 1,200 hours of supervised practice with three graduate courses that address topics related to dietetic practice. The program is currently accredited by the Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association (ADA). Students must maintain a 3.0 grade point average in their coursework to successfully complete the DI. A grade of D or F in any of the graduate classes will result in dismissal from the program.

The Texas State Dietetic Internship participates in the online application system DICAS for non-Texas State applicants. Information about accessing this system can be found at http://www.eatright.org/CADE/content.aspx?id=186.

Students enrolled or graduates of Texas State nutrition undergraduate or graduate programs may be chosen for the DI using a pre-selection process (See above). All pre-select application materials are due January 15. Please refer to http://www.fcs.txstate.edu/degrees-programs/nutr/ms_nutr.html for more information.

Admission Policies.
To be eligible for admission to the Texas State Dietetic Internship program, candidates must meet the following criteria:

- Bachelor’s degree from an accredited college or university
- 1 official transcript from each college or university attended (on file for MS students)
- Verification of completion or Intent to Complete a Didactic Program in Dietetics prior to the beginning of the Dietetic Internship (see your DPD director)
- Meet eligibility for admission to the Graduate College at Texas State
• Minimum GPA of 3.0 for undergraduate degree or graduate GPA for students enrolled in the MS in Human Nutrition students

Post-Acceptance Requirements
• Negative Tb test
• Negative drug screening urinalysis
• Criminal background check
• Immunization for Hepatitis B, mumps, measles, and tetanus

Program Completion Requirements
• Attainment of entry-level performance through completion of approximately 1,240 hours of supervised practice
• Completion of 18 hours of graduate coursework (9 hours of graduate coursework of that may be applied to the MS in Human Nutrition and 9 hours of practicum)

Student Fitness and Performance

Program Standards – Students enrolled in all academic programs in the School of Family and Consumer Sciences must maintain high scholastic standards and develop a mastery of the knowledge and methods of their respective discipline. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and methods that are generally accepted by others in the profession, and conform to the code of ethics of their respective discipline, and the university’s honor code. A student’s acceptance in any program does not guarantee the student’s fitness to remain in that program. The faculty is responsible for verifying that only those students who continue to meet program standards are allowed to continue in any program.

Evaluation of Student Fitness and Performance – Members of the faculty, using their professional judgments, evaluate student fitness and performance continuously. The criteria used by the faculty to make such judgments include instructors’ observations of student performance in class or in activities related to courses, evaluations of student performance on theses and practica, site supervisors’ evaluations of student performance in practica, and the codes of ethics noted above. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

In this context, the term “satisfactory progress” refers to an academic judgment made regarding the student’s fitness and performance. It is a judgment that the student has failed to meet program standards rather than a judgment made on the basis of the student’s violation of valid rules of conduct. Disciplinary matters are referred to Student Justice.

Student Review Process – If a faculty member believes that a student is not making satisfactory progress or meeting program standards, he or she should discuss the situation with the student. If the faculty member believes that the student’s performance cannot improve to acceptable standards, the faculty member should refer the student to the Program Standards Committee of the appropriate department. The Program Standards Committee consists of three faculty members appointed by the department chair in consultation with the department’s senior faculty.

The Committee will notify the student of the reasons that he or she is not making satisfactory progress or meeting program standards and will give the student an opportunity to meet with the Committee to respond and to present information and witnesses to the committee. The Committee will also meet with the faculty member who referred the student to the Committee. After considering the matter, and within ten working days of meeting with the student, the Committee will report to the student and the department Chair. The Committee will recommend that the student either be allowed to remain in the program or be removed from the program. The committee may make other
recommendations, such as placing restrictions or conditions on the student’s continuing in the program. Within ten working days of receiving the Committee’s recommendations, the student will notify the department Chair of the student’s acceptance or rejection of the committee’s recommendation.

Within ten working days of receiving the Committee’s recommendation, the Chair will make a decision as to the student’s continued presence in the program. Before making the decision, the Chair will give the student an opportunity to meet with the Chair and to offer information on the student’s behalf. However, the Chair need not meet with the student before making a decision if the Chair has given the student a reasonable opportunity to meet, and the student has either failed or refused to meet. The Chair will notify the student of the decision.

If the student is dissatisfied with the Chair’s decision, he or she may appeal to the Dean of the appropriate college. However, in order for an appeal to be considered, the student must submit a written notice for an appeal to the Chair and to the Dean within ten working days of receiving the Chair’s decision. The Dean will consider the matter based on information compiled by the Chair and notify the student of his or her decision within ten working days of the Dean’s receipt of the appeal from the Chair. The Dean may meet with the student and give the student an opportunity to address the issues. The Dean’s decision is final.

Courses Offered

Family and Consumer Sciences (FCS)

5101 Graduate Assistant Development. (1-0) This course is required as a condition of employment for graduate teaching and instructional assistants. This course provides regular in-service and planned periodic evaluations of instructional responsibilities. This course does not earn graduate degree credit. Repeatable up to 3 times.

5302H Sustainable Consumer Energy. (3-0) This course is an in-depth study of the role of consumption in the development of sustainable systems including the family, natural resources and economics.

5302S Sustainable Textiles. (3-0) This course is an in-depth study of the relationship of fibers, fabrics, finishes and textile products end-uses with a particular focus on their impact on sustainability.

5302X Policy in Family/Child Studies. (3-0) An examination of the policy making process and the significance of national, state, and local policies as they affect the family. Frameworks for analyzing social policy will be used to examine existing government efforts and legislation. Implications for bringing about change in policies will be examined.

5340 International Study in Family and Consumer Sciences. (3-0) Study of Family and Consumer Sciences topics in international settings. Emphasis will be placed on an analysis of cultural differences and similarities and their application within FCS professions. Repeatable for credit.

Family and Child Development (FCD)

5100 Introduction to Family and Child Studies. (1-0) Focus on gaining information and competencies important to graduate study success. Includes academic expectations for graduate students as well as information related to the Family and Child Studies graduate program. Required for Family and Child Studies majors. Graded on a credit (CR), no credit (F) basis.

5101 Graduate Assistant Development. (1-0) This course is required as a condition of employment for graduate teaching and instructional assistants. This course provides regular in-service and planned periodic evaluations of instructional responsibilities. This course does not earn graduate degree credit. Repeatable with different emphasis.
5302 Topics in Family and Child Development. (3-0) Provides an in-depth analysis of selected current topics in family and child studies. Course may be repeated when topics vary. Prerequisite: Graduate Standing.

5340 Advanced Cultural Diversity of Families. (3-0) Survey study of family diversity through selected family science research methods and topics including family structure and function, family life patterns, multicultural groups, agents of enculturation, and family life education. Prerequisite: Graduate Standing.

5341 Advanced Child Development. (3-0) Focus on developmental processes and influences from conception through early childhood period. Includes interactive relationship of biological and environmental factors in total development of the child. Child observations required. Prerequisite: Graduate Standing.

5342 Early Childhood Intervention. (3-0) This course provides an interdisciplinary introduction, study, and application of information to the professional discipline of early childhood intervention and the early intervention specialist (EIS). Prerequisite: Graduate Standing.

5343 Hospitalized Child: Child Life Specialist. (3-0) This course enhances students’ ability to utilize theoretical and applied technologies when interacting with children and families in hospital settings. Prerequisite: Graduate Standing.

5344 Infant and Early Childhood Mental Health. (3-0) This course provides an interdisciplinary understanding of the social and emotional development of infants and young children within the context of the family. Focus will be on the role of the infant mental health specialist in strengthening the development of young children and the parent-child relationship.

5345 Advanced Methods in Child Life. (3-0) This course focuses on the applied techniques and methodologies essential to the child life profession. In addition, this course offers guided experience and opportunities for stepping into the child life profession, ongoing career development and self-care.

5346 Foundations of Family and Child Studies. (3-0) This course will cover the foundations of family and child studies. Topics will include child development, principles of guidance, and family relationships. Prerequisite: Graduate standing. This course does not earn graduate degree credit.

5347 Grief and Bereavement in Children, Adolescents, and Parents. (3-0) This course includes a historical review of theoretical models on grief and bereavement, influences on grief and bereavement responses, and current perspectives on helping the bereaved cope. Implications for child life specialists will be analyzed.

5348 Pain and Anxiety Management for Children. (3-0) This course provides child life students with theoretical foundations and applied non-pharmacological strategies for assessing children’s pain and anxiety and assisting them with alleviation during painful healthcare and other life experiences.

5350 Research Design and Methods in Family and Child Studies. (3-0) Evaluation of research concepts, methods, and strategies in family and child studies. Topics include the nature of scientific research, sampling, measurement, data collection, types of socio-behavioral research, data analysis, and evaluation of research reports.

5351 Advanced Theory in Family and Child Studies. (3-0) A critical evaluation of theoretical concepts and current research in family and child studies. Emphasis on recent trends in family and child theories.

5352 Seminar: Issues in Family and Child Studies. (3-0) Seminar to examine current issues in family and child studies. Emphasis on current research, theories, and applications. Also includes orientation to the conceptual and methodological perspectives of multi-disciplinary study in the field of family and child studies.

5353 Program Evaluation in Family and Child Studies. (3-0) Study of the diversity and effectiveness of family and child services programs at the federal, state, and community levels. Program evaluation strategies and measures, fiscal management, and grant writing will be included.
5355 Advanced Independent Study. (3-0) Individual work on problems related to student’s primary area of specialization. Work may consist of empirical research or of critical reviews and integration of existing literature. Course may be repeated once for credit when topics vary.

5356 Advanced Program Administration. (3-0) Study of family and child services systems. Management theory and strategies, strategic planning, program development and implementation, personnel management, and public policy are emphasized.

5357 Comparative Studies in Child Development. (3-0) The study of cultural values and beliefs regarding children and the reflection of these in childrearing and early care and education programs and practices in the U.S. and selected countries. The interactive influence of culture and national policies will also be studied.

5358 Practicum in Family and Child Studies I. (0-6) Structured practical experience in family and child studies in a private or public setting. Supervision provided by a member of the graduate faculty and a designated individual at the work site. Focus will be on experiential learning. Graded on a credit (CR), no credit (F) basis.

5359 Practicum in Family and Child Studies II. (0-6) Continued practical experience in family and child studies at a private or public setting with supervision provided by a member of the graduate faculty and a designated individual at the work site. A research report will be integrated with practical application. Graded on a credit (CR), no credit (F) basis. Prerequisite: FCD 5358

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis. Prerequisite: 30 hours of graduate coursework or approval of graduate advisor.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis. Prerequisite: 30 hours of graduate coursework or approval of graduate advisor.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5659 Internship in Child Life. (0-32) Structured hospital experience for individuals who plan to pursue a career in child life. Provides opportunity to work in a hospital setting under the direction of a certified child life specialist. Prerequisite: 30 hours of graduate coursework or approval of graduate advisor. Graded on a credit (CR), no credit (F) basis.

Merchandising and Consumer Studies (MCS)

5302 Special Topics in Merchandising and Consumer Studies. (3-0) This course is an in-depth study of selected topics or emerging issues of particular relevance to merchandising and consumer studies professionals. Course may be repeated with a different emphasis.

5302A Merchandising in the Experience Economy. (3-0) Students will use an interdisciplinary approach and applicable theories to understand consumer demand and the impact on product and service development and transformation.
5302B Merchandising Strategies in Domestic and International Markets. (3-0) This course will emphasize strategic planning as a result of analysis of current trends in domestic and global markets.

5346 Foundations of Merchandising and Consumer Studies. (3-0) This course will cover the foundations of merchandising and consumer studies. Topics will include consumer decision-making and market behavior, the fashion supply and production systems, textile materials and sourcing, merchandise pricing and effective product management throughout the product life cycle, and fashion promotion. Prerequisite: Graduate standing. This course does not earn graduate degree credit.

5390 Merchandising and Consumer Studies Practicum. (3-0) This course will provide an opportunity for students to obtain professional knowledge and skills in a site that is associate with merchandising and consumer studies. This is a field-based experience. Requires approval of the Practicum Coordinator. This courses is graded on a CR (credit), PR (progress), F(no credit) basis.

5391 Seminar in Merchandising and Consumer Studies. (3-0) The course is an in-depth study of two or more topics or emerging issues of particular relevance to merchandising and consumer studies professionals. This course may be repeated once with a different emphasis.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

Nutrition (NUTR)

5101 Graduate Assistant Development. (1-0) This course is required as a condition of employment for graduate teaching and instructional assistants. This course provides regular in-service and planned periodic evaluations of instructional responsibilities. This course does not earn graduate degree credit.

5300 Foundation Studies in Human Nutrition. (3-0) This course is designed for students who do not have a sufficient background in the foundations of nutrition and food science to be successful in graduate level courses. Prerequisite: consent of graduate advisor. No graduate credit awarded; may be repeated.

5302 Special Topics in Nutrition and Foods. (3-0) An in-depth study of selected topics or emerging issues of particular relevance to nutrition and food science professionals.

5302E Nutrition and Disease. (3-0) An advanced study of the ability of various nutrient and non-nutrient compounds found in food to prevent and treat disease. Diseases covered include cancer, diabetes, cardiovascular disease, among others. Prerequisite: graduate standing and permission of instructor.
5302F Nutritional Supplements. (3-0) An advanced study of the efficacy of dietary supplements. Both nutrient and non-nutrient supplement components will be discussed. Clinical trials, epidemiological data and molecular mechanisms of action of dietary supplements will be compared to manufacturer’s claimed action. Prerequisite: graduate standing and consent of instructor.

5302G Pediatric Obesity. (3-0) An advanced study of pediatric obesity, including causes, economic and health related consequences, evidence-based treatment and prevention strategies. Prerequisite: graduate standing and consent of instructor.

5302H Advanced Nutrition and Genetics. (3-0) This course will examine the specific processes in intermediary nutrient metabolism and their genetic regulation. The effects of nutrients on gene expression, cell signaling, cell physiology, and disease processes will also be explored. Prerequisite: Admission to MS in Human Nutrition program.

5303 Nutrition and Food Science Project. (3-0) Directs the graduate student to review, analyze and compile current scientific literature pertaining to a specific, advanced topic in nutrition under guidance of faculty. Course includes preparation of a manuscript (review of literature) in publication format. Prerequisite: Graduate Standing.

5304 Advanced Functional Foods and Nutraceuticals. (3-0) Sources and mechanism of action of dietary bioactive compounds in functional foods, nutraceuticals and supplements in the prevention and management of chronic and infectious diseases. The efficacy, safety and regulatory issues governing development and commercialization will be discussed. Class topics will center on clinical trials, epidemiological data and molecular mechanisms of action concerning the ability of nutrients to prevent or treat disease. Repeatable for credit when topic varies.

5306 Seminar in Nutrition in the Lifespan. (3-0) An advanced study of a selected topic in nutrition and the lifespan from a multidisciplinary perspective, including review of scientific literature in nutrition, physiology, biochemistry, sociology, exercise sports science, epidemiology, endocrinology and genetics. Repeatable for credit when topic varies.

5305 Seminar in Nutrition and Disease. (3-0) An advanced study of a selected topic in nutrition concerning nutrients and functional foods and their role in disease prevention or treatment. Class topics will center on clinical trials, epidemiological data and molecular mechanisms of action concerning the ability of nutrients to prevent or treat disease. Repeatable for credit when topic varies.

5350 Research Methods in Nutrition and Food Science. (3-0) Evaluation of research concepts, methods, and strategies used in nutrition and food science research. Topics include the nature of scientific research, sampling, measurement, data collection, types of research methodology, use of data analysis and management software, an devaluation of research reports.

5355 Advanced Independent Study in Nutrition. (3-0) Individual work with specific guidance from graduate nutrition faculty. Work may include participation in research, professional practice, and/or critical review of the scientific literature. Course may be repeated once for credit when topics vary.

5360 Practicum for Dietetic Internship. (0-6) Students observe and engage in the practice of dietetics under the supervision of practitioners in facilities for health care, public health, and food systems. Repeated twice to meet requirements to complete the dietetic internship program. Graded on a credit (CR), no credit (F) basis. Prerequisites: Admission to Texas State Dietetic Internship.

5361 Advanced Food Systems Administration. (3-0) Techniques and procedures for management, service, and marketing of meals in commercial and noncommercial food service facilities.

5362 Advanced Medical Nutrition Therapy. (3-0) Advanced study of medical nutrition therapy with emphasis on application of principles and techniques of nutritional assessment emphasizing current clinical nutrition practices. Current scientific literature will be used extensively to discuss most recent advances in the area of medical nutrition therapy.

5363 Advanced Community Nutrition. (3-0) Assessment of the nutritional needs of the community and of programs that serve the needs. Experiences include survey techniques, nutritional education, and management of programs to meet specific nutritional needs through community agencies.
5364 **The Science of Nutrition and Exercise.** (3-0) An advanced course focusing on the physiological and biochemical impact of nutrient intake on physical performance, health and fitness. Special emphasis will be placed on the investigation of a variety of dietary supplements, including purported ergogenic aids. The course requires significant reading and interpreting of the scientific literature.

5365 **Analytical Food Science and Molecular Techniques.** (3-0) Theory and practical applications of methods for (bio)chemical, microbiological and genetic analysis of foods. Includes: water-activity measurement, texture, calorimetry, spectroscopy, gas liquid chromatography, high performance liquid chromatography, microscopy, bacterial cultivation/identification, electrophoresis, bioluminescence, immunological techniques, gene probes and other emerging technologies. Prerequisite: Graduate Standing.

5366 **Nutrient Metabolism I.** (3-0) An advanced study of the biochemical and physiological foundations of nutrition and metabolism and its relevance to health and wellness. Scientific literature pertaining to biochemical structure, metabolism and physiological regulation of macronutrients and water-soluble vitamins. Prerequisites: Graduate Standing.

5367 **Nutrient Metabolism II.** (3-0) An advanced study of the biochemical and physiological foundations of nutrition with emphasis on fat-soluble vitamins and minerals. Current scientific information pertaining to structure, metabolism and physiological regulation of these micronutrients. Prerequisites: Graduate Standing.

5368 **Food Biotechnology.** (3-0) Applications of microbiology, genetic engineering and biotechnology to the production of food and food ingredients. Addresses the use of biotechnology in creation of genetically engineered foods and functional foods from microbes, plants and animals. Ethical and security risks associated with food biotechnology will be debated. Prerequisites: Graduate Standing.

5369 **Nutrition and Immune Function.** (3-0) This course integrates existing knowledge in several areas - nutrition, food science, metabolism and immunology. Discussion will focus on the effect of dietary components on activation of cells and genes related to immune system and underlying mechanisms of nutritional immunomodulation. Prerequisites: Graduate Standing.

5370 **Food and Nutritional Toxicology.** (3-0) Basic principles of nutritional and food toxicology. Absorption, metabolism and excretion of xenobiotics, allergenic and toxic constituents in diet. Effect of dietary toxins on nutritional status, mutagenesis, carcinogenesis and disease. Regulation and safety assessment of foods including food additives, environmental contaminants, pesticides and antibiotic residues. Prerequisite: Graduate standing.

5371 **Externship in Human Nutrition.** (0-10) Structured practical experience in human nutrition, food science, food biotechnology. Supervision provided by a member of the graduate faculty and a designated individual at the work site. Requires a minimum of 150 hours of supervised experience. Prerequisites: Graduate standing and approval by graduate advisor and faculty supervisor.

5375 **Advances in Life Span Nutrition.** (3-0) An advanced study of the nutritional requirements throughout the life span involving a multidisciplinary approach including, biochemistry, endocrinology and genetics, and perspectives of human psychological and social development. Prerequisite: consent of graduate advisor.

5199B **Thesis.** (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B **Thesis.** (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399A **Thesis.** (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.
5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

Graduate Faculty

Allen, Judy, Professor of Family and Consumer Sciences. B.S., Texas State University-San Marcos; M.S., University of Missouri; Ph.D., Texas Tech University.

Blunk, Elizabeth, Associate Professor of Family and Consumer Sciences. B.S., M.A., Ph.D., The University of Texas at Austin.

Canabal, Maria, Professor and Chair of the School of Family and Consumer Sciences. B.S., University of Puerto Rico; M.S., Florida State University; Ph.D., University of Illinois at Urbana-Champaign.

Crixell, Sylvia L., Professor of Family and Consumer Sciences. B.S., M.S., Texas State University-San Marcos; Ph.D., The University of Texas Austin.

Dedek, Peter, Associate Professor of Family and Consumer Sciences. B.A., Potsdam College; B.S., M.A., Cornell University; Ph.D., Middle Tennessee State University.

Delgado, Melissa, Assistant Professor of Family and Consumer Sciences. B.A., B.S., M.S., Ph.D., Arizona State University.

Friedman, B.J., Professor of Family and Consumer Sciences. B.S., Illinois State University; M.A., Ph.D., The University of Texas at Austin.

Hustvedt, Gwendolyn, Associate Professor of Family and Consumer Sciences. A.S., York College; B.S., M.S., University of Nebraska; Ph.D., Kansas State University.

Lane, Michelle, Associate Professor of Family and Consumer Sciences. B.S., Cornell University; Ph.D., Rutgers State University.

Maitin, Vatsala, Assistant Professor of Family and Consumer Sciences. B.S., Bangalore University, M.S., University of Mysore; Ph.D., University of Reading.

Russell, Elizabeth, Clinical Assistant Professor of Family and Consumer Sciences. B.S., Corpus Christi State University; M.A., Ph.D., The University of Texas at Austin.

Toews, Michelle, Associate Professor of Family and Consumer Sciences. B.A., Ohio Dominican College; M.S., Ph.D., The Ohio State University.

Vattem, Dhiraj, Associate Professor of Family and Consumer Sciences. B.S., Delhi University; M.S., University of Mysore; Ph.D., University of Massachusetts.

Williams, Sue W., Professor of Family and Consumer Sciences. B.S., M.S., Ed.D., Oklahoma State University.

Yazedjian, Ani, Associate Professor of Family and Consumer Sciences. B.A., University of Florida; M.S., Ph.D., University of Illinois at Urbana-Champaign.
Department of Occupational, Workforce, and Leadership Studies

Majors and Degrees Offered:
Interdisciplinary Studies, M.A.I.S., M.S.I.S.
Management of Technical Education, M.Ed.

Major Programs

The Master of Science in Interdisciplinary Studies (M.S.I.S.) degree and the Master of Arts in Interdisciplinary Studies (M.A.I.S.) degree are coordinated through the Department of Occupational, Workforce, and Leadership Studies Program. The Interdisciplinary Studies degree programs are offered by the University and are not meant to replace any currently existing traditional program of study but does draw courses from other departments offering graduate-level work. The Interdisciplinary Studies degree is highly individualized and is designed to provide the adult with various course options. The M.S.I.S. degree and the M.A.I.S. degree consist of a minimum of 39-semester hours. Degree requirements include an entry module (nine hours in effective communications), an academic module (21 hours) interdisciplinary in courses selected with the assistance of the advisor, and an exit module (nine hours) of courses in individualized research. Further information may be obtained by contacting the Program Chair of the Department of Occupational, Workforce, and Leadership Studies Program, referencing the “Interdisciplinary Studies” section of this catalog or the Department of Occupational, Workforce, and Leadership Studies Program website at http://www.oced.txstate.edu/.

The Department of Occupational, Workforce, and Leadership Studies Program also offers the Master of Education (M.Ed.) degree for those interested in supervision. The M.Ed. degree has a major in Management of Technical Education and is a highly specialized degree program. It is designed to assist an individual in learning skills that would enhance his or her performance in managing technical education in either an education or an industrial setting. Courses for the degree are selected from Career and Technology Education (CATE) and Educational Administration. Contact the Program Chair of Department of Occupational, Workforce, and Leadership Studies Program or go to http://www.oced.txstate.edu/ for more information.

Admission Policy

For applicants with a GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree, a personal goals statement outlining the applicant’s future direction must be submitted to the Office of the Graduate College. No GRE is required.

If an applicant’s GPA is below 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree, the applicant must submit a preferred GRE score of 291 (verbal and quantitative combined), a personal goals statement outlining the applicant’s future direction to the Office of the Graduate College, and must have personal interview with the graduate advisor. If an applicant took the GRE within the last five years and prior to the new examination, the following preferred score will be considered - 900 (verbal and quantitative combined).

Career & Technology Education Certification (CATE)

The Department of Occupational, Workforce, and Leadership Studies Program offers a teaching certification program for Trade and Industrial Education (T&I). T&I for secondary students
includes the Texas Education Agency CATE subjects or programs designed to develop manipulative skills, technical knowledge, and related information necessary for employment in any craft or skilled-trade occupation which directly functions in designing, producing, processing, fabricating, assembling, testing, maintaining, servicing, or repairing any product or commodity. Training is also available in service and certain semiprofessional occupations.

Students who choose the CATE certification sequence should be actively seeking Career and Technology Education employment in the public schools of Texas. Students must satisfactorily complete all required courses and other Texas Education Agency criteria including three to five years of approved hands on work experience in the subject area and must be teaching on an emergency permit before they can be recommended for approval to apply for the T&I state teaching certification examination.

Professional Improvement and Training

In addition to potential certification some master’s level students chose Career and Technology Education courses due to the training content that is applicable to various skills in the 21st century.

Courses Offered

Career & Technical Education (CATE)

5300 Career and Technology Education Student Identification, Placement, and Follow-up. (3-0) A study of the theory, methods, and instruments used in determining occupational aptitude, attitude, and interest of students (identification); the study of planning, organizing, and coordination programs of job placement; and the study of the development and coordination of student follow-up.

5301 Technology of Teaching. (3-1) Research findings and theoretical concepts related to the technology of teaching. Topics included are: learning theory, effective teaching techniques, motivation and performance, evaluation of learner performance, classroom dynamics, and evaluation techniques. Can be repeated for credit.

5302 Coordination Techniques. (3-0) The cooperative program in marketing education; program establishment; guidance, selection, and placement of students work adjustment, student objectives, evaluation; labor laws; public relations.

5304 Organization and Management of Marketing Education Programs. (3-0) Organization and administrative structure in the United States; objectives, programs, practices, teacher selection and supervision, evaluative criteria for business education departments.

5305 Laboratory and Classroom Organization and Management. (3-0) Organization and Management procedures used in career and technology education laboratory programs. Includes establishing record keeping systems; systems of controlling tools, equipment, and supplies; using organization, rotation, and progress charts; using student leadership in routine non-teaching class and laboratory tasks; establishing a safety program; and developing proper attitudes with the program.

5307 Selection, Placement, and Follow-Up in Cooperative Education. (3-0) Organizing and operating cooperation training programs in the community. Includes procedures for selecting career and technology education occupations and training stations suitable for providing training to high school youth, placement of students in suitable employment for part-time training, coordinating students’ school and on-the-job training activities, organizing the classroom facilities, preparation of necessary reports, and preparation and maintenance of an effective record system.
5308 Problems in Cooperative Training. (3-0) Review of basic standards for cooperative education training programs and underlying reasons for such standards with emphasis on solutions of actual problems in program operation. Includes study of procedures and techniques involved in various surveys, interpretation of survey data, program promotion, and organization and coordination of all types of part-time and evening classes.

5312 Development, Organization, and Use of Instructional Material. (3-0) Selection of lesson content, planning the lesson, and use of various instructional sheets that will assist the teacher. Emphasis on correct development of instructional sheets. Study of different methods used to secure, evaluate, and incorporate this material into the instructional program. Study of various methods of testing effectiveness of instruction and how students' progress may be recorded for future reference and class planning.

5313 Special Topics in Career and Technology Education. (3-0) Directed study and research in selected topics in career and technology education (CATE). An independent research project will be assigned each student. May be repeated three times with different emphasis for additional credit.

5313C Teaching Entrepreneurship in Career and Technology. (3-0) A study and analysis of ownership, marketing strategies, location, financing, regulations, and managing and protecting a business. Develop methodology for career and technology (CATE) teachers.

5313D Leadership and Leadership Activities for Career and Technology Education Teachers. (3-0) Study of management, styles, training and development of career and technology education (CATE) leaders. Evaluate present career and technology education youth leadership organizations.

5313F Human Performance Technology. (3-0) Development of quality improvement strategies and techniques in organizations. Topics will include organizational culture, leadership, teamwork, statistical process control, reengineering, and restructuring.

5314 Human Relations for Career and Technology Education Teachers. (3-0) Study of methods of establishing and maintaining relationships with students, co-workers, family, and persons in industry and the community. Includes a review of the principles of learning. Principles and skills in working with people will be developed through a study of influence of heredity and environment; basic wants and needs; motivational factors; development of positive attitudes; teacher-student relationships; leadership development; and elements of effective communication. A study of techniques of identifying and arriving at probable solutions to problems in human relations will be included.

5341 Supervision of Career and Technology Education. (3-0) Course develops understandings, skills, and attitudes for the supervision of personnel in the field of career and technology education (CATE). These supervisory abilities are intended to be applicable in positions such as department head or lead teacher in public schools, and supervisor, director, administrator within a technical organization. This course should also help prepare individuals for leadership positions within professional organizations.

5355 Career Education and Occupational Information in Career and Technology Education Guidance. (3-0) Course dealing with the collection, evaluation, and interpretation of educational, occupational and personal-social information. Includes the nature of work, the dynamics of career and technology education choice and development, psychological and sociological factors in job selection, manpower trends, occupational surveys, job analysis, and recent publications dealing with these topics. Emphasis placed on ways and means whereby this information can be utilized by classroom teachers, guidance personnel, specialists, and personnel managers in business or government service.

5380 Management of Business Office Education Training Programs. (3-0) For instructors in educational and industry settings. An in-depth analysis of governmental policies relating to teaching and training, coordinating a work-based learning program, assisting individuals with transition to the world of work or further schooling, site visit to inspect facilities of a classroom or training facility, and the use of technology.
5390 Independent Study in Career and Technology Education. (3-0) In-depth study of important and timely topics relevant to the career and technology education educator desiring advanced skills in career and technology education. May be repeated for additional credit with permission of the department chair.

Career & Technical Education (CTE)

5306 Instructional Materials Development Technology. (3-0) This course provides students opportunities to develop knowledge, skills, and abilities relevant to assessing instructional materials in education and training, within the context of real-world settings.

5320 Effective Methods of Teaching and Training. (3-0) This fundamental course is for trade and industrial educators seeking certification and technical trainers who are not seeking certification. It is designed to prepare them to apply effective teaching principles and techniques. Lesson plans will be prepared, classrooms managed, and practice teaching included. Some research required.

5321 Work-based Learning in Career and Technology Education. (3-0) The course is intended for teacher coordinators of work-based programs in trades and industrial cooperative education. There is an emphasis on selection of occupations and training stations, student recruitment, instructional coordination in numerous on-the-job experiences, state and local reports, and recordkeeping requirements. Research conducted on local districts.

5322 Teaching and Training as Professions. (3-0) This course emphasizes the professional requirements of teaching and training in a variety of settings. Professional topics include licensure and preparation for the profession, organizations, philosophical foundations of teaching and training, and the socio-political landscape of teaching and training. Research is conducted on reform efforts.

5323 Technology Applications. (3-0) This course covers the use of computers in the classroom or office. Topics include history of computers, philosophies of computer integration, research in computer use, overview of common computer programs, and history and use of the Internet. Trades and Industry teacher candidates will review for the TExES examination.

5330 Overview of Interdisciplinary Research. (3-0) Students will become familiar with various interdisciplinary research methods, learn concepts related to research, and conduct reviews and critiques of academic research articles. The application of academic research to practical problems will be emphasized.

5381 Instructional Strategies in Business Office Education Training Programs. (3-0) This course is designed for instructors in educational and industry settings. Students will learn to prepare in-depth individualized units of instruction, which include selecting curriculum, incorporating technology in teaching and training, and methods of assessment.

Occupational Education (OCED)

5101 Instructional Skill Development. (1-0) Graduate assistants are required to enroll in this course to be prepared to instruct/assist with classes in Occupational/Career and Technology Education. Topics covered are essential teaching strategies, techniques, evaluation design, online instruction, and effective instructional, motivational techniques. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.

5300 Interdisciplinary Research Methods. (3-0) Basic and advanced concepts related to interdisciplinary research. Special emphasis will be placed on technical writing skills, electronic analysis of databases, appropriate statistical treatment of data, development and validation of instruments, and interdisciplinary research design and procedures.
5301 Applied Interdisciplinary Research Part 1. (3-0) The instructional intent is to provide the graduate students with an opportunity to apply their research skills. Students are carefully monitored and mentored in initiating, performing, and documenting their individualized research project. Prerequisites: OCED 5300 and approval of research proposal.

5302 Applied Interdisciplinary Research Part 2. (3-0) This course is the final course in the interdisciplinary research series. It requires the development of a comprehensive final research report including extensive tables and graphs. Students must also be prepared to present the findings of the research to the Occupational Education faculty and students at the Graduate Research Forum. Prerequisite: OCED 5301.

5310 Human Problems in the Workplace. (3-0) Overview of problems that supervisors, teachers, and co-workers encounter in business/industry, social service, military, or education. This range of problems interferes with communication, performance, and development of proficiency in school/work. Perspectives and reports on the incidence of these problems will be presented, as well as actions for these human problems.

5360 Special Topics in Occupational Education. (3-0) This course represents directed study and research in selected topics in occupational education such as systems theory or critical thinking for the workplace. Independent research projects may be assigned to each student as part of the course. May be repeated (with different emphases) for credit.

5360A Sustainable Human Systems in Occupational Sciences. (3-0) This course provides students with a knowledge foundation for systems theory. This knowledge, plus ethical reflection and applicable field work, will enhance students’ ability to understand human systems, ambiguity in those systems and organizational complexity, and have the ability to leverage systemic problem-solving skills and human interventions in organizations.

5360B Critical Thinking in the Workplace. (3-0) This course provides students with an opportunity to examine workplace decision making in terms of critical thinking. Current occupational approaches to critical thinking will be emphasized. Students will participate in simulations and case studies of critical thinking for the workplace.

Graduate Faculty

Chabin, T. Jaime, Professor of Occupational Education and Dean of the College of Applied Arts. B.A., Texas A&M University-Kingsville; M.S.W., Ph.D., University of Michigan.

Dietz, A. Steven, Assistant Professor of Occupational Education. B.A.A.S., M.S.I.S., Texas State University-San Marcos; Ph.D., University of Texas at Austin.

Eichler, Matthew A., Assistant Professor of Occupational Education. B.S., M.Ed. Ph.D., University of Minnesota.

Harkins, Betty L., Senior Lecturer of Occupational Education. B.A.A.S., M.P.A., Texas State University-San Marcos; Ph.D., Texas A&M University.

Lopez, Omar S, Assistant Professor of Occupational Education. B.A., Trinity University; M.B.A., UC at Irvine; M.S.B.A., University of Southern California; Ph.D., The University of Texas at Austin.

Springer, Stephen Barry, Associate Professor and Program Chair of Occupational, Workforce, and Leadership Studies Program. B.A., St. Mary’s University; M.Ed., Our Lady of the Lake University; Ed.D., Texas A&M University.
Interdisciplinary Studies

Major and Degrees Offered:
Interdisciplinary Studies, M.A.I.S., M.S.I.S.
Sustainability Studies

Major Programs

The University offers the Interdisciplinary Studies program leading to the degrees of Master of Arts in Interdisciplinary Studies (M.A.I.S.) or Master of Science in Interdisciplinary Studies (M.S.I.S.) and is designed for the mature student whose educational needs will be best met by a nontraditional course of study. Interdisciplinary studies programs may be composed of courses selected from any department at Texas State that offers graduate courses. However, the Interdisciplinary Studies program requires that coursework meet the following requirements:

- The degree requires a minimum of 39 semester credit hours;
- Courses must be selected from 3 colleges;
- Courses must be selected from 4 departments, with at least six hours completed in 3 of these departments;
- A maximum of 15 hours of coursework in any one department may be used for degree credit;
- Thesis and non-thesis options are available;
- Any degree plan is tentative until it has been approved by the Dean of the Graduate College.

The degree also requires passing the comprehensive examination(s).

The interdisciplinary studies program does not replace the traditional academic program in any area. Persons whose educational goals are best met by established programs should enroll in those areas. Students who wish to consider a program of interdisciplinary studies should confer with the Interdisciplinary Studies Graduate Advisor in an academic department.

Sustainability Studies

The degree is specifically designed to prepare committed leaders to address emerging sustainability issues. Students completing the program will have the technical skills to formulate and solve problems at the appropriate scale, as well as the breadth of vision to recognize the interconnectedness and complexity of human-environment systems. Graduates will be prepared for admission into strong doctoral programs or professional schools, and important positions in the growing field of sustainability-related careers within local, state, or federal government, regulatory agencies, non-governmental organizations, consulting firms and within relevant industries. The program is available to graduate students seeking a more diversified program of study than is generally available for students specializing in a single discipline. The program is open to any qualified graduate student, and is particularly relevant for those wishing to improve their subject matter competence in more than one discipline. The M.A.I.S. degree is best suited to students interested more in social sciences, business, humanities and planning, while the M.S.I.S. degree is best suited to students wishing to focus more on the natural sciences. The program is tailored to accommodate both full-time and part-time graduate students.
Admission Policy – Sustainability Studies

Regular degree-seeking admission may be granted if an applicant:

1. Has a minimum grade-point average (GPA) of 2.75 or higher on a 4.0 scale calculated on:
   a. The last sixty semester hours of undergraduate work before the bachelor’s degree, or,
   b. The last sixty semester hours of undergraduate work before the bachelor’s degree plus any graduate course work taken at an accredited college or university, or
   c. If the GPA is less than 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree, the applicant must submit an official GRE score with a preferred minimum score of 300 (verbal and quantitative combined).

2. Applicant must provide a statement of intent to mentor from a faculty member that will serve as the student’s research advisor and chair of his/her master’s committee, AND provide a statement of personal goals in pursuing the M.A.I.S. or M.S.I.S. degree.

3. Meet all other Graduate College admission requirements.

Courses Offered

Interdisciplinary Studies (IDS)

IDS 5191 Seminar in Interdisciplinary Studies. (1-0) An in-depth study of two or more topics or emerging issues of examined from an interdisciplinary perspective. Course may be repeated with a different emphasis.

IDS 5291 Seminar in Interdisciplinary Studies. (2-0) An in-depth study of two or more topics or emerging issues of examined from an interdisciplinary perspective. Course may be repeated with a different emphasis.

IDS 5391 Seminar in Interdisciplinary Studies. (3-0) An in-depth study of two or more topics or emerging issues of examined from an interdisciplinary perspective. Course may be repeated with a different emphasis.

IDS 5198 Independent Interdisciplinary Research. (1-0) Individual work with specific guidance from graduate faculty. Work may include participation in research, professional practice, and/or critical review of the related literature. Course may be repeated once for credit when topics vary.

IDS 5298 Independent Interdisciplinary Research. (2-0) Individual work with specific guidance from graduate faculty. Work may include participation in research, professional practice, and/or critical review of the related literature. Course may be repeated once for credit when topics vary.

IDS 5398 Independent Interdisciplinary Research. (3-0) Individual work with specific guidance from graduate faculty. Work may include participation in research, professional practice, and/or critical review of the related literature. Course may be repeated once for credit when topics vary.

IDS 5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in IDS 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

IDS 5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollment. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.
School of Social Work

Majors and Degrees Offered:

Social Work Administrative Leadership, M.S.W.
Social Work Direct Practice, M.S.W.

Major Programs

The School of Social Work offers two degree programs: the Bachelor of Social Work (B.S.W.), which prepares students for beginning-level generalist practice, and the Master of Social Work (M.S.W.) degree, which prepares students for advanced specialized practice. Both degrees are fully accredited by the Council on Social Work Education. Social work practice at both the B.S.W. and M.S.W. level share a common core of knowledge, values, and skills. Throughout the curriculum, the School emphasizes social justice and professional ethics. The M.S.W. degree prepares graduates for a wide variety of positions in many diverse, interesting fields that address human needs.

The M.S.W. Program

The M.S.W. degree program prepares graduates for advanced specialized professional social work practice, particularly in public services. The M.S.W. degree program offers regular and advanced standing tracks, as well as full and part-time study.

The regular track involves 62 hours of coursework. Full-time students typically spend two years (five semesters) to complete the degree, while part-time students will commit four years to complete the MSW. The priority date for submitting application materials for the regular track program is June 15 for the following fall semester and October 15 for the following spring semester; thereafter, applications are considered on a rolling basis.

The advanced standing program (which enrolls students directly into second year content) consists of 36 hours of coursework organized across one calendar year of three semesters. Advanced standing is open to students who hold the BSW degree. The priority date for submitting application materials for the advanced standing track is June 15 for the following fall semester, October 15 for the following spring semester, and April 15 for the following summer semester; thereafter, applications are considered on a rolling basis. Students committed to part-time study should expect to spend two years to complete the advanced standing track.

The first (foundation) year curriculum focuses on the generic foundation knowledge and skills necessary for general social work practice, while the second (advanced) year focuses on specialized practice. Regular track students in their second year of coursework, as well as advanced standing students, select a concentration of study in either a) direct practice with individuals, families, or groups, or b) administrative leadership, which involves learning to supervise staff, operate agencies, build resources, deal with law-making bodies, and work with communities and larger systems.

Courses may be offered face-to-face, on-line, by web-casting or interactive television, or using a combination of these teaching methods.

Degree Requirements

Regular admission students must complete 62 credit hours to earn the M.S.W. degree. Advanced standing students must complete 36 credit hours.
Field Practicum

Field practicum (internship) involves the student intern working in a social service agency under the intensive supervision of a licensed master social worker. All regular track students (full and part-time) must complete a total of 20 semester credit hours of field practicum, while advanced standing students must complete a total of 12 semester credit hours of field practicum. Regular track students complete a first-year field practicum while concurrently enrolled in other classes. In the second year, for both full-time regular track and advanced standing students, field practicum occurs during the spring semester. Part-time students may spread second-year field practicum across two semesters.

Admissions

Applicants must meet all Graduate College admissions requirements to be admitted unconditionally to the M.S.W. degree program. Students who have received a degree from a Bachelor of Social Work program accredited by the Council on Social Work Education (CSWE) may be eligible for advanced standing. All other students enroll in the first year regular track program. Both regular and advanced standing students may enroll on either a part or full-time basis. Applicants are admitted to the M.S.W. degree program based on their performance on various criteria, including:

1. Minimum GPA of 3.0 on a 4.0 scale from prior undergraduate hours and graduate work (if applicable);
2. Paid and volunteer work history;
3. Letters of recommendation from individuals competent to assess the applicant’s capacity to pursue graduate social work education;
4. Demonstrated commitment to public sector social work;
5. For Regular Track applicants, demonstrated successful completion (within the last 6 years) of course content in a) statistics and b) human biology.

Applicants for the advanced standing program must meet all Graduate College admission criteria, and, in addition, must provide evidence of:

1. B.S.W. degree (or equivalent) from CSWE-accredited program;
2. Minimum overall GPA of 3.0 for the last two full academic years of study prior to application.

Applicants may submit GRE scores to strengthen the application. The School may require personal interviews of applicants.

Persons wishing to apply should contact the Office of the Graduate College (www.gradcollege.txstate.edu) and the School of Social Work (www.socialwork.txstate.edu) for information. The Apply Texas application, transcripts, test scores (optional), and application fee should be submitted directly to the Office of the Graduate College. The departmental application for the on-campus program can be found at http://www.socialwork.txstate.edu/Admissions/program-application-oncampus.html. The departmental application for the on-line program can be found at http://www.socialwork.txstate.edu/Admissions/program-application-online0.html.
Courses Offered

Social Work (SOWK)

Social Work Graduate Electives are marked with an asterisk (*).

5308 Human Behavior in Individual and Family Social Environments. (3-0) This foundation graduate course explores individual and family dynamics across the life cycle, centering on human development, individual and group strengths, and the effects of cultural diversity. It enhances critical thinking and assessment skills about human behavior in social environments, and incorporates material on professional values, ethics, and social justice. Prerequisite: Graduate standing or instructor approval.

5309 Human Behavior in Local and Global Social Environments. (3-0) This foundation graduate course presents human functioning in the environment by studying families, groups, communities, organizations, and societies in local and global contexts. Through learning content on diversity, populations at risk, and social and economic justice, students build critical thinking and assessment skills using developmental and eco-systems frameworks. Prerequisite: Graduate standing or instructor approval.

5310 Social Welfare Policy and Services. (3-0) This foundation course studies the United States’ social welfare system, emphasizing how social welfare policies affect diverse populations. Topics include social welfare history; and policy development, implementation, evaluation, and values. Prerequisite: Instructor approval.

5311 Human Behavior and Social Environment: Birth Through Adolescence. (3-0) This foundation course focuses on human functioning from birth through adolescence, using eco-systems and development frameworks. It builds knowledge and values for practice with individuals, families, and organizations; develops analytical reasoning and assessment skills; and applies content to diverse populations. Prerequisite: Graduate standing or instructor approval.

*5312 Social Work Intervention in Drug Addiction & Abuse. (3-0) This elective course focuses on commonly used and abused drugs as well as the dynamics and treatment of addiction. It emphasizes social work intervention aimed at addiction prevention and treatment. Prerequisite: Graduate standing or instructor approval.

5313 Foundation Social Work Practice I. (3-0) This foundation course explores generalist social work theory and practice methodology in problem-solving with individuals, families, and groups, emphasizing data collection, assessment, intervention planning, and evaluation. Prerequisite: Admission to the M.S.W. degree program.

5314 Foundation Social Work Practice II. (3-0) This foundation skill-development course emphasizes generalist social work practice with task groups, organizations, and communities. Prerequisite: Admission to the M.S.W. degree program.

*5315 Social Work Intervention in Child Abuse & Neglect. (3-0) This elective course considers child welfare services available to abused and neglected children in their own homes, in substitute care, and through the community, emphasizing social work intervention with children and their families. Prerequisite: Graduate standing or instructor approval.

5316 Foundation Social Work Practice III. (3-0) This foundation course develops the student’s interpersonal and communication skills with clients and other professionals. Students must demonstrate competence in interviewing, assessment, and planning skills. Students learn to collect data to support assessment, plan intervention, and evaluate practice. Prerequisites: SOWK 5313.

5317 Social Work Research. (3-0) This foundation course builds introductory scientific research skills in critical thinking and knowledge of program and practice evaluation. It prepares students to read, interpret, and critique research with skepticism and rigor and to perform various research and social work practice activities. Prerequisite: Graduate standing or instructor approval.
5318 Human Behavior and Social Environment: Adulthood to End of Life. (3-0) This foundation course focuses on human functioning from adulthood to end of life, using eco-systems and development frameworks. It builds knowledge and values for practice with individuals, families, and organizations; develops analytical reasoning and assessment skills; and applies content to diverse populations. Prerequisite: SOWK 5311 or instructor approval.

5319 Diagnostic Assessment. (3-0) This advanced course examines how individuals, families, and groups interact with the social environment, emphasizing mental health and adaptive capacity, theories of the etiology and development of mental and emotional disorders, and how culture affects mental health. Prerequisites: Advanced standing, foundation coursework completion, or instructor approval.

5320 Advanced Administrative Leadership Practice I: Introduction to Management. (3-0) This advanced skill-development course emphasizes social work practice in managing small and large organizations. Students develop knowledge and skills in social work management and supervision in non-profit and public organizations. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5321 Advanced Social Policy and Social Justice. (3-0) This advanced course, a study of social legislation affecting disadvantaged persons, emphasizes policy analysis, values, and advocacy through studying social policy history; developing, implementing, and evaluating policy; and influencing social and economic justice. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5322 Advanced Social Work Research. (3-0) This advanced course builds knowledge and skills for systematically evaluating programs and practice. It enhances effective and ethical social work practice by teaching skills necessary to design, implement, and empirically assess intervention with client and programs. Prerequisites: SOWK 5317, advanced standing, foundation coursework completion, or instructor approval.

5324 Advanced Direct Practice with Families. (3-0) This advanced course focuses on theories, research, and models of practice with families. It emphasizes a systems orientation to assessment and intervention, and integrates issues of self-awareness and human diversity. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5325 Advanced Administrative Leadership Practice III: Challenges and Innovations. (3-0) This advanced course expands knowledge and skills by exploring how theories, supervision and management interventions, and social work values are applied to diverse organizational environments. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5326-MC/MP Advanced Direct Practice with Individuals. (3-0) This advanced course examines intervention theories and builds specialized skills for effective, ethical practice with individuals. It examines how culture influences individuals, and discusses how to assess individuals from multiple perspectives. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5327 Advanced Direct Practice with Groups. (3-0) This advanced course develops effective, ethical group practice skills, including assessment from multiple perspectives, facilitation of group process and intervention, evaluation, and addressing needs of diverse populations. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5328 Interdisciplinary Perspectives on Aging. (3-0) This interdisciplinary course provides a graduate-level foundation in knowledge and skills used to address a wide range of needs among the aging population, their families, and support systems. Biophysical, psychosocial, and environmental perspectives will be integrated into development of culturally competent approaches to work with elders in many fields. Prerequisite: Graduate standing or instructor approval.

5329 Organizational Development. (3-0) This advanced course examines organizational and inter-organizational social service delivery contexts; how funding, mandate, and organizational arrangements influence services; and factors to consider in modifying existing organizations. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.
5332 Helping Troops Transition Back to their Families and Communities: The Invisible Wounds of War. (3-0) The course examines topics at the individual, family, group, organizational, and community levels related to troops who are returning from current combat operations and their families. It reviews the needs, community resources, and policies in place for helping them and their families make this transition. Prerequisite: Graduate standing or instructor approval.

5334 Advanced Administrative Leadership Practice II: Resource Development. (3-0) This advanced course emphasizes grant-writing and marketing in non-profit organizations. It builds knowledge, roles, and skills to extend organizational resources for effective, ethical social work practice and programs. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

*5339 Selected Topics in Social Work. (3-0) Students study relevant social work topics in depth. Topics, such as social work in schools or in health care, are selected according to students’ needs and professional trends. Repeatable for credit. Prerequisite: Graduate standing or instructor approval.

5360 Directed Study in Social Work. (3-0) This one-semester course highlights individualized reading, independent study and projects, and guided instruction. It is offered by invitation of the professor and with the consent of the MSW Coordinator. It may not be repeated for credit. Prerequisites: Graduate standing and the approval of the MSW Coordinator and School Director.

5410 Foundation Field I (Concurrent). (1-20) This foundation course consists of supervised beginning generalist social work practice in agencies for a minimum of 250 clock hours, applying classroom knowledge to work with individuals, families, groups, and communities. Prerequisites: Admission to MSW degree program and completed field application process.

5411 Foundation Field II (Concurrent). (1-20) This second foundation course continues supervised generalist social work practice in agencies for a minimum of 250 clock hours, applying classroom knowledge to work with individuals, families, groups, and communities. Prerequisites: SOWK 5410 and Field Coordinator approval.

5612 Direct Practice Field I. (1-20) This course offers supervised advanced direct social work practice opportunities to apply classroom knowledge to interventions with individuals, families, and groups in agencies for a total of 300 clock hours. Prerequisites: Completion of field application process and completion of MSW class work.

5613 Direct Practice Field II. (1-20) This course continues supervised advanced direct social work practice opportunities to apply classroom knowledge to interventions with individuals, families, and groups in agencies for a total of 300 clock hours. Prerequisites: Field Coordinator approval.

5622 Administrative Leadership Field I. (1-20) This course offers supervised advanced administrative leadership social work practice opportunities to apply classroom knowledge to interventions with public and non-profit social agencies for a total of 300 clock hours. Prerequisites: Completion of field application process and completion of MSW class work.

5623 Administrative Leadership Field II. (1-20) This course continues supervised advanced administrative leadership social work practice opportunities to apply classroom knowledge to interventions with public and non-profit social agencies for a total of 300 clock hours. Prerequisites: Field Coordinator approval.

Graduate Faculty

Ausbrooks, Angela, Associate Professor of Social Work. B.A., University of North Texas; M.S.W., Ph.D., The University of Texas at Austin.

Biggs, Mary Jo Garcia, Associate Professor of Social Work. B.S.W., Texas State University-San Marcos; M.S.W., Our Lady of the Lake University; Ph.D., Texas A&M University.
Chavkin, Nancy F., Regents’ Professor of Social Work. B.A., Dickinson College; M.S.W., University of Illinois; Ph.D., The University of Texas at Austin.

Deepak, Anne, Assistant Professor Social Work. BA, Boston University; MS, MSW, Ph.D., Columbia University.

Hawkins, Catherine, Professor of Social Work. B.A., M.S.S.W., Ph.D., The University of Texas at Austin.

Henton, David, Clinical Assistant Professor of Social Work. B.A., M.S.S.W., The University of Texas at Austin.

Jones, Sally Hill, Associate Professor of Social Work. B.A., Trinity College (Illinois); M.S.W., University of Chicago; Ph.D., Institute for Clinical Social Work (Chicago).

Knox, Karen, Professor of Social Work. B.A., M.S.S.W., Ph.D., The University of Texas at Austin.

Marks, Andrew, LMSW, Clinical Senior Lecturer. B.S.W., MSW, Texas State University-San Marcos.

McKimmey, Gerald, LCSW, Lecturer. B.S., The University of Texas at Austin; MSW, Our Lady of the Lake University.

Medel, R. Stephen, LMSW, Clinical Senior Lecturer. BA, MSW, The University of Texas at Austin.

Noble, Dorinda N., Professor and Director of the School of Social Work. B.A., Texas Tech University; M.S.W., Tulane University; Ph.D., The University of Texas at Austin.

Norton, Christine, Assistant Professor of Social Work. BA, University of Kansas; MS, Minnesota State University; M.A., University of Chicago; Ph.D., Loyola University of Chicago.

Russell, Amy, Assistant Professor of Social Work. BA, Southwestern University; MSW, Ph.D., University of Houston.

Selber, Katherine, Professor of Social Work. B.A., Ph.D., The University of Texas at Austin; M.S.W., The University of Houston.

Tijerina, Mary Sylvia, Associate Professor of Social Work and B.S.W. Director. B.A., Texas State University-San Marcos; M.S.W., Ph.D., The University of Texas at Austin.

Travis, Raphael, Jr., Assistant Professor of Social Work. B.A., University of Virginia; M.S.W., University of Michigan; Dr.Ph., University of California-Los Angeles.

Wisner, Betsy, Assistant Professor of Social Work. A.A.S., Mohawk Valley Community College; B.S.,MSW, Syracuse University; M.A., State University of New York-Cortland; Ph.D., The University of Texas at Austin.
Emmett & Miriam McCoy College of Business Administration

The Graduate School of Business in the McCoy College of Business Administration is dedicated to pursuing and providing the knowledge and skills that prepare graduate students for key management responsibilities in today’s complex and dynamic global business environment. The School challenges students to develop the knowledge, skills, and abilities necessary to advance their personal and professional objectives through an environment of teaching excellence, complemented by scholarly research and service.

The Master of Business Administration (M.B.A.) program in the McCoy College emphasizes the knowledge and tools needed for professional success and is designed for those individuals who expect to pursue careers in the management of organizations in either the public or private sector. The curriculum provides broad-based, generalized education with the flexibility to meet individual needs. Students may choose an optional emphasis in one of three areas of study. The entire general MBA program can be completed on the San Marcos campus or at the Round Rock Campus.

Students interested in careers related to international business may choose to seek the M.B.A. degree with an International Business emphasis. This emphasis is designed to provide focused study in international business including cultural, historical and political issues. While this emphasis is available to all students in the M.B.A. program, it is especially well suited for undergraduate students in the international studies undergraduate program.

The M.B.A. with an Engineering and Technology emphasis is offered in cooperation with the Department of Engineering and Technology, an academic division of the College of Science. M.B.A. students pursuing the engineering and technology specialization should find enhanced career opportunities with companies oriented significantly toward engineering and technology.

If your interest is the healthcare industry, the M.B.A. with a Healthcare Administration emphasis may be for you. Offered jointly with the College of Health Professions, the program combines academic content from both colleges to prepare students for a successful career in healthcare.

For those interested in the field of Human Resource, an M.B.A. with an emphasis in Human Resource Management is available.

The Master of Accountancy (M.Acy.) program is designed to broaden the educational experience of individuals preparing for a career in the public accounting profession. Students explore the social, ethical, and environmental effects of accounting information on those who rely on it for their decision making needs. The M.Acy. program can be used to satisfy the 150-hour education requirement for the Certified Public Accountant (CPA) exam in Texas.

The Master of Science in Accounting and Information Technology (M.S.) program is designed to prepare students for successful careers in the management of accounting information systems and/or consulting. The program is jointly delivered by the Accounting Department and the Computer Information Systems and Quantitative Methods Department.

The Master of Science in Human Resource Management (M.S.) program is a flexible, part-time program designed to prepare people for successful careers in human resource management. In comparison to the MBA program, which offers a broad-based business education, the MSHRM program offers in-depth knowledge associated with the major aspects of human resource management. The MSHRM curriculum has been designed to adhere to educational guidelines set forth by the Society for Human Resource Management (SHRM), the premier professional association for the human resource field.
Majors and Degrees Offered:
Business Administration, M.B.A.
  General
  Engineering & Technology emphasis
  Health Administration emphasis
  Human Resource Management emphasis
  International Business emphasis
Accountancy, M.Acy.
Accounting & Information Technology, M.S.
Human Resource Management, M.S.

Certificate Programs Offered:
Computer Information Systems

Application Deadlines

The Office of the Graduate College requires applicants to submit a graduate application through Apply Texas and pay associated application fees. Applicants must also submit to the Office of the Graduate College: official transcripts and an official report indicating the applicant’s score on the Graduate Management Admissions Test. In addition, The McCoy College graduate program requires two recommendation letters, two written essays and a detailed resume. All application material should be sent directly to the Graduate College. All required application materials should be received no later than the following deadline dates to ensure processing for the desired semester. The MBA program only accepts new students in the fall and spring semesters.

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<tr>
<th>Attending</th>
<th>Deadline</th>
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<tr>
<td>Fall Semester</td>
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<tr>
<td>Spring Semester</td>
<td>October 1</td>
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<td>Summer Term</td>
<td>April 1</td>
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*Deadline dates are subject to change.*

Admission Policy

**All Applicants.** All applicants must hold a baccalaureate degree from a regionally accredited university. Admission to all graduate business degree programs is competitive and designed to identify those applicants who have the ability, interest, and maturity to manage the rigors of the programs as well as potential for future professional growth. The Admissions Committees will carefully consider all aspects of an applicant’s professional and academic background. The Admissions Committees will be looking for applicants with strong academic performance throughout their undergraduate experience and competitive scores on the Graduate Management Admission Test (GMAT).

Also very important to the Admissions Committees are qualitative elements such as letters of recommendation, quality of written essays, relevant work experience, extracurricular and community activities, honors and achievements, and other characteristics that will enhance diversity in academic programs.

**International Applicants.** All international applicants (non-U.S. citizens) must fulfill the Test of English as a Foreign Language (TOEFL) requirement as identified in the “Admission Documents” section of this catalog. Fluency in reading, speaking, and writing English is expected of all accepted students.
Major Programs

Master of Business Administration, M.B.A.

Students entering the M.B.A. program may choose one of five program options. The first is the general M.B.A., the second option is the M.B.A. program with an International Business emphasis, the third option is the M.B.A. program with an Engineering and Technology emphasis, the fourth is the M.B.A. with a Health Administration emphasis, and the final is the M.B.A. with a Human Resource Management emphasis. Each option requires completing coursework from three sets of courses.

Courses in the first set constitute Tier 1 core courses. They are designed to give students a strong foundation in business as well as begin intensive professional development. These courses must be completed for any of the MBA options selected.

The second set of courses is the Tier 2 core courses. The purpose of the Tier 2 core courses is to ensure that all students completing a program of study have a common academic experience in all areas critical to success in a discipline. While all M.B.A. options require a similar set of Tier 2 core courses, there are some exceptions noted below.

The third set of courses for the M.B.A. options is the elective courses. In addition to the required Tier 1 and Tier 2 core courses for each M.B.A. option, the degree candidate is allowed to select a group of courses from an approved set of electives. The exact number of elective courses varies between degree options. Course requirements for each M.B.A. option are described below.

General M.B.A. Option. The general M.B.A. degree (a 42-hour program) requires 33 semester hours of required core courses and 9 semester hours of elective courses. In addition, students enrolled in the General M.B.A. option may choose to write a thesis as part of the degree requirements. Under the thesis plan, the student must complete the same requirements as the non-thesis option except that six semester hours of electives will be replaced by six hours of thesis credit. The University requirement for a comprehensive examination is satisfied by an in-depth analysis of a case designed to integrate the M.B.A. core areas.

All general M.B.A. students must complete 33 semester hours of graduate core courses. Students must satisfy all prerequisites of a graduate course before enrolling in a course. Tier 1 core courses should be taken before other courses. Advanced Statistical Methods for Business, QMST 5334, should be taken early in a student’s academic program. Strategic Management, MGT 5313, should be taken in the student’s last semester because it serves as the capstone course for integrating the course material in the M.B.A. program. The University required comprehensive exam is given as part of this course.

The required core courses for this option include the following. Descriptions of these courses may be found in the “M.B.A. Core Course Requirements” section below.

<table>
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<tr>
<th>Tier 1 Core Courses</th>
<th>Tier 2 Core Courses</th>
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<tr>
<td>B A 5351</td>
<td>ACC 5361</td>
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<td>B A 5352</td>
<td>CIS 5318</td>
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<td>B A 5353</td>
<td>ECO 5316</td>
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<td>FIN 5387</td>
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<td>MGT 5313</td>
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<tr>
<td>Organizational Performance and Competitive Advantage</td>
<td>Accounting Analysis for Managerial Decision Making</td>
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<td>Developing the Financial Perspective of the Firm</td>
<td>Information Technology in the Digital Economy</td>
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<td>Understanding and Analyzing Organizational Problems</td>
<td>Managerial Economics</td>
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<td>Managerial Finance</td>
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<td></td>
<td>Strategic Management</td>
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In addition to the 33 semester hours of core courses, general M.B.A. students must complete 9 hours of graduate-level electives (3 hours in the case of students choosing the thesis option). Electives are available in accounting, business law, computer information systems, economics, finance, management, marketing, quantitative methods, and disciplines outside the field of business. A maximum of six elective hours may be taken outside of business, but the courses must be approved by the McCoy College Director of Graduate Programs and the Dean of the Graduate College before the student enrolls in the course.

Students in the general M.B.A. option would normally select three courses from the set courses listed in the “M.B.A. Elective Courses” section below. Courses listed in this set do not include all the potential business electives. Each academic department may offer additional courses whenever the demand exists and resources are available. All electives are not offered every semester.

**M.B.A. with International Business Option.** Students seeking the M.B.A. degree with an International Business emphasis are required to complete the same required core courses as the general M.B.A. option except that MKT 5330 International Marketing, will be taken in the place of MKT 5321 Marketing Management. The 33 hours of Tier 1 and Tier 2 core courses will be complemented by 12 hours of electives from a set of internationally focused courses that are designed to support the core material for this option. Electives will allow students to concentrate either in international management or international finance and economics. This MBA option will require a total of 45 hours to complete.

**M.B.A. with Engineering and Technology Option.** Students seeking the M.B.A. degree with an Engineering and Technology emphasis are required to complete the same core courses as general M.B.A. students with the exception that students will be required to take TECH 5315 Engineering Economic Analysis, rather than ECO 5316 Managerial Economics. Additionally, students choosing this option will be required to take TECH 5364 Statistical Applications in Manufacturing Process Control. Students must also complete nine hours of graduate-level technology electives. Recommended technology electives are TECH 5382 Industrial Ecology, TECH 5385 Readings in Technology, and TECH 5387 Planning Advanced Technology Facilities. The courses and their descriptions are listed in this catalog under the Department of Technology section within the College of Science. Other graduate-level technology courses are acceptable as electives. However, courses other than the three listed above may require certain background work. Students must secure permission of their graduate advisor before enrolling in any other elective course. This option requires 45 hours of graduate coursework.

**M.B.A. with Health Administration Option.** Students seeking the M.B.A. degree with a Health Administration emphasis are required to complete the same required core courses as the general M.B.A. option plus HA 5300 Healthcare Organization and Delivery. Students selecting this option will be required to select 9 hours of electives from a set of Health Administration courses including HA 5321 Healthcare Law, HA 5325 Advanced Patient Care Management and Quality Improvement in Health Care, HA 5334 Operational Decision Making for Healthcare Managers, HA 5335 Public Health for Healthcare Administrators, HA 5355 Human Services Management in Healthcare Facilities, and HA 5356 Policy Development in Healthcare Arena. A description of these courses can be found in this catalog in the School of Health Administration section. This option requires 45 hours of graduate coursework.

**M.B.A. with Human Resource Management Option.** Students seeking the M.B.A. degree with a Human Resource Management emphasis are required to complete the same required core courses
as the general M.B.A. option plus MGT 5330 Seminar in Human Resource Management. Students selecting this option will be required to select 9 hours of electives from a set of Human Resource Management courses including MGT 5336 Compensation and Benefits, MGT 5337 Organizational Staffing, MGT 5338 Human Resource Development, MGT 5339 International Human Resource Management, BLAW 5310 The Employment Relationship, and MGT 5310 Organizational Change Management. This option requires 45 hours of graduate coursework.

**Degree Requirements.** In summary, the requirements for the M.B.A. degree program consist of satisfactory completion of the following:

1. Tier 1 and Tier 2 graduate core and elective coursework as determined by the M.B.A. option selected: For students who select the general M.B.A. non-thesis option, eleven M.B.A. graduate-level core courses and three elective courses (9 hours); or
   a. For general M.B.A. students who select the thesis option, eleven M.B.A. graduate-level core courses, one elective course (3 hours) and a thesis (6 hours credit);
   b. For students who select the M.B.A. with an International Business emphasis, eleven M.B.A. graduate-level core courses and four international elective courses (12 hours credit) focusing either international management or international finance and economics (45 hour program); Thesis option not available;
   c. For students who select the M.B.A. with an Engineering and Technology emphasis, twelve graduate-level core courses and three engineering and technology elective courses (9 hours) (45 hour program). Thesis option not available;
   d. For students who select the M.B.A. with a Health Administration emphasis, twelve graduate-level core courses and three health administration elective courses (9 hours) (45 hour program). Thesis option not available.
   e. For students who select the M.B.A. with a Human Resource Management emphasis, twelve graduate-level core courses and three human resource management elective courses (9 hours) (45 hour program). Thesis option not available.
2. Satisfactory completion of the comprehensive examination taken as part of the capstone Strategic Management course MGT 5313;
3. Acceptance of the thesis if the thesis degree option is selected.

**Courses Offered**

**M.B.A. Core Course Requirements**

**Tier 1 Core Courses**

**B A 5351 Organizational Performance and Competitive Advantage.** (3-0) This course is designed to provide an integrative understanding of the firm. A variety of organizational models and perspectives will be incorporated to facilitate understanding of the complexities of the firm, its environments, and its relationships with stakeholders. Includes focus on case analysis issues and communication skills. Prerequisite: MBAs only.

**B A 5352 Developing the Financial Perspective of the Firm.** (3-0) Development of the theoretical basis and presentation of accounting and finance. Topics include understanding the basic elements of financial statements, the use of accounting information in decision making, and the techniques for the acquisition and management of the firm’s financial resources. Prerequisite: B A 5351 or concurrent enrollment.
B A 5353 Understanding and Analyzing Organizational Problems. (3-0) An introduction to the concepts of economic theory and statistics, with an emphasis on developing skills in data and economic analysis to solve business problems. Coverage includes prices, costs, market structures, macroeconomic policies, central tendencies in data, confidence intervals, hypothesis testing, and regression. Prerequisite: B A 5351 or concurrent enrollment.

Tier 2 Core Courses

ACC 5361 Accounting Analysis for Managerial Decision Making. (3-0) Use of accounting information for improving managerial decision making. Emphasis is on understanding the practice of business management, budgeting, cost behavior, and operational, internal, and management control. Prerequisite: B A 5352.

CIS 5318 Information Technology in the Digital Economy. (3-0) Provides an understanding of the issues involved in the strategic management of the information assets of organizations. Examines the issues and challenges that users face within the Information Technology (IT) management arena as part of a firm's business and IT strategy. Focus is on managerial rather than technical issues. Prerequisite: B A 5351.

ECO 5316 Managerial Economics. (3-0) The application of economic theory and analysis to the formulation of business policy, including demand analysis, production theory, linear programming, and pricing policy. (MBA with Technology Emphasis students complete TECH 5315.) Prerequisite: B A 5353.

FIN 5387 Managerial Finance. (3-0) Concentrates on the finance function, analysis and budgeting of funds, management of current assets, short and intermediate-term financing requirements, long-term debt policy and capital structure, capital budgeting, and the concept of cost of capital. Risk and return trade-offs also are studied. Prerequisite: B A 5352.

MGT 5313 Strategic Management. (3-0) An integrative approach to policy formulation and administration (decision making) to achieve organization objectives. Should be taken the last semester of student’s MBA program. Prerequisites: QMST 5334, MKT 5321, ACC 5361, FIN 5387.

MKT 5314 Organizational Behavior and Theory. (3-0) Organizational behavior and structure as influenced by environmental variables and system relationships. Prerequisite: B A 5351.

MKT 5321 Marketing Management. (3-0) A study of the planning and coordination of marketing functions, marketing policies, and the analysis of marketing administration. Prerequisite: B A 5351.

QMST 5334 Advanced Statistical Methods for Business. (3-0) The course provides the quantitative foundation for business analysis and decision making. Topics include: regression analysis, mathematical programming, simulation and other analytical/modeling techniques with wide applicability in decision-making and problem solving in all functional areas of business. Prerequisite: B A 5353.

M.B.A. Elective Courses (Students must complete the appropriate background course or its equivalent before enrolling in elective courses.)

ACC 5352 Financial Statement Reporting and Analysis. (3-0) A study of financial statement reporting and analysis. Use of tools and skills will be used to analyze and interpret financial reports for assessing financial performance of firms to facilitate investment, lending, and other financial decisions in a variety of business contexts. Prerequisite: ACC 5361.

ACC 5362 Cost and Managerial Accounting Theory. (3-0) A study of recent developments and topics in the area of cost and managerial accounting. Includes a discussion of quantitative techniques and their applicability to accounting problems. Prerequisite: ACC 3313 with a grade of “B” or better or ACC 5361.
BA 5100 Business Professional Development Seminar. (1-0) This course is designed to contribute to the development of the business professional. Academic content is supplemented by training in soft skill topics to better prepare the students for a successful business career. Prerequisite: MBA students only.

BLAW 5310 The Employment Relationship (3-0) A study of trends in the rapidly evolving “law of the workplace,” with emphasis on how lawmakers attempt to balance the rights and responsibilities of employers and workers. Prerequisite: BA 5351

BLAW 5368A Judicial and Legislative Trends in the Legal Environment of Business. (3-0) An examination of recent court cases and legislation enacted or that may be pending before Congress in order to understand the impact of current laws on business activity.

BLAW 5368B Law and Ethics in the Business Environment. (3-0) An examination of the ethical dimensions of management decision-making. Problems are viewed through the lens of a value system determined, in part, by the legal system.

BLAW 5368F Business Law for Entrepreneurs. (3-0) Course explores steps that an entrepreneur who is contemplating leaving an employer can take to make the departure amicable.


BLAW 5368H Legal Issues of Sustainability and Responsibility. (3-0) Diverse frameworks and analytical methods underlying our understanding of sustainability are explored, including the legal aspects & impact on business, society, environment and economy. Topics include corporate governance, globalization, urbanization, energy, human population, food, natural resources, water and equity.

BLAW 5368J Commercial Law. (3-0) A traditional business law course which examines sales, negotiable instruments, creditor’s rights and remedies, secured transactions, bankruptcy law, personal property, bailments, real property and landlord-tenant relationships. Prerequisites: BLAW 2361, graduate status, and good academic standing.

BLAW 5368K Business Organizations and Government Regulations. (3-0) A traditional business law course which examines agency, employment law, partnerships, limited liability companies, corporations, securities law, law for small business, administrative law, consumer law, environmental law, antitrust law, and insurance. Prerequisites: BLAW 2361, graduate status, and good academic standing.

CIS 5355 Database Management Systems. (3-0) Explores the concepts, principles, issues, and techniques for managing corporate data resources using database management systems. The course includes techniques for analysis, design, and development of database systems, creating and using logical data models, database query languages, and procedures for evaluating database management software. Students will use a relational database management system to develop a management information system.

CIS 5356 Business Telecommunications. (3-0) Explores the technology that is revolutionizing the manner in which business and government conduct their operations and the effects new developments in communication media have on computing systems. This course reflects the current state-of-the-art in data communication networking.

CIS 5358 IT Systems Project Management. (3-0) An in-depth study of the project management body of knowledge as applied to information Technology with an emphasis on the management of scope, costs, schedules, quality, and risks. Includes program management, system methodologies, material procurement, and human, cultural, and international issues and their impact on the organization.

CIS 5360 E-Commerce: Strategies, Technologies, and Applications. (3-0) This course is designed to familiarize students with current and emerging e-commerce technologies. Topics include Internet technology for business advantage, reinventing the future of business through e-commerce, business opportunities in e-commerce, and social, political, global, and ethical issues associated with e-commerce.
CIS 5364 Data Warehousing and Mining. (3-0) Familiarizes students with current and emerging data warehousing and mining technologies that are likely to play a strategic role in business organizations. Topics include data mining techniques, data warehouse development life cycle, data warehouse navigation, data quality, and performance issues. Prerequisites: QMST 5334, QMST 2333 or equivalent.

CIS 5368 Information Security. (3-0) This course covers the analysis, design, development, implementation, and maintenance of information security systems. Topics include legal, ethical, professional, personnel issues; risk management; technology; cryptography; and physical security.

CIS 5370 Enterprise Resource Planning. (3-0) The use of information technology for integrating an enterprise for operational control and strategic business intelligence is examined via ERP applications. Managerial issues surrounding the selection, design, and implementation of ERP systems are emphasized.

CIS 5390A Special Topics in Computer Information Systems – Business Process Modeling. (3-0) A study of tools and techniques for analyzing requirements of business process oriented systems. This course emphasizes a model driven approach and its usage for developing information controls. Unified Modeling Language (UML) is introduced to specify the user/system interaction, business logic, and data storage.

CIS 5390B Special Topics in Computer Information Systems – Business Intelligence Project. (3-0) Development of a system used for the implementation of analytics to diverse areas of interest, including: marketing, financial risk analysis, quality management in manufacturing health care management, and geographic information systems. Prerequisite: CIS 5355, CIS 5364.

ECO 5310 International Economics. (3-0) Examination of the patterns of trade and finance among nations, integrating the topics of exchange rates, trade barriers, customs unions, and macroeconomics policy into a unified treatment of international economic relations. Prerequisite: B A 5353.

ECO 5320 Emerging Market Economies. (3-0) The course focuses on the structural characteristics of the emerging market economies, with an emphasis on analyzing the salient economic challenges and opportunities facing contemporary emerging market economies. Prerequisite: B A 5353.

FIN 5322 Investment Analysis. (3-0) This course provides an introduction to the basic concepts of investments and investment management. It is designed to develop a framework within which to view the investment process in a global environment and an understanding of the institutional setting in which investment decisions are made. Prerequisite: B A 5352.

FIN 5332 Portfolio Theory and Capital Markets. (3-0) This course is designed to provide students with an overview of the strategies for creating and managing portfolios. At the end of this course, students should understand the tools for investment management. Topics covered include portfolio construction and analysis, risk analysis, asset class management, derivatives, and portfolio performance analysis. Prerequisite: FIN 5322.

FIN 5337 International Finance. (3-0) Examination of economic incentives and rationale for multinational firms, exchange rate risk exposure and management, investment decision strategy, and the general economic impact of multinational firm activity. Prerequisite: B A 5352

FIN 5338 International Investments and Financial Management. (3-0) Examination of economic incentives and rationale for international investment and financing. Topics include exchange rate risk exposure and management, global debt and equity investment and financing, foreign currency derivative markets, and general investment and financing strategy in global capital market. Prerequisite: B A 5352.

FIN 5347C Real Estate Investment. (3-0) An application of capital budgeting to real estate investment decisions. Prerequisite: FIN 5387.
FIN 5347F  Money, Banking, Financial Markets & Institutions.  (3-0)  This course will examine the important relationships between money, depository institutions, financial markets and non-depository financial institutions. It is designed to equip managers with the intellectual tools necessary to critically evaluate changing and evolving financial market conditions and their impact on managerial decision making. Prerequisite:  BA 5352

FIN 5347G  Short-Term Financial & Treasury Management.  (3-0) The focus of the course is to apply financial concepts and quantitative techniques to solve issues in corporate treasury and short-term financial problems. Topics include cash collection, cash concentration, disbursement management, forecasting cash flows, credit management, banking relationships, and short-term investment and borrow strategies. Prerequisite:  BA 5352.

FIN 5395  Independent Study in Finance.  (3-0)  An in-depth study of a single topic or related problem solved through finance research. The course may be repeated once if the topic studied is different. Prerequisite: Consent of instructor and Department Chair.

MGT 5301  Graduate Assistant Development.  (3-0) Completion of this course is required as a condition of employment for graduate assistants. The course is seminar based and covers topics related to employment responsibilities. This course does not earn graduate credit. Graded on a credit (CR), no-credit (F) basis. Prerequisite: McCoy College Graduate Assistant.

MGT 5310  Organizational Change Management.  (3-0) Presents an overview of the process of change in an organization and stresses the key issues involved in reengineering and renewing organizations. Problems dealing with stress and conflict during major change will be explored along with practical ideas on building effective teams to make change possible and sustainable.

MGT 5311  Process Improvement Management in Organizations.  (3-0) Learn existing and latest developments in process improvement techniques for continuous improvement and the role of quality as a system for establishing an organization’s competitive advantage. Process mapping is emphasized and assessment of effectiveness in the interactions of the managerial and technical systems of organizations is also studied.

MGT 5312  Seminar in Management.  (3-0) Development of philosophy, strategy, and tactics in managing an enterprise. Administrative processes common to all enterprises, such as entrepreneurship, business and society, leadership and group behavior in organizations, business ethics, and international management. (Course may be repeated for credit with different course focus.)

MGT 5315  New Venture Management.  (3-0) This course provides an overview of the entrepreneurial process from the initial idea through start-up, growth, and harvest. Students learn how to write a business plan, manage all the elements of an entrepreneurial business, and develop a better understanding of the requirements of the entrepreneurial life path.

MGT 5318  Cross-Cultural Management.  (3-0) The global environment requires sensitivity to and the adaptation of leadership and management skills and practices, and the culture-bound differences in workplace behavior and attitudes. Explores how differences in cultural core values shape behavior and attitudes of workers, managerial colleagues, and negotiating partners. Prerequisites:  BA 5351.

MGT 5321  Supply Chain Management.  (3-0) A variety of tools and frameworks provide students and understanding of the basis behind supply chain decision making. Topics include supply management concepts, demand-supply management, pull/push system, capacity and resource allocation, performance measurement, relationship assessment, and outsourcing in an integrated supply chain. Require graduate standing.

MGT 5325  Managing Business Creativity.  (3-0) This course focuses on the means by which businesses and individuals foster and maintain their creative and innovative skills. Key topics include idea generation and refinement, idea screening, prototype development, and feasibility analysis. Objectives are met through classroom exercises, case analysis, guest speakers, and individual and team projects.
MGT 5330 Seminar in Human Resource Management. (3-0) A study of current developments and practices in human resource management, including employment laws; planning, recruitment and selection; training and development programs; wage and benefits administration; performance management, human relations and productivity; labor relations; safety and health; and current contributions to human resource management theory.

MGT 5335 New Venture Launch. (3-0) The purpose of this class is to ensure students gain a full understanding of what it takes to start and grow a business. Students learn the process of creating a new venture from the inside by planning, organizing and launching an actual business. Prerequisites: MGT 5315 and permission of instructor.

MGT 5337 Organizational Staffing. (3-0) A study of the methods involved in recruitment and selection of employees with an emphasis on measurement, job analysis, performance appraisal, legal issues, and the role of human resource planning and strategy. This course relies on statistics to teach students to make reliable and valid employment decisions. Prerequisite/Corequisite: MGT 5330.

MGT 5338 Human Resource Development. (3-0) A study of theoretical and applied perspectives on needs assessment, design, development delivery and evaluation of training and development as well as organizational change and development. Prerequisite/Corequisite: MGT 5330.

MGT 5339 International Human Resource Management. (3-0) A study of challenges that decision makers consider when managing their human resources across the globe. Drawing on theories and models from cross-cultural and international management areas, this course covers such topics as globalization, culture, emerging international assignments, and expatriate recruitment, selection, training, repatriation, and career management. Prerequisite/corequisite: MGT 5330.

MGT 5345 Integrative Field Project. (3-0) Student teams work directly with organizations and managers to solve significant managerial problems. Students apply their skills and knowledge acquired in the program in a real world setting. Results of the project are summarized in a comprehensive written report and a formal oral presentation. Prerequisites: Permission of the instructor.

MGT 5375 International Management-Latin America. (3-0) A study of the cultural, economic, regulatory, and political factors impacting international business. Emphasis is placed on theory and research of management phenomena in Latin America and on issues mediating commercial and governmental relations between the United State and Latin American countries.

MGT 5380 Special Topics in Management. (3-0) The study of selected topics in management. Course may be repeated with different topic.

MGT 5380A Business Ethics Leadership. (3-0) This course examines a variety of ethical issues in business from multiple stakeholder perspectives (top management, employees, community members, etc.). The course is designed to enhance moral awareness and facilitate individual development with respect to making ethical decisions that contribute to effective corporate management and leadership.

MGT 5380B Human Resource Information Systems. (3-0) This course provides an overview of functional areas in an HRIS system with a focus on the acquisition of skills with respect to the software as well as knowledge regarding the implementation process, associate benefits and costs, and the application of HRIS to manage critical HRM processes. Prerequisite/Corequisite: MGT 5330.

MGT 5390 Business Research Methods. (3-0) Designed to aid graduate students in analyzing reports, evaluating research and in planning research reports. Involves the selection of research problems, sources of data, analysis, presentation, report writing, directed reading, class reports, and a research problem.

MGT 5391 Managing the Communication Process. (3-0) The study and application of theory and psychology of managerial communication using written, oral, and technological modes to communicate within the business environment. The course includes the process and product approach to graphics, leadership, problem solving, prioritizing, interviewing, and communicating change.
MGT 5395 Graduate Business Internship. (0-15) Integration of professional and academic experience through internship with an external employer. Prerequisites: MBA students only; must have completed 12 or more hours of graduate business courses; enrollment subject to availability and approval.

MGT 5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

MGT 5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

MGT 5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

MGT 5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

MGT 5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

MGT 5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

MKT 5311 Current Developments in Marketing. (3-0) Advanced study of marketing functions and institutions, marketing structures, strategies, policies, and problems. Students will be given an opportunity to examine developments of special interest to them. Prerequisite: B A 5351.

MKT 5322 Marketing Research Methods. (3-0) An advanced study of the marketing research process to include problem formulation, determination of sources of information and research design, design of data collection forms, design of the sample, collection of the data, analysis and interpretation of the data, preparation of the research report, and oral presentation of the research findings. Prerequisites: MKT 5321 and QMST 5334.

MKT 5325 Global Marketing and the Value Chain. (3-0) To understand the value chain concept and the linkages between value chains in the global marketplace. This will include evaluating the various value chains: supplier, firm, channel, and buyer in the global context. Topics will include procurement, operations, logistics, negotiation, marketing channels, and customer service.

MKT 5330 International Marketing. (3-0) An application of marketing concepts to the global business environment. Examines marketing in the light of international economic, social, cultural, business, and environmental factors. Prerequisite: B A 5351.

MKT 5331 Integrated Marketing Communications. (3-0) An analysis of consumer behavior in the marketplace and its application to the preparation & presentation of a complete integrated marketing communications plan for a local, regional, and/or national client. Prerequisite: MKT 5321.

MKT 5335 Services Marketing. (3-0) Services dominate the U.S. economy and are becoming critical for competitive advantage in companies across the globe and in all industry sectors. This course examines the foundations of services marketing, which are necessary to create, promise, and deliver a successful, interactive customer experience. Prerequisite: MKT 5321.

MKT 5395 Independent Study in Marketing. (3-0) Individual problems or topics will be designed and completed to emphasize selected areas of study in Marketing. Requires approval of instructor and program director.
MKT 5397A Sports Marketing. (3-0) Examines four components of sports marketing, including: (1) the foundation of sports marketing, (2) marketing through sports, including sponsorship, endorsement, and licensing strategies, (3) the marketing of sports, including marketing mix strategies, and (4) emerging topics in sports marketing, including relationship marketing, technology, and controversial issues. Prerequisite: MKT 5321.

MKT 5397B Social Marketing. (3-0) Social marketing is the use of marketing principles and techniques to influence a target audience to voluntarily accept, reject, modify, or abandon a behavior for the benefit of individuals, groups, or society as a whole. This course examines current applications of social marketing to solve societal problems. Prerequisite: MKT 5321.

MKT 5397C Technology and Marketing. (3-0) Technology & Marketing covers the impact of new information technologies on marketing and marketing in industries undergoing high levels of technological change. Subject areas such as social media, e-commerce, database marketing, business-to-business marketing, and customer contact management are examined and illustrated in industry settings that emphasize innovation through new technologies. Prerequisite: 5321.

MKT 5397D Marketing Metrics and Analysis. (3-0) To understand the measurement, analysis, and interpretation of marketing metrics that are critical for marketing strategy development and firm performance. Topics will include metrics associated with customers, brands, marketing mix decisions, online strategy and social media, firm profitability, and marketing dashboards. Prerequisite: Graduate standing; MKT 5321.

QMST 5332 Quantitative Methods. (3-0) A study of management science/operations research emphasizing theory and applications of evaluative, predictive, and optimizing models as applied to the management of product and service-oriented operations.

QMST 5335 Introduction to Forecasting and Simulation. (3-0) Introduction to the concepts and principles of forecasting and simulation techniques as applies to planning and decision making in organizations. Topical coverage includes time series forecasting, casual forecasting, discrete event simulation, and continues-event simulation techniques.

Master of Accountancy, M.Acy.

The M.Acy. degree consists of three requirements: background courses, graduate core courses, and elective courses. The Master of Accountancy degree does not have a thesis requirement, but does have a comprehensive exit exam requirement. For students who did not major in business at the undergraduate level, the degree program consists of up to 6 semester hours of related business graduate background courses, 6 additional hours of undergraduate accounting background courses, 18 hours of graduate-level core courses, 12 hours of accounting electives, and 3 hours of a business or accounting elective. For students with an accounting degree, the program usually consists of 33 hours of graduate courses: 18 hours of core courses, 12 hours of accounting electives, and a 3 hour business elective. All graduates will have the 30 upper-level accounting hours and ethics course required to sit for the CPA Exam in Texas (graduates may still need 24 hours of related business coursework). M.Acy. students must complete a comprehensive examination at the end of the program to satisfy University requirements.

Background Courses. The purpose of background courses is to provide a strong base of knowledge for advanced business and accounting studies. The M.Acy. background course requirement is composed of the following courses:

Undergraduate Level
- ACC 3313# Intermediate Accounting I 3 semester hours
- ACC 3314# Intermediate Accounting II 3 semester hours
# Student must make a grade of “B” or better to continue in the graduate program.
Graduate Level

Accounting  ACC 5303* or equivalent
Accounting  ACC 5340*

*Students must be admitted to the M.Acy. program before enrolling in graduate-level background courses.

Background courses cannot be used to fulfill the 30 hours of M.Acy. core and elective courses. The equivalent undergraduate courses also may be taken at any accredited four-year college or university. Information regarding transfer work is identified in the “Undergraduate-level leveling course work” sub-section under the “Registration and Course Credit ‘Transfer Credit’” section of this catalog.

Applicants who have not met the admission standards specified above and who must satisfy background course requirements may be admitted as non-degree seeking students to take undergraduate courses only. While under the non-degree seeking student enrollment, students may take whatever actions that may be required to satisfy the admission requirements. See “Categories of Admission ‘Non-Degree Seeking Applicants’” section for further information regarding enrolling as a non-degree seeking student.

Graduate Core Courses. In addition to satisfying the background courses, all M.Acy. students must complete 18 semester hours of graduate core accounting courses. Students must satisfy all prerequisites of a graduate course before enrolling. These prerequisites include the background course or its equivalent and undergraduate accounting courses, if applicable. Corporate Governance and Ethics, ACC 5389, should be taken within nine hours of graduation and meets the ethics course requirement for Texas CPA candidates.

Elective Courses. In addition to the 18 semester hours of core courses, students must complete 15 hours of graduate-level accounting and business electives. Students must satisfy all prerequisites of an elective course before enrolling, including any undergraduate accounting prerequisites. Students should review carefully the undergraduate accounting prerequisites for desired graduate accounting elective courses and register for the appropriate prerequisites which also can fulfill their undergraduate background course requirements.

Degree Requirements. In summary, the requirements for the M.Acy. degree program consist of satisfactory completion of the following:

1. The graduate background courses (or their equivalents completed in a baccalaureate degree program).
2. The undergraduate background accounting courses (or their equivalents) completed either in a baccalaureate degree program in business or as part of the background course requirements in the M.Acy. program. These courses are needed to fulfill the State’s 30-hour advanced accounting requirement to sit for the CPA Exam in Texas.
3. Six M.Acy. core courses in accounting. These courses are listed below under “Core Courses.”
4. Four graduate accounting elective courses as listed below under “Accounting Elective Courses”.
5. One graduate business or accounting elective course.
6. Successful completion of the comprehensive examination.

Needed Business Courses for CPA Eligibility: To be eligible to sit for the CPA exam in Texas, the candidate must have 24 hours of upper level business courses. The 24 hours may be completed at a community college or university, at the undergraduate or graduate level. There is a limit of 6 hours in any one area (i.e., management, economics, business law, etc.). Additionally, business statistics and communication may be used to meet this requirement. For further information, please consult http://www.tsbpa.state.tx.us/.
Courses Offered

Background Undergraduate and Graduate Courses (These courses cannot be used toward degree credit in any graduate program.)

ACC 3313 Intermediate Accounting I. (3-0) An in-depth study of accounting concepts and standards with emphasis on current theory and practices relating to corporate financial statements particularly stressing asset and liability measurement and related problems of income determination and presentation. Prerequisite: ACC 5303.

ACC 3314 Intermediate Accounting II. (3-0) A study of accounting problems related to the determination of stockholders’ equity, earnings per share, the preparation of a Statement of Cash Flows, financial statement analysis, and accounting for changing prices. Specialized areas including accounting for leases, pensions, and income taxes. Must make a B or better. Prerequisite: ACC 3313 with a grade of “B” or higher.

ACC 5303 Fundamental Accounting Concepts. (3-0) A conceptual, presentation of introductory financial and managerial accounting with applications. The emphasis is on understanding basic elements of financial statements, the effect of business events on the statements, and the use of accounting information in decision making. May not count as an elective M.Acy. course.

ACC 5340 Individual Income Tax. (3-0) A study of the tax concepts and issues involved in an individual’s employment and personal life, and in sole proprietorships, property transactions, tax administration and tax practice. Regulatory and ethical issues are incorporated into the discussion. (Suggested for CPA eligibility). Prerequisites: ACC 3313 with grade of “B” or better.

M.Acy. Core Courses

ACC 5315 Selected Topics in Financial Accounting. (3-0) The study of specialized financial accounting topics, existing and prospective, necessary for an advanced understanding of financial reporting. Topics include: pensions and post-retirement benefits, deferred taxes, derivatives, share-based payments, interim and segment reporting and emerging issues of the Emerging Issues Task Force. Prerequisite: ACC 3314 with a grade of “B” or better.

ACC 5320 Auditing. (3-0) A study of the underlying theory of external financial auditing including professional ethics, auditing standards and procedures, and the role of auditor’s judgment. (Suggested for CPA eligibility). Prerequisite: ACC 3314 with a grade of “B” or better. Corequisite: ACC 5315.


ACC 5371 Accounting Information Systems. (3-0) A study of accounting information systems technologies used to enhance business process operations, management of risks and controls, and management of information resources. Prerequisite: ACC 3313 with a grade of “B” or better.

ACC 5389 Corporate Governance and Ethics. (3-0) A study of the corporate governance and ethical issues in accounting, including ethical reasoning, integrity, objectivity, independence, core values and professional issues. Prerequisites: ACC 5315, ACC 5320, and ACC 5366 and be within 9 hours of graduation.
EITHER: **ACC 5350 Professional Accounting Research.** (3-0) An examination of the sources of authoritative standards in accounting, auditing, and tax; includes primary sources (FASB, GASB, SAS, law and administrative tax) and secondary. The course develops procedures for identifying the applicable accounting issues, locating appropriate authority, and communicating the results of professional research. Prerequisites: ACC 3314 with grade of “B” or better.

OR: **ACC 5372 Tax Research.** (3-0) An examination of the sources of tax authority, which include its primary sources (legislative, judicial, and administrative), as well as secondary sources. The course also develops procedures for identifying the applicable tax issues, locating appropriate tax authority, and communicating the results of tax research. Prerequisite: ACC 5366, or concurrent enrollment.

Note: Second research course may be used as a M.Acyr elective.

**M.Acyr Elective Courses**

**Accounting Electives: Choose twelve hours from:**

**ACC 5316 Advanced Accounting.** (3-0) A study of accounting for business combinations and consolidated financial statements. Additional selected topics may include accounting for multinational operations, interim reporting, SEC reporting, partnership and governmental and not-for-profit accounting. Prerequisite: ACC 3314 with a grade of “B” or better.

**ACC 5352 Financial Statement Reporting and Analysis.** (3-0) A study of financial statement reporting and analysis. Use of tools and skills will be used to analyze and interpret financial reports for assessing financial performance of firms to facilitate investment, lending, and other financial decisions in a variety of business contexts. Prerequisite: ACC 3313, ACC 5303, or ACC 5361 or equivalent.

**ACC 5355 IT Auditing.** (3-0) A study of the IT audit: the process of collecting and evaluating evidence of an IT system practices and operations. The course develops understanding of the procedures to test whether the systems are safeguarding assets, maintaining data security and operating effectively and efficiently. Prerequisites: ACC 5320 or 5371.

**ACC 5362 Cost and Managerial Accounting Theory.** (3-0) A study of recent developments and topics in the area of cost and managerial accounting. Includes a discussion of quantitative techniques and their applicability to accounting problems. (To be CPA eligible, ACC 5315 needed in place of ACC 5362). Prerequisite: ACC 3313 with a grade of “B” or better or ACC 5361.

**ACC 5367 Seminar in Auditing.** (3-0) A continuing study of the underlying theory of auditing with an emphasis on professionalism, ethics, and legal liability. Coverage will also extend to the responsibilities and standards of external auditing, internal auditing, governmental auditing, and international auditing, including exposure to current developments in these areas. Practical applications will focus on risk assessment, the use of analytical procedures, and the use of the computer as an audit tool. Prerequisite: ACC 5320.

**ACC 5369 Special Studies in Accounting.** (3-0) Directed study and research on selected accounting topics, including the development of accounting thought and research in; advanced tax topics, international accounting, professional ethics and managerial and financial accounting. Courses will be offered as independent instruction. Prerequisite: Consent of instructor and department chair.

**ACC 5370 Internship in Accounting.** (0-20) Experiential learning during which the students work in accounting. This work experience may be in public, industry, or governmental accounting units. The student is immersed in a variety of intensive work assignments with increasing levels of responsibility. Graded on a credit (CR), no credit (F) basis. Prerequisite: Specified by employer with consent of instructor and department chair.
ACC 5373 Fraud Detection and Prevention. (3-0) An in-depth study of how and why fraud is committed, red flags that may help in detecting fraudulent activities, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisite: ACC 3314 with a “B” or better.

ACC 5375 Business Information Consulting. (3-0) Integrative capstone for the MSAIT program using principles and concepts applied through the analysis and presentation of case studies dealing with current issues or emerging trends in the fields of accounting and information technology for the accounting professionals serving as consultants. Prerequisite: ACC 5371.

ACC 5377 Partnership Taxation. (3-0) A comprehensive study of the tax implications of conducting a business as a partnership or as a limited liability company. Life-cycle analysis and tax planning considerations are emphasized. Pre-requisite: ACC 5340.

ACC 5378 Tax Practice, Procedures, Audits and Controversy. (3-0) This course focuses on the procedural aspects of tax planning and tax return preparation. Coverage includes IRS enforcement tools and corresponding taxpayer rights, audits and appeals, civil and criminal penalties, and statutory relief provisions. Professional standards and ethical considerations in tax practice are emphasized. Pre-requisite: ACC 5366 or concurrent enrollment.

ACC 5379 State and Local Taxation. (3-0) This is a survey course covering state and local income tax systems emphasizing income and franchise taxes on individuals and business entities, sales and use taxes, and property taxes. Coverage includes business nexus and multistate allocation and apportionment issues. Prerequisite: ACC 4328 or ACC 5340. Corequisite: ACC 5366.

ACC 5383 Enterprise Resource Planning Systems. (3-0) The use of information technology for integrating enterprises for operational control and strategic business intelligence is examined via ERP applications in customer relationship management, accounting and finance, purchasing and production control, sales and marketing, and human resource management. Managerial issues surrounding the selection, design and implementation of ERP systems are emphasized.

ACC 5384 IT Systems Project Management. (3-0) An in-depth study of the project management body of knowledge as applied to Information Technology with emphasis on the management of scope, costs, schedules, quality and risks. Includes program management, system methodologies, material procurement, and human, cultural, and international issues and their impact on the organization.

ACC 5385 Database Management Systems. (3-0) Explores concepts, principles, issues and techniques for managing data resources. The course includes techniques for analysis, design, and development of database systems, creating and using logical data models, query languages, and procedures for evaluating database software. Students will use a relational database management system to develop a management information system.

ACC 5390 Special Topics in Accounting. (3-0) The study of selected topics in accounting.

ACC 5390A International Accounting. (3-0) A study of the impact of international business activity on the profession of accounting. The course will investigate the development of international accounting standards and compare those standards to existing United States standards. Students taking ACC 4390A for credit may not take ACC 5390A for credit. Prerequisite: ACC 5315.

ACC 5390F Mergers, Acquisitions, and Consolidations Taxation. (3-0) This course on mergers, acquisitions and consolidations will examine the tax ramifications and corporate strategies considerations of buying, selling and combining different companies; the consolidated tax return consequences of those affiliated groups; and the residual outcomes and tax attributes that result from corporate divisions. Prerequisite: ACC 5366.

ACC 5390G Sustainability Reporting (3.0) This course on sustainability reporting strategies will examine analytical methods and reporting techniques used by for profit and non-profit companies to support sustainable operations. Prerequisite: ACC5303 or equivalent.
Business Electives
Choose 3 hours from other graduate accounting or MBA elective courses.

Master of Science in Accounting and Information Technology, M.S.

The M.S. in Accounting and Information Technology program is cross department curriculum comprised of accounting core courses (12 hours), information technology core courses (12 hours), prescribed accounting (6 hours), prescribed information technology electives (3 hours) and a 3-hour open graduate business or accounting elective. The M.S. program does not have a thesis requirement, however students must complete a comprehensive examination at the end of the program to satisfy University requirements. Applicants with undergraduate degrees in disciplines other than business or from a non-AACSB accredited university could be required to complete additional background coursework. Applicants to the M.S. degree program who hold an undergraduate degree from an AACSB accredited university will normally require 36 semester hours of graduate course credit to complete the program. Applicants with an undergraduate degree in business, accounting or other, have the capability to complete the necessary coursework to prepare them to sit for the CPA Exam in Texas.

Background Courses. The purpose of background courses is to provide a strong base of knowledge for advanced business and accounting studies. Background courses may be waived for students who have successfully completed and achieved a grade of “C” or higher on previous course work addressing current developments in the content area. The background course requirement is composed of the following courses:

- Accounting  ACC 5303* or equivalent
- Accounting  ACC 3313#
- Statistics  QMST 2333

*(Students wishing to sit for the CPA exam must also take ACC 3314.)
#(Students must make a grade of “B” or better to continue in graduate program.)

Background courses cannot be used to fulfill the 36 hours of M.S. core and elective courses. The equivalent undergraduate courses also may be taken at any accredited four-year college or university. Information regarding transfer work is identified in the “Undergraduate-level leveling course work” sub-section under the “Registration and Course Credit ‘Transfer Credit’” section of this catalog.

Applicants who have not met the admission standards specified above and who must satisfy background course requirements may be admitted as non-degree seeking students to take undergraduate courses only. While under the non-degree seeking student enrollment status, students may take whatever actions that may be required to satisfy the admission requirements. See “Categories of Admission ‘Non-Degree Seeking Applicants’” section for further information regarding enrolling as a non-degree seeking student.

Graduate Core Courses. In addition to satisfying the necessary background courses, all M.S. students must complete 12 semester hours of graduate core accounting courses and 12 semester hours of graduate core information technology courses. Students must satisfy all prerequisites of a graduate course before enrolling. These prerequisites include the background course or its equivalent and undergraduate accounting courses, if applicable.

Elective Courses. In addition to the 24 semester hours of core courses, students must complete 12 hours of graduate-level accounting and business electives. Students must satisfy all prerequisites of an elective course before enrolling, including any undergraduate accounting prerequisites.
Degree Requirements. In summary, the requirements for the M.S. degree program consist of satisfactory completion of the following:

1. The background courses (or their equivalents completed in a baccalaureate degree program).
2. Four accounting core courses. These courses are listed below under “Accounting Core Courses.”
3. Four information technology core courses. These courses are listed below under “Information Technology Core Courses.” Students wishing to sit for the CPA exam in Texas may register for the ACC equivalent of three of the IT core courses. (See cross-listed courses in the IT Core Course Descriptions below)
4. Two graduate accounting elective courses as listed below under “Prescribed Accounting Elective Courses.”
5. One graduate information technology elective course as listed below under “Prescribed Information Technology Elective Courses.”
6. One graduate business elective course selected from the set of graduate business or accounting courses offered by the college.
7. Satisfactory completion of the comprehensive examination.

Courses Offered

Background Undergraduate and Graduate Business Courses (These courses cannot be used toward degree credit in any graduate program.)

ACC 5303 Fundamental Accounting Concepts. (3-0) A conceptual, presentation of introductory financial and managerial accounting with applications. The emphasis is on understanding basic elements of financial statements, the effect of business events on the statements, and the use of accounting information in decision making. May not count as an elective M.S. course.

ACC 3313 Intermediate Accounting I. (3-0) An in-depth study of accounting concepts and standards with emphasis on current theory and practices relating to corporate financial statements particularly stressing asset and liability measurement and related problems of income determination and presentation. Prerequisite: ACC 5303 or ACC 2362 with C or better.

QMST 2333 Business Statistics. (3-0) A course providing students with the concepts of employing computers in statistical business decision making. The course will focus on different modeling and statistical techniques.

Accounting Core Courses

ACC 5362 Cost and Managerial Accounting Theory. (3-0) A study of recent developments and topics in the area of cost and managerial accounting. Includes a discussion of quantitative techniques and their applicability to accounting problems. (To be CPA eligible, ACC 5315 needed in place of ACC 5362). Prerequisite: ACC 3313 with a grade of “B” or better or ACC 5361.

ACC 5371 Accounting Information Systems. (3-0) A study of accounting information systems technologies used to enhance business process operations, management of risks and controls, and management of information resources. Prerequisite: ACC 3314 with a grade of “B” or better.

ACC 5373 Fraud Detection and Prevention. (3-0) An in-depth study of how and why fraud is committed, red flags that may help in detecting fraudulent activities, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. Prerequisite: ACC 3314 with a “B” or better.
ACC 5375 Business Information Consulting. (3-0) Integrative capstone for the MS program using principles and concepts applied through the analysis and presentation of case studies dealing with current issues or emerging trends in the fields of accounting and information technology for the accounting professionals serving as consultants. This course must be taken in the last semester of the program. Prerequisite: ACC 5371.

Information Technology Core Courses

CIS 5355 Database Management Systems. (3-0) Explores the concepts, principles, issues, and techniques for managing corporate data resources using database management systems. The course includes techniques for analysis, design, and development of database systems, creating and using logical data models, database query languages, and procedures for evaluating database management software. Students will use a relational database management system to develop a management information system. (Cross-listed with ACC 5385 for MSAIT students wishing use the course for CPA eligibility.)

CIS 5358 IT Systems Project Management. (3-0) An in-depth study of the project management body of knowledge as applied to Information Technology with an emphasis on the management of scope, costs, schedules, quality, and risks. Includes program management, system methodologies, material procurement, and human, cultural, and international issues and their impact on the organization. (Cross-listed with ACC 5384 for MSAIT students wishing use the course for CPA eligibility.)

CIS 5368 Information Security. (3-0) This course covers the analysis, design, development, implementation, and maintenance of information security systems. Topics include legal, ethical, professional, personnel issues; risk management; technology; cryptography; and physical security.

CIS 5370 Enterprise Resource Planning. (3-0) The use of information technology for integrating an enterprise for operational control and strategic business intelligence is examined via ERP applications. Managerial issues surrounding the selection, design, and implementation of ERP systems are emphasized. (Cross-listed with ACC 5383 for MSAIT students wishing use the course for CPA eligibility.)

Prescribed Accounting Elective Courses (Choose 6 hours)

ACC 5315 Selected Topics in Financial Accounting. (3-0) The study of specialized financial accounting topics, existing and prospective, necessary for an advanced understanding of financial reporting. Topics include: pensions and post-retirement benefits, deferred taxes, derivatives, share-based payments, interim and segment reporting and emerging issues of the Emerging Issues Task Force. Prerequisite: ACC 3314 with a grade of “B” or better.

ACC 5316 Advanced Accounting. (3-0) A study of accounting for business combinations and consolidated financial statements. Additional selected topics may include accounting for multinational operations, interim reporting, SEC reporting, partnership and governmental and not-for-profit accounting. Prerequisite: ACC 3314 with a grade of “B” or better.

ACC 5320 Auditing. (3-0) A study of the underlying theory of external financial auditing including professional ethics, auditing standards and procedures, and the role of auditor’s judgment. (Suggested for CPA eligibility). Prerequisite: ACC 5315.

ACC 5340 Individual Income Tax. (3-0) A study of the tax concepts and issues involved in an individual’s employment and personal life, and in sole proprietorships, property transactions, tax administration and tax practice. Regulatory and ethical issues are incorporated into the discussion. (Suggested for CPA eligibility). Prerequisites: ACC 3313 with grade of “B” or better.
ACC 5350 Professional Accounting Research. (3-0) An examination of the sources of authoritative standards in accounting, auditing, and tax; includes primary sources (FASB, GASB, SAS, law and administrative tax) and secondary. The course develops procedures for identifying the applicable accounting issues, locating appropriate authority, and communicating the results of professional research. Prerequisites: ACC 3314 with grade of “B” or better.

ACC 5352 Financial Statement Reporting and Analysis. (3-0) A study of financial statement reporting and analysis. Use of tools and skills will be used to analyze and interpret financial reports for assessing financial performance of firms to facilitate investment, lending, and other financial decisions in a variety of business contexts. Prerequisite: ACC 3313, or ACC 5303, or ACC 5361 or equivalent.

ACC 5355 IT Auditing. (3-0) A study of the IT audit: the process of collecting and evaluating evidence of an IT system practices and operations. The course develops understanding of the procedures to test whether the systems are safeguarding assets, maintaining data security and operating effectively and efficiently. Prerequisites: ACC 5320 or 5371.

ACC 5366 Business Entity Taxation. (3-0) Federal income tax provisions affecting business decisions, with an emphasis on C Corporations, Limited Liability Companies, and Partnerships. An introduction to the choice, formation, organization, operation and distribution rules or the preceding business entities. Prerequisite: ACC 5340 or ACC 4328. Co-requisite ACC 5315.

ACC 5367 Seminar in Auditing. (3-0) A continuing study of the underlying theory of auditing with an emphasis on professionalism, ethics, and legal liability. Coverage will also extend to the responsibilities and standards of external auditing, internal auditing, governmental auditing, and international auditing, including exposure to current developments in these areas. Practical applications will focus on risk assessment, the use of analytical procedures, and the use of the computer as an audit tool. Prerequisite: ACC 5320.

ACC 5369 Special Studies in Accounting. (3-0) Directed study and research on selected accounting topics, including the development of accounting thought and research in; advanced tax topics, international accounting, professional ethics and managerial and financial accounting. Courses will be offered as independent instruction. Prerequisite: Consent of instructor and department chair.

ACC 5370 Internship in Accounting. (0-20) Experimental learning during which the students works in accounting. This work experience may be in public, industry, or government accounting units. The student is immersed in a variety of intensive work assignments with increasing levels of responsibility. Graded on a credit (CR), no credit (F) basis. Prerequisite: Specified by employer with consent of instructor and department chair.

ACC 5372 Tax Research. (3-0) An examination of the sources of tax authority, which include its primary sources (legislative, judicial, and administrative), as well as secondary sources. The course also develops procedures for identifying the applicable tax issues, locating appropriate tax authority, and communicating the results of tax research. Prerequisite: ACC 5366 or concurrent enrollment.

ACC 5377 Partnership Taxation. (3-0) A comprehensive study of the tax implications of conducting a business as a partnership or as a limited liability company. Life-cycle analysis and tax planning considerations are emphasized. Pre-requisite: ACC 5340.

ACC 5378 Tax Practice, Procedures, Audits and Controversy. (3-0) This course focuses on the procedural aspects of tax planning and tax return preparation. Coverage includes IRS enforcement tools and corresponding taxpayer rights, audits and appeals, civil and criminal penalties, and statutory relief provisions. Professional standards and ethical considerations in tax practice are emphasized. Pre-requisite: ACC 5366 or concurrent enrollment.

ACC 5379 State and Local Taxation. (3-0) This is a survey course covering state and local income tax systems emphasizing income and franchise taxes on individuals and business entities, sales and use taxes, and property taxes. Coverage includes business nexus and multistate allocation and apportionment issues. Prerequisite: ACC 4328 or ACC 5340. Corequisite: ACC 5366.
ACC 5383 Enterprise Resource Planning Systems. (3-0) The use of information technology for integrating enterprises for operational control and strategic business intelligence is examined via ERP applications in customer relationship management, accounting and finance, purchasing and production control, sales and marketing, and human resource management. Managerial issues surrounding the selection, design and implementation of ERP systems are emphasized.

ACC 5384 IT Systems Project Management. (3-0) An in-depth study of the project management body of knowledge as applied to Information Technology with emphasis on the management of scope, costs, schedules, quality and risks. Includes program management, system methodologies, material procurement, and human, cultural, and international issues and their impact on the organization.

ACC 5385 Database Management Systems. (3-0) Explores concepts, principles, issues and techniques for managing data resources. The course includes techniques for analysis, design, and development of database systems, creating and using logical data models, query languages, and procedures for evaluating database software. Students will use a relational database management system to develop a management information system.

ACC 5389 Corporate Governance and Ethics. (3-0) A study of the corporate governance and ethical issues in accounting, including ethical reasoning, integrity, objectivity, independence, core values and professional issues. Should be taken in the last semester of the student’s program, requires departmental approval. (Needed for CPA eligibility). Prerequisites: within 9 hours of graduation.

ACC 5390F Mergers, Acquisitions, and Consolidations Taxation. (3-0) This course on mergers, acquisitions and consolidations will examine the tax ramifications and corporate strategies considerations of buying, selling and combining different companies; the consolidated tax return consequences of those affiliated groups; and the residual outcomes and tax attributes that result from corporate divisions. Prerequisite: ACC 5366.

ACC 5390G Sustainability Reporting (3.0) This course on sustainability reporting strategies will examine analytical methods and reporting techniques used by for profit and non-profit companies to support sustainable operations. Prerequisite: ACC5303 or equivalent.

Prescribed Information Technology Elective Courses (Choose 3 hours)

CIS 5356 Business Telecommunications. (3-0) Explores the technology that is revolutionizing the manner in which business and government conduct their operations and the effects new developments in communication media have on computing systems. This course reflects the current state-of-the-art in data communication networking.

CIS 5364 Data Warehousing and Mining. (3-0) Familiarizes students with current and emerging data warehousing and mining technologies that are likely to play a strategic role in business organizations. Topics include data mining techniques, data warehouse development life cycle, data warehouse navigation, data quality, and performance issues. Prerequisites: QMST 5334, QMST 2333 or equivalent.

CIS 5390A Special Topics in Computer Information Systems – Business Process Modeling. (3-0) A study of tools and techniques for analyzing requirements of business process oriented systems. This course emphasizes a model driven approach and its usage for developing information controls. Unified Modeling Language (UML) is introduced to specify the user/system interaction, business logic, and data storage.

CIS 5390B Special Topics in Computer Information Systems – Business Intelligence Project. (3-0) Development of a system used for the implementation of analytics to diverse areas of interest, including: marketing, financial risk analysis, quality management in manufacturing health care management, and geographic information systems. Prerequisite: CIS 5355, CIS 5364.
Open Graduate Business Elective (Choose 3 hours from set of graduate business courses)

Computer Information Systems Certificate Program

The Department of Computer Information Systems and Quantitative Methods offers an intensive program leading to a Certificate in Computer Information Systems (CIS). The program is directed at students who wish to gain information technology (IT) exposure without having to pursue a full degree program in computer information systems. The primary objective of the program is to offer an option to non-IT professionals and non-CIS majors to develop an initial expertise in the use of information technology in the development of computer-based business information systems. The program should be of interest to students who wish to consider the use of information technology in the development of information systems in their own professional disciplines as well as those seeking a change in their professional careers towards the growing field of computer-based management information systems.

Students seeking a Certificate in Computer Information Systems must successfully complete eighteen (18) semester hours of course work in information technology (IT). These include twelve (12) semester credit hours of required core CIS courses and six (6) semester credit hours of IT-related elective courses. Required courses include CIS 2324, CIS 3325, CIS 3374, and CIS 5355. Elective courses may be selected from CIS 5356, CIS 5358, CIS 5360, CIS 5364, CIS 5368 and CIS 5370.

Students interested in pursuing the certificate program should contact the Chair of the Computer Information Systems and Quantitative Methods department for information.

Admission Policy for Certificate Program

Enrollment in the Computer Information Systems certificate program is open to:

- Non-Traditional/Special-status post-baccalaureate students who satisfy individual course prerequisites, and who are in good academic standing (not on probation) at Texas State.
- Business majors, who have been admitted to the Emmett & Miriam McCoy College of Business Administration and assigned an appropriate major code other than 521 (major code for CIS), satisfy individual course prerequisites, and who are in good academic standing (not on probation) at Texas State.
- Non-business graduate students who satisfy individual course prerequisites, and who are in good academic standing (not on probation) at Texas State.

Graduate Faculty

Badrinarayanan, Vishag, Associate Professor of Marketing. B.S., University of Madras; Ph.D., Texas Tech University.

Becerra, Enrique, Associate Professor of Marketing. B.S., Purdue University; M.B.A., University of Florida; Ph.D., Florida Atlantic University.

Bible, Jonathan David, Professor of Business Law. B.A., M.A., J.D., The University of Texas at Austin.

Biemer, David J., Lecturer, Department of Management. B.A., University of Houston; M.A., St. Mary’s University–San Antonio; Ph.D. University of North Texas – Denton, Texas.
Blanco, Ivan, Clinical Assistant Professor of Management. B.S., Universidad Central de Venezuela; M.B.A., Ph.D., Oklahoma State University.

Blankmeyer, Eric Cole, Professor of Economics. B.S., Georgetown University; M.A., Ph.D., Princeton University.

Butler, Janet, Associate Professor of Accounting. B.S., University of Nebraska (Omaha); M.Acc., Ph.D., University of Georgia.

Campbell, Linda, Assistant Professor of Accounting. B.B.A., MBA, Texas A&M University-Kingsville; Ph.D., University of Texas at San Antonio; C.P.A.

Chittenden, William, Associate Professor and Chair of the Department of Finance and Economics. B.B.A., M.S., University of Texas at El Paso; Ph.D., Texas Tech University.

Cook, James Randolph, Professor of Computer Information Systems. B.B.A., Texas State University-San Marcos; B.B.A., M.B.A., West Texas State University; Ph.D., Texas Tech University. C.D.P., C.C.P.

D’Amelio, Michael J., Lecturer, Department of Management. B.S., University of Massachusetts; J.D., Arizona State University; M.S., St. Edward’s University.

Davis, Robert A., Professor of Computer Information Systems, Associate Dean and Director of Graduate Business Programs. B.S., University of North Carolina-Pembroke; M.B.A., Ph.D., University of South Carolina.

Eikner, Elaine, Professor of Accounting. B.A., Drury College; M.A., Southwest Missouri State University; Ph.D., University of Arkansas.

Eixmann, Yvonne, Lecturer, Department of Management. B.B.A., M.B.A., University of Houston; Ph.D., Texas A&M University.

Feng, Li, Assistant Professor of Finance and Economics. B.A., Xi’an Foreign Language University; M.S., Ph.D., Florida State University.

Fisk, Raymond P., Professor and Chair of the Department of Marketing. B.S., M.B.A., Arizona State University; Ph.D., Arizona State University.

Gamino, John, Assistant Professor of Accounting. B.A., Rutgers State University, New Brunswick; J.D., University of Oklahoma; L.L.M., University of Miami.

Gowens, Paul R., Professor of Finance and Economics. B.A., M.S.Ed., Baylor University; Ph.D., University of Mississippi.

Hale, Janet, Senior Lecturer, Department of Finance and Economics. B.A., University of Arkansas; M.A., Baylor University; J.D. St. Mary’s School of Law.

Hill, Robert C., Associate Professor of Management. B.A. Davidson College; M.B.A. Wake Forest University; Ph.D. Texas A&M University.
Jillapalli, Ravi Kumar, Assistant Professor of Marketing. B.S., Christian Medical College; M.B.A., M.S., Ph.D., Texas Tech University

Keeffe, Michael James, Associate Professor of Management. B.A., M.B.A., Texas State University-San Marcos; Ph.D., University of Arkansas.

Kemp, Elyria A., Assistant Professor of Marketing. B.S., Bradley University; M.B.A., University of New Orleans; Ph.D., University of Arkansas.

Kirby, Eric Gilbert, Professor of Management. B.A., Western Michigan University; M.B.A., Oakland University; Ph.D., University of Kentucky.

Kishan, Ruby, Professor of Finance and Economics. B.A., Bhavnagar University- India; M.S., Ph.D., Texas A&M University-College Station.

LeSage, James, Professor of Finance and Economics and McCoy Endowed Chair of Urban and Regional Economic Development. B.A., M.A., University of Toledo; Ph.D., Boston College.

Lesseig, Vance P., Associate Professor of Finance. B.S., Northeast Missouri State University; M.B.A., Indiana University; Ph.D. The University of Oklahoma.

Long, Ju, Associate Professor of Computer Information Systems. B.B.A., M.B.A., Renmin University; M.S.W., University of Michigan; Ph.D. University of Texas at Austin.

Martin, Kasey, Assistant Professor of Accounting. B.B.A., M.Acy., Texas State University-San Marcos; Ph.D., University of Texas at San Antonio.

Martin, Stephen C., Lecturer, Department of Accounting. B.S., Louisiana State University; J.D., University of Houston; C.P.A.

McGee, John Walter, Professor of Business Law and Associate Dean, McCoy College of Business Administration. B.A., M.P.A., J.D., Indiana University.

Mehta, Mayur Ravishanker, Professor of Computer Information Systems. B.Tech., Indian Institute of Technology; M.B.A., Ph.D., University of North Texas.

Mendez, Francis, Associate Professor of Computer Information Systems. B.B.A., M.B.A, University of Puerto Rico; M.B.A., Ph.D. Rutgers State University.

Middlebrook, Billy James, Professor of Management. B.S.B.A., Ohio State University; M.B.A., George Washington University; Ph.D., University of North Texas.

Miller, Brian K., Associate Professor of Management. B.A., M.B.A., McNeese State University; Ph.D. University of Houston.

Mogab, John William, Professor of Economics. B.A., Blackburn College; M.A., Ph.D., University of Tennessee.

Montondon, Lucille Marie, Professor of Accounting. B.S., Lamar University; M.B.A., Ph.D., University of Houston.
Moon, Kenneth, Associate Professor of Finance and Economics. B.B.A., M.S., Ph.D., Texas Tech University.

Morris, Roselyn Everts, Professor and Chair of the Department of Accounting. B.S., Texas Christian University; M.S., Ph.D., University of Houston. C.P.A.

Nicols, Kay McGlashan, Associate Professor of Management. B.B.A., Ph.D., Texas A&M University.

Pate, Sandra K., Senior Lecturer Department of Management. B.S., Kearney State College; M.B.A., University of North Texas.

Pattison, Patricia, Professor of Finance and Economics. B.A., M.A., University of Northern Colorado; J.D. University of Wyoming.

Payne, Janet, Associate Professor of Finance and Economics. B.B.A., Sam Houston State University; M.S., Georgia State University; Ph.D., Georgia State University.

Plummer, John C., Senior Lecturer, Department of Computer Information Systems. B.S., M.B.A., Texas A&M University; Ph.D., The University of Texas at Austin.

Popova, Ivilina T., Associate Professor of Finance and Economics. M.S., University of Sofia; Ph.D., Case Western Reserve University.

Quijano, Margot C., Assistant Professor of Finance and Economics. B.A. Instituto Technologie De Monterrey, Ph.D., University of Texas at San Antonio.

Raiborn, Cecily A., Professor and McCoy Endowed Chair of Accounting. B.S., M.B.A., Ph.D., Louisiana State University. CPA.

Rechner, Paula L., Professor and Chair of the Department of Management. B.S., M.B.A., Western Illinois University; Ph.D., Indiana University.

Rutledge, Robert William, Professor of Accounting. B.A., University of Washington Seattle; M.S., University of Central Florida; Ph.D., University of South Carolina.

Sanders, Donald Edward, Professor of Business Law. B.B.A., Texas Tech University; J.D., The University of Texas at Austin.

Shah, Jaymeen, Associate Professor of Computer Information Systems. B.S., Sardar Patel University; M.B.A., South Gujarat University; M.S., Ph.D., University of Houston.

Shah, Vivek Pramod, Professor of Quantitative Methods. B.S., University of Bombay; M.B.A., Tarleton State University; Ph.D., University of North Texas.

Showalter, Dean Marc, Associate Professor of Economics. B.A., Coe College; M.A., Ph.D., University of Kentucky.

Sierra, Jeremy J., Associate Professor of Marketing. B.S., California State Polytechnic University; M.B.A., Ph.D., New Mexico State University.
Smart, Denise Torvik, Professor of Management and Dean of the McCoy College of Business Administration. B.S., South Dakota State University; M.B.A., University of South Dakota; Ph.D., Texas A&M University.

Smart, Dennis L., Associate Professor of Management. B.S., University of South Dakota; M.B.A., Ph.D. Texas A&M University.

Stokes, Alexis B., Associate Professor of Finance and Economics. B.A., Rice University; J.D., Harvard Law School.

Suh, Taewon, Associate Professor of Marketing. B.A., M.A., Ph.D., Sogang University; Ph.D., Saint Louis University.

Tanner, Glenn, Associate Professor Finance and Economics. B.B.A. Southern Methodist University; M.B.A. University of North Texas; Ph.D., University of Washington.

Temponi, Cecilia, Professor of Management. B.S., University of Zulia; M.S., Louisiana State University; M.B.A., St. Mary’s University; Ph.D., University of Texas at Arlington.

Thompson, Steven C., Professor of Accounting. B.B.A., M.S., Ph.D., University of Houston.

Toles, Holland, Senior Lecturer, Department of Finance and Economics. B.B.A., West Texas State University; M.S., Ph.D., Texas Tech University.

Trinidad, Jose Antonio, Assistant Professor of Finance. B.A., University of Bridgeport; M.B.A., Rutgers State University; Ph.D., Drexel University.

Vacaflores Rivero, Diego, Assistant Professor of Finance and Economics. B.A., University of Pittsburgh; M.A., University of Akron; Ph.D., Texas A&M University.

White, Garry, Associate Professor of Computer Information Systems. B.A., M.A., St. Mary’s University; M.A., Texas A&M University-Corpus Christi; Ph.D., University of Texas at Austin.

Yi, Ha Chin, Associate Professor of Finance. B.S., University of Minnesota-Twin Cities; M.B.A., University of South Carolina; Ph.D., University of Kentucky.

Zank, Gail M., Associate Professor of Marketing. B.S., Marquette University; M.B.A., Ph.D., Texas A&M University.
College of Education

Doctoral Degrees in Developmental Education

Doctoral Majors and Degrees Offered

Ph.D. in Developmental Education
Ed.D. in Developmental Education

Concentrations

Developmental Literacy
Developmental Mathematics
Learning Support

Doctoral Program

The Department of Curriculum and Instruction in the College of Education at Texas State University-San Marcos offers two doctoral degrees in Developmental Education (DE): a Ph.D. that produces researchers, university faculty, and scholars focused on building a strong research and theoretical base for DE, and an Ed.D. that produces highly-qualified program leaders and practitioners in DE programs. The two degrees are designed to complement each other in research, pedagogy, and policy foci, filling an urgent need for advanced research in an emerging field that serves those who are underprepared for postsecondary education.

Program Mission Statement

The Doctoral Program in Developmental Education within the Department of Curriculum & Instruction prepares future scholars, researchers, leaders, administrators, instructors, and practitioners in the field of Developmental Education. Both rigorous and supportive, the program aims to advance theory, research, and practice in multiple areas of Developmental Education—including Developmental Literacy, Learning Support, and Developmental Mathematics—by actively engaging students in teaching, scholarship, and professional service. As a multidisciplinary program, the faculty, staff, and students work collaboratively across various academic disciplines, diverse communities, and geographic boundaries.

Educational Goal

Major educational objectives for the programs include the following:

- To prepare DE professionals who engage in divergent and critical thinking, are culturally competent, and are skilled in maximizing technology applications for learning and communication;
- To prepare DE professionals who understand and can respond to the nature and needs of students who enroll in DE programs; the complexities of motivation, teaching, learning, and assessment in DE settings; the cultural, political, and social systems that create inequities in educational settings; and the structure and management of DE programs;
To prepare DE professionals with sophisticated research skills that will enable them to critically evaluate DE programs and practices and implement research agendas that will inform practice and policy;

To prepare DE professionals who will serve as leaders in the DE profession who can engage in institutional leadership, program administration, and innovative program development and evaluation that will promote systemic change and improvement.

The program admits students in the fall semester only, and the students enroll each year as a cohort group.

**Admission Policies**

Applications are reviewed with a concern for scholarly fit with program goals and faculty expertise. Since admission is offered only to the top-ranked candidates in a number sufficient to meet enrollment limits, not all students meeting minimum criteria may be admitted. Prior to applying, applicants are strongly encouraged to review the information about the doctoral program in Developmental Education found at [http://www.education.txstate.edu/ci/dev-ed-doc](http://www.education.txstate.edu/ci/dev-ed-doc).

The Doctoral Advisory Committee will consider the following factors in deciding whether to admit an applicant to the program; strengths in one area may offset shortcomings in another:

- Applicants must possess a Baccalaureate Degree from an accredited college or university and a Master’s Degree from an accredited college or university in an area relevant to Developmental Education. The Master’s Degree must have a minimum grade point average of 3.0 on a 4.0 scale. In exceptional situations, candidates who hold only a Baccalaureate Degree may be considered for admission by a committee of faculty members from the program, based upon their evaluation of evidence submitted by the candidate, under the following circumstances: they must have relevant teaching experience, appropriate post-baccalaureate coursework, and a Baccalaureate Degree from an accredited university in an area relevant to Developmental Education with a minimum grade point average of 3.5 on the last 60 hours of undergraduate course work. Applicants admitted into the program who lack prerequisite background/content area knowledge will be required to take background leveling courses.

- The Developmental Education Doctoral program requires an official Graduate Record Exam (GRE) score to be submitted prior to admission consideration with a preferred score of 150 on the verbal section, 149 on the quantitative reasoning section, and 4.0 on the Analytical Writing section of the GRE general test. GRE scores must be sent directly from the Educational Testing Service in Princeton, New Jersey, to our Graduate College. The college code for Texas State is 006667. The Educational Testing Service can be contacted at [www.ets.org/gre](http://www.ets.org/gre). Texas State students are only required to take the General Test. The GRE must have been taken within five years of the date of the application to the program. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - preferred score of 1000 or better (verbal and quantitative combined) and an Analytical Writing score of 4.5.

- 500 word essay that demonstrates applicant's research interest and goals as a developmental educator and potential to contribute to the advancement of scholarly work in the field of Developmental Education. A discussion of relevant teaching, research, and/or policy experience should be included. The essay must include clear evidence of commitment to research and scholarship.
DEPARTMENT OF CURRICULUM AND INSTRUCTION Ph.D. & Ed.D. PROGRAMS /159

- Three (3) letters of recommendation that address applicant's professional and academic background
- Current curriculum vita or resume.

International applicants must also submit:

- Test of English as a Foreign Language (TOEFL) Requirement. A score of at least 550 (paper-based) on the Test of English as a Foreign Language (TOEFL) if English is not the student’s native language. If the internet-based test is taken, the following are the minimum acceptable scores: 78 total score, with section scores of 19/Reading, 19/Listening, 19/Speaking and 18/Writing. The student may submit the International English Language Testing System (IELTS) instead of the TOEFL with a (academic) score of 6.5 or higher with minimum individual module scores of 6.0. The score must be on file in the Office of the Graduate College before the student’s application can be evaluated. Please contact the International Students Office at http://www.international.txstate.edu/ for information about international student application and enrollment information and regulations.

Please visit http://www.education.txstate.edu/ci/dev-ed-doc for more information regarding admissions for this program.

**Application Deadline**

Students who hold acceptable master’s degrees from accredited colleges or universities in education or related fields must submit a Doctoral Program Graduate College Application for Admission to the Office of the Graduate College if they wish to pursue a doctoral degree at Texas State. **All application materials must be submitted to the Office of the Graduate College no later than February 1.**

**Admission Procedures**

The application process for admission to the Developmental Education doctoral programs requires that the following steps be completed by the application deadline. All materials are to be submitted to the Graduate College.

1. Complete an application for admission using the ApplyTexas form. A link to this application can be found on the home page of the Graduate College (http://www.gradcollege.txstate.edu/).
2. Submit a non-refundable application fee of $40.00, which is required of all degree-seeking students.
3. Submit one official transcript:
   a. **Non-Texas State Graduates** – From each senior level post-secondary institution attended. These must be mailed directly from the institutions to the Office of the Graduate College. Please check with the Texas college or university you have attended to determine if they submit electronic transcripts to Texas State.
   b. **Texas State Graduates** – Only need to order transcript from any colleges not listed on the Texas State transcript. The Office of the Graduate College will obtain the Texas State transcript from the Registrar’s office.
Applicants may transfer a maximum of six semester hours of doctoral-level credit earned at another accredited institution if it bears a letter grade of B or higher pending approval by the Dean of The Graduate College. Applicants who are Texas State University-San Marcos degree recipients or are currently enrolled at Texas State need to request transcripts from any colleges NOT listed on the Texas State transcript. The Graduate College will provide the Texas State transcripts.

Financial Aid

Doctoral assistantships are available to qualified candidates on a competitive basis. Please see the doctoral program web site (http://www.education.txstate.edu/ci/dev-ed-doc/) for more information about assistantships and the degree program. In addition, please see the Graduate College website for information on scholarship opportunities.

Course Work

Advising

Advising in the Doctoral Program in Developmental Education takes three forms: the Initial Advisor, the Program Mentor, and the Dissertation Advisor. When students are first admitted, they are assigned an Initial Advisor who mentors them from entry through their first year benchmarks in the program. By the end of the first year, students formally ask a faculty member to be their Program Mentor who advises them from the end of their first year until their comprehensive exams. At a time no later than the completion of their comprehensive exams, students then select a Dissertation Advisor who is the chair of their dissertation committee, which must be formed at that time. These advising roles can be assumed by the same faculty member or different faculty members depending on students’ research interests and foci.

Semester Hour Requirements

The Ph.D. and the Ed.D. both require a maximum of 66 total credit hours composed of the following elements: core coursework grounded in Developmental Education theory and research (Ph.D., 12 credits; Ed.D., 15 credits); research methodology (Ph.D., 21 credits; Ed.D., 12 credits); a specialization in either Developmental Education literacy, Developmental Education mathematics, or learning support (Ph.D., 15 credits; Ed.D., 21 credits); elective choices that reflect significant issues in Developmental Education and research methodology (Ph.D. and Ed.D., 6 credits); and dissertation (Ph.D. and Ed.D., 12 credits). In some cases, a student may need to complete additional hours before being allowed to advance to candidacy. The student must satisfy the residency requirement of 18 graduate credit hours.
### Course Work Requirements

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<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
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<tbody>
<tr>
<td><strong>Required Foundation Courses</strong></td>
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<tr>
<td>DE 7301</td>
<td>Understanding Developmental Education Learners in a Diverse Society</td>
<td>3</td>
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<tr>
<td>DE 7302</td>
<td>Policy and Politics in Developmental Education</td>
<td>3</td>
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<td>DE 7303</td>
<td>Teaching and Learning in Developmental Education</td>
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<td>DE 7305</td>
<td>Multicultural Education in a P-16 Context</td>
<td>3</td>
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<tr>
<td>DE 7380</td>
<td>Managing Developmental Education Programs <em>(EdD Only)</em></td>
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<tr>
<th>Prefix and Number</th>
<th>Required Research Courses</th>
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<tr>
<td>CI 7101</td>
<td>Introduction to the Research Experience (taken once and repeated 2 times) <em>(1x3)=3</em></td>
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<tr>
<td>ED 7351</td>
<td>Beginning Quantitative Research Design and Analysis</td>
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<tr>
<td>ED 7352</td>
<td>Beginning Qualitative Design and Analysis</td>
<td>3</td>
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<td>CI 7386</td>
<td>Directed Research <em>(PhD Only)</em></td>
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<th>Prefix and Number</th>
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<tr>
<td><strong>Specialization Electives</strong></td>
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<td><em>(PhD, Select Five Courses)</em></td>
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<td><em>(EdD, Select Seven Courses)</em></td>
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<td><strong>See list of specialization elective courses, below</strong></td>
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<tr>
<td><strong>Research Electives</strong></td>
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<td><em>(PhD, Select Three Courses)</em></td>
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<td><em>(EdD, Select One Course)</em></td>
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<tr>
<td>ED 7353</td>
<td>Intermediate Quantitative Research Design and Analysis</td>
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<tr>
<td>ED 7354</td>
<td>Intermediate Qualitative Design and Analysis</td>
<td>3</td>
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<tr>
<td>CI 7358</td>
<td>Theoretical and Conceptual Frameworks in Qualitative Research</td>
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<tr>
<td>ED 7359</td>
<td>Seminar in Quantitative Research</td>
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<th>Prefix and Number</th>
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<td><strong>See Course Descriptions, below</strong></td>
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<th>Prefix and Number</th>
<th>Dissertation Courses</th>
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<tr>
<td>DE 7199 / 7399 / 7699</td>
<td>Dissertation</td>
<td>12</td>
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</table>
Specialization Elective Courses

Courses from several College of Education departments are approved as prescribed electives and are listed below. The College of Education and the Dean of the Graduate College may approve additional electives. Students should contact the Doctoral Program Director for additional electives.

**Developmental Literacy:**

- RDG 7301 Theory and Research of Literacy (3 credits)
- RDG 7302 Theory and Research of College Basic Literacy (3 credits)
- RDG 7303 Theory and Research of College Academic Literacy (3 credits)
- RDG 7304 Theory and Research of Literacy Instruction for Culturally and Linguistically Diverse Readers (3 credits)
- RDG 7305 Theory and Research of Literacy Assessment (3 credits)
- RDG 7306 Literacy Research Seminar (3 credits)
- RDG 7307A New Literacy Studies (3 credits)
- RDG 7307B Community Literacy (3 credits)
- ENG 7300 Language Problems in a Multicultural Environment (3 credits)
- ENG 7316 Foundations in Rhetoric and Composition (3 credits)
- ENG 7317 Specializations in Rhetoric and Composition (3 credits)
- ENG 7326 Contemporary Composition Theory (3 credits)
- ENG 7383 Studies in Rhetorical Theory (3 credits)
- DE 7381 Practicum (3 credits)
- CI 7303 Educational and Psychological Measurement and Assessment (3 credits)
- CI 7360 Designing Educational Research (3 credits)

**Learning Support:**

- DE 7321 The Community College (3 credits)
- DE 7322 Learning Support Centers in Postsecondary Settings (3 credits)
- DE 7323 Academic Support for Students with Learning Disabilities (3 credits)
- DE 7324 Teaching Learning Strategies and Critical Thinking (3 credits)
- DE 7325 Advising Developmental Students (3 credits)
- DE 7381 Practicum (3 credits)
- CI 7326 Grant Development and Management (3 credits)
- CI 7303 Educational and Psychological Measurement and Assessment (3 credits)
- CI 7360 Designing Educational Research (3 credits)

**Developmental Mathematics:**

- MATH 7111 Seminar in Teaching (1 credit)
- MATH 7188 Seminar in Mathematics Education (1 credit)
- MATH 7302 History of Mathematics (3 credits)
- MATH 7306 Current Research in Mathematics Education (3 credits)
- MATH 7366A Teaching Post-Secondary Students (3 credits)
- MATH 7366E Developmental Mathematics Curriculum (3 credits)
- MATH 7378E Developmental Mathematics Perspectives (3 credits)
- MATH 7386 Independent Study in Mathematics Education (3 credits)
- MATH 7396 Mathematics Education Research Seminar (3 credits)
- CI 7303 Educational and Psychological Measurement and Assessment (3 credits)
- CI 7360 Designing Educational Research (3 credits)
- DE 7381 Practicum (3 credits)
## Course Sequence

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<tr>
<th>Ph.D.</th>
<th>Year / Semester</th>
<th>Ed.D.</th>
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<tr>
<td>CI 7101 Introduction to the Research Experience</td>
<td>Year 1 Fall Semester</td>
<td>CI 7101 Introduction to the Research Experience</td>
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<tr>
<td>DE 7301 Understanding Developmental Education Learners in a Diverse Society</td>
<td>DE 7301 Understanding Developmental Education Learners in a Diverse Society</td>
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<td>DE 7302 Policy and Politics in Developmental Education</td>
<td>DE 7302 Policy and Politics in Developmental Education</td>
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<tr>
<td>ED 7351 Beginning Quantitative Research Design and Analysis</td>
<td>ED 7351 Beginning Quantitative Research Design and Analysis</td>
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<tr>
<td>CI 7101 Introduction to the Research Experience</td>
<td>Year 1 Spring Semester</td>
<td>CI 7101 Introduction to the Research Experience</td>
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<tr>
<td>DE 7303 Teaching and Learning in Developmental Education</td>
<td>DE 7303 Teaching and Learning in Developmental Education</td>
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<td>ED 7352 Beginning Qualitative Design and Analysis</td>
<td>ED 7352 Beginning Qualitative Design and Analysis</td>
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<td>First Specialization Elective</td>
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<th>Ph.D.</th>
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<th>Ed.D.</th>
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<tr>
<td>CI 7101 Introduction to the Research Experience</td>
<td>Year 2 Fall Semester</td>
<td>CI 7101 Introduction to the Research Experience</td>
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<tr>
<td>DE 7305 Multicultural Education in a P-16 Context</td>
<td>DE 7305 Multicultural Education in a P-16 Context</td>
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<tr>
<td>First Research Elective</td>
<td>First Research Elective</td>
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<td>Second Specialization Elective</td>
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<td>Third Specialization Elective</td>
<td>Third Specialization Elective</td>
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<tr>
<td>Second Research Elective</td>
<td>Year 2 Spring Semester</td>
<td>DE 7380 Managing Developmental Education Programs</td>
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<td>First General Elective</td>
<td>First General Elective</td>
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<tr>
<td>CI 7386 Directed Research</td>
<td>Year 3 Fall Semester</td>
<td>Fourth Specialization Elective</td>
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<td>Third Research Elective</td>
<td>Fifth Specialization Elective</td>
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<tr>
<td>Fourth Specialization Elective</td>
<td>Sixth Specialization Elective</td>
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<tr>
<td>CI 7386 Directed Research</td>
<td>Year 3 Spring Semester</td>
<td>Seventh Specialization Elective</td>
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<tr>
<td>Fifth Specialization Elective</td>
<td>Second General Elective</td>
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<tr>
<td>DE 7699 Dissertation</td>
<td>Year 4 Fall Semester</td>
<td>DE 7699 Dissertation</td>
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<tr>
<td>DE 7699 Dissertation</td>
<td>Year 4 Spring Semester</td>
<td>DE 7699 Dissertation</td>
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Program Plan

In their first semester, students will construct a Program Plan with the assistance of their Initial Advisor. The Program Plan is a focused, detailed description of the doctoral student’s proposed coursework, specialization, and goals for the doctoral program. The Program Plan will be submitted to the Doctoral Program Plan Committee for approval and suggestions. The Program Plan must include the following:

- goal statement that includes doctoral study goals (including specialization) and future professional goals
- professional curriculum vitae
- coursework plan. This is the appropriate place for petitioning for course transfer for graduate work done previously (there is a 5-year time limit on any coursework counting toward candidacy).

The student should work with his/her advisor for direction while completing the Program Plan prior to submitting it to the Program Plan Committee. It is due to the Program Plan Committee by November 15 in the fall semester of the student’s first year of study. After the Program Plan Committee reviews the student’s Program Plan, a meeting may be scheduled with the student for further review of the Plan.

Advancement to Candidacy

Application for Advancement to Candidacy

Once all coursework (except for dissertation coursework) has been completed, the comprehensive exams have been passed, and the dissertation proposal has been successfully defended, doctoral students will apply for advancement to candidacy. Candidacy must be achieved within five (5) years of initiating program coursework. No credit will be applied toward the doctoral degree for course work completed more than five (5) years before the date on which the student is advanced to candidacy. This time limit applies toward credit earned at Texas State as well as credit transferred to Texas State from other accredited institutions. Requests for a time extension must be made to the program, which in turn submits a recommendation to the Graduate College. Achieving doctoral candidacy allows the student to begin doctoral dissertation research. Candidacy forms are found here: http://www.gradcollege.txstate.edu/Fac_Resources/Forms.html

Grade-Point Requirements for Advancement to Candidacy

To be eligible for advancement to candidacy, the student must have a minimum GPA of 3.0. No grade earned below a “B” on any graduate course may apply toward a doctorate at Texas State. Incomplete grades must be cleared through the Office of the Graduate College before a student can be approved for advancement to candidacy.

Comprehensive Exams

In the doctoral program in Developmental Education, the comprehensive exam is designed both to prepare students for the dissertation stage as well as demonstrate their readiness for dissertation research, and is achieved through a process that reflects the kinds of tasks that are a part of the vast majority of dissertations.

There are TWO options for your comprehensive exams. Students and their Program Mentors will discuss each and decide which option better aligns with the student’s background, program goals and dissertation goals. This information will be considered by the Program Plan Committee as well.
Neither option is “greater” or “lesser” than the other, and both options are designed to cover the same processes and achieve the same control over salient aspects of empirical research. The main differences are that the Two-project Option has a more scaffolded and formal literature review, while the One-project Option includes data collection and analysis. In the table below, a brief description of each Option is presented side-by-side:

<table>
<thead>
<tr>
<th>Overview of Comprehensive Exam Options</th>
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<tr>
<td>Two-project Option of Comprehensive Exams</td>
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<tr>
<td>In the Two-project Option, students will undertake two parts to the comprehensive exam. Part I is the <strong>Control of Literature</strong> and Part II is the <strong>Control of Research</strong>. Part I, Control of Literature, is a structured, critical review of literature in the field. Part II, Control of Research, is an exhaustive proposal for an empirical research study. Part I must be completed before Part II, and students must successfully complete both Part I and Part II in order to be admitted to candidacy.</td>
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</table>

### Dissertation Proposal

At a time no later than the completion of their Comprehensive Exams, students must select a Dissertation Advisor. After selecting their Dissertation Advisor, and before beginning their dissertation proposal, students will form a Dissertation Committee that will provide technical support for the inception, conduct, and completion of the dissertation research study and evaluate the final product. The student will undertake the research and write the dissertation under the guidance of his/her Dissertation Advisor. The dissertation proposal must be successfully defended and approved by the Dean of the Graduate College before a student can be advanced to candidacy. Information about the dissertation procedures can be found in the “Dissertation Research and Writing” section of this catalog.

Students must submit the dissertation proposal and one copy of the official Dissertation Proposal form (available on the Graduate College website) to the Dissertation Advisor. After obtaining committee members’ signatures, the student must submit the dissertation proposal and dissertation proposal form to the Program Director for signature. The form also requires evidence of the IRB approval for any research involving human subjects. The Program Director will then forward the Dissertation Proposal and form through the Department Chair to the Dean of the Graduate College for final approval. Final approval must be received before proceeding with the defense of the dissertation proposal. The Dissertation Proposal Form may be obtained from the Graduate College website.

### Defense of the Dissertation Proposal

Students must defend the dissertation proposal in a meeting that begins with a public presentation and continues with an oral examination by the Dissertation Committee. The examination will address the proposed dissertation topic (problem definition and scope), relevant literature, and
research method. The Dissertation Committee must sign the “Defense of the Dissertation Proposal Form” to indicate approval and then submit the form for the signature of the Doctoral Program Director and the Department Chair. The approved Defense of the Dissertation Proposal Form must be forwarded to the Dean of the Graduate College. The dissertation proposal must be approved and the Defense of the Dissertation Proposal Form must be on file in the Office of the Graduate College before any student can advance to candidacy and begin dissertation research.

**Recommendation for Advancement to Candidacy**

The Dissertation Committee recommends the applicant for advancement to candidacy to the Doctoral Program Director, the Department Chair, and the Dean of the Graduate College. The Dean of the Graduate College certifies the applicant for advancement to candidacy once all requirements have been met. To be eligible for admission to candidacy the student must have successfully completed the comprehensive exam, completed all coursework, and successfully defended the dissertation proposal.

**Dissertation Research and Writing**

All doctoral students are required to complete a dissertation. The dissertation must be an original contribution to scholarship and the result of independent investigation in a significant area. Preparation of the dissertation must follow the latest edition of Publication Manual of the American Psychological Association.

**Dissertation Enrollment Requirements**

Any time a student is receiving official guidance on the dissertation, the student must be enrolled in a dissertation course. A student must maintain continuous enrollment in dissertation hours every semester from the time they advance to candidacy until the dissertation is defended and approved. If a student is receiving supervision on the dissertation during the summer or the student is graduating during the summer, the student must be enrolled in dissertation hours for the summer. All candidates for graduation must be enrolled in dissertation hours during the semester in which the degree is to be conferred. Students must enroll in a minimum of 12 dissertation credit hours.

**Fee Reduction**

A doctoral degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A, Education Code, Section 54.054. Please refer to the section titled Fee Reduction in the Additional Fees and Expenses chapter of this catalog for more information.

**Dissertation Time Limit**

Students must complete the dissertation within five (5) years of advancement to candidacy. The student’s Dissertation Advisor, with the student’s Dissertation Committee, will review the student’s progress annually.

**Dissertation Advisor and Dissertation Committee**

The Dissertation Committee must be composed of four approved doctoral graduate faculty members. The doctoral student must select a minimum of four committee members, one of which must
be outside the program. The chair of the dissertation committee must be from the program. All committee members must hold at least Associate Doctoral Faculty status, and Chairs must hold Core Doctoral Faculty status. To form the Dissertation Committee, the Doctoral Dissertation Committee Request form must be completed and signed by the student, committee members, Committee Chair, Doctoral Program Director, and the department Chair and then forwarded to the Dean of the Graduate College for approval and signature. The required Doctoral Dissertation Committee Request form may be obtained from the Graduate College website.

**Committee Changes**

Any changes to the Dissertation Committee must be submitted for approval to the Dissertation Advisor, the Doctoral Program Director, the Department Chair, and the Dean of the Graduate College. Changes must be submitted no less than sixty (60) days before the final dissertation defense. The “Dissertation Advisor/Committee Change Request Form” may be obtained from the Graduate College website.

**Defense of the Dissertation**

All dissertations must meet the following requirements as judged by the student's dissertation committee: (a) a systematic investigation of a problem, (b) informed by previous theory and research, (c) that adds to the body of knowledge in the area of investigation, and (d) is presented in a form capable of dissemination to scholars and practitioners.

Students must pass the final oral examination that covers the dissertation and the general field of the dissertation. Students must defend the dissertation in a meeting that begins with a public presentation and continues with an oral exam by the Dissertation Committee. Before scheduling the final oral exam, the student must have received approval of the Dissertation Advisor. A completed dissertation defense report must be submitted according to the schedule posted by the Dean of the Graduate College and no later than ten days before the date of graduation. The student must complete all aspects of the dissertation, including successful defense and submission of the dissertation to the Graduate College, within five (5) years of advancement to candidacy.

**Approval and Submission of the Dissertation and Abstract**

The approval of the dissertation and abstract requires positive votes from the Dissertation Advisor and from a majority of the Dissertation Committee members. Once the committee has approved the dissertation, one copy of the dissertation, three original signature pages, and the dissertation abstract must be submitted to the Dean of the Graduate College for final approval. All dissertation abstracts must be published in *Dissertation Abstracts International*. Refer to the Graduate College Guide to Preparing and Submitting a Thesis or Dissertation for specific guidelines.

**Courses Offered**

**Curriculum and Instruction (CI)**

*CI 7101 Introduction to the Research Experience.* (1-0) This course is designed to introduce students to the department and to the ongoing research activities of its faculty. Emphasis is placed on identifying and coordinating opportunities for joint research and scholarship among faculty and students. Students must enroll in the course for three semesters before dissertation. May be repeated 2 times for credit.
CI 7302 Research Methods and Measurement in Education. (3-0) This course provides a comprehensive introduction to research methods and fundamental measurement issues in education and the behavioral sciences. The course focuses on measurement, research design, and statistical modeling/analysis in non-experimental and experimental research. This course does not count for degree credit. Graded on a credit (CR), non-credit (F) basis.

CI 7303 Educational and Psychological Measurement and Assessment. (3-0) Philosophical and empirical foundations of measurement, assessment, testing, and evaluation. Topics include philosophical and mathematical foundations in research; empirical levels and measurement description; test construction; observational rating scales; measurement interpretation; social, legal, and ethical implications; item analysis/refinement for scale performance; reliability and validity evidence; and standardized and placement tests.

CI 7310 Teaching in College. (3-0) Teaching strategies for teaching/instructional assistants focused on creating syllabi, adapting to diverse student populations, collaborating with colleagues and staff, implementing active learning strategies; fostering assigned reading, assessing learning; and integrating technology. This course does not earn graduate degree credit. Graded on a credit (CR), non-credit (F) basis.

CI 7326 Grant Development and Management. (3-0) Course focuses on developing competitive grant proposals and understanding grant management resources. Strategies will encompass locating funding sources, evaluating proposals, developing proposals and budgets, and methods of meeting accountability requirements.

CI 7355 Mixed Methods in Research and Evaluation. (3-0) This course will cover mixed methods research designs that can be used in the evaluation of educational interventions and programs. Topics include mixed methods research designs; program evaluation models; quantitative and qualitative data analyses and interpretation; reading mixed methods research articles; and writing mixed methods research proposals and evaluation reports. Prerequisite: ED 7351; ED 7352.

CI 7358 Theoretical and Conceptual Frameworks in Qualitative Research. (3-0) Intended for those versed in current paradigmatic and epistemological states of human inquiry, presenting an opportunity to design a research project and to address the major issues of creating research knowledge in the current state of the academy, and the issues of a research career. Prerequisites: ED 7352, ED 7354.

CI 7360 Designing Educational Research. (3-0) Students identify problems in Developmental Education and develop a strategic proposal to apply to these problems. Students, then, create an evaluation plan to assess the implementation of their proposal. Students develop skills in critiquing research reports and in synthesizing research from Developmental Education. Prerequisite: ED 7353 or ED 7354.

CI 7378 Independent Study. (3-0) Individual problems or topics will be designed and completed to emphasize selected areas of study in the Department of Curriculum and Instruction. May be repeated for additional credit at the discretion of the program coordinator.

CI 7386 Directed Research. (3-0) Students will participate in a doctoral faculty member’s research team assisting in completing a research study from identifying a researchable topic, reviewing the literature, producing research questions, designing research and methodology, analyzing results, drawing conclusions and implications, and producing a publishable article draft. This course is repeatable once. Prerequisite: Intermediate level research classes and four specialization courses.

CI 7389 General Topics in Curriculum and Instruction. (3-0) Topics vary and include the study of specific issues related to leadership in Elementary Education, Secondary Education, Instructional Technology, Reading Education, Early Childhood Education, and Special Education.

CI 7389A Topics in Instructional Technology. (3-0) This topic offers an in-depth study of systematic instructional design emphasizing the selection and use of appropriate media for delivering instruction to maximize student learning. Special emphasis in this topic is on the leader’s role in influencing the use of technology.
Developmental Education (DE)

**DE 7199 Dissertation.** (1-0) Original research and writing in Developmental Education to be accomplished under direct supervision of the dissertation chair. While conducting research and writing, students must be continuously enrolled. Graded on credit (CR), progress (PR) or no-credit (F) basis. Prerequisite: Admitted to doctoral candidacy.

**DE 7301 Understanding Developmental Education Learners in a Diverse Society.** (3-0) This course identifies the evolution, characteristics, demographics, and needs of Developmental Education learners. Emphasis is placed on understanding internal factors, including the cognitive, affective, and psychosocial needs of these students, as well as on analyzing external factors, including the social, political and institutional forces that impact developmental learners' educational experiences.

**DE 7302 Policy and Politics in Developmental Education.** (3-0) This course addresses the policy and politics of planning, funding, implementing, and evaluating Developmental Education programs in postsecondary education. Readings and discussions focus on current and historical issues relevant to addressing the academic needs of educationally disadvantaged students from the perspective of researchers, program directors, policy analysts, and instructors.

**DE 7303 Teaching and Learning in Developmental Education.** (3-0) The course focuses on the institutional development, intellectual development, learner development, and self-development for effective teaching and learning in developmental education. Topics include instructional and learner theories, pedagogies, assessment and evaluation techniques, and best practices for instruction and intervention.

**DE 7304 Special Topics in Developmental Education.** (3-0) This course will focus on advanced topics in developmental education from current research.

**DE 7304A Curriculum Design in Developmental Education.** (3-0) This course focuses on principles and processes of curriculum design and implementation in developmental education contexts, including examination of emerging research and issues. The course pedagogy also engages students in independent curriculum research, planning, and problem-solving.

**DE 7304B Theory and Research of Digital Literacies.** (3-0) This course focuses on understanding the complex relationships between technology, teaching, and learning in varied developmental education environments. Tools and strategies for planning, integrating, and assessing technology-supported instruction are explored within frameworks linking theory to practice.

**DE 7305 Multicultural Education in a P-16 Context.** (3-0) This course uses a critical multicultural framework to trace the evolution of the developmental learner in a P-16 educational system. Students in this course examine school practices and policies in an attempt to map the educational trajectory and improve the educational experiences of P-16 underrepresented and underserved students.

**DE 7321 The Community College.** (3-0) Introduction to community college and to its roles and functions in American education. Special attention will be directed toward evolution, development and patterns of organization, purposes, programs, personnel and current issues of the community college.

**DE 7322 Learning Support Centers in Postsecondary Settings.** (3-0) The course explores the learning assistance movement in postsecondary settings including its history, leaders, and current research. Topics include program planning; leadership, organization, and management; human and financial resources; facilities and equipment; legal responsibilities; equal opportunity and access; diversity; ethics; campus and community relations; and assessment and evaluation.

**DE 7323 Academic Support for Students with Learning Disabilities.** (3-0) The course focuses on Learning Disabilities (LD) and Executive Function (EF) Disorders and their nature, prevalence, and significance in postsecondary environments. Topics include theories about the origins and nature of LD and EF, development across the lifespan, characteristics of individuals, and approaches to service, delivery and teaching.
DE 7324 Teaching Learning Strategies and Critical Thinking. (3-0) Theory and pedagogy of learning strategies, problem solving, and critical thinking skills in the college and adult classroom. Topics will include variables in teaching and learning, methods of assessment, and approaches to instruction. Students who have taken EDP 5371 or DAE 5371 cannot take this course for doctoral credit.

DE 7325 Advising Developmental Students. (3-0) The course will focus on theories and techniques of advising and helping skills for developmental students enrolled in postsecondary education. Didactic and experiential activities will provide students enrolled in the course with opportunities to learn and practice skill development in academic advising, helping, and communicating.

DE 7380 Managing Developmental Education Programs. (3-0) In this course, students will learn the theoretical and practical elements of management of developmental education programs in higher education. Readings and discussions focus generally on best practices in higher education leadership and specifically on best practices in leadership and management in developmental education.

DE 7381 Practicum. (0-10) Students enrolled in this course must complete a one semester, 150 clock hour practicum in an institution or agency other than their own; site selection needs approval of program coordinator. Practicum students will participate in leadership activities involving program planning, management, budgeting, and evaluation. Prerequisites: foundation and core courses.

DE 7390 Nature of Educational Inquiry. (3-0) Current paradigmatic and epistemological states of human inquiry are discussed presenting an opportunity to examine educational inquiry, creating research knowledge in the current state of the academy, and examine the issues of a research career.

DE 7299 Dissertation. (3-0) Original research and writing in Developmental Education to be accomplished under direct supervision of the dissertation chair. While conducting research and writing, students must be continuously enrolled. Prerequisite: Admitted to doctoral candidacy.

DE 7399 Dissertation. (6-0) Original research and writing in Developmental Education to be accomplished under direct supervision of the dissertation chair. While conducting research and writing, students must be continuously enrolled. Prerequisite: Admitted to doctoral candidacy.

DE 7599 Dissertation. (3-0) Original research and writing in Developmental Education to be accomplished under direct supervision of the dissertation chair. While conducting research and writing, students must be continuously enrolled. Prerequisite: Admitted to doctoral candidacy.

DE 7699 Dissertation. (6-0) Original research and writing in Developmental Education to be accomplished under direct supervision of the dissertation chair. While conducting research and writing, students must be continuously enrolled. Prerequisite: Admitted to doctoral candidacy.

DE 7999 Dissertation. (6-0) Original research and writing in Developmental Education to be accomplished under direct supervision of the dissertation chair. While conducting research and writing, students must be continuously enrolled. Prerequisite: Admitted to doctoral candidacy.

**Education (ED)**

ED 7351 Beginning Quantitative Research Design and Analysis. (3-0) Includes descriptive statistics; sampling techniques; statistical inference including the null hypothesis, significance tests, and confidence intervals; and causal-comparative analyses, including t-test and ANOVA. Prerequisites: Core and Concentration courses or instructor’s permission.

ED 7352 Beginning Qualitative Design and Analysis. (3-0) Introduces the qualitative paradigm. Includes distinctive features, alternative qualitative traditions, purposeful sampling, common data collection methods, inductive analysis, the role of the researcher, and evaluating qualitative research. Prerequisites: Core and Concentration courses or instructor’s permission.

ED 7353 Intermediate Quantitative Research Design and Analysis. (3-0) The course focuses on issues in the design and implementation of quantitative research. Topics include ANOVA, ANCOVA, and MANOVA, correlation analysis, regression analysis, nonparametric tests, and relationships between experimental designs and statistical analysis techniques. Prerequisite: ED 7351 or instructor’s permission.
ED 7354 Intermediate Qualitative Design and Analysis. (3-0) Focuses on issues in design and implementation of qualitative research. Topics include influence of alternative traditions, literature in qualitative research, access to the field and ethical issues, researcher-participant relationships, purposeful sampling strategies, inductive analysis procedures, developing theory, and reporting research. Prerequisite: ED 7352 or instructor’s permission.

ED 7359 Seminar in Quantitative Research. (3-0) This course is a small group seminar that focuses on analytic strategies specific to the doctoral student’s dissertation topic. Examples include structural equation modeling, hierarchical linear modeling, log linear modeling, non-parametric analyses, factor analysis, factorial analysis of variance, and other multivariate statistical methods. Prerequisites: ED 7351 and 7353.

English (ENG)

ENG 7300 Language Problems in a Multicultural Environment. (3-0) An introduction to the study of multicultural language and linguistics with descriptive, psychological, social, and semantic emphases.

ENG 7316 Foundations in Rhetoric and Composition. (3-0) A course providing students with theoretical, pedagogical, and/or methodological foundations in the field of rhetoric and composition. Emphases vary but may include Contemporary Composition Pedagogy, Basic Writing Theory and Practice, and Writing Assessment. Repeatable with different emphases for up to nine hours of English credit.

ENG 7317 Specializations in Rhetoric and Composition. (3-0) A course providing theoretical, pedagogical, methodological, and/or administrative grounding in specialized areas of rhetoric and composition. Emphases vary but may include Writing Across the Curriculum, Service Learning, Writing Center Theory and Practice, Computers and Writing, Literacy. Repeatable with different emphases for up to nine hours of English credit.

ENG 7326 Contemporary Composition Theory. (3-0) Introduces students to the history of writing instruction in the university and to the theories of writing and composing that inform contemporary composition studies and the teaching of writing.

ENG 7338 Studies in Rhetorical Theory. (3-0) An introduction to classical and rhetorical theory in various areas of English studies. Recent emphases include Teaching of Composition and Technical Communication. Repeatable with different emphases for up to nine hours of English credit.

Mathematics (MATH)

MATH 7111 Seminar in Teaching. (1-0) Seminar on individual study projects concerned with selected problems in the teaching of mathematics. This course is repeatable for credit.

MATH 7188 Seminar in Mathematics Education. (1-0) Students are required to attend weekly research seminars in mathematics education and to give at least one research presentation in the seminar during the semester. This course is repeatable for credit.

MATH 7302 History of Mathematics. (3-0) A study of the development of mathematics and of the accomplishments of men and women who contributed to its progress.

MATH 7306 Current Research in Mathematics Education. (3-0) This course surveys the various current social, political, and economic trends in local, state, national, and international settings that are related to research in mathematics education.

MATH 7366 Topics in Teaching. (3-0) This course examines how to develop and teach specialized student groups. Repeatable with different emphasis.
MATH 7366A Teaching Post-Secondary Students. (3-0) This course examines how to
develop and teach post-secondary students. The course references the recommendations of government
agencies and professional organizations and allows for the investigation of research-based models.
Prerequisite: MATH 7306.

MATH 7366E Developmental Mathematics Curriculum. (3-0) This course surveys the
research, development, and evaluation of the scope and sequence of developmental mathematics
curriculum. The course references the recommendations of government agencies and professional
organizations and allows for the investigation of research-based models. Prerequisite: MATH 7306.

MATH 7378E Developmental Mathematics Perspectives. (3-0) This course examines
developmental mathematics-specific strands including technological course support and placement
tools/decisions. Issues related to the first mathematics core course required of undergraduates will also
be addressed. Prerequisite: MATH 7306.

MATH 7386 Independent Study in Mathematics Education. (3-0) Student will work
directly with a faculty member and develop in-depth knowledge in a specific topic area of mathematics
education. Topics vary according to student’s needs and demands. Repeatable with different emphasis.

MATH 7396 Mathematics Education Research Seminar. (3-0) Collaborative research
projects with faculty through identifying an educational issue, reviewing literature, creating a research
question, designing a methodology, analyzing data, drawing conclusions, implications, and creating a
draft of a publishable paper. Prerequisite: ED 7352, MATH 7346, MATH 7356.

Reading (RDG)

RDG 7301 Theory and Research of Literacy. (3-0) This course examines the current
theories and basic research of literacy development from psychological, cultural, linguistic, educational,
and epistemological frameworks.

RDG 7302 Theory and Research of College Basic Literacy. (3-0) This course examines
basic literacy needs and instructional strategies for students within post-secondary institutions. Explored
are etiologies; comparison of basic to academic literacy; analysis of instructional strategies and materials
for developing phonemic awareness, decoding, vocabulary, fluency, and comprehending in single
sources of information. Prerequisite: RDG 7301.

RDG 7303 Theory and Research of College Academic Literacy. (3-0) This course
examines the theory and research surrounding academic literacy needs and instructional strategies for
students in college. Explored are etiologies; comparison of academic, workplace, and new literacies;
instructional strategies and materials for developing vocabulary, comprehending, and critical and
strategic reading in multiple sources of information. Prerequisite: RDG 7301.

RDG 7304 Theory and Research of Literacy Instruction for Culturally and
Linguistically Diverse Readers. (3-0) This course examines historical and contemporary
understandings of language acquisition and instruction; foundational knowledge of literacy research and
cultural and linguistic difference; instructional practices and materials including culturally responsive
instruction understanding linguistic differences, creating a supportive literate environment, assessment,
diagnosis, evaluation; and critical literacy. Prerequisites: RDG 7301, 7302 or 7303.

RDG 7305 Theory and Research of College Literacy Assessment. (3-0) This course
reviews literacy assessment theory, research, policy, and practice in pre-school through grade 20
including accountability, standards-based curriculum, cultural and linguistic effects, assessment driven
instruction, reliability and validity, interpretation, and types of instruments: high-stakes, placement,
diagnostic, classroom tests, and qualitative instruments. Prerequisites: RDG 7301, 7302, or 7303.

RDG 7306 Literacy Research Seminar. (3-0) Doctoral students participate in weekly
research seminar that explore research and policy papers in literacy and literacy education, examine their
methodology and conclusions, and consider additional research questions. Prerequisite: RDG 7301.
RDG 7307 Special Topics in Literacy Education. (3-0) This course will focus on advanced topics in literacy education from current research. Prerequisite: RDG 7301, 7302 or 7303.

RDG 7307A New Literacy Studies. (3-0) This course focuses on the field of New Literacy Studies. The course will include an examination of diverse ways in which new technologies broaden and change the demands on what it means to be a literate citizen of the 21st century. Prerequisite: RDG 7301.

RDG 7307B Community Literacy. (3-0) Purpose is to explore, understand, refine, and reflect on literacy as social practices within a community which informs effective curriculum and instruction for K-16 school settings, adult literacy programs, and informal environments. Students will explore ethnographic research as a means to inform instruction and complete a service learning project. Prerequisite: RDG 7301, 7302 or 7303.

Graduate Faculty
Core Doctoral Faculty/Dissertation Committee Chair

Aragon, Steven R., Professor of Curriculum and Instruction. B.A., M.A., Ph.D., The University of New Mexico

Caverly, David C., Professor of Curriculum and Instruction. B.Ed., University of Toledo; M.Ed., Kent State University; Ph.D., Indiana University.

Holschuh, Jodi P., Associate Professor of Curriculum and Instruction. B.A, Pennsylvania State University, M.A., Ph.D., The University of Georgia.

Mireles, Selina Vasquez, Professor of Mathematics. B.A., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

Paulson, Eric J., Professor of Curriculum and Instruction. B.A., Eckerd College; M.S., The Florida State University; Ph.D., The University of Arizona.

Payne, Emily Miller, Associate Professor of Curriculum and Instruction, and Director of the Center for Initiatives in Education. B.A., The University of Texas at Austin; M.A.T., Ed.D., New Mexico State University.

Price, Larry, Professor of Counseling, Leadership, Adult Education, and School Psychology. B.S., M.A., Texas State University-San Marcos; Ph.D., Georgia State University.

Scheuermann, Brenda Kay, Professor of Curriculum and Instruction. B.S., Illinois State University; M.A., Ph.D., The University of Texas at Austin.

Webber, Jo Ann, Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., The University of Texas at Austin.

Associate Doctoral Faculty
Dissertation Committee Member/Teaching Faculty

Acee, Taylor W, Assistant Professor of Curriculum and Instruction. B.S., University of Pittsburgh; M.A., Ph.D., University of Texas at Austin.
Ash, Gwynne, Associate Professor of Curriculum and Instruction. B.A., Trinity University; M.A., Texas A&M University; Ph.D., The University of Georgia.

Assaf, Lori Czop, Associate Professor of Curriculum and Instruction. B.A., University of San Diego; M.Ed., Ph.D., The University of Texas at Austin.

Bond, Nathan, Associate Professor of Curriculum and Instruction. B.A., Baylor University; M.A., Ph.D., The University of Texas at Austin.

Bos, Beth, Assistant Professor of Curriculum and Instruction. B.I.S., Brigham Young University; M.Ed., Ed.D., University of Houston.

Davis, Barbara Hatter, Professor of Curriculum and Instruction. B.A., Texas State University-San Marcos; M.A., University of Texas at San Antonio; Ed.D., Texas Tech University.

De la Colina, María, Associate Professor of Curriculum and Instruction. A.A., Texas Southmost College; B.A., Pan American University; M.A.I.S., The University of Texas at Pan American; Ph.D., Texas A&M University.

Delaney, Carol Jeanne, Assistant Professor of Curriculum and Instruction. B.A., William Patterson University; M.S., SUNY Genesco; Ph.D., Syracuse University.

Dickinson, Gail, Assistant Professor of Curriculum and Instruction. B.A., University of Delaware; M.S., Utah State University; Ph.D., The University of Texas at Austin.

Fite, Kathleen Elizabeth, Professor of Curriculum and Instruction. B.S.Ed., M.Ed., Texas State University-San Marcos; Ed.D., University of North Texas.

Gainer, Jesse Straus, Associate Professor of Curriculum and Instruction. B.A., Earlham College; M.Ed., Ph.D., The University of Texas at Austin.

Goodwin, Marilyn W., Associate Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., The University of Texas at Austin.

Huerta, Mary Esther, Assistant Professor of Curriculum and Instruction. B.A., M.A., Ph.D., University of Texas-San Antonio.

Hodges, Russell, Associate Professor of Curriculum and Instruction. B.A., Centenary College; M.Ed., University of Louisiana-Monroe; Ed.D., Grambling State University.

Jackson, Julie Kay, Associate Professor of Curriculum and Instruction. B.S.Ed., University of South Carolina; M.A., University of Alabama; Ph.D., The University of Texas at Austin.

Kinard, Timothy, Assistant Professor of Curriculum and Instruction. B.A., Baylor University; M.A., Ph.D., The University of Texas at Austin.

Lang, Russell B., Assistant Professor of Curriculum and Instruction. B.A., M.Ed., Ph.D. The University of Texas at Austin.
O’Neal, Sharon F., Associate Professor of Curriculum and Instruction. B.S.Ed., The University of Texas at Austin; M.A.Ed., University of Alabama in Birmingham; Ph.D., The University of Texas at Austin.

Pimentel, Charise Nahm, Assistant Professor of Curriculum and Instruction. A.A., Yuba College; B.A., M.A., California State University-Chico; Ph.D., University of Utah.

Resta, Virginia Kay, Associate Professor of Curriculum and Instruction and Assistant Dean of the College of Education. B.S., Northeastern Oklahoma State University; M.A., Ph.D., The University of New Mexico.

Saunders, Jane Marie, Assistant Professor of Curriculum and Instruction. B.A., University of Oklahoma; M.A., University of North Texas; Ph.D., The University of Texas at Austin.

Summers, Emily, Associate Professor of Curriculum and Instruction. B.A., Baylor University; Ed.D., University of Houston.

Waite, Susan Field, Assistant Professor of Curriculum and Instruction. B.S.Ed., M.A.Ed., Western Carolina University; Ed.D., The University of Georgia.

Werner, Patrice Holden, Chair and Associate Professor of Curriculum and Instruction. B.S., M.Ed, Ph.D., University of North Texas
Department of Curriculum and Instruction

Majors and Degrees Offered:

- Developmental Education, M.A.
- Educational Technology, M.Ed.
- Elementary Education, M.A., M.Ed.
- Elementary Education-Bilingual/Bicultural, M.A., M.Ed.
- Elementary Education-Talent Development, M.A., M.Ed.
- Reading Education, M.Ed.
- Secondary Education, M.A., M.Ed.
- Secondary Education-Educational Technology, M.Ed.
- Special Education, M.Ed.

Major Programs

The Department of Curriculum & Instruction (C&I) offers a variety of degrees and programs that lead to the master’s degree and are intended to enhance the professional development and career goals of teachers and other educators. C&I also offers post-baccalaureate initial teaching certificates (available only to those not already certified) that may be obtained at the graduate level with or without the master’s degree. Before proceeding into any field of education at Texas State, the degree applicant should inquire as to certification requirements associated with or prerequisites to the degree. Those seeking initial teacher certification must keep in mind that certification requirements and graduate degree requirements may not be related and that the satisfactory completion of degree requirements may not always lead to certification. You will find more information on specific programs as well as contact information on the College of Education and Department of Curriculum & Instruction websites. For additional information regarding requirements for admittance to teacher certification, please visit the Office of Educator Preparation website.

The Master of Education degree (M.Ed.) offerings from the department consist of a minimum of 36 hours without a required thesis. Semester hour requirements vary within the major and minor areas. It is also possible to earn the degree of Master of Arts (M.A.) with majors in Elementary Education or Secondary Education with a minimum of 30 semester hours including the thesis or Developmental Education, with or without thesis, for a minimum of 39 semester hours.

Background Requirements. Students seeking either a master’s degree or certification combined with a master’s degree can typically begin their studies without completing background or leveling classes. An exception to this would be approximately 6-9 hours of college level math, speech communication, computer literacy and 6 hours of English composition necessary for students seeking initial teacher certification. Additionally, students seeking initial secondary teacher certification may be required to take additional undergraduate or graduate coursework in their desired teaching fields. Note: Criminal background checks are required by Texas law for all teachers, and no one convicted of a felony may be certified to teach in Texas.
Majors

Developmental Education. The 39-hour Master of Arts degree focuses on facilitating learner success in postsecondary programs. Students select a specialization in either literacy (reading or composition), mathematics, learning support, or developmental education generalist. Thesis and non-thesis options are available. A 15-semester hour minor in DE is also available for majors in other fields who hope to pursue careers in community colleges and other postsecondary settings.

Educational Technology. The 39-hour Master of Education with a major in Educational Technology consists of 27-semester hours in educational technology and 12-semester hours in Educational Administration. Graduates will be prepared to teach technology applications, use technology to support student learning of subject-area content, and provide professional development, mentoring, and basic technical and instructional assistance to other professional educators on their campuses and/or in their districts.

Elementary Education. The 36-hour Master of Education with a major in Elementary Education consists of 24 to 27 hours in elementary education and an academic minor of 9 to 12 hours, a composite minor grouped under the title of Methods and Materials; or a cognate for the certification track. It is also possible to earn the degree of Master of Arts in Elementary Education with a minimum of 30 semester hours including the thesis.

Elementary Education-Bilingual/Bicultural. The 36-hour Master of Education with a major in Elementary Education-Bilingual/Bicultural consists of 24 to 27 semester hours in bilingual and elementary education and a minor of 9 to 12 hours in an approved academic area, such as reading, early childhood, secondary education, talent development, educational administration, special education, or a composite area. Students must meet with the bilingual coordinator to ensure their proficiency in written and spoken Spanish.

Elementary Education-Talent Development and Secondary Education-Talent Development. The 36-hour Master of Education with a major in Elementary Education-Talent Development or in Secondary Education-Talent Development includes 15 semester hours in talent development across the life course; creativity; social, emotional, cultural, and political contexts of advanced development; gifted/talented studies; and a talent development practicum. Students typically also take 12 semester hours of coursework that includes research, pedagogy, curriculum, and philosophy and 9 semester hours in an academic minor or composite area. The Master of Arts consists of a minimum of 30 semester hours, including a thesis.

Reading Education. The 36 hour major consists of 30 hours of coursework in language and literacy development, reading and writing theory and research, teaching literacy from PK through grade 16, teaching with children’s/young adult/adult literature, teaching reading and writing in a multilingual/multicultural environment, literacy assessment, internship, and a 6 hour cognate. Reading Education majors are prepared to meet the International Reading Association professional standards for Reading Specialist/Literacy Coach or the Reading Administrator. Certified teachers with three or more years of teaching experience who successfully complete the major and pass the Professional Reading Specialist Texas Examination of Educator Standards (TExES) qualify for the PK-12 Professional Reading Specialist certificate. A 12-hour academic minor in Reading Education is available for those students majoring in other areas. Neither the major nor the minor leads to initial certification as a teacher.

Secondary Education. The 36-hour Master of Education with a major in secondary education consists of 24 semester hours in secondary education and 12 to 15 semester hours in an academic minor or a composite program. Students who do not have a teaching certificate may be required to complete specific background courses before beginning graduate course work. A student may also pursue the Master of Education with a major in Secondary Education with a 12-semester hour specialization in educational technology or a 15-semester hour emphasis in Talent Development. It is also possible to
earn the degree of Master of Arts with a major in Secondary Education. The Master of Arts consists of a minimum of 30 semester hours including thesis. Several courses leading to the master’s degree are available via the Internet. A 15-hour academic minor is available for those students majoring in other areas.

**Special Education.** The 36-hour Master of Education with a major in Special Education consists of 24-30 semester hours in special education, with 6-12 semester hours in a cognate or minor, depending upon the program of study. A student may pursue a master’s in generic special education, a master’s in special education with concentration, or a master’s in special education plus teaching certification. Concentration areas include Educational Diagnostician, autism/applied behavior analysis, behavioral disorder/positive behavioral supports, and learning disabilities/inclusion. It is also possible to pursue a Texas State University certificate in autism, behavioral disorders/positive behavioral supports, or learning disabilities/inclusion. Certificate programs range from 18 – 21 semester hours most of which are included in the master’s program.

**Admission Policy**

The GRE is not required for regular admission to the following programs: Educational Technology, Elementary Education, Reading Education, and Secondary Education.

The GRE is required for regular admission for the following program: Developmental Education, Special Education.

The following are additional program requirements for regular admission:

**Developmental Education.** A minimum GPA of 2.75 on the last 60 hours of undergraduate coursework leading to the baccalaureate degree and preferred scores of 150 on the verbal section, 149 on the quantitative reasoning section, and a score of 4.0 on the Analytical Writing section of the Graduate Record Exam (GRE) general test. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - preferred score of 900 (verbal and quantitative combined). A departmental application, letter of intent and three letter of reference are also required. More information can be found at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps/Masters/Coll_Ed/Develop_Ed.html

**Educational Technology.** A minimum GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree. More information can be found at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps/Masters/Coll_Ed/Elem_Ed.html

**Elementary Education.** A minimum GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree. More information can be found at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps/Masters/Coll_Ed/Elem_Ed.html

**Elementary Education-Talent Development.** A minimum GPA of 2.75 on the last 60 hours of undergraduate coursework leading to the baccalaureate degree.

**Reading Education.** A minimum GPA of 3.0 on the last 60 hours of undergraduate course work leading to the baccalaureate degree. Students with a GPA of less than a 3.0 on the last 60 hours of undergraduate course work may submit a GRE score to supplement their application. Students must also submit a separate departmental application, a copy of their official teaching certificate, and an essay containing a statement of purpose. Students must have 3 years of public school teaching by the end of the program for certification as a Reading Specialist in Texas. More information can be found at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps/Masters/Coll_Ed/Read_Ed.html

**Secondary Education.** A minimum GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree. More information can be found at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps/Masters/Coll_Ed/Second_Ed.html

**Secondary Education-Talent Development.** A minimum GPA of 2.75 on the last 60 hours of undergraduate coursework leading to the baccalaureate degree.

**Special Education.** A minimum GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree and preferred GRE scores of 151 on the verbal section and 149
on the quantitative reasoning section. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - preferred score of 900 (verbal and quantitative combined). More information can be found at http://www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps/Masters/Coll_Ed/Special_Ed.html

Initial Certification Options

An individual may seek initial teacher certification as a post-baccalaureate student in several of the certification areas offered by the State of Texas. Satisfactory performance on a State Board for Educator Certification test is required for provisional or professional certificates in education. For updated information please go to the website for The Office of Educator Preparation at: http://www.education.txstate.edu/oep/.  

Note: Criminal background checks are required by Texas law for all teachers, and no one convicted of a felony may be certified to teach in Texas.

Supplementary Certificates (Endorsements)

These certifications may be added to a teaching certificate.

Supplementary certificates (formerly called Endorsements) are offered in addition to majors and specializations associated with the degree programs in Bilingual/Bicultural, Educational Diagnostician, Educational Reading Specialist, Gifted and Talented Education, and Special Education. Satisfactory performance on a State Board for Educator Certification test is required for provisional or professional certificates in education.

- **Bilingual Education Certificate.** The following courses are required for Bilingual Education: RDG 5331, CI 5336, 5374, and 5387.
- **Educational Diagnostician Certificate.** This professional certificate is based on a master’s degree and two years documented teaching experience. Courses required are: SPED 5313, 5340, 5327, 5334, 5360, 5375, 5385, 5390, COUN 5305, SPSY 5376, CI 5330 or SPSY 5394.
- **Generic Special Education Certificate.** These courses are required for generic special education: SPED 5311, 5313, 5340, 5327, 5334, 5360, 5375, and 5389.
- **Gifted and Talented Education Certificate.** These courses are required for recommendation for gifted and talented education: CI 5308, 5309, 5310, 5311, and 5319.

Student Fitness and Performance

Program Standards – Students enrolled in all academic programs in the Graduate College must maintain high scholastic standards and develop a mastery of the knowledge and methods of their respective discipline. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and methods that are generally accepted by others in the profession, and conform to the code of ethics of their respective discipline, and the university’s honor code. A student’s acceptance in any program does not guarantee the student’s fitness to remain in that program. The faculty is responsible for verifying that only those students who continue to meet program standards are allowed to continue in any program.

Evaluation of Student Fitness and Performance – Members of the faculty, using their professional judgments, evaluate student fitness and performance continuously. The criteria used by the faculty to make such judgments include instructors’ observations of student performance in class or in activities related to courses, evaluations of student performance on theses and practica, site supervisors’ evaluations of student performance in practica, and the codes of ethics noted above. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.
In this context, the term “satisfactory progress” refers to an academic judgment made regarding the student’s fitness and performance. It is a judgment that the student has failed to meet program standards rather than a judgment made on the basis of the student’s violation of valid rules of conduct. Disciplinary matters are referred to Student Justice.

**Student Review Process** – If a faculty member believes that a student is not making satisfactory progress or meeting program standards, he or she should discuss the situation with the student. If the faculty member believes that the student’s performance cannot improve to acceptable standards, the faculty member should refer the student to the Program Standards Committee of the appropriate department. The Program Standards Committee consists of three faculty members appointed by the department chair in consultation with the department’s senior faculty.

The Committee will notify the student of the reasons that he or she is not making satisfactory progress or meeting program standards and will give the student an opportunity to meet with the Committee to respond and to present information and witnesses to the committee. The Committee will also meet with the faculty member who referred the student to the Committee. After considering the matter, and within ten working days of meeting with the student, the Committee will report its decision to the student and the department Chair, stating that the student should either remain in or leave the program. The committee may make other decisions, such as placing restrictions or conditions on the student’s continuing in the program. Within ten working days of receiving the Committee’s decision, the student will notify the department Chair of the student’s acceptance or rejection of the committee’s decision. If the student rejects the committee’s decision, he or she may appeal to the department Chair.

Within ten working days of receiving the student’s appeal, the Chair will make a decision as to the student’s continued presence in the program. Before making the decision, the Chair will meet with the student. However, the Chair need not meet with the student before making a decision if the student was given a reasonable opportunity to meet, and the student either failed or refused to meet. The Chair will notify the student of the decision.

If the student is dissatisfied with the Chair’s decision, he or she may appeal to the Dean of the appropriate college. However, in order for the Dean to consider an appeal, the student must submit a written notice of appeal to the Chair and the Dean within ten working days of receiving the Chair’s decision. The Dean will consider the matter based on information compiled by the Chair and notify the student of the decision within ten working days of the Dean’s receipt of the appeal from the Chair. The Dean may meet with the student and give the student an opportunity to address the issues. The Dean’s decision is final.

**Courses Offered**

**Curriculum and Instruction (CI)**

**5303 Teaching Math in the Elementary School.** (3-0) This course is an in-depth study of the mathematics content and methodology derived from principles of learning and research. The course will explore the skills needed in cooperative planning, provide methods of organizing mathematical principles into lessons for pupils, and examine techniques for evaluating pupil progress.

**5304 Teaching Mathematics and Science in the Elementary School.** (3-0) The importance of problem solving in elementary mathematics and science is explored. Class activities emphasize the role of mathematics in collecting, recording, analyzing, and communicating scientific observations.

**5305 Methods in Geometry for Elementary Math Teachers.** (3-0) This course focuses on study of congruency, similarity, transformations, coordinate geometry, and measurement using cognitively guided instruction. Van Hiele’s model will be used, and the importance of modeling relationships with and without technology will be taught. This course is designed for elementary school teachers with a mathematics specialization.
5306 Evaluate Techniques for the Classroom Teacher. (3-0) An in-depth study of the objectives of evaluation, teacher-made tests, interpretation of standardized test results, self-evaluation, program evaluation, school evaluation, socio-metric techniques and their use, and reporting to parents.

5307 Probability and Statistics Methods for Elementary Math Teachers. (3-0) This course for elementary math teachers covers graphical and numerical techniques to explore data and describe patterns and departures from patterns using cognitively guided instruction. The course focuses on statistical inference, making and evaluating predictions, and designing problems to solve using the theory of probability and its relationship to sampling.

5308 Introduction to Gifted/Talented Education. (3-0) An introduction to gifted/talented education that covers: analysis of conceptions of giftedness and gifted/talented education; examination of policies related to gifted/talented education; survey of assessment practices, pedagogy, program options, and equity issues.

5309 Talent Development. (3-0) This course examines theories, research, and pedagogy related to talent development throughout the life course. Topics include ways to support expertise development, critical youth development, and becoming.

5310 Creativity: Theories, Research, and Applications. (3-0) A multidisciplinary exploration of creativity theories, research, and applications. Implications of current theory and research for creative thinking and innovation. Designed for Master’s degree students in Education.

5311 Practicum in Talent Development. (0-6) A capstone course in which students develop and apply knowledge and skills in talent development in an educational setting. Graded on a credit (CR), no credit (F) basis. Prerequisites: CI 5308, CI 5309, CI 5310, and CI 5319.

5312 Elementary Language Arts: Current Trends. (3-0) A study of current trends in methods of instruction in the language arts, a study of research findings, and an examination of selected media and materials. Also identifies the relation of language arts to other aspects of the elementary school curriculum and the most effective diagnostic techniques for the language arts.

5313 Research Seminar in Human Growth and Development. (3-0) This course prepares educators to improve professional practice through the study and research of children and adolescents according to a framework of scientific knowledge of human growth and development. Qualitative research methodology with a focus on reading, analyzing, and preparing research reports related to child and adolescent development is included.

5314 MC/MP Human Growth and Development II. (3-0) For teachers (elementary or secondary), counselors, supervisors, and administrators to increase their understanding of the motivation, the developmental level, and the abilities of individual students by a direct study of individuals in the classroom; emphasis on increasing scientific knowledge of culture, self-development, and self-adjustive areas of development.

5315 Coaching Skills for Elementary Math Mentors. (3-0) This course focuses on using guidance and feedback to help teachers improve math instruction. Specific attention is given to roles and responsibilities of math content coaches, including their function in coaching a professional learning community, and the roles of math mentors in helping new and experienced teachers.

5316 Problem-Solving, Reasoning, and Modeling for Elementary Math Teachers. (3-0) This course examines numerical reasoning and problem-solving with particular attention to heuristics, strategies, and modeling. Students will learn methods for mental computation and computational estimation, and algorithmic processes. The course is for elementary math teachers.

5317 Teaching Strategies for Elementary Teachers: Alternative Models. (3-0) Alternative teaching models based on learning theory. Course designed to assist the elementary teacher in selecting appropriate strategies for meeting student learning styles and to broaden the scope of elementary school methodology.

5319 Social, Emotional, and Cultural Contexts of Advanced Development. (3-0) This course explores social, emotional, and cultural context issues related to precociousness, creativity, and high performance in children and adolescents, with an emphasis on practices in school environments.
5322 Middle School Instructional Strategies and Practices. (3-0) Description and analysis of curriculum, sources, organization, and development for middle level students. Preparation of developmentally responsive curriculum including direct, inquiry, cooperative learning, and constructivist strategies that adhere to state and national standards and assessments. Overview of expectations, routines, and procedures for classroom management.

5323 Middle School Philosophy and Learning. (3-0) Middle school philosophy focusing on young adolescents’ cognitive, emotional, social, and physical needs. Instructional delivery strategies and assessments that are developmentally responsive and adhere to state and national standards. Positive learning environments that include family and community collaboration. Philosophical and historical foundations of the middle school movement. Prerequisite: CI 5322.

5324 Systems for Talent Development in Schools. (3-0) This course examines systems and school organizational models that encourage talent development processes in K-12 schools. Prerequisites: CI 5308, CI 5309

5326 Curriculum & Management in the Elementary & Middle School. (3-0) Course deals with principles of curriculum development, the K-8 curriculum, planning various types of lessons and units across the curriculum in grades K-8, integrating instruction across the curriculum, and organizing and managing materials, classroom activities, and student behavior. Students will prepare curriculum materials and units.

5327 Principles and Practices in the Elementary School. (3-0) Defines and interprets the newer trends in elementary school practices; the philosophy and objectives of the elementary school, and procedures for implementing these objectives; classroom organization and management; the principles of unified learning as applied to school experiences, procedures for planning and developing experiences, meeting individual needs, and evaluation.

5328 Elementary Social Studies: Curriculum Problems. (3-0) Development and purposes of the social studies curriculum; contributions of the social sciences to the social studies curriculum; relation of the social studies to the total elementary program; curriculum construction, supervision, and evaluation; current issues and trends.


5330 Multicultural Teaching and Learning. (3-0) Course topics include multicultural education theory and principles; research; current issues and trends; culturally responsive curriculum, teaching methods and materials, and teaching English language learners. Students will explore their cultures and other cultures to develop knowledge and sensitivity needed to teach in a multicultural-multilingual society.

5332 Developing Tools for Instructional Interactions with English Language Learners in Mathematics. (3-0) This course will acquaint students with current learning theories that conceptualize interaction and participation as crucial to learning mathematics in contexts that include English Language Learners (ELLs). Students will make practical/meaningful connections to classroom instruction by designing learning environments that include tools to support ELLs in learning mathematics with understanding.
5333 The Secondary Curriculum. (3-0) A brief history of curriculum development with special emphasis on the Texas curriculum program; basic principles and techniques of curriculum construction and implementation; aims and purposes of the curriculum as a function in perpetuating and improving democratic ideals; and attention to significant research in curriculum development.

5336 Methods and Materials for Teaching English as a Second Language. (3-0) Identification and use of English as a Second Language (ESL) material and teaching strategies for teaching ESL as an integrated process including first and second language acquisition.

5337 Language Acquisition and Development. (3-0) This course addresses the foundations for first and second language learning acquisition. Central concepts in child language development with special emphasis on language-minority issues will be presented and discussed. Prerequisite: CI 5336.

5339 Project-based Instruction. (3-0) This course will examine a theory driven perspective accounting for how adolescents and young adults learn and how project-based instruction (PBI) may be our best choice for bridging the gap between theory and practice. Students will observe secondary PBI classes, participate in a project and design a PBI unit.

5359 Curriculum for Depth and Challenge. (3-0) This advanced course focuses on the understanding and design of curricula with depth and challenge for K-12 students who would benefit from advanced content. Prerequisites: CI 5308, CI 5309.

5363 Strategies for Improving Secondary Teaching. (3-0) Analysis of teaching concepts as they apply to the development and improvement of teaching strategies appropriate for implementing selected objectives and content by the secondary teacher. Micro teaching sessions, including video tape recording, will be required. Prerequisite: CI 5333.

5365 Bilingualism Development in the Bilingual Education Classrooms. (3-0) This course focuses on current research and practice in literacy development in Spanish and English as a second language for bilingual students. Contexts framed by sociocultural, cognitive, and linguistic factors will be considered. The course will be taught in English and Spanish. Prerequisites: CI 5337, CI 5387.

5367 Dual Language Immersion Methods. (3-0) This course focuses on current research and effective instructional methodology that shape two-way and one-way dual language curricula and instruction in bilingual education. Students will discuss literacy instruction through Spanish socio-linguistic and cognitive perspectives. The course will be taught in Spanish and English; academic Spanish proficiency is expected. Pre-requisites: CI 5387, CI 5337.

5368 Becoming: The Politics of Subjectification. (3-0) This course examines how some aspects of education may be inherently unpredictable, immeasurable, and not able to be generalized across contexts nor produced on demand, but still are fundamentally essential to education. Influences of societal trends, discourses, and school practices on political and creative aspects of becoming are analyzed.

5370 Classroom Management, Discipline, and Legal Issues. (3-0) Course topics include the development of an appropriate management and discipline system based on in-depth study of current theory and research. Students will study Texas School Law as it relates to classroom teachers and students. Some field work, school and state agency visitation may be required.

5372 Philosophical Foundations of Education. (3-0) An overview of the field of educational philosophy as related to the spectrum of human events and the educative process in particular. Designed for master’s degree students without previous graduate work in philosophy or philosophy of education.

5373 Grant Development and Management (3-0) Course purposes included demystifying grant proposal writing and becoming acquainted with grant management resources. Students will locate funding sources, develop a proposal and budget, and explore accountability issues and processes for funded projects. Emphasis is on optimizing location and use of online grant information and developing professional networks. Students taking DAE 5373 may not take ED 7373 for doctoral level credit.

5374 Bilingual/ESL Content Area Instruction. (3-0) Students study the integration of native language instruction and English as a Second Language (ESL) instruction in the academic content areas (mathematics, social sciences, and language arts) for English Language Learners (ELL). Prerequisites: CI 5387 and CI 5336.
5375 Problems in Elementary Education. (3-0) A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give elementary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.

5376 Problems in Secondary Education. (3-0) A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give secondary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.

5377 Problems in Bilingual Education. (3-0) A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give elementary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.

5381 Advanced Creativity, Curiosity, and Interest. (3-0) This course is an advanced examination of issues and research in creativity, curiosity, and interest. Implications for education are explored. Prerequisite: CI 5310.

5387 Bilingual Education: Principles and Practices. (3-0) A study of the current trends in bilingual education and elementary school practices, the philosophy and objectives of the bilingual elementary school program, classroom organization and management, and procedures for meeting individual needs.

5388 The Politics of Language. (3-0) Using a critical linguistic perspective, this course examines the sociopolitical aspects of language in local, national, and global contexts. Students learn about language ideologies and gain a profound understanding for how languages and language practices are intricately tied to the racial and economic power relations embedded in schools and society.

5389 Action Research for Practitioners. (3-0) This course prepares practicing teachers to conduct action research in educational settings. Students will design and implement an action research project based on a self-selected topic. The course may be repeated once for additional credit.

5390 Research Seminar in Education. (3-0) Study of problems in the education of children in the schools. Topics include basic research procedures needed in the preparation of thesis or other research reports and development or skill in reading, analysis, and application of educational and behavioral research. A research paper is required of each student. CI 5390 must be completed prior to the semester of the comprehensive exam.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.
Development Education (DE)

5321 The Community College. (3-0) Introduction to the community college and to its roles and functions in American education. Special attention will be directed to evolution, development, and patterns of organization, purposes, programs, personnel and current issues of the community college. Students taking DAE 5383 or DE 5321 may not take DE 7321 for doctoral level credit.

5324 Teaching Learning Strategies and Critical Thinking. (3-0) Theory and pedagogy of learning strategies, problem solving, and critical thinking in the college and adult classroom. Topics will include variables in teaching and learning, methods of assessment, and approaches to instruction. Students taking DAE 5371 or DE 5324 may not take DE 7324 for doctoral level credit.

5339 Assessment and Evaluation in Developmental Education. (3-0) Foundations of student assessment and program evaluation for developmental education programs. Topics include: quantitative and qualitative classroom assessment; formative vs. summative assessment; test interpretation; social, legal, and ethical implications of assessment; reliability and validity; norm vs. criterion tests; placement tests; program evaluation models; as well as formative and summative evaluation.

5365 Administration of Developmental Education. (3-0) An overview of the field of developmental education and of the various types of programs designed to meet the needs of the underprepared learner. Special emphasis is on needs assessment, program design, implementation, management and leadership, and evaluation.

5375 Learners in Developmental Education Contexts. (3-0) A profile of the underprepared postsecondary student and an overview of the programs and instructional strategies appropriate for use with that target population. Students taking DAE 5375 or DE 5375 may not take DE 7301 for doctoral level credit.

5378 Problems in Developmental Education. (3-0) This course is designed to examine topical problems faced by practitioners in developmental education. The topic of the course may change. Course may be repeated for credit with different topic.

5379 Independent Study. (3-0) Individual problems or research topics designed to place emphasis on selected areas of study. May be repeated once for additional credit at the discretion of the advisor.

5384 Internship in Developmental Education. (3-0) Students seeking the MA. Degree must complete a one-semester, 150 clock hour practicum in an institution or agency other than their own; site selection needs approval of program coordinator. Practicum students will participate in leadership activities involving program planning, management, budgeting, and evaluation. Prerequisites: foundation and core courses.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.
5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

Early Childhood Education (ECE)

5318 Advanced Early Child Development: Readiness for Learning and Language Abilities. (3-0) A study of the cognitive, affective, and psychomotor factors bearing on the young child’s readiness for learning and acquisition of language. The course includes methods of child study, such as instruction, and practice in using observational techniques and anecdotal records. It includes the design and evaluation of specific readiness activities and guided field experience.

5319 Curriculum and the Young Child, I (Kindergarten). (3-0) Organization and evaluation of programs for young children. Translating developmental knowledge into effective practices, which may be employed in the total education of young children.

5330 Curriculum and the Young Child, II (Kindergarten). (3-0) Advanced study of curriculum and materials used in educational programs for young children.

5380 Independent Study in Early Childhood. (3-0) In-depth study of selected topics of current needs or interest in early childhood education. Work done on independent study basis with faculty member and only with permission of department. Repeatable once with departmental approval.

Educational Technology (EDTC)

5310 Introduction to Educational Technology. (3-0) This course provides hands-on experience with a variety of educational uses of microcomputers in early childhood, elementary, middle, and high schools. Review of relevant research and discussion of current issues will also be included.

5315 Advanced Educational Technology. (3-0) This course deals with both instructional and multimedia design principles. Students will design, implement, and evaluate an extended technology project to solve an instructional problem. Prerequisite: EDTC 5310

5320 Models of Integration of Educational Technology. (3-0) Students will examine trends and issues related to the integration of technology in instruction based on learning theory, learners’ needs, teaching strategies/practices, social and psychological factors, and state/national standards. Prerequisite: EDTC 5310

5325 Managing Educational Technology. (3-0) This course is designed to help the Educational Technologist manage the various needs and technologies in the school setting. Emphasis will be placed on planning for integration and management, hardware issues, software issues, and personnel issues. Prerequisite: EDTC 5310, EDTC 5315

5330 Implementing Technology in Education. (3-0) This course is designed to introduce students to those leadership skills required for implementing technology in an education program.

5334 Online Learning and Course Design. (3-0) This course will examine theoretical and research perspectives of learning in an online context. Students will analyze online tools in relation to teaching objectives and design an online component to a course they teach. Students will evaluate this online component through an action research project. Prerequisite: CI 5390, EDTC 5310.

5335 Instructional Design for Educational Technology. (3-0) This course will focus on the use of instructional design principles in Educational Technology to solve instructional problems. Topics covered include developing teacher training materials, courses, individualized instruction, websites, multimedia projects, workshops, and on-line instruction in the education setting. Prerequisite: EDTC 5310, EDTC 5315

5340 Issues in Educational Technology. (3-0) This course will provide students with information on current issues and trends to enhance their ability to function effectively as educational...
technology leaders at the school, district, or agency level. Students will prepare proposals and plans for their internship. May be repeated once for credit with a different emphasis.

5345 Educational Technology Internship. (0-5) The Educational Technology Internship allows the intern to apply theory into practice in a real world setting. The intern is provided site-based opportunities for applying leadership skills in training teachers to use technology in an educational setting. Graded on a credit (CR), no credit (F) basis. Prerequisite: Within last six hours of coursework.

Reading (RDG)

5310 Teaching Literacy with Children’s and Young Adult Literature in the Elementary, Middle, and Secondary Schools. (3-0) Course focuses on current research and methods for using children’s and young adult literature, including multicultural literature for literacy instruction in grades EC-12. Students will explore different genres and evaluate and select literature for instruction across the curriculum.

5320 Foundations of Literacy Instruction. (3-0) Course surveys reading and writing theories, processes, and models; theoretical bases of literacy instruction, stages of literacy development; the relationship between oral language and literacy; and classic and current quantitative and qualitative literacy research.

5322 Teaching Reading in the Elementary and Middle Schools. (3-0) Course focuses on effective literacy instruction in elementary and middle schools, including the following areas: word identification, spelling, word study, vocabulary instruction, comprehension strategy instruction, fluency, critical literacy, and engagement. The course examines reading curricula, instructional assessment, and selection of material.

5324 Developing Content Area Literacy in Middle and Secondary Schools. (3-0) Course examines literacy development in middle and secondary school content areas. Topics include classroom assessment, development of strategic literacy, fluency, critical thinking, lifelong attitudes, interests, study strategies, and literacy in multiple sources of narrative and information text ranging from textbooks to electronic texts. Prerequisite or co-requisite: CI 5363.

5326 Developmental Literacy in the Middle and Secondary Schools. (3-0) Course focuses on effective literacy instruction for middle- and secondary-school students who struggle with literacy. The course also addresses reading curricula and instruction, assessment, and materials selection. RDG Majors, Minors, and MRT candidates only, or with permission of instructor.

5331 Literacy Methods for Linguistically and Culturally Diverse Students. (3-0) Course topics include linguistic and literacy challenges unique to students whose native language or dialect is not standard English, and innovative methods for teaching literacy to linguistically and culturally diverse students. Prerequisite: Reading Majors - RDG 5322, RDG 5324, or RDG 5326.

5334 Family Literacy (3-0) Family literacy is an intergenerational program that integrates adult literacy and emergent literacy education. This course will provide students with the knowledge and abilities to manage a family literacy program. Students will analyze related learning theories, population needs, program structures, and policy issues, including diversity and accountability.

5335 Basic Academic Literacy (3-0) This course examines basic literacy needs and appropriate instructional strategies for traditional and non-traditional students entering college. Content covers basic to academic literacy, analysis of instructional strategies, comprehension, fluency, vocabulary, decoding, and phonemic awareness.

5340 Connecting Reading and Writing in the Classroom. (3-0) Course focuses on the relationships between reading and writing; the connections among written language, oral language, and thinking; and the organization of integrated reading and writing instruction in grades EC-12, including “workshop” techniques and thematic teaching. Prerequisite: RDG 5322 or RDG 5324 or RDG 5326.
5345 Assessment-Driven Literacy Instruction. (3-0) Course focuses on classroom literacy assessment, interpretation of assessment results, and designing and implementing effective literacy instruction based on assessment results. Course concentrates on the special needs of individual readers within the classroom setting and includes interpretation of formal assessments. Prerequisite: Reading 5322.

5350 Literacy as Sociocultural Practice. (3-0) Using a social constructivist lens, this course examines broadening conceptions of literacy and what it means to be literate in the 21st century. Students learn about current research, theory and practice pertaining to sociocultural models of literacy and literacy instruction.

5370 Special Topics in Literacy Research and Instruction. (3-0) This course focuses on new topics and issues in literacy research and instruction. Repeatable for credit.

5370A New Literacies. (3-0) Course is an in-depth study of research and theory pertaining to the New Literacy Studies (NLS). Repeatable for credit.

5370B Social, Cultural, and Political Contexts of Literacy Instruction. (3-0) This course explores implications of social, cultural, and political contexts for literacy instruction/policy. Students examine how literacy policies are created, shaped, and implemented and the impact of policies on how literacy is defined. Repeatable for credit.

5370C Special Topics in Literacy Research and Instruction. (c) Community Literacy. (3-0) The purpose of this course is to explore and reflect on literacy as social practices within a community, informing effective curriculum and instruction for K-16 school settings, adult literacy programs, and informal environments. Students will explore ethnographic research as a means to inform instruction and complete a service learning project.

5380 Independent Study in Reading Research. (3-0) In-depth analysis and interpretation of selected research topics of great current interest in reading and language arts. Topics and instructors will vary from semester to semester. May be repeated with different topics for additional credit.

5395 Teaching Academic Literacy to Adults. (3-0) Course focuses on teaching academic literacy to older students and adults in post-secondary settings. Topics include: the literacy needs of adult learners in formal schooling; appropriate assessment strategies; instructional methodologies, materials, and resources; and the school-based groups, schools, and agencies that serve these students.

6330 Language Acquisition and Development for Literacy Instruction. (3-0) Course topics include first and second language learning; dialect acquisition and development; theories and stages of language development; language diversity; and language disorders. Students read and interpret research and study language development of EC-12 children from varying linguistic backgrounds. Prerequisites: RDG 5322, RDG 5320, and RDG 5324 or RDG 5326.

6333 Reading Specialist Internship II: Designing and Evaluating Literacy Professional Development in Schools. (3-0) Course will focus on using interpretations of assessment data, literacy research, and state/national assessment requirements to demonstrate leadership and design professional development for literacy assessment and instruction. Internship students will work in approved educational settings to demonstrate the roles of the Reading Specialist including literacy teacher, leader, coach, and researcher. Prerequisites/co-requisites: RDG 5310, 5320, 5322, 5326, 5331, 5340, 5345, 6330, or 6336.

6336 Reading Specialist Internship I: Designing and Evaluating Literacy Research in Schools. (3-0) This course focuses on designing, conducting, and interpreting quality, school-based research to guide literacy instructional decision-making. Internship students will work in approved educational settings to demonstrate the roles of the Reading Specialist including literacy teacher, leader, coach, and research. Prerequisites/co-requisites: RDG 5310, 5320, 5326, 5331, 5340, 5345, or 6330.

6336 Reading Specialist Internship II: Designing and Evaluating Literacy Research in Schools. (2-1) Students will complete an internship in a school setting. Course will include designing, engaging in, and interpreting classroom-based teacher research in order to guide literacy instructional decision-making. Students will demonstrate competencies for Reading Specialist Certification. Prerequisites: RDG 5310, 5320, 5322, 5323, 5326, 5331, 5340, 5345, 6330, 6331, 6333.
Special Education (SPED)

5310 Selected Topics in Special Education. (3-0) In-depth study of selected topics of current interest in special education. Work done on independent study basis with faculty member and available only with permission of department.

5311 Teaching Language Arts to Students with Disabilities. (3-0) Course provides effective, research-based instruction for struggling readers, including basic literacy and adaptations to facilitate students’ access to the general education curriculum. Basic literacy content will be presented, including information about phonological awareness, word study and spelling, fluency, comprehension, and writing across content areas.

5313 Education Students with Emotional/Behavioral Disorders. (3-0) Specific strategies and issues associated with effective instruction of students with emotional/behavioral disorders. Content includes an overview of definitions and characteristics, etiological factors, assessment for diagnosis and intervention planning, treatment options, including methods and materials for effective instruction, collaborative interagency services, and current issues.

5314 Advanced Educational Strategies for Students with Autism. (3-0) This course examines theories and specialized instructional strategies pertaining to the education of children and youth with Autism Spectrum Disorders. Prerequisite: SPED 5327.

5324 Ethics, Trends and Issues in Education and Treatment of Students with Autism and Other Developmental Disabilities. (3-0) This course prepares special education teachers, behavior analysts, and other professionals associated with the education and treatment of students with autism for the ethical issues encountered in schools, homes, and clinics. This course emphasizes the ethical guidelines for responsible conduct established by the Behavior Analyst Certification Board.

5325 Development Perspectives of the Mildly Disabled. (3-0) In-depth study of language, cognitive, psychosocial, and motor development, from infancy to adulthood, in the mildly disabled. Special emphasis on the relationship between these developmental problems and the learning process.

5326 Educating Students with Mild Disabilities. (3-0) Course for non-special education majors provides information about modifications for students with mild disabilities. Characteristics of special education categories discussed with primary emphasis on strategies used in general education classrooms. Role of classroom management and classroom teacher’s role with students with mild disabilities addressed. Methods for individualizing instruction under a variety of classroom conditions presented.

5327 Educating Students with Autism and Other Developmental Disabilities. (3-0) This course provides an overview of student characteristics and appropriate instructional techniques for individuals with autism and other developmental disabilities. Topics include specialized assessment and evidence-based practices, functional curriculum development, transition planning, medical and physical management, and assistive technologies.

5329 Language Development and Intervention for Special Populations. (3-0) This course covers typical and atypical language development and intervention programming for individuals with significant language delays or disorders. Topics include assessment of language and social communication, individualized program development, and specialized language interventions across settings.

5334 Assessment and Evaluation of Students with Disabilities. (3-0) The course provides information about formal and informal assessment for the identification of cognitive aptitude, academic achievement, social, emotional, and motor development, as well as the implications of these results for instruction and remediation.
5340 Principles and Practices of Effective Instruction. (3-0) This course provides study of research-based instructional theory and practices for students with disabilities. Focus is on instructional methods and curriculum for students with disabilities in special education settings. Topics include curricular planning, curriculum-based measurement, evidence-based strategies for facilitating student learning, and unique curricular needs of students with disabilities.

5354 Advanced Studies in School Discipline, Order, and Safety. (3-0) This course provides advanced study of issues related to school discipline, order, and safety. Topics include historical perspectives, studies of school discipline and safety, effects of school disorder, policies and practices in school discipline, disproportionality in school discipline, schoolwide positive behavior supports, and transdisciplinary and comprehensive approaches to school discipline.

5355 Characteristics of Students with Learning Disabilities. (3-0) This course reviews the latest research on learning disabilities in each developmental area. The focus is on identification and eligibility issues. Topics include changing definitions, medical aspects of learning disabilities, cognition and language characteristics, personality and social characteristics, generic instructional approaches, technology, and issues in the future of learning disabilities. Prerequisite/Corequisite: SPED 5326 or SPED 5340.

5356 Advanced Practices in Learning Disabilities/Inclusion. (3-0) This course reviews research-based instructional strategies for students with learning disabilities, focusing on proven practices and on improving instructional decision-making across content areas and grade levels. Topics include: understanding learning disabilities, response to intervention, individualized educational plans, differentiating instruction, assessment, collaborative partnerships, and facilitating content-area instruction and study skills. Prerequisite/Corequisite: SPED 5326 or SPED 5340.

5360 Survey of Exceptionality. (3-0) Course provides for the examination of types, characteristics, and etiologies of various exceptionalities; identification of federal laws as they relate to various populations; and serves as an introduction to the education of exceptional students in the home, school, and community.

5375 Behavior Management: School Application of Applied Behavior Analysis. (3-0) Course topics include an introduction to applied behavior analysis (ABA) to include practice with functional assessment/analysis, behavioral recording, differential reinforcement, antecedent manipulation, generalization training, and teaching self-management.

5380 Positive Behavior Interventions and Supports in Schools. (3-0) This course covers theory, issues, and applications of Positive Behavior Interventions and Supports (PBIS) in school settings. Topics include history and foundations of PBIS; PBIS assessment and evaluation; and best practices in behavior and academic interventions in PBIS programs.

5382 Advanced Practices in Educating Students with Emotional/Behavioral Disorders. (3-0) This course covers advanced principles, concepts, and practices related to educating students with Emotional/Behavioral Disorders. Emphasis will be on school-based services, including advanced, evidence-based instructional and behavioral interventions for improving academic, social, and behavioral outcomes. Prerequisites/Corequisites: SPED 5311, SPED 5340, or SPED 5375.

5385 Educational Diagnostician Ethics, Standards, and Procedures. (3-0) Course provides information about professional roles, ethics, standards, laws, rules, and regulations pertaining to educational diagnosticians. Procedures for selecting, administering, and interpreting standardized instruments utilized for evaluation of exceptional learners will also be addressed.

5386 Advanced Techniques in Applied Behavioral Analysis. (3-0) Course covers advanced principles of Applied Behavior Analysis, including assessment and development of interventions. Topics include foundations and ethics of ABA, the analysis of verbal behavior, functional behavior analysis, single subject design, and program development and evaluation. Prerequisite: SPED 5375.

5387 Single-Subject Research Methods and Designs. (3-0) Single-subject analysis is a primary research methodology in special education and other related human service fields. This course will address uses of this methodology in applied behavior analysis for development of effective classroom instruction and clinical interventions and for evaluation and accountability purposes.
5389 Special Education Practicum. (3-0) Design, implement, and assess educational programs for students with disabilities including assessment, planning, instruction, progress reporting, and development of annual goals and objectives. Supervised. Prerequisites: SPED 5311, 5313, 5327, 5334, 5340, 5375. A student may take two of the prerequisites concurrently with SPED 5389.

5390 Educational Diagnostician Practicum. (0-20) Provides opportunities for students to become familiar with the professional responsibilities of education diagnosticians. Emphasis placed on participation in the full individual evaluation process for identifying problems, developing interventions, and participating in school-based teams. Prerequisites: SPED 5334, 5375, EDP/SPSY 5376.

5391 Field-Based Practicum in Autism Spectrum Disorders. (0-1) This course provides intensive field experience working with students with autism in school settings. Skills to be practiced include interventions based on applied behavior analysis, assessment of learning needs, behavior function, application of instructional and behavioral interventions, and evaluation of student progress. Repeatable for credit. Prerequisite/Corequisite: SPED 5327.

Graduate Faculty

Acee, Taylor W., Assistant Professor of Curriculum and Instruction. B.S., University of Pittsburg; M.A., Ph.D., The University of Texas at Austin.

Allsup, Roxane Cuellar, Associate Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., Texas A&M University.

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Assaf, Lori Czop, Associate Professor of Curriculum and Instruction. B.A., University of San Diego; M.Ed., Ph.D., The University of Texas at Austin.

Battle, Jennifer Lee Sutton, Professor of Curriculum and Instruction. B.A., Southern Methodist University; M.A., University of Wyoming; Ph.D., The University of Texas at Austin.

Bond, Nathan, Associate Professor of Curriculum and Instruction. B.A., Baylor University; M.A., Ph.D., The University of Texas at Austin.

Bos, Beth, Assistant Professor of Curriculum and Instruction. B.I.S., Brigham Young University; M.Ed., Ed.D., University of Houston.

Boutot, Evelyn Amanda, Associate Professor of Curriculum and Instruction. B.A., Southwestern University; M.Ed., Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

Byrum, David Carol, Associate Professor of Curriculum and Instruction. B.A., Christopher Newport College; M.A., University of Southern Mississippi; Ph.D., University of Oklahoma.

Caverly, David Charles, Professor of Curriculum and Instruction. B.Ed., University of Toledo; M.Ed., Kent State University; Ph.D., Indiana University.
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De la Colina, María, Associate Professor of Curriculum and Instruction. A.A., Texas Southmost College; B.A., M.A.I.S., University of Texas-Pan American; Ph.D., Texas A&M University.

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Fite, Kathleen Elizabeth, Professor of Curriculum and Instruction. B.S.Ed., M.Ed., Texas State University-San Marcos; Ed.D., University of North Texas.

Gainer, Jesse Straus, Associate Professor of Curriculum and Instruction. B.A., Earlham College; M.Ed., The University of Texas at Austin; Ph.D., The University of Texas at Austin.

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Huerta, Mary Esther, Assistant Professor of Curriculum & Instruction. B.A., M.A., Ph.D., University of Texas-San Antonio.

Huling, Leslie Leigh, Professor of Curriculum and Instruction. B.A., Angelo State University; M.S., University of North Texas; Ed.D., Texas Tech University.

Jackson, Julie Kay, Associate Professor of Curriculum and Instruction. B.S.Ed., University of South Carolina; M.A., University of Alabama; Ph.D., The University of Texas at Austin.

Joseph, Dennis George, Associate Professor of Curriculum and Instruction. B.A., M.Ed., Nicholls State University; Ed.D., University of Houston.

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Paulson, Eric J., Professor of Curriculum and Instruction. B.A., Eckerd College; M.S., Florida State University; Ph.D., University of Arizona.

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Radcliffe, Richard A., Associate Professor of Curriculum and Instruction. B.B.A., University of Michigan; M.B.A., Michigan State University; Ph.D., University of Denver.

Resta, Virginia Kay, Associate Professor of Curriculum and Instruction and Assistant Dean of the College of Education. B.S., Northeastern Oklahoma State University; M.A., Ph.D., University of New Mexico.

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Waite, Susan Field, Assistant Professor of Curriculum and Instruction. B.S.Ed., M.A.Ed., Western Carolina University; Ed.D., University of Georgia.

Webber, Jo Ann, Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., The University of Texas at Austin.

Werner, Patrice Holden, Chair and Associate Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., University of North Texas.

Wheeler, Larry James, Professor of Curriculum and Instruction. B.S., Oklahoma State University; M.Ed., Central State University; Ed.D., University of Oklahoma.
Ph.D. in Education

Doctoral Majors and Degrees Offered
- Education – Adult, Professional, and Community Education, Ph.D.
- Education – School Improvement, Ph.D.

Ph.D. Program

The doctoral program in Education with majors in Adult, Professional, and Community Education and in School Improvement is designed for individuals in a variety of educational roles who wish to develop and refine their abilities to provide leadership for educational excellence. The program prepares education professionals to individually and collaboratively engage in reflective and ethical practice as they foster the development of individual learners as well as existing and emerging learning communities, including schools, post-secondary institutions, workplaces, and community-based organizations.

The program consists of a total of 63 hours of which 51 are specified course work. The 51 hours of course work will consist of core courses (18 hours), concentration courses (12 hours), research courses (9 hours), elective courses (9 hours), and a directed applied study course (3 hours). The program requires a minimum of 12 hours of dissertation credit.

The program admits students in the fall semester only, and the students enroll each year as a cohort group. All students in a given cohort (including full-time and part-time students) will enroll together in each core course during the first year. All students in a given cohort who choose the same major also ordinarily enroll together in each course in the major.

Educational Goal

The College of Education’s educational goal is to provide graduates with the experience to:

a. Act as change agents;
b. Apply the fundamental principles of facilitating student-centered, life-long learning;
c. Accommodate the diverse needs of those they teach;
d. Use technology as a tool for communication, research, teaching and learning;
e. Make ethically sound decisions and articulate the values and principles that guide decision making;
f. Engage in professional development and support the professional development of others;
g. Conduct and use research to strengthen the ties between educational theory and practice.

Student Fitness and Performance

Program Standards – Students enrolled in all academic programs in the Graduate College must maintain high scholastic standards and develop a mastery of the knowledge and methods of their respective discipline. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and methods that are generally accepted by others in the profession, and conform to the code of ethics of their respective discipline, and the university’s honor code. A
student’s acceptance in any program does not guarantee the student’s fitness to remain in that program. The faculty is responsible for verifying that only those students who continue to meet program standards are allowed to continue in any program.

**Evaluation of Student Fitness and Performance** – Members of the faculty, using their professional judgments, evaluate student fitness and performance continuously. The criteria used by the faculty to make such judgments include instructors’ observations of student performance in class or in activities related to courses, evaluations of student performance on theses and practica, site supervisors’ evaluations of student performance in practica, and the codes of ethics noted above. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

In this context, the term “satisfactory progress” refers to an academic judgment made regarding the student’s fitness and performance. It is a judgment that the student has failed to meet program standards rather than a judgment made on the basis of the student’s violation of valid rules of conduct. Disciplinary matters are referred to Student Justice.

**Student Review Process** – If a faculty member believes that a student is not making satisfactory progress or meeting program standards, he or she should discuss the situation with the student. If the faculty member believes that the student’s performance cannot improve to acceptable standards, the faculty member should refer the student to the Program Standards Committee of the appropriate department. The Program Standards Committee consists of three faculty members appointed by the department chair in consultation with the department’s senior faculty.

The Committee will notify the student of the reasons that he or she is not making satisfactory progress or meeting program standards and will give the student an opportunity to meet with the Committee to respond and to present information and witnesses to the committee. The Committee will also meet with the faculty member who referred the student to the Committee. After considering the matter, and within ten working days of meeting with the student, the Committee will report its decision to the student and the department Chair, stating that the student should either remain in or leave the program. The committee may make other decisions, such as placing restrictions or conditions on the student’s continuing in the program. Within ten working days of receiving the Committee’s decision, the student will notify the department Chair of the student’s acceptance or rejection of the committee’s decision. If the student rejects the committee’s decision, he or she may appeal to the department Chair. Within ten working days of receiving the student’s appeal, the Chair will make a decision as to the student’s continued presence in the program. Before making the decision, the Chair will meet with the student. However, the Chair need not meet with the student before making a decision if the student was given a reasonable opportunity to meet, and the student either failed or refused to meet. The Chair will notify the student of the decision.

If the student is dissatisfied with the Chair’s decision, he or she may appeal to the Dean of the appropriate college. However, in order for the Dean to consider an appeal, the student must submit a written notice of appeal to the Chair and the Dean within ten working days of receiving the Chair’s decision. The Dean will consider the matter based on information compiled by the Chair and notify the student of the decision within ten working days of the Dean’s receipt of the appeal from the Chair. The Dean may meet with the student and give the student an opportunity to address the issues. The Dean’s decision is final.
Admission Policies

Individuals applying to this program should have current or past experience in educational roles, although especially in the case of Adult, Professional, and Community Education majors this experience may encompass a broad range of settings, including schools, colleges and universities, business and industry, government, health and human service agencies, and community-based organizations.

The Ph.D. Teaching Faculty Committee will consider the following factors in deciding whether to admit an applicant to the program; strengths in one area may offset shortcomings in another:

- Evidence of a completed master’s degree from an accredited university in an area related to proposed studies, with a grade point average of 3.5 or better on a 4.0 scale for courses applied to the master’s degree.
- Demonstration of interest in a career as an educator and potential to contribute to the advancement of education (broadly defined) through professional leadership, as indicated by:
  - An essay of approximately 500 words in length describing the applicant’s background and professional goals. This should include the rationale for pursuing a doctoral degree and for selecting this program.
  - A possible interview with program faculty.
- Three reference forms, addressing the applicant’s professional and academic background.

Application Deadline

Students who hold acceptable master’s degrees from accredited colleges or universities in education or related fields must submit a Doctoral Program Graduate College Application for Admission to the Office of the Graduate College if they wish to pursue a doctoral degree at Texas State. All application materials must be submitted to the Office of the Graduate College no later than February 1.

Admission Procedures

The application process for admission to the Ph.D. program requires that the following steps be completed by the application deadline. All materials are to be submitted to the Graduate College.

Part I

1. Complete an application for admission using the ApplyTexas form. A link to this application can be found on the home page of the Graduate College (http://www.gradcollege.txstate.edu/).
2. Submit a non-refundable application fee of $40.00, which is required of all degree-seeking students.
3. Submit one official transcript:
   a. Non-Texas State Graduates – From each senior level post-secondary institution attended. These must be mailed directly from the institutions to the Office of the Graduate College. Please check with the Texas college or university you have attended to determine if they submit electronic transcripts to Texas State.
   b. Texas State Graduates – Only need to order transcript from any colleges not listed on the Texas State transcript. The Office of the Graduate College will obtain the Texas State transcript from the Registrar’s office.
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In addition to submitting the Graduate College Application, fee, and transcripts,

1. Submit an essay of approximately 500 words that describes your background and professional goals including your rationale for pursuing a doctoral degree and your reason for selecting this program. (To submit electronically see: http://www.gradcollege.txstate.edu/rqmt.html.)

2. Submit a current resume. (To submit electronically see: http://www.gradcollege.txstate.edu/rqmt.html.)

3. Submit three reference forms. The reference forms may be downloaded from the College of Education Doctoral Program website: http://www.txstate.edu/edphd/ and submitted as hard copies. (To submit electronically at http://www.gradcollege.txstate.edu/rqmt.html, the form will need to be converted to a PDF file once completed. The person submitting the form will need to know your date of birth and the program you are applying to.)

International Applicants

See http://www.gradcollege.txstate.edu/Prospect_Students/Intl_Info.html for additional information regarding submission of TOEFL scores, official diplomas, and an additional one-time $50 International Evaluation.

Financial Aid

Doctoral assistantships are available to qualified candidates. Please see the Ph.D. program website (http://www.txstate.edu/edphd/) or contact the Doctoral Program Director for more information about assistantships and the degree program. Please see the Graduate College website for information on scholarship opportunities (http://www.gradcollege.txstate.edu/Prospect_Students/Fin_Grad_Ed.html).

Course Work

Academic Guidance

During the first year, the student will be assigned an Academic Program Mentor. The Academic Program Mentor will work with the student to develop a program of study, and provide general academic and career-related advisement to the student. The Doctoral Program Director, acting in the role of Graduate Advisor for the program, will submit all recommendations for the program of study and results of programs examinations to the Dean of the Graduate College for approval. The Dean of the Graduate College has final approval on all recommendations from the Doctoral Program Director.

A dissertation advisor must be selected by the time a student takes the Comprehensive Examination; a complete dissertation committee must be formed prior to presenting a dissertation proposal for defense.

Semester Hour Requirements

The student must complete 51 semester hours of graduate work to meet the minimum requirements for advancement to candidacy and then a minimum of 12 hours of dissertation courses to complete the degree for a minimum of 63 hours. In some cases, a student may need to complete additional hours before being allowed to advance to candidacy. The student must have satisfied the residency requirement of 18 graduate credit hours.
Degree Audit

The Ph.D. in Education offers majors in School Improvement or Adult, Professional, and Community Education. In the first semester that a student enrolls for doctoral study, the student should confer with his/her graduate advisor and prepare a Degree Audit for their program. Doctoral Degree Audits are tailored with the individual student in mind. It is therefore possible for the individual Degree Audit to exceed the number of degree hours identified in the catalog.

Course Work Requirements

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>18</td>
</tr>
<tr>
<td>Major</td>
<td>12</td>
</tr>
<tr>
<td>Directed Applied Study</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>9</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td><strong>Course Work Total</strong></td>
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<tr>
<td>Dissertation</td>
<td>12</td>
</tr>
<tr>
<td><strong>Degree Total</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>

Core Courses: 18 hours

**Semester One**
- ED 7311 Educational Philosophy in a Social Context
- ED 7364 Team Development in Education

**Semester Two**
- ED 7312 Leadership and Organizational Change
- ED 7315 Models of Inquiry: Understanding Epistemologies

**Semester Three**
- ED 7313 Advanced Studies in Adult Learning and Development
- ED 7314 Community Development for Educators

Major Courses: 12 hours

**Adult, Professional, and Community Education**
- ADED 7325 Teaching Adults: Principles and Practices
- ED 7321 Historical Foundations and Contemporary Issues in Lifelong Learning
- ED 7322 Human Resource and Professional Development
- ED 7324 Problems and Strategies in Program Planning Seminar
School Improvement

ED 7331 Foundations of School Improvement  
ED 7332 Facilitating School Improvement  
ED 7333 Curriculum and Instructional Leadership  
ED 7334 Models of Educational Assessment

Applied Study: 3 hours

ED 7341 Dissertation Proposal Development

Research Courses: 9 hours

Six hours from:
ED 7351 Beginning Quantitative Research Design and Analysis  
ED 7352 Beginning Qualitative Design and Analysis

And three hours from:
ED 7353 Intermediate Quantitative Research Design and Analysis  
OR  
ED 7354 Intermediate Qualitative Design and Analysis

Electives: (9 hours)

Courses from several College of Education departments are approved as prescribed electives and are listed below. The College of Education and the Dean of the Graduate College may approve additional electives. Students should contact the Doctoral Program Director for additional electives.

ADED 7325 Teaching Adults: Principles and Practices  
ADED 7337 Adult Literacy  
ADED 7342 Adult English as a Second Language Methods and Materials  
ADED 7343 Organizational Learning and Development  
ADED 7344 Multicultural Perspectives in Postsecondary Ed. and Adult Ed.  
ADED 7345 Current Issues in Adult, Continuing, and Professional Education  
CI 7326 Grant Development and Management  
CI 7378 Independent Study*  
CI 7389 General Topics in Curriculum and Instruction  
CI 7389A Topics in Instructional Technology  
CI 7389B Topics in Reading Leadership  
COMM 7329A Graduate Seminar in Instructional Communication  
COUN 7335 Higher Education Leadership and Organizational Development  
COUN 7339 Foundations of Higher Education Administration  
COUN 7340 College Student Development: Theory and Practice  
DE 7325 Advising Developmental Students  
DE 7324 Teaching Learning Strategies and Critical Thinking  
DE 7375 The Underprepared Learner in Postsecondary Education  
DE 7321 The Community College  
ED 7111 Collaborative Inquiry Project, Phase I: Field-Based Assessment & Planning  
ED 7112 Collaborative Inquiry Project, Phase II: Field-Based Implementation  
ED 7113 Collaborative Inquiry Project, Phase III: Field-Based Evaluation  
ED 7345 Human Resources and Instructional Management
ED 7347  The Superintendency
ED 7349  School Finance and Business Management
ED 7350  Methods of Research in Education
ED 7355  Non-Parametric Research Design and Analysis
ED 7357  Advanced Study in Action Research
ED 7358  Theoretical and Conceptual Frameworks in Qualitative Research
ED 7359  Seminar in Quantitative Research
ED 7361  Understanding People: Professional Development
ED 7362  Supervision of Instruction
ED 7363  Curriculum Design
ED 7364  Team Development in Education
ED 7365  Cross-cultural Leadership in Education
ED 7371  Anthropology and Education
ED 7372  The Emotions of Leading, Teaching, and Learning
ED 7378  Problems in Education
ED 7390  Survey Research and Scale Development
EDCL 7344  Campus Leadership
EDCL 7351  Instructional Models
EDCL 7387  Field Practicum, Part I
EDCL 7388  Field Practicum, Part II
HHR 7335  Internet Based Multimedia Distance Education in Health and Public Service
HR 7375  Aquatic Health Ecology and Human Disease
REC 7378  Independent Study*
REC 7389  General Topics in Health, Physical Education, and Recreation
REC 7389A  Current Issues in the Admin of Recreation and Leisure Services
REC 7389B  Current Issues in Recreation and Leisure Services

*Repeatable for credit with the Doctoral Program Director’s permission.

Dissertation Courses: (12 hours minimum)

ED 7199A  Dissertation in Education-Adult, Professional, and Community Education
ED 7199B  Dissertation in Education-School Improvement
ED 7399A  Dissertation in Education-Adult, Professional, and Community Education
ED 7399B  Dissertation in Education-School Improvement
ED 7699A  Dissertation in Education- Adult, Professional, and Community Education
ED 7699B  Dissertation in Education-School Improvement
Advancement to Candidacy

Application for Advancement to Candidacy

Doctoral students will need to be advanced to candidacy within five years of initiating Ph.D. course work. Students need to indicate their intent to advance to candidacy during the semester they complete the 51 hours of required course work. The Application for Advancement to Candidacy form may be obtained from the Doctoral Program website: http://www.txstate.edu/edphd/. The Doctoral Program Director will then submit the completed forms to the Dean of the Graduate College for review.

Advancement to Candidacy Time Limit

No credit will be applied toward the doctoral degree for course work completed more than five years before the date on which the student is advanced to candidacy. This time limit applies toward credit earned at Texas State as well as credit transferred to Texas State from other accredited institutions.

Requests for a time extension must be submitted to the Doctoral Program Director, who in turn, submits a recommendation to the Dean of the Graduate College.

Grade-Point Requirements for Advancement to Candidacy

To be eligible for advancement to candidacy, the student must have a minimum GPA of 3.0. No grade earned below a “B” on any graduate course may apply toward a Ph.D. at Texas State. Incomplete grades must be cleared through the Office of the Graduate College before a student can be approved for advancement to candidacy.

Comprehensive Examination

The doctoral students in the Ph.D. in Education program are required to pass a comprehensive examination in which the student must integrate knowledge from core and concentration courses to solve a problem that the student is likely to encounter in a professional work setting. Arrangements for comprehensive examinations are made through the Director of the Ph.D. Program and the dissertation advisor. The results of the examination must be filed in the Office of the Graduate College before the Dean of the Graduate College gives final approval of advancement to candidacy. The CLAS Department is responsible for submitting the reports to the Office of the Graduate College.

Dissertation Proposal

The dissertation proposal must be successfully defended and approved by the Dean of the Graduate College before a student can be advanced to candidacy. Information about the dissertation procedures can be found in the “Dissertation Research and Writing” section of this catalog.

Recommendation for Advancement to Candidacy

The Dissertation Committee recommends the applicant for advancement to candidacy to the Doctoral Program Director, the Department Chair, and the Dean of the Graduate College. The Dean of the Graduate College certifies the applicant for advancement to candidacy once all requirements have
been met. To be eligible for admission to candidacy the student must have successfully completed the comprehensive exam, completed all coursework, and successfully defended the dissertation proposal.

Dissertation Research and Writing

All doctoral students are required to complete a dissertation. The dissertation must be an original contribution to scholarship and the result of independent investigation in a significant area. Preparation of the dissertation must follow the latest edition of *Publication Manual of the American Psychological Association*.

Dissertation Enrollment Requirements

**Enrollment.** Any time a student is receiving official guidance on the dissertation, the student must be enrolled in a dissertation course. A student must maintain continuous enrollment in dissertation hours every semester from the time they advance to candidacy until the dissertation is defended and approved. If a student is receiving supervision on the dissertation during the summer or the student is graduating during the summer, the student must be enrolled in dissertation hours for the summer. All candidates for graduation must be enrolled in dissertation hours during the semester in which the degree is to be conferred.

Students will normally register for at least three credit hours of dissertation. With the approval of the dissertation chair and the program director, they may be allowed to register for one hour of credit (ED 7199A or ED 7199B) when working less intensely on the dissertation (more detailed explanation available from the program director). Approval is not needed to register for ED 7199A or ED 7199B in the summer. This one-credit course is ordinarily repeatable for only three times during fall or spring semesters.

Adult, Professional, and Community Education majors will enroll in ED 7199A, ED 7399A, or ED 7699A. School Improvement majors will enroll in ED 7199B, 7399B, or 7699B.

**Hours.** Students must complete a minimum of 12 semester hours of dissertation research and writing credit.

Fee Reduction

A doctoral degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A, Education Code, Section 54.054. Please refer to the section titled *Fee Reduction* in the Additional Fees and Expenses chapter of this catalog for more information.

Dissertation Time Limit

Students are expected to complete the dissertation within five years of advancement to candidacy. The Dissertation Committee will review the student’s progress annually.

Dissertation Advisor and Committee

A Dissertation Committee must be formed to oversee the research and writing of the dissertation. The Dissertation Committee will include a dissertation advisor and a minimum of three additional committee members.
The members must be chosen from qualified Ph.D. faculty. The dissertation advisor will chair the Dissertation Committee and must be from the College of Education. The committee members must be selected in consultation with the dissertation advisor. At least two members of the dissertation committee must be from Counseling, Leadership, Adult Education, and School Psychology. No more than one of the four required members of the committee should be someone external to the University (either a practitioner or a faculty member from another university approved as adjunct doctoral faculty). The Doctoral Program Director, the Department Chair, and the Dean of the Graduate College must approve the dissertation advisor and committee members.

Committee Changes

Any changes to the Dissertation Committee must be submitted for approval to the Dissertation Advisor, the Doctoral Program Director, the Department Chair, and the Dean of the Graduate College. Changes must be submitted no less than sixty days before the final dissertation defense. The “Ph.D. Research Advisor/Committee Change Request Form” may be obtained from the Doctoral Program website: http://www.txstate.edu/edphd/.

Dissertation Proposal

Students must submit the dissertation proposal and one copy of the official “Ph.D. Dissertation Proposal Form” to the Dissertation Advisor. Guidelines that discuss the purpose of the proposal, its preparation, its format, and procedures for its presentation and defense are available from the Program Director. After defending the dissertation proposal and obtaining committee members’ signatures, the student must submit the dissertation proposal and dissertation proposal form to the Program Director for signature. The form also requires evidence of the IRB approval for any research involving human subjects. The Program Director will then forward the dissertation proposal and form through the Department Chair, to the Dean of the Graduate College for final approval. Final approval must be received before proceeding with research on the dissertation. The Ph.D. Dissertation Proposal Form may be obtained from the Office of the Graduate College or the Doctoral Program website: http://www.txstate.edu/edphd/; proposal guidelines are also available at the website or from the Doctoral Program Director.

Defense of the Dissertation Proposal

Students must defend the dissertation proposal in a meeting that begins with a public presentation and continues with an oral examination by the Dissertation Committee. The examination will address the proposed dissertation topic (problem definition and scope), research method, and relevant literature. The Dissertation Committee must sign the “Defense of the Dissertation Proposal Form” to indicate approval and then submit the form for the signature of the Doctoral Program Director and the Department Chair. The approved Defense of the Dissertation Proposal Form must be forwarded to the Dean of the Graduate College. The dissertation proposal must be approved and the Defense of the Dissertation Proposal Form must be on file in the Office of the Graduate College before any student can be advanced to candidacy.

Defense of the Dissertation

Students must pass the final oral examination that covers the dissertation and the general field of the dissertation. Students must defend the dissertation in a meeting that begins with a public presentation and continues with an oral exam by the Dissertation Committee. Before scheduling the final
oral exam, the student must have received approval of the Dissertation Chair. A completed dissertation defense report must be submitted according to the schedule posted by the Dean of the Graduate College and no later than ten days before the date of graduation.

Approval and Submission of the Dissertation and Abstract

The approval of the dissertation and abstract requires positive votes from the Dissertation Advisor and from a majority of the Dissertation Committee members. Refer to the Graduate College Guide to Preparing and Submitting a Thesis or Dissertation for specific guidelines regarding submission of the Dissertation. The document may be submitted to the Graduate College and Library in either electronic or hard copy form. The student is encouraged to submit a hard copy to the Department.

Courses Offered

Adult Education (ADED)

ADED 7325 Teaching Adults: Principles and Practices. (3-0) Seminar that addresses methods and techniques for effective instruction of adults across a variety of settings and content. Emphasis on concepts, theories, and principles relevant to the selection use, and evaluation of instructional strategies. Participants will have an opportunity to practice strategies that expand their teaching repertoires.

ADED 7337 Adult Literacy. (3-0) The course is designed to provide students with a broad foundation about the needs of undereducated adults, including adult English language learners. Students will analyze and evaluate adult literacy legislation, instruction, research, and delivery systems.

ADED 7342 Adult English as a Second Language Methods and Materials. (3-0) This course reviews traditional and contemporary adult language teaching methodologies. It focuses on the design of lessons that integrate listening, speaking, reading, writing, culture and all language skills. This class provides strategies for choosing, adopting, and adapting textbooks that integrate teaching materials appropriate to different adult language learning settings.

ADED 7343 Organizational Learning and Development. (3-0) The course addresses a range of topics, including the effects of change, methods or organizational change, and factors influencing organizational development success. Students learn the roles of internal and external organizational development consultants, tools, and processes for helping organization members identify problems, gather and analyze information, and implement solutions.

ADED 7344 Multicultural Perspectives in Postsecondary Education and Adult Education. (3-0) This seminar covers a broad range of topics related to diversity within postsecondary and adult education. Course readings and projects relate to a wide variety of settings including colleges and universities, adult literacy programs, the workplace, and community based organizations. Students who have completed ADED 5344 may not take this course for doctoral credit.

ADED 7345 Current Issues in Adult, Continuing and Professional Education. (3-0) A seminar style course focusing on current issues in continuing and professional education including research and professional practice. Specific emphasis will vary depending on changes in contemporary issues. Students who have completed ADED 5345 may not take this course for doctoral credit.
Communications (COMM)

COMM 7329A Graduate Seminar in Instructional Communication. (3-0) This course will focus on where the three disciplines of pedagogy (teaching), educational psychology (learning), and communication intersect. We will examine numerous communication variables and the programs of research yielded from these variables. We will also examine and practice a variety of instructional communication methods and strategies.

Education (ED)

ED 7111 Collaborative Inquiry Project, Phase I: Field-Based Assessment and Planning. (1-0) This course involves the selection of a problem for study in the field. Students will gather and analyze needs assessment data and design an action plan for field-based research. This course is taken concurrently with ED 7511.

ED 7112 Collaborative Inquiry Project, Phase II: Field-Based Implementation. (1-0) This course requires students to implement an action plan to solve a problem in the field that has been selected in ED 7111. Prerequisites: ED 7111 and ED 7511 or instructor’s permission.

ED 7113 Collaborative Inquiry Project, Phase III: Field-Based Evaluation. (1-0) This course involves the collection and analysis of data as part of a field-based action research project. Students will gather, analyze, and interpret a variety of data and prepare a written report on a field-based research project. Prerequisites: ED 7111, ED 7112, ED 7511, or instructor’s permission.

ED 7199A Dissertation in Education-Adult, Professional and Community Education. (1-0) Original research and writing in Education-Adult, Professional and Community Education, to be accomplished under direct supervision on the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled. Graded on a credit (CR), no-credit (F) basis.

ED 7199B Dissertation in Education-School Improvement. (1-0) Original research and writing in Education-School improvement, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled. Graded on a credit (CR), no-credit (F) basis.

ED 7310 Instructional Roles in Counseling, Leadership, Adult Education & School Psychology. (3-0) This seminar is intended to prepare graduate teaching and instructional assistants in the CLAS Department to function effectively in various instructional and instructional support roles. Required for first-year teaching assistants and GIAs. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on credit (CR), no-credit (F) basis.

ED 7311 Educational Philosophy in a Social Context. (3-0) This course examines the philosophical foundations of education from the time of Plato through current writings. It frames these foundations through the lens of educational challenges of today. Readings include classical and current writings.

ED 7312 Leadership and Organizational Change. (3-0) This course will familiarize students with different perspectives on organizations, different paradigms by which they might be viewed, and a survey of research done on organizations, organizational leadership and change.

ED 7313 Advanced Studies in Adult Learning and Development. (3-0) This advanced seminar will examine research and theoretical literature on a variety of topics including: characteristics of adult learners; models of adult cognitive and psychosocial development; adult cognition, memory, and intelligence; and principles for facilitating adult learning.

ED 7314 Community Development for Educators. (3-0) Examines models and methods of community development as relevant to the practice and scholarship of formal and non-formal education.
ED 7315 Models of Inquiry: Understanding Epistemologies. (3-0) This course examines the philosophies informing different research epistemologies, and examples of how these can be actualized methodologically. Philosophies to be analyzed include feminism, and race-based theory. This course will help students see the multiple possibilities for conducting research.

ED 7321 Historical Foundations and Contemporary Issues in Lifelong Learning. (3-0) Examines historical and philosophical foundations for the study and practice of adult, professional, and community education in formal and non-formal settings; and contemporary issues surrounding lifelong learning and education in a “learning society.” Prerequisites: Core courses or instructor’s permission.

ED 7322 Human Resource and Professional Development. (3-0) Examines the methods, practices, and issues of facilitating learning related to occupational, professional, and volunteer roles. Prerequisites: Core courses or instructor’s permission.

ED 7323 Community/Organizational Leadership and Management. (3-0) Examines issues and strategies related to the operation and delivery of educational programs in post-secondary, adult, and community settings. Prerequisites: Core courses or instructor’s permission.

ED 7324 Problems and Strategies in Program Planning Seminar. (3-0) Addresses principles and procedures, issues and trends, utilization of assessment, goal setting, and other effective strategies for developing learning opportunities and programs responsive to human, professional, and community needs. Prerequisites: Core courses or instructor’s permission.

ED 7326 Theoretical Foundations of Educational Policy, Politics and Practice. (3-0) This course examines the historical and theoretical underpinnings informing educational policy, politics and social justice. It addresses both the micro and macro levels of the context, values, and cultural norms guiding policy and practice in a democratic society. Prerequisites: ED 7311, ED 7312, and ED 7313.

ED 7327 Education Policy Development. (3-0) This course equips students with the skills needed to analyze the origins and consequences of existing policy and to play active roles in policy development for educational equity and social justice. Prerequisite: ED 7326.

ED 7328 Research and Analysis in Education Policy. (3-0) This course engages students in a field-based educational policy research project using quantitative and qualitative techniques. Students will develop their skills to identify policy issues, gather and analyze data, and draw conclusions, and disseminate findings. Prerequisites: ED 7326, ED 7327, ED 7351, and ED 7352.

ED 7329 Field-Based Experience in Educational Policy. (3-0) This course provides field-based practice in policy analysis and development from a democratic and social justice perspective. With guidance from a university faculty supervisor and site mentor, the student will develop and implement a policy project related to democracy and social justice. Prerequisite: ED 7328.

ED 7331 Foundations of School Improvement. (3-0) Examines school improvement efforts from philosophical, political, psychological, cultural, ethical, and technological foundations. Prerequisites: Core courses or instructor’s permission.

ED 7332 Facilitating School Improvement. (3-0) Examines school culture, schools as learning communities, the change process, and research-based school improvement models, with experiential applications. Prerequisites: Core courses or instructor’s permission.

ED 7333 Curriculum and Instructional Leadership. (3-0) Examines the relationship between curriculum, instructional improvement, and teacher development, with experiential applications. Prerequisites: Core courses or instructor’s permission.

ED 7334 Models of Educational Assessment. (3-0) Includes assessment of student learning at the individual, classroom, school, and system level; teacher assessment; and program assessment. Prerequisites: Core courses or instructor’s permission.

ED 7341 Dissertation Proposal Development. (3-0) In this course, students approaching dissertation stage meet in a seminar designed to help them clarify their research problem and develop a preliminary proposal for the dissertation. Prerequisites: Core and Concentration Courses. Beginning quantitative and qualitative research courses. One intermediate research course completed or instructor’s permission.
ED 7345 Human Resources and Instructional Management. (3-0) This course focuses on the twin areas of human resource administration and instructional improvement. Topics addressed include legal requirements for personnel management, staff supervision, appraisal, and development, curriculum planning and alignment and student assessment. Students taking the course will complete an original research project under the instructor’s direction.

ED 7347 The Superintendency. (3-0) This course addressed issues critical to superintendents in Texas. These include leadership, leadership assessment, school board relations, and other governance issues, management strategies, the role of public education in a democratic society, and professional ethics. Students taking the course will complete an original research project under the instructor’s direction.

ED 7349 School Finance and Business Management. (3-0) This course focuses on the financing of public schools. Students will examine the school budgeting process, sources of school revenues, principals of taxation, methods of school fund accounting, and techniques of business management. Students taking the course will complete an original research project under the instructor’s direction.

ED 7350 Methods of Research in Education. (3-0) This course provides an introduction to the design and analysis of quantitative and qualitative research in education. Topics included are quantitative research design, measurement, and statistical analysis. From a qualitative perspective, the course provides an introduction to the various qualitative modes of inquiry relevant to education.

ED 7351 Beginning Quantitative Research Design and Analysis. (3-0) Includes descriptive statistics; sampling techniques; statistical inference including the null hypothesis, significance tests, and confidence intervals; and causal-comparative analyses, including t-test and ANOVA. Prerequisites: Core and Concentration courses or instructor’s permission.

ED 7352 Beginning Qualitative Design and Analysis. (3-0) Introduces the qualitative paradigm. Includes distinctive features, alternative qualitative traditions, purposeful sampling, common data collection methods, inductive analysis, the role of the researcher, and evaluating qualitative research. Prerequisites: Core and Concentration courses or instructor’s permission.

ED 7353 Intermediate Quantitative Research Design and Analysis. (3-0) This course focuses on issues in the design and implementation of quantitative research. Topics include ANOVA, ANCOVA, and MANOVA, correlation analysis, regression analysis, nonparametric tests, and relationships between experimental designs and statistical analysis techniques. Prerequisite: ED 7351 or instructor’s permission.

ED 7354 Intermediate Qualitative Design and Analysis. (3-0) Focuses on issues in design and implementation of qualitative research. Topics include influence of alternative traditions, literature in qualitative research, access to the field and ethical issues, researcher-participant relationships, purposeful sampling strategies, inductive analysis procedures, developing theory, and reporting research. Prerequisite: ED 7352 or instructor’s permission.

ED 7355 Non-Parametric Research Design and Analysis. (3-0) This course is designed to address problems in education in situations where the sample size collected is small, categorical in nature, of non-parametric research design and statistical methods are covered in detail.

ED 7357 Advanced Study in Action Research. (3-0) This course examines underlying theory, practice, skills, and issues in action research. Conducting research in the area of action research is also addressed. This course is an appropriate elective for majors in School Improvement or Adult, Professional and Community Education.

ED 7358 Theoretical and Conceptual Frameworks in Qualitative Research. (3-0) Advanced study in the historical, philosophical, conceptual, and theoretical underpinnings of qualitative research.
ED 7359 Seminar in Quantitative Research. (3-0) This course is a small group seminar that focuses on analytic strategies specific to the doctoral student’s dissertation topic. Examples include structural equation modeling, hierarchical linear modeling, log linear modeling, non-parametric analyses, factor analysis, factorial analysis of variance, and other multivariate statistical methods. Prerequisites: ED 7351 and 7353.

ED 7361 Understanding People: Professional Development. (3-0) Fundamental issues related to development of personnel. Knowledge of staff appraisal, adult learning and development, and staff development. Focus on professional development in K-12 schools. Students who have completed EDA 5345 may not take this course for doctoral credit.

ED 7362 Supervision of Instruction. (3-0) Concepts of curriculum and instructional models for schools will be developed. Factors such as curriculum leadership and instructional improvement are considered as part of the internal environment. An emphasis will be placed on supervision knowledge, skills, and tasks. Students who have completed EDA 5348 may not take this course for doctoral credit.

ED 7363 Curriculum Design. (3-0) Theory and practice in planning for curriculum needs assessment, development, implemientation, and evaluation. Focus on K-12 school curricula. Students who have completed EDA 6342 may not take this course for doctoral credit.

ED 7364 Team Development in Education. (3-0) This course addresses the development and use of educational teams to improve educational organizations, teaching, and learning. Because of its focus on education, it is recommended only for doctoral students preparing for careers in educational settings.

ED 7365 Cross-cultural Leadership in Education. (3-0) Students will work as a team to undertake a research study of leadership across cultures in the U.S. and Mexico. Students must be accepted in the Education Ph.D. program. Fluency in Spanish is preferred.

ED 7371 Anthropology and Education. (3-0) This course introduces the student to the basic concepts in anthropology and education and sketches the application of these concepts. It explores the research in anthropology and education with relevance to both K-12 schools and other, more general educational settings. The course is an appropriate elective for Education Ph.D. majors.

ED 7372 The Emotions of Leading, Teaching, and Learning. (3-0) This course offers an introduction to theories of emotion, leading, teaching, and learning as interconnected fields. Students in this course will achieve a theoretical grounding that will deepen their understandings of the relationship of emotion to all of these important human endeavors. This course will be of interest of practitioners, researchers, and/or theorists.

ED 7378 Problems in Education. (3-0) Individual problems or topics will be designed and completed to emphasize selected areas of study. May be repeated for additional credit at the discretion of the program coordinator.

ED 7379 Independent Study. (3-0) Individual problems or topics will be designed and completed to emphasize selected areas of study in the Counseling, Leadership, Adult Education & School Psychology Department. May be repeated for additional credit at the discretion of the program coordinator.

ED 7389 Topics in Counseling, Leadership, Adult Education & School Psychology. (3-0) Topics vary and include the study of leadership issues related to Counseling, Leadership, Adult Education and School Psychology. Not repeatable for credit.

ED 7389A Theological Issues in Education. (3-0) This course focuses on theological issues in education. Informed by the disciplinary structures of curriculum theory, this seminar course convokes a community of scholars and practitioners in thoughtful dialogue and study that takes up questions of spiritual, moral, and theological issues within education in a pluralistic society.
ED 7389C Advanced Theory in Qualitative Research. (3-0) This course features advanced study in qualitative research methods. The course studies such methods as ethnography, case study, phenomenology, narrative analysis, post-qualitative research, grounded theory, or more advanced qualitative research in general and their constitutive field techniques. Prerequisites: Intro. to Qualitative Research and Intermediate Qualitative Research

ED 7389D Advanced Theory in Qualitative Research: Narrative Research. (3-0) The purpose of this course is to explore the possibilities of narrative research. The course will provide an overview of narrative inquiry, look at various theories and corresponding examples of research, and explore, analyze, and interpret data using narrative methods. Prerequisites: Intro. to Qualitative Research and Intermediate Qualitative Research

ED 7389E Mexican Perspectives on Mexico-U.S. Immigration. (3-0) The course gives U.S. educators an understanding of Mexican to U.S. immigration from Mexican women’s perspectives. Students will read background information and visit Mexico where through lectures, field interviews, and field visits, they will view immigration from the “other side”. They will analyze and write up data when they return.

ED 7389L Writing for Publication. (3-0) Students will hone their writing skills. Students will work individually and in groups, getting feedback from other students and the instructor. Topics include APA style, getting started, first drafts, polishing and tightening, re-writing, submitting a manuscript, responding to feedback/reviews and more.

ED 7390 Survey Research and Scale Development. (3-0) This course provides the technical information necessary to design and conduct a quantitative or mixed-method survey research project. The course is divided into three sections: 1) the details of scale development; 2) details of sample selection and survey delivery systems, and 3) data analysis, writing, and presenting results effectively.

ED 7299A Dissertation. (3-0) Original research and writing in Adult, Professional, and Community Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

ED 7299B Dissertation. (3-0) Original research and writing in School Improvement, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

ED 7399A Dissertation. (3-0) Original research and writing in Adult, Professional, and Community Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

ED 7399B Dissertation. (3-0) Original research and writing in School Improvement, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

ED 7599A Dissertation. (3-0) Original research and writing in Adult, Professional, and Community Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

ED 7599B Dissertation. (3-0) Original research and writing in School Improvement, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.
ED 7699A Dissertation. (6-0) The student conducts original research and writing in Adult, Professional, and Community Education, guided by the direct supervision of the dissertation chair. While conducting dissertation research and writing, students must be continuously enrolled. The course is graded on a credit (CR), progress (PR) or no-credit (F) basis.

ED 7699B Dissertation. (6-0) Students produce a dissertation under direct supervision of dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled. This course is graded on a credit (CR), progress (PR), or no-credit (F) basis. Prerequisites: Core, Concentration, and Methodology courses or instructor’s permission.

ED 7999A Dissertation. (3-0) Original research and writing in Adult, Professional, and Community Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

ED 7999B Dissertation. (3-0) Original research and writing in School Improvement, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

Educational Leadership (EDCL)

EDCL 7100 Educational Leaders’ Continuing Professional Development. (1-0) This course provides state-of-the-art continuing professional development for in-service, non-degree seeking educational leaders. New topics will be addressed with each offering. The course may be repeated as necessary.

EDCL 7344 Campus Leadership. (3-0) Develops the skills needed as a practitioner in elementary and secondary schools, focusing on the role and functions of the principal as a leader. Activities lead participants to practice skill development in evaluation processes, student activity programs, staffing patterns, site-based decision-making, community relations, accounting procedures, as well as other skills. Prerequisites: All Level I core courses, and EDCL 6342, 6343, 6348, or permission of the instructor.

EDCL 7348 Public School Law. (3-0) Examines constitutional provision, statutory laws, court decisions, and regulations governing public schools, with reference to state and federal relationships. Participants develop skills in researching and interpreting law, policy development and impact on public schools and communities. (Note: Students who took EDCL 6348 may not repeat this course for doctoral credit.)

EDCL 7351 Instructional Models. (3-0) Characteristics of effective Pre-K through 12 teaching are identified and correlated with learning theories and their corresponding instructional models. Matching instruction to the needs of learners and integrative approaches are emphasized. Students who have completed EDCL 6351 may not take this course for doctoral credit.

EDCL 7387 Field Practicum, Part I. (3-0) Students seeking Principal Certification must complete this field-based 2 semester internship focusing on actual experiences with each of the state standards. The practicum provides opportunities to plan, produce, participate in, and reflect upon campus leadership. (Note: Students who took EDCL 6387 may not repeat these courses for doctoral credit.)

EDCL 7388 Field Practicum Part II. (3-0) Students seeking Principal Certification must complete this field-based 2-semester internship focusing on actual experiences with each of the state standards. The practicum provides opportunities to plan, produce, participate in, and reflect upon campus leadership. (Note: Students who took EDCL 6388 may not repeat these courses for doctoral credit.)
Healthcare Human Resources (HHR)

HHR 7335 Internet Based Multimedia Distance Education in Health & Public Service. (3-0) Issues and policies important in the analysis and improvement of Internet based distance education. U.S. law and international policies related to accessibility of Internet resources for special populations will be examined. Students will have hands on activities in the preparation of multimedia modules for distance education.

Health Research (HR)

HR 7375 Aquatic Health Ecology and Human Disease. (3-0) Examines health consequences of human-environment interaction and aquatic pollution. Includes examination of bacterial and toxic aquatic agents and their relation to human disease. The control of communicable and noninfectious diseases from water resources will be examined. Epidemiologic principles important to research in water-borne human disease will be studied.

Recreation (REC)

REC 7378 Independent Study. (3-0) Individual problems or topics will be designed and completed to emphasize selected areas of study in the Health, Physical Education, Recreation, and Dance Department. May be repeated for additional credit at the discretion of the program coordinator.

REC 7389 General Topics in Health, Physical Education, Recreation, and Dance. (3-0) Topics vary and include the study of leadership issues related to Recreation and Leisure Services, Health Education, and Physical Education. Not repeatable for credit.

REC 7389A Current Issues in the Administration of Recreation and Leisure Services. (3-0) Topics vary and include the study of leadership issues related to Recreation and Leisure Services. Philosophical and historical foundations of recreation, leisure, and play with the intent of providing students a leadership base upon which to interpret the recreation and leisure services profession.

REC 7389B Current Issues in Recreation and Leisure Services. (3-0) The purpose of this course is to develop an increased understanding of current issues in the fields of health, physical education, and recreation in order to be more effective leaders of educational organizations.

Student Affairs in Higher Education (SAHE)

7335 Higher Education Leadership and Organizational Development (3-0) This course is structured to provide an examination of the role of leadership in higher education through the study of leadership and organizational theory. Students will be prepared to utilize their knowledge of leadership theories and models to provide a foundation and accompanying strategies for teaching leadership to college students.

7339 Foundations of Higher Education Administration (3-0) This course is intended to provide students with an understanding of the historical, philosophical, sociological, organizational, and political foundations upon which the field of higher education administration is based.

7340 College Student Development: Theory and Practice (3-0) This course seeks to provide in-depth understanding of developmental needs and issues of college and university students, identifies ways to enhance learning by considering developmental and environmental effects, and offers practice in creating learning opportunities that consider developmental needs.
Graduate Faculty

Core Doctoral Faculty/Dissertation Committee Chair

Beck, John James, Jr., Distinguished Professor Emeritus of Counseling, Leadership, Adult Education, and School Psychology. B.S., Texas State University-San Marcos; B.S., University of Washington; M.A.T., Ph.D., University of Nebraska.


Carpenter, Stan, Dean of the College of Education and Professor of Counseling, Leadership, Adult Education, and School Psychology. B.S., Tarleton State University; M.S., Texas A&M University-Commerce; Ph.D., University of Georgia.

Caverly, David Charles, Professor of Curriculum and Instruction. B.Ed., University of Toledo; M.Ed., Kent State University; Ph.D., Indiana University.

Coryell, Joellen, Assistant Professor of Counseling, Leadership, Adult Education, and School Psychology. B.A., University of Illinois at Urbana-Champaign; M.Ed., Texas State University-San Marcos; Ph.D., Texas A&M University.

Furney, Steven Reed, Professor of Health Education. B.S., Texas A&M University; M.Ed., University of Houston; Ed.D., University of Tennessee.

Gordon, Stephen P., Professor of Counseling, Leadership, Adult Education, and School Psychology. B.S.Ed., Bowling Green State University; M.S.Ed., Wright State University; Ed.D., University of Georgia.

Guajardo, Miguel, Associate Professor of Counseling, Leadership, Adult Education, and School Psychology. B.S.Ed., M.Ed., Ph.D., The University of Texas at Austin.

Huling, Leslie Leigh, Professor of Curriculum and Instruction. B.A., Angelo State University; M.S., University of North Texas; Ed.D., Texas Tech University.

Jacobs, Jennifer, Assistant Professor of Counseling, Leadership, Adult Education, and School Psychology. B.S., Pennsylvania State University; M.A., George Mason University; Ph.D., Florida State University.

Lloyd, Lisa, Associate Professor of Health and Human Performance and Associate Dean of the College of Education. B.E.S.S., Texas State University-San Marcos; M.A., University of Alabama; Ph.D., University of Alabama.

Murray, Tinker Dan, Professor of Physical Education. B.S., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., Texas A&M University.


Payne, Emily Miller, Associate Professor of Curriculum and Instruction, and Director of the Center for Initiatives in Education. B.A., The University of Texas at Austin; M.A.T., Ed.D., New Mexico State University.

Price, Larry, Professor of Research Methods and Statistics. B.S., M.A., Texas State University-San Marcos; Ph.D., Georgia State University.

Reardon, Robert, Associate Professor of Counseling, Leadership, Adult Education, and School Psychology. B.S., University of North Carolina at Chapel Hill; M.S., North Carolina State; Ph.D., University of Georgia.

Ross-Gordon, Jovita M., Professor of Counseling, Leadership, Adult Education, and School Psychology. B.S., M.A., Northwestern University; Ed.D., University of Georgia.

Scheuermann, Brenda Kay, Professor of Curriculum and Instruction, Special Education Programs. B.S., Illinois State University; M.A., Ph.D., The University of Texas at Austin.

Waite, Duncan, Professor of Counseling, Leadership, Adult Education, and School Psychology. B.A., University of Michigan; M.A., Ph.D., University of Oregon.

Webber, Jo, Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., The University of Texas at Austin.

Associate Doctoral Faculty
Dissertation Committee Member/Teaching Faculty

Awoniyi, Stephen A., Associate Professor of Recreation Administration. B.S., M.S., Ahmadu Bello University; M.S., California State University-Sacramento; Ph.D., Indiana University.

Battle, Jennifer Lee Sutton, Professor of Curriculum and Instruction. B.A., Southern Methodist University; M.A., University of Wyoming; Ph.D., The University of Texas at Austin.

Beckenbach, John Anthony, Associate Professor of Counseling, Leadership, Adult Education, and School Psychology. B.S., Southern Illinois University; M.A., University of South Dakota; Ed.D. Northern Illinois University.

Bond, Nathan, Associate Professor of Curriculum and Instruction. B.A., Baylor University; M.A., Ph.D., The University of Texas at Austin.

Davis, Barbara Hatter, Professor of Curriculum and Instruction. B.A., Texas State University-San Marcos; M.A., University of Texas at San Antonio; Ed.D., Texas Tech University.

Fite, Kathleen Elizabeth, Professor of Curriculum and Instruction. B.S.Ed., M.Ed., Texas State University-San Marcos; Ed.D., University of North Texas.
Gainer, Jesse S., Associate Professor of Curriculum and Instruction. B.A., Earlham College; M.Ed., Ph.D., The University of Texas at Austin.

Goodwin, Marilyn, Associate Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., The University of Texas at Austin.

Guerra, Patricia, Assistant Professor of Counseling, Leadership, Adult Education, and School Psychology. B.S., M.A., Ph.D., The University of Texas at Austin.

Hodges, Russell, Associate Professor of Counseling, Leadership, Adult Education, and School Psychology. B.A., Centenary College; M.Ed., University of Louisiana at Monroe; Ed.D., Grambling State University.

Jackson, Julie Kay, Associate Professor of Curriculum and Instruction. B.S.Ed., University of South Carolina; M.A., University of Alabama; Ph.D., The University of Texas at Austin.

Larrotta, Clarena, Associate Professor of Counseling, Leadership, Adult Education, and School Psychology. B.A., Universidad del Quindio, Colombia, SA; M.A.E.E., University of Puerto Rico at Mayagüez; Ph.D., The University of Texas at Austin.

Lasser, Jon, Associate Professor of Counseling, Leadership, Adult Education, and School Psychology. B.A., The University of Texas at Austin; M.S.Ed., University of Pennsylvania; Ph.D., The University of Texas at Austin.

Pankey, Robert B., Professor of Health and Human Performance. B.S., University of Missouri; M.S., Southern Illinois University; Ed.D., Texas A&M University.

Patrick, Shawn, Associate Professor of Counseling, Leadership, Adult Education, and School Psychology. B.S., St. Louis University; M.A., University of South Dakota; Ph.D., Northern Illinois University.

Plotts, Cynthia, Professor of Counseling, Leadership, Adult Education, and School Psychology. B.S., Ph.D., The University of Texas at Austin.

Resta, Virginia Kay, Associate Professor of Curriculum and Instruction and Assistant Dean of the College of Education. B.S., Northeastern Oklahoma State University; M.A., University of New Mexico; Ph.D., University of New Mexico.

Schmidt, Eric, Associate Professor of Counseling, Leadership, Adult Education, and School Psychology and Assistant Dean of the College of Education. B.S., Texas A&M University; M.Ed., Texas A&M-Corpus Christi; Ph.D., University of North Texas.

Summers, Emily, Associate Professor of Curriculum and Instruction. B.A., Baylor University; Ed.D., University of Houston.

Stewart, John “Trae”, Associate Professor of Counseling, Leadership, Adult Education, and School Psychology. B.A., University of May Washington; M.S. and M.S.Ed., Ph.D., University of Southern California.
Waite, Susan, Assistant Professor of Curriculum and Instruction. B.S.Ed., M.A.Ed., Western Carolina University; Ed.D., University of Georgia.

Werner, Patrice Holden, Associate Professor and Chair of Curriculum and Instruction. B.S., M.Ed., Ph.D., University of North Texas.

Wilson, Kelly L., Associate Professor of Health Education. B.S., Texas A&M University; M.Ed., Texas State University-San Marcos; Ph.D., Texas A&M University
Department of Counseling, Leadership, Adult Education, and School Psychology

Majors and Degrees Offered:

- Adult Education, M.A.
- Educational Leadership, M.A., M.Ed.
- Professional Counseling, M.A.
- School Psychology, S.S.P.
- Student Affairs in Higher Education, M.Ed.

Major Programs

The Department of Counseling, Leadership, Adult Education, and School Psychology offers five graduate degree programs with a variety of areas of specialization. Academic preparation for meeting state and national certification and licensure requirements is also available. Each program has its own admission and matriculation standards that are detailed in each program’s student handbook available in the department and online at http://www.txstate.edu/clas/. Each program has a faculty member who serves as Program Coordinator.

CLAS Program Admission Procedures

Admissions deadlines are listed below. To be considered for admission, all required application materials and transcripts must arrive in the Texas State Office of the Graduate College by the prescribed dates. Graduate applications are available from the Office of the Graduate College or online at http://www.gradcollege.txstate.edu/. Separate program application materials may be obtained online at http://www.txstate.edu/clas/. All department application materials need to be received by the Graduate College by the respective deadlines listed below.

Admission Deadlines

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<td>To enroll in:</td>
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<td>FALL Semester</td>
<td>January 15</td>
<td>February 15</td>
<td>June 15</td>
<td>August 1</td>
<td>February 15</td>
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<td>SPRING Semester</td>
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<td>October 1</td>
<td>October 15</td>
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<td>SUMMER I or II</td>
<td>***</td>
<td>February 15</td>
<td>April 15***</td>
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* - fall and summer I admission only.
** - fall and spring admission only.
*** - fall admission only.
**** - summer I admission only.
## Admission Requirements for Degree Programs

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<td>Documents Required:</td>
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<tr>
<td>Preferred GRE - General *</td>
<td>150: verbal 145: quantitative 4: writing</td>
<td>150: verbal 141: quantitative</td>
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<td>150: verbal * 141: quantitative*</td>
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<td>GPA (last 60 undergraduate hours leading to the bachelor’s degree)</td>
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<td>Letter of Intent/Statement of Aspiration</td>
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<td>3 Reference Letters</td>
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<td>Informed Consent</td>
<td>No</td>
<td>Yes**</td>
<td>No</td>
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<td>Degree Plan Emphasis Selection</td>
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<td>Copy of Official Teaching Certificate</td>
<td>No</td>
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<td>Copy of Official Teaching Service Record</td>
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*Waived for students already holding a Master’s degree.

** Students wishing to pursue a major or minor in Professional Counseling Program for another area of graduate study must sign and submit the “Informed Consent” to the Program Coordinator. The form is located at: http://www.txstate.edu/clas/Professional-Counseling/Application-Information/program-application/INFORMED-CONSENT.html

***Students wishing to pursue Educational Leadership as a major must have at least one year of full-time (not substitute) teaching experience. Official teaching certificate and teaching service record will be required along with other admission documents.

****Students wishing to pursue either Professional Counseling or Student Affairs in Higher Education degrees, must use the REFERENCE FORM found with other program application material at http://www.txstate.edu/clas/Professional-Counseling/Application-Information/program-application.html.
Admission materials are required by the application deadline in order to have a complete file ready for consideration for admission. Only complete files will be considered. The documentation for the GRE and GPA (official transcripts) and the Graduate College Application for Admission are sent to the Office of the Graduate College. All program application materials are also sent directly to the Graduate College.

The School Psychology Program application may be found at: http://www.txstate.edu/clas/school-psychology-program/Admissions-Information/Program-Application.html

Professional Counseling Programs (COUN)

The Master of Arts (M.A.) with a major in Professional Counseling consists of three specializations. Two specializations with a minimum of 61 semester hours are Community Counseling* and Marital, Couples, and Family Counseling. Both areas of specialization meet academic requirements for the Texas Licensed Professional Counselor (LPC) credential. The Marital, Couple, and Family counseling specialization also meets academic requirements for the Texas Licensed Marriage and Family Therapist (LMFT) credential. A third area of specialization is a 55 semester-hour program in School Counseling. These three areas of specialization in the Professional Counseling major have required course sequences that build skills through three levels, from basic to advanced, via didactic and experiential activities. The curriculum includes core foundations in theories, interventions, assessment, and research. In addition, core tenets that are emphasized throughout the program include diversity, ethics, professional development, and self-awareness. There is a strong emphasis on experiential learning integrated with the application of didactic, research-based knowledge. Internship is required as the capstone experience. The specializations in Community Counseling, Marital, Couple, and Family Counseling, and School Counseling are nationally accredited by the Council for Accreditation of Counseling and Related Programs (CACREP).

A grade of “B” or better must be earned in all Counseling Programs course work counting toward either degree.

* Effective fall 2013, Community Counseling will be changed to Clinical Mental Health Counseling.

Adult Education (ADED)

The Master of Arts in Adult Education (ADED) is an academically rigorous program designed for individuals serving in or aspiring to leadership positions in the diverse field of adult education. Adult Education, in this context, includes:

- adult basic and secondary education,
- English as a second language,
- community learning and development,
- workplace learning,
- university continuing education,
- continuing professional development, and
- organizational development.

Individuals completing this degree will be well prepared to teach, develop, evaluate, and/or administer programs in adult education or to conduct applied research regarding those programs. The common core curriculum prepares the educator to meet the contemporary needs of the adult learner and includes courses in the adult learning and development, teaching adults, program planning, program
management, and applied research. Students also complete an internship. In addition to the core curriculum, there are three concentrations in the ADED Master of Arts: Adult ESL, Continuing and Community Education, and Work and Learning. A total of 39 hours are required for the MA in Adult Education (42 hours in the case of students in the Adult ESL track who elect the thesis option).

The degree includes two options: thesis and non-thesis. For the non-thesis option, the student must complete two additional electives and pass a comprehensive exam.

A twelve-hour minor in Adult Education is also available. Students take a course in adult learning and development, and three additional courses in adult education by advisement depending on their career goals.

**Educational Leadership (EDCL)**

The purpose of the Educational Leadership program is to prepare leaders for the schools of Texas. The program offers graduate work leading to the Master’s Degree in Educational Leadership, and certification as a principal (for students who already hold a master’s degree) or superintendent (for students with a master’s degree and a principal certificate). The primary degree offered by the program is the Master of Education which includes principal certification (36 semester hours). Students who wish to exercise leadership beyond the classroom but not become a principal may choose the Master of Arts (non-thesis) in Educational Leadership with specialization in Instructional Leadership (36 hours). The degree will enable the student to enhance their instructional leadership skills and to assume a leadership position as a master teacher, mentor teacher, department chair, team leader, or curriculum specialist.

Admission requirements for the educational leadership program include a 2.75 grade point average for the last 60 hours of undergraduate work and one year of teaching experience. Teaching experience can be verified by submitting a copy of the teaching certificate and a copy of the official service record. Application deadlines for admission to the program as a degree-seeking student are April 15th for the summer term and June 15th for the fall semester. Non-degree seeking/certification only students may submit an application for admission at any time. Students are not admitted for the spring semester. All application materials are submitted to the Graduate School of Texas State University-San Marcos.

Students who wish to pursue Educational Leadership as a minor for another graduate program of study must meet all program admission requirements. If you have questions about admission to the Educational Leadership program you may contact the Coordinator of the Educational Leadership program.

**School Psychology (SSP)**

The School Psychology program is fully approved by the National Association of School Psychologists as a Specialist level 69-semester hour Specialist in School Psychology (S.S.P.) degree that includes a six credit hour, 1200-clock hour internship. The curriculum meets state and national standards for specialist-level training in school psychology. It includes didactic and experiential coursework in data-based decision-making, problem solving, evidence-based interventions, and interactions among family, school, and community systems.

School Psychology may not serve as a minor for other programs. Graduates of the program are eligible to apply for the following credentials: Licensed Specialist in School Psychology and/or Licensed Psychological Associate from the Texas State Board of Examiners of Psychologists; and Nationally Certified School Psychologist from the National School Psychology Certification Board.
Student Affairs in Higher Education (SAHE)

The Student Affairs in Higher Education (SAHE) program offers a 45 hour graduate degree (M.Ed.) focusing on preparing students to work in post-secondary and higher education student support services. This comprehensive, cohort-based, application-oriented program is grounded in developmental and learning theory. It celebrates diversity in faculty and student background, experience and culture, and offers practical exposure to the array of careers in student affairs. The innovative curriculum is shaped by student and practitioner participation and is responsive to research and new approaches in the field of student affairs.

Certification and Licensure Programs

Academic preparation for certification and licensure requirements is available in addition to majors and emphases associated with degree programs. These include certification in School Counseling, Principal, or Superintendent, and licensure as Marriage and Family Therapist, Professional Counselor, or Licensed Specialist in School Psychology. Inquiries regarding any of these certification or licensure programs should be directed to the appropriate program Certification Advisor. To be considered for admission to a certification or licensure program, students must meet the same admission and deadline requirements as the degree-seeking students, which are detailed above. Satisfactory performance on the TExES certification examination is required for provisional or professional certificates. Other conditions and professional tests are required by the state of Texas to be certified or licensed. It is the responsibility of the student to be aware of and to meet these conditions.

Educational Leadership Certification includes two distinct certifications as Texas public school administrators: Principal/Assistant Principal, a 21 to 36 hour program, and Superintendent, which requires 15 additional hours above the Principal/Assistant Principal certification. These programs fulfill academic requirements for leadership positions such as elementary, middle, or secondary principal/assistant principal and central office positions.

Certification in Counseling and Guidance includes Certification as a School Counselor. The M.A. in School Counseling specialization meets state academic requirements for School Counseling Certification.

Licensure in Professional Counseling includes Texas Licensed Professional Counselor (LPC) and Texas Licensed Marriage and Family Therapist (LMFT). The Professional Counseling Program meets the academic and practicum requirements of the Texas State Board of Examiners of Professional Counselors and the Texas State Board of Examiners of Marriage and Family Therapists.

Licensure as a Specialist in School Psychology includes both a degree program and a re-specialization plan. The School Psychology Program meets the academic and supervised practice standards of the Texas State Board of Examiners of Psychologists for providing psychological services in the public schools as a Licensed Specialist in School Psychology (LSSP). The Program also meets the standards of the National Association of School Psychologists (NASP) for the credential of National Certified School Psychologist (NCSP). Applicants must have graduated from a master’s, specialist, or doctoral program in psychology in order to be eligible for re-specialization and licensure in school psychology.

Student Fitness and Performance

Program Standards – Students enrolled in all academic programs in the Graduate College must maintain high scholastic standards and develop a mastery of the knowledge and methods of their respective discipline. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and methods that are generally accepted by others in the profession, and conform to the code of ethics of their respective discipline, and the university’s honor code.
student’s acceptance in any program does not guarantee the student’s fitness to remain in that program. The faculty is responsible for verifying that only those students who continue to meet program standards are allowed to continue in any program.

**Evaluation of Student Fitness and Performance** – Members of the faculty, using their professional judgments, evaluate student fitness and performance continuously. The criteria used by the faculty to make such judgments include instructors’ observations of student performance in class or in activities related to courses, evaluations of student performance on theses and practica, site supervisors’ evaluations of student performance in practica, and the codes of ethics noted above. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

In this context, the term “satisfactory progress” refers to an academic judgment made regarding the student’s fitness and performance. It is a judgment that the student has failed to meet program standards rather than a judgment made on the basis of the student’s violation of valid rules of conduct. Disciplinary matters are referred to Student Justice.

**Student Review Process** – If a faculty member believes that a student is not making satisfactory progress or meeting program standards, he or she should discuss the situation with the student. If the faculty member believes that the student’s performance cannot improve to acceptable standards, the faculty member should refer the student to the Program Standards Committee of the appropriate department. The Program Standards Committee consists of three faculty members appointed by the department chair in consultation with the department’s senior faculty.

The Committee will notify the student of the reasons that he or she is not making satisfactory progress or meeting program standards and will give the student an opportunity to meet with the Committee to respond and to present information and witnesses to the committee. The Committee will also meet with the faculty member who referred the student to the Committee. After considering the matter, and within ten working days of meeting with the student, the Committee will report its decision to the student and the department Chair, stating that the student should either remain in or leave the program. The committee may make other decisions, such as placing restrictions or conditions on the student’s continuing in the program. Within ten working days of receiving the Committee’s decision, the student will notify the department Chair of the student’s acceptance or rejection of the committee’s decision. If the student rejects the committee’s decision, he or she may appeal to the department Chair.

Within ten working days of receiving the student’s appeal, the Chair will make a decision as to the student’s continued presence in the program. **Before making the decision, the Chair will meet with the student. However, the Chair need not meet with the student before making a decision if the student was given a reasonable opportunity to meet, and the student either failed or refused to meet. The Chair will notify the student of the decision.**

If the student is dissatisfied with the Chair’s decision, he or she may appeal to the Dean of the appropriate college. However, in order for the Dean to consider an appeal, the student must submit a written notice of appeal to the Chair and the Dean within ten working days of receiving the Chair’s decision. The Dean will consider the matter based on information compiled by the Chair and notify the student of the decision within ten working days of the Dean’s receipt of the appeal from the Chair. The Dean may meet with the student and give the student an opportunity to address the issues. The Dean’s decision is final.
Courses Offered

Adult Education (ADED)

5321 Adult Learning and Development  (3-0) This seminar will cover a range of topics of interest to professionals working with adult learners in a variety of settings, including characteristics and motivations of adult learners: theories of adult learning and intelligence; models of adult cognitive and psychological development.

5330 Managing Adult Education  (3-0) This course introduces skills and concepts needed to manage adult education programs and organizations within various settings. These include (a) educational institutions such as university continuing education, community colleges, for-profit post-secondary education, and public schools; (b) government; (c) not-for-profit and other non-governmental including community organizations; and (d) business and industry.

5334 Family Literacy  (3-0) Family literacy is an intergenerational program that integrates adult literacy and emergent literacy education. This course will provide students with the knowledge and abilities to manage a family literacy program. Students will analyze related learning theories, population needs, program structures, and policy issues, including diversity and accountability.

5335 Applied Research in Adult Education  (3-0) An examination of purposes, principles, and methods of current research in adult education. Quantitative, qualitative, and mixed methods research design will be investigated as used in applied research including action research, evaluation research, and needs assessment.

5337 Adult Literacy  (3-0) The course is designed to provide students with a broad foundation about the needs of undereducated adults, including adult English language learners. Students will analyze and evaluate adult literacy legislation, instruction, research, and delivery systems.

5338 Applied Linguistics for ESL Teachers of Adults  (3-0) This course is designed to provide language teachers a practical introduction to the elements of the English language as applied to the teaching of ESL in adult settings; specifically, the course covers English syntactic structure, morphology, and phonology.

5339 Adult Literacy ESL Assessment and Evaluation  (3-0) This course is an introduction to assessment of adult students with emphasis on literacy and ESL populations. It is an overview of assessment constructs and social and historical movements in student literacy assessment and evaluation of literacy programs. Emphasis on current strategies in alternative and traditional assessment and evaluation.

5340 Adult Second Language Acquisition  (3-0) This course covers topics related to contemporary adult second language acquisition practices. It also examines the complexities of adult second language acquisition and the ways in which limited English-proficient adults learn more efficiently. Class readings and projects address a variety of issues dealing with adult second language acquisition.

5344 Multicultural Perspectives in Postsecondary Education and Adult Education  (3-0) This seminar covers a broad range of topics related to diversity within postsecondary and adult education. Course readings and projects relate to a wide variety of settings including colleges and universities, adult literacy programs, the workplace, and community-based organizations. Student taking ADED 5344 may not take ADED 7344 for doctoral level credit.

5345 Current Issues in Adult, Continuing and Professional Education  (3-0) A seminar style course focusing on current issues in continuing and professional education including research and professional practice. Specific emphasis will vary depending on changes in contemporary issues. Students taking ADED 5345 may not take ADED 7345 for doctoral level credit.

5378 Problems in Adult Education  (3-0) This course is designed to examine topical problems faces by practitioners in adult education. The topic of the course may change. Course may be repeated for credit with different topic.
5379 Independent Study (3-0) Individual problems or research topics designed to place emphasis on selected areas of study. May be repeated once for additional credit at the discretion of the department chair.

5382 Foundations of Adult Education (3-0) This course will provide an overview of the field of adult education in its various forms and settings. Topics include (1) historical origins of adult education as a field of study and practice, (2) philosophical perspectives, (3) organization and delivery of adult education, and (4) emerging developments and issues in the profession.

5384 Internship in Adult Education (3-0) The 150 clock hour internship is required of all Adult Education majors. The experience involves instruction and/or administration in an adult education setting and includes orientation to the roles, responsibilities, and functions of professionals in adult education. Graded on a credit (CR), no credit (F) basis. Prerequisites: ADED 5321, ADED 5330, ED 7324, ADED 7325.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5178 Independent Study. (1-0) Individual problems or research topics designed to place emphasis on selected areas of study. May be repeated twice for additional credit at the discretion of the department chair.

5301 Community-based Counseling. (3-0) Community-based Counseling is presented as a basis for counselors who intend on working in community counseling agencies. This course includes theoretical and applied information based on a variety of settings, as well as a variety of intervention strategies, presented via didactic and experiential coursework.

5305 Assessment in Counseling. (3-0) Problems and principles of administration, scoring and interpreting group and individually administered tests; utilization of test data for diagnostic, placement, predictive, and evaluative purposes; elementary statistical procedures; laboratory activities in test administration, scoring, and interpretation.
5307 Theories of Counseling and Personality. (3-0) This course surveys systematically derived theories of counseling and personality from their origins in social discourse, philosophy, and psychology to the present time. Each theorist is presented biographically and the theory considered with regard to its clinical, cultural, and ethical relevance and application to diverse populations. Prerequisite: COUN 5350 preferred.

5316 Counseling Diverse Populations. (3-0) This seminar is designed to sensitize students to the roles societal power disparities, therapist’s racial identity and awareness, and client racial/cultural identity play in counseling persons of diverse backgrounds. The dynamics of counseling clients who are African-American, Asian-American, female, gay/lesbian, Latino/a, Native-American, and persons with disabilities, will be examined.

5328 Introduction to School Counseling: Leadership, Advocacy, and Accountability. (3-0) Orientation to identity and role of professional school counselors, and introduction to the study of comprehensive developmental guidance programs. Course reflects the Texas and ASCA Models with related standards. Topics include: program planning, implementation, and evaluation; use of data and accountability; leadership role; and ethical and legal practices in schools.

5338 Advanced Issues in School Counseling: Counseling, Consultation, and Coordination of Services. (3-0) Course covers advanced topics in counseling children and adolescents in schools. Emphasis will be placed on developmentally appropriate preventative and responsive counseling services. Consultation and collaboration with parents, school personnel, and community partners, as well as contextual issues in school counseling, will be addressed. Prerequisites: COUN 5328, 5316, 5368.

5340 Loss and Grief Recovery Counseling. (3-0) An in-depth study of loss and its aftermath, grief. Emphasis is given to the counseling literature, loss and grief in the arts, personal loss experience, and particular counseling interventions.

5344 Substance Abuse and Counseling: An Introduction. (3-0) This course focuses on chemical dependency across counseling settings, including school, agency, and private practice. This course includes theoretical and applied information on causative factors, assessment, and treatment strategies across a variety of settings and populations via didactic and experimental coursework.

5345 Psychodrama Methods. (3-0) The course is both didactic and experimental. It provides a history of therapeutic drama beginning with the Greek theater of Dionysus. The work of J.L. Moreno is presented and the basic tenets of the theory studied. Students then engage in creating, producing, and acting out actual psychodramatic productions.

5346 Filial Therapy. (3-0) Theoretical and practical application of the filial model will be addressed as well as techniques in training parents in the overall principles and methodology of child-centered play therapy. Co-requisite: Currently enrolled in COUN 5689 or COUN 5389 or permission of instructor.

5350 Professional Orientation and Ethics. (3-0) An introduction to the counseling profession as practiced in a variety of clinical and human service settings. Emphasis is placed on the philosophical and psychological foundations of mental health counseling, personal/professional traits and skills of effective counselors, professional ethics, licensure, credentialing and professional regulation, and contemporary professional issues.

5351 Current Issues in Marriage, Couple and Family Therapy. (3-0) This course provides students with information regarding special issues in marital, couple and family counseling, including: grief and loss; domestic violence; substance abuse in the family; lesbian, gay, bisexual, and transgender issues; divorce; and re-parenting. Corequisite: COUN 5360, COUN 5366, COUN 5689 or COUN 5389.

5354 Basic Techniques in Counseling. (3-0) This course is designed to introduce the student to basic counseling skills via role-play and videotape. The course also provides a general model of effective counseling, including basic communication skills and theory techniques. Prerequisite: COUN 5350 or COUN 5328
5355 Career Counseling. (3-0) Career choice and development are considered as critical aspects of persons in material cultures where occupation is a major component of one’s identity. Career concerns often addressed in counseling are presented and discussed along with the area of vocational guidance, occupational information, and preference inventories.

5358 Dynamics & Processes in Group Counseling. (3-0) An intensive laboratory experience requiring highly active student participation in the form of honest, direct, and open communication combined with authentic self-exploration within the group setting. Through participation and required reading, students will gain first-hand familiarity with the basic principles of the dynamics that are characteristic of therapeutic groups. Prerequisites: COUN 5354 and COUN 5307. Corequisite: COUN 5158

5359 Abnormal Human Behavior. (3-0) The principles of understanding dysfunction in human behavior and systemic organization. This course includes diagnostic, preventive, and remedial methods and interventions. Prerequisite: COUN 5307

5360 Intermediate Methods in Marital, Couple and Family Counseling. (3-0) Marital, couple, and family theory and techniques are discussed, selected, applied, and refined through lecture and supervised clinical practice. Specific skills include joining, diagnosis, goal formulation, treatment planning, termination, referral, and record keeping. Graded on a credit (CR), no credit (F) basis. Prerequisites: COUN 5367 and COUN 5354, and COUN 5359.

5362 Practicum in Professional Supervision: Theories and Applications. (3-0) Provides experience in supervising practicum or intern students and integrating the theoretical foundations and current issues of professional supervision. Emphasis includes ethical, multicultural, gender, age, and lifestyle concerns in supervisory relationships, and academic requirements for supervisory status for Texas Licensed Professional Counselor and Licensed Specialist in School Psychology credentials. Course can be repeated once for credit. Graded on a credit (CR), no credit (F) basis.

5366 Intermediate Methods in Adult Counseling. (3-0) Counseling theories and techniques are discussed, selected, applied and refined through lecture and supervised practice. Specific skills include initiating the helping relationship process, diagnosis, goal formulation, treatment planning, termination, referral, and record keeping. Graded on a credit (CR), no credit (F) basis. Prerequisites: COUN 5354 and 5359.

5367 Marital and Family Counseling: Current Theories. (3-0) This course is designed to examine the principles of communication and the goals of marital, couple and family counseling. Selected theories, approaches and techniques used in marital, couple and family counseling will be examined.

5368 Developmental Issues in Counseling Children, Adolescents, and Adults. (3-0) Emphasis will be on understanding the interactions between the developmental needs of each of these age groups and counseling techniques and procedures used to deliver mental health services to each of these groups.

5369 Child and Adolescent Counseling Methods. (3-0) Course focus is an overview of counseling interventions with children and adolescents in agency, school, and private practice. Group, individual, and systems techniques will be covered. Assessment of child psychopathology and techniques for consulting with parents will be included. Prerequisites: COUN 5354 and COUN 5368.

5370 Intermediate Methods in Counseling Adolescents. (3-0) This course will provide an overview of the physical, social, psychological, and behavioral characteristics of the adolescent. This course has a supervised practice experience. Emphasis will be placed on counseling interventions utilizing current research. Prerequisite: COUN 5359 and COUN 5369.

5372 Assessment and Treatment in Marriage and Family Counseling. (3-0) This course addresses the assessment of individual, couple, and family functioning and the planning and implementation of marital, couple and family treatment methods. Prerequisite: COUN 5367.
5373 Intermediate Methods in Play Therapy. (3-0) This course explores the philosophical basis for play therapy, the history of play therapy, theoretical applications, techniques, stages, ethical issues, and application to a variety of populations and diagnostic categories. Graded on a credit (CR), no credit (F) basis. Prerequisites: COUN 5369 and COUN 5359.

5378 Problems in Counseling. (3-0) Individual problems not related to thesis. Designed to place emphasis on selected areas of study. May be repeated once for additional credit at the discretion of the department chair.

5381 Sandtray Therapy Methods. (3-0) This course provides students with the philosophical basis for sandtray therapy as a therapeutic intervention for children and families, including a review of its history, applications, techniques, stages, and ethical issues. Didactic and experiential methods are used. Co-requisite: Currently enrolled in COUN 5369 or COUN 5389 or permission of instructor.

5389 Site-Based Internship. (3-0) An on-site practicum-internship occurring in a school or agency setting with supervision by on-site and university supervisors. May be repeated based on the recommendation of the counseling faculty. Graded on a credit (CR), no credit (F) basis. Prerequisites: COUN 5689, recommendation of COUN 5689 supervisor, and consent of COUN 5389 supervisors.

5391 Research Methods. (3-0) Research, measurement, and design procedures for addressing issues in school psychology, counseling, and education. A research project is required of each student.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5689 Clinical Practicum. (3-3) Practicum includes counseling clients in university-affiliated counseling clinics, and a staffing seminar. May be repeated up to three times (18 credit hours) based on the recommendation of the counseling faculty. Graded on a credit (CR), no credit (F) basis. Prerequisites: COUN 5301, COUN 5358, and all required coursework completed or departmental permission.

Educational Leadership (EDCL)

5100 Educational Leaders’ Continuing Professional Development. (3-0) This course provides state-of-the-art continuing professional development for in-service, non-degree seeking educational leaders. New topics will be addressed with each offering. The course may be repeated once if necessary.
5339 Understanding Self: Developing a Personal Vision of Leadership. (3-0) Successful leadership in organizational settings requires an understanding of human behavior. This understanding begins with the knowledge of self and leads to the understanding of others. The focus of this course is on the individual student. The intent is to enhance the student’s self-awareness of values, beliefs, and attitudes related to successful school leadership.

5340 Shaping Organizations and Using Inquiry: Management and Leadership. (3-0) This course includes an understanding of the basic structural components of educational organizations and the theoretical frameworks that describe organizational behavior. Students will focus on the process of action research, planning, decision-making, change in organizations, and leadership. Concurrent or Prerequisite: EDCL 5339.

5345 Understanding People: Professional Development. (3-0) This course includes fundamental issues related to the development of personnel, entry-level knowledge of staff appraisal, adult learning and development, and staff development. Prerequisite: EDCL 5339.

5347 Understanding Environments: Social, Political, Economic, Legal, and Technological. (3-0) Concepts of the internal and external environment of educational organizations are explored. Entry level concepts are presented in areas of school environments. Concurrent or Prerequisite: EDCL 5339.

5348 Supervision of Instruction. (3-0) Concepts of curriculum and instructional leadership models for schools will be developed. Factors such as curriculum leadership and instructional improvement are considered part of the internal environment of schools. Concurrent or Prerequisite: EDCL 5339.

5388 Problems in Administration. (3-0) Individual problems not related to thesis or research problems. Designed to place emphasis on selected areas of study. May be repeated once for additional credit at the discretion of the department chair.

6342 Curriculum Design. (3-0) Theory and practice in planning for curriculum needs assessment, development, implementation, and evaluation. Course may not be taken concurrently with EDCL 5348. Prerequisite: All Level I core courses or consent of instructor.

6343 Continuous School Improvement. (3-0) Applies the concept and principles of Total Quality Improvement to schools and classrooms and integrates Total Quality Improvement with other school improvement models. Prerequisite: All Level I core courses or permission of instructor.

6344 Campus Leadership. (3-0) Develop student skills as a practitioner in elementary and secondary schools, focusing on the role and functions of the principal as a leader. Activities lead participants to practice skill development in evaluation processes, student activity programs, staffing patterns, site-based decision-making, community relations, accounting procedures, and other skills as a campus leader would assume. Prerequisites: All Level I core courses; and EDCL 6342, 6343, and 6348, or consent of the instructor.

6345 Human Resources and Instructional Management. (3-0) This course applies principles of leadership to the twin areas of human resource administration and instructional improvement. Topics addressed include legal requirements for personnel management including staff supervision, staff appraisal, staff development, curriculum planning and alignment, and student assessment.

6347 The Superintendency. (3-0) This course addresses issues critical to superintendents in Texas. These include leadership and leadership development, school board-superintendent relations, management strategies, the role of public education in a democratic society, and professional ethics.

6348 School Law. (3-0) This course examines the constitutional provisions, statutory laws, court decisions, and regulations governing public schools with special reference to state and federal relationships.

6349 School Finance and Business Management. (3-0) This course applies principles of leadership to the financing of public schools. Students will develop skills in projecting district revenues, budgeting development and analysis, sources of school revenue, principles of taxation, financial accountability, and techniques relevant to the effective leadership of school business matters.
6351 Instructional Models. (3-0) Characteristics of effective teaching are identified and correlated with learning theories and their corresponding instructional models. Matching instruction to the needs of learners and integrative approaches are emphasized. Prerequisites: All Level I and II courses or permission of instructor.

6352 School as Center of Inquiry. (3-0) Prepares the educational leader to be an intelligent consumer of research and to assume a leadership role in school-wide action research. This course is a prerequisite for EDCL 6358.

6358 Integrative Seminar. (3-0) This course integrates key theories, concepts, and principles learned during the student’s course of study. The student will complete a paper including an action research plan designed to solve an educational problem present within a specific educational setting. The master’s student will defend the plan during the oral examination. Prerequisites: Levels I, II and EDCL 6352 or permission of instructor.

6387 Field-Based Practicum. (0-3) The practicum provides students the opportunity to develop leadership skills needed by principals of elementary and secondary schools. Students will develop a practicum proposal in cooperation with their site-mentor and university supervisor. The course focus is on the development of administrative skills in a real world setting. Prerequisites: 27 hours of coursework including EDCL 6352 or permission of instructor.

6388 Principal's Field-Based Practicum II. (3-0) This course is a continuation of EDCL 6387 and allows students to continue projects and activities begun in the fall semester and to work further with their on-site mentor and university supervisor. This course is offered in the spring semester only. Prerequisites: EDCL 6358 and EDCL 6387.

6389 Superintendent's Practicum I. (6-0) The practicum is intended to give prospective school superintendents the opportunity to hone their leadership skills under the guidance of an experienced and successful school leader. Offered fall semester only and may be taken concurrently with other superintendent certification courses.

6390 Superintendent’s Practicum II. (3-0) A continuation of EDCL 6389, this course allows students to carry through projects and activities begun in the fall semester and to work further with their on-site mentor and university supervisor. Offered spring semester only. May be taken concurrently with other superintendent certification courses. Prerequisite: EDCL 6389.

School Psychology (SPSY)

5178 Independent Study. (1-0) This course includes individual problems or research topics designed to place emphasis on selected areas of study. It may be repeated for additional credit at the discretion of the department chair.

5300 Interviewing, Counseling, and Consulting in School Psychology. (3-0) This course includes acquisition of skills for conducting interviews, counseling, consulting, and collaborating with children, adolescents, and adults. The emphasis is upon the development of basic communication skills that can be applied by the school psychologist in a variety of multicultural contexts, with an emphasis on family-school collaboration.

5376 Psychoeducational Assessment. (3-0) This course focuses on the administration, scoring, and interpretation of individually administered standardized tests of intelligence, special abilities, and achievement. The theoretical and statistical bases of the tests used, integrative report writing, and learning disabilities are also covered. Prerequisites: Enrollment in a graduate program and consent of the instructor.

5377 Social, Emotional, and Behavioral Assessment. (3-0) This course covers the evaluation of personality, mental status, and behavior. This includes the theoretical bases, construction, administration, scoring, and interpretation of structured and projective personality tests with integrative report writing emphasizing the assessment of emotional disturbance and behavior disorders. Prerequisites: PSY 5376 or its equivalent, graduate standing, and consent of the instructor.
5378 Problems – School Psychology. (3-0) This course includes individual problems not related to thesis or research problems. It is designed to place emphasis on selected areas of study. It may be repeated for credit.

5379 Child and Adolescent Psychopathology: Advanced Assessment and Interventions. (3-0) This course includes the advanced investigation of personality dynamics and diagnosis of psychopathology through advanced projective techniques and structured instruments. Students practice comprehensive report writing emphasizing intervention recommendations. Prerequisites: PSY 5376 and 5377, or the equivalents, graduate standing, and consent of the instructor.

5380 Individual and Group Counseling Techniques for School Psychology. (3-0) This course focuses on the acquisition and practice of techniques used in counseling interventions with children and adolescents in school settings. Individual and group counseling techniques are emphasized, along with a review and refinement of techniques for interviewing and consulting with parents. Prerequisites: COUN 5360, 5307, and SPSY 5300.

5385 Ethics, Standards, and Procedures in Professional School Psychology. (3-0) This course includes the presentation of historical foundations, role and functions, and procedures used by psychologists in the school setting. Emphasis includes ethical and legal issues, professional standards, state and federal law, and organization and operation of the schools as applied to the mental health and education of exceptional learners. Prerequisite: Enrollment in the School Psychology Program.

5386 Consultation and Professional Issues in School Psychology. (3-0) This course presents models of consultation as they apply to the professional development and ethical position of the school psychologist. The course emphasizes the consultative role in relation to school administrators, guidance and counseling personnel, teachers, parents, students, and referral sources. Prerequisites: Completion of SPSY 5300, SPSY 5385, and concurrent enrollment in SPSY 5389.

5387 Data-Based Decision-Making in Evaluation and Intervention. (3-0) This course covers advanced techniques for assessment of special populations, including early childhood, and integration of information from a variety of sources for the development of educational interventions. A problem solving approach that focuses on linking evaluation and intervention processes will be utilized throughout the course. Prerequisite: SPSY 5376.

5389 Practicum in School Psychology. (3-0) Three practicum experiences occur in a school or agency setting with supervision by on-site and university supervisor. This course must be repeated for a total of nine credit hours. Graded on a credit (CR), no credit (F) basis. Prerequisites: Completion of EDP/SPSY 5385, and EDP/SPSY 5376, graduate standing in the School Psychology Program, and consent of the instructor.

5394 Multicultural Issues in School Psychology. (3-0) The course provides a broad overview of the psychosocial, psychoeducational and multicultural issues surrounding the delivery of psychoeducational services to students in school systems. The course will help the student develop cross-cultural sensitivity when conducting assessments, providing consultation and performing other interventions.

5396 Biological Bases of Behavior. (3-0) This course covers atypical disorders of brain development or function, particularly those likely to be encountered in the practice of school psychology. It includes an overview of neuropsychological and other tests with emphasis on development of a comprehensive assessment and intervention model through interpretation and critique of case studies. Prerequisite: Completion of SPSY 5376, SPSY 5377, graduate standing, and consent of the instructor.

5398 Alternative Evaluation, Intervention, and Student Outcomes. This course introduces students to the practice of curriculum based assessment in the context of a problem solving model of psychological services in the schools. Lectures, assignments, and activities develop competencies in the area of non-traditional assessment, development of academic interventions, and the evaluation of student outcomes.
6301 Professional Internship in School Psychology. (3-0) Professional internship may be a continuation of the supervised school based experience or a placement in an appropriate alternative setting with supervision by a licensed psychologist. A minimum of 600 clock hours of experience is required. Graded on a credit (CR), no credit (F) basis.

6302 Professional Internship in School Psychology. (3-0) Professional internship may be a continuation of the supervised school based experience or a placement in an appropriate alternative setting with supervision by a licensed psychologist. A minimum of 600 clock hours of experience is required. Graded on a credit (CR), no credit (F) basis.

Student Affairs in Higher Education (SAHE)

5311 Working with Adult Groups (3-0) Development of skills for facilitating productivity in task-oriented goals when working with adults. Designed for student affairs professionals, this course will address issues such as: collaboration, consultation, group facilitation, conflict resolution/mediation, supervision, crisis intervention, mentoring, multicultural competency, team work, and team building.

5322 Governance and Legal Issues in Higher Education (3-0) This course provides for the identification and understanding of the legal issues, which influence institutions of higher education. There is also a focus on how postsecondary institutions are governed by Boards of Regents as well as both state and federal governments.

5323 Program Development and Evaluation (3-0) This course covers the theoretical bases for assessment techniques, statistics, research design, models for designing, managing, and evaluating student affairs programs including information management and computer applications in higher education and methods of needs analysis applicable to college student populations.

5354 Basic Helping Skills (3-0) This course will assist students with the development of basic communication, crisis assessment, and referral skills, through the use of role playing and modeling. It provides didactic and experiential activities to facilitate the acquisition of skills essential to helping in the student affairs context.

5388 Internship-Student Affairs (3-0) Internship applies knowledge of student development and organizational theory in a particular student affairs area of operation with group specific activities or projects. The connection between theory and practice is emphasized. The course may be repeated up to three times. Graded on a credit (CR), no credit (F) basis.

5390 Higher Education and Student Affairs I (3-0) This course covers the history of student affairs in higher education, the context in which student affairs exists in higher education, the theories used in student affairs work and its philosophical foundations, the mission, goals and program of selected functions in student affairs, and significant issues related to these functions.

5392 Higher Education and Student Affairs II (3-0) This course covers significant issues, functions, and problems that student affairs administrators manage in their work setting which include professionalism and ethical decision-making, the role of professional organizations and associations, management and leadership theories, human resource development, governance and legal issues, finance and budgeting, and assessment and evaluation.

5393 The American College Student (3-0) This course is an in-depth study of the characteristics and needs of American college students and how student subcultures affect the campus environment. There is an analysis of student growth and development issues, student subcultures, and the needs and services required for student success.
Graduate Faculty

Beck, John James, Jr., Distinguished Professor Emeritus of Educational Leadership. B.S., Texas State University-San Marcos, University of Washington; M.A.T., Ph.D., University of Nebraska.

Beckenbach, John Anthony, Associate Professor of Professional Counseling. B.S., Southern Illinois University; M.A., University of South Dakota; Ed.D., Northern Illinois University.

Boone, Michael, Professor of Educational Leadership. B.A., Pittsburg State University; M.A., Ed.D., Washington State University.

Brooks, Ann, Professor of Adult Education. B.A., University of Nebraska; M.A.T., School for International Training; M.A., Fielding Graduate Institute; Ed.D., Teachers College, Columbia University.

Carpenter, D. Stanley, Dean of the College of Education and Professor of Student Affairs in Higher Education. B.S., Tarleton State University; M.S., Texas A&M University-Commerce; Ph.D., University of Georgia.

Connolly, Colleen, Associate Professor of Professional Counseling. B.S., Texas A&M University Health Science Center; M.Ed., Texas State University-San Marcos; Ph.D., St. Mary’s University.

Coryell, Joellen, Assistant Professor of Adult Education. B.A., University of Illinois; M.Ed., Texas State University-San Marcos; Ph.D., Texas A&M University.

Eberts, Stephanie, Assistant Professor of Professional Counseling. B.S., University of Georgia; M.S., Loyola University; Ph.D., Georgia State University.

Fall, Kevin, Professor of Professional Counseling. B.A., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., University of North Texas.

Garcia, John L., Associate Professor of Professional Counseling. B.S., David Lipscomb College; M.Ed., Ed.D., Vanderbilt University.

Gordon, Stephen P., Professor of Educational Leadership. B.S.Ed., Bowling Green State University; M.Ed., Wright State University; Ed.D., University of Georgia.

Guajardo, Miguel, Associate Professor of Educational Leadership. B.S.Ed., M.Ed., Ph.D., The University of Texas at Austin.

Guerra, Patricia, Assistant Professor of Educational Leadership. B.S., M.A., Ph.D., The University of Texas at Austin.

Haber, Paige, Assistant Professor of Student Affairs and Higher Education. B.A. and B.S.B.A., University of Arizona; M.A., University of Maryland; Ph.D., University of San Diego.
Homeyer, Linda, Professor of Professional Counseling and Chair of the Department of Counseling, Leadership, Adult Education, and School Psychology. B.A., Central Michigan University; M.S., Texas A&M University-Commerce; Ph.D., University of North Texas.

Jacobs, Jennifer, Assistant Professor of Educational Leadership. B.S., Pennsylvania State University; M.A., George Mason University; Ph.D., Florida State University.

Jantz, Paul, Assistant Professor of School Psychology. B.M.E., University of Wyoming; M.A., Ph.D., University of Northern Colorado.

Klose, Laurie, Clinical Assistant Professor of School Psychology. B.A., Baylor University; M.A., Ph.D., University of California-Berkeley.

Larrotta, Clarena, Associate Professor of Adult Education. B.A., Universidad del Quinindo, Colombia, SA; M.A.E.E., University of Puerto Rico at Mayagüez; Ph.D., The University of Texas at Austin.

Lasser, Jon, Associate Professor of School Psychology. B.A., The University of Texas at Austin; M.S.Ed., University of Pennsylvania; Ph.D., The University of Texas at Austin.

Martinez, Melissa, Assistant Professor of Educational Leadership. B.A., M.Ed., The University of Texas at Brownsville; Ph.D., The University of Texas at Austin.

Morrison, Mary, Associate Professor of Professional Counseling. B.S.Ed., Texas Christian University; M.Ed., Ph.D., University of North Texas.

Nelson, Sarah, Associate Professor of Educational Leadership. B.S., M.Ed., Ph.D., The University of Texas at Austin.

O’Malley, Michael, Associate Professor of Educational Leadership. B.A., M. Div., M.A., St. Charles Borromeo Seminary; Ed.D., Saint Joseph’s University.

Oliver, John, Assistant Professor of Educational Leadership. B.S., Morehouse College; M.Ed., Marygrove College; Ph.D., Michigan State University.

Patrick, Shawn, Associate Professor, Professional Counseling. B.S., St. Louis University; M.A. University of South Dakota, Ph.D., Northern Illinois University.

Plotts, Cynthia, Professor of School Psychology. B.S.Ed., Ph.D., The University of Texas at Austin.

Price, Larry, Professor of Education. B.S., M.A., Texas State University-San Marcos; Ph.D., Georgia State University.

Reardon, Robert, Associate Professor of Adult Education. B.S., University of North Carolina at Chapel Hill; M.S., North Carolina State; Ph.D., University of Georgia.

Roaten, Gail, Associate Professor of Professional Counseling. B.S., The University of Texas at Austin; M.Ed., Tarleton State University; Ph.D., Texas A&M University-Corpus Christi.

Robillard, Rachel, Assistant Professor of School Psychology. B.S.Ed., M.A., Ph.D., The University of Texas at Austin.
Ross-Gordon, Jovita, Professor of Adult Education. B.S., M.A., Northwestern University; Ed.D., University of Georgia.

Schmidt, Eric, Associate Professor of Professional Counseling and Assistant Dean of the College of Education. B.S., Texas A&M University; M.S., Texas A&M-Corpus Christi; Ph.D., University of North Texas.

Scholwinski, Edward Joe, Jr., Associate Professor Emeritus of School Psychology. B.S., M.Ed., Texas State University-San Marcos; Ph.D., Texas A&M University.

Smith, Joanne, Assistant Professor of Professional Counseling and Vice President for Student Affairs. B.S.Ed., Edinboro University of Pennsylvania; M.Ed., Wichita State University; Ph.D., Kansas State University.

Stewart, John “Trae”, Associate Professor of Educational Leadership. B.A., University of Mary Washington; M.S., M.S.Ed., Ph.D., University of Southern California.

Waite, Duncan, Professor of Educational Leadership. B.A., University of Michigan; M.A., Ph.D., University of Oregon.

Willoughby, Jack Michael, Professor of Educational Administration and Dean of the Graduate College. B.S., Texas A&M University; M.Ed., Texas State University-San Marcos; Ed.D., University of Southern Mississippi.

Wyatt, Carl Van, Associate Professor of Professional Counseling and Vice President for Information Technology. B.A., Rutgers State University; M.S.Ed., Ph.D., Purdue University.

Ybanez, Kathy, Assistant Professor of Professional Counseling. B.A., Baylor University; M.S., Ph.D., Texas A&M-Corpus Christi.
Department of Health and Human Performance

Majors and Degrees Offered:

- Athletic Training, M.S.
- Physical Education, M.Ed.
- Exercise Science, M.S.
- Health Education, M.Ed.
- Recreation and Leisure Services-Recreation Management, M.S.R.L.S.
- Recreation and Leisure Services-Therapeutic Recreation, M.S.R.L.S.

Major Program

Through effective and innovative teaching, research, and service, the mission of the graduate programs in the Department of Health and Human Performance is to produce graduates who are lifelong learners that model healthy behaviors and will advance their profession. To this end, the Department offers graduate study culminating in the following degree: Master of Education, Master of Science, or Master of Science in Recreation and Leisure Services. Within these degree programs, students may choose from either a thesis or non-thesis option. Many of our students’ theses become peer-reviewed articles. Students who intend to continue their graduate study should pursue a thesis.

**Athletic Training.** The Master of Science with a major in Athletic Training is designed as an advanced post-professional Athletic Training curriculum for the board-certified athletic trainer. The graduate student in Athletic Training may choose from either the thesis (31 hours) or the non-thesis (37 hours) option. It is the Department’s intent in the next two years to seek accreditation from the NATA (National Athletic Training Association). Post-Professional Education Review Committee for the program. Accreditation is a quality initiative and will provide a substantive basis for the development and growth of the proposed program.

**Physical Education.** Students seeking a Master of Education with a major in Physical Education may choose to pursue a minor or a specialization in Educational Foundations. Students may choose from the thesis (30 hours) or non-thesis (36 hours) option. The Educational Foundations Specialization (Master’s only or Masters’ and Teacher Certification through the MAC program) is designed for individuals pursuing careers as professional educator’s (physical education teachers and coaches) in elementary, secondary, or higher education settings.

**Exercise Science.** Students seeking a Master of Science with a major in Exercise will appreciate the value and importance of research-based literature and have the critical thinking, research, and technical skills to: 1) understand research-based literature; 2) use innovative approaches to problem solving; 3) successfully pursue a doctoral degree in Exercise Science or related discipline; 4) work in athletic, clinical (e.g., cardiopulmonary rehabilitation and diagnostic testing), educational, and fitness settings; and 5) sit for advanced professional certifications (e.g., the American College of Sports Medicine Certified Clinical Exercise Specialist, Certified Health Fitness Specialist, Certified Strength and Conditioning Specialist, or Registered Clinical Exercise Physiologist).

**Health Education.** Students pursuing a Master of Education in Health Education may select a thesis or non-thesis option. The thesis option requires 36 hours of graduate course work (21 in the major, nine in the minor, and six hours of thesis work). The non-thesis option requires 36 hours of course work (21 in the major and 15 in the minor).
Recreation and Leisure Services. The Master of Science in Recreation and Leisure Services (M.S.R.L.S.) program is designed to prepare administrators, supervisors, educators, consultants, and researchers to assist people toward richer lives through leisure experiences. M.S.R.L.S. students may pursue a thesis (30 hours) or non-thesis (36 hours) option. The program offers professional preparation in two distinct specialization areas: recreation management and therapeutic recreation. Recreation management encompasses the administration and supervision of recreation and leisure services. Recreational professional seeking coursework for certification as Certified Park & Recreation Professional (CPRP) would enroll in this option. Therapeutic recreation focuses on enabling individuals with special needs to experience the same leisure options as able-bodied individuals through the use of recreation as a treatment and education modality. Individuals seeking to become a Certified Therapeutic Recreation Specialist (CTRS) would enroll in this option.

Background

Athletic Training. As background prerequisites, an athletic training major is expected to have graduated from an academic institution that is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) or presently be certified through the Board of Certification, Inc.

Physical Education. A physical education major is expected to have a minimum of 18 semester hours of physical education coursework at the undergraduate level, exclusive of physical education activity courses. Students who do not have undergraduate coursework in physical education may be required to complete graduate leveling courses.

Health Education. As background prerequisites, a health education major is expected to have a minimum of 18 semester hours of health education coursework on the bachelor’s degree or complete graduate leveling courses.

Recreation and Leisure Services. A recreation and leisure services major is expected to have a minimum of 18 semester hours of recreation coursework on the bachelor’s degree. Students in the recreation management emphasis must have undergraduate hours in marketing and management, and demonstrate competency in those areas.

Admission Policy

The following are the minimum requirements for regular admission to the programs.

Athletic Training. Applicants must hold a baccalaureate degree from an institution of higher learning that is fully accredited by the CAATE, must be a certified trainer or eligible for the BOC exam, and have an overall grade point average of 3.00 on the last 60 hours of undergraduate course work leading to the baccalaureate degree. The GRE is not required.

Physical Education. All applicants to the program must submit a GRE (with a preferred minimum score of 291), have a minimum GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree, submit three letters of recommendation (including at least two academic references) regarding professional competence and character, a resume, and a typed, double-spaced, 500-word statement of aspiration that addresses the following: a) professional goals, b) reasons for pursuing education and training in Exercise Science, and c) summary of major strengths and weaknesses with respect to being admitted into the program. This written statement will be evaluated for content, style and quality. If an applicant took the GRE within the last five years and prior to the new examination, the following preferred score will be considered - 900 (verbal and quantitative combined).

Exercise Science. All applicants to the program must submit 1) three letters of recommendation (including at least two academic references) regarding professional competence and character, 2) a typed, double-spaced, 500-word statement of aspiration that addresses the following: a) professional goals, b) reasons for pursuing education and training in Exercise Science, and 3) summary of major strengths and weaknesses with respect to being admitted into the program, 3) GRE scores.
(preferred minimum of 291), 4) GPA (minimum of 2.75), and 5) a resume. If an applicant took the GRE within the last five years and prior to the new examination, the following preferred score will be considered - 900 (verbal and quantitative combined).

**Health Education.** Applicants must hold a baccalaureate degree from an accredited institution, and have a minimum GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree. Applicants must also have 18 hours of health education background courses.

**Recreation and Leisure Services.** Applicants must have a minimum GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree. Applicants with a GPA of 2.5 to 2.74 on the last 60 hours of undergraduate course work may be considered for conditional admission.

**Financial Aid**

Because the Department has a large instructional program for the general university student in addition to broad undergraduate athletic training, exercise science, health education, and recreation major programs, there are extensive opportunities for teaching assistantships, research assistantships, or internships. To be considered for positions as graduate assistant instructors, applicants must have unconditional admission to the Graduate College. Applicants who are interested in these positions should go to http://www.hhp.txstate.edu/.

**Courses Offered**

**Athletic Training (AT)**

- **5101 Graduate Assistant Development.** (1-0) This course is required of all graduate assistants and provides regular in-service and planned periodic evaluations of instructional responsibilities. Graduate assistants are required to register for this course in the spring semester of their employment. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

- **5201 Graduate Assistant Development.** (2-0) This course is required of all graduate assistants and provides in-service and planned periodic evaluations of instructional responsibilities. Graduate assistants are required to register for this course in the fall semester of their employment. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

- **5302 Special Topics in Athletic Training.** (3-0) This course is designed to educate students in the scientific process and develop an in-depth understanding of the research process in Athletic Training.

- **5303 Seminar in Athletic Training.** (3-0) Current trends in athletic and physical education concerning the care and prevention of injuries with special emphasis on therapeutic and rehabilitation techniques. Taping and bandaging will be practiced in a laboratory situation.

- **5307 Bioenergetics of Exercise & Rehabilitation.** (3-0) This course is designed to provide both a theoretical and clinical basis for the use of therapeutic exercise in physiological basis of muscular, respiratory, cardiovascular, and nervous systems in the rehabilitation of all athletic injuries.

- **5308 Therapeutic Exercise & Rehabilitation.** (3-0) This course is designed to provide both a theoretical and clinical basis for the use of therapeutic exercise in the rehabilitation setting, as well as to impart knowledge pertaining to the physiological effects, indications, contraindications and applications of therapeutic exercise in the rehabilitation of all athletic injuries.

- **5310 Proprioception and Neuromuscular Control in Rehabilitation.** (3-0) This course provides for an advanced study of the concepts, theories, and current research related to proprioception, postural stability, and neuromuscular control as applied to the prevention, diagnosis, and clinical management of sport-related musculoskeletal injuries and concussions.
5311 **Biomechanics of Musculoskeletal Injury** (3-0) This course focuses on the application of biomechanical principles to the pathoetiology, diagnosis, and physiological capacity for healing of injuries to bone, ligament, tendon, cartilage, and other human tissues, with an emphasis on current injury research.

5312 **Evidence Based Practice and Research in Sports Medicine and Exercise Science.** (3-0) This course will serve as an introduction to basic statistical techniques employed in exercise science and sports medicine with focus on the use of SPSS for data analysis. Students will be introduced to evidence based practice techniques including critical appraisal of research literature, systematic reviews and meta-analyses. Prerequisite: PE 5346.

5318 **Therapeutic Evaluation and Intervention** (3-0) This course investigates the scientific bases of therapeutic musculoskeletal exercise and neuromuscular evaluative techniques in the rehabilitation process.

5347 **Independent Study in Athletic Training** (3-0) This course may be taken by a student who desires to work on a research problem or investigation in Athletic Training. The student gathers and analyzes pertinent data and submits a report of the results of the research. Repeatable once for credit. Prerequisite: ESS 5346.

5199A **Thesis.** (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in AT 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5201 **Graduate Assistant Development.** (1-0) This course is required of all graduate teaching and instructional assistants in the department. This course provides regular in-service and planned periodic evaluations of instructional and professional responsibilities. This course does not earn graduate credit. Graded on credit (CR), no-credit (F) basis.

5117 **Laboratory in Exercise Physiology.** (0-2) Students in this leveling laboratory course perform experiments that highlight the physiological responses to exercise. The course introduces students to basic techniques in the assessment of health and human performance, including the assessment of maximal oxygen consumption, body composition, anaerobic power and capacity, muscular fitness, movement economy, and dietary intake. Prerequisite: BIO 2430 or equivalent. Co-requisite: ESS 5317.

5201 **Graduate Assistant Development.** (2-0) This course is required of all graduate teaching and instructional assistants in the department. This course provides regular in-service and planned periodic evaluations of instructional and professional responsibilities. This course does not earn graduate credit. Graded on a credit (CR), no credit (F) basis.
5303 Adapted Physical Education. (3-0) A leveling course designed to provide content knowledge on legal mandates, evidence-based practices, and the characteristics of selected disabilities and their consideration when designing meaningful individualized physical activity experiences to meet the needs of students with disabilities in school settings.

5304 Motor Learning and Performance. (3-0) This course is designed to provide students the foundation for understanding the principles involved in enhancing motor skill acquisition, and physiological, neurological, and psychological factors affecting motor learning and performance. Inquiry is made into the various motor learning theories and concepts.

5305 Advanced Fitness Assessment and Exercise Prescription. (2-1) This course provides an intensive study of current scientifically based exercise testing and prescription procedures. Students will learn how to evaluate fitness and prescribe exercise through laboratory experiences.

5306 Advanced Exercise Physiology. (3-0) This advanced course will provide students with a thorough understanding of the acute responses to exercise and the physiological adaptations that occur in response to exercise training. Additional topics to be covered include environmental influences, aging, and sex differences.

5307 Advanced Resistance Training and Conditioning. (3-0) This course will include the development, instruction, and evaluation of resistance training exercises and programs for diverse populations and settings. Physiological and mechanical principles related to resistance training will be applied to study human performance, injury prevention, and rehabilitation.

5308 Physical Activity, Exercise, and Epidemiology. (3-0) This course will provide students with opportunities to examine the role of physical inactivity in the development of chronic diseases and the benefits of activity in prevention efforts. A special emphasis will be placed on activity assessment and intervention research.

5309 Biomechanics for Exercise & Sports Science. (3-0) Review of current research and research techniques in the biomechanics of exercise and sport science. Students will develop skills in reviewing, planning, and conducting biomechanical research.

5310 Cardiopulmonary Exercise Physiology. (3-0) This course will provide students with a thorough understanding of the structure, function, neural mechanisms, and integrated responses of the human cardiopulmonary system to acute and chronic exercise. In addition, basic cardiopulmonary pathology, pharmacology, and electrocardiography will be introduced.

5317 Exercise Physiology. (3-0) This leveling course provides an overview of the acute and chronic physiological responses to exercise. Emphasis is on muscle bioenergetics, muscle contractile properties, optimizing human performance through training and supplementation, as well as cardiopulmonary and endocrine responses to exercise. Prerequisite: BIO 2340 or equivalent. Corequisite: ESS 5117.

5320 Biomechanics. (3-0) This leveling course provides an introduction to the mechanical foundations of anatomical function and human movement. Qualitative and quantitative biomechanical analyses of human movement are introduced to inform the prescription of technique, equipment, and training interventions. Prerequisite: BIO 2430 or equivalent.

5322 Programming for Inclusion in General Physical Education. (3-0) This course is designed to prepare professionals in physical education to provide safe, appropriate, and individualized accommodations for successful inclusion of children with disabilities in general physical education programs. Prerequisites: ESS 5303 or equivalent.

5323 Physical and Motor Assessment of Children with Disabilities. (3-0) This survey course addresses the selection, administration, and interpretation of commonly used assessment tools with practices for collecting physical and motor performance data on children with disabilities.

5329 Motor Learning. (3-0) This course provides students with an understanding of the physiological, neurological, and psychological factors affecting performance and acquisition of motor skills. Students will examine the structural components underlying the learning of motor skills and draw upon examples from sport, physical activities, and rehabilitation.
5344 Improving Instruction and Assessment in Physical Activity. (3-0) This course is a comprehensive study of pedagogical research examining effective teaching and assessment strategies in physical activity. The course is designed to promote reflective and culturally competent professional educators. Teaching sessions including videotaped recording will be required.

5346 Research Methods in Health and Human Performance. (3-0) A study of research methods related to techniques for searching the professional research literature, understanding, planning, and conducting professional research projects, as well as development of skills for writing research proposals related to human performance.

5347 Independent Study in Exercise Science. (3-0) The course allows students to receive individualized instruction while working on a professional project with a supervising faculty member. This course will require students to enhance their writing, research, teaching, and/or presentation skills. Repeatable once for credit.

5351 Measurement & Evaluation in Exercise Science. (3-0) This leveling course examines fundamental principles and techniques of measuring human performance related to Exercise and Sports Science, as well as evaluating and interpreting the results of exercise science and human performance tests in children and adults.

5353 Curriculum and Instruction in Physical Activity. (3-0) This course examines contemporary evidenced-based curriculum in physical activity and sport. It is designed to enable students to develop and implement theoretically based physical activity programs that promote participation in lifetime physical activity for children, adolescents, and adults.

5356 Applied Statistics in Health and Human Performance. (3-0) A study of quantitative statistical methods for planning and conducting experimental and co-relational research, as well as techniques for statistical data analysis and interpretation applicable to health and human performance.

5359 Administrative Problems in Competitive Sports. (3-0) This course investigates problems of organization and administration of the various programs in competitive sports for men and women in junior high, secondary, and collegiate levels.

5398 Internship in Exercise and Sports Science. (0-2) This 240 hour internship provides students with work-related experience with children, adults, older individuals, or athletes in exercise settings. Students are provided an opportunity to prescribe and supervise age and fitness appropriate exercise programs and perform exercise tests. Prerequisite: ESS 5306.

5199A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in AT 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5299B Thesis. (3-0) This course represents a student’s continuing thesis enrollment. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in AT 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollment. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5624 Principles and Practices for Teaching Physical Education. This is a leveling class for graduate students pursuing teaching certification in physical education. Particular emphasis is placed on methods of teaching physical education. Prerequisite: Departmental approval.
5698 Internship in Exercise and Sports Science. (0-40) This full-time internship provides students with a minimum of 480 hours of field experience. Students will work with children, adults, older individuals, or athletes in exercise or health care settings, and prescribe and supervise age and fitness appropriate exercise programs and perform comprehensive health-related fitness assessments.

Health Education (H ED)

5101 Graduate Assistant Development. (1-0) This course is required of all graduate teaching and instructional assistants in HPER. This course provides regular in-service and planned periodic evaluations of instructional responsibilities. Graduate assistants will be required to register for this course in the spring semester of their employment. This course does not earn graduate credit. Graded on a credit (CR), no-credit (F) basis.

5201 Graduate Assistant Development. (2-0) This course is required of all graduate teaching and instructional assistants in HPER. This course provides regular in-service and planned periodic evaluations of instructional responsibilities. Graduate assistants will be required to register for this course in the fall semester of their employment. This course does not earn graduate credit. Graded on a credit (CR), no-credit (F) basis.

5310 History and Philosophy of Health Education. (3-0) Intensive study of historical and philosophical contributions to health promotion program development. Current political issues, public health issues, and influential cultural changes are examined.

5315 Application of Quantitative Data Analysis in Health and Wellness Promotion. (3-0) This course focuses on the study of introductory and intermediate statistics and procedures. Emphasis will be placed on the application level of statistics rather than the theoretical and will highlight a) how to apply statistical models, b) how to perform the analyses with social science software, and c) how to interpret findings.

5320 Foundation of Public Health. (3-0) In-depth study of past and current public health programs. Department of Health Services personnel will be utilized as guest consultants to familiarize students with various existing health programs for Texas residents.

5321 Theoretical Foundations of Health Education. (3-0) This course focuses on the presentation and critical analysis of the role of theory in health education, the description of different theories being utilized in health education research and interventions, and the application of these theories to interventions and research.

5325 Ethical Principles in Health Education. (3-0) This course provides an in-depth analysis of ethical standards, principles, and behaviors related to the field of health education. Students will explore how to apply, monitor, and model ethical standards in the profession.

5330 Workshops in Health Education. (3-0) Topics: 5330A Advanced teaching strategies. 5330B Curriculum development. 5330C Other topics as needed. May be repeated once with a different emphasis for additional credit.

5331 Seminar in Current Problems in Health Education. (3-0) Current national and international trends and problems in health that affect the school age group. May be repeated once with different emphasis for additional credit.

5335 Health Education Leadership. (3-0) Structured experiences for developing administrative leadership for health education programs. Included are leadership philosophy, staffing, programming, budgeting, public relations, facilities, and evaluations.

5340 Community Health Program Planning and Evaluation. (3-0) Course addresses application of professional competencies in health education and promotion programs. Topics include needs assessment, data gathering techniques, instrument design, data and statistics, interpreting, reporting, and application of findings for program development. Cultural competency and communication will also be covered.
5345 Issues in Human Sexuality Education. (3-0) This course provides for in-depth study of sexuality education as a lifelong process of acquiring information and forming healthy attitudes, beliefs, and values regarding sexuality. Students will analyze information and educational resources for implementing and advocating for sexuality instruction through health courses, sexuality education courses, and programs.

5346 Literature and Research in Health and Wellness Promotion (Research I). (3-0) This course focuses on research models commonly used in health and wellness promotion. Students will learn how to design research studies using accepted research methods in the social sciences. In addition, students will write the introduction, literature review, and methods sections common in health and wellness promotion research.

5347 Independent Study in Health Education Problems. (3-0) Allows for independent study of one or more problems in health education that hold special interest or offer opportunity for professional improvement and growth. Open on an individual basis by special arrangement with the Division Coordinator. Repeatable once with a different emphasis. Prerequisite: Health Education 5346.

5360 Internship in Health Education. (3-0) As an essential element in the preparation of health education specialists, this 240-hour internship provides students with professionally related experience. Students may work with diverse target audiences in health education settings. Internship is approved and supervised by health education graduate coordinator.

5374 Interprofessional Service Learning in Global Health. (3-0) This advanced course focuses on principles of international health and wellness promotion with global populations. Emphasis is placed on assessing, planning, implementing, and evaluating prevention strategies. Students explore roles of health educators collaborating with providers of health services to diverse populations. The course may be repeated for credit.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Health Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis. Prerequisite: Successful completion of Health Education 5346.

5199B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5299B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5599B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5999B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

Recreation (REC)

5101 Graduate Assistant Development. (1-0) This course is required of all graduate teaching and instructional assistants in HPER. This course provides regular in-service and planned periodic evaluations of instructional responsibilities. Graduate assistants will be required to register for this course in the spring semester of their employment. This course does not earn graduate credit. Graded on credit (CR), no-credit (F) basis.
5201 Graduate Assistant Development. (2-0) This course is required of all graduate teaching and instructional assistants in HPER. This course provides regular in-service and planned periodic evaluations of instructional responsibilities. Graduate assistants will be required to register for this course in the fall semester of their employment. This course does not earn graduate credit. Graded on credit (CR), no-credit (F) basis.

5310 Philosophical Foundations of Recreation & Leisure Services. (3-0) To introduce and explore the meanings of leisure, leisure behavior, and leisure services from historical, philosophical, sociological, and political perspectives. Students will develop a philosophical view of leisure based on exploration of the history of leisure and the leisure profession as well as consideration of the nature of the individual and society.

5318 Selected Topics in Recreation and Leisure Services. (3-0) Topics: 5318A Military Recreation, 5318B Campus Recreation, 5318C Commercial and Entrepreneurial Recreation, and other topics as needed. May be repeated with different topics for additional credit.

5318D Technology, Leisure & Recreation: A critical survey. (3-0) Modern society has increasingly been redefined by practices contextualized by leisure/recreation and embedded in the essence of leisure. Another definer of modern life is technology. This course is a critical survey of the confluence of these two domains, with new meanings made evident. Technology topics may vary. Open to non-majors.

5318E Physical environment, life and leisure I: Built public spaces and the leisure experience. (3-0) The physical environment is not only a container of human action, it is also itself experienced by people. This course will examine how the human-made environment is a source of meaning and experience and suggest, consequently, how it can be modeled to facilitate preferences by users. Open to non-majors.

5320 Selected Topics in Therapeutic Recreation. (3-0) An in-depth study of selected topics in Therapeutic Recreation. Topics will include (a) leisure enhancement in later life (b) public policy in therapeutic recreation, and (c) play leisurability and life satisfaction. Repeatable for credit.

5321 Issues and Trends in Recreation and Leisure Services. (3-0) A seminar style course where students investigate current events on the provision of services. This course will address that need.

5325 Philosophical Foundations of Therapeutic Recreation. (3-0) Course covers therapeutic recreation practices, history of the profession, current trends, and various disabilities and disorders across the lifespan. Through field-based activities, students will develop skills and abilities necessary to provide services to persons with disabilities.

5326 Advanced Practices and Interventions in Therapeutic Recreation. (3-0) This course addresses advanced practices and intervention strategies for provision of services to persons with disabilities. Students will gain an understanding of theoretical models and learn how to apply these models when analyzing activity selection and documenting client outcomes. Prerequisite: REC 5325 or 5318F.

5327 Advanced Assessment and Documentation in Therapeutic Recreation. (3-0) This course provides for the study of advanced assessments and documentation related to persons with disabilities. Students will gain an understanding of standardized assessments in therapeutic recreation, including composition, implementation, and evaluation of results. Prerequisite: REC 5318F or REC 5325.

5328 Advanced Principles of Therapeutic Recreation. (3-0) In this course students apply advanced principles of therapeutic recreation related to persons with psychological disorders and physical disabilities. The course engages students in advanced case study design and implementation of treatment plan utilizing a transdisciplinary approach to rehabilitation. Prerequisites: REC 5318F or REC 5325 and REC 5318G or REC 5326.
5329 **Therapeutic Recreation in Psychiatric Settings.** (3-0) This course applies an advanced approach of Leisure Education (LE) in the rehabilitation process for persons with psychiatric disorders. Students will have the opportunity in a field-based setting to develop skills and abilities necessary to implement LE in treating persons. Prerequisite: REC 5318F or REC 5325.

5330 **Applications of Management in Recreation and Leisure Service Organizations.** (3-0) Course will include topics: Needs assessment, cooperative ventures, master planning, strategic planning, strategic thinking, and management. All topics will be addressed from the perspective of recreation and leisure service organizations.

5337 **Independent Study in Recreational Administration.** (3-0) Individual study related to recreational administration under direct supervision of a faculty member. May be repeated for additional credit at the discretion of the department chair.

5338 **Internship in Therapeutic Recreation.** (3-0) This course provides students the opportunity to complete an intensive, on-site internship under the supervision of a Nationally Certified Therapeutic Recreation Specialist. Students will complete 480 hours in a clinical or community setting. Prerequisite: All master-level coursework required by degree plan and National Council for Therapeutic Recreation Certification guidelines.

5340 **Social Psychology of Recreation and Leisure.** (3-0) To provide an introduction and overview of the personal, social and social-psychological contexts of leisure; utilizing current literature the course will focus on examining leisure and recreation behavior from psychological, sociological and social-psychological constructs that are contributing to a contemporary, interdisciplinary understanding of the leisure phenomenon.

5346 **Literature and Research.** (3-0) Directed reading, reports, and discussions of the current literature in the field of education, a critical analysis of research techniques and the locations and securing of information, together with the steps necessary to the solution of research problems in this field. See Physical Education 5346.

5350 **Legal and Ethical Issues in Recreation and Leisure Services.** (3-0) A seminar style course that focuses on legal and ethical issues related to recreation and leisure services. Tort law, participant rights, accessibility, credentialing, and others are topics to be addressed in this course.

5360 **Applications of Marketing and Finance in Recreation.** (3-0) A study of marketing and financial concepts, principles, and techniques as they relate to recreation and leisure delivery systems. These include service development, pricing, distribution, promotional techniques, atmospherics, fund raising, alternative funding, proposals, and grants.

5380 **Administering Leisure Delivery Systems.** (3-0) Study of organizational concepts, a problem-solving model, board-staff relationships, personnel administration, management by objectives, and comprehensive planning in/and for the delivery of leisure services.

5399A **Thesis.** (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in REC 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B **Thesis.** (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5299A **Thesis.** (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5299B **Thesis.** (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5599B **Thesis.** (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.
5999B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

Graduate Faculty

Awoniyi, Stephen A., Associate Professor of Recreation Administration. B.S., M.S., Ahmadu Bello University; M.S., California State University-Sacramento; Ph.D., Indiana University.

Cervantes, Carlos M., Assistant Professor of Physical Education. B.A., University of Puerto Rico, Mayaguez; M.A., Ph.D., Ohio State University.

Furney, Steven Reed, University Distinguished Professor of Health Education. B.S., Texas A&M University; M.Ed., University of Houston; Ed.D., University of Tennessee.

Hamilton, Michelle, Associate Professor of Physical Education. B.S., Michigan State University; M.A., Western Michigan University; Ph.D., Michigan State University.

Harter, Rod A., Professor of Athletic Training and Associate Dean of the College of Education. B.S., East Stroudsburg University; M.S. Indiana State University; Ph.D., University of Oregon.

Hodges, Jan S., Associate Professor of Recreation Administration. B.S., University of Missouri-Columbia; M.A., Texas Woman’s University; Ph.D., University of North Texas.

Housman, Jeff M., Assistant Professor of Health Education. B.S., M.Ed. Stephen F. Austin State University; Ph.D., Texas A&M University.

Knudson, Duane V., Professor of Physical Education and Chair of the Department of Health and Human Performance. B.S., University of Wisconsin-Oshkosh; M.S., Baylor University; Ph.D., University of Wisconsin.

Litchke, Lyn, Assistant Professor of Recreation Administration. B.S., Ohio State University; M.Ed., Ph.D., Texas State University-San Marcos.

Liu, Ting, Assistant Professor of Physical Education. B.S., Beijing Sport University; M.S., Boise State University; Ph.D., University of Texas at Austin.

Lloyd, Lisa K., Associate Professor of Physical Education. B.E.S.S., Texas State University-San Marcos; M.A.Ed., University of Alabama; Ph.D., University of Alabama, Tuscaloosa, Al.

McCurdy, Kevin, Associate Professor of Physical Education. B.S., M.S., Oklahoma State University; Ph.D., University of Arkansas.

Meaney, Karen S., Associate Professor of Physical Education. B.S., University of Dayton; M.Ed., Ph.D., University of Houston.

Murray, Tinker Dan, Professor of Physical Education. B.S., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., Texas A&M University.
Pankey, Robert B., Professor of Physical Education. B.S., University of Missouri; M.S., Southern Illinois University; Ed.D., Texas A&M University.

Ransone, John W., Professor of Physical Education and Athletic Training. B.S.Ed., Texas State University-San Marcos; M.A., Adams State College; Ph.D., University of New Mexico.

Vela, Luzita, Assistant Professor of Athletic Training. B.S., Texas Woman’s University; M.S., Barry University; Ph.D., Penn State University Park.

Walker, John L., Professor of Physical Education. B.S., M.A.I.S., Texas State University-San Marcos; Ed.D., University of Houston.

Wiley, David Clark, Professor of Health Education. B.S., M.S., Texas A&M University-Commerce; Ph.D., The University of Texas at Austin.

Williams, James S., Associate Professor of Physical Education. B.S., Lamar University; M.S., University of Texas at Tyler; Ph.D., Texas A&M University.

Wilson, Kelly L., Associate Professor of Health Education. B.S., Texas A&M University, M.Ed., Texas State University-San Marcos; Ph.D., Texas A&M University.

Zimmermann, Jo An, Assistant Professor of Recreation. B.S., Western Illinois University; M.B.A., Olivet Nazarene University; Ph.D., Clemson University.
Major and Degree Offered:
Communication Design, M.F.A.

Major Program

The Master of Fine Arts with a major in Communication Design is the terminal degree in the discipline. The curriculum is designed to provide advanced study in the areas of corporate advertising art direction, graphic design, and digital media design.

The graduate program provides students with the knowledge and expertise to attain the following: exploration of advanced problem-solving methodologies, updating technological advancement relating to communication design, examining historical events, theoretical constructs within communication design, and preparation for a career teaching in higher education.

Students will have the opportunity to complete a portion of the degree by the means of online instruction, extended weekend seminars, evening courses, blended (mix of online and face-to-face), and directed study courses.

Degree Requirements

The degree will require a minimum of 60 semester credit hours, including 54 hours from traditional and online course work plus 6 hours of thesis credit. The 54 credit hours include 24 credit hours of required core curriculum, 30 credit hours of prescribed electives, and 6 credit hours of free electives.

In addition to the required credit hours, the degree requires a Mid-Program Portfolio Review. The review will occur after students successfully complete 30 credit hours. The review will consist of a visual presentation of twenty completed works of design and an oral examination, which will be evaluated by a committee consisting of the Program Advisor and selected M.F.A. Faculty. Satisfactory completion of the Mid-Program Portfolio Review will allow the student to continue with his or her graduate study. The student with an unsatisfactory Mid-Program Portfolio Review will be allowed to make portfolio work revisions, and then resubmit (one resubmission only) the portfolio work for reassessment (one time).

Admission Policy

Admission to the Master of Fine Arts degree in Communication Design program is selective and designed to identify those applicants who have the ability and commitment to successfully complete the program. Applicants should hold a baccalaureate degree (B.A., B.F.A., B.G.D. [Bachelor of Graphic Design] or equivalent) with a major in communication design (i.e., advertising art direction and design, digital media design, graphic design, or illustration) from an accredited university and satisfy specific admission criteria.

Applicants who do not have a communication design major in their undergraduate studies may be considered for admission if they can demonstrate exemplary work within the communication design practice discipline (e.g., advertising art direction, graphic design, editorial design, and digital media design illustration). The Program Advisor will evaluate the portfolio and make recommendations—leveling
courses if needed—to the Graduate Dean based on the following criteria: (a) the role and scope of the practice, (b) years in practice, and (c) peer reviewed materials regionally, nationally, and internationally.

Regular Admission criterion:

Component One: Scholastic testing/performance assessment.
- An undergraduate GPA of at least 2.75 (4.0 scale) in the last 60 credit hours of work leading to the baccalaureate degree.

Component Two: Portfolio (professional or student assessment).
- A portfolio consisting of 20 works (minimally) in communication design. The portfolio should be submitted as a PDF via CD. The work should be accompanied by an annotated list indicating communicative message or project mission, media, and publishing information.
  Assessment factors include:
  a. Ideation/design/presentation.
  b. Role and scope of work.
  c. Peer-review (state, regional, national, or international).

Component Three: Written communication.
  a. Cover letter for application packet.
  b. A statement (300-500 words) describing the applicant’s academic and professional goals.
  c. Professional profile or curriculum vitae.

Component Four: Recommendation from three persons capable of evaluating the applicant’s academic and professional ability and potential.

Conditional admission for applicants who do not meet the regular admission criterion will be considered on a case-by-case basis with final approval from the Dean of the Graduate College.

For students who hold a Master of Arts (M.A.) or a Master of Science (M.S.) in the discipline of communication design from an accredited university with a cumulative GPA of 3.5 or better, course work—not to exceed 27 credit hours—may be applied to the M.F.A. upon the review and approval of the Program Advisor and the Graduate Dean.

Courses Offered

Communication Design (ARTC)

5300 Graduate Assistant Development. (3-0) This course is required as a condition of employment for graduate teaching and instructional assistants. It will provide in-service training and evaluations of instructional philosophies, techniques and responsibilities. This course does not earn graduate degree credit. Graded on a credit (CR), no credit (F) basis.

5301 Communication Design Foundations. (3-0) This course may be taken only to fulfill communication design background. Students will acquire knowledge and graphic design skills necessary for advanced studies. This course does not earn graduate degree credit. Prerequisites: Consent of the graduate advisor. Repeatable with different emphasis.

5310 Art Direction. (3-3) Advanced in-depth instruction involving conceptual principles, design, copy strategies, and branding methods in print, broadcast, and e-commerce advertising art direction and design. Repeatable up to 4 times when the area(s) of study change.
5313 Communication Design Advanced Problems. (3-3) An independent study in communication design, which requires students to pursue complex design problems. Goals and objectives will be outlined in a written format. May be repeated with different emphasis for additional credit. Prerequisite: Permission of instructor.

5320 Web Design. (3-3) Students will research, create, and produce advanced online products for Internet. Emphasis is placed on information architecture, interface design, and navigation constructs in order to produce unique online communications. Repeatable up to 4 times when the area(s) of study change.

5321 Digital Imaging. (3-0) Exploration and experimental usage of digital black and white and color imagery utilizing non-traditional approaches to image making. Repeatable up to 3 times when the area(s) of study change.

5322 Word and Image. (3-0) Exploration and experimental usage of the written word integrated with visual forms by using digital and traditional photographic, illustrated, and graphic media. Repeatable up to 3 times when the area(s) of study change.

5330 Typography. (3-3) This course examines the traditional and experimental advanced usage of type and its relationship to the symbolic or communicative message. Repeatable up to 4 times when the area(s) of study change.

5331 Corporate Identity Systems. (3-3) Students explore complex corporate and institutional identity systems. Concept, design, program continuity, and branding in the marketplace will be emphasized. Repeatable up to 4 times when the area(s) of study change.

5332 Corporate Marketing Materials. (3-3) This course will explore advanced development of typographic elements, layout grid constructs, photo-imagery, and illustration for publication of corporate marketing materials. Repeatable up to 4 times when the area(s) of study change.

5333 The Experimental Book. (3-3) Students explore the experimental printed book including concept, design, and unique production such as unique binding methods. Repeatable up to 4 times when the area(s) of study change.

5340 Contemporary Issues and Criticism. (3-0) This course examines the communication design discipline from 1950 through contemporary times. Communication design trends, styles, periods, and leading designers will be explored.

5341 Modernism and Design. (3-0) This course examines the modernist movement as it emerged in America between 1920 and 1960 in various communication design media. The impact of modernism, modernism arrives in America, the creative 1940’s, and American design mid-century will be explored.

5342 Post-Modernism and Typography. (3-0) This course examines the post-modernist movement and its impact on typography in the 21st century. The origins of post-modern design, deconstructionist design, issues of appropriation, and the revolution in digital type will be explored.

5343 Visual Communication Theory. (3-0) This course examines visual communication theory applied to communication design. Gestalt, semiotics, constructivism, ecological theory, cognitive theory, and the Huxley/Lester model will be explored.

5350 Special Problems in Communication Design. (3-0) An independent study requiring complex problem-solving in communication design. Repeatable up to 4 times when the area(s) of study change.

5360 Special Topics in Communication Design. (3-3) A course designed to examine specific topics and address issues in communication design. May be repeated with different emphasis for additional credit.

5360C Environmental Graphic Design Systems (3-0) This course will explore complex corporate, consumer, and institutional environmental systems. Concept, design, program continuity, and environmental graphic design systems (EGDS) in the marketplace will be emphasized. Repeatable up to 3 times when the area of study changes.
5360D Typeface Design. (3-0) This course explores the detailed anatomy of typefaces in order to design custom typefaces through various applications. Students with an advanced knowledge of typography will research detailed type anatomy as well as historical and cultural typographic constructs. Repeatable up to 3 times when the area(s) of study change.

5360E Sustainable Packaging Design. (3-0) Students will explore the role of sustainable package design in context to meeting the requirements of clients and consumers in the global marketplace. Repeatable up to 3 times when the area(s) of study change.

5360F Communication Design Business Strategies. (3-0) In this course, the student will be exposed to the principles of project, studio, marketing, and business development management as it relates to the business operations of a communication design studio. Repeatable up to 3 times when the area(s) of study change.

5360G Interactive Design. (3-0) This course explores the concept of interactivity in all its form, from the digital to the physical as it relates to communication design. Repeatable up to 3 times when the area(s) of study change.

5360H Mobile and Social Media. (3-0) In this course, the student explores the implications of social networking and mobile communications in contemporary communication design. Repeatable up to 3 times when the area(s) of study change.

5360I Editorial Design. (3-0) This course develops typographic skills pertaining to page layout through the use of functional and aesthetic type and its application within the digital environment. Repeatable up to 3 times when the area(s) of study change.

5360J International Perspective in Typography. (3-0) This course studies the international perspectives of typography. This course requires a field trip abroad and will conclude with one extensive communication design assignment based upon the field trip experience. Repeatable up to 3 times when the area(s) of study change.

5360K Information Design. (3-0) This course explores methods of gathering, mapping, and designing information in a manner that is meaningful and relevant. Repeatable up to 3 times when the area(s) of study change.

5360L User Experience Design. (3-0) This course explores advanced concepts in user-centered mobile application. Web site, and operating system interface design. Students will solve design problems that take into account a holistic view of the user and how they interact with software. Repeatable up to 3 times when the area(s) of study change.

5360M Design for Social Impact. (3-0) This course will provide a platform to explore the ways that design processes can be applied in order to enable positive social change. The course reconsiders the role of the designer in the context of the social sector. Repeatable up to 3 times when the area(s) of study change.

5370 Professional Practice. (0-5) Students are placed in regional and national advertising agencies, digital media studios, or graphic design firms to gain professional practice experience. Repeatable once for credit.

5399A Thesis I. (3-0) The course represents a student’s initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in ARTC 5399B. Graded on a credit (CR), program (PR), no-credit (F) basis.

5199B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

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5999B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

Art History (ARTH)

5301 Special Topics Advanced. (3-0) An independent study course designed to examine specific topics and address issues in art history or art criticism. May be repeated with different emphasis for additional credit.

5302 Special Problems Advanced. (3-0) An independent study course involved with art history, aesthetics, and criticism. The emphasis of the course is on scholarship, research, and writing. May be repeated with different emphasis for additional credit. Prerequisite: Permission of instructor.

Studio Art (ARTS)

5301 2-D Advanced Special Problems. (3-3) An independent study in 2-D studio art, which requires a student to pursue a personal conceptual direction and to develop the technical and critical skills necessary for creating a cohesive body of artwork. May be repeated with different emphasis for additional credit. Prerequisite: Permission of instructor.

5302 3-D Advanced Special Problems. (3-3) An independent study in studio art, which requires a student to pursue a personal conceptual direction and to develop the technical and critical skills necessary for creating a cohesive body of artwork. May be repeated with different emphasis for additional credit. Prerequisite: Permission of instructor.

Art Theory & Practice (ARTT)

5376 Research in Art Theory and Practice for Children. (3-0) Individualized study focusing on art skill and knowledge development related to children’s art learning experiences. May be repeated with different emphasis for additional credit. Prerequisite: Teaching experience or admission to graduate degree program and permission of instructor required.

5377 Research in Art Theory and Practice for Adolescents and Adults. (3-0) Individualized study focusing on art skill and knowledge development related to adolescent and/or adult art experiences. May be repeated with different emphasis for additional credit. Prerequisite: Teaching experience or admission to graduate degree and permission of instructor required.

Graduate Faculty

Berno, Tom, Professor of Communication Design. B.F.A., M.F.A., Texas State University-San Marcos. (Communication Design)

Colombik, Roger B., Professor of Art and Design. B.F.A., University of Illinois; M.F.A., Southern Illinois. (Sculpture, 3D Design)

Conroy, Michel L., Professor of Art and Design. B.F.A., Webster University; M.F.A., Louisiana State University. (Ceramics)
**Davis, Jeffrey**, Professor of Art and Design. B.F.A., Texas State University-San Marcos; M.F.A., Texas State University-San Marcos. (Communication Design)

**Dell, Jeffrey**, Associate Professor of Art and Design. B.A., Hamline University; M.F.A., University of New Mexico. (Printmaking)

**Duganne, Erina**, Associate Professor of Art and Design. B.A., Reed College; M.A., Ph.D., The University of Texas at Austin. (Art History)

**Evans-Palmer, Teri**, Assistant Professor of Art Education. B.S.A.E., Kutztown University of Pennsylvania; M.S.A., Texas A&M University-Kingsville; Ph.D., University of the Incarnate Word. (Organizational Leadership)

**Hays, Michelle**, Associate Professor of Communication Design. B.A., Point Loma Nazarene University; M.F.A., Rhode Island School of Design. (Communication Design)

**Lawrence, Grayson**, Assistant Professor of Communication Design. B.F.A., M.F.A., Texas State University-San Marcos. (Communication Design)

**Meek, William E.**, Professor of Art and Design and M.F. A. Program Director. B.F.A., University of North Texas; M.F.A., Kent State University. (Communication Design)

**Newton, Roselynn**, Assistant Professor of Art and Design. B.E.D., Texas A&M University; M.F.A., University of Houston. (Communication Design)

**Niblett, Michael**, Professor of Communication Design and Director of the School of Art and Design. B.F.A., Texas Christian University; M.F.A., University of Oklahoma. (Printmaking)

**Nielsen, Erik August**, Professor of Art and Design. B.A., M.A., University of South Florida; Ph.D., The University of Texas at Austin. (Art Education, Printmaking, and Photography)

**Penn, Beverly Beecham**, Professor of Art and Design. A.A., Catonsville Community College; B.F.A., University of Texas at El Paso; M.A., New Mexico State University; M.F.A., State University of New York College at New Paltz. (Metals, Jewelry, and 3D Design)

**Reed, Jason**, Assistant Professor of Art and Design. B.A., The University of Texas at Austin; M.F.A., Illinois State University. (Photography)

**Reid, Randall T.**, Professor of Art and Design. B.F.A., Louisiana Tech University; M.F.A., Texas Tech University. (Drawing, Design)

**Roeschmann, Claudia**, Assistant Professor of Art and Design. M.A., Hochschule fur Kunste Bremen; M.F.A., Texas State University-San Marcos. (Communication Design)

**Row, Brian Gillow**, Professor of Art and Design. B.F.A., M.F.A., University of Colorado. (Sculpture, Drawing)

**Shields, J. David**, Professor of Art and Design. B.F.A., Louisiana Tech University; M.F.A., Savannah College of Art and Design. (Communication Design)
Stone, Barry, Assistant Professor of Art and Design. B.A., M.F.A., University of Texas at Austin.
(Photography)

Todd, Mark E., Professor of Art and Design. B.F.A., M.A., M.F.A., University of Iowa.
(Communication Design)

Wright, Maia, Assistant Professor of Communication Design. A.B. Princeton University; M.F.A. The School of the Art Institute of Chicago. (Visual Communication)
School of Journalism and Mass Communication

Major and Degree Offered:
Mass Communication, M.A.

Major Program

The School of Journalism and Mass Communication offers many opportunities for media professionals, academic researchers, educators, and recent graduates to expand their education and training within the mass communication field. The courses offered cultivate strong research, analytical and multimedia skills that prove advantageous to the media professionals as well as to those interested in continuing their education at the doctoral level. Students will broaden their understanding of communication theories and current research and will be prepared for doctoral studies in journalism, mass communication, or related fields. The program also develops students’ critical thinking abilities and practical skills that will enable them to take up media-related positions in the changing global and interactive media environment. The program also enables students whose undergraduate major may not have been mass communication to gain a skills and theory base for mass communication careers. The School houses the Center for the Study of Latino Media and Markets which promotes research, conferences, forums and other activities to enhance the understanding of issues related to the growing Latino media and markets at the national and international levels.

The varied expertise of faculty and diverse backgrounds of both faculty and students provide a healthy learning environment in which participants learn through interaction and discussion. Courses offered in the program address a variety of cutting-edge topics such as online and social media as well as traditional topics such as mass communication theory and research methods. In addition, students select courses from outside the school to supplement their studies. Students may choose the thesis track, which requires 33 hours, or the non-thesis track, which requires 36 hours.

Admission Policy

Admission is selective and a Graduate Admissions Committee will consider all applicants who meet requirements of the Graduate College. The achievement of the University’s minimum requirements should not be considered an assurance of admission to the Mass Communication Master of Arts program. In addition to university requirements for admission to graduate study, school requirements for unconditional admission are as follows:

- A preferred score of 600 on the paper based TOEFL, 100 on the internet based TOEFL (with preferred section scores of 26/reading, 26/listening, 26/speaking, and 23/writing), or 6.5 IELTS overall band score for international students.
- A preferred combined score of 303 on the verbal and quantitative portions of the Graduate Record Examination (GRE) general test, with no less than 153 on the verbal section and 150 on the quantitative section. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - 1000 (verbal and quantitative combined), no less than 500 on verbal section and a level of 5 on the analytical.
- A preferred level of 4.5 on the analytical writing section of the Graduate Record Examination (GRE).
- An undergraduate GPA of 3.0 (4.0 scale) in the last 60 credit hours of work leading to the bachelor’s degree.
Each applicant must submit the following directly to the Graduate College at http://www.gradcollege.txstate.edu/:

1. A 500-word statement of purpose for pursuing graduate studies in mass communication at Texas State University-San Marcos. The statement should include the applicant’s academic and professional goals.

2. Two letters of recommendation from individuals competent to assess the applicant’s capacity to pursue graduate education in mass communication. In case the applicant is changing the major area, at least one of the two letters must be from a professor in the student’s previous major. If the applicant is transferring from another institution, at least one of the two letters must be from a professor in the student’s previous institution.

3. A current resume with information on educational background, work experience, and extracurricular activities.

Students who do not have acceptable GRE or GPA scores may be admitted conditionally and must take leveling courses as assigned by the graduate admissions committee and make a grade of “B” or better, or retake the GRE and attain the scores mentioned above. Those who do not have acceptable TOEFL/IELTS scores may take only leveling courses until a satisfactory score is achieved.

Students who do not have a journalism or mass communication major in their undergraduate studies may be admitted conditionally and must complete nine to 12 hours of leveling courses to be assigned by the graduate committee and make a grade of “B” or better in these courses.

Applications are considered year-round. Students interested in applying for assistantships and scholarships, however, are strongly encouraged to meet the following application deadlines:

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<tr>
<th>Semester</th>
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<tr>
<td>Fall Semester</td>
<td>February 1</td>
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<tr>
<td>Spring Semester</td>
<td>October 15</td>
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<td>Summer I</td>
<td>February 1</td>
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<td>Summer II</td>
<td>February 1</td>
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Applicants must apply online via the ApplyTexas Application at: http://www.applytexas.org. There is no separate departmental application. A $40 application fee must be submitted at the time of application.

**Degree Requirements**

The Mass Communication graduate program offers its students the option of pursuing either a non-thesis track or a thesis track. In general, it is possible for the full-time student to complete the program in an 18-month period. However, most students take at least two years to complete the degree, especially if they are on a thesis track.

All students are required to take MC 5301 Mass Media and Society, MC 5302 Research Methods in Mass Communication, and MC 5303 Theories of Mass Communication. All students are required to make a minimum 3.0 GPA in the core classes, a minimum 3.0 GPA in the mass communication electives, and a minimum 3.0 GPA in the cognate/minor areas.
Non-thesis Track

The 36-hour non-thesis track includes the core of nine hours and 27 hours of mass communication electives selected by the student and the graduate advisor. Non-thesis students are required to take and pass a written comprehensive exit examination.

Thesis Track

The 33-hour thesis track requires the core of nine hours, 18 hours of mass communication electives and six-hours of thesis credit. The thesis will consist of original research that contributes to the body of knowledge in mass communication – a scholarly presentation of information about mass communication processes and systems. The thesis is a scholarly study of communication behavior, the purpose of which is to broaden understanding of what mass media communicators do through what media channels, how they do it, and with what effects. It may be quantitative, relying upon an experimental design, content analysis, survey data or another appropriate approach, or it may be qualitative, relying upon historical research or another appropriate methodology.

Thesis track students are required to take and pass an oral comprehensive exit examination.

Optional Elective Courses

All students have the option of taking a maximum of six hours of electives outside the area of mass communication with the graduate advisor’s approval. These courses need to support their special research or career-related needs and interests.

Concentrations

Students may choose to opt for Strategic Communication, New Media, Global Media, or Latinos and Media concentrations.

Strategic Communication

Take at least one of the following courses:

(1) MC5308 Seminar in Ad & PR Issues
(2) MC5322 International Ad and PR Issues
(3) MC5304Q Strategic Communication Campaigns (Prerequisite~MC5308)

In addition take at least one of the following courses:

(1) MC5314 Strategies in Media Management
(2) MC5315 Creative Problem Solving
(3) MC5304P Media Writing (Print or PR emphasis)
(4) MC5310 International Communication
(5) MC5304T Health Communication Campaigns
(6) MC5304U Music Marketing and Media
New Media

Take at least three of the following courses:
(1) MC5316 Seminar in New Media Issues
(2) MC5312 Online Media Design
(3) MC5317 Advanced Online Media
(4) MC5304P Media Writing (Web emphasis)
(5) MC5304R Documentaries for digital media

Global Media

Take at least three of the following courses:
(1) MC5310 International Communication
(2) MC5304X Media Systems in Latin America
(3) MC5322 International Ad/PR
(4) MC5330 Internship in an international/multinational company in the U.S. or in a Company abroad (Consent of Graduate Advisor needed)
(5) Study Abroad (Consent of Graduate Advisor needed)
(6) One graduate level, three hour course with international content outside the Department (Consent of the Graduate Advisor needed)

Latinos and Media

Take the following course:
(1) MC5321 Latinos and Media

In addition take at least two of the following courses:
(1) MC5319 Mass Media and Politics
(2) MC5304U Music Marketing and Media
(3) MC5310 International Communication Issues

- Students may declare one concentration only.
- Students do not have to declare a concentration if they do not wish to.
- Some courses are not offered each semester.
- Some courses may also be offered at the Round Rock campus.
- Students must plan their program in consultation with the Graduate Advisor.

Facilities

The School of Journalism and Mass Communication is housed in historic Old Main. Situated on top of a hill, Old Main has become the University’s most recognizable symbol. The building houses the campus radio station, faculty offices, smart lecture rooms, television editing facilities, state-of-the-art computer laboratories and a conference room. The office of The University Star, the student newspaper, is located in a building nearby. The Center for the Study of Latino Media and Markets is located in an adjacent building in ASBN 353.

Graduate student assistants are provided office space and resource room facilities. The Alkek Library at the University offers excellent research facilities with its vast collection of books and other audio-visual resources. The library also offers the TexShare facility that allows students to borrow books from several other universities from within the state.
Faculty

The School of Journalism and Mass Communication has 28 full-time and eight part-time faculty, 22 of whom hold terminal degrees. The graduate faculty is active in international, national, regional, and state professional associations and publishes widely in professional and scholarly journals.

Assistantships

Competitive graduate assistantships offered with stipends and waivers of out-of-state tuition are available to qualified applicants. Assistantship responsibilities include teaching mass communication fundamentals, working in supervisory roles at student media outlets, assisting in the school’s computer labs, or assisting faculty with teaching. Most assistantships are assigned in February for the fall semester, but assistantships may be available for students who wish to begin the graduate program in the spring or summer. The application for assistantship may be obtained from the departmental graduate advisor or from the following website: http://www.masscomm.txstate.edu/degrees-programs/graduate/assistantship.html.

Courses Offered

Mass Communication (MC)

5155 Teaching Techniques in Mass Communication. (1-0) Required of, and open only to, graduate teaching and instructional assistants as a condition of employment. This course provides training and planned periodic evaluations of instructional responsibilities. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

5255 Teaching Techniques in Mass Communication. (2-0) Required of, and open only to, graduate teaching and instructional assistants as a condition of employment. This course provides training and planned periodic evaluations of instructional responsibilities. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

5301 Mass Media and Society. (3-0) A seminar devoted to analysis and discussion of significant contemporary issues in mass communication, including a study of the history of the development of mass communication media.

5302 Research Methods in Mass Communication. (3-0) Investigation of the tools and techniques of both qualitative and quantitative research methods used in the study of mass communication, including surveys, content analysis, experimental designs and case studies.

5303 Theories of Mass Communication. (3-0) Examination of the literature of mass communication theory and discussion of theoretical approaches and models.

5304 Special Topics in Mass Communication. (3-0) Seminar examining leading work in and about mass communication to give students an in-depth study of special topics. May be repeated for credit up to four times when topics change. Prerequisite: Consent of graduate advisor.

5304R Documentaries for Digital Media. (3-0) Discussion, development and analysis of documentary video and digital media. Students will explore electronic media techniques used in writing and producing features, documentaries, and related programming. Designed for the novice student with emphasis on pre-and-post-production activities from research to final project.

5304T Health Communication Campaigns. (3-0) Provides an overview of the theory and practice of designing, producing and evaluating health-communication campaigns. Examines persuasive approaches to behavioral change as well as audience, message and channel factors in health-campaign development. Emphasizes communication approaches, including mass media, social networking and new media.
5304W Web Content Management Systems. (3-0) Students in this class will develop advanced Web building skills. Specifically, students will be introduced to various Web Content Management Systems and taught how to use these applications to manage content and build Web sites efficiently. Prerequisite or Corequisite: MC 5312 or consent of instructor.

5304X Media Systems in Latin America. This course will examine media systems within their historical, political, and economic contexts in Latin America. Media markets in Latin America and their links to Spanish-language and other Latino-oriented media and markets in the U.S. will also be studied.

5307 Project. (3-0) A major communication effort, the purpose of which is to demonstrate command of the skills necessary to work at advanced levels in mass communication. For example, it may be broadcast documentary, advertising or public relations campaign, or a newspaper series. Prerequisite: Completed course work.

5308 Seminar in Advertising and Public Relations. (3-0) This course analyzes advertising and public relations issues using an integrated communication framework. Students are introduced to the advertising and public relations decision-making process, learn what problems real organizations experience and evaluate how they resolve issues in such areas as client-agency relationships, strategic planning/management, globalization, channel integration, cyber marketing, evaluation, etc.

5309 Gender, Race, and Class and the Media. (3-0) This course takes a theoretical approach to the study of representations of gender, race, and class in the mass media and the lives of the media professionals who belong to marginalized groups. A historical overview will be followed by an in-depth look at current conditions.

5310 International Communication Issues. (3-0) This course examines the media systems worldwide in different socioeconomic contexts and studies the patterns of international information flow. The course includes theories governing international communication. Students learn how and why communication takes place between different nations and the impact of this communication on individual nations.

5311 Independent Study. (3-0) Study of a special interest that offers academic or professional improvement and growth in the field of Mass Communication. May be repeated once with different emphasis for additional credit.

5312 Online Media Design. (3-0) This course will instruct students in Web development and design and address the appropriate usage of text, graphics, sound and video on mass communication sites. The class will also address social and theoretical implications of technology, such as the digital divide, cyberlaw, e-commerce, and Web credibility and accessibility.

5313 Media Law. (3-0) Study of laws and regulations as they pertain to media operations and the internal and external codes that guide media behavior.

5314 Strategies in Media Management. (3-0) Analysis and discussion of issues involved in media ownership and operation, including monopoly and competition, labor relations, human resource management and staffing, the politics of workplace supervision, and market relations.

5315 Creative Problem Solving in Mass Communication. (3-0) This class examines the psychology of creativity and its application in mass communication to media management, broadcasting, advertising, and public relations. Students learn a variety of ideation techniques and structured creative problem solving methods to better understand their own creative thinking process, and how to facilitate creative thinking in groups.
5316 Seminar in New Media Technology Issues. (3-0) This course will examine the theories governing new media technologies such as the Internet, computers, cellular telephones and other digital technologies. Issues discussed will include convergence, digital divide, the role of communication in the new media environment, diffusion, and the impact of new media technologies on society and culture.

5317 Advanced Online Media. (3-0) Students will gain advanced skills in multimedia layout and design. Techniques include audio/video editing, Flash development, and database management as practiced in the communication disciplines. Theoretical and practical considerations of emerging technologies to the media industry will be integrated with production techniques. Prerequisite: MC 5312 or consent of instructor.

5318 Media Ethics. (3-0) The study of freedom and responsibilities of mass media practitioners and institutions, explored within the framework of ethical theories. Students will learn philosophical constructs as well as contemporary ethicists. Consideration of values, codes of ethics, moral development, professionalism, and institutional constraints as applied to media of information, persuasion, and entertainment.

5319 Mass Media and Politics. (3-0) The class will review key literature in the area of mass media and politics and engage in original research related to mass media and statewide, congressional and/or presidential elections. Class focus may vary by professor, e.g. Latinos in the United States.

5321 Latinos and Media. (3-0) An immersion into the study of Latinos, their representations in media, and media oriented to Latinos. The course will require students to engage in in-depth research about Latinos and media issues.

5322 International Advertising and Public Relations Issues. (3-0) This course examines multinational advertising and public relations organizations and how they function in a global marketplace. Students learn how these organizations serve specific client needs in increasingly complex societies and cultures.

5323 Current Issues in Mass Communication. (3-0) This course examines current theoretical and professional issues in mass communication. This course may be repeated once with a different emphasis for credit.

5324 Media Writing. (3-0) This course is designed to impart media writing skills. Students will learn information gathering and interviewing skills, and narrative techniques pertinent to different mass media. Emphasis may vary. This course may be repeated with different emphasis.

5325 Music Marketing. (3-0) This course integrates all areas of marketing management and relates media and marketing activities to the other functional areas of the music business, including music publishing, live entertainment, recording companies, and production. Strategic planning and analytical procedures for marketing managerial decisions and their relation with the media will be emphasized.

5326 Strategic Communication Campaigns. (3-0) A comprehensive study of strategic communication campaign planning with emphasis on public relations and advertising. Students will combine theory and practice to develop, coordinate and evaluate advertising/public relations campaigns for key audiences. Prerequisite: MC5308 or consent of instructor.

5327 Visual Communication. (3-0) This course examines the principles, theories, and language of visual communication, with emphasis on evaluating and using images in mass media. Through a semester-long team project, students will investigate, study, and summarize the various principles and theories of visual communication.

5330 Internship in Mass Communication. (0-12) Students acquire on-the-job experience in an off-campus media setting where they can apply the skills and knowledge acquired through mass communication graduate course work. Requires 180 hours of work off-campus, a written report, and portfolio of work product. Graded on a credit (CR), no credit (F) basis. Prerequisite: Consent of the graduate advisor and internship coordinator.
5350 Foundations of Mass Communication. (3-0) This course may be taken only to fulfill mass communication background requirements. Students will acquire knowledge of mass communication necessary for advanced studies. This course does not earn graduate degree credit. Repeatable with different emphasis. Prerequisites: Mass Communication major status and consent of graduate advisor.

5352 Editing for Clear Communication. (2-2) The course explores the role of editors in gatekeeping and how writing varies by audience and medium. Designed to teach students how to edit using Associated Press style while focusing on accuracy, organization, language, logic, style, and meaning. This course does not earn graduate degree credit. Repeatable with different emphasis. Prerequisites: Mass Communication major status and consent of graduate advisor.

5353 History of Mass Media. (3-0) Students will examine the growth and role of mass media in the United States from 1690 to the present in the context of the nation’s history. This course does not earn graduate degree credit. Repeatable with different emphasis. Prerequisites: Mass Communication major status and consent of graduate advisor.

5399A Thesis. (3-0) A scholarly study of communication behavior, the purpose of which is to broaden understanding of what mass media do, how they do it, and with what effects. It may be quantitative, historical or rely upon another appropriate methodology. No thesis credit is awarded until student has completed the thesis in MC 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis. Prerequisite: Completed course work.

5299B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

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5999B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

7304 Special Topics in Mass Communication. (3-0) Topics vary and include the study of issues, theories, and research related to various areas of mass communication. Can be repeated for credit when topic changes. Prerequisite: Doctoral level standing.

7304A Seminar in Advertising and Public Relations. (3-0) Analysis and discussion of the development and role of advertising and public relations in the field of mass communication. Prerequisite: Doctoral level standing.

7304B International Communication. (3-0) A review of international communication theories and a critical examination of the world media systems and information flow patterns. Prerequisite: Doctoral level standing.

7311 Directed Research in Mass Communication. (3-0) Independent study of a specific mass communication research area. May be repeated with different emphasis for additional credit. Prerequisite: Doctoral level standing.
Graduate Faculty

Brown, Lucy, Assistant Professor of Mass Communication. M.S., Pratt Institute; M.A., Ph.D., The University of Texas at Austin.

Chapa, Sindy, Assistant Professor of Journalism and Mass Communication. B.A., Universidad Valle Del Bravo, Mexico; M.B.A., University of St. Thomas; Ph.D., University of Texas–Pan American.

Choi, Jinhong, Assistant Professor of Journalism and Mass Communication. B.A., Konkuk University; M.A., Chung-Ang University; Ph.D., University of Minnesota-Twin Cities.

England, M. Timothy, Associate Professor of Mass Communication. B.A., Western Kentucky University; M.A., Indiana University at Bloomington; Ph.D., University of Tennessee.

Fluker, Laurie H., Associate Professor of Mass Communication and Associate Dean of the College of Fine Arts and Communications. B.A., Wiley College; M.F.A., Southern Methodist University; Ph.D., The University of Texas at Austin.

Grimes, Tom, Professor of Journalism and Mass Communication. B.A., University of Arkansas; M.S. Columbia University; Ph.D. Indiana University at Bloomington.

Laird, Doris J., Lecturer of Journalism and Mass Communication. B.J., M.A., Ph.D., The University of Texas at Austin.

McBride, Michael H., Distinguished Professor Emeritus of Journalism and Mass Communication. A.A., San Antonio College; B.A., Angelo State College; M.A., Texas Tech University; Ed.D., Texas Tech University.

Muk, Alexander Y., Assistant Professor of Journalism and Mass Communication. B.F.A., Academy of Art College; M.A., Bournemouth University, U.K.; Ph.D., University of Southern Mississippi.

Niekamp, Raymond, Associate Professor of Mass Communication. B.S., Southern Illinois University at Carbondale; M.A., University of Minnesota; Ph.D., Penn State University.

Nelson, David C., Professor of Mass Communication and Associate Dean of University College. B.A., M.A., Ph.D., Purdue University.

Oskam, Judith B., Professor and Associate Director of Round Rock Programs. B.A., The University of North Texas; M.S., Ed.D., Oklahoma State University.

Peirce, Kate, Professor of Mass Communication. B.A., M.S., Florida State University; Ph.D., The University of Texas at Austin.

Rao, Sandhya, Professor and Associate Director for Graduate Studies, School of Journalism and Mass Communication and Assistant Dean of the Graduate College. B.A., Mount Carmel College; B.S., M.S., Bangalore University; Ph.D., Bowling Green State University.

Royal, Cindy L., Associate Professor of Mass Communication. B.S., University of North Carolina at Chapel Hill; M.B.A., University of Richmond; Ph.D., The University of Texas at Austin.
Smith, Bruce L., Professor and Director of the School of Journalism and Mass Communication. B.A., University of Minnesota Duluth; M.S., Miami University; M.B.A., Murray State University; Ed.D., Boston University.

Subervi, Federico, Professor of Mass Communication. B.A., M.A., University of Puerto Rico; Ph.D., University of Wisconsin-Madison.

Taylor, E. Gigi, Lecturer of Journalism and Mass Communication. B.S., University of Colorado; M.A., Ph.D., The University of Texas at Austin.

Trauth, Denise M., Professor of Mass Communication and President of the University. B.A., College of Mount St. Joseph, Ohio; M.A., Ohio State University; Ph.D., University of Iowa.

Walsh, Frank E., Associate Professor of Mass Communication. B.A. (Journalism), B.A. (Political Science/History), M.A. (Journalism/History), J.D., University of Montana.

Weill, Susan M., Associate Professor of Mass Communication. B.A., Millsaps College; M.S., Jackson State University; Ph.D., University of Southern Mississippi.

Yang, Mengchieh Jacie, Assistant Professor of Mass Communication. B.A., National Chengchi University; M.A., Ph.D., The University of Texas at Austin.
Department of Communication Studies

Major and Degree Offered:
Communication Studies, M.A.

Certificate Program:
Corporate Communication and Training

Major Program

A Master of Arts with a major in Communication Studies offers students maximum flexibility in designing their own customized programs. Students may choose the comprehensive program or thesis program with either a resource area or minor option for coursework in other departments. Students may select Communication Studies courses that develop expertise in one or more of the following areas: Organizational Communication, Rhetorical Studies, Communication Training and Development, Interpersonal Communication, or Instructional Communication. Students also may select courses from related disciplines, such as Mass Communication, Education, English, Psychology, Sociology, and Business. The Department encourages all students to explore courses that provide a breadth of knowledge about human communication.

Organizational Communication: Students primarily interested in organizational communication investigate the function, flow, and structure of communication in organizations to enhance organizational effectiveness. Key courses include Organizational Communication and Advanced Organizational Communication Theory and Practice, Communication and Negotiation, Seminar in Communication and Technology, Communication Training and Development, and Communication Assessment.

Rhetorical Studies: Students interested in rhetorical studies investigate how symbols have the power to shape perceptions and alter attitudes. Students may select from courses that offer a broad overview of rhetorical theory and rhetorical methods. Courses with applications to specific communication contexts include Seminar in Political Communication and Organizational Rhetoric. Students may also explore special areas such as media, movements, and genres in Contemporary Rhetoric and Social Influence and Historical Rhetoric and Social Influence.

Communication Training and Development, Communication Assessment, and Organizational Communication Analysis and Development: Students who seek careers as communication trainers or human resource development specialists select from several courses that provide information and prescribe strategies to enhance communication performance. Specifically, students must take Communication Training and Development and Organizational Communication, and then select from related elective courses. Advanced Organizational Communication Theory and Practice, Organizational Communication Analysis and Development, Communication Assessment and Seminar in Instructional Communication provide additional insight into the communication training function.

Interpersonal Communication: Students who emphasize interpersonal communication take courses that focus on the role of communication in the development and maintenance of human relationships. Seminar in Interpersonal Communication provides a comprehensive review of theory and research that explores interpersonal relationships. Other courses that emphasize interpersonal communication theory and research include Gender and Communication, Seminar in Nonverbal Communication, Communication and Negotiation, Seminar in Small Group Communication, and Seminar in Communication and Technology.
Instructional Communication: Students who wish to pursue careers in teaching at the community college level will find a broad array of courses that will prepare them for a career in education. We offer courses that focus upon communication curricula typically found in community colleges (interpersonal communication, small group communication, public speaking, and communication fundamentals). Seminar in Instructional Communication and Communication Assessment provide a classic description of the form and function of communication in instructional settings. In addition, students may select courses from our outstanding College of Education.

Admission

Admission to the Communication Studies graduate program is selective. Applications will be considered according to the following criteria:

1. Applicants must have earned a minimum GPA of 3.2 over the last sixty hours of undergraduate coursework.
2. Applicants must complete an essay (500-700 total words) that clearly addresses each of the following questions:
   A. Which area(s) of communication studies are you most interested in pursuing, and why?
   B. Why did you select the M. A. in Communication Studies at Texas State?
   C. How does your academic background prepare you for graduate study in the Department of Communication Studies at Texas State?
   D. What are your plans after completing the M. A. degree and how do you plan to apply your degree?

The essay will be evaluated on the applicant’s ability to: demonstrate correct composition, grammar and writing style; provide a complete and well-developed response; and explain and justify her/his answers.

3. Applicants should apply by March 1 for summer or fall admission and by October 15 for spring admission. Send transcripts, the essay, and any other supporting materials directly to the Graduate College (http://www.gradcollege.txstate.edu/) in a timely manner. Consult the Department’s Graduate Advisor as soon as possible about advising and available courses if the Department has approved your application.

4. (a) Those prospective students with fewer than 18 undergraduate credit hours in Communication Studies must enroll in background hours before making a formal application. Consult the Graduate Advisor to determine the exact nature of those courses. (b) Applicants who have the required number of undergraduate hours but who have not completed junior-level courses in quantitative research methods and rhetorical criticism are eligible to be admitted, but will be required to enroll in leveling hours when they begin their program.

Degree Requirements

There are two program options for graduate students. The 36 hour comprehensive program includes 6 hours of required COMM courses and 24 hours of COMM elective courses. The 30 hour thesis program involves 6 hours of required COMM courses and 12 hours of COMM elective courses, and 6 hours of thesis work. The comprehensive program provides the greatest flexibility and breadth of understanding, and the thesis program emphasizes greater depth of understanding.

Students may choose to finish either program with 6 or more hours of a resource area or a minor. Students consult with the Communication Studies Graduate Advisor to select the courses in a
resource area, but students must consult and obtain the approval of graduate advisors in other
departments to complete a minor. Minors often involve more than 6 hours of coursework.

Summarily, there are four types of degree plans: (1) the 36 hour comprehensive program with
30 COMM hours and a 6 hour resource area, (2) the 30 hour thesis program with 24 COMM hours and a
6 hour resource area, (3) the 36 hour comprehensive program with 30 COMM hours and a minor of 6 or
more hours in a minor, and (4) the 30 hour thesis program with 24 COMM hours and 6 or more hours in
a minor. The department assigns all Communication Studies majors to the comprehensive program
with a resource area. After the first semester of coursework, the student may request the thesis option or
select a minor.

All Communication Studies majors are required to take Communication 5301 Empirical
Methods in Communication Research, and Communication 5323 Rhetorical Methods. While it is
possible to complete the degree requirements within three long semesters, many majors elect to extend
their coursework over two years. Communication Studies graduate courses are usually offered in the
evening during a long semester.

Students must maintain a 3.00 GPA in all Communication Studies courses in order to
graduate.

Minors and Resource Areas

A student who minors in Communication Studies should have completed at least 18
undergraduate semester hours of coursework in Communication Studies. A minor in Communication
Studies requires a minimum of 12 semester hours of graduate-level Communication Studies courses.
The department encourages Communication Studies minors to take coursework from both rhetorical and
behavioral perspectives to gain a broad perspective of the Communication Studies discipline.
Students may take Communication Studies courses as part of a resource or cognate area.
Students who wish to take coursework in Communication Studies that is not part of an approved minor
should consult with the instructor of the course or the Communication Studies Graduate Advisor.

Certificate in Corporate Communication and Training

The nine-hour Certificate Program in Corporate Communication and Training is designed to
provide foundational instruction in organizational communication, communication training and human
resource development, and other related coursework for individuals interested in corporate
communication, training, and human resource development.

The requirements for this certificate consist of two core courses augmented by one approved
elective course in communication. Students pursing this certificate are required to complete COMM
5319 Organizational Communication and COMM 5329A Communication Training and Development.
In addition, students must complete one of the following courses: COMM 5318 Seminar in Interpersonal
Communication, COMM 5321 Communication Assessment, COMM 5324 Instructional
Communication, COMM 5325 Seminar in Human Communication Theory, COMM 5329B
Communication and Negotiation, COMM 5332 Communication and Technology, COMM 5347 Seminar
in Small Group Communication, or COMM 5350 Applied Communication Studies.

The admissions criteria for the Graduate Certificate in Corporate Communication and Training
are the same as the criteria for applying for the M.A. degree in Communication Studies. Applicants must
have an undergraduate degree from an accredited institution and at least a 3.2 GPA in the last 60 hours
of coursework. Background hours in Communication Studies, including undergraduate coursework in
empirical research and methods, may be required for entrance to the Certificate Program.

Admission into the Certificate Program in Corporate Communication and Training is separate
from the M.A. degree program in Communication Studies. To apply for the Graduate Certificate in
Corporate Communication and Training through the Graduate College
(http://www.gradcollege.txstate.edu/) using the Apply Texas online system. Admission to the Graduate Certificate in Corporate Communication and Training is selective. In addition to submitting your application online you should also submit a 500-word statement to Dr. Beebe addressing the following questions:

a) Why are you seeking the Graduate Certificate in Corporate Communication and Training?

b) How does your academic background prepare you for the certificate (such as previous coursework in communication and/or experience as a trainer)?

c) What are your plans after completing the Graduate Certificate in Corporate Communication and Training and how do you plan to apply this certificate?

Send your essay to:
Dr. Steven A. Beebe, Chair
Department of Communication Studies
601 University Drive
Texas State University-San Marcos
San Marcos, TX 78666

Applying for a Thesis or a Comprehensive Exam Committee. A student must be in good academic standing to apply for a thesis or comprehensive exam committee. The student’s cumulative GPA in all their graduate classes and in their Communication Studies classes must be 3.00 or higher. Also, the student should not have any incomplete grades in their classes.

Students must submit departmental forms to the Director of Graduate Studies by November 1 or April 1. Students applying for a thesis must make the request in the semester in which they will complete 15 hours of coursework. This is generally during the second semester of full-time graduate coursework since students must complete a thesis over two or more semesters. Students applying for a comprehensive exam committee must make the request in the semester in which they will complete 27 hours of coursework. This is the semester before they anticipate graduating. The graduate faculty reviews all requests.

Facilities

In 1998, the Department moved to its new facilities in the completely renovated Centennial Hall. This new location offers outstanding resources including twenty-four faculty offices, several graduate assistant office suites, research labs, computer labs, conference rooms, several well-equipped classrooms, and a state of the art teaching theatre.

Faculty

The department’s communication studies faculty members are active in state, regional, national, and international associations and publish widely in professional and academic journals.

Financial Aid

Graduate Assistantships offered at competitive stipends with waiver of out-of-state tuition are available to qualified applicants. Assistantship responsibilities include teaching communication fundamentals, serving as assistant director of forensics, or assisting faculty with research. Most assistantships are assigned in March for the fall semester, but assistantships may be available for students who wish to begin the graduate program in the spring or summer.
The department offers limited scholarships for currently enrolled students. Also, the College of Fine Arts and Communication and the Graduate College provide a variety of scholarships for new and returning graduate students. See the various web sites for details.

Courses Offered

Communication Studies (COMM)

5100 Teaching Communication Studies. (1-0) An introduction to curriculum, instruction, and assessment methods in the teaching of Communication Studies. Provides an orientation as well as regular in-service training and planned periodic evaluations of instructional responsibilities. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.

5301 Empirical Methods in Communication Research. (3-0) An examination of empirical research methods in speech communication. Measurement procedures, statistics, experimental design, and descriptive research methods will be investigated as well as a consideration of scholarly writing and library research. Required of communication studies majors.

5302 Rhetorical Methods. (3-0) A study of approaches to the analysis of public discourse directed toward establishing workable perspectives for students conducting rhetorical analysis. Required of communication studies majors.

5310 Methods of Teaching Communication Studies. (3-0) A study of the methods of teaching speech communication principles and skills for secondary school teachers. Prerequisite: Admission to teacher certification program or permission of department chair.

5315 Directed Research in Communication Studies. (3-0) A course corresponding to Communication 4315, with the same title, to be offered to certain graduate students to allow for independent study in a specific area for which a regular course is not available. May be repeated with different emphasis for additional credit.

5318 Seminar in Interpersonal Communication. (3-0) A review of current research in the area. Includes an examination of contemporary theories and research methods.

5319 Organizational Communication. (3-0) Examines organizational communication theory and research in applied organizational contexts. Provides communication professionals with an analytical framework for improving communication.

5320 Directing Communication Studies and Theatre Activities. (3-0) Designed to assist any teacher, whether of speech and drama or some other subject, in directing speech and drama activities. During the course, those in the class will actually direct debate, plays, declamation, and other activities. May be repeated with different emphasis for additional credit.

5321 Communication Assessment. (3-0) An in-depth study of communication assessment techniques employed in the field of oral communication. Statistical, experimental, and observational methods of assessing oral communication in interpersonal, group, and classroom settings are included.

5324 Seminar in Instructional Communication. (3-0) Examines communication instruction theory and research and their practical applications in various instructional settings.

5325 Seminar in Human Communication Theory. (3-0) An examination of theories of human communication contexts including interpersonal, family, intercultural, organizational, and instructional communication. May be repeated with a different topic.

5327 Contemporary Rhetorical Theory. (3-0) A survey of the major contemporary theoretical perspectives and conceptual debates in rhetoric. Focuses upon critical interpretations and applications of theory in addition to study of primary theorists’ writings.

5329B Communication and Negotiation. (3-0) Examines theory, research, and practice of conflict management and negotiation. Prerequisite: Communication 5319 or permission of instructor.
5329D Managing Communication Technologies in the Workplace. (3-0) Examines how communication technologies both help and hinder workplace communication. Examines theory, practical applications, key scholars and empirical research. Heavy focus on using case studies that provide context for learning how to thrive in the contemporary organization.

5329E Communication and Organizational Culture. (3-0) A seminar about communication and organizational culture. Discussion and materials explore communication practices that enable people to identify themselves as members of an organization and bind themselves to each other. Students will have the opportunity to analyze an organization. COMM 5319 or consent of instructor is required.

5330 Seminar in Nonverbal Communication. (3-0) A review of current theory and research of nonverbal communication behavior.

5331 Seminar in Persuasive Communication. (3-0) An analysis of behavioral theories of persuasion. Emphasis placed on understanding established theories of attitude formation and change, contemporary persuasion, research, and the application of persuasion theory.

5332 Seminar in Communication and Technology. (3-0) Focuses on research and theories about the relationships between technology and communication behavior in interpersonal group, and organization contexts. Also considers relationships between communication, technology, and culture.

5342 Historical Rhetoric and Social Influence. (3-0) The analytical study of speeches, speakers, groups, movements, and rhetorical strategies in history. Includes emphasis on the following topics: American Public Address, Rhetoric of Woman’s Suffrage, and other historic topics of interest. May be repeated with different emphasis or topic for additional credit.

5343 Contemporary Rhetoric and Social Influence. (3-0) The analytical study of speeches, speakers, groups, movements, and rhetorical strategies in contemporary society. Includes emphasis on the following topics: rhetoric and culture, rhetorical movements, and rhetorical genres. May be repeated with a different topic.

5344 American Speeches. (3-0) This course is a survey of American public address. The class will study significant and representative speeches from different periods of American history. This class will examine what the study of American public address can teach us about history, communication, and social influence.

5345 Seminar in Political Communication. (3-0) Study of political communication in contemporary times. Course will cover the rhetoric of candidates and politicians, the structure of political campaigns, and campaign practices.

5347 Seminar in Small Group Communication. (3-0) An examination of theories and research evidence about communication in the small group.

5350 Applied Communication Studies. (3-0) An application of communication principles and skills. Topics covered may include organizational, interpersonal, nonverbal and group communication, conflict management, communication technology, and persuasion analysis. May not be taken for credit by student pursuing M.A. degree in Communication. May be repeated for additional credit with department approval.

5355 Media Criticism. (3-0) A rhetorical analysis of media from a Contemporary Cultural Studies perspective.

5356 Gender and Communication. (3-0) An examination of research and theories about gender communication, relationships, and qualitative research methods.

5360 Introduction to Empirical Research in Communication. (3-0) Introduction to Communication Studies as a behavioral science. Students will learn principles of the scientific method; explore quantitative and qualitative methods; investigate variables across the field (persuasion, interpersonal, organizational, non-verbal, intercultural, and instructional); and analyze and apply research in Communication. This course does not earn graduate degree credit.

5362 Topics in Communication Contexts. (3-0) An introduction to contexts for Communication Studies. Students will be exposed to theories and research in conflict, family, gender, interpersonal, non-verbal, organizational, public address, small group, or social movement communication. This course does not earn graduate degree credit. Repeatable with different emphasis.
5362A Organizational Communication. (3-0) Introduction to communication concepts in the context of organizations. Students will learn how communication influences contemporary organizations through familiarity with contemporary research. Students will be prepared to understand, investigate, and manage communication processes in organizations. This course does not earn graduate degree credit.

5362B Organizational Rhetoric. (3-0) Introduction to the study of organizational rhetoric designed for internal and external audiences. Students will analyze and create messages based in theories of organizational rhetoric. This course does not earn graduate degree credit.

5363 Introduction to Rhetorical Research in Communication. (3-0) Introduction to the rhetorical tradition in Communication, with a focus on methods of analysis of discourse. Students will learn the significance of rhetorical analysis; explore a variety of critical methodologies; perform an analysis of discourse; and report findings in writing. This course does not earn graduate degree credit.

5371 Communication Training and Development. (3-0) This course examines the theory and practice of developing and presenting communication training sessions for organizations. Prerequisite: Communication 5319 or permission of instructor.

5372 Organizational Communication Analysis and Development. (3-0) Examines communication problems in organizations and describes effective interventions. Provides communication managers and consultants with a broad range of tools and procedures for diagnosing and changing communication. Prerequisite: COMM 5319, undergraduate organizational communication course, or permission of instructor.

5374 Seminar in Organizational Rhetoric. (3-0) This seminar will include an examination of how organizations use symbols to accomplish a variety of functions for internal and external audiences, as well as exploring the concept of “organization as rhetorical argument.”

5390 Communication Internship. (0-10) Students acquire on-the-job experience in a position with an off-campus organization using skills and knowledge acquired through graduate coursework; requires written reports and other projects as specified by the supervising instructor. Graded on a credit (CR), no credit (F) basis. Prerequisite: Permission of instructor.

5395 Capstone Research Project. (3-0) Under the direction of a graduate faculty member, students develop and submit a research or applied project using knowledge and skills acquired through graduate coursework. Required for students not pursuing the thesis path. May be taken only once for degree credit. Prerequisite: Permission of instructor.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Communication Studies 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

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5999B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.
7315 Directed Research in Communication Studies. (3-0) Independent study of a specific communication research area. May be repeated with different emphasis for additional credit. Prerequisite: Doctoral level standing.

7325 Topics in Communication Studies. (3-0) A review of classic and contemporary theory and research that investigate human communication covering a variety of topics. Prerequisite: Doctoral level standing.

7325A Instructional Communication. (3-0) A review of instructional communication theory and research with an emphasis on the function of communication in instructional settings. Prerequisite: Doctoral level standing.

7325B Organizational Communication. (3-0) A review of organizational communication theory and research with an emphasis on organizational development from a communication perspective. Prerequisite: Doctoral level standing.

7325C Communication Assessment. (3-0) An in depth study of communication assessment techniques employed in the field of oral communication. Statistical, experimental, and observational methods of assessing oral communication in interpersonal, group, and classroom settings are included.

Graduate Faculty

Beebe, Steven Arnold, Regents’ Professor and Chair of the Department of Communication Studies and Associate Dean of the College of Fine Arts and Communication. B.S., M.A., Central Missouri State University; Ph.D., University of Missouri.

Burnette, Ann E., Associate Professor of Communication Studies. B.A., M.A., University of Virginia; Ph.D., Northwestern University.

Cheatam, Thomas Richard, Professor of Communication Studies. B.A., Wayland Baptist University; M.A., Ph.D., Purdue University.

Fleuriet, Cathy, Associate Professor of Communication Studies and Associate Vice President for Institutional Effectiveness. B.S., The University of Texas at Austin; M.A., Texas Tech University; Ph.D., The University of Texas at Austin.

Gomez, L. Felipe, Assistant Professor of Communication Studies. B.A., Instituto Technologie De Monterrey; M.B.A., Katholieke Universiteit Nijmegen; Ph.D., The University of Texas at Austin.

Gratz, Robert David, Professor of Communication Studies and Special Assistant to the President. B.S., Lamar University; M.A., Ph.D., Bowling Green State University.

Houser, Marian L., Associate Professor of Communication Studies. B.A., University of Missouri; M.A., Miami University of Ohio; Ph.D., University of Tennessee, Knoxville.

Keeley-Vassberg, Maureen P., Professor of Communication Studies. B.A., M.A., University of Arizona; Ph.D., University of Iowa.

LeClair-Underberg, Cassandra, Assistant Professor of Communication Studies. B.S., University of South Dakota; M.S. South Dakota State University; Ph.D., University of Nebraska.

Mandziuk, Roseann Marie, Professor of Communication Studies. B.A., Wayne State University; M.S., Illinois State University; Ph.D., University of Iowa.
Salem, Philip Joseph, Professor of Communication Studies and Director of Graduate Studies. B.S., Northern State University; M.A., Ph.D., University of Denver.

Williams, M. Lee, University Distinguished Professor of Communication Studies. B.A., Hardin-Simmons University; M.A., Ph.D., University of Oklahoma.
Department of Theatre and Dance

Major and Degree Offered:
Theatre, M.A.
Theatre, M.F.A.

Major Programs

A Master of Arts with a major in theatre offers specializations in directing, history-criticism, dramaturgy, and playwriting. Thirty to 39-semester hours are required for the degree, depending on the area of specialization. A minimum of six hours is taken in a minor or cognate area. All students take Theatre 5301 Drama Research, Theatre 5367 Dramatic Theory and Criticism, and at least two of the history/literature courses (Theatre 5365, Theatre 5369, or Theatre 5371).

A Master of Fine Arts with a major in theatre will prepare students for the field of theatre, more specifically to direct theatre, lead a theatre, or to teach theatre. This degree will provide students with a strong theoretical and practical education in preparing productions so that they might have long, fruitful careers in theatre or higher education. It will also hone student skills in critical thinking, problem solving, creative analysis, and application of the craft to real world projects so that they might excel in today’s quickly changing and ever diverse theatre and academic environments.

The Master of Fine Arts program is a three-year course of study that requires 60 semester credit hours. Students in the program will concentrate on production research, play analysis, stage management, production planning, organizational skills, working with actors, while at the same time improving collaborative skills with actors, designers, playwrights, dramaturgs and technicians in the 33 hours of required core courses. Additional academic coursework will be in history/theory with 18 required hours and 9 prescribed elective hours in one of the following: film, playwriting, dramaturgy, Shakespeare studies, or internship.

Admission Policy

Applicants to the Theatre M.A. program who choose a specialization in History-Criticism, Playwriting, or Dramaturgy must have a GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree and a preferred GRE score of 300. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - 900 (verbal and quantitative combined). GRE scores must be sent directly from the Educational Testing Service in Princeton, New Jersey, to our Graduate College. The college code for Texas State is 006667. The Educational Testing Service can be contacted at www.ets.org/gre. Texas State students are only required to take the General Test. Applicants must also submit a letter of intent stating the applicant's proposed area of specialty and detailing the applicant's past practical experience. Two letters of recommendation, a current resume, and the letter of intent must be submitted directly to the Graduate College. Playwriting applicants must also submit a creative writing sample.

Applicants to the Theatre M.A. program who choose a specialization in Directing must have a GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree. Applicants for this specialization also must also submit a letter of intent stating the applicant’s proposed area of specialty and detailing the applicant's past practical experience. Two letters of recommendation, a current resume, and the letter of intent must be submitted directly to the Graduate College. In addition, Directing applicants must also be interviewed by a member of the Directing faculty either by phone or in person and the applicant must submit supporting evidence of directing experience and competence in directing (production books, production videos and/or photos, reviews, etc.).
Applicants to the Theatre M.F.A. program must have a GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree. Applicants must also have a minimum of 24 undergraduate hours in theatre. It is expected that most applicants will have completed a BA or BFA in theatre. In addition, they will have had non-academic practical theatre experience. Applicants for the M.F.A. must submit, directly to the Graduate College, a letter of intent that details the area of specialty, related background information, and what the goals are for pursuing an MFA in theatre; two letters of recommendation; and a current theatre resume.

In addition, applicants must submit to MFA Admissions, in the Department of Theatre and Dance, Texas State University-San Marcos, 601 University Drive, San Marcos, TX 78666 by March 15 a theatre portfolio (hard copy or electronic) which may include rehearsal prompt books of past directing projects, design sketches and renderings, production photos, DVDs, reviews, and/or items showing process and aesthetic. An interview may be scheduled with program faculty to complete the application process. It is preferred that interviews take place on campus and that the applicant attend an MFA class session as part of their itinerary.

Facilities

The Theatre Program is housed in the distinctive Theatre Center. In addition to the main theatre and a studio theatre, the center houses completely equipped scene and costume shops, twenty-one offices, seven classrooms, a computer-drafting laboratory, and intensive audiovisual resources for both research and teaching.

Financial Aid

Graduate assistantships offered at competitive stipends with waiver of out-of-state tuition are available to qualified applicants. Most assistantships are assigned in March for the fall semester.

Courses Offered

Theatre (TH)

5301 Drama Research. (3-0) An examination of problems and research techniques in drama. Historical, critical, descriptive, and experimental research approaches will be surveyed and basic procedures in research report writing will be considered. Required of theatre majors.

5302 Text Analysis, Research & Interpretation. (3-0) This course reviews various methods of analysis of a dramatic text. This includes inductive, deductive, structural, and methodical approaches. It also examines techniques for production research and explores issues of interpretation that affect the development of a play’s translation into a production on stage.

5303 Conceptualization and Composition. (3-0) This course investigates conceiving and developing a production concept and/or production context. It also explores how the concept/context is useful in the formation of a plan of staging. Finally, it examines potential blocking and staging implications that result from conceptualization and context, as well a composition implications.

5310 Graduate Assistant Development. (3-0) This course is required as a condition of employment for graduate teaching and instructional assistants. This course covers topics related to employment responsibilities. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.
**5312 Director/Designer Collaboration.** (3-0) This course examines the nature of director/designer collaboration. Areas studied and developed include the director’s visual perceptions, visual interpretations, and visual choices. In addition, attention is focused on discovering and uncovering these characteristics embedded in theatrical texts.

**5313 History of Directing and Scenography.** (3-0) This course is a historical survey of the work of directors and designers. Particular emphasis will be on seminal production plans for notable directors and designers of the 20th and 21st centuries.

**5320 Directing Theatre Activities.** (3-0) Designed to assist any teacher in directing theatre activities. During the course, students will direct plays or scenes. May be repeated with different emphasis for additional credit. Graded on a credit (CR), no credit (F) basis.

**5323 Shakespeare Through Performance.** (3-0) This intensive summer study abroad program immerses students in the language and culture of Shakespeare’s plays. Incorporating a performance-based approach to the study of Shakespeare, this course includes theatrical workshops taught by professionals at leading international theatres, including the Royal Shakespeare Company. TH 5323 and TH 5324 are taught as an aggregate.

**5324 Shakespeare: Text and Context.** (3-0) This intensive study abroad program immerses students in the language and culture of Shakespeare’s plays. In Stratford, academic workshops are led by scholars from the Shakespeare Birthplace Trust. Through immersion in the cultural environment in which the plays were produced, students gain insight into the context that shaped Shakespeare’s theatre. TH 5323 and TH 5324 are taught as an aggregate.

**5330 Stage Management.** (3-2) An in-depth seminar in stage management, including organization, techniques, and practices for managing stage productions from initial planning through performance.

**5338 Advanced Stage Lighting.** (3-2) Graduate lighting design is a continuation of the principles covered in Lighting Design (undergraduate). This course will concentrate primarily on the aesthetics of stage lighting, and will cover such topics as: viewer psychological and physiological responses as they pertain to visual perception; color; script analysis; use of light in creating both static and dynamic visual compositions; development and graphic representation of a theatrical lighting design. Prerequisite: TH 2338.

**5340 Professional Internship.** (20-0) This course provides professional hands-on experience in the theatre or film industry. Consent of instructor required.

**5342 MFA Studio I.** (3-0) This course focuses on work with actors. Students will explore various rehearsal methods, motifs and strategies. Students will direct two short scenes for class and explore effective ways of working with actors. In addition, students will observe directors and acting coaches in the department work with and coach actors.

**5343 MFA Studio II.** (3-0) Builds upon the work of MFA Studio I. This course examines additional techniques for working with actors as well as tools the director can use to shape each unit of performance text in order to build a dramatic story on stage. Students will analyze, rehearse and perform a one-act play. Prerequisite: TH 5342.

**5345 Advanced Studies in Costume Design.** (3-0) Costume problems for entire productions.

**5347 Advanced Costume Construction.** (3-2) A graduate course on the advanced level that studies the construction of costumes for the stage. Advanced techniques in sewing, pattern drafting/design as well as accessories/crafts construction is included.

**5352 MFA Studio III.** (3-0) MFA Studio III is the student’s second year project. The course includes all phases of directing a play, from conception and research, to rehearsal and performance. Prerequisite: TH 5343.

**5353 MFA Studio IV.** (3-0) A primary focus of this course is on experimental theatre. Students rehearse and perform scene work from 20th and 21st century plays, and put together a final experimental performance project. Prerequisite: TH 5343.

**5354 Playwriting.** (3-0) A seminar in the art and craft of playwriting, from initial idea through a completed draft of a play. May be repeated with different emphasis for additional credit.
5355 Scene Painting. (3-2) Theory and practice of scene and costume painting as developed in the Italian Renaissance and continuing into new media available today. May be repeated with different emphasis for additional credit.

5356 Advanced Theatre Drafting. (3-2) A study of computer drafting techniques and procedures used in the preparation of design and technical drawings for theatrical scenery, costumes, and lighting.

5357 Scene Design. (3-2) Seminar on design, emphasizing presentation and justification of executed renderings or models for selected plays. Emphasis on styles of staging, settings, lighting and properties, and their relationship to the complete production. May be repeated with different emphasis for additional credit.

5358 Screenwriting. (3-0) This course offers a comprehensive study of the art and craft of writing screenplays. During a semester of intensive writing, readings, script analyses, and critiques, writers complete assignments in storytelling, character, structure, and script development. Each writer completes a full-length screenplay as the capstone.

5359 Advanced Screenwriting. (3-0) This course focuses on the development and revision of full-length screenplays. May be repeated for credit with different emphasis. Prerequisite: TH 5358

5360 Problems in Theatre. (3-0) Designed to give supervised experience to qualified advanced students in theatre history, dramaturgy, playwriting, directing, acting, technical, or other theatre problems. Research problems or actual production problems may be chosen. May be repeated with different emphasis for additional credit.

5361 Oregon Shakespeare Festival Intensive. (3-0) This course examines theatre production with a specific focus on directors and directing at this country’s largest Shakespeare theatre, the Oregon Shakespeare Festival. Students will study issues of translating the current seasons’ nine plays from script to stage, as well as analyzing the perspective and choices of each director’s production.

5363 Directing for Film. (3-2) An in-depth examination of directing theories and procedures for film with practical filming and editing exercises. May be repeated with different emphasis for additional credit.

5364 Stage Directing. (3-2) Development of skills in analysis, research, staging, and production, with practical experience provided by directing scenes.

5365 Backgrounds of Modern Drama. (3-0) An analysis of those developments in dramatic literature that formed the basis of modern drama. Primary emphasis will be on nineteenth- and twentieth-century European and American drama.

5366 Directing Styles. (3-2) A study of directing styles. Students will direct a one-act play during regular semesters. Prerequisite: TH 5364 or permission of instructor.

5367 Studies in Dramatic Theory and Criticism. (3-0) The study of dramatic theory and criticism from Aristotle to the present. Required of all theatre majors.

5368 American Theatre and Drama. (3-0) Studies in the development of the American theatre and drama from colonial days to the present.

5369 Contemporary World Theatre and Drama. (3-0) Studies of current trends in world theatre and drama.

5370 Studies in Advanced Creative Dramatics for Children. (3-0) Studies of the methods of creative dramatics and their use in the classroom.

5371 Classical and Renaissance Drama. (3-0) Seminar in Greek, French Neoclassical, and English Renaissance theatre, with intensive examination of selected works by Sophocles, Euripides, Shakespeare, and Marlowe. Primary focus will be on analysis of the plays as performance texts, and on the historical cultural environments in which the plays were created and first performed.

5372 Theory and Practice of Dramaturgy. (3-0) Study of the practical application of historical research and textual analysis in the production of period plays and new works. Emphasis upon the dramaturg as an instrument of collaboration between members of the artistic team and as a facilitator of audience outreach.
5373 Advanced Film Directing. (3-0) An in-depth examination of narrative filmmaking that includes screenplay analysis, storyboarding, scheduling the shoot, directorial techniques, staging actors, camera placement, filming on location, and editing. Prerequisite: TH 5363

5375 Advanced Playwriting. (3-0) This course focuses on an in-depth study of the techniques of playwriting and the variety of styles that a playwright might employ. The course culminates with the writing of a full length play. Prerequisite: TH 5354 or permission of instructor.

5377 Studies in Advanced Theatre Directing. (3-0) A study of directors, theories, and problems of directing in the contemporary theatre. May be repeated with different emphasis for additional credit. Prerequisite: TH 5387.

5378 Play Development Lab. (3-0) This course provides a laboratory workshop development process for new plays. It provides a structured environment for rigorously revising student-written works. Prerequisite: TH 5375 or instructor approval.

5382 MFA Studio V. (3-0) Study of and experience in preparing and directing Shakespeare from inception of a given approach to handling the language issues to performance. This course examines how professional directors actually work on production from major Shakespeare theatres in America.

5383 MFA Studio VI. (3-0) This course continues the styles work started in MFA Studio V. It focuses on directing projects from multiple periods and styles of plays. Scenes will be drawn from several periods of dramatic literature including Ancient Greece, the English Restoration, Moliere, Georgian, and other High Comedy texts. Prerequisite: TH 5382.

5387 Directing Practicum. (3-0) Study of and experience in choosing, preparing, and directing is given to theatre organization and management. May be repeated with different emphasis for additional credit. Prerequisite: TH 5366.

5398 Final Creative Project. (3-2) To be taken the last year of training. This project requires the student to direct a major University Theatre production. The student must demonstrate mastery of directing. A complete written report of the project must be approved by a faculty committee. The report is a part of the final examination for the degree of Master of Arts with a major in Theatre for students in Directing.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Theatre 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

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5999B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5640 Professional Internship. (40-0). This course provides professional hands-on experience in the theatre or film industry; it is intended for students who do a full-time internship over the summer or during a regular full semester. Consent of instructor required.
Graduate Faculty

Charlton, Debra L., Assistant Professor and Director of Graduate Studies in Theatre. B.F.A., Texas State University-San Marcos; M.A., Ph.D., The University of Texas at Austin.

Costello, James Michael, Professor of Theatre. B.F.A., Virginia Commonwealth University; M.F.A., Southern Methodist University.

Fleming, John, Professor and Chair of the Department of Theatre and Dance. B.S., University of Wisconsin at Madison; M.A., Ph.D., The University of Texas at Austin.

Grogan, Melissa, Associate Professor of Theatre. B.F.A. Texas State University-San Marcos; M.F.A. University of North Carolina.

Hargett, Sheila Ann, Professor of Theatre. B.A., Texas State University-San Marcos; M.A., Louisiana State University; M.F.A., Southern Methodist University.


Mayo, Sandra M., Associate Professor of Theatre and Director of Multicultural and Gender Studies. B.S.Ed., M.A., State University of New York at Buffalo; M.Ph., Ph.D., Syracuse University.

Michell, Monica, Senior Lecturer of Theatre. B.A., University of California-Irvine; M.F.A., The University of Texas at Austin.

Ney, Charles S., Professor of Theatre. B.F.A., Illinois Wesleyan University; M.F.A., Southern Methodist University; Ph.D., University of Illinois.

Ney, Michelle, Professor of Theatre and Head of the Design and Technology Program. B.F.A., University of Illinois; M.F.A., The University of Texas at Austin.

Peeler, William R., Professor of Theatre. B.A., Texas State University-San Marcos; M.F.A., University of Mississippi.

Price, Jim. Senior Lecturer of Theatre. B.A. University of Michigan; M.F.A. Program American Conservatory Theatre.

Sodders, Richard Phillip, Professor of Theatre. B.S., Texas State University-San Marcos; M.A., Ph.D., Louisiana State University
School of Music

The principal functions of graduate education in music are considered to be the continued development of:

- Individual talents, interests, and philosophies which can be used creatively both to preserve and extend our cultural heritage;
- Professional competence in such disciplines as music teaching, composition and performance, interpretation, and evaluation of knowledge;
- Scholarly competence in the organization, interpretation, and evaluation of knowledge;
- Professional competence in the communication and dissemination of knowledge;
- Individuals with the potential to solve contemporary problems in various aspects of music.

Majors and Degree Offered:
- Music, M.M.
- Music-Music Education, M.M.

Major Programs

The School of Music offers graduate work in music education, performance, Jazz performance, Latin Music, conducting, music theory, composition, and music history and literature leading to the Master of Music degree. Both majors, Music Education and Music, are a minimum of 36-hour programs with core, major field and elective hours. In addition, opportunities are provided for independent study with professors in their areas of specialization.

All five of the specializations under the major Music-Music Education require final research projects. The Kodály Pedagogy graduate program, approved by the Organization of American Kodály Education (OAKE), leads to certification.

The remaining eleven specializations fall under the Music major. A final graduate recital is presented for the performance specialization as well as for the choral and instrumental conducting and composition areas. A thesis is required for the history and literature as well as theory curricula. The composition specialty entails a final recital or lecture-recital and the development of a portfolio of original scores including solo and chamber pieces as well as recordings of them; a major original work must be submitted with an accompanying critical analysis to make up the requisite final project.

Comprehensive Examination. All candidates within the graduate music program must pass a comprehensive oral (viva voce) examination. The students will be given a maximum of two attempts in order to pass this examination before being eligible for graduation. Candidates who fail to pass the comprehensive oral examination upon the first try may appeal for re-examination. The re-examination will be administered during the semester following the first attempt. Exceptions to this policy are rare and must be approved by the Director of Graduate Studies in Music and by the Director of the School of Music. Failure to pass the required comprehensive oral examination upon the second attempt shall prevent the student from being eligible for graduation.
Areas of Specialization

The following specializations are offered under the two basic major programs:

<table>
<thead>
<tr>
<th>Music – Music Education Specializations</th>
<th>Thesis</th>
</tr>
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<tbody>
<tr>
<td>Choral Music</td>
<td>None</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>None</td>
</tr>
<tr>
<td>General Music</td>
<td>None</td>
</tr>
<tr>
<td>Kodály Pedagogy</td>
<td>None</td>
</tr>
<tr>
<td>Latin Music</td>
<td>None</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Music Specializations</th>
<th>Thesis</th>
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</thead>
<tbody>
<tr>
<td>Voice Performance</td>
<td>None</td>
</tr>
<tr>
<td>Woodwind, Brass or Percussion Performance</td>
<td>None</td>
</tr>
<tr>
<td>Keyboard, String or Guitar Performance</td>
<td>None</td>
</tr>
<tr>
<td>Latin Music Performance</td>
<td>None</td>
</tr>
<tr>
<td>Choral Conducting</td>
<td>None</td>
</tr>
<tr>
<td>Instrumental Conducting</td>
<td>None</td>
</tr>
<tr>
<td>Music Theory</td>
<td>Required</td>
</tr>
<tr>
<td>Composition</td>
<td>None</td>
</tr>
<tr>
<td>History and Literature</td>
<td>Required</td>
</tr>
<tr>
<td>Piano Pedagogy</td>
<td>None</td>
</tr>
<tr>
<td>Jazz Performance</td>
<td>None</td>
</tr>
</tbody>
</table>

Departmental Policies

Applicants for the Master of Music degree are expected to have an undergraduate degree in music in order to have the necessary background for graduate study in this field. In order to be accepted into the graduate music program, the applicant will also be asked to meet successfully one or more of the following requirements: 1) interview with the Director of Graduate Studies and Music Education Coordinator (if applicable), 2) audition (performance emphasis) OR portfolio submission (Composition emphasis) OR writing samples (Music History and Music Theory emphases) OR statement of teaching philosophy, video of teaching and CV or portfolio (Music Education emphasis), 3) placement tests, and 4) submission of letters of recommendation to the Graduate College. Upon review of a candidate’s transcript, additional background courses may be required that will not count towards the M.M. degree.

Before prospective graduate students are approved for one of the Music Education specializations, they are expected to have certification to teach public school music and to have an interview with the appropriate Music Education faculty. Those students who do not possess a teacher’s certificate must satisfy a deficiency plan in Music Education if they are to pursue the M.M. degree with one of the specializations under Music – Music Education.

Before prospective graduate students are approved for work towards the M.M. degree in a Performance or Conducting specialization under the Music emphasis, they must audition for the applied faculty in the appropriate area. Graduate students in Voice Performance must take a minimum of two credits of Diction (MU 5130B) and eight credits of French or German as co-requisite courses if these classes or their equivalents were not taken in an undergraduate degree program.

Graduate students in Music Theory and Composition must enroll in Counterpoint and Orchestration (MU 5330B) as requisite background studies if these classes or their equivalents are not taken in an undergraduate degree program. In addition, prospective Composition majors must submit a portfolio of original works while prospective Music Theory and Music History/Literature majors must...
submit a portfolio of papers and/or writing samples. Graduate students in History and Literature must take a minimum of eight credits in one foreign language as required work if this study was not included in an undergraduate degree program.

In consultation with the Director of Graduate Studies in Music, each full-time student is normally expected to enroll in the appropriate ensemble(s) generally offered in the fall and spring semesters. Students must take Introduction to Graduate Studies in Music (MU 5334) within their first year of studies.

**Minor**

A minimum of twelve hours of graduate-level music studies are required for a minor in music. Graduate students majoring in other departments should meet with the Director of Graduate Studies in Music in order to determine the course assignments to be included in their official degree audits.

**Financial Aid**

Scholarships, which may include waiver of out-of-state tuition, and graduate assistantships (with teaching duties in the department) are available to qualified applicants. For further information about financial assistance and the degree programs, please contact the Director of Graduate Studies in Music.

**Courses Offered**

**Music (MU)**

**5113 Independent Study in Music.** (1-0) Study of special interest that offers professional improvement and growth in the field of music. May be repeated with different emphasis for additional credit. Prerequisite: Consent of the graduate advisor.

**5128 Conducting Seminar.** (1-0) A seminar-based course focusing on conducting technique, musicality, score reading, literature and performance in the conducting area, and rehearsal preparation with special emphasis on analysis and musical styles. May be repeated for additional credit. Prerequisite: Conducting Major or permission by the instructor.

**5130 Selected Topics in Music.** (1-0) An in-depth study of a singular topic in music. Special emphasis will be placed on the topic’s relevance and its value to the participant. May be repeated with different emphasis for additional credit. This course does not earn graduate degree credit. Prerequisite: Consent of the graduate music advisor.

**5130A Writing About Music.** (1-0) Focusing on basic writing skills, research, and the use and documentation of sources. Course centers on the process of writing about music. Besides written exercises, the assignments include the study of such professional writing samples as concert reviews, program abstracts, and research essays. This course does not earn graduate degree credit. Prerequisite: Consent of the graduate music advisor.

**5130B Diction for Singers.** (1-0) An in-depth study of the pronunciation of singing in Italian, German, English, and French incorporating the International Phonetic Alphabet through the use of lecture and laboratory sessions for practical application. This course does not earn graduate degree credit. Prerequisite: Consent of the graduate music advisor.

**5141 Kodály Level I – Conducting.** (1-0) Advanced conducting techniques emphasizing patterns and communication of the character of music. Emphasis on conducting folk songs and classical canons.
5143 Kodály Level I – Materials. (1-0) Examination of song literature appropriate for children with emphasis on folk literature.

5145 Kodály Level II – Conducting. (1-0) Advanced conducting techniques emphasizing patterns and communication of the character of music. Emphasis on independence of the left and right hands to communicate tempo, dynamics, cues, and character.

5147 Kodály Level II – Materials. (1-0) Examination of song literature appropriate for children with emphasis on folk literature. Students will also explore suitable instrumental literature through performance on the recorder.

5149 Kodály Level III – Conducting. (1-0) Advanced conducting laboratory with application to 2-, 3-, and 4-part choral works.

5151 Kodály Level III – Research and Retrieval. (1-0) Research of international folk music as applied to philosophy as applied to Kodály music education program.

5182 Practicum in Music Instruction. (1-0) Instruction techniques for teaching and instructional assistants concerning selected problems in the teaching of music in the classroom, private instruction, and ensemble environments. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.

5192 Graduate Recital. (0-1) A full-length, public recital in the appropriate applied music area. Should be taken simultaneously with a final semester of applied music instruction by those students in performance degree plans.

5213 Independent Study in Music. (2-0) Study of special interest that offers professional improvement and growth in the field of music. May be repeated with different emphasis for additional credit. Prerequisite: Consent of the graduate advisor.

5230 Selected Topics in Music. (2-0) An in-depth study of a narrow range of topics in music. Special emphasis will be placed on the topic’s relevance and its value to the participant. May be repeated with different emphasis for additional credit. This course does not earn graduate degree credit. Prerequisite: Consent of the graduate music advisor.

5230A Music Theory. (2-0) A study of the materials of counterpoint and harmony as evaluated through listening and analysis of literature, and application through composition. This course does not earn graduate degree credit. Prerequisite: Consent of the graduate music advisor.

5230B Aural Learning. (2-0) Development and application of theory concepts through singing, playing, and dictation. This course does not earn graduate degree credit. Prerequisite: Consent of the graduate music advisor.

5240 Kodály Level I – Musicianship and Sol-fa. (2-0) Development of sight singing and aural skills associated with advanced musicianship.

5242 Kodály Level I – Pedagogy. (2-0) The teaching of music utilizing an American adaptation of the Kodály approach to music education as applied to kindergarteners and first graders.

5244 Kodály Level II – Musicianship and Sol-fa. (2-0) Development of sight singing and aural skills associated with advanced musicianship. Emphasis on analysis of melodic content: intervals, range, and scales.

5246 Kodály Level II – Pedagogy. (2-0) The teaching of music utilizing an American adaptation of the Kodály approach to music education as applied to second and third grade children.

5248 Kodály Level III – Musicianship and Sol-fa. (2-0) Development of sight singing and aural skills associated with advanced musicianship. Emphasis on advanced studies in rhythm, counterpoint, and harmony.

5250 Kodály Level III – Pedagogy. (2-0) The teaching of music utilizing an American adaptation of the Kodály approach to music education as applied to upper elementary, junior high, and high school.

5254 Piano Pedagogy I. (2-0) History, methods, and materials of piano pedagogy. Includes the application of technical and musical fundamentals to beginning levels of teaching. Prerequisites: Piano pedagogy or piano performance majors or instructor’s permission.
5255 Piano Pedagogy II. (2-0) Advanced methods and materials of piano pedagogy. Includes the application of technical and musical fundamentals to intermediate and advanced levels of teaching. Prerequisites: Piano Pedagogy I or instructor’s permission.

5256 Mariachi History & Methods. (2-1) Pedagogy of Mariachi ensemble performance with supplemental instruction in Mariachi literature and its history.

5266 Salsa History & Methods. (2-1) Pedagogy of Salsa ensemble performance with supplemental instruction in Salsa literature and its history.

5310 Music Literature of the Baroque. (3-0) Style characteristics and literature of the music of 1600-1750 with special emphasis on Bach and Handel.

5313 Independent Study in Music. (3-0) Study of special interest that offers professional improvement and growth in the field of music. May be repeated once with different emphasis for additional credit.

5314 Survey of Twentieth-Century Music. (3-0) Emphasis on music of the modern period and its development from music of earlier periods. Numerous examples of vocal and instrumental works in both large and small forms are used to illustrate twentieth-century styles and trends.

5315 Music Literature, Middle Ages and Renaissance. (3-0) Historical, stylistic, and analytical study of western art music from about 450 to 1600.

5317 Independent Study in Music. (3-0) Study of special interest that offers professional improvement and growth in the field of music. May be repeated once with different emphasis for additional credit.

5320 Music Literature, Viennese Classical. (3-0) Style analysis of music literature from 1750 to 1830 with emphasis on Haydn, Mozart, and Beethoven.

5322 Instrumental Techniques and Materials. (3-0) Evaluation of teaching methods, materials, and literature of wind and string instruments. Prerequisites: Music 3217 or the equivalent of Undergraduate Instrumental Conducting.

5323 Vocal Music Education Methods. (3-0) Study of the anatomy of the human voice and evaluation of the scientific data and historical beliefs concerning voice pedagogy with emphasis in teaching voice in the class, private studio, as well as within a variety of choral settings.

5324 Seminar in Music Curriculum and Methodology. (3-0) Evaluation of teaching methods, learning processes, curriculum, and research in music education as a basis for improving music pedagogy.

5325 Research in Music Education I. (3-0) Examination of methodologies, techniques, and procedures for interpreting and conducting research in music education. Relevant studies in music education will be critiqued, with an emphasis on preparation of a research proposal.

5326 Research in Music Education II. (3-0) A continuation and culmination of a research project in the field of music education as developed and proposed in MU 5325. Prerequisite: MU 5325.

5328 Foundations of Music Education. (3-0) The cognitive psychology, historical perspective, and philosophical issues that provide the basis for contemporary music education.

5330 Selected Topics in Music. (3-0) An in-depth study of a range of topics in music. Special emphasis will be placed on the topic’s relevance and its value to the participant. May be repeated with different emphasis for additional credit. This course does not earn graduate degree credit. Prerequisite: Consent of the graduate music advisor.

5330A History and Analysis of Music. (3-0) A comprehensive musicianship approach to the study of music from the earliest times to the present using techniques of stylistic and structural analysis. This course does not earn graduate degree credit. Prerequisite: Consent of the graduate music advisor.

5330B Advanced Theory. (3-0) Principles of form and analysis, counterpoint, orchestration, and contemporary analytic techniques developed through in-depth study of musical repertoire. This course does not earn graduate degree credit. Prerequisite: Consent of the graduate music advisor.

5334 Introduction to Graduate Study in Music. (3-0) Techniques and materials of research, emphasizing bibliography, library usage, collection, and interpretation of data.
5340 Music Literature, Nineteenth-Century Romantic. (3-0) Music literature of the period from 1830 to 1910 with analysis of styles.
5341 History of Jazz. (3-0) This course is a chronological survey and historical analysis of the major soloists, ensembles, composers, recordings, and stylistic trends of all major jazz styles.
5342 Jazz Pedagogy. (3-0) Jazz pedagogy is an in-depth study of the history, methodologies, resources, and techniques of jazz pedagogy and the development of jazz ensemble rehearsal skills.
5343 Jazz Improvisation. (3-0) This course is a detailed study of the evolution of melodic, harmonic, and rhythmic structures used by jazz improvisers and composers from the 1930s to present day.
5344 Jazz Arranging. (3-0) This course provides a comprehensive study of jazz composition, arranging, and improvisation theory, emphasizing writing for jazz ensembles using harmony, scales, and improvisation in a variety of styles, and providing necessary skills to be a successful jazz or commercial composer/arranger.
5350 Musical Styles. (3-0) Developing a broader musical understanding through critical listening, technical analyses, and written assignments in various musical styles, including the late classical, romantic, and present eras. Prerequisite: B or higher in MU 5357 or a passing grade on the Graduate Music Theory Placement Exam.
5353 Ensemble Rehearsal Techniques. (3-0) Course is designed for performance ensemble conductors. Includes supervision, administration, and rehearsal techniques.
5355 Pedagogy of Theory and Comprehensive Musicianship. (3-0) Developing teaching methods and broader understanding through critical study of materials, organization, techniques, and problems of music theory and comprehensive musicianship courses.
5356 Mariachi Arranging. (3-0) Analysis and arranging music for a Mariachi ensemble. Topics will cover instrument ranges, orchestration techniques, and styles.
5357 Graduate Music Theory and Musicianship. (3-0) Graduate-level studies in music theory and aural skills. The course covers melody, harmony, counterpoint, form, as well as sight-singing, performing, and dictation. This course does not earn graduate degree credit. Prerequisite: Consent of the graduate music advisor.
5360 Music in the United States. (3-0) A survey of the music and musical development in this country from pre-Columbian times to the present. Folk music, popular music, and jazz will be considered as well as traditional and experimental styles.
5365 Computing in Music. (3-0) Development of concepts and skills related to current computer technology in music. Exploration and use of computer software, MIDI, and other productivity tools for application to music education, music administration, music research, and music composition.
5366 Salsa Arranging. (3-0) Analysis and arranging music for a Salsa ensemble. Topics will cover instrument ranges, orchestration techniques, and styles.
5367 History of Music in the Caribbean. (3-0) This course is a study of the musical panorama of the Spanish-speaking Caribbean; Pre-Columbian, colonial, folk, urban, academic, and the transnational genres are discussed in historical, socio-political, and stylistic context, includes coverage of the scope and methods of research in the area of Caribbean music studies.
5368 History of Music in Mexico. (3-0) This course is a study of the musical panorama of Mexico; Pre-Columbian, colonial, folk, urban, academic, and transnational genres are discussed in historical, socio-political, and stylistic context, including coverage of the scope and methods of research in the area of Mexican music studies.
5369 History of Music in Latin America. (3-0) This course is a survey of the musical panorama in Latin America; Pre-Columbian, colonial, folk, urban, academic, and transnational genres are introduced and discussed in historical, socio-political, and stylistic context. It also includes an introduction to the scope and methods of research in Latin American music studies.
5375 Topics in Advanced Music Research and Analysis. (3-0) Advanced studies in music analysis, musicology, and interdisciplinary studies focusing on selected analytical techniques, methods, critical approaches, or musical repertories. Topics may vary. May be repeated for additional credit. Prerequisite: Graduate Music Theory placement test or consent of instructor.

5375A Schenkerian Analysis. (3-0) Introduction to the techniques, methods, and critiques of Schenkerian analysis and its applications to common-practice music. Covers reductive analysis, structural levels in tonal music, and graphing techniques.

5375B Opera History and Literature. (3-0) Exploration of the history of opera from its beginning in Florence around 1600 to the present. Course includes in-depth study of operas such as Bizet’s Carmen and Mozart’s Don Giovanni. Discussion and presentations incorporate the connection between the studies operas, music and society.

5375C Music of Latin America & the Caribbean. (3-0) Explores the musical traditions in Latin American and the Caribbean, tracing the historical, cultural and socio-political aspects of music on a global scale. Intensive research into the broad scope and transnational movement of music throughout Central and South America, the Caribbean Islands and the United States.

5375D Methods and Methodologies of Music Analysis. (3-0) Examination of selected analytical techniques, methods and methodologies, critical approaches, or musical repertories, specifically semiotic analysis, computer-assisted music analysis, analysis of thematic processes, functional analysis, phrase structure analysis, as well as category and feature analysis. Prerequisite: MU 2263 or equivalent.

5375E Song Literature. (3-0) Detailed consideration of vocal literature designed to provide an in depth study and awareness of the art song literature with emphasis on the study of English/American song, French chanson and mélodie, German Lieder, and other commonly performed literature. Further this course provides information on programming, performance practice, and performance preparation.

5375F Piano Literature. (3-0) An introduction to keyboard repertoire of the baroque, classical, romantic and contemporary eras. Includes formal analysis as well as listening and score recognition of important works.

5375G Vocal Pedagogy and Materials. (3-0) A survey of materials on technique, physiology, repertory, and other areas relevant to the performance, study and pedagogy of the singing voice. This course explores the physical mechanics and acoustics of the human voice, vocal health, and the psychology of voice training.

5375H Post-Tonal Music Analysis. (3-0) The study and application of methodologies and terminology used to analyze post-tonal concert music of the 20th and 21st centuries. Prerequisites: 70%+ on music theory placement test/MU 5357 with B or higher.

5375I Advanced Musicianship. (3-0) Advanced studies in sight reading, dictation, and keyboard skills, including harmonization.

5375J Foundations of Ethnomusicology/Musicology. (3-0) This course is an introduction to the concepts, methodologies, and scholarly trends central to the disciplines of ethnomusicology and musicology. Prerequisite: MU 5334.

5375K Psychology of Music. (3-0) This course investigates the psychological foundations of music and examines interdisciplinary approaches to the study of music and the human experience. Topics will include: music perception, physiological responses to music, music and the brain, musical attributes, music learning, music therapy, and the measurement of musical behavior. Prerequisites: 70%+ on music theory placement test/MU 5357 with B or higher.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Music 5399B. Students working toward the M.M. degree with a thesis are expected to enroll in thesis each semester in which faculty supervision is received. Graded on a credit (CR), progress (PR), no-credit (F) basis.
5199B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

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Music Ensemble (MUSE)

5101 Basketball Band. (0-4) The Bobcat Basketball Band performs for all home men’s and women’s basketball games that do not fall over a university break. The group travels for all postseason tournaments. May be repeated for credit.

5102 Salsa Del Rio. (0-6) Performing ensemble specializing in Latin and South American music. May be repeated for credit.

5103 Texas State Mariachi. (0-6) Performing ensemble specializing in Mexican folk music. May be repeated for credit.

5104 Panorama Steel Drum Band. (0-6) A performing ensemble specializing in Caribbean steel drum band music. May be repeated for credit.

5105 VocalLibre. (0-6) A select vocal ensemble specializing in chamber music, including madrigal or jazz literature. May be repeated for credit. Prerequisite: Enrollment in major choral ensemble.

5106 Opera Workshop. (0-9) Vocal performance opportunity to participate in performance of opera and to learn techniques for operatic acting and staging. May be repeated for credit.

5108 Orquesta del Rio. (0-6) Performing ensemble specializing in Latin and South American music. May be repeated for credit.

5120 Bobcat Marching Band. (0-9) This ensemble performs at all home and select away football games, utilizing traditional and corps-style marching. The ensemble is focused on delivering entertaining and high-powered halftime shows while supporting Bobcat Football. The band also performs in exhibitions for high school band events. May be repeated for credit.

5123 Concert Band. (0-6) This ensemble provides playing experiences for non-music majors and music majors who want to improve their skills and serve as a lab ensemble for conducting students. May be repeated for credit.

5124 Women’s Choir. (0-6) Performing ensemble specializing in choral literature for women’s voices. May be repeated for credit.

5125 Men’s Choir. (0-6) Performing ensemble specializing in choral literature for men’s voices. May be repeated for credit.

5126 Chamber Music. (0-4) Small group performing ensembles focusing on chamber literature of mixed and similar instrumental music. May be repeated for credit.

5127 Jazz Combo. (0-4) A small performance ensemble designed to develop improvisational skills and individual musical creativity through performance of standard jazz literature. May be repeated for credit.
5128 Conducting Seminar. (1-0) A seminar based course focusing on conducting technique, musicality, score reading, literature and performance in the conducting area, and rehearsal preparation with special emphasis on analysis and musical styles. May be repeated for additional credit. Prerequisite: Conducting Major or permission by the instructor.

5130 Wind Symphony. (0-9) Major instrumental ensemble comprised of the most outstanding wind and percussion students who are selected by audition. The group is dedicated to the performance of the finest wind repertoire, whether a contemporary works for winds, or transcriptions from the orchestral repertoire. May be repeated for credit.

5131 Symphonic Winds. (0-6) Major instrumental ensemble consisting primarily of music majors and talented non-music majors. This ensemble performs a broad range of full ensemble repertoire, representative of all historical periods and styles. May be repeated for credit.

5140 Texas State Chorale. (0-9) Auditioned major choral ensemble specializing in performances of literature from the Renaissance and 20th Century. May be repeated for credit.

5141 University Singers. (0-6) Major choral ensemble that performs a variety of literature, including masterworks from the 17th Century to the present. May be repeated for credit.

5150 Texas State Symphony Orchestra. (0-9) A full symphony orchestra that performs standard orchestra literature, as well as oratorio, concerto, and opera accompaniments. May be repeated for credit.

5160 Jazz Ensemble. (0-9) The jazz-based ensemble performs advanced arrangements of contemporary popular music in various styles. May be repeated for credit.

5161 Jazz Orchestra. (0-6) The jazz-based ensemble performs intermediate arrangements of contemporary popular music in various styles. May be repeated for credit.

5162 Jazz Lab Band. (0-6) The jazz-based ensemble performs beginning arrangements of contemporary popular music in various styles. May be repeated for credit.

5167 Accompanying. (0-4) A coaching seminar for pianists to develop reading and accompanying skills. May be repeated for credit.

5180 Mysterium for Modern Music. (0-4) A seminar-based course focusing on the performance and analysis of 20th century music in all styles and media. May be repeated for credit. Prerequisite: Music (Composition Specialization) major status.

5185 Modern Music Ensemble. (0-4) A performance-based course focusing on the performance of modern music in all styles and media. May be repeated for additional credit.

5190 Guitar Ensemble. (0-6) Chamber guitar ensemble designed to provide interaction with fellow guitarists, develop musicianship as an ensemble performer, and to familiarize the student with music from different periods through a variety of literature. May be repeated for credit. Prerequisite: Music (Guitar Performance Specialization) major status.

Music Performance (MUSP)

5101 Graduate Recital. (0-1) A full-length, public recital in the appropriate applied music area. Should be taken simultaneously with a final semester of applied music instruction by those students in performance degree plans.

5120 Applied Voice. (1-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the vocal area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5127 Applied Conducting. (1-0) Through supervised private coaching, instruction focuses on baton technique, musicality, score reading, literature and performance in the conducting area, and rehearsal preparation with special emphasis on analysis and musical styles. May be repeated for additional credit. Prerequisite: Conducting Major or consent of the instructor.
5130 **Applied Keyboard.** (1-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the keyboard area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5135 **Piano Pedagogy Internship.** (0-3) Supervised teaching experience. Practical application of methods, techniques, and materials of piano pedagogy. Prerequisite: Instructor’s permission.

5140 **Applied Woodwind.** (1-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the woodwind area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5150 **Applied Brass.** (1-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the brass area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5160 **Applied String.** (1-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the string area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5165 **Mariachi Armonía Techniques.** (1-2) This course provides students with the fundamentals of playing and teaching the rhythm/harmony instruments in the Mariachi ensemble, with specific emphasis in the guitarrón, vihuela/guitar, and the harp. Topics will cover history, tuning, strumming, and stylistic techniques specific to each instrument. This course is repeatable for credit three times.

5166 **Latin Music Methods.** (1-2) This course provides students with knowledge that is essential to become effective directors of Mariachi and Salsa ensembles. Instruments, styles, repertory, and resources that are related to these ensembles will be discussed.

5170 **Applied Percussion.** (1-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the percussion area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5175 **Afro-Cuban Hand Drumming.** (1-2) The fundamentals of playing and teaching Afro-Cuban Drums. Topics will cover history and knowledge of styles of the various Afro-Cuban percussion instruments.

5180 **Applied Composition.** (1-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the composition area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5185 **Electro-acoustic Music.** (0-1) Introduction to recording and tape manipulation techniques of music concrete, electro-acoustical music techniques involving digital and analog synthesizers, and the MIDI environment. May be repeated for credit. Prerequisite: Music major status or permission from instructor.

5220 **Applied Voice.** (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the vocal area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5227 **Applied Conducting.** (2-0) Through supervised private coaching, instruction focuses on baton technique, musicality, score reading, literature and performance in the conducting area, and rehearsal preparation with special emphasis on analysis and musical styles. May be repeated for additional credit. Prerequisite: Conducting Major or consent of the instructor.

5230 **Applied Keyboard.** (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the keyboard area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5240 **Applied Woodwind.** (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the woodwind area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5250 **Applied Brass.** (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the brass area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.
5260 Applied String. (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the string area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5270 Applied Percussion. (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the percussion area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5280 Applied Composition. (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the composition area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5285 Electro-acoustic Music. (0-2) Introduction to recording and tape manipulation techniques of music concrete, electro-acoustical music techniques involving digital and analog synthesizers, and the MIDI environment. May be repeated for credit. Prerequisite: Music major status or permission from instructor.

5320 Applied Voice. (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the vocal area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5327 Applied Conducting. (3-0) Through supervised private coaching, instruction focuses on baton technique, musicality, score reading, literature and performance in the conducting area, and rehearsal preparation with special emphasis on analysis and musical styles. May be repeated for additional credit. Prerequisite: Conducting Major or consent of the instructor.

5330 Applied Keyboard. (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the keyboard area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5335 Keyboard Skills. (1-2) Advanced keyboard skills, styles, performance techniques, and professional health for pianists.

5337 Advanced Conducting. (3-0) Music performance class designed for further development of baton technique, score reading, and rehearsal preparation with special emphasis on analysis and musical styles. May be repeated once with different emphasis for additional credit. Prerequisite: MU 3217 or MU 3227 or permission from the Director of Graduate Studies in Music.

5340 Applied Woodwind. (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the woodwind area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5350 Applied Brass. (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the brass area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5360 Applied String. (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the string area. May be repeated for credit. Prerequisite: Music major status or consent of instructor. Justification: In an effort to streamline course numbers, the new course number will replace MUSP 5305K, 5305L, 5305M, 5305N, and 5305P.

5370 Applied Percussion. (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the percussion area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5380 Applied Composition. (2-0) Through supervised private coaching, instruction focuses on technique, musicality, literature, and performance in the composition area. May be repeated for credit. Prerequisite: Music major status or consent of instructor.

5385 Electro-acoustic Music. (0-3) Introduction to recording and tape manipulation techniques of music concrete, electro-acoustical music techniques involving digital and analog synthesizers, and the MIDI environment. May be repeated for credit. Prerequisite: Music major status or permission from instructor.
Graduate Faculty

Asbell, S. Ames, Lecturer of Music. B.M. Furman University; M.M., East Carolina University; D.M.A., The University of Texas at Austin. (Viola)

Babcock, Jonathan, Associate Professor of Music. B.M., M.M., State University of New York at Potsdam; D.M.A., University of Hartford. (Choral)

Bartz, Ezra, Lecturer of Music. B.M., University of Oregon; M.M., D.M.A., The University of Texas at Austin. (Piano)

Beatty, Caroline, Assistant Professor of Music. B.M., M.M., The University of Texas at Austin; D.M.A., University of Michigan. (Music Education)


Bird, Paula, Senior Lecturer of Music. B.A., The University of Texas at San Antonio; J.D., The University of Texas at Austin Law School; M.M., Texas State University-San Marcos. (Violin)

Brinckmeyer, Lynn, Associate Professor of Music. B.S., M.M., Eastern New Mexico University; Ph.D., The University of Kansas. (Choral Music Education)

Cavitt, Mary Ellen, Professor of Music. B.M., M.M., The Juilliard School; D.M.A., The University of Texas at Austin. (Horn, Instrumental Music Education).

Clark, Thomas, Professor and Director of the School of Music. B.M., M.M., and D.M.A., University of Michigan. (Composition)

Cruz, Mark A., Senior Lecturer of Music. A.A., Oklahoma City Community College; B.M., Oklahoma City University; M.M., Texas State University-San Marcos. (Guitar Performance)

Davidson, Ian Bruce, Professor of Music. B.M., DePauw University; M.M., D.M.A., The University of Texas at Austin. (Oboe)

Dawson, James D., Lecturer of Music. B.A., The University of Texas at Austin. (Double Bass)

DeBow, Faith, Senior Lecturer of Music. B.M., Butler University; M.M. Eastman School of Music. (Piano)

Ditto, Charles J., Senior Lecturer of Music. B.M., University of Houston; M.M., D.M.A., The University of Texas at Austin. (Composition, Music Theory)

Eaton, Rebecca M., Lecturer of Music. B.A., Harding University; M.M., University of Louisville; Ph.D., The University of Texas at Austin. (Music Theory)

Fink, Cary Michael, Associate Professor of Music. B.M., Indiana University; M.M., University of Nebraska at Lincoln. (Voice)

Gonzales, Cynthia L, Associate Professor of Music. B.M., M.M., University of North Texas; A.M., Ph.D., Harvard University. (Music Theory)

Gonzalez, Genaro, Jr., Professor of Music. B.M., M.M., University of North Texas. (Percussion)

Hager, Harry Stephen, Professor of Music. B.M.E., West Virginia University; M.M., Michigan State University. (Horn)

Hale, Daris Word, Senior Lecturer of Music. B.M., M.M., The University of Texas at Austin. (Bassoon, Woodwind Methods)

Hall, Richard, Senior Lecturer of Music. B.M., Angelo State University-San Angelo, Texas; M.M., Texas State University-San Marcos. (Composition)

Hehmsoth, Henry H., Senior Lecturer of Music. B.M., M.M., The University of Texas at Austin. (Jazz Piano, Computing in Music)

Hill, Philip, Lecturer of Music. B.M., Mississippi College; M.M., The University of Texas at Austin. (Voice)

Hudiburg Jr., Howard Busby, Associate Professor of Music. B.M., The University of Texas at Austin; M.M., Texas State University-San Marcos. (Instrumental Conducting, Orchestra, Double Bass)

Hurt, Charles Richard, Professor of Music. B.S.Ed., University of Tennessee; M.M., Northwestern University. (Trombone, Low Brass)

Jones, Adah Toland, Professor of Music. B.M., M.M., Eastman School of Music; University of Rochester; D.A., Ball State University. (Flute)

Kwak, Jason, Associate Professor of Music. B.M., Eastman School of Music; M.M., D.M.A., The University of Texas at Austin. (Piano)

Laumer, Jack Charles, Professor of Music. B.A., Saint Olaf College; M.M., Manhattan School of Music. (Trumpet)

Ledbetter, Lynn, Professor of Music. B.M., University of Houston; M.M., D.M.A., The University of Texas at Austin. (Violin)

Lee, Kyung-Ae, Lecturer of Music. B.M., Ewha Women’s University; M.M., Eastman School of Music; D.M.A., The University of Texas at Austin. (Piano)

Lipton, Kay, Lecturer of Music. B.M., University of Colorado; M.A., California State University; Ph.D., University of California-Los Angeles. (Musicology)

Lopez, John A., Associate Professor of Music. B.M., M.M., Texas State University-San Marcos. (Percussion, Multicultural Ensembles, Latin Music)
Lopez, Robert A., Lecturer of Music. B.M., Texas A&M University-Corpus Christi; M.M., Texas State University-San Marcos. (Percussion; Multicultural Ensembles; Latin Music)

Martin, Joey M., Professor of Music. B.M., M.M., Southwestern Oklahoma State University; D.M.A., The University of Texas at Austin. (Choral Conducting, Music Education)

McCain, Jr., Martin, Assistant Professor of Music. B.M., University of Southern Mississippi; M.M. and D.M.A., The University of Texas at Austin. (Trombone)

Mendoza, Freddie, Senior Lecturer of Music. B.M., The University of Texas at Austin; M.M., Texas State University-San Marcos. (Jazz Studies)

Miles, Charles J., Lecturer of Music. B.A., West Virginia State College. (Percussion)

Mooney, Kevin E., Assistant Professor of Music and Director of Graduate Studies in Music. B.M., M.M., University of Nebraska at Omaha; Ph.D., The University of Texas at Austin. (Musicology)

Mungo, Samuel, Associate Professor of Music. B.S., Illinois State University; M.M., New England Conservatory; D.M.A., The University of Colorado Boulder. (Opera)

Nelms, Morris H., Senior Lecturer of Music. B.A., University of Oklahoma; M.M., Texas State University-San Marcos. (Jazz Combo)

Ninov, Dimitar, Lecturer of Music. M.M., State Academy of Music in Sofia, Bulgaria; D.M.A., The University of Texas at Austin. (Composition, Music Theory)


Parrish, Cheryl, Senior Lecturer of Music. B.M., Baylor University; M.M., Texas State University. (Voice)

Pedroza, Ludim, Assistant Professor of Music. B.A., Universidad Adventista de las Antillas; M.A., West Texas A&M University; Ph.D., Texas Tech University. (Latin Music)

Pino, David James, Professor of Music. B.M., M.M., Michigan State University; D.M.A., The University of Texas at Austin. (Clarinet, Woodwinds)

Quintero, Michelle, Lecturer of Music. B.M.Ed. Incarnate Word College; M.M.Ed., Texas State University – San Marcos. (Latin Music, Voice)

Riepe, Russell Casper, II, Professor of Music. B.M., Southern Illinois University; M.A., Ph.D., Eastman School of Music, University of Rochester. (Music Theory, Composition)

Rodriguez, Raul I., Associate Professor of Music. B.M., M.M., University of North Texas. (Tuba)

Schmidt, John Charles, Professor of Music. B.M., Southwestern University; M.S., Union Theological Seminary School of Sacred Music; Ph.D., New York University. (Music Theory, Music History and Literature, Organ)
Schueller, Rodney C., Associate Professor of Music. B.M., University of Iowa; M.M., Indiana University; D.M.A., Michigan State University. (Instrumental Music Education, Instrumental Conducting, Band)

Schüler, Nico, Professor of Music. M.A., Greifswald University (Germany); Ph.D., Michigan State University. (Musicology, Music Theory)

Simmons, Amy, Assistant Professor of Music. B.M., M.M., and Ph.D., The University of Texas at Austin. (Music Education)

Stein, Marlowe Robin, Assistant Professor of Music. B.A., M.A., University of Wyoming; D.A., University of Northern Colorado. (Music Education)

Tangarov, Vanguel G., Lecturer of Music. B.M. and M.A., State Academy of Music, Sofia, Bulgaria; D.M.A., The University of Texas at Austin. (Clarinet)

Thomas, Naymond Elijah, Professor of Music. B.M.Ed., University of Louisville; M.M., University of Colorado; D.M.A., University of Oklahoma. (Voice)

Ulen, Ronald C., Assistant Professor of Music. M.M., Florida State University. (Voice)

Westney, Benjamin W., Lecturer of Music. B.A., M.M., The University of Texas at Austin. (Cello)

Winking, Keith, Robert, Professor of Music. B.S., Quincy College; M.M., Texas State University-San Marcos; D.M.A., The University of Texas at Austin. (Trumpet)

Wood, Juli, Associate Professor of Music. B.M., The University of Texas at San Antonio; M.M., Stephen F. Austin State University. (Voice)
College of Health Professions

The Department of Respiratory Care, and the Programs of Health Information Management and Clinical Laboratory Science do not offer a graduate major, minor, or degree. Graduate courses are offered, however, in support of graduate programs.

Immunization Requirements

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

Background Check and Drug Screening

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.

Courses Offered

Health Information Management (HIM)

HIM 5301 The Enterprise Electronic Health Record. (3-0) An in-depth analysis of the concept of an organization-wide electronic health record system. Focus will be on the analysis of how this technology impacts overall hospital operations from both a clinical and administrative perspective.

HIM 5350 Legal Aspects of Electronic Health Information. (3-0) This course offers a detailed assessment of how state laws and federal regulations influence the development and management of protected health information within a healthcare organization.

HIM 5380 Quality Improvement in Health Care. (3-3) An in-depth study on quality improvement methodology to include data retrieval, display, and outcomes analysis and the aspect of risk management for various sectors of healthcare. Mechanisms for promoting facility-wide participation in achieving optimum patient care as delineated in accreditation and government standards will be analyzed.
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Department of Communication Disorders

Major and Degrees Offered:
Communication Disorders, M.A., M.S.C.D.

Major Programs

The Department of Communication Disorders offers the Master of Science in Communication Disorders (M.S.C.D.) with a major in communication disorders, and the Master of Arts (M.A.) with a major in communication disorders.

The time to degree may vary, depending on the undergraduate background of a student, but the M.S.C.D. requires a minimum of 36 academic hours, with 27 hours in the communication disorders major, nine hours in an approved cognate, plus a clinical practicum each semester enrolled. The M.A. requires a minimum of 39 academic hours, with 27 hours in the communication disorders major, six hours of thesis, six hours in an approved cognate, plus a clinical practicum each semester enrolled.

The major in communication disorders is clinically oriented and is designed to prepare clinicians for employment in hospitals, clinics, private practice, and public schools. The program meets the minimum education and clinical requirements for state licensure as a speech-language pathologist and for the Certificate of Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association (ASHA). The academic program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the ASHA.

Candidates for the Communication Disorders master’s degree are encouraged to earn a passing score on the Praxis Examination in Speech-Language Pathology before graduation and substitute a passing score for the required departmental graduate comprehensive examination.

Admission Policy

Admission to the Texas State graduate program in Communication Disorders is selective and competitive. The graduate sequence begins in the fall semester of each year. The typical program is two academic years and one summer session in length. The deadline for applying each year is February 1.

To be considered for regular admissions, applicants must have an undergraduate degree in communication disorders, meet the requirements for Graduate College regular admissions and, have a minimum of 3.0 GPA (on a 4.0 scale) for undergraduate academic courses in communication disorders as well as for the last 60 undergraduate hours. Meeting admission requirements for the Graduate College and the Department of Communication Disorders does not guarantee admission to the graduate sequence in communication disorders.

Individuals who have undergraduate degrees in majors other than communication disorders apply as a non-degree seeking student through the Graduate College to complete the required leveling courses.

Students applying to the regular graduate program or to the graduate leveling program must complete the application procedures in the Graduate/Leveling Admissions Application Packet at http://www.health.txstate.edu/cdis/Admissions/Department-Admissions-Info--Requirements.html and submit all materials together. Incomplete applications will not be reviewed by the Admissions Committee. Any leveling application materials submitted after the February 1st deadline will NOT be reviewed. Any leveling application materials submitted after the April 1st deadline will NOT be reviewed.
Application Check List

- Complete the online application at the Apply Texas website at http://www.applytexas.org/
  Official Transcripts from all colleges attended in sealed envelopes with official stamped seal across the flap of the envelope to be mailed to:

  Texas State University-San Marcos
  Graduate College
  JC Kellam 280
  601 University Drive
  San Marcos, TX 78666

- Include in large legal-sized manila envelope with the student’s signature across the seal the following:
  - Completed Resume form (Use form and format provided; the Graduate Admissions Committee will not consider any personalized resumes)
  - Statement of Intent form (Do not exceed the space provided after each question)
  - Two letters of reference (use only the reference forms provided and place each in a sealed envelope with the respondents signing their signatures across the flap)
  - Completed Pre-requisites form (please see Course Equivalents page for your University's course listings and how they relate to Texas State's)

  Mail all of the above to:
  Texas State University-San Marcos
  Graduate College
  JC Kellam 280
  601 University Drive
  San Marcos, TX 78666

For questions regarding graduate admissions, please email cdisgradprog@txstate.edu

The February 1st deadline is for students who are earning or have earned their bachelor’s degree in communication disorders or who are or have completed the leveling coursework elsewhere. Individuals who have undergraduate degrees in majors other than communication disorders should apply to the Graduate College by April 1st to complete the required background work. The number of hours of background work required is determined in consultation with the Communication Disorders Undergraduate/Leveling Advisor and is dependent on the courses taken at the undergraduate level. Please refer to the Pre-requisites Form for a list of the necessary background coursework or visit the Department of Communication Disorders website at http://www.health.txstate.edu/cdis/Admissions/Department-Admissions-Info--Requirements.html for the Leveling Course Sequence. Upon completion of the required background work (leveling), applicants may apply for admission to the regular graduate sequence for a fall semester using this same packet with the Feb 1st deadline. Completion of the background requirements in the Department of Communication Disorders at Texas State DOES NOT GUARANTEE admission to the TWO-YEAR graduate program.
Immunization Requirements

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

Background Check and Drug Screening

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.

Practicum

In order to obtain the required clinical hours for certification, graduate students must enroll for clinical practicum each semester enrolled for study toward the master’s degree. Students participating in on-campus clinical practicum in speech-language pathology must enroll in Communication Disorders 5344. Students earning supervised clock hours in audiology must enroll in Communication Disorders 5321. Graduate students earning clinical hours in both speech-language pathology and audiology during the semester must enroll for both Communication Disorders 5344 and Communication Disorders 5321 concurrently. Students participating in off-campus clinical practicum must enroll in Communication Disorders 5689. Academic hours for clinical practicum do not count toward the degree.

Facilities

The University operates the Speech-Language-Hearing Clinic on a twelve-month basis and is nationally known as a treatment center for communication disorders. Graduate students utilize the clinic for research in addition to clinical training experiences.

Courses Offered

Communication Disorders (CDIS)

5301 Advanced Independent Study in Communication Disorders. (3-0) Discussions of various areas of speech language pathology. Attention to individual needs of the student. Emphasis on independent study in habilitation and rehabilitation of communication disorders. This course is repeatable for credit and can be taught by different faculty covering different topics. Prerequisite: Faculty permission required.

5312 Neuroanatomy for Communication Disorders. (3-1) This is a lecture course that examines the organization of the brain, spinal cord, and peripheral nervous system. Significance of the areas of the nervous system that are primary or secondary for speech, language, and hearing are the main focus of this course. This course does not earn graduate degree credit.
5321 Clinical Practicum in Audiology. (1-3) Supervised clinical practicum in audiology. Focus is on both diagnostic and rehabilitative audiological management of diverse populations. Must be taken every semester that a student participates in supervised audiology practicum. May be repeated for credit but not counted toward graduate degree credit. Graded on a credit (CR), no-credit (F) basis. Prerequisites: CDIS 4420 and CDIS 4370 or equivalents; instructor approval.

5325 Anatomy and Physiology of the Speech Production System. (3-0) Description of structure and function of the speech production system with emphasis on physical problems in speech, language, and hearing. This course does not earn graduate degree credit.

5330 Speech and Language Development. (3-0) Course to acquaint students with acquisition of speech and language in children. Basic information from linguistics, psycholinguistics, psychology, and communication are examined for children in various stages of development. This course does not earn graduate degree credit.

5331 Stuttering Therapy. (3-0) Description of therapeutic intervention with children and adults who stutter. Techniques of assessment, management, and counseling are emphasized.

5333 Language Disorders in School-Age and Adolescence. (3-0) This introductory-level course will review assessment and intervention for language disorders in the school-age and adolescent population. The relationship between language and literacy will be discussed. Students will engage in detailed narrative analyses. Evidence-based practice and collaborative models of intervention will be emphasized.

5334 Articulation and Phonological Disorders: Assessment and Intervention. (3-0) Study of normal, delayed, and disordered child phonology in English and select dialects/languages. Course covers etiologies, characteristics, and anatomic/physiologic bases of delays/disorders, as well as their potential impact on phonological awareness and subsequent development in reading/writing. Prevention, assessment, and treatment of disorders will be discussed.

5336 Neuromotor Disorders of Speech: Description and Rehabilitation. (3-0) The course reviews the neuroanatomic mechanisms underlying speech production and surveys the etiology, symptomatology, epidemiology, course, and prognosis of speech disorders resulting from impairment of the central and/or peripheral nervous system. Emphasis is placed on apraxia and the dysarthrias. Clinical application in assessment and rehabilitation of patients with neurogenically-based motor speech deficits is stressed. Prerequisite: CDIS 3312 or equivalent.

5337 Vocal Rehabilitation. (3-0) Assessment of vocal function and disorders; rehabilitation of the patient with vocal abnormalities due to vocal abuse, psychological, and/or organic etiologies, including laryngectomy.

5339 Dysphagia. (3-0) A review of anatomic and physiologic disturbances of swallowing in neurologically impaired and post-surgical head and neck cancer patients will be presented. Instrumentation, techniques of evaluation, and radiograph examination of deglutition will be reviewed. Rehabilitation procedures will be described in detail.

5340 Cognitive Rehabilitation in Traumatic Brain Injury. (3-0) This introductory-level course will review neuropathology and neurophysiology of traumatic brain injury and dementia, introduce relevant terms and models in cognitive rehabilitation, provide a framework for assessment and treatment, and discuss the functional impact of cognitive-communicative disorders on the patient and others. Prerequisites: CDIS 5336, 5342.

5342 Aphasia and Related Disorders. (3-0) The course develops an understanding of the etiology, symptomatology, assessment, remediation, and recovery patterns of acquired communication disorders that result from impairment of the central nervous system, with a focus on the aphasias and traumatic brain injuries. Coexisting problems caused by damage to cortical/sub-cortical structures will also be addressed. Recent advances in relevant clinical research and technology will be surveyed. Prerequisite: CDIS 3312 or equivalent.
5344 Advanced Clinical Practicum. (1-8) Clinical practicum for graduate students focusing on assessment and remediation of communication disorders in children and adults. Required each semester enrolled. Repeated for credit but not counted toward graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

5350 Multicultural Issues in Communication Disorders. (3-0) Addresses the social, cultural, and linguistic factors that impact the clinical service delivery provided to culturally and linguistically diverse populations. A primary focus of the course will be to address general principles of assessment and intervention as they relate to the clinical management of individuals with communication disorders from diverse cultural and language backgrounds.

5362 Introduction to Research in Communicative Disorders. (3-0) Designed to acquaint the student with research protocol in behavior science, with an emphasis in speech-language pathology. Topics include research design, data analysis, manuscript preparation, and obtaining external funding. Emphasis on critical analysis of professional literature.

5363 Language Disorders in the Birth-to-5 Population. (3-0) This introductory-level course will review assessment and intervention for language disorders in the birth-to-5 population. Use of assessment information to determine language disorders versus language difference will be addressed. Students will engage in detailed language sample analyses. Creating effective intervention plans using assessment data will be discussed.

5370 Aural Rehabilitation. (3-0) Principles and procedures in the habilitation and rehabilitation of hearing-impaired children and adults. This course does not earn graduate degree credit. Prerequisite: CDIS 5420.

5390 Seminar in Communication Disorders. (3-0) Examination of current theoretical and clinical issues in Communication Disorders. Issues may include family management in communication disorders, language and literacy, issues in health care rehabilitation, instrumentation and entrepreneurship. May be repeated for credit. Prerequisite: Graduate standing and permission of instructor and graduate advisor.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in Communication Disorders 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5599A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in Communication Disorders 5599B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5299B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5420 Introduction to Audiology. (3-2) Relates anatomy and physiology of the auditory system and the science of acoustics to the study of normal, pathological auditory function. Laboratory experience in administration and interpretation of audiological tests. Discussion of professional opportunities in the field of Audiology and provision of audiological service to special populations. This course does not earn graduate degree credit. Prerequisite: CDIS 5469.
5459 Phonemics and Phonetics. (3-1) Analysis of normal and abnormal phonological processes in children and adults. Proficiency in transcription using the alphabet of the International Phonetic Association emphasized. This course does not earn graduate degree credit.

5462-MP Remediation of Articulatory and Phonological Disorders. (3-2) This course prepares students to manage articulation and phonological disorders. Current therapeutic models are reviewed. Observation of therapy and instruction in preparation of written clinical reports are required. This course does not earn graduate degree credit. Prerequisites: CDIS 5325 and 5459.

5466 Clinical Management of Language Disorders. (4-2) Study of principles and procedures for the identification, description, assessment, and remediation of language disorders in infants, children, and adolescents. Students will observe demonstrations of assessment procedures and types of language disorders within the context of clinical procedures. Describing observed behaviors and analyzing language samples are emphasized. This course does not earn graduate degree credit. 
Prerequisite: CDIS 5330.

5469 Introduction to Hearing Science. (3-2) Study of acoustics, auditory physiology, and perception of sound. Includes discussion of auditory sensitivity, signal detection, psychoacoustic methods, perception of pitch and loudness, binaural hearing, and speech perception. Associated laboratory promotes reinforcement of concepts addressed in lecture through review, problem-solving, and weekly assignments. This course does not earn graduate degree credit.

5475 Speech Science. (3-2) Normal processes of speech production will be addressed from anatomic, physiologic, kinematic, aerodynamic, acoustic, and perceptual perspectives. Measurement and analysis techniques, instrumentation, and experimental paradigms used to study speech production and perception will be emphasized. This course does not earn graduate degree credit. Prerequisites: CDIS 5325 and 5459.

5689 Internship in Communication Disorders. (1-30) Laboratory and clinical practicum at selected therapeutic sites used to provide additional breadth to therapeutic experiences. Dependent on approval of faculty advisor. Repeated for credit. Graded on a credit (CR), no-credit (F) basis.

Health Professions (HP)

5300 Teaching in the Health Professions. (3-0) This course is an introduction to curriculum, instruction, and assessment methods in teaching and covers topics related to instruction in lecture, laboratories, and clinical settings. This course is required for first year teaching assistants and graduate instructional assistants. This course does not earn graduate degree credit.

Graduate Faculty

Chakraborty, Rahul, Associate Professor of Communication Disorders. B.Sc., M.A., Bombay University; Ph.D., Purdue University.

Domsch, Celeste, Assistant Professor of Communication Disorders. B.A., Valparaiso University; M.A., The University of Texas at Austin; Ph.D., Vanderbilt University.

Fleming, Valarie Beavers, Assistant Professor of Communication Disorders. B.S., University of Central Arkansas; M.A., The University of Memphis; Ph.D., The University of Texas at Austin.

Gonzales, Maria Diana, Associate Professor and Chair of the Department of Communication Disorders. B.S., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., Ohio University.
Irani, Farzan, Assistant Professor of Communication Disorders. B.S., Ali Yavar Jung National Institute for the Hearing Handicapped; M.S., Bowling Green State University; Ph.D., Bowling Green State University.

Resendiz, Maria Dolores, Assistant Professor of Communication Disorders. B.S., M.A., The University of Texas at Austin.

Richmond, Alisha S., Assistant Professor of Communication Disorders. B.A., The University of North Carolina at Chapel Hill; M.Ed., North Carolina Central University; Ph.D., Florida State University.
School of Health Administration

Major and Degree Offered:
Healthcare Administration, M.H.A.
Health Services Research, M.S.

Certificate Programs Offered:
Healthcare Administration
Health Informatics
Long Term Care Administration

Major Program

The School of Health Administration offers the degree of Master of Healthcare Administration (M.H.A.) with a major in healthcare administration and the Master of Science (M.S.) with a major in Health Services Research.

Admission Policy

Admission to the graduate degree programs is selective and designed to identify those applicants who have the ability and interest to manage the rigors of the program of study. Application deadlines are June 1 for the fall semester and October 1 for the spring semester. Applicants must hold a bachelor’s degree from a regionally accredited university and submit the following to the Graduate College:

1. An official application for admission.
2. A non-refundable application fee of $40.00, which is required of all degree-seeking students.
3. Non-Texas State graduates must submit one official transcript from each senior level post-secondary institution attended. These transcripts must be mailed directly from the institutions to the Office of the Graduate College.
4. An acceptable score on the Graduate Record Examination (GRE) verbal and quantitative portions combined.
5. Three letters of reference.
6. Written statement of purpose indicating ability and interest.
7. Current resume

Once these materials are received, the School of Health Administration graduate advisor will schedule an interview to confirm the applicant’s ability and interest in not only pursuing, but completing, the program. Because of the writing and speaking requirements in the MHA program, applicants for the MHA program are required to complete an on-campus interview.

Using the above referenced materials and interview in addition to a minimum score of 2,000 on an admission index calculated by adding the applicant’s GPA (in the last 60 hours leading to the bachelor’s degree) times 400 to the applicant’s GRE score (verbal and quantitative combined), the School will make a recommendation to the Graduate College. *Effective Fall 2012 - a minimum score of 575 on admission index is calculated by adding the GPA of the last 60 hours times 100 to the GRE score (verbal and quantitative combined).
Immunization Requirements

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

Background Check and Drug Screening

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.

Comprehensive Exam

All degree-seeking graduate students must pass a comprehensive exam at the end of the didactic portion of their programs. The School of Health Administration administers comprehensive exams at the end of the fall and spring semesters. Students with field placements on their degree audits must pass the comprehensive exam before they begin their field placement. Students who fail the comprehensive exam may take the exam again the next semester it is offered.

Healthcare Administration

The major in healthcare administration offers courses designed to enhance the career mobility of persons currently employed in health professions as well as to provide a solid base of academic and directed experiences for persons who may desire entry into the field of health administration. The primary focus of the curriculum is middle-to senior-level management.

Principal areas of study include health and disease; sociological, economic, legal and political forces which affect health care; and management organizational behaviors including such specializations as financial management, human resource management, planning, marketing, and data generation and analysis.

Degree Requirements. The 49 semester hour M.H.A. degree with a major in healthcare administration usually includes 43 hours of core courses and either a field experience of six hours or six hours of thesis, depending on the student’s previous health administration experience.

Prerequisites. Course prerequisites for healthcare administration majors include the following: statistics, economics, and financial accounting. These prerequisites may be accepted from other universities and should be taken prior to entering the graduate program.

Minor or Cognate. The School of Health Administration offers a 15-hour minor in healthcare administration. Students are required to take Healthcare Organization and Delivery (HA 5300), Healthcare Law (HA 5321), and Healthcare Organizational Behavior/Theory (HA 5362). The remaining six-hours are selected with the graduate advisor according to the student’s area of interest and needs. For those majors not requiring a 15-hour minor, a nine-hour cognate is available. Courses to be taken for the nine hour cognate are: Healthcare Organization and Delivery (HA 5300), Healthcare Law (HA 5321), and Healthcare Organizational Behavior/Theory (HA 5362).
Healthcare Human Resources

**Minor or Cognate.** For students desiring a minor in healthcare human resources, a full minor of 15 semester hours may be taken. If a student from another major wishes to take healthcare human resources courses as a cognate then the choice of courses and their sequence will be defined through consultation between the student and faculties from both programs.

Health Services Research

Health Services Research while focusing on health informatics, effectively utilizes biostatistics, epidemiology, and management engineering. The program prepares the graduate to be a vital contributor to clinical research, quality improvement, or policy development in the health sciences. The Texas State program represents the practical application of computer based qualitative, quantitative and analytical methods of problem solving and decision making in both clinical and administrative settings. Graduates work in public health, biotechnology, or other careers related to health services administration where their quantitative and computer skills are a strong asset. The program is designed for entrance by students with diverse academic preparations, including both the health and non-health professional.

**Degree Requirements.** The degree will require between 43 to 45 semester hours. The degree can be thesis or non-thesis, with most students choosing thesis.

**Prerequisite.** The prerequisite for health services research majors is statistics (HP 3325, HR 5330, or equivalent). Course equivalent for statistics may be accepted from other universities. This prerequisite must be taken prior to or during the first semester of graduate courses. Health service research majors should have knowledge of various computer applications, including Excel, Word, and Access. Students lacking knowledge in these applications may be required to take a computer application class.

**Minor or Cognate.** For students desiring a minor in health services research, a full minor of 15 semester hours may be taken. If a student from another major wishes to take healthcare human resources courses as a cognate then the choice of courses and their sequence will be defined through consultation between the student and faculties from both programs.

Certificate Programs

The School of Health Administration offers graduate certificates in four disciplines: healthcare administration, health informatics, and long term care administration. The certificate coursework is scheduled at times convenient to students with full-time jobs.

Interested applicants seeking admission to a graduate certificate must have a bachelor’s degree and a 2.50 GPA on the last 60 hours leading to the bachelor’s degree. Applicants should apply for admission through the Graduate College as “Texas State Certificate Program” applicant.

**Certificate in Healthcare Administration.** The graduate certificate in healthcare administration is designed to offer the core MHA degree content to healthcare managers and other healthcare professionals. The graduate certificate in HA is taught in a learning environment where students with management and professional experience can supplement their existing practical knowledge with new theoretical knowledge of healthcare organizations, healthcare organizational behavior, healthcare law, and related healthcare administration topics. The graduate certificate in HA includes five courses (15 semester hours).

In addition to the admission requirements listed above, applicants applying for the graduate certificate in HA must have at least two (2) years of experience as a healthcare manager and/or healthcare professional and must provide a current resume during the application process.
Certificate in Health Informatics. The graduate certificate in health informatics is designed to educate healthcare managers and other professionals interested in a career move to be effective developers, users, and managers of health information. Students will learn how to identify and provide the health information needed by hospital and system executives, governmental planners, public health officials, and other healthcare professionals. Applications of outcome measures provides students with the ability to evaluate the effectiveness of decision making regarding both health and healthcare status. The graduate certificate in HI includes five courses (15 semester hours).

Certificate in Long Term Care Administration. The graduate certificate in long term care administration is designed to offer the coursework necessary to sit for the Texas licensing exam for nursing facility administrators. The School of Health Administrators also offers an optional field placement. The graduate certificate in long term care administration includes five courses (15 semester hours). Note: all questions regarding licensure and state exam requirements should be directed to the Texas Department of Aging and Disability Services (DADS) at 512-438-2015.

Courses Offered

Health Administration (HA)

5111 Topics in Health Administration. (1-0) An in-depth study of a singular topic or a related problem being faced by practicing managers in the rapidly changing healthcare industry. Special emphasis will be placed on the topic’s current relevance and its utilitarian value to the participant. May be repeated if topic differs.

5191 Field Experience Orientation. (1-0) This course will assist the student to prepare for the field experience and to prepare for the comprehensive exam. An extensive orientation to the field experience will be provided to better enable students to move from the classroom setting to a workplace scenario.

5211 Topics in Health Administration. (2-0) An in-depth study of a narrow range of topics or related problems being faced by practicing managers in the rapidly changing healthcare industry. Special emphasis will be placed on the topic’s relevance and its utilitarian value to the participant. May be repeated if topic differs.

5300 Healthcare Organization and Delivery. (3-0) A survey of the organization and delivery of health services focusing on the history and development of health systems as they relate to the overall health and medical care systems. Major attention is given to governing bodies, patient care organizations, and executive management structures.

5301 Healthcare Administration Research Methods. (3-0) A study of research methodology as it pertains to healthcare administration. Included are hypothesis forming, designing research, and the collection, manipulation and analysis of data. Knowledge of numeracy and statistics is essential.

5303 Information Systems Management in Healthcare. (3-0) This course provides a comprehensive introduction to information systems management for healthcare organizations. It covers the determination of information required by whom, design of information flows, procurement of information systems technology resources, assurance of information security, and management of systems integration.

5304 Healthcare Economics and Financial Theory. (3-0) A study of economic theories that have an impact upon the healthcare industry. Special emphasis will be placed on emerging economic research and its impact on potential policy ramifications.
5311 Trends in Health Administration. (3-0) An in-depth study of singular trend or a related problem being faced by practicing managers in the rapidly changing healthcare industry. Special emphasis will be placed on the topic’s current relevance and its utilitarian value to the participant. Examples of trends, which are typically offered, include trends in rural health, managed care ethical issues, and in total quality management. This course may be repeated for credit with a different subject area.

5316 Healthcare Financial Management. (3-0) An introduction to healthcare financial management including the financial management in healthcare organizations, healthcare payment systems, financing and investment decisions, and financial planning, analysis, and control. Prerequisites: accounting, economics, and statistics.

5321 Healthcare Law. (3-0) An in-depth analysis of healthcare law and its effect on the relationships between the patient, the patient’s family, the provider, and other interested third parties. Analysis of cases is the primary method of study.

5325 Patient Care Management and Integrated Delivery Systems. (3-0) A study of alternative delivery systems, managed care organizations, consumer-driven healthcare and the quality movement in health care. Quality management will be explored with special attention given to the quality management process, the role of outcomes, the characteristics, uses, and sources of quality standards, and risk management and information management.

5334 Operational Decision Making for Healthcare Managers. (3-0) An introduction to the fundamentals of selected operations research techniques essential to the analysis of healthcare managerial problem situations, the design of new and improved systems, and the implementation of systems to achieve desired systems performance.

5335 Public Health for Healthcare Administrators. (3-0) This course introduces the healthcare manager to public health and its role in preventing illnesses and improving the health of the community. Students will learn of the role of the manager in disease prevention and how to participate and lead community efforts for the wellness of the community.

5346 Healthcare Strategic Management. (3-0) This capstone course examines mission, vision, strategy, and operations from both the formulation and implementation perspectives. Emphasis will be on the role of the manager/leader in strategic management analysis, creativity, and action. This course is available to HA majors only.

5355 Human Resource Management in Healthcare Facilities. (3-0) A study of personnel administration in the healthcare facility and the environment in which it functions. Emphasis will be on the role of the Personnel Office in forecasting, developing, and managing human resources, in addition to a review of current legislation affecting the personnel function.

5356 Policy Development in Healthcare Arena. (3-0) Prospective healthcare administrators analyze changing healthcare paradigm to determine decision-points where policies can be affected. Course allows students to apply existing skills to real world policy issues at state and national levels and to analyze policy development from numerous stakeholders’ viewpoints.

5362 Healthcare Organizational Behavior/Theory. (3-0) This course is a study of theory and concepts drawn from the behavioral and social sciences. These concepts are applied as a foundation and conceptual framework for the analysis, diagnosis, prediction and guidance of human behavior in healthcare organizations.

5371 Marketing of Health Services. (3-0) A study of marketing functions and principles as they relate to the healthcare delivery system. Analysis of marketing concepts such as market segmentation, marketing planning, marketing audit, marketing positioning, and marketing mix will be discussed.
5375 Healthcare Accounting. (3-0) An introduction to financial accounting in healthcare with an emphasis on the preparation of non-profit financial statements for healthcare service organizations, control procedures for healthcare entities, and accounting issues unique to the healthcare industry. This course does not count for graduate degree credit. Graded on a credit (CR), no credit (PR) basis.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Health Administration 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5299B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

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5599B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5999B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5640 Administrative Practicum. (0-20) A one semester, part-time field experience, which provides an orientation to the organization and special projects. Designed for the student already working full-time in healthcare.

5840 Administrative Internship. (0-40) A one semester, full-time field experience, which provides a limited rotation and special projects. Designed for the student with prior work experience in healthcare.

5841 Administrative Residency. (0-40) A full-time field experience, which provides an extensive rotation and special projects. Designed for the student with no prior work experience in healthcare. Student must be enrolled in the course for the duration of the field experience. Repeatable for credit.

Health Professions (HP)

5300 Teaching in the Health Professions. (3-0) This course is an introduction to curriculum, instruction, and assessment methods in teaching and covers topics related to instruction in lecture, laboratories, and clinical settings. This course is required for first year teaching assistants and graduate instructional assistants. This course does not earn graduate degree credit. Graded on a credit (CR), no credit (F) basis.

Healthcare Human Resources (HHR)

5111 Independent Study in Healthcare Human Resources. (1-0) An in-depth study of a single topic or related problem solved through human resources. The course may be repeated once if the topic studied is different.

5191 Field Experience and Thesis Orientation. (1-0) This course will prepare students for the field experience or thesis experience as well as the comprehensive exams qualifying students for these experiences.
5307 Trends and Issues in Healthcare Human Resources. (3-0) Designed to acquaint the student with the social and technological trends and issues that affect Healthcare Human Resources and healthcare delivery. Different areas of concentration will be selected. May be repeated with permission of the department chair if the topic studied is different.

5311 Independent Study in Healthcare Human Resources. (3-0) An in-depth study of a single topic or related problem solved through human resources. The course may be repeated once if the topic studied is different.

5322 Human Resource Development in the Health Sciences. (3-0) Designed to prepare the health professional to plan, develop, and implement a human resource development program; to coordinate activities within a human resource development program; and to direct a human resource development program.

5326 Designing Training Programs. (3-0) How to design training programs from definition of the problem, through development of objectives, process of instruction, sequencing, and evaluation. Contrasting instructional methods and processes are reviewed as they impact training program design in healthcare human resources.

5328 Organization Development in Healthcare Human Resources. (3-0) Examines the theories of organizational behavior as they apply to both the non-profit and the for-profit healthcare environment; and how the healthcare human resource professional may influence organizational development, employee satisfaction, and improve customer service in health care.

5350 Human Resource Management in the Health Sciences. (3-0) An exploration of the expanding body of knowledge for human resource managers in the unique setting of the healthcare industry. Current issues and topics include effective employee orientation, employee recruitment and selection, compensation systems, and employee health, safety and security. This course will assist human resource practitioners prepare for professional certifications.

5354 Strategic Leadership in Healthcare Human Resources. (3-0) Prepares the healthcare human resources professional for strategic leadership challenges within the larger organization. Leadership styles and models will be reviewed using case studies of human resource problems. The role of the human resource professional as a strategic partner at the executive level in healthcare will be reviewed.

5356 Management of Occupational Health and Safety. (3-0) This course is designed to increase awareness of employee health, safety, and security issues important to human resource managers in the maintenance of a safe and healthy work environment. Health related programs and policies will be examined in light of employer liability and state and federal legal requirements.

5358 Human Resource Systems and Metrics. (3-0) An examination of information systems and HR applications important to human resource management. The use of HR information systems and metrics in support of HR functions, HR related strategic management requirements of the organization, and legal issues will be examined.

5372 Healthcare Labor Relations and Labor Law. (3-0) U.S. Labor statutes and case law are studied to provide an understanding of labor law and union-management relations as well as labor law precedent for U.S. employment discrimination laws within healthcare. The course will examine the history of the U.S. Labor movement, union organizing in healthcare, and employee bargaining rights.

5374 Employment Law in Healthcare. (3-0) U.S. Statutes and case law are studied to provide an understanding work place non-discrimination requirements, sexual harassment, family and medical leave act, workers’ compensation statutes, pay equity, age discrimination, privacy in the work place, wage & hour law, and immigration law for the employer.

5391 Research Methods in Healthcare Human Resources. (3-0) Both qualitative and quantitative research methods are examined as they apply to human resource development or management. Psychometric methods important to training and development are covered, especially those essential to training program evaluation and survey questionnaire development. Management science techniques used for resources optimization, strategic planning, and scheduling are reviewed.
5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Healthcare Human Resources 5399B. Graded on credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5495 Directed Study in Healthcare Human Resources. (4-0) A course where the student investigates a topic of importance to Healthcare Human Resources under the supervision of a faculty member. Topics may be selected to advance a student’s knowledge beyond that normally covered in an organized course. A significant terminal project should result from the investigation. Graded on a credit (CR), no-credit (F) basis.

5640 Administrative Practicum. (0-20) A one semester, part-time field experience which provides an orientation to the organization of human resources in healthcare organizations and special projects. Designed for the students already working full-time in healthcare.

5840 Administrative Internship. (0-40) A one semester, full-time field experience which provides an orientation to the organization, a rotation through human resources functions in healthcare organizations, and special projects. Designed for the students with little or no prior work experience in healthcare.

Health Research (HR)

5101 Independent Study in Health Services Research. (1-0) An in-depth study of a single topic or related problem solved through health services research. The course may be repeated once if the topic studied is different.

5191 Field Experience and Thesis Orientation. (1-0) This course will prepare students for the field experience or thesis experience as well as the comprehensive exams qualifying students for these experiences.

5301 Independent Study in Health Services Research. (3-0) An in-depth study of a single topic or related problem solved through health services research. The course may be repeated once if the topic studied is different.

5311 Seminar in Health Services Research. (3-0) This course will introduce the student to some of the latest trends and issues in health services research, as well as newer analytical techniques, focusing on research applications where possible using real data and problems. This course may be repeated for credit with different area of study.

5330 Biostatistics for Health Professionals. (3-0) An applied course addressing statistical and analytical techniques important to researchers and practitioners within the scientific and health profession communities. This course provides in depth coverage of biostatistical methods from simple ANOVA and regression, through selected multivariate techniques. Effective Fall 2007, this course cannot be used for degree credit. Graded on a credit (CR), no credit (PR) basis. Prerequisites: HP 3302 or equivalent.

5331 Research Methods in Health Services. (3-0) Quantitative and qualitative research methods are introduced to evaluate effective health services. Psychometric techniques are covered to prepare survey questionnaire, experimental design for data collection, data analysis, and interpretations. Scientific principles such as randomization and replication are illustrated for efficient decision making. Prerequisite: Health Professions 3302 or equivalent.

5333 Regression Analysis and Biostatistics. (3-0) An introduction to multivariate analysis techniques appropriate to the health sciences. Multiple statistical packages such as the Biomedical package (BMD) will be utilized. The analysis of health data using least-squares analysis for the study of multiple regression and analysis of variance will be examined. Time series analysis will be studied for
its utility in forecasting needs within health agencies. Prerequisite: Health Research 5331 or consent of the instructor.

5337 Clinical Trials and Statistical Analysis. (3-0) A survey of statistical techniques important in the analysis of biomedical data, statistical analyses related to bioassay, clinical trials, and survey research with special emphasis on mathematical modeling techniques. Confidentiality and privacy of records, safe-guarding computer data, and rights of human and animal subjects will be addressed. Prerequisite: HR 5333 or consent of instructor.

5339 Advanced Multivariate Health Data Analysis. (3-0) Advanced multivariate analysis techniques are examined for their utility to the health sciences. Statistical computer packages, such as the Biomedical Statistical Package (BMD), will be used for the study of each statistical procedure. Applied to health data will be procedures such as multivariate analysis of variance, canonical correlation, factor analysis, and discriminate analysis. Prerequisite: HR 5333 or approval of instructor.

5341 Operations Research in Health Administration. (3-0) Adaptation and application of procedures and principles of operations research to the specific needs and requirements of health service institutions. Specific attention will be given to the improvement of effectiveness and efficiency of management functions and the delivery of health services. Emphasis will be placed on techniques to optimize allocation of resources, inventory control, customer service/cost factors, and project management within health institutions. Prerequisite: Healthcare Human Resources 5391 or Health Research 5331.

5351 Principles of Epidemiology. (3-0) Principles of epidemiological methods are examined as they may identify factors influencing health and disease in a population. Epidemiological methods are examined for their technique of hypothesis formation, retrospective and prospective methods, and sampling problems.

5357 Clinical Epidemiology and Outcomes Research. (3-0) Examination of techniques and issues important to clinical epidemiology and how they can be applied to health outcome research. A study of variation in the measurement of illness to include diagnostic and screening tests; experimental design; outcome measures; patient satisfaction; and risk adjustment for severity, co-morbidity, and demographic factors.

5362 Bioinformatics. (3-0) Examines clinical information systems and statistical issues in the emerging field of genomics and proteomics. Topics examined include medical advances, gene mapping, database issues, ethical issues surrounding genomic research, stochastic models, dynamic programming, Markov-Chain Monte Carlo methods, neural networks, and Bayesian statistical techniques. Prerequisite: HR 5330.

5363 Medical Informatics. (3-0) An examination of clinical aspects of health care information systems to include administrative systems, diagnostic systems, and patient care monitoring systems. Current challenges and future technologies will be discussed.

5369 Health Information Systems. (3-0) Critical examination of concepts and theories of medical information systems and their integrated support in functional areas of health institutions, such as pharmacy, clinical laboratory, radiology, food service, wards and clinics, patient administration, patient appointment scheduling and logistics.

5383 Healthcare Marketing Research. (3-0) Examination of methods for internal and external environmental analysis, including patient demographics and economic factors. Patient satisfaction surveys, institutional image analysis, competition analysis, and sources of health marketing research data will be introduced.

5399A Thesis. This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Health Research 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.
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5999B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5495 Directed Study in Health Services Research. (4-0) A course where the student investigates a topic of importance to Health Services Research under the supervision of a faculty member. Topics may be selected to advance a student’s knowledge beyond that normally covered in an organized course. A significant terminal project should result from the investigation. Graded on credit (CR), no-credit (F) basis.

5640 Administrative Practicum. (0-20) A one semester, part-time field experience which provides an orientation to the health services research organization and special projects. Designed for the student already working full-time in healthcare.

5840 Administrative Internship. (0-40) A one semester, full-time field experience which provides an orientation to the organization, a rotation through health services research functions in healthcare organizations and special projects. Designed for the student with little or no prior work experience in healthcare.

**Long Term Care Administration (LTCA)**

5322 Environmental Management in Long Term Care. (3-0) Students will compare performance analyses of long-term care facilities with a focus on organizational culture, and internal and external customer satisfaction. Plans of managerial action to maximize customer satisfaction will be examined.

5323 Governance Management in Long Term Care. (3-0) Focuses on regulations for the operation of long-term care facilities as promulgated by state and federal governments. Reviews the minimum requirements for licensure and the standards for Medicaid certification in Texas. Also examines specific activities and functions regarding accountability and enforcement procedures.

5324 Personnel Management in Long Term Care. (3-0) An examination of management issues in long-term care primarily in the critical areas of human resources, public relations, and marketing. Examples include staff recruitment and retention programs, training needs analysis, and marketing plan formulation.

5325 Resident Care Management in Long Term Care. (3-0) Administratively oriented content related to nursing care, quality indicator, and geriatric pharmacology utilized in long-term care facilities. The course content reflects the relative legislative requirements mandated for nursing homes and other long-term care facilities.

5335 Financial Management in Long Term Care. (3-0) Students will examine the fiscal performance of selected facilities utilizing data from annual Medicaid cost reports with a focus on revenue enhancement and census development. Students will contrast various systems for determination of reimbursement and use reimbursement issues in a strategic planning sense.
5681 Internship in Long Term Care. (0-24) An internship in which the student works directly with a licensed nursing facility administrator in a licensed long-term care facility. Students will be exposed to all aspects of facility operation and management. Graded on a credit (CR), no credit (F) basis.

Graduate Faculty

Brooks, Matthew, Associate Professor of Health Administration. B.S., Kennesaw State University; M.P.H., Virginia Commonwealth University; Ph.D., University of South Carolina.

Fields, Tina., Associate Professor of Health Administration. B.A., M.S., Ph.D., Texas A&M University; M.P.H., University of Texas School of Public Health.

Greene, Lloyd, Senior Lecturer of Health Administration. B.S., M.A., Kent State University; Ed.D., George Washington University.

Griffin, Donald J., Assistant Professor of Health Administration. B.S., University of Alabama; M.B.A., University of Texas at Permian Basin; M.S., University of Oklahoma Health Science Center; M.S., Trinity University; J.D., Texas Wesleyan University.

Johnson, Peggy, Assistant Professor of Health Administration. B.S., East Tennessee University, M.P.H., Ph.D., University of Tennessee at Knoxville.

Lieneck, Cristian, Assistant Professor of Health Administration. B.S., Xavier University; M.H.A., Ph.D., Texas State University-San Marcos.

Lozano, Yvonne, Assistant Professor of Health Administration. B.S., University of Mary Hardin Baylor; M.S., Baylor University; Ph.D., University of North Texas.

Mackenzzie, Todd, Senior Lecturer of Health Administration. B.B.A., M.S., University of North Texas.

Moore, Tondra, Assistant Professor of Health Administration. B.S., Alabama State University; M.P.H., Ph.D., University of Alabama at Birmingham; J.D., Samford University.

Morrison, Eileen E., Professor of Health Administration. A.A.S., Broome Community College; B.S.Ed., M.P.H., University of Tennessee, Ed.D., Vanderbilt University.

Nauert, Richard F., Associate Professor of Health Administration. B.S., University of Texas Health Science Center Dallas; M.S., University of North Texas; M.S., Trinity University; Ph.D., The University of Texas at Austin.

Nowicki, Michael, Professor and Director of the School of Health Administration. B.A., Texas Tech University; M.A., The George Washington University; Ed.D., University of Kentucky.

Renick, C. Oren, Professor of Health Administration. B.A., M.A., J.D., Mississippi College; Th.M., New Orleans Baptist Theological Seminary; M.P.H., Tulane University.

Shanmugam, Ram, Professor of Health Administration. B.Sc., University of Madras; M.S., Brigham Young University; M.S., Rensselaer Polytechnic Institute; Ph.D., Temple University.
**Summers, Jim**, Professor Emeritus of Health Administration. B.A., University of North Texas; M.A., Ph.D., Tulane University.

**Welborn, Ruth Buckhannon**, Professor of Health Administration and Dean of the College of Health Professions. B.S.N., University of Texas Medical Branch; M.A., University of Texas at San Antonio; Ph.D., Texas A&M University.
Department of Health Information Management

Certificate Offered:
Graduate Certificate in Health Information Management

Major Program

The graduate certificate in Health Information Management is designed to educate those with computer science, information systems, business, and healthcare management fields for career move into emerging positions related to the electronic health record, management of health information, health information exchange, and data analysis. Students will learn the basic content areas of the legal aspects of health information, the healthcare quality implement process, and the enterprise electronic health records. Students will also have the option to select additional course work from computer information systems or health research courses. The graduate certificate in HIM includes five courses (15 semester hours).

Admission Policy

Admission is selective. The normal curriculum sequence begins in the fall semester and approval must be received to begin the coursework at any other time. Students must meet graduate college admission requirements and be admitted to the graduate college prior to applying to the Graduate Certificate in Health Information Management.

To be considered for admission, applicants must:
1. Have a completed bachelor’s degree in any field
2. Must have earned a 2.5 GPA on the last 60 hours of bachelor’s coursework. If a student has completed a master’s or doctoral degree, a minimum cumulative 3.0 GPA is required.
3. Complete the HIM Certificate Program Application form

Immunization Requirements

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

Background Check and Drug Screening

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.
Courses Offered

**HIM 5301 The Enterprise Electronic Health Record.** (3-0) An in-depth analysis of the concept of an organization-wide electronic health record system. Focus will be on the analysis of how this technology impacts overall hospital operations from both a clinical and administrative perspective.

**HIM 5350 Legal Aspects of Electronic Health Information.** (3-0) This course offers a detailed assessment of how state laws and federal regulations influence the development and management of protected health information within a healthcare organization.

**HIM 5380 Quality Improvement in Health Care.** (3-3) An in-depth study on quality improvement methodology to include data retrieval, display, and outcomes analysis and the aspect of risk management for various sectors of healthcare. Mechanisms for promoting facility-wide participation in achieving optimum patient care as delineated in accreditation and government standards will be analyzed.

Graduate Faculty

**Fenton, Susan H.**, Assistant Professor of Health Information Management. B.S.H.I.M., University of Texas Medical Branch; M.B.A., University of Houston; Ph.D., Texas A & M University Health Sciences Center.

**Wang, Tiankai**, Assistant Professor of Health Information Management. B.S., M.B.A., Tianjin University; Ph.D., Rutgers State University, New Brunswick.
Department of Physical Therapy

Doctoral Major and Degree Offered:
Physical Therapy, D.P.T.

Major Program

The Department of Physical Therapy offers the Doctor of Physical Therapy (DPT) with a major in physical therapy. The degree length may vary but is designed for completion in three years with 99 academic hours. The program is accredited by the Commission on Accreditation of Physical Therapy Education. Graduates are eligible to take the licensure examination upon completion of the degree.

Physical Therapy is defined as the care and services provided by or under the direction and supervision of a physical therapist. Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease or other causes. They interact and practice in collaboration with a variety of professionals – physicians, dentists, nurses, educators, social workers, occupational therapists, speech-language pathologist, audiologist and other personnel involved with the patient/client. Physical therapists provide prevention and promote health, wellness and fitness. In addition they provide consultative services to health facilities, colleagues, business, and community organizations and agencies. Physical therapists provide health care to their patients/clients in a wide variety of settings, including, but not limited to, physical therapy offices, practices, hospitals, rehabilitation facilities, homes, long term care settings, schools, industrial settings, and athletic/fitness centers.

Physical therapist education is built on the knowledge and skills characteristically attributed to completion of a baccalaureate degree – general education that provides students with broad exposure to the humanities, arts, basic science and social science; requirements that provide students with the opportunity to delve into a discipline at some depth; and electives that provide students with the opportunity to explore other interests. Additionally, admission to physical therapist education programs typically requires students to have completed a set of prerequisite courses in biology, chemistry, physics, statistics, psychology, and human anatomy and physiology.

Admission Policy

Admission is selective and competitive. The curriculum sequence begins once per year. The typical program is three academic years including three summer sessions.

To be considered for admission applicants must have an undergraduate degree, meet the requirement for Graduate College admission, a minimum of 3.0 GPA (on a 4.0 scale) in the last 60 semester hours before the undergraduate degree, a minimum of a 3.0 GPA in all science courses, and a preferred minimum score of 295 with no less than 150 on the verbal section and 145 on the quantitative section of the Graduate Record Examination (GRE). If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - 1000, verbal and quantitative combined. Admission to the graduate program is also based on completion of all prerequisite courses with a minimum of 3.0 GPA, including: introduction to psychology; developmental psychology or abnormal psychology; statistics; medical terminology; human anatomy and physiology; exercise physiology or vertebrate physiology (must be upper division course); general chemistry I and II; and general physics I and II.
A separate physical therapy department application is required to assess the qualifications of an applicant and includes information such as biographical statement, volunteer or paid experience in physical therapy as well as completed reference checklists. An additional application fee of $25 is also required by the department. A personal interview is required prior to acceptance. Meeting admission requirements for the Graduate College and the Physical Therapy Program does not guarantee admission to the graduate sequence in physical therapy.

Application Deadlines

All application materials for both the Graduate College and the Department of Physical Therapy must be received by the Texas State office of the Graduate College for the summer semester of a given year by October 15th. Application materials are available at the Physical Therapy website at http://www.health.txstate.edu/pt/.

Admission Requirements

The application process for consideration for admission to the DPT program in Physical Therapy has two components. Part I and Part II must be submitted to the Office of the Graduate College.

Part I
1. Submit an application for admission online at ApplyTexas.
2. Submit a non-refundable application fee of $40.
3. Submit one official transcript from all colleges and universities attended.
4. Submit official results of the Graduate Record Examination (GRE) with a preferred score of 145 or higher (quantitative reasoning) and 150 or higher (verbal reasoning). The score must be on file in the Office of the Graduate College prior to the October 15th admissions deadline.

Part II
1. Submit a Department of Physical Therapy application
2. Submit a non-refundable application fee of $25.
3. Submit the supporting documentation with the application including three recommendations, pre-requisite course forms, and written statements in response to two questions on the application.

Immunization Requirements

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

Background Check and Drug Screening

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.
Financial Aid

Assistantships may be available for qualified applicants in the second and third year of the program. The Office of the Graduate College can provide further information regarding scholarships.

Program Standards

Students enrolled in the Physical Therapy Curriculum must maintain high scholastic standards and develop skills necessary to work effectively as a physical therapist with people with diverse needs. Students are expected to demonstrate emotional, mental, and physical fitness in their interactions with others, use skills and techniques that are generally accepted by the professional community and conform to the Code of Ethics of the American Physical Therapy Association and the laws of the State of Texas. A student’s acceptance into the program does not guarantee that student’s fitness to remain in the program. The faculty is responsible for assuring that only those students who continue to meet academic and professional behavior standards are allowed to continue in the program.

Evaluating Student’s Professional Behavior. Members of the faculty, using their professional judgment, evaluate student’s professional behavior continuously. Students receive information and counseling related to their professional behavior performance from faculty members, their advisors, and their clinical education supervisors. The criteria used by the faculty to make such judgments include instructors’ observations of course performance, evaluation of student’s performance in simulated practice situations, supervisors’ evaluations of student’s performance in clinical situations, generic abilities/professional behavior assessment, assessment of clinical skills and adherence to the Code of Ethics. Relevant expectations are explicit in each course syllabus. Students who are not making satisfactory progress or who are not meeting program standards will be encouraged to withdraw from the program.

In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s professional behavior. It is a judgment that the student has failed to meet academic standards rather than a judgment made on the basis of the student’s violation of valid rules of conduct. Disciplinary matters are referred to the Assistant Dean of Students.

Required Withdrawal from the Program. If a faculty member believes that a student is not making satisfactory progress or meeting program or university standards, he or she should discuss the situation with the student and the student’s advisor.

The department chair, after considering the advisor’s recommendations and after meeting with the student will determine whether the student will be allowed to remain in the program. The department chair need not meet with the student before making a decision if the department chair has given the student reasonable opportunity to meet and the student has either failed or refused to meet. The student will be notified of the department chair’s decision in writing within ten working days of the department chair’s meeting with the student.

If the student is dissatisfied with the department chair’s decision, he or she may appeal to the Dean of the College of Health Professions. However, in order for an appeal to be considered, the student must submit a written notice for an appeal to the department chair within 10 working days of receiving the department chair’s decision. The dean will consider the matter based on results complied by the department chair and notify the student of this or her decision within 10 working days of receipt of the appeal from the department chair.

Clinical Education

All students are required to complete part-time clinical education experiences in physical therapy facilities within the Central Texas area and in the Texas State Physical Therapy Clinic. The full-time clinical experiences may be completed in facilities within or outside of the Central Texas area. The
additional costs of travel during the part-time experiences, as well as the cost associated with temporary relocation during the full-time experiences, are the responsibility of the student.

Courses Offered

Physical Therapy (PT)

5115 Problems in Physical Therapy. (1-0) An in-depth independent study of a singular problem or related problem in the rapidly changing field of physical therapy. Special emphasis will be placed on the problems’ current relevance and the value to the participant. May be repeated for credit.

5150 Clinical Practicum. (0-8) Part-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting. May be repeated for credit. Prerequisite courses – PT 5310, 5311, 5212, 5214, 5620, 5521, 5110, 5122.

5360 Clinical Education I. (0-4) Full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting. Prerequisites: PT 5110.

5400 Human Structure and Function. (2-6) A study of the structure and function of the human body with emphasis on the skeletal, muscular and nervous systems. Course focuses on anatomy and physiology of the body systems of special interest to students preparing to be health professionals. Laboratory study of the human cadaver is included. This course does not earn graduate degree credit.

5461 Clinical Education II. (0-8) Full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting. Prerequisite courses – Must have successfully completed all previous didactic coursework, Directed Clinical Experiences and Clinical Education I to enroll in this course.

5462 Clinical Education III. (0-8) Full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting. Prerequisite courses – Must successfully complete all previous didactic course work, Directed Clinical Experiences, and Clinical Education I & II to enroll in this course.

7114 Professional Issues. (1-0) This course serves as an introduction to the historical, current, and future issues faced by the physical therapy profession. This course is repeatable for credit.

7115 Evidence-Based Practice. (1-0) This course introduces the concept of evidence-based practice in physical therapy including the formulation of answerable clinical questions, methods of obtaining peer-reviewed evidence to those clinical questions, and how to critically appraise evidence once located. This course is repeatable for credit.

7125 Clinical Decision Making I. (1-0) This course provides a venue in which students can explore multiple aspects of patient evaluation, intervention, and outcomes in a problem-based learning environment. Students will identify complicating issues in patient care including physical, psychosocial, financial, and environmental factors as well as develop possible solutions to identified problems. This course is repeatable for credit.

7130 Clinical Education Orientation. (1-0) This course provides an orientation to the requirements of the clinical education course sequence including patient education as well as the legal, ethical and professional requirements of physical therapy practice.

7135 Clinical Decision Making II. (1-0) This course provides a venue in which students can explore multiple aspects of patient evaluation, intervention, and outcomes in a problem-based learning environment. Students will identify complicating issues through case scenarios incorporating factors from all courses taken through the first year spring semester. This course is repeatable for credit.
7150 Directed Clinical Experience. (0-15) A structured clinical experience in which the student will have the opportunity to demonstrate the ability to apply the theory and clinical skills acquired during didactic course work into the clinical environment. This course will be completed in the Texas State Physical Therapy Clinic. This course is repeatable for credit.

7155 Clinical Decision Making III. (1-0) This course provides a venue in which students can explore multiple aspects of patient evaluation, intervention, and outcomes in a problem based learning environment. Students will identify complicating issues through case scenarios incorporating factors from all courses taken through the second year fall semester. This course is repeatable for credit.

7165 Clinical Decision Making IV. (1-2) This course provides a venue in which students can explore multiple aspects of patient evaluation, intervention, and outcomes in a problem based learning environment. Students will identify complicating issues through case scenarios incorporating factors from all courses taken thus far in the program.

7167 Research III in Physical Therapy (1-2) This course is a continuation of the DPT research sequence that culminates in a supervised project to analyze outcomes in a defined area of clinical practice. This course involves a literature review and identification of a practice-based research question. Completion of the full research sequence is required for graduation.

7177 Research IV in Physical Therapy (1-2) This course is a continuation of the DPT research sequence that culminates in a supervised project to analyze outcomes in a defined area of clinical practice. The course involves development of data collection tools and strategies in a practice-based research environment. Completion of the full research sequence is required for graduation.

7187 Research V in Physical Therapy (1-2) This course is a continuation of the DPT research sequence that culminates in a supervised project to analyze outcomes in a defined area of clinical practice. The course includes patient outcomes data collection in a practice-based research environment. Completion of the full research sequence is required for graduation.

7190 Independent Study in Physical Therapy. (1-3) An in-depth independent study of a singular problem or related problem in the dynamic field of physical therapy and health care. Emphasis will be on the relevance of the problem and the value to the participant. May be repeated for credit.

7197 Research VI in Physical Therapy (1-2) This course is a continuation of the DPT research sequence that culminates in a supervised project to analyze outcomes in a defined area of clinical practice. The course includes completion of data collection and analysis for an oral presentation and final paper. Completion of this last course is required for graduation

7231 Anatomy II – Spine. (1-2) Study of static and dynamic aspects of the vertebral column and skull including bony landmarks, muscular, ligamentous attachments, and blood and nerve supply will be studied through lecture, lab, dissection of human cadavers, and independent study. This course is repeatable for credit.

7241 Anatomy III - Lower Extremity. (1-2) Study of static and dynamic aspects of the lower extremity including bony landmarks, muscular, ligamentous attachments, and blood and nerve supply will be studied through lecture, lab, dissection of human cadavers, and independent study. This course is repeatable for credit.

7251 Anatomy IV - Upper Extremity. (1-2) Study of static and dynamic aspects of the upper extremity including bony landmarks, muscular, ligamentous attachments and blood and nerve supply studied through lecture, lab, dissection of human cadavers, and independent study. This course is repeatable for credit. Prerequisite: PT 7241.

7263 Body Systems III – Diagnostics (1-2) Pharmacology, medical imaging, electromyography, and other selected diagnostic tests as related to physical therapist practices. Content emphasizes expected and adverse effects of selected medications, documentation of results of medical imaging procedures and the use of muscle and nerve integrity testing via nerve conduction velocity techniques.
7294 Special Issues in Physical Therapy. (2-0) Provides opportunities for learning through lecture covering multiple physical therapy practice settings and areas of specialization. Also designed to provide information relevant to the licensure process, preparation for the licensure exam, and test-taking strategies to enhance performance. This course is repeatable for credit. Prerequisite: Taken in last semester of program.

7311 Anatomy I: Structural Anatomy. (2-3) Introduction to the structure and function of the human body with emphasis on the skeletal, muscular, and nervous system. Content includes laboratory study of the human cadaver. This course is repeatable for credit.

7312 Patient Care Skills I. (2-3) This course introduces students to basic patient care skills and documentation. Topics emphasized include body mechanics, patient positioning, mobility, transfers, patient communication/instruction skills, and documentation format. Students will also receive an introduction to therapeutic exercise, health promotion and wellness, and infection control as well as patient rights and reimbursement issues. This course is repeatable for credit.

7313 Body Systems I – Pathology. (3-0) Normal and abnormal organ system function as related to physical therapist practice with emphasis on the musculoskeletal, neuromuscular, cardiovascular/pulmonary, and integumentary systems. Content includes tissue inflammation and repair, infection, degenerative processes, and changes related to processes of aging. This course is repeatable for credit.

7326 Neuroscience I: Functional Neuroanatomy. (2-3) Structure and function of the central, peripheral, and autonomic nervous systems in the context of lifespan human development. This course is repeatable for credit.

7327 Research in Physical Therapy I. (3-0) Three-course sequence introducing the physical therapy student to research and statistical methodologies. This initial course emphasizes the application of basic principles of the scientific method for: 1) critically reviewing physical therapy literature; 2) developing research proposals; and 3) identifying the tools necessary for analysis and assessment of clinical practice patterns. This course is repeatable for credit.

7328 Examination Techniques. (2-3) This course introduces students to basic evaluation and examination techniques used in physical therapy. Students will perform basic orthopedic, neurologic, cardiopulmonary, and integumentary evaluations in open lab and case-based learning environments. An emphasis will be placed on body mechanics, communication skills, positioning, and draping. This course is repeatable for credit.

7333 Body Systems II – Cardiovascular/pulmonary System (2-3) Fitness, health, wellness, and normal and abnormal function of the cardiovascular/pulmonary and metabolic systems as related to physical therapist practice. Content emphasizes basic principles of care in respiratory therapy, chest physical therapy, electrocardiography, exercise testing, exercise prescription, and cardiac rehabilitation.

7336 Neuroscience II-Pediatrics. (2-3) Study of typical growth and motor development and diseases, disorders, and dysfunction affecting postural control from birth to young adulthood. Content emphasizes motor control, motor learning, and recovery of function in the context of relevant models of practice, models of disablement, hypothesis-oriented clinical practice, and theories of motor control. This course is repeatable for credit.

7346 Neuroscience III – Adults. (2-3) Study of neurologic diseases, disorders, and dysfunction affecting postural control in the adult. Content emphasizes motor control, motor learning, and recovery of function in the context of relevant models of practice and disablement, hypothesis-oriented clinical practice, and theories of motor control. This course is repeatable for credit.

7347 Research in Physical Therapy II. (3-0) Three-course sequence introducing the physical therapy student to research and statistical methodologies. This second course emphasizes the proposal writing aspect of research, building on knowledge of research methods and statistics gained in PT 7327. Includes introduction to statistical software packages used for data-analysis and generating bibliographic material. This course is repeatable for credit.
7356 Neuroscience IV – Geriatrics. (2-3) Study of normal aging processes and diseases, disorders, and dysfunction affecting postural control in the older adult. Content emphasizes motor control, motor learning, and recovery of function in the context of relevant models of practice, models of disablement, hypothesis-oriented clinical practice, and theories of motor control. This course is repeatable for credit.

7363 Body Systems III – Cardiovascular/Pulmonary System. (2-3) Fitness, health, wellness, and normal and abnormal function of the cardiovascular/pulmonary and metabolic systems as related to physical therapist practice. Content emphasizes basic principles of care in respiratory therapy, chest physical therapy, electrocardiography, exercise testing, exercise prescription and cardiac rehabilitation. This course is repeatable for credit.

7370 Clinical Education I. (0-20) A full-time clinical education experience in which the student will apply the theory and clinical skills acquired during previous didactic course work in the clinical setting. This course is repeatable for credit. Prerequisites: PT 7150 and full academic standing.

7428 Therapeutic Interventions. (2-4) Provides an introduction to basic therapeutic interventions. Topics emphasized include current theory and application of tissue mobilization, light, heat, cold, ultrasound, hydrotherapy, compression, and electrical currents as well as assistive devices, traction, and isokinetics. Introduces therapeutic exercise including energy metabolism, muscle physiology, and response to exercise. This course is repeatable for credit. Prerequisite: PT 7312.

7462 Patient Care Skills II. (2-4) This course introduces students to physical therapy care for patients with multi-system involvement. The focus is on integumentary physical therapy, orthotics and prosthetics, oncology and patients in the burn/acute/intensive care units. Complicating factors such as age, malnutrition, pain, obesity, diabetes, and other comorbidities will be included. This course is repeatable for credit.

7467 Research in Physical Therapy III. (4-0) Three-course sequence introducing the physical therapy student to research and statistical methodologies. This final course builds upon the knowledge of research methods and statistics gained in evidence-based practice (EBP). The emphasis of this course is on the application of EBP in a clinical setting. This course is repeatable for credit. Prerequisite: PT 7347.

7474 Management Issues. (3-0) Study of basic management theories, principles, and practices as they relate to the health care delivery system, reimbursement resources and issues, and internal and external forces that impact health care delivery. This course is repeatable for credit.

7480 Clinical Education II. (0-20) A full-time clinical education experience in which the student will apply the theory and clinical skills acquired during previous didactic course work in the clinical setting. This course is repeatable for credit. Prerequisites: PT 7370 and full academic standing.

7481 Clinical Education III. (0-20) A full-time clinical education experience in which the student will apply the theory and clinical skills acquired during previous didactic course work in the clinical setting. This course is repeatable for credit. Prerequisites: satisfactory progress in PT 7480 and full academic standing.

7539 Musculoskeletal I – Spine. (3-4) Study of static and dynamic aspects of the vertebral column and skull studied through lecture, lab, literature review, and independent study. Knowledge and skill will be integrated to identify problems, prognosis, functional goals, and to develop comprehensive intervention programs related to the spine, including preventative health planning. This course is repeatable for credit.

7549 Musculoskeletal II - Lower Extremity. (3-4) Study of static structural and dynamic aspects of the lower extremity. Emphasizes the effects and affects of forces on function. Clinical decision-making involving the integration of knowledge and skill to identify problems, establish goals, and develop comprehensive physical therapy programs related to the region of study. This course is repeatable for credit.
7559 Musculoskeletal III - Upper Extremity. (3-4) Study of static structural and dynamic aspects of the upper extremity. Emphasizes the effects and effects of forces on function. Clinical decision-making involving the integration of knowledge and skill to identify problems, establish goals, and develop comprehensive physical therapy programs related to the region of study. This course is repeatable for credit.

7690 Clinical Education IV. (0-40) A full-time clinical education experience in which the student will apply the theory and clinical skills acquired during previous didactic course work in the clinical setting. This course is repeatable for credit.

Health Professions (HP)

7300 Teaching in the Health Professions. (3-0) This course is an introduction to curriculum, instruction, and assessment methods in teaching and covers topics related to instruction in lecture, laboratories, and clinical settings. This course is required for first year teaching assistants and graduate instructional assistants. This course does not earn graduate degree credit. Graded on a credit (CR), no credit (F) basis.

Graduate Faculty

Boucher, Brenda, Clinical Assistant Professor of Physical Therapy. B.S., University of Texas Southwestern Medical Center-Dallas; M.Ed., University of Houston; Ph.D., The University of Texas at Austin.

Gibbs, Karen, Associate Professor of Physical Therapy. B.S., East Tennessee State University; M.S., D.P.T., University of the Pacific.

Gobert, Denise, Assistant Professor of Physical Therapy. B.S., University of Texas Health Science Center-San Antonio; M.Ed., Ph.D., The University of Texas at Austin.

Hardage, Jason, Associate Professor of Physical Therapy. B.A., University of Mississippi; M.S., D.S.C.P.T., University of Alabama at Birmingham.

Melzer, Barbara, Professor of Physical Therapy. B.S., University of North Dakota; M.S., University of Minnesota; Ph.D., The University of Texas at Austin.

Parker, Mary Elizabeth, Clinical Assistant Professor of Physical Therapy. B.A., Duke University; M.S.P.T., Virginia Commonwealth University.

Sanders, Barbara, Professor and Chair of the Department of Physical Therapy. B.S., M.S., University of Kentucky; Ph.D., The University of Texas at Austin.

Wainner, Robert S., Associate Professor of Physical Therapy. B.S., University of Texas Medical Branch Galveston; M.S.P.T., University of Kentucky; Ph.D., University of Pittsburgh.
Department of Respiratory Care

Certificate Offered:
Polysomnographic Technology

Major Program

The Department of Respiratory Care offers a graduate certificate in Polysomnographic Technology. The nine-month program is accredited by the Commission on Accreditation for Respiratory Care and graduates are eligible to immediately sit for national credentialing examinations upon completion of the certificate. Polysomnographic Technologists, or sleep technologists, are health care practitioners who record and collect diagnostic sleep data, as well as, make recommendations to physicians for appropriate therapy to treat sleep disorders. Gathering extensive physiologic data that occurs while sleeping, sleep studies measure multiple parameters including breathing efforts, blood oxygen levels, electrical activity of the brain (EEG), electrocardiogram (ECG), eye movement (ROC and LOC), muscle activity (EMG) and many other physiological responses.

Admission Policy

Admission is selective and competitive. The curriculum sequence begins once per year starting each fall and completing in the spring. Students must meet graduate college admission requirements and be admitted to the graduate college prior to applying to the Graduate Certificate Program in Polysomnographic Technology in the department.

To be considered for admission, applicants must:
1. Hold a national credential as a respiratory therapist or possess a state/national credential/license in a healthcare profession with a patient-care focus
2. Hold a bachelor’s degree with a 2.50 GPA in the last 60 semester hours of the undergraduate degree. If a student has completed a master’s or doctoral degree, a minimum cumulative 3.0 GPA is required
3. Complete the PSG Admission packet and submit the program application by the June 15 to be considered by the PSG Admissions Committee for competitive admission to the limited cohort. Admission packet includes:
   a. PSG Application Form
   b. Letter of Intent from the applicant stating personal reasons for pursuit of the polysomnography/sleep technology profession
   c. Three letter of reference vouching for the character and integrity of the applicant as a potential healthcare provider
   d. Proof of national/state credentials/licenses

Following the application deadline, the PSG Admissions Committee begins the application review process. Cohort size is limited due to accreditation standards for student/teacher ratios. Successful and unsuccessful candidates are notified by mail and email. Unsuccessful candidates are provided with information regarding the reaplication process. Student selection is made on academic performance and not on the basis of race, color, religion, gender, age, or national origin.
Immunization Requirements

It is the policy of the College of Health Professions that each student must provide a Health Report completed by a physician, and must take specific immunizations before the student can be placed in a clinical or internship assignment. Information on these requirements and the required forms may be obtained through the program/department/school office.

Background Check and Drug Screening

As a condition for placement in some professional practice sites, some students are required to have a background check and/or drug screening to meet requirements set by individual sites. Information on the drug screening process will be provided by program/department/school. Previous misdemeanor or felony convictions under various titles of the Texas Penal Code may affect eligibility for practitioner license status following graduation.

Clinical Education

All students are required to complete clinical education experiences in sleep center facilities within the Central Texas area and in the Texas State Sleep Center. The costs of travel during clinical experiences are the responsibility of the student.

Certificate Completion

Upon completion of the nine-month program, a graduate certificate will be presented to the student and notation made to the individual transcript. If further graduate education is desired, the student may be eligible to apply the 15 polysomnography graduate hours toward completion of the Master of Science in Interdisciplinary Studies (MSIS) degree through the Occupational Education Program at Texas State.

Courses Offered

**RC 5211 Polysomnography Instrumentation I.** (0-2) Designed to teach the function, operation, and design of electrophysiologic equipment. Monitoring devices, electrode application, and patient connection will be covered in detail. Prerequisite: Departmental approval.

**RC 5214 Polysomnography Instrumentation II.** (0-2) Advanced study of waveform characteristics and montage development, filters, and PSG electronics. Signal pathways, reference electrodes, impedance checking and filter settings in calibration waves will be covered. Prerequisite: Departmental approval.

**RC 5215 Clinical Polysomnography-Sleep Staging II.** (0-1) Advanced clinical education sleep staging rules, light, delta and REM sleep scoring and analysis. EEG, EMG, ECG and respiratory events will be discussed in depth and are components of the polysomnogram report. A research project and presentation will be assigned by the faculty. Prerequisite: Departmental approval.

**RC 5310 Fundamentals of Polysomnography.** (3-0) Introduction to the physiology of sleep, including sleep neurology, sleep architecture, and classification of sleep disorders. Review of basic cardiac physiology and ECG arrhythmia recognition. Sleep pathologies will be discussed according to etiology, pathophysiology, symptoms, diagnosis, treatment, and prognosis. Prerequisite: Departmental approval.
RC 5312 Clinical Polysomnography-Sleep Staging I. (0-1) Direct patient diagnostic monitoring is performed under close supervision in a sleep lab. Differential amplifiers, amplifier calibration, artifact correction and the professional role of the sleep tech will be demonstrated. A research project and presentation will be assigned by the faculty. Prerequisite: Departmental approval required.

RC 5313 Polysomnographic Therapeutic Intervention. (3-0) In-depth study of the treatments available for sleep apnea including, CPAP, BiPAP, oxygen therapy, patient adjunctive fitting, surgical intervention, and the role of the sleep tech in titration. Special attention will be given to titration algorithms, nocturnal seizure disorder studies, REM behavior disorder studies, MSLT’s, and MTW’s. Prerequisite: Departmental approval.

Graduate Faculty

Harkins, Lynda, Associate Clinical Professor of Respiratory Care. B.S.R.T., Medical College of Georgia; M.S.H.P., Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

Marshall, S. Gregory, Associate Professor and Chair of the Department of Respiratory Care. B.S., Baylor University; M.S.H.P. Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

Petroff, Peter A., Clinical Professor of Respiratory Care, B.S., DePaul University; M.D., University of Illinois Medical School.
College of Liberal Arts
Center for International Studies

Major and Degree Offered:
International Studies, M.A.

Major Program

The Master of Arts with a major in international studies is an interdisciplinary program that prepares students for work and leadership in an interdependent world. Through training in area studies, technology information training, oral and written communication skills, and business acumen, the program aims to develop leaders for business, government, military, education, non-profit organizations, and international institutions that are collectively facing an increasingly interdependent world where cultural diversity is a reality and the need to appreciate and value such heterogeneity is a prerequisite to global peace and prosperity.

There are two options for earning the Master of Arts in International Studies. The first option requires at least 30 hours of graduate courses, including thesis. The second option, which does not include thesis, requires 36 hours of graduate work, including 3 hours of internship credit.

Admission Policy

Admission to the M.A. program is selective. The program is intended to be small and generally will include ten to twenty new students each year.

Unconditional admission to the program is based on a 3.0 GPA or higher grade point average in the last 60 hours leading to the bachelor’s degree, mastery of the English language, and proficiency in the speaking, reading, and oral comprehension of a modern language other than English. This can be demonstrated through one of the following:

- Grade of B or better in modern language course beyond the second year, taken within the last three years at an accredited college, university, or language institute. If the last language course was taken more than three years from the date of admission, and there has been no significant involvement in the language in the interim, the student may be asked to take a refresher course(s) in the language as a condition of graduation.
- Examination for proficiency levels in reading, speaking, and listening that would place the student beyond the second year of language courses (3000-level placement), or recent foreign living experience of at least six months (continuous) duration in a single culture outside of the United States (excluding English-speaking cultures).
- Students with a 2.8 to 2.99 GPA must take the GRE prior to admission and earn a preferred score of 156 (verbal reasoning only) to be considered for regular admission. Students with 3.0 GPA or higher on the last 60 hours of undergraduate courses before the bachelor’s degree, plus any graduate coursework if taken, are not required to take the GRE. If you took the GRE within the last five years and prior to the new examination, the following preferred score will be considered - a preferred score of 500 (verbal only). There is no conditional admission for International Studies.
In addition to the electronic Apply Texas application, each student is required to submit to the Graduate College: a resume; an essay of two to five pages that describes why the student is considering the International Studies Program, how it fits into a process of professional development, and what the student hopes to accomplish by enrolling in the program; and two letters of recommendation from professors.

**International Students:** International students, as defined in the front section of this catalog, must have TOEFL scores that meet minimum Graduate College International Student Admission Requirements.

**Degree Requirements**

The thesis option of the Master of Arts with a major in international studies degree is composed of a total of 30 semester hours of credit, including four core courses (POSI 5365, POSI 5380, POSI 5382, and HIST 5335), 12 hours of electives, which are selected in consultation with the Director of the Center for International Studies, and two thesis courses. The non-thesis option consists of 36 semester hours of credit, including four core courses (POSI 5365, POSI 5380, POSI 5382, and HIST 5335), 21 hours of electives, which are selected in consultation with the Director of the Center for International Studies, and 3 hours of internship credit (IS 5387).

It is also expected that students entering the program have a passing grade in introductory (principles of) microeconomics and macroeconomics at an accredited college or university. The economics courses can be taken after admission. In addition, many graduate courses have prerequisites for students who lack adequate preparation for advanced study in specific disciplines, such as business technology.

**Financial Aid**

A limited number of fellowships and scholarships are available to qualified graduate students. Departmental fellowships and scholarships are listed on the International Studies Website: http://www.txstate.edu/internationalstudies/. The Office of the Graduate College can provide further information about scholarships.

**Courses Offered**

**International Studies (IS)**

5387 *International Studies Internship*. (0-10) A work/research experience in a government agency or company related to the students’ career interests. The internship will consist of a minimum of 150 hours in the workplace and will require a research paper. This course may be repeated once for additional internship credit. Departmental approval required. Graded on a credit (CR), no credit (F) basis.
Center for Multicultural Gender Studies

Minor Offered:
Women and Gender Studies


Drawing on recent scholarship on women and gender, this minor provides a flexible, coherent program that enables students to complement any major with the study of the significance of gender. The Women and Gender Studies minor helps students create opportunities for themselves in a rapidly changing society.

For more information, contact Dr. Sandra Mayo, Director of the Center for Multicultural and Gender Studies, at 512-245-2361 or e-mail at MCGS@txstate.edu.

*Denotes topics course. Topics courses are offered on a selective basis, may count toward the minor with permission from the Director of the Center for Multicultural and Gender Studies and the Dean of the Graduate College.

Courses Offered

Women’s Studies (WS)

5376 Images of Women. (3-0) This course, one of two multidisciplinary team-taught women’s studies courses, is a survey of the changing images of women in the U.S. since 1800 through the eyes of historians, writers, artists, orators, the media, and educators.

5377 Realities of Women. (3-0) This course, one of two multidisciplinary team-taught women’s studies courses, is a study of the realities faced by women in the U.S. today-including biological and psychological differences in males and females, politics and law, the work force, and the home. Gender roles in societies outside the U.S. will also be examined.

5388 Independent Research in Women and Gender Studies. (3-0) Independent research course open to students on an individual or small group basis. The research area in Women and Gender Studies, bibliography, and study paper outline are to be approved by the instructor. Prerequisite: Approval of the Director of Multicultural and Gender Studies.
Courses Offered

Diversity Studies (DVST)

5310 Diversity Studies: Theories & Issues. (3-0) Focusing on the four major ethnic groups (Native Americans, African Americans, Mexican Americans, and Asian Americans), this interdisciplinary course introduces critical theories and issues relating to race, class, ethnicity, culture, and other areas of diversity in the United States. The literature component of the course will supplement the theoretical texts.
Department of Anthropology

Major and Degree Offered:
Anthropology, M.A.

Major Programs

The purpose of the Masters of Arts in Anthropology at Texas State University-San Marcos is to (1) give students the highest quality graduate-level education possible, (2) provide students interested in continuing their graduate education in Anthropology at the Ph.D. level the appropriate basis to successfully compete for entrance into top-tier programs, (3) provide students interested in non-academic careers that require, or are facilitated by, an advanced degree in Anthropology the education, tools and training necessary to secure employment, and (4) produce professional, ethical, and productive graduates.

Faculty Interests

Faculty in the Department of Anthropology have varied research interests and have active research programs in Texas, Peru, Mexico, Belize, Madagascar, and South Africa. Research interests in cultural and linguistic anthropology include anthropological theory, political economy, globalization, race and gender, Latino/a issues, Latin American cultures, West African cultures and languages, sociolinguistics, phonetics, and the applied area of medical anthropology. Research interests in archaeology include complex societies in Mesoamerica, South America and the U.S., iconography, geoarchaeology, ceramic and lithic analysis, hunter-gatherers and agricultural groups in Texas and Africa, and the applied area of Culture Resource Management. Research interests in biological anthropology include human biological variation, bioarchaeology, primate behavioral ecology, primate cognitive evolution, primate behavioral development, primate conservation, and the applied area of forensic anthropology.

Laboratories and Centers

The Department of Anthropology houses fully equipped laboratories and centers for training and research in cultural anthropology, linguistic anthropology, archaeology, and biological anthropology. The Center for Archaeological Studies (CAS) provides student training in archaeological research in the New and Old Worlds and Cultural Resource Management in Texas. The Archaeological Curation Facility (ACF) offers students curatorial training and is 1 of 3 facilities located at a Texas university certified by the Texas Historical Commission as a State Curatorial Facility. The Center for the Arts and Symbolism in Ancient America (CASAA) is an academic center for students to study prehistoric works of ancient art in the Americas. The Forensic Anthropology Center at Texas State (FACTS) gives students hands-on experience with forensic casework, excavation and recovery methods, and laboratory analysis of human remains. At the Forensic Anthropology Research Facility (FARF) students are able to conduct research on taphonomy and human decomposition.

Admission Policy

In addition to the general requirements for admission to the Texas State Graduate College, the Department of Anthropology requires a minimum grade point average of 3.00 on a 4.00 scale, calculated on the last 60 semester hours leading to the bachelor's degree, and a preferred minimum GRE score of
300 (verbal and quantitative combined). If you took the GRE within the last five years and prior to the new examination, the following preferred score will be considered - preferred score of 1000 (verbal and quantitative combined). At the time that the GRE scores and transcripts are submitted to the Office of the Graduate College, an applicant should send three (3) letters of recommendation, a statement of purpose, and a curriculum vitae/résumé.

**Application Deadline**

Entering students will be admitted for the Fall semester only. All application material, including transcripts, fees, GRE test scores, and TOEFL (if necessary) test scores must be submitted by the application deadline of January 15th. Late applications will be considered only in exceptional circumstances.

**Requirements for a Master of Arts (M. A.) with a Major in Anthropology**

The basic degree requirement for the Masters of Arts with a major in Anthropology is 36 semester hours of graduate level coursework (5000-level or higher), including six semester hours of thesis. All students must take core seminars in Cultural Anthropology, Biological Anthropology, Archaeology, and Anthropological Statistics. Archaeology and Biological Anthropology students are required to take nine hours of coursework in their areas of research specialization. Cultural Anthropology students are required to take additional courses in field research methods and anthropological theory plus one related elective. For their remaining credit hours, students are free to select electives from any graduate course within the department or students may select up to six credit hours outside the department (transfer hours in other elective subjects will be evaluated on an individual basis).

**Requirements for Minor**

The requirement for a graduate anthropology minor is nine semester hours of graduate level coursework (5000-level or higher) with coursework tailored to the needs of the student.

**Financial Aid**

Scholarships are available to qualified students on a competitive basis through the Graduate College. Scholarships available include the Graduate Scholars Program and the Texas State Celebrity Classic. For further information regarding applications for these scholarships, visit the Texas State Graduate College website at http://www.gradcollege.txstate.edu/Prospect_Students/Fin_Grad_Ed/Scholarships.html. The Department of Anthropology also has a limited number of Graduate Instructional Assistantships whereby students are employed to assist faculty with their instructional responsibilities for various amounts of time, ranging from five to twenty hours per week.
Courses Offered

Anthropology (ANTH)

5105 Anthropology Research. (1-0) This practicum is designed to provide a student with credit while conducting independent research in the field or a lab setting. This practicum may be repeated twice with different content. Prerequisite: permission of a student’s faculty mentor and the graduate advisor.

5300 Foundation Studies in Anthropology. (3-0) Students develop knowledge and skills required for success in graduate-level coursework in Anthropology. Course content varies depending on academic preparation. This course does not earn graduate degree credit. Repeatable up to 9 hours with different emphasis. Prerequisite: Approval of graduate advisor in Anthropology.

5301 Advanced Principles of Cultural Anthropology. (3-0) This course is an ethnographically-based analysis of major theoretical positions and debates in contemporary anthropology. (Stacked course with ANTH 3301.)

5302 Practicum in Teaching Anthropology. (3-0) An introduction to key concepts and practices in the teaching of college-level Anthropology. The course provides training in the practical aspects of classroom instruction. Required for first-year teaching and instructional assistants in the Anthropology Department. This course does not count toward degree credit. Graded on a credit (CR), progress (PR), no credit (F) basis.

5303 Human Speech Analysis. (3-0) The focus of this course is the analysis of human speech sounds. It includes description of the acoustic properties of speech sounds, transcription of sounds using the International Phonetic Alphabet system, an understanding of the acoustic theories of speech, and practical experience in forensic speakers’ identification.

5304 Sociolinguistics. (3-0) The focus of this course is on the complex interrelationships between language and other aspects of culture. Methods of sociolinguistics, theories of sociolinguistics, and current issues regarding the nature of language variation and change will be emphasized.

5305 Anthropological Statistics. (3-0) In this course students will learn how to statistically analyze anthropological data. Students will gain a firm understanding of basic quantitative statistics, will be able to evaluate quantitative methods presented in anthropological research papers, and will be prepared for classes in more advanced statistical methods.

5306 Anthropology and Art. (3-0) In this course students will investigate the function of art and symbolism in pre-literate archaeological cultures that existed at the tribal and chiefdom levels of political and social development. A multi-disciplinary focus will use anthropology and art historical approaches as research tools.

5307 History of Evolutionary Thought. (3-0) This course discusses the impact of evolutionary discourse within the context of its history. Students will develop a thorough understanding of evolution and its importance to anthropology, as well as to other scientific disciplines.

5308 Cultural Resource Management and Archaeology. (3-0) In this course students will examine various topics relevant to cultural resource management including state and federal laws, survey, testing, mitigation, and developing final reports.

5309 Culture, Medicine and the Body. (3-0) This course explores how the human body, functions of the body, and the practices of medicine and healing are situated and contextualized within cultural frameworks. Case studies cover body and health-related topics over the life course, from birth to death.

5310 Theories and Issues in Anthropology. (3-0) This course explores major theoretical and historical developments in anthropology, highlighting the discipline’s unique four-field perspective that includes archaeology, biological and cultural anthropology, and anthropological linguistics. Topics stress the importance of anthropological thought in key scientific discoveries and cultural debates.
5311 Seminar in Cultural Anthropology. (3-0) A survey of current research in cultural anthropology.
5312 Seminar in Biological Anthropology. (3-0) A survey of current research in biological anthropology in the areas of evolutionary theory, human variation, paleoanthropology, primatology, and skeletal biology.
5313 Seminar in Archaeology. (3-0) A survey of current research in New World and Old World archaeology.
5314 Latin American Cultures. (3-0) Comprehensive study of cultures from Latin America. (Stacked course with ANTH 3314.)
5315 Archaeological Artifact Identification and Analysis. (3-0) This course will provide students with the skills, knowledge and ability to describe, characterize, and analyze artifacts commonly recovered from archaeological sites. Current theories covering the production and analysis of chipped and ground stone tools, ceramics, bone and other materials will be presented, and scientific analytical methods discussed.
5316 The Origin and Evolution of Human Behavior. (3-0) This course presents our current understanding of Old World Paleolithic Archaeology. The origin and evolution of hominin behavior, the initial colonization of the Old World, and the development of modern human behavior will be discussed for each continent. (Stacked course with ANTH 3316).
5317 Rock Art Field Methods. (3-0) This course will train students in rock art field methods. They will gain first-hand experience recording rock art sites through photography, field sketches, mapping, and written inventories. Students will generate a visual and written description of the art, which they will use to infer and explain past human behavior. (Stacked course with ANTH 3317)
5318 Texas Archaeology. (3-0) This course will present our current understanding of Texas archaeology. The environmental and social contexts of prehistoric, protohistoric, and historic records of Native American and Spanish occupations in Texas are discussed. (Stacked course with ANTH 3318.)
5319 Human Growth and Development. (3-0) This course covers the life history of humans from birth to death and investigates the biological and psychological changes that occur over a lifetime. (Stacked course with ANTH 3319)
5320 Rise of Civilization. (3-0) This course examines the components that led to the dynamic state societies in Egypt, Sumeria, the Indus Valley, and China in the Old World and that of the Olmec in Mexico and Chavin in Peru. (Stacked course with ANTH 4320.)
5321 Seminar in Forensic Anthropology. (3-0) This course is designed as a critical survey of the theory and methodology utilized by forensic anthropologists. Through intensive review of the literature, the student will gain an appreciation for the development of the discipline, the techniques used in forensic skeletal analysis, and new research directions within the field.
5322 Peoples and Cultures of Sub-Saharan Africa. (3-0) Comprehensive study of cultures from Africa. (Stacked course with ANTH 3322.)
5323 Cultures of the Middle East. (3-0) Comprehensive study of cultures from the Middle East. (Stacked course with ANTH 3323.)
5324 Mexican American Culture. (3-0) This course examines the history and cultural practices of Mexican Americans, with a special emphasis on race, class, gender, and sexuality. Topics include historical heritage and transculturation, discrimination, organizations, activism, activism, zoot suits, lowriders, gangs, colonias, families, marriage, quinceañeras, machismo, domestic violence, gays and lesbians, religious practices, and the arts. (Stacked course with ANTH 3324.)
5326 Field Methods in Forensic Anthropology. (3-0) In this course students will learn how to locate, excavate and recover human remains, associated personal effects, and other materials in order to ensure legal credibility for all recoveries.
5327 Anthropology of Religion and Fundamentalism. (3-0) This course will examine the phenomenon of fundamentalism in a variety of religious traditions, both present and historical. Students will explore the political and social ramifications of fundamentalism in a world characterized by multiculturalism and globalization.
5329 Comparative Juvenile Behavior. (3-0) This course will give students a thorough understanding of the comparative method through examples from the development of juvenile animals. It will introduce students to socioecology, neurobiology, and life history markers, with information that they can apply across disciplines.

5328 Primate Cognition. (3-0) This course covers historical and current views of the cognitive abilities of nonhuman primates and humans. (Stacked course with ANTH 3328)

5332 Myths and Mound Builders. (3-0) This course presents an anthropological approach to the iconography of the Native Americans of the Southeastern Ceremonial Complex. (Stacked course with ANTH 3332)

5333 Research Design in Biological Anthropology. (3-0) This course provides students with an introduction to the principles and processes by which research projects in biological anthropology are devised and executed. It focuses on the issues of finding a topic to research, defining its scope and limitations, developing a research bibliography, and elaborating a research design.

5335 The Anthropology of Native American Belief Systems. (3-0) In this course students use anthropological approaches to investigate past and present Native American belief systems in order to determine the temporal range and evolving complexity of Native American religious and ritual expression.

5336 Community Research Project. (3-0) This course gives students the opportunity to conduct hands-on anthropological research on a variety of topics in local or other communities. Students will undertake individualized research projects designed in conjunction with the professor. Students must consult with the professor prior to enrollment to design the research project and receive approval. (Stacked course with ANTH 3336)

5338 Geoarchaeology. (3-0) This course will provide students with the knowledge and ability to interpret sediments and the nature of sediment accumulation at archaeological sites. The course will provide students with a foundation in sedimentology, natural depositional environments, weathering processes and soil development, stratigraphic analysis, archaeological site formation processes. (Stacked course with ANTH 3338)

5340 Paleoanthropology. (3-0) Critical review of the human fossil record from the appearance of the earliest hominins to the appearance of modern human forms. (Stacked course with ANTH 3340)

5342 Primate Behavior. (3-0) An organized course that examines current research in nonhuman primate studies from an anthropological perspective. (Stacked course with ANTH 3342)

5343 Human Variation & Adaptation. (3-0) An organized course that examines human physical variation and adaptation from an evolutionary perspective.

5345 Archaeology of Mexico. (3-0) This course examines the development of early hunter-gatherers through the appearance of agriculture to the rise of civilization in Mesoamerica. (Stacked course with ANTH 3345)

5347 Archaeology of North America. (3-0) This course examines human settlement of North America from the end of the Pleistocene to European discovery. (Stacked course with ANTH 3347)

5349 The Incas. (3-0) The Incas were the largest Pre-Columbian empire in the Americas. This course will explore the origins of this civilization and how they conquered such a large area of South America. Using archaeological and historic information the class will examine various aspects of Inca society including religion, economics, and kingship. (Stacked course with ANTH 3349)

5350 Gender and Sexuality in Cross Cultural Perspective. (3-0) This course examines the relationships between women and men in societies around the world. (Stacked course with ANTH 3350)

5354 Latin American Gender and Sexuality. (3-0) This course critically examines cultural constructions of gender and sexuality among indigenous, European, and mestizo populations throughout the Americas, with a special emphasis on identity and inequality in Greater Latin America. Topics include culture, identity, political economy, families, sexual practices, and globalization. (Stacked course with ANTH 3354)
5355 Seminar in Culture Theory. (3-0) An intensive examination of the principal theoretical positions in cultural anthropology, with an emphasis on the preparation of students with ethnographic analysis and fieldwork.

5356 Andean Civilizations. (3-0) This course is a survey of civilizations in the Andean region of South America. Using archaeological data the class will examine cultural developments in the region from the earliest hunters and gatherers to the Inca empire, the largest state in the Americas at the time of European contact.

5360 Economic Anthropology. (3-0) This course reviews central issues in economic anthropology using both case studies and theoretical writings. Analyzes production, exchange, distribution, consumption, property, economic surplus, and types of economic structure. (Stacked course with ANTH 3360.)

5361 Field Methods in Cultural Anthropology. (3-0) A training course in ethnographic field methods. (Stacked course with ANTH 4361.)

5363 The Art and Archaeology of the Olmec. (3-0) This course will present our current understanding of the art and archaeology of the Olmec culture, the earliest known civilization in North America. The Olmec culture is considered the influential foundation for later Mesoamerican civilizations such as the Maya and the Aztec. (Stacked course with ANTH 3363.)

5373 Special Topics in Anthropology. (3-0) Topics in Anthropology will address selected topics of special interest in the subdisciplines of anthropology: archaeology, biological anthropology, cultural anthropology, and linguistic anthropology.

5373A Medical Anthropology. (3-0) This course focuses on how illness identities are culturally constructed, how adaptations or mal-adaptations to local environments affect health, how political and economic forces influence health and health behaviors, and how the practice of medical anthropology can contribute to solving urgent health issues around the world.

5373B Theory in Linguistic Anthropology. (3-0) In this course students will learn about the major theories of linguistic anthropology through reading and discussing classic and contemporary literature. Topics include language evolution, behaviorism, mentalism, structuralism, cognitive anthropology, ethnosemantics, universalism and linguistic relativism, symbolic anthropology, culture and gender, language and identity, ethnography of speaking, and language change.

5373C Theoretical Concepts in Archaeology. (3-0) This course provides a broad survey of theory in archaeology as it is practiced throughout the world. It includes both historical perspective and contemporary usage.

5373D Disease and Society. (3-0) In this course students examine infectious diseases and the effect they have on human societies. The course is organized into case studies of specific infectious disease, which focus on the biology and epidemiology of a disease as well as how it has impacted or is currently impacting specific human societies.

5374 Topics in Anthropology. (3-0) In depth analysis and interpretation of selected topics within cultural, biological, and/or archaeological anthropology. Topics discussed and instructors will vary from semester to semester. Students should check with individual instructors regarding prerequisites/co-requisites.

5374A Archaeology of the Earliest Americans. (3-0) This course focuses on the long-standing and controversial issues of when, how, and who first peopled the Americas. This is a significant aspect of human prehistory and remains unresolved. Students will use archaeological, biological, linguistic, and environmental evidence to help identify the first inhabitants of the New World.

5374F Mixtec Codices: Prehispanic Literatures of Oaxaca. (3-0) In this course students will learn about the cultures of the Zapotec and Mixtec Indians of prehispanic Oaxaca by examining and deciphering the Mixtec pictogram fan-fold books called codices. (Stacked course with ANTH3376A.)

5374Y Human Evolutionary Anatomy. (3-0) This course is designed to give students an anatomical background to the study of human evolution with a focus on the comparative anatomy of apes, living humans, and fossil hominins.
5374Z Curation of Archaeological Materials. (3-0) This course provides students with the skills to prepare archaeological materials for curation, which includes the processes and techniques used to stabilize and preserve organic and inorganic materials. This training can be used to gain certification in the field of archaeological curation. (Stacked course with ANTH 3376N)

5375 Lab Methods in Forensic Anthropology. (3-0) This course focuses on the lab methods used in forensic anthropology to estimate a biological profile of skeletonized human remains.

5380 Seminar in Anthropological Research. (3-0) A course focused on a topic not normally offered in the regular curriculum. Course may be in any area of anthropological inquiry. May be repeated for credit when topics vary, but not more than 6 hours will apply towards the Master’s degree.

5381 Paleopathology. (3-0) Paleopathology is the study of ancient diseases and is an important tool for understanding of past populations. In this course we will survey the range of pathology on human skeletons such as trauma, infection, syphilis, tuberculosis, leprosy, anemia, metabolic disturbances, arthritis, and tumors.

5390 Directed Study. (3-0) Course of independent study open to individual students at the invitation of the faculty member with the approval of the department chair and the graduate advisor. Repeatable for credit.

5395 Internship. (3-0) A supervised work or research experience related to a student’s professional development. Requirements include completing 250 hours of work with a public or private organization, weekly class meetings, and a semester-long project. The written approval of a student’s faculty mentor and graduate student advisor are required to register. Repeatable for credit with permission of the Internship Director.

5399A Thesis. (3-0) This course represents a student's initial thesis enrollment. No thesis credit is awarded until the student has completed their thesis proposal. Graded on a credit (CR), progress (PR), no credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

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Graduate Faculty

Agwuele, Augustine, Associate Professor of Anthropology. M.A., Friedrich-Schiller University; Ph.D., The University of Texas at Austin.

Black, Stephen L., Assistant Professor of Anthropology. B.A., The University of Texas at Austin, M.A., University of Texas at San Antonio, A.M., Ph.D., Harvard University.

Bousman, C. Britt, Professor of Anthropology and Associate Dean, College of Liberal Arts. B.S., M.A., Ph.D., Southern Methodist University.
Boyd, Carolyn E., Adjunct Faculty. B.A., Ph.D., Texas A&M University.

Brunson, Emily K., Assistant Professor of Anthropology. B.S., Utah State University; M.P.H., M.A., Ph.D., University of Washington.

Collins, Michael B., Research Professor of Anthropology. B.A., M.A., The University of Texas at Austin; Ph.D., University of Arizona.

Conlee, Christina A., Associate Professor of Anthropology. B.A., University of California-Santa Cruz; M.A., Ph.D., University of California-Santa Barbara.

Dering, J. Philip., Adjunct Faculty. B.A., M.A., Ph.D., Texas A&M University.

Erhart, Elizabeth M., Associate Professor and Chair of the Department of Anthropology. B.A., M.A., Ph.D., The University of Texas at Austin.

Garber, James F., Professor of Anthropology. B.A. University of New Mexico; M.A., Ph.D., Southern Methodist University.

Graham, Kerrie Lewis, Associate Professor of Anthropology. B.Sc., University College London; Ph.D., University of Durham, U.K.

Hadder, R. Neill, Lecturer of Anthropology. B.A., M.A., University of North Texas; M.A., Northern Arizona University; Ph.D., The University of Texas at Austin.

Hamilton, Michelle D., Assistant Professor of Anthropology. B.A., California State University; M.A., Ph.D., The University of Tennessee.

Juarez, Ana M., Associate Professor of Anthropology. B.A., M.A., The University of Texas at Austin; Ph.D., Stanford University.

Lohse, Jon, Research Associate Professor and Director of the Center for Archaeological Studies and the Archaeological Curation Facility. B.A., Trinity University; M.A., Ph.D.

McGee, R. Jon, Professor of Anthropology. B.A., M.S., Purdue University; M.A., Ph.D., Rice University.

Reilly, F. Kent, III, Professor of Anthropology and Director of the Center for Arts and Symbolism in Ancient America. B.A., University of West Florida; M.A., Ph.D., The University of Texas at Austin.

Sampson, C. Garth, Adjunct Faculty. B.A., University of Cape Town; B.A., Cambridge University; Ph.D., Oxford University.

Spradley, M. Katherine, Assistant Professor of Anthropology. B.A., M.A., University of Arkansas; Ph.D., University of Tennessee.

Warms, Richard L., Professor of Anthropology. B.A., Bates College; M.A., Ph.D., Syracuse University.
Wescott, Daniel J. Associate Professor of Anthropology and Director of the Forensic Anthropology Center. B.A., M.A. Wichita State University; Ph.D. University of Tennessee.
Department of English

Majors and Degrees Offered:
Literature, M.A.
Technical Communication, M.A.
Creative Writing, M.F.A
Rhetoric and Composition, M.A.

Major Programs

The Department of English offers four graduate degrees:

(1) The Master of Arts degree with a Literature major comprises two tracks. A 30-hour thesis track requires 18 hours of graduate English courses, six hours of credit for a thesis, and six hours in an approved graduate minor or area of emphasis (an individually tailored cognate made up of at least two graduate courses related by genre, period, or subject). A 36-hour non-thesis track typically requires 27 hours in graduate English and nine hours in an approved minor or area of emphasis. Students choose among minors offered by many graduate programs or areas of emphasis in many areas, including traditional periods and genres, children’s literature, rhetorical or literary theory, technical communication, ethnic studies, gender studies, and studies of the American Southwest.

Applicants to the Literature M.A. program gain regular admission if they have completed:

• A minimum of 24 hours of undergraduate English, including at least 12 advanced hours, with a 3.25 or higher GPA in those courses (4.0 scale)
• A minimum of six hours (or equivalent) in a foreign language.

Applicants who come close to meeting these requirements may seek conditional admission by forwarding additional materials:

• Acceptable GRE score (preferred minimum of 160 or above on the verbal portion) reported to the Office of the Graduate College. If you took the GRE within the last five years and prior to the new examination, the following preferred score will be considered - a preferred score of 900 (verbal and quantitative combined).
• Two letters of recommendation and a writing sample of non-fiction prose, preferably literary analysis, sent to the Office of the Graduate College.

Students earning an M.A. with a major in Literature complete the following courses:

• Literary Scholarship (5301)
• At least one course in medieval literature (5353)
• At least one course in Renaissance literature (5354)
• At least three courses in literature after the Renaissance, including at least one British and at least one American.
The Master of Arts degree with a Technical Communication major prepares graduates to write in technical and other professional settings and to pursue doctoral work in the field. The M.A. with a Technical Communication major consists of 30 graduate hours distributed as follows:

**Internship option:** 30 hours of coursework, including ENG 5312, and a portfolio exam

**Thesis option:** 24 hours of coursework, six hours of thesis, and a portfolio exam

### 6 hours Core Courses Required for both Thesis and Internship Students

- 3 hours: ENG 5311: Foundations in Technical Communication
- 3 hours: ENG 5383: Studies in Rhetoric: Rhetorical Theory, History of Rhetoric, or ENG 5326: Contemporary Composition Theory

### 3 hours Internship for Internship Students

- 3 hours: ENG 5312

### 6 hours Thesis for Thesis Students

ENG 5399 A&B

### 9 Hours of Required Technologically-focused courses for Thesis and Internship OR

### 6 Hours of Required Technologically-focused courses and 3 Hours of Ethics

- ENG 5310: Digital Literacies
- ENG 5313: Digital & Print Document Design
- ENG 5313: Digital Media and the Web
- ENG 5313: Ethics in Technical Communication
- ENG 5313: Technical Editing
- ENG 5313: Visual Rhetoric
- ENG 5314: International Technical Communication
- ENG 5314: Software Documentation
- ENG 5326: Computers and Writing

### 9 hours of Prescribed Electives for Thesis students, 12 for Internship students

- ENG 5300: Language Problems in a Multicultural Environment
- ENG 5310: Studies in Language and Linguistics
- ENG 5312: Editing the Professional Publication (may be taken twice)
- ENG 5313: Principles of Technical Communication: Various topics
- ENG 5314: Specializations in Technical Communication: Various topics
- ENG 5317: Specializations in Rhetoric and Composition: Various topics
- ENG 5324 Topic: Literature and Technology

### 6 hours of Cognate/Area of Emphasis

With permission of the MATC Director, students may replace 6 hours of prescribed electives with 6 hours of course work in Rhetoric and Composition or Literature courses from Texas State as a cognate/area of emphasis. Likewise, students may opt for a minor in another program or discipline, but they should confer with the MATC Director to choose an appropriate minor. Minors are typically three courses or more and require an advisor from the discipline in which the courses are taken. Students are not required to have either a cognate or minor to complete the MATC degree.

Applicants for admission to the M.A. with a major in Technical Communication (MATC) must meet the standards of the Texas State Graduate College and have earned a GPA of at least 3.0 in 12 hours or more of undergraduate English courses. Applicants must submit the following directly to the
Graduate College: (a) an electronic application, completed online, found at the Graduate College’s application link; (b) official transcripts from each college or university attended, sent directly from the institutions; and (c) a $40.00 nonrefundable application.

In addition, all applicants must submit directly to the Director of the MATC program a portfolio of their own work consisting of the following:

1. A statement of purpose no longer than two single-spaced pages explaining the applicant’s reasons for pursuing the MATC. Applicants are encouraged to include all pertinent background information, especially information about their interest and/or experience in writing, editing, or designing online or paper documents.

2. At least two nonfiction prose documents with a minimum of 15-typed, doubled-spaced pages (or the equivalent in single-spaced pages). Applicants may submit a range of documents, from undergraduate research papers to professional pieces such as newsletters, brochures, memorandums, copies of web pages, and instructional materials.

3. A cover letter no longer than two single-spaced pages in which the applicant describes the submitted documents (item 2, above) and explains his or her role in creating them (writing, editing, and/or designing). The letter should clearly designate any proprietary documents and state that permission has been granted to the applicant to use the document or documents. Applicants should make sure that any and all proprietary information is approved for submission by the individual, company, agency, or entity that owns it.

The entire portfolio—the statement of purpose, the two nonfiction prose documents, and the cover letter—should be saved in a single PDF file and uploaded directly to the MATC program website. The portfolio should not be submitted to the Graduate College.

All application materials must be received by June 15 for the fall semester, November 1 for the spring semester, and April 15 for summer. Applicants should submit materials as early as possible to allow ample time for review. However, materials will be processed as quickly as possible. Students applying for assistantships, scholarships, and financial aid should check those deadlines and requirements.

(3) The Master of Fine Arts (MFA) degree with a major in Creative Writing requires 48 semester hours including 12 hours of writing workshops, 15 hours of literature, 3 hours of form and theory, 3 hours of literary technique, 9 hours in a minor or cognate (creative writing may not be used), and 6 hours of thesis credit leading to the production of a book-length work of literary worth. The MFA program offers talented writers the opportunity to develop skills as fiction writers or poets in a formal academic program. Writers interested in the MFA degree should contact the MFA office at mfinearts@txstate.edu for specific admission requirements. General admission information is provided below and in the admissions sections of this catalog.

All MFA applicants must submit the following to the Graduate College: (a) an electronic application, completed online, found at the Graduate College’s application link; (b) official transcripts from each senior level college or university attended, sent directly from the institutions; and (c) a $40.00 nonrefundable application fee.

Additionally, all applicants must submit the following to the Director of the MFA program in the Department of English: a single PDF file saved with the applicant’s last name and genre (e.g. Smith, poetry) of a creative portfolio in either fiction or poetry (2 or 3 short stories or up to 30 pages of a novel for fiction, 12 to 15 poems for poetry, or one story or brief novel excerpt and a creative nonfiction essay) sent as an e-mail attachment to mfaportfolio@txstate.edu with applicant’s last name and genre as subject header.
Those applying for a graduate assistantship must also submit the following to the Director of the MFA program in the Department of English: (a) a completed application form for a graduate assistantship, available at the MFA program website; (b) a statement of purpose (maximum of 500 words) about the applicant's potential for and interest in teaching college first-year composition.

**Deadlines:** For fall semester admission and for a graduate assistantship—January 15; for spring semester admission—November 1. Note: Applicants for spring admission are not considered for graduate assistantships.

(4) The Master of Arts degree with a Rhetoric and Composition Major requires 33 semester hours, and includes both thesis and portfolio options. All students are required to take 12 hours of core courses in rhetoric and composition: ENG 5326: Contemporary Composition Theory; ENG 5316 Topic: Composition Pedagogy; ENG 5327: Research Methods in Rhetoric, Composition, and Technical Communication; and ENG 5383 Topic: History of Rhetoric. Students selecting the thesis option will take the 4 core courses listed above, 9 hours of prescribed electives, 6 thesis hours, and 6 hours in a related cognate area. Students selecting the portfolio option will take the 4 core courses listed above, 12 hours of prescribed electives, 3 portfolio hours, and 6 hours in a related cognate area. Course requirements for both thesis and portfolio options are distributed as follows:

- **12 hours of Core Courses:** ENG 5326: Contemporary Composition Theory; ENG 5316 Topic: Composition Pedagogy; ENG 5327: Research Methods in Rhetoric, Composition, and Technical Communication; ENG 5383 Topic: History of Rhetoric
- **9-12 hours of Prescribed Electives (depending upon choice of thesis or portfolio option):** ENG 5300: Language Problems in a Multicultural Environment; ENG 5310: Studies in English Language and Linguistics; ENG 5313 Topic: Computers and Writing; ENG 5313 Topic: Visual Rhetoric; ENG 5314 Topic: Teaching Technical Communication; ENG 5316 (Topics vary; excludes Topic: Composition Pedagogy); ENG 5317 (Topics vary); ENG 5383 (Topics vary; excludes Topic: History of Rhetoric) With program director’s approval, students may take additional hours under ENG 5313 and ENG 5314 if course topics are deemed directly relevant to rhetoric and composition
- **6 hours Cognate:** Courses in rhetoric and composition or a related field designed to complement required and prescribed courses in the major
- **6 hours Thesis:** ENG 5399A&B (Thesis) OR
- **3 hours Portfolio:** ENG 5328 (Directed Portfolio)

Applicants seeking admission to the MA major in Rhetoric and Composition (MARC) must meet standard Graduate College requirements and have earned a GPA of at least 3.0 in 12 hours or more of undergraduate English courses. Applicants must submit the following directly to the Graduate College: (a) an electronic application, completed online, found at the Graduate College’s application link; (b) official transcripts from each college or university attended, sent directly from the institutions; (c) a $40.00 nonrefundable application fee; (d) three letters of recommendation, submitted directly to the Graduate College by the letter writers (letters should address the applicant’s potential for graduate study in rhetoric and composition and, if the applicant is applying for a graduate assistantship, his or her potential as a writing instructor, including experience teaching, tutoring, or editing.
In addition, all applicants must submit directly to the Director of the MARC program a portfolio of their own work consisting of the following:

1. A statement of purpose no longer than two single-spaced pages discussing the applicant’s reasons for applying to the MARC program. Applicants are encouraged to discuss their future career and/or academic aspirations; research and teaching interests; relevant background, including paid or non-paid writing, tutoring, or teaching experience; and other information they will help the committee assess their suitability for the program.

2. At least two nonfiction documents totaling a minimum of 15 double-spaced pages. At least one of these documents should be an academic research paper written for an undergraduate or graduate course.

3. A cover letter explaining when and for whom the submitted documents (item 2, above) were written and discussing why they have been included as representative work.

The entire portfolio—the statement of purpose, the two nonfiction documents, and the cover letter—should be saved as a single PDF file and sent as an email attachment to the Director of the MARC program at marc@txstate.edu.

Application deadlines for the MA major in Rhetoric and Composition are flexible. However, we strongly encourage applicants to submit materials by the application deadlines specified by the Graduate College: June 15 for the fall semester, October 15 for the spring semester, and April 15 for the summer semester. Students applying for department assistantships (IA and TA positions) must submit required materials for both the MA Rhetoric and Composition and the IA/TA position by January 15 for the following academic year.

The Literature Minor

Students with majors other than Literature may select Literature as a minor. Minors should have completed at least 21 hours of undergraduate English, including at least nine hours of advanced courses, with a GPA of 2.75 or higher (4.0 scale).

Assistantships, Scholarships, and Financial Aid

Graduate students in the M.A. programs may apply for appointments of up to two years as instructional or teaching assistants; students in the M.F.A. program may apply for appointments of up to three years. Instructional assistants have completed fewer than 18 graduate hours in English and have limited duties; teaching assistants have completed 18 or more hours in English and have a wider range of teaching duties. Assistants ordinarily have assignments in composition courses or surveys of literature. Applications are available from graduate program directors; completed applications, together with all supporting materials, are due January 15 for appointments beginning the following fall.

Graduate students may apply for a number of departmental scholarships, including the G. Jack Gravitt Scholarship, the William F. McKeen III Scholarship, the Peterson-Charles Mosley Scholarship, the W. Morgan and Lou Claire Rose Scholarship, and the Leonard and Elizabeth Wright Scholarship for Future Teachers. Contact a graduate program director for applications or additional information.

The Office of the Graduate College oversees additional scholarships and may be contacted at (512) 245-2581 for further scholarship information.
The Therese Kayser Lindsey Endowment for Literature

The Lindsey Endowment, dedicated April 11, 1978, is a gift of Mrs. Louise Lindsey Merrick to the Texas State University-San Marcos Foundation, made in memory of her mother, Therese Kayser Lindsey. A noted poet and patron of the arts, Mrs. Lindsey attended Southwest Texas State Normal School, completing her degree in 1905. She published four volumes of poetry and helped organize the Poetry Society of Texas.

The endowment, along with the Katherine Anne Porter Literary Center, supports the mission of the department by sponsoring readings by distinguished writers and scholars such as Margaret Atwood, Sandra Cisneros, Junot Diaz, Rita Dove, Stanley Fish, Allen Ginsberg, Jorie Graham, Maxine Hong Kingston, Denise Levertov, Larry McMurtry, W.S. Merwin, N. Scott Momaday, Jayne Anne Philips, Annie Proulx, Helen Vendler, Alice Walker, and Charles Wright. Visiting writers and scholars often meet with graduate classes, attend question-and-answer sessions, and hold informal discussions with graduate students.

The University Endowed Chair in Creative Writing

The University Endowed Chair in Creative Writing brings distinguished writers annually to teach graduate writing workshops and to give public readings. Former chair holders include MacArthur Foundation Fellow Leslie Marmon Silko, National Book Award winning poet Ai, Pulitzer Prize finalist Barry Hannah, National Book Award winner Denis Johnson, American Book Award winner Li-Young Lee, National Book Award winner Robert Stone, and National Book Award winner Tim O’Brien, who is also a member of the MFA program’s permanent faculty. From fall 2011 through spring 2014, the chair holder will be National Book Award winner and Pulitzer Prize finalist Cristina Garcia.

The Katherine Anne Porter Literary Center

Established in 2000, the Katherine Anne Porter Literary Center is based in the childhood home of the Pulitzer Prize and National Book Award-winning author. The Center is host to numerous visiting writers each year. The house was dedicated as a National Literary Landmark in June 2002, by the Friends of Libraries USA and the Library of Congress.

Additional Information

For additional information about the University, department, graduate majors in English, and specific emphases of graduate courses, visit the departmental website at http://www.english.txstate.edu/. For specific questions, contact the Director of the Literature Program (malit@txstate.edu, 512-245-7685), the Director of the Technical Communication Program (matc@txstate.edu, 512-245-3733), the Director of the Creative Writing Program (mfinearts@txstate.edu, 512-245-7681), or the Director of the Rhetoric and Composition Program (marc@txstate.edu, 512-245-8975).

Courses Offered

English (ENG)

Graduate courses listed as “repeatable” ordinarily count toward nine hours of English degree credit unless otherwise indicated. Exceptions require written justification and departmental approval. Specific emphases of repeatable courses vary by semester and instructor, but they may focus on literary
and rhetorical forms and genres; authors, periods, or literary movements; perspectives from social, intellectual, and cultural studies; literary themes; or theoretical and practical information for technical communication. The department provides descriptions of specific courses prior to each semester’s enrollment period.

5300 Language Problems in a Multicultural Environment. (3-0) An introduction to the study of multicultural language and linguistics with descriptive, psychological, social, and semantic emphases.

5301 Literary Scholarship. (3-0) An introduction to scholarly resources, methods, theories, and responsibilities that guide the study and interpretations of literature in English. Literary texts chosen for detailed examination vary with expertise of the instructor. Required in first year of M.A. with a Literature Major.

5302 Media Studies. (3-0) The study of film and media history, theory, and practice. Special topics may include videography, video editing, genre, filmmakers, and regional film.

5310 Studies in English Language and Linguistics. (3-0) A study of the English language, with special attention to phonology, morphology, syntax, semantics, dialectology, sociolinguistics, normal language acquisition, and/or writing and spelling systems. Repeatable with different emphases for up to nine hours of English credit.


5312 Editing the Professional Publication. (0-3) The editing, design, layout, and proofreading of a professional publication. This course is an internship. Graded on a credit (CR), no credit (F) basis. May be repeated one time with different emphasis.

5313 Studies in Principles of Technical Communication. (3-0) A group of courses that provide students theoretical and practical information useful for any position in technical communication. Recent emphases include Digital Media and the Web, Technical Editing, and Visual Rhetoric. Repeatable with different emphases for up to nine hours of English credit.

5314 Specializations in Technical Communication. (3-0) A group of courses that provide students theoretical and practical information for specialized types of technical communication. Recent emphases include International Technical Communication, Proposal Writing, Software Documentation, and Writing for the Government. Repeatable with different emphases for up to nine hours of English credit.

5315 Graduate Writing Workshop. (3-0) A studio course in which the primary texts are student manuscripts. Concentrations in fiction or poetry examine principles and techniques of creating, evaluating, and revising writing in these genres. The course requires class members to review writing produced by other workshop members. 12 hours of M.F.A. credit required.

5316 Foundations in Rhetoric and Composition. (3-0) A group of courses providing students with theoretical, pedagogical, and methodological foundations in the field of rhetoric and composition. Emphases vary but include Contemporary Composition Theory and Composition Pedagogy. Repeatable with different emphases for up to nine hours of English credit.

5317 Specializations in Rhetoric and Composition. (3-0) A group of courses providing theoretical, pedagogical, methodological, and/or administrative grounding in specialized areas of rhetoric and composition. Emphases vary but may include Writing Center Theory, Practice, and Administration; Writing Across the Curriculum; Service Learning; and Literacy. Repeatable with different emphases for up to nine hours of English credit.

5318 Effective Communication. (3-0) An interdisciplinary study of communication in which the student learns to interrelate reading, listening, and writing. Emphasis on writing. Credit applies only to degrees in Interdisciplinary Studies; no credit for English graduate degrees.

5319 Effective Communication. (3-0) An interdisciplinary study of communication in which the student learns to interrelate reading, listening, and writing. Emphasis on reading. Credit applies only to degrees in Interdisciplinary Studies; no credit for English graduate degrees.
5320 Form and Theory of Fiction. (3-0) An examination of traditional and current theory and practice in fiction. Major emphasis will be placed on the British/American tradition, but some attention will be given to the practice and theory of fiction in other literatures. For M.F.A. credit only.

5321 Contemporary Fiction. (3-0) Readings selected from canonical and/or experimental fiction. Recent emphases include novels into film, postmodern fiction, Magical Realism, and Saul Bellow. Repeatable with different emphases for up to nine hours of English credit.

5322 Form and Theory of Poetry. (3-0) An examination of traditional and current theory and practice in poetry. Major emphasis will be placed on the British/American tradition, but some attention will be given to the practice and theory of poetry in other literatures. For MFA credit only.

5323 Studies in Autobiography and Biography. (3-0) A study of selected works in autobiography and biography with special attention to the art forms used in these works. Repeatable with different emphases for up to nine hours of English credit.

5324 Studies in Literary Genre. (3-0) A study of one or more literary genres over several historical periods or from a variety of cultural perspectives. The course focuses on genres such as the following: the epic, the novel, the short story, the lyric, the pastoral, the romance, and Irish comic fiction. Repeatable with different emphases for up to nine hours of English credit.

5325 Studies in Literature of the Southwest. (3-0) Selected Texas and Southwestern writers with emphasis on fiction. Repeatable with different emphases for up to nine hours of English credit.

5326 Contemporary Composition Theory. (3-0) Introduces students to the history of writing instruction in the university and to the theories of writing and composing that inform contemporary composition studies and the teaching of writing.

5327 Research Methods in Rhetoric, Composition, and Technical Communication. (3-0) An introduction to research practices in rhetoric, composition, and technical communications, focusing on the paradigms/perspectives, strategies, and methods that characterize qualitative and quantitative research in these areas. Includes discussion of the history and role of research in the field, research ethics, and issues of representation.

5328 Directed Portfolio. (3-0) Constitutes partial fulfillment of non-thesis option for students earning the MA in Rhetoric and Composition. Under guidance of a graduate faculty committee, students produce a portfolio of representative written work with written commentary and reflection. Departmental approval required. Graded as credit (CR), progress (PR), no-credit (F). Repeatable once.

5331 Studies in Medieval Literature. (3-0) Emphasis on authors, contexts, and genres of the medieval period. Recent emphases include Anglo-Saxon culture, language, and literature; Chaucer; non-Chaucerian medieval literature; pilgrimage literature. Repeatable with different emphases for up to nine hours of English credit.

5345-MC/MP Southwestern Studies I: Defining the Region. (3-0) An interdisciplinary course that surveys the physical, cultural, and social history of the Southwest, emphasizing architecture, art, literature, philosophy, politics, popular culture, and technology. Historical focus from the 15th to the mid-19th century.

5346 Southwestern Studies II: Consequences of Region. (3-0) Second course in a survey of physical, cultural, and social history of the Southwest, emphasizing regional and ethnic expressions of culture. This course moves from the broad overview of the first semester to more specific problems in the region and to the artistic products of regional culture. Historical focus is from the Civil War to the present.

5353 Studies in Medieval Literature. (3-0) Emphasis on authors, contexts, and genres of the medieval period. Recent emphases include Anglo-Saxon culture, language, and literature; Chaucer; non-Chaucerian medieval literature; pilgrimage literature. Repeatable with different emphases for up to nine hours of English credit.
5354 Studies in Renaissance Literature. (3-0) Emphasis on authors, contexts, and genres of the Renaissance. Recent emphases include Shakespeare, Renaissance epic, Tudor humanism, and John Milton. Repeatable with different emphases for up to nine hours of English credit.

5359 Studies in Restoration and Eighteenth-century Literature. (3-0) Major writers of the period with emphasis on scholarship and aesthetics as well as cultural and historical background. Recent emphases include Johnson and his circle, Restoration and eighteenth-century drama, and the eighteenth-century novel. Repeatable with different emphases for up to nine hours of English credit.

5364 Studies in the Romantic Movement. (3-0) The works of the Early Romantics or Late Romantics in context with attention to nineteenth- and twentieth-century scholarship. Recent emphases include Blake and the other arts, Coleridge, the Wordsworths, Shelley, and Keats. Repeatable with different emphases for up to nine hours of English credit.

5365 Studies in Victorian Poetry. (3-0) Major Victorian poets with emphasis on scholarship and aesthetics as well as cultural and historical background. Recent emphases include Tennyson, the Brownings, the Pre-Raphaelites, and Hopkins. Repeatable with different emphases for up to nine hours of English credit.

5366 Studies in Victorian Prose. (3-0) Major Victorian prose writers with emphasis on scholarship and aesthetics as well as cultural and historical background. Recent emphases include George Eliot, non-fiction Victorian prose, Victorian women novelists, and Charles Dickens. Repeatable with different emphases for up to nine hours of English credit.

5371 Studies in Modern British Literature. (3-0) Selected authors with a survey of their works. Recent emphases include Yeats, Wilde, Auden, and Post-World War II British poetry. Repeatable with different emphases for up to nine hours of English credit.

5372 Practicum in English Studies. (3-0) An introduction to key issues and concepts in the teaching of English studies. Required for first-year instructional assistants in the English Department. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

5381 Studies in Modern British and American Drama. (3-0) A survey of major British and American dramatists and their European or world context. Repeatable with different emphases for up to nine hours of English credit.

5382 Practicum in Composition. (3-0) An introduction to key issues and concepts in the teaching of expository writing at the college level. Required for first-year teaching assistants in the English Department who have not previously taken ENG 5372. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

5383 Studies in Rhetorical Theory. (3-0) An introduction to classical and rhetorical theory in various areas of English studies. Recent emphases include Teaching of Composition and Technical Communication. Repeatable with different emphases for up to nine hours of English credit.

5384 Critical Theory. (3-0) A study of critical theory, emphasizing the history of criticism and/or contemporary critical theories. Repeatable with different emphases for up to nine hours of English credit.

5385 Studies in Literature for Children or Adolescents. (3-0) A study of contemporary works, extending the student’s knowledge of the literature and criticism in the field. Typical emphases are generic and/or thematic and include picture books, the contemporary novel, and the children’s classics on film. Repeatable with different emphases for up to nine hours of English credit.

5386 History of Children’s Literature. (3-0) The history of children’s literature from the Middle Ages through 1940. May be repeated with different emphases for up to six hours of graduate credit.

5390 Special Problems. (3-0) Independent study under supervision of a graduate faculty member in English, with in-depth readings and research focused on a special problem in literature and/or language. May be taken only with permission from the assigned professor, the graduate director, and the department chair.
5391 Directed Studies in English. (3-0) Students will conduct studies as necessary preparation for graduate-level coursework in English. The nature of the work varies depending on the student’s level of academic preparation. This course does not earn graduate credit. Repeatable up to 12 hours with different emphasis. Prerequisite: Approval of graduate advisor.

5395 Problems in Language and Literature. (3-0) Recent emphases include literary technique and literary theory. Repeatable with different emphases for up to nine hours of English credit.

5399A Thesis. (3-0) First semester of thesis enrollment. No thesis credit awarded until student has completed the thesis in English 5399B. Departmental approval required. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5299B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

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5599B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

5999B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

**Graduate Faculty**

Allison, Libby, Professor of English and Director of the Technical Communication Program. B.A., University of South Florida; M.A., University of Florida; Ph.D., University of South Florida.

Balzhiser, Deborah, Associate Professor of English. B.A., Western Illinois University; M.S., Ph.D., Illinois State University.

Banerjee, Suparno, Assistant Professor of English, B.A., M.A., Visva-Bharati University; Ph.D., Louisiana State University.

Bell-Metereau, Rebecca Louise, Professor of English. B.A., M.A., Ph.D., Indiana University.

Blair, John Michael, Professor of English. B.A., M.A., Florida State University; Ph.D., Tulane University.

Busby, Mark Bayless, Professor of English and Director of the Center for the Study of the Southwest. B.A., M.A., Texas A&M University-Commerce; Ph.D., University of Colorado, Boulder.

Cassells, Cyrus, Professor of English. B.A., Stanford University.

Chavkin, Allan Richard, Professor of English. B.A., Dickinson College; M.A., Ph.D., University of Illinois at Urbana-Champaign.
Cohen, Paul Nathan, Professor of English and Director of Graduate Studies and the Literature Program. B.A., University of Baltimore; M.A., Ph.D., Rutgers State University.

Cohen, Robin Payne, Senior Lecturer of English. B.A., University of Baltimore; M.A., Texas State University-San Marcos; Ph.D., Texas A&M University.

Grayson, Nancy Jane, Professor of English and Associate Dean of the College of Liberal Arts. B.A., Texas Christian University; M.A., Ph.D., The University of Texas at Austin.

Grimes, Tom, Professor of English and Director of the Creative Writing Program. B.A., Queens College, New York; M.F.A., University of Iowa.

Heaberlin, Dickie Maurice, Professor of English. B.A., M.A., University of North Texas; Ph.D., The University of Texas at Austin.

Hennessy, Michael, Professor of English and Dean of the College of Liberal Arts. B.A., Seattle University; M.A., Ph.D., Marquette University.

Holt, Elvin, Professor of English. B.A., Prairie View A&M College; M.A., Texas State University-San Marcos; Ph.D., University of Kentucky.

Hudson, Dale, Assistant Professor of English. B.A., Bucknell University; M.A., New York University; Ph.D., University of Massachusetts Amherst.

Ifowodo, Ogaga, Assistant Professor of English. LL.B., University of Benin; M.F.A., M.A., Ph.D., Cornell University.

Jackson, Rebecca, Associate Professor of English and Director of the Program in Rhetoric and Composition. B.A., Texas State University-San Marcos; M.A., University of Tulsa; Ph.D., Texas A&M University.

Jones, Caroline E., Assistant Professor of English. B.A., Southwestern University; M.A., Hollins University; Ph.D., Illinois State University.

Jones, Roger Dean, Professor of English. B.A., M.A., Sam Houston State University; Ph.D., Oklahoma State University.

Laird, Edgar Stockton, Professor of English. B.A., M.A., Texas State University-San Marcos; Ph.D., Rutgers State University.

Ledbetter, Kathryn, Professor of English. B.A., Southwest Missouri State University; M.A., University of North Carolina at Charlotte; Ph.D., University of South Carolina at Columbia.

Leder, Priscilla Gay, Professor of English. B.A., University of Arizona; M.A., California State University-Fullerton; Ph.D., University of California-Irvine.

Lochman, Daniel Thomas, Professor and Chair of the Department of English. B.A., M.A., Loyola University; Ph.D., University of Wisconsin.

Mejia, Jaime A., Associate Professor of English. B.A., University of North Texas; M.A., Pan American University; Ph.D., Ohio State University.
Monroe, Debra, Professor of English. B.A., University of Wisconsin-Eau Claire; M.A., Kansas State University; Ph.D., University of Utah.

Morrison, Susan, Professor of English. B.A., Swarthmore College; M.A., Ph.D., Brown University.

O’Brien, Tim, Professor and University Chair in Creative Writing. B.A., Macalester College.

Olson, Marilynn Strasser, Professor of English. B.A., Michigan State University; M.A., Ph.D., Duke University.

Peirce, Kathleen, Professor of English. B.A., M.F.A., University of Iowa.

Pimentel, Octavio, Associate Professor of English. B.A., M.A., California State University-Chico; Ph.D., University of Utah.

Rosario, Nelly, Assistant Professor of English. B.S., Massachusetts Institute of Technology; M.F.A., Columbia University.

Tally Jr., Robert T., Associate Professor of English. A.B., Duke University; M.A., Ph.D., University of Pittsburgh; J.D., Duke University.

Rosenberg, Teya, Associate Professor of English. B.A., Memorial University of Newfoundland; M.A., Carleton University; Ph.D., University of Alberta.

Skerpan-Wheeler, Elizabeth Penley, Professor of English. B.A., Miami University; M.A., Ph.D., University of Wisconsin.

Smith, Victoria, Associate Professor of English. B.A., Pomona College; M.A., The University of Texas at Austin; Ph.D., University of California-Santa Cruz.

Wend-Walker, Graeme, Assistant Professor of English. B.A., Flinders University; B.A., Ph.D., Macquarie University.

Williams, Miriam, Associate Professor of English. B.S., M.A., University of Houston; M.A., Texas State University-San Marcos; Ph.D., Texas Tech University.

Wilson, Miles Scott, Professor of English. B.A., Pomona College; M.F.A., University of Oregon.

Wilson, Steven Michael, Professor of English and Associate Chair of the Department of English. B.A., University of Oklahoma; M.A., Texas Christian University; M.F.A., Wichita State University.

Zhu, Pinfan, Associate Professor of English. B.A., Guangxi Normal University; M.A., Kumming University of Science and Technology; Ph.D., Texas Tech University.
Ph.D. in Geography

Doctoral Majors and Degree Offered:
- Environmental Geography, Ph.D.
- Geographic Education, Ph.D.
- Geographic Information Science, Ph.D.

Ph.D. Program

The course curriculum for the doctoral degree is designed to provide depth and breadth of knowledge in geographic theory and research methods. To be admitted to the Geography doctoral program, a student must have completed a master’s degree in geography or in a related discipline.

Each doctoral student will have her/his program tailored to meet the academic goals agreed upon in consultation with the Ph.D. research advisor, with the approval of the graduate program coordinator, the department chair, and the Dean of the Graduate College. All programs will include the necessary core, skills, specialization, and internal and external elective courses.

Ph.D. students must complete a minimum of 31 hours of graduate course work and a minimum of 15 hours of dissertation research and writing credit.

Educational Goal

The educational goal of the program is to provide a Ph.D. in Geography through which students will be educated in the process of geographic research, the development of new knowledge, and the application of this research and knowledge to solve problems with spatial dimensions.

Admission Requirements

Submit to the Office of the Graduate College

1. Complete an application for admission on Apply Texas.
2. Pay a non-refundable application fee of $40.00, which is required for all students.
3. Submit one official transcript which indicate the completion of a Master’s degree in Geography or in a related discipline from an accredited college or university:
   a. Non-Texas State Graduates – From each college or university (including Texas State if attended). These must be mailed directly from the institutions to the Office of the Graduate College.
   b. Texas State Graduates – Only need to order transcript from any colleges not listed on the Texas State transcript. The Office of the Graduate College will obtain the Texas State transcript from the Registrar’s office.
4. Have a 3.5 Grade Point Average (GPA) or better on all completed graduate work.
5. Submit a preferred combined verbal and quantitative score on the Graduate Record Exam (GRE) of 303 or higher. If you took the GRE within the last five years and prior to the new examination, a preferred score of 1100 (V&Q combined) will be considered. This score must be on file in the Office of the Graduate College prior to the evaluation of the student’s application.
6. All international applicants must submit an internet based TOEFL (iBT) score of 78 (iBT) or higher or IELTS (Academic) – 6.5 or higher with minimum individual module score of 6.0. The iBT is required of international applicants who are non-native speakers of English.
7. Students entering the Ph.D. Program with a master’s degree must have completed a master’s thesis or demonstrated evidence of scholarly research and writing.
8. Submit three letters of recommendation that demonstrate adequate subject preparation in content and quality as reflected in transcripts. All applicants must be sure to include their student identification number within the letter.
9. Provide a Statement of Goals as a Ph.D. student and for a professional career. You may obtain a Statement of Goals form by contacting the Office of the Graduate College or downloading it from the website: http://www.gradcollege.txstate.edu/.
10. Submit a Curriculum Vita to the Graduate College.

Applicants should refer to the “Admission Documents” section for more information.

International applicants should refer to the “Admission Information” and “Admission Documents” sections for additional requirements.

Financial Aid

Graduate assistantships and scholarships are available to qualified candidates. Please contact the Graduate Staff Advisor, Department of Geography for more information about assistantships. The Office of the Graduate College can provide further information regarding scholarships.

Course Work

Semester Hour Requirements

The student must complete 31 semester hours of graduate work to meet the minimum requirements for advancement to candidacy. In some cases, a student may need to complete additional hours before being allowed to advance to candidacy. The student must have satisfied the residency requirement of 18 graduate credit hours.

Degree Audit

The Ph.D. program offers majors in Environmental Geography, Geographic Education, or Geographic Information Science. In the first semester that a student enrolls for doctoral study, the student should confer with his/her graduate advisor and prepare a Degree Audit for their program. Doctoral Degree Audits are tailored with the individual student in mind. It is therefore possible for the individual Degree Audit to exceed the number of degree hours identified in the catalog.
## Course Work Requirements

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>9 hours</td>
</tr>
<tr>
<td>Skill Course</td>
<td>4 hours</td>
</tr>
<tr>
<td>Specialization Courses</td>
<td>12 hours</td>
</tr>
<tr>
<td>Elective Courses in Geography or Related fields</td>
<td>6 hours</td>
</tr>
<tr>
<td><strong>Course Work Total</strong></td>
<td><strong>31 hours</strong></td>
</tr>
<tr>
<td>Dissertation Research and Writing</td>
<td>15 hours</td>
</tr>
<tr>
<td><strong>Degree Total</strong></td>
<td><strong>46 hours</strong></td>
</tr>
</tbody>
</table>

**Required Core Courses: 9 hours**  
(Core courses are prerequisites to other research courses.)

- GEO 7300 Advanced Geographic Research Design
- GEO 7301 Advanced Quantitative Methods in Geography
- GEO 7302 Nature and Philosophy of Geography

**Skill Courses: 4 hours**

**Environmental Geography:**

- GEO 7415 Geographic Applications of Remote Sensing
- GEO 7417 Geographic Information Systems
- GEO 7430 Field Methods

**Geographic Education Students:**

- GEO 7415 Geographic Applications of Remote Sensing
- GEO 7417 Geographic Information Systems
- GEO 7430 Field Methods
- GEO 7447 Spatial Graphics in Geographic Education

**Geographic Information Science Students:**

- GEO 7418 Techniques and Methods in Geographic Information Science

**Specialization Courses: 12 hours**

**Environmental Geography Courses:**

- GEO 7313 Environmental Systems Analysis
- GEO 7314 Environmental Geography of Resources Development
- GEO 7330 Geography of Natural Hazards
- GEO 7331 Geography of the Hazards of Technology
GEO 7334 Geographic Aspects of Water
GEO 7370 Advanced Seminar in Environmental Geography*
GEO 7390 Independent Study*
*Repeatable up to six hours with a different topic.

Geographic Education Courses:

GEO 7342 Theories and Methods in Geographic Education
GEO 7344 Seminar in Geographic Curriculum
GEO 7346 Standards and Assessment in Geography
GEO 7447 Spatial Graphics in Geographic Education
GEO 7371 Advanced Seminar in Geographic Education*
GEO 7390 Independent Study*
*Repeatable up to six hours with a different topic.

Geographic Information Science Courses:

GEO 7316 Remote Sensing and the Environment
GEO 7318 GIS and Environmental Geography
GEO 7319 Environmental Digital Terrain Modeling
GEO 7447 Spatial Graphics and Geographic Education
GEO 7361 Advanced Geographic Information Systems
GEO 7362 Geographic Visualization
GEO 7364 Geocomputation
GEO 7365 Theoretical Cartography
GEO 7366 Advanced Topics in Remote Sensing
GEO 7372 Seminar in Geographic Information Science*
*Repeatable up to six hours with a different topic.

Elective Courses in Geography (at the 7000-level): 6 hours

Dissertation: 15 hours minimum

Environmental Geography:

GEO 7199A Dissertation**
GEO 7299A Dissertation**
GEO 7399A Dissertation**
GEO 7699A Dissertation**
GEO 7999A Dissertation**

Geographic Education:

GEO 7199B Dissertation**
GEO 7299B Dissertation**
GEO 7399B Dissertation**
GEO 7699B Dissertation**
GEO 7999B Dissertation**
Geographic Information Science:

GEO 7199C Dissertation**
GEO 7299C Dissertation**
GEO 7399C Dissertation**
GEO 7699C Dissertation**
GEO 7999C Dissertation**

**The student must ensure that he or she enrolls in a combination of dissertation courses that equals 15 hours (i.e., 7399X, 7699X, 7699X; or 7699X and 7999X; etc.) in order to meet the minimum dissertation credit hour requirement.

Advancement to Candidacy

Applications for Advancement to Candidacy

The student will need to pick up the Advancement to Candidacy Form from the Graduate Staff Advisor in the Geography Department. The student will need to complete the form and return it to his/her department, which will then submit it to the Office of the Graduate College.

Advancement to Candidacy Time Limit

Doctoral students will need to be advanced to candidacy within four years of initiating Ph.D. course work. A student will need to indicate his/her intent to advance to candidacy during the semester the student will complete the 31 hours of the required course work.

No credit will be applied toward a student’s doctoral degree for course work completed more than four years before the date on which the student is to advance to candidacy. This time limit applies toward credit earned at Texas State as well as credit transferred to Texas State from other accredited institutions.

Requests for a time extension must be submitted to the student’s Ph.D. advisor and Graduate Coordinator, who in turn, submits a recommendation to the Dean of the Graduate College.

Grade-Point Requirements for Advancement to Candidacy

To be eligible for advancement to candidacy, the student must have a minimum GPA of 3.0. No grade earned below “B” on any graduate course work may apply toward a Ph.D. at Texas State. Incomplete grades must be cleared through the Office of the Graduate College at least ten days before the approval for advancement to candidacy.

Advancement to Candidacy Comprehensive Examination

All applicants for advancement to candidacy for the doctoral degree must pass a comprehensive examination. The examination procedure may be obtained from the Graduate Staff Advisor. Both prevailing expectations in the field and the actual courses taken by the candidate will determine the subject matter of the examination. This examination may not be taken until all required course work has been completed. The student may take the candidacy comprehensive examination without being enrolled in course work provided they have not been enrolled in dissertation course(s).
Arrangements for the examination will be made with the student’s Ph.D. advisor. The results of the “Advancement to Candidacy Comprehensive Examination” must be filed in the Office of the Graduate College before final approval to advance to candidacy is given by the Dean of the Graduate College. The department is responsible for submitting the report to the Office of the Graduate College.

**Dissertation Proposal**

The dissertation proposal must be approved by the Dean of the Graduate College and successfully defended in front of the dissertation committee before a student can advance to candidacy. Information about the dissertation procedures can be found in the “Dissertation Research and Writing” section of this catalog.

**Recommendation for Advancement to Candidacy**

The Geography Graduate Committee recommends the applicant for advancement to candidacy to the Chair of the Department of Geography and the Dean of the Graduate College. The Dean of the Graduate College certifies the applicant for advancement to candidacy once all requirements have been completed.

**Dissertation Research and Writing**

All doctoral students are required to complete a dissertation. The dissertation must be an original contribution to scholarship and the result of independent investigation in a significant area. Preparation of the dissertation must follow the latest edition of Kate L. Turabian’s *A Manual for Writers* or the Annals of the Association of American Geographers.

**Dissertation Enrollment Requirements**

**Enrollment.** After being admitted to candidacy, students must be continuously enrolled each semester for dissertation hours. If a student is receiving supervision on the dissertation during the summer or the student is graduating during the summer, the student must be enrolled in dissertation hours for the summer. All candidates for graduation must be enrolled in dissertation hours during the semester in which the degree is to be conferred.

**Hours.** Students must complete a minimum of 15 semester hours of dissertation research and writing credit.

**Fee Reduction**

A master’s or doctoral degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A., Education Code, Section 54.054. Please refer to the section titled *Fee Reduction* in the *Additional Fees and Expenses* chapter of this catalog for more information.

**Dissertation Time Limit**

Students are expected to complete the dissertation within three years of advancement to candidacy. The Geography Graduate Committee will review the student’s progress annually.
Ph.D. Advisory Committee

The Ph.D. Advisory Committee must be formed to oversee the research and writing of the dissertation. The Ph.D. Advisory Committee will include a Ph.D. advisor and a minimum of three additional committee members (two of whom must be from the Department of Geography and one from outside the department). The members must be chosen from qualified Ph.D. faculty. The Ph.D. advisor and the advisory committee will be selected in consultation with the student and through mutual agreement with committee members. The Ph.D. advisor will chair the Dissertation Committee and must be from the major department. The advisor and advisory committee must be approved by the graduate program coordinator, the department chair, as listed on the “Ph.D. Research Committee Membership Form” and submitted to the Dean of the Graduate College for final approval.

Committee Changes

Any changes to the advisory committee must be submitted for approval to the advisory committee chair, the graduate coordinator, the department chair, and the Dean of the Graduate College. Changes must be submitted no less than sixty days before the final oral comprehensive examination. The Ph.D. Research Advisor Committee Member Change Request Form may be obtained from the graduate staff advisor in the Geography Department.

Dissertation Proposal

Students must submit the dissertation proposal and one copy of the official “Ph.D. Dissertation Proposal Form” to their dissertation advisor. After obtaining committee members’ signatures and the department chair’s signature, the student must submit the dissertation proposal and the form to the Dean of the Graduate College for approval before proceeding with research on the dissertation. The proposal form may be obtained from graduate staff advisor in the Geography Department.

Defense of the Dissertation Proposal

Students must defend the dissertation proposal in an oral examination with the Ph.D. Advisory Committee. The examination will address the proposed dissertation topic (problem definition and scope), research method, and relevant literature. The advisory committee must sign the “Defense of the Dissertation Proposal Form” and then submit it for the signature of the department chair. The original must be sent to the Office of the Graduate College.

Final Oral Comprehensive Examination

Students must pass the final oral examination that covers the dissertation and the general field of the dissertation. To schedule the final oral examination, the student must apply to his/her Ph.D. Advisor the semester that he/she completes the dissertation. A completed “Final Oral Comprehensive Examination Report for the Doctoral Program Form” must be submitted to the Dean of the Graduate College.

Approval and Submission of the Dissertation and Abstract

The approval of the dissertation and abstract requires positive votes from the Ph.D. Advisor and from a majority of the members of the Ph.D. Advisory Committee. One copy of the dissertation, six original signature pages, and the dissertation abstract must be submitted to the Dean of the Graduate
College for final approval once the committee has approved the dissertation. All dissertation abstracts must be published in *Dissertation Abstracts International*. Refer to the Graduate College Dissertation Packet for specific guidelines.

**Courses Offered**

**Geography (GEO)**

- **7150 Practicum in Teaching Geography.** (1-0) An introduction to key concepts and practices in the teaching of college Geography. Provides regular in-service training and planned periodic evaluations of instructional responsibilities. Required for first-year teaching and instructional assistants in the Geography Department. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

- **7190 Independent Study.** (1-0) Research in geography under the direction of a supervising professor. Repeatable once for additional credit with a different topic.

- **7199A Dissertation in Geography-Environmental Geography.** (1-0) Original research and writing in Geography-Environmental Geography to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), no-credit (F) basis.

- **7199B Dissertation in Geography-Geographic Education.** (1-0) Original research and writing in Geography-Geographic Education to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), no-credit (F) basis.

- **7199C Dissertation in Geography-Geographic Information Science.** (1-0) Original research and writing in Geography-Geographic Information Science, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), no-credit (F) basis.

- **7250 Practicum in Teaching Geography.** (2-0) An introduction to key concepts and practices in the teaching of college Geography. Provides regular in-service training and planned periodic evaluations of instructional responsibilities. Required for first-year teaching and instructional assistants in the Geography Department. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

- **7290 Independent Study.** (2-0) This course is designed to provide a student with credit while conducting independent research in consultation with his or her research advisor. Repeatable once for additional credit with a different topic.

- **7299A Dissertation.** (3-0) Original research and writing in Environmental Geography, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

- **7299B Dissertation.** Original research and writing in Geographic Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

- **7299C Dissertation.** Original research and writing in Geographic Information Science, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.
7300 Advanced Geographic Research Design. (3-0) The purpose of this course is to develop an appreciation for the process of research as practiced by contemporary professional geographers. Topics covered include formulating research problems, reviewing and critiquing published literature, developing and executing a research design, and completing a research project.

7301 Advanced Quantitative Methods in Geography. (3-0) How to mathematically and statistically model geographic problems is the focus of this course. The application of multivariate statistical techniques to geographic problems and the problems that spatial data create in the application of statistical and other quantitative techniques are central issues.

7302 Nature and Philosophy of Geography. (3-0) This course is a critical analysis of the historical development of geographic thought: its roots, its present status, and future directions.

7305 Historical Geography of the American Environment. (3-0) This course examines the spatial evolution of environmental problems in the United States using the techniques and analytical perspectives of historical geography. Special emphasis is given to the emergence of environmental problems in the context of urbanization and industrialism. The course will expose students to the most significant work by geographers in this area to date, and to the historical development of environmental-geographic analysis in the U.S.

7308 Advanced Regional Field Studies. (1-4) Advanced study of geographic phenomena during field excursions to a particular site or region. Course includes preparation of site inventory, site guides, and on-site presentations. Repeatable once for additional credit with a different site or region.

7313 Environmental Systems Analysis. (3-0) Theories and concepts involved in environmental systems will be examined. Tools and research issues relevant to their analysis will also be explored. Basic principles, as well as specific research questions and techniques, will be proposed to give students a foundation for analysis of current issues involving environmental systems.

7314 Environmental Geography of Resource Development. (3-0) This course will provide a detailed and in-depth analysis and critique of theories, policies, and practices regarding resource development and concomitant environmental effects.

7316 Remote Sensing and the Environment. (3-0) A detailed examination and implementation of sophisticated approaches for processing satellite digital images with emphasis on environmental applications.

7318 GIS and Environmental Geography. (3-0) This course examines the nature of environmental problems and explores the potential of GIS for environmental modeling and management. The conceptual basis for using GIS as well as the framing of environmental research problems will be covered.

7330 Geography of Natural Hazards. (3-0) This seminar examines the interdisciplinary nature of natural hazards research, the evolution of theories and thought in natural hazards, the geophysical causes of natural hazards, human impact and response to natural disasters, and issues and challenges in the Third World.

7331 Geography of the Hazards of Technology. (3-0) This research seminar focuses on the theories, methods, issues, and concepts of the major themes in geographic research on technological hazards. Special attention will be paid to the theoretical and conceptual understandings of hazards among both professionals and the public to evaluate how these views affect policies, choices, behaviors, and impacts.

7334 Geographic Aspects of Water. (3-0) This seminar is a critical analysis of developmental and current literature that define water’s critical role in determining the physical and cultural characteristics of the earth. Principal focus will be placed on water’s role on land use and as a critical resource.

7342 Theories and Methods in Geographic Education. (3-0) This seminar is a critical analysis of previous and current literature concerning problems in pedagogy, philosophy, learning theory, research methods, teaching methodologies, and techniques of geographic education. A research paper will be required of each student on a topic related to the course content.
7344 Seminar in Geographic Curriculum. (3-0) The seminar will be a survey and discussion of major curricula in geographic education. Geography will be viewed as a school subject that is part of the social studies, as an element of interdisciplinary studies, and as a stand-alone subject.

7346 Standards and Assessment in Geography. (3-0) An introduction to assessment procedures in geography education is central to the course. Analysis of national standards in geography and how they have affected geographic learning in grades K-12 will be addressed.

7348 Ethnic Geography. (3-0) This course will engage student in the in-depth critical analysis of the theories and methods of ethnic geography. The students will conduct careful research on a topic in ethnic geography.

7349 Population Geography. (3-0) An in-depth study of the growth, movement, and spatial distribution of human populations is the central theme. Students will read and discuss professional articles that stress both theory and analytical techniques. Topics will include population growth and the environment, rural and small town depopulation, spatial diffusion processes, migration trends and theories, urban population growth, and techniques such as multivariate analysis and population projections.

7361 Advanced Geographic Information Systems. (3-0) This course provides exposure to advanced topics in GIS, particularly to quantitative methods and techniques for developing and interpreting models of natural and anthropogenic phenomena over the geographical space.

7362 Geographic Visualization. (3-0) This course focuses on the interdisciplinary field of Geographic Visualization. Students will review visualization research in computer graphics, human-computer interaction, GIScience, and cartography and relate the research approaches to useful and usable geographic visualizations. Prerequisite: GEO 3411 or equivalent.

7364 Geocomputation. (3-0) Geocomputation reviews and analyzes concepts of computational modeling in Geography. The course will include modeling theory and advanced topics such as parallel processing, neural networks, cellular automata, scientific visualization, and fuzzy modeling. Students will practice model development, specifically spatially explicit simulation.

7365 Theoretical Cartography. (3-0) This course focuses on theoretical developments in cartography, and in particular looks at the role of maps and other graphic devices as tools for the discovery, analysis, and communication of geographical knowledge. Prerequisite: GEO 3411 or equivalent.

7366 Advanced Topics in Remote Sensing. (3-0) The course focuses on advanced topics including the theoretical basis, mathematical foundations, and current research frontiers in remote sensing. Prerequisite: GEO 5415 or equivalent.

7370 Advanced Seminar in Environmental Geography. (3-0) This research seminar focuses on the methods, approaches, issues, and concepts of major themes in environmental geography. Special emphasis will be placed on theoretical and conceptual understandings of how humans interact with the environment from a geographical perspective. Repeatable once for additional credit with a different topic.

7371 Advanced Seminar in Geographic Education. (3-0) This research seminar analyzes literature and research into recent trends in geographic education. Emphasis will be on new developments in curriculum, content, and teaching methodologies. Repeatable once for additional credit with a different topic.

7372 Seminar in Geographic Information Science. (3-0) This course deals with advanced and current research issues in Geographic Information Science. Based on this objective, the course aims at educating doctoral students to conduct research in Geographic Information Science as well as develop innovative applications of Geographic Information Science. May be repeated for credit with a different topic.

7390 Independent Study. (3-0) Research in geography under the direction of a supervising professor. Repeatable once for additional credit with a different topic.
7391 **Foundation Studies in Geography.** (3-0) Students develop knowledge and skills required for success in graduate-level coursework in Geography. Course content varies depending on academic preparation. This course does not earn graduate credit. Repeatable with different emphasis. Prerequisite: Approval of graduate advisor in Geography.

7393 **Topics in Geography.** (3-0) The course will provide an in depth analysis and interpretation of selected topics within the field of geography. Topics discussed and instructors will vary from semester to semester. Students should check with individual instructors regarding prerequisites. Repeatable once for additional credit with a different topic.

7393A **Qualitative Methods.** (3-0) This course introduces the qualitative research paradigm, including appropriate research design, methods of data collection, types of inductive analysis and evaluation, as well as, standards of rigor for research that calls for a deeper understanding of more complex human relationships. The focus and application will be oriented towards human geography.

7393B **Biogeography in Mountain Environments.** (3-0) This course examines how plants and animals interact with and affect geomorphological processes and landforms, and how geomorphological processes, landforms and geological factors affect spatial distribution of animals and plants; all within the environmental limitation and conditions of mountains. The role of humans in affecting these interrelationships will be emphasized.

7399A **Dissertation.** (3-0) Original research and writing in Environmental Geography, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

7399B **Dissertation.** Original research and writing in Geographic Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

7399C **Dissertation.** Original research and writing in Geographic Information Science, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

7415 **Geographic Applications of Remote Sensing.** (2-4) Students will focus on geographic applications of the principles and practices of digital image processing, classification, and modeling using satellite images.

7417 **Geographic Information Systems.** (2-4) Course is concerned with the analysis of interpretation of maps stored in digital form. Students are introduced to the concepts involving computerized cartographic and geographic data input, storage and retrieval, data manipulation and analysis, graphic and tabular report generation, and cartographic modeling.

7418 **Technical Foundations and Methods in Geographic Information Science.** (2-4) This course is concerned with the analysis and interpretation of maps stored in digital form. It will cover a variety of topics of interest to those seeking more in-depth knowledge of GIS and ancillary topics such as spatial statistics. The course provides an in-depth understanding of spatial analysis and modeling.

7430 **Field Methods.** (2-4) Methods and techniques for observing, measuring, recording, and reporting on geographic phenomena are investigated in this course. Students will learn the use of instruments and materials in the collection of data for mapping and field research in the local area. Prerequisites: GEO 2410 and 3301 or equivalents.

7447 **Spatial Graphics in Geographic Education.** (2-4) This course examines traditional and innovative geoinformation and geovisualization technologies and their relationship to spatial thinking and the teaching and learning of geography. The course reviews academic literature, research methods, and teaching methodologies related to spatial graphics in geographic education. The lab portion provides geovisualization design skills for geographic education.
**7599A Dissertation.** (3-0) Original research and writing in Environmental Geography, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**7599B Dissertation.** Original research and writing in Geographic Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**7599C Dissertation.** Original research and writing in Geographic Information Science, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**7699A Dissertation.** (6-0) Original research and writing in Environmental Geography, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**7699B Dissertation.** (6-0) Original research and writing in Geographic Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**7699C Dissertation.** (6-0) Original research and writing in Geographic Information Science, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**7999A Dissertation.** (9-0) Original research and writing in Environmental Geography, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**7999B Dissertation.** (9-0) Original research and writing in Geographic Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**7999C Dissertation.** (9-0) Original research and writing in Geographic Information Science, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**Graduate Faculty**

**Core Doctoral Faculty**
(Eligible to chair Ph.D. Advisory Committee, teach Ph.D. courses, teach Master’s courses and supervise Master’s theses.)

**Blanchard, R. Denise,** Professor of Geography. B.S., Auburn University; M.S., Florida State University; Ph.D., University of Colorado at Boulder. (Natural and Environmental Hazards, Economic Geography, Environmental Studies, Research Methods, Historical Geography)

**Blue, Sarah,** Assistant Professor of Geography. B.A. University of Denver; M.A. University of Minnesota; Ph.D. University of California-Los Angeles. (Latin America, Political, Migration)
Boehm, Richard G., Professor of Geography and Jesse H. Jones Distinguished Chair in Geographic Education. B.S., M.A., University of Missouri at Columbia; Ph.D., The University of Texas at Austin. (Geographic Education, Economic Geography, Applied Geography)

Butler, David R., Regents’ Professor of Geography. B.A., University of Nebraska-Omaha; M.S., University of Nebraska; Ph.D., University of Kansas. (Geomorphology, Natural Hazards, Biogeography, Mountain Environments)

Chow, Edwin., Assistant Professor of Geography. B.A., The University of Texas at Austin; M.S., Ph.D., University of South Carolina. (Geographic Information Science, Computational GIS, Quantitative Methods)

Currit, Nathan A., Associate Professor of Geography. B.S., M.S., Brigham Young University; Ph.D., Penn State University Park. (Remote Sensing, Geographic Information Science, Global Change)

Dixon, Richard W., Associate Professor of Geography. B.S., Rutgers State University; M.A.Geo., Texas State University-San Marcos; Ph.D., Texas A&M University. (Climatology, Oceanography, Physical, Hazards, Quantitative Methods)

Estaville, Lawrence E., Professor of Geography. B.A., M.A., McNeese State University; M.A., University of Louisiana at Lafayette; Ph.D., University of Oklahoma. (Ethnic, Business Geography, Geographic Education)

Fonstad, Mark A., Associate Professor of Geography. B.S., University of Wisconsin-Madison; M.A., Ohio University; Ph.D., Arizona State University. (Fluvial, Hydrological Modeling, Remote Sensing)

Fuhrmann, Sven, Associate Professor of Geography. B.S., Salem State College; M.S., Ph.D., Westfälische Wilhems-Universität, Munster, Germany. (Geo-Visualization, Cartography, Spatial Cognition, Geographic Information Science)

Giordano, Alberto, Professor of Geography. B.A., University of Padua; M.A., University of California-Santa Barbara; Ph.D., Syracuse University. (Cartography, Geographic Information Science)

Hagelman, Ronald, Associate Professor of Geography. B.A., The University of Texas at Austin; M.A.Geo, Ph.D., Texas State University-San Marcos. (Human Dimensions of Environmental Geography, Hazards & Disasters, Historical Geography, Urban Geography, Social Sciences &

Jensen, Jennifer, Assistant Professor of Geography. B.S., M.S., Ph.D., University of Idaho. (Remote Sensing, Geographic Information Science, Biogeography)GIS

Lu, Yongmei, Associate Professor of Geography. B.S., M.S., Beijing (Peking) University; Ph.D., State University of New York at Buffalo. (Geographic Information Science, Urban and Regional Studies, Crime, Health)

Macey, Susan M., Professor of Geography. B.A. (HONS), M.A., University of Queensland, Australia; Ph.D., University of Illinois at Urbana-Champaign. (Geographic Information Systems, Environmental Management, Aging, Energy, Natural and Technological Hazards, Medical Geography)
Muniz, Osvaldo, Professor of Geography. B.A., University of the North, Antofagasta, Chile; M.A., Michigan State University; Ph.D., University of Tennessee. (Geography Education, Economic Geography, Latin America)

Romig, Kevin, Associate Professor of Geography. B.A., University of Maryland; M.A., University of Southern California; Ph.D., Arizona State University. (Urban Geography, Planning, Political)

Stroup, Laura, Assistant Professor of Geography. B.A., Franklin and Marshall College; M.S., Ph.D., University of South Carolina. (Water Resources, Resource Management, Physical Geography)

Suckling, Philip W., Professor and Chair of the Department of Geography. B.Sc., M.Sc., McMaster University; Ph.D., University of British Columbia. (Climatology, Natural Hazards).

Tiefenbacher, John P., Professor of Geography. B.S., Carroll College; M.S., University of Idaho; Ph.D., Rutgers State University. (Hazards, Human Dimensions of Wildlife, U.S.-Mexico Border Environmental Problems, Mexico Borderlands, States of the Former Soviet Union)

Zhan, F. Benjamin, Professor of Geography. B.Eng., Wuhan Technical University; M.Sc., ITC (the Netherlands); Ph.D., State University of New York at Buffalo. (Geographic Information Science, Health and the Environment, Transportation and Network Science)

Associate Doctoral Faculty
(Eligible to serve on Ph.D. Advisory Committee, teach Ph.D. courses, teach Master’s courses and supervise Master’s thesis.)

Brown, Brock J., Professor of Geography. B.A., M.Ed., Wichita State University; M.A., Ph.D., University of Oklahoma. (Geographic Education, Cultural Ecology, Historical Southwest)

Day, Frederick A., Professor of Geography. B.A., Syracuse University; M.A., Ph.D., Ohio State University. (Population, Economic Development, East and Southeast Asia)

Earl, Richard A., Professor of Geography. B.A., University of California-Los Angeles; M.A., California State University-Northridge; Ph.D., Arizona State University. (Water Resources, Environmental Management and Assessment, Field Methods, Physical Geography)

Kimmel, James R., Professor of Geography. B.S., M.S., Baylor University; M.Phil., Yale University; Ph.D., The University of Texas at Austin. (River Studies, Southwestern Geography, Nature and Heritage Tourism)

Larsen, Robert D., Professor of Geography. B.S., University of Wisconsin-Superior; M.S., Ph.D., University of Wisconsin at Madison. (Urban, Regional and Land Use Planning, Solid Waste Management, Transportation)

Petersen, James F., Professor of Geography. B.A., M.A., California State University-Chico; Ph.D., University of Utah. (Geographic Education, Physical Geography, Geomorphology)
Department of Geography

Degree Programs
M.A.Geo. – Master of Applied Geography
M.S. – Master of Science
Ph.D. – Doctor of Philosophy

Master’s Majors and Degrees Offered:
Geography, M.A.Geo.
Geographic Education, M.A.Geo
Geographic Information Science, M.A.Geo.
Geography Resource & Environmental Studies, M.A.Geo.
Geography, M.S.

Major Programs

Master of Applied Geography. The Master of Applied Geography degree program is designed to prepare geographers to use their skills and background knowledge to solve real-world problems with geographic dimensions. Applied geography includes such sub-fields as environmental management, geographic education, GIS, cartography, land use planning, location analysis, land management, transportation systems planning, applied physical geography, geographic aspects of environmental law, and spatial modeling.

The Department of Geography offers the Master of Applied Geography degree that requires 33 semester hours. All candidates must complete a core consisting of GEO 5300, 5301, 5309, and 5335 (Directed Research). Students also take nine hours of graduate course electives in Geography (students are allowed to take up to six hours of those electives from any discipline outside the department). The remaining 12 hours of the degree are taken in one of the five majors listed below.

- The Geography-Resource & Environmental Studies major requires GEO 5313 and 5314, at least six hours to select from GEO 5312, 5316, 5334, 5337, 5339, 5351, 5352, 5370, 5418, and 5430.
- The Geography-Geographic Information Science major requires 12 hours chosen from GEO 5408, 5415, 5418, and 5419.
- The general Geography major permits 12-15 hours of Geography electives.
- The Geographic Education emphasis requires GEO 5340, at least nine hours to be selected from GEO 5308, 5313, 5315, 5323, 5341, 5342, 5343, 5344, 5349, 5370, and 5395.

Master of Science. The Master of Science with a major in Geography is designed to give highly qualified students exposure to geographic theory and research at the pre-doctoral level. Programmatic emphases include Environmental Geography, Geographic Education, Geographic...
Information Science, and other specialty areas in geography represented by the current active research interests of the faculty.

The 30-hour curriculum includes three core courses (GEO 5301, GEO 5309, and GEO 7300), a master’s thesis of 6 hours, and 15 hours of additional course work. Most of the course work options for completion of those 15 hours are those currently afforded to doctoral students. By taking these doctoral-level courses and interacting with doctoral students and Core Ph.D. Faculty, M.S. students will gain entry into the world of high-level academic and professional research in geography.

Graduates of the programs may qualify for admission into the Geography Ph.D. programs at Texas State or in doctoral programs in Geography at other universities. Those who do not wish to seek doctorates may be qualified for research-oriented positions with public-sector agencies and private-sector firms and for teaching in community colleges.

All students are also subject to the policies and procedures outlined in the departmental graduate student handbook available from the departmental graduate staff advisor.

Admissions Policy

1. Admission decisions will be made twice per year: once in the spring semester for entry during the following fall semester, and once in the fall semester for entry during the following spring semester.

2. The applicant must submit an Application for Admission via AppyTexas, a $40.00 application fee, a resume, one official transcript from each university or college attended, and the official score (verbal and quantitative) of the Graduate Record Examination to the Office of the Graduate College. The applicant must also submit a letter that identifies his or her major and possible areas of research at the M.A. Geo. or M.S. levels and arrange for two letters of recommendation to be sent to the Graduate College.

3. Students seeking admission to the M.A. Geo. program must have at least a 3.2 grade-point average during their last 60 hours of undergraduate course work before the bachelor’s degree and must have the Graduate Record Examination (GRE) score on file in the Office of the Graduate College, with a preferred score of at least 300 on the verbal and quantitative portion combined, prior to review for admission. If you took the GRE within the last five years and prior to the new examination, a preferred score of 1000 (V&Q combined) will be considered.

4. Students seeking admission to the M.S. program must have at least a 3.4 GPA during their last 60 hours of undergraduate course work before the bachelor’s degree and must have the GRE score on file in the Office of the Graduate College, with a score of at least 303 on the verbal and quantitative portions combined, prior to review for admission. If you took the GRE within the last five years and prior to the new examination, a preferred score of 1100 (V&Q combined) will be considered.

5. All international applicants must submit an internet based TOEFL (iBT) score with at least a total minimum score of 78 with 4 minimum section scores of: 19/reading, 19/listening, 19/speaking and 18/writing, or the IELTS (Academic) - 6.5 or higher with minimum individual module score of 6.0. The iBT is required of international applicants who are non-native speakers of English.

6. The Graduate Committee makes admission recommendations on each applicant. In deciding on whether any applicant is to be admitted, the committee will take into consideration the current size of the program, the applicant’s academic record and academic potential (including the GRE and GPA), the applicant’s proposed research area or topic, and the degree to which members of the Graduate Faculty in the Department support the application.
7. Students who are admitted but do not enroll at the expected time without notifying the Graduate Coordinator and the Office of the Graduate College by the end of the appropriate registration period must re-apply to the program following the above procedure should they desire to begin the program at a later date.

Financial Aid

Graduate assistantships are available to qualified candidates. Please contact the Graduate Program Coordinator, Department of Geography, for more information about financial assistance and the degree programs. For scholarship information, please contact the Office of the Graduate College at (512) 245-2581 or on the web at http://www.gradcollege.txstate.edu/Prospect_Students/Fin_Grad_Ed/Scholarships.html.

Courses Offered

Geography (GEO)

5150 Practicum in Teaching Geography. (1-0) An introduction to key concepts and practices in teaching Geography. Provides regular in-service training and planned periodic evaluations of instructional responsibilities. Required for first-year instructional assistants in the Geography Department. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

5190 Independent Study. (1-0) Individual study under direct supervision of a professor. May involve geographic field trips. Geography 5190, Geography 5290, & Geography 5390 may be taken for a total of six semester hours of credit. Prerequisite: To be taken with the consent of the instructor.

5250 Practicum in Teaching Geography. (2-0) An introduction to key concepts and practices in teaching Geography. Provides regular in-service training and planned periodic evaluations of instructional responsibilities. Required for first-year instructional assistants in the Geography Department. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

5290 Independent Study. (2-0) Individual study under direct supervision of a professor. May involve geographic field trips. Geography 5190, Geography 5290, & Geography 5390 may be taken for total of six semester hours of credit. Prerequisite: To be taken with the consent of the instructor.

5300 Applied Research Design and Techniques. (3-0) Students will be introduced to appropriate research methods for applied geographers. Emphasis will be placed on the scientific method, productive library research, data collection and analysis, fieldwork, effective writing, and the nature of graphic representation.

5301 Multivariate Quantitative Methods. (3-0) The use of multivariate descriptive and inferential statistics as applied to geographic data and problems, beginning with the general linear model and including topics such as multiple regression, principal components analysis, discriminant analysis, and clustering algorithms. Prerequisite: GEO 3301 or equivalent.

5308 Regional Field Studies. (3-0) Study of geographic phenomena during field excursions to a particular site or region. Students will study the physical and/or cultural environments through off-campus field experience. Students will research, analyze, and report on major regional geographic features. Repeatable once for additional credit with a different site or region.

5309 Geographical Analysis. (3-0) A survey of typical spatial problems of interest to geographers, with emphasis on current research and application being undertaken by the faculty in the Department of Geography. Topics include environmental geography, geographic education, land use and regional development, and cartographic representation and geographic information theory.
5312 Managing Urbanization. (3-0) Survey methods and procedures related to managing and preparing for urban growth. Selected topics for examination include transportation planning, housing, historic preservation, and environmental design.

5313 Environmental Management. (3-0) An analysis of the major causes of environmental deterioration together with the basic strategies of dealing with these problems.

5314 Geographic Elements of Environmental Law. (3-0) A survey of environmental laws related to land, air, and water pollution. The nature of environmental problems will be studied as they relate to urbanization, industrialization, land development, noise, radiation and solid waste management, and the laws and guidelines that have been passed to alleviate such problems.

5315 Advanced Regional Studies. (3-0) Course focus is the region. Case studies will be selected from political and functional regions. Course content will include such information as demographics, economy, physical and social environments, transportation, and foreign trade. May be repeated for credit with a different topic.

5316 Applied Physical Geography. (3-0) A survey of methods and techniques used in the collection, analysis, and evaluation of information relating to problems within the physical environment. Emphasis will be on problems characteristic of particular geographic locations or specific environmental settings. Repeatable once for additional credit with a different topic.

5317 Seminar in Applied Human Geography. (3-0) A focus on the methods and techniques used in the collection, analysis, and evaluation of information relating to problems within the human geographical environment. Emphasis will be on problems pertaining to particular geographic locations or special environmental settings. Repeatable once for additional credit with a different topic.

5318 Environment Problems of the U.S.-Mexico Border. (3-0) This course serves as an in-depth introduction to the physical, social, and environmental landscapes of the region of the U.S.-Mexico Border. The course applies an interdisciplinary perspective to geographic understanding of the environmental and health-related issues experienced by residents of the borderlands. Special attention is given to management and planning solutions to the region’s problems.

5319 Seminar in Nature and Heritage Tourism. (3-0) This seminar focuses on the special geographic issues of nature and heritage tourism. Particular emphasis is placed on sites and activities, costs and benefits, commoditization and authenticity, resource protection, and substantive learning content of nature and heritage tourism activities.

5322 Interpretive Environmental Geography. (3-0) Students learn to use geographic theories and concepts to provide holistic and thematic interpretation of environmental information, as specified by interpretive principles. Students also learn advanced use of traditional and digital presentation techniques and research methods, which include audience assessment and program evaluation.

5323 Location Analysis. (3-0) Factors of importance in the decision-making process of locating both public and private sector facilities. Attention will be paid to the location of manufacturing activities, commercial enterprises, and a variety of social service facilities.

5324 GPS and GIS. (2-2) Students will learn to plan and conduct fieldwork using the Global Positioning System (GPS) to differentially correct GPS data, and to build Geographic Information Systems (GIS) applications using GPS technology. The course is project-based and involves working with external clients. Prerequisite: GEO 2426 or GEO 5418 or the equivalent.

5329 Historical Geography of the Environment. (3-0) This course will introduce students to ideas, concepts, and literature in historical geography of the environment. It will explore methods used to document past environments and examine environmental changes, and it will analyze the distinctions between historical geography and related fields of study.

5330 Geography of Natural Hazards. (3-0) There are five areas of hazards that this course covers: (1) the interdisciplinary nature of natural hazards with emphasis on the role of geography and planning; (2) the geophysical causes of natural hazards; (3) human impact and response to natural disasters; (4) planning and management of hazards; and (5) issues and challenges facing the Third World.
5331 Geography of the Hazards of Technology. (3-0) An investigation of the theories, methods, issues, and concepts of the major themes in geographic research on technological hazards. This course will focus on the study of spatial problems associated with technologies and the application of research to real-world management of hazards.

5332 Environmental Geography of the Coastal Zone. (3-0) Investigation of the physical geographic factors associated with the coastal zone and the role of human activities in problems and opportunities characteristic of this environment.

5334 Applied Water Resources. (3-0) Application of techniques employed in water management including flood hazards, water supply assessment, and water management strategies. Students will apply principles to specific watersheds and water problems including the analysis of various physical, land use, and legal parameters.

5335 Directed Research. (3-0) A course designed to allow the student to pursue a topic of applied geographic research under the direct supervision of a professor. Generally, the topic will be something that is not customarily dealt with in an organized class. Group research is encouraged. Topics should be selected that involve library research and field investigation. Progress is monitored regularly by the supervising professor.

5336 Transportation Systems. (3-0) The principles and procedures of transportation planning and management will be examined. Transport theory will be discussed as well as the characteristics of various model systems. The effectiveness of federal, state, regional, and local programs and policies will be analyzed. Special emphasis will be placed on mass transit, particularly in view of changes in urban structure and the high costs of energy.

5339 The Geography of Land Management. (3-0) This course explores U.S. land management philosophies, techniques, and development approaches. Major topics include land ethics/philosophies, U.S. traditions in cadastral geography, urban sprawl and green development, land conservation techniques, the role of local/state/federal regulations in land management, and the human-environmental impacts of land development.

5340 Practicum in Geographic Education. (3-0) The content and methods needed for teaching geography in the schools. Emphasis will be on those essential elements that will allow teachers to satisfy current public school curriculum requirements. Preparation of a grade-level specific teaching unit is required.

5341 Contemporary Issues in Geographic Education. (3-0) This course examines current approaches to teaching geography in American education. Specific attention will be given to new classroom materials, curriculum reform efforts, and research developments.

5342 Seminar: Theory and Methods of Geographic Education. (3-0) A critical analysis of previous and current literature concerning problems in pedagogy, philosophy, teaching theory, research methods, teaching methodologies, and techniques of geographic education. A research paper will be required of each student on a topic related to the course content.

5343 Computer Technology in Geographic Education. (3-0) The course emphasizes the applications and theoretical implications of computers in geographic education, particularly the interplay between instructional technology and educational purpose and practice in Geography.

5344 Seminar in Geographic Curriculum. (3-0) A survey and discussion of major curricula in geographic education. Geography will be viewed as a school subject that is part of the social studies, as an element of interdisciplinary studies, and as a stand-alone subject.

5349 Population Geography. (3-0) An in-depth study of the spatial distribution and movement of human populations. Course will emphasize current issues and analytical techniques. Topics will include the impact of population growth, spatial diffusion processes, migration trends and theories, explanation of regional demographic differences, and techniques such as population projections.
5351 Regional Waste Management. (3-0) The principles of effective solid waste planning and management will be examined as they relate to such activities as waste generation, storage and collection, transfer and transportation, processing and volume reduction, resource conservation and recovery, the disposal of wastes, and the handling of special wastes, particularly those of a toxic and hazardous nature.


5353 Emergency Management. (3-0) This course provides an overview of the most important aspects of emergency management at all geographic scales, with emphasis on local, regional, and federal levels. Best practices and proper methodologies are emphasized as well as ways that students can develop the skills and capabilities for a career in this field.

5360 Seminar in Planning Problems. (3-0) A critical and in-depth examination of several problem areas currently facing the planner.

5370 Seminar in Applied Physical Geography. (3-0) Critical analysis of theories, models, and techniques of physical geographic research with the focus on application to real-world problems. Repeatable once for additional credit with a different topic.

5380 Internship. (3-0) Application of techniques of applied geography in an actual on-the-job setting. Internships will be arranged and supervised by the Internship Director. May be repeated once for additional credit. Graded on a credit (CR), no credit (F) basis.

5390 Independent Study. Individual study under direct supervision of a professor. May involve geographic field trips. Geography 5190, Geography 5290, & Geography 5390 may be taken for a total of six semester hours of credit.

5391 Foundation Studies in Geography. (3-0) Students develop knowledge and skills required for success in graduate-level coursework in Geography. Course content varies depending on academic preparation. This course does not earn graduate credit. Repeatable with different emphasis. Prerequisite: Approval of graduate advisor in Geography.

5395 Problems in Applied Geography. (3-0) Designed to consider a selected topic relating to applied geography. Emphasis on the practical application of geographic tools, with individual or group participation in a specific project. Course topics may vary depending on student and faculty interests and may apply to any of the three graduate tracks: physical-environmental, land area development and management, or cartography. Repeatable for up to six hours.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Geography 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.
**5999B Thesis.** (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

**5408 Web Mapping.** (2-4) This course introduces students to modern interactive and dynamic mapping and GIS techniques that allow internet-based cartographic representations of temporal and non-temporal geospatial objects and phenomena. Prerequisite: GEO 3411 or equivalent with a grade of “C” or higher.

**5415 Geographic Applications of Remote Sensing.** (2-4) Students will focus on Geographic applications of the principles and practices of digital image processing, classification, and modeling using satellite images.

**5417 Advanced Cartographic Design.** (2-4) This advanced course in cartography focuses on thematic map design. The objective is to produce a series of well-designed, professional grade maps (or an atlas) that students can use to build a cartographic portfolio. Theoretical concepts and principles will be introduced using practical examples and written assignments. Prerequisite: GEO 3411 or equivalent or consent of instructor.

**5418 Geographic Information Systems I.** (2-4) Course is concerned with the analysis and interpretation of maps stored in digital form. Students are introduced to concepts and practices involving computerized cartographic and geographic data input, storage and retrieval, data manipulation and analysis, graphic and tabular report generation, and cartographic modeling.

**5419 Geographic Information Systems II.** (2-4) This course aims to develop more advanced GIS concepts and application issues, further spatial data manipulation and analysis skills, and provide hands-on experience with GIS hardware and software programs. The emphasis will be on practical application of skills to real world issues. Prerequisite: GEO 5418.

**5430 Field Methods.** (2-4) Course will emphasize common field techniques necessary in the construction of accurate maps. Various kinds of data collection techniques will be presented that will facilitate geographic research. Prerequisite: GEO 3301 or equivalent.

**5680 Internship.** (6-0) Application of techniques of applied geography in an actual on-the-job setting. Internships will be arranged and supervised by the Internship Director. Graded on a credit (CR), no credit (F) basis.

### Graduate Faculty

#### Core Doctoral Faculty

(Eligible to chair Ph.D. Advisory Committee, teach Ph.D. courses, teach Master’s courses and supervise Master’s theses.)

**Blanchard, R. Denise,** Professor of Geography. B.S., Auburn University; M.S., Florida State University; Ph.D., University of Colorado at Boulder. (Natural and Environmental Hazards, Economic Geography, Environmental Studies, Research Methods, Historical Geography)

**Blue, Sarah,** Assistant Professor of Geography. B.A. University of Denver; M.A. University of Minnesota; Ph.D. University of California-Los Angeles. (Latin America, Political, Migration)

**Boehm, Richard G.,** Professor of Geography and Jesse H. Jones Distinguished Chair in Geographic Education. B.S., M.A., University of Missouri at Columbia; Ph.D., The University of Texas at Austin. (Geographic Education, Economic Geography, Applied Geography)

**Butler, David R.,** Regents’ Professor of Geography. B.A., University of Nebraska-Omaha; M.S., University of Nebraska; Ph.D., University of Kansas. (Geomorphology, Natural Hazards, Biogeography, Mountain Environments)
Chow, Edwin, Assistant Professor of Geography. B.A., The University of Texas at Austin; M.S., Ph.D., University of South Carolina. (Geographic Information Science, Computational GIS, Quantitative Methods)

Currit, Nathan A., Associate Professor of Geography. B.S., M.S., Brigham Young University; Ph.D., Penn State University Park. (Remote Sensing, Geographic Information Science, Global Change)

Dixon, Richard W., Associate Professor of Geography. B.S., Rutgers State University; M.A.Geo., Texas State University-San Marcos; Ph.D., Texas A&M University. (Climatology, Oceanography, Physical, Hazards, Quantitative Methods)

Estaville, Lawrence E., Professor of Geography. B.A., M.A., McNeese State University; M.A., University of Louisiana at Lafayette; Ph.D., University of Oklahoma. (Ethnic, Business Geography, Geographic Education)

Fonstad, Mark A., Associate Professor of Geography. B.S., University of Wisconsin-Madison; M.A., Ohio University; Ph.D., Arizona State University. (Water Resources, Hydrological Modeling, Remote Sensing)

Fuhrmann, Sven, Assistant Professor of Geography. B.S., Salem State College; M.S., Ph.D., Westfälische Wilhelms-Universität, Munster, Germany. (Geo-Visualization, Cartography, Spatial Cognition, Geographic Information Science)

Giordano, Alberto, Professor of Geography. B.A., University of Padua; M.A., University of California-Santa Barbara; Ph.D., Syracuse University. (Cartography, Geographic Information Science)

Hagelman, Ronald, Associate Professor of Geography. B.A., The University of Texas at Austin; M.A.Geo, Ph.D., Texas State University-San Marcos. (Human Dimensions of Environmental Geography, Hazards & Disasters, Historical Geography, Urban Geography, Social Sciences & GIS)

Jensen, Jennifer, Assistant Professor of Geography. B.S., M.S., Ph.D., University of Idaho. (Remote Sensing, Geographic Information Science, Biogeography)

Lu, Yongmei, Associate Professor of Geography. B.S., M.S., Beijing (Peking) University; Ph.D., State University of New York at Buffalo. (Geographic Information Science, Urban and Regional Studies, Crime, Health)

Macey, Susan M., Professor of Geography. B.A. (HONS), M.A., University of Queensland, Australia; Ph.D., University of Illinois at Urbana-Champaign. (Geographic Information Systems, Environmental Management, Aging, Energy, Natural and Technological Hazards, Medical Geography)

Muniz, Osvaldo, Professor of Geography. B.A., University of the North, Antofagasta, Chile; M.A., Michigan State University; Ph.D., University of Tennessee. (Geography Education, Economic Geography, Latin America)
Romig, Kevin, Associate Professor of Geography. B.A., University of Maryland; M.A., University of Southern California; Ph.D., Arizona State University. (Urban Geography, Planning, Political)

Stroup, Laura, Assistant Professor of Geography. B.A., Franklin and Marshall College; M.S., Ph.D., University of South Carolina. (Water Resources, Resource Management, Physical Geography)

Suckling, Philip W., Professor and Chair of the Department of Geography. B.Sc., M.Sc., McMaster University; Ph.D., University of British Columbia. (Climatology, Natural Hazards).

Tiefenbacher, John P., Professor of Geography. B.S., Carroll College; M.S., University of Idaho; Ph.D., Rutgers State University. (Hazards, Human Dimensions of Wildlife, U.S.-Mexico Border Environmental Problems, Mexico Borderlands, States of the Former Soviet Union)

Zhan, F. Benjamin, Professor of Geography. B.Eng., Wuhan Technical University; M.Sc., ITC (the Netherlands); Ph.D., State University of New York at Buffalo. (Geographic Information Science, Health and the Environment, Transportation and Network Science)

Associate Doctoral Faculty
(Eligible to serve on Ph.D. Advisory Committee, teach Ph.D. courses, teach Master’s courses and supervise Master’s thesis.)

Brown, Brock J., Professor of Geography. B.A., M.Ed., Wichita State University; M.A., Ph.D., University of Oklahoma. (Geographic Education, Cultural Ecology, Historical Southwest)

Day, Frederick A., Professor of Geography. B.A., Syracuse University; M.A., Ph.D., Ohio State University. (Population, Economic Development, East and Southeast Asia)

Earl, Richard A., Professor of Geography. B.A., University of California-Los Angeles; M.A., California State University-Northridge; Ph.D., Arizona State University. (Water Resources, Environmental Management and Assessment, Field Methods, Physical Geography)

Kimmel, James R., Professor of Geography, Jesse H. and Mary Gibbs Jones Professor of Southwestern Studies. B.S., M.S., Baylor University; M.Phil., Yale University; Ph.D., The University of Texas at Austin. (River Studies, Southwestern Geography, Nature and Heritage Tourism)

Larsen, Robert D., Professor of Geography. B.S., University of Wisconsin-Superior; M.S., Ph.D., University of Wisconsin-Madison. (Urban and Regional Planning, Solid Waste Management)

Petersen, James F., Professor of Geography. B.A., M.A., California State University-Chico; Ph.D., University of Utah. (Geographic Education, Physical Geography, Geomorphology)

Geography Graduate Faculty
(Eligible to teach Master’s Courses and serve on Master’s thesis.)

DeHon, Rene., Senior Lecturer. B.S., The University of Texas at El Paso; M.S., Ph.D., Texas Tech University (Geology)

Huebner, Donald J., Lecturer. B.S.Ed., M.A., Ph.D., The University of Texas at Austin. (Historical Ecology, Geomorphology, Forestry, Texas and American Southwest, Coastal Issues)
Department of History

Major and Degrees Offered:
History, M.A., M.Ed.

Major Programs

The Department of History offers the Master of Arts with or without thesis, or with a specialization in Public History. The department also makes available the Master of Education. There are two options for earning a Master of Arts with a major in History. The first option requires at least 33 hours of graduate history courses, including thesis, or 27 hours of graduate history courses, including thesis, plus six graduate hours in a cognate field. The second option, which does not include thesis, requires 36 hours of graduate work in history, or 30 hours of graduate history courses and six graduate hours in a cognate field. The second option is the one normally pursued by students seeking a specialization in Public History, which may also include a thesis.

The department also offers the Master of Education degree, which consists of at least 21 hours of graduate history courses and 15 graduate hours in a minor field or a split minor of nine graduate hours from one field and six graduate hours from a second field.

A grade of “B” or better must be earned in all history course work counting towards either degree. All candidates in History must take and pass a comprehensive examination. All non-Public History M.A. candidates, except those writing a thesis, also must have successfully completed HIST 5398, the General Research Seminar. Students who choose the 33 hour M.A. option must also successfully defend a thesis. Public History candidates must successfully complete an internship.

Program Goals. The graduate program in history is designed to prepare students for careers in professional history (college teaching, research, or writing), public history, historic tourism, preservation, museums, consulting, public education (secondary teaching), and to provide a general liberal arts education for students desiring careers in business, journalism, law, and government service.

Admission Policy

Unconditional admission to departmental programs is based on a 3.25 or higher grade-point average on a minimum of 24 hours of undergraduate work in history, a preferred GRE verbal score of at least 156 (verbal reasoning only), and preferred six hours of undergraduate foreign language credit. If you took the GRE within the last five years and prior to the new examination, the following preferred score will be considered - a preferred score of 500 (verbal only). Applicants must also submit a departmental application form, an essay, and two letters of recommendation to the Office of the Graduate College.

In deciding on whether any applicant is to be admitted, the Graduate Committee will take into consideration the current size of the program, the applicant’s academic record and academic potential (including the GRE and GPA), the applicant’s proposed research area or topic, and the degree to which members of the graduate faculty in the department support the application.

Unconditional admission for students seeking a History minor is based on 18 hours of undergraduate history courses with at least a 3.0 GPA.

International students: All international students must submit an internet based (iBT) score with at least a total minimum score of 78 with 4 minimum section scores of: 19/reading, 19/listening, 19/speaking and 18/writing. The iBT is required of international History applicants who are native speakers of English as well as non-native speakers of English.
Financial Aid

A limited number of assistantships and scholarships are available to qualified graduate students. Prospective students interested in applying for an assistantship should contact the graduate director in the History Department. The Office of the Graduate College can provide further information about scholarships.

Individuals interested in a more detailed description of the graduate program in history should request a copy of the Graduate Student Handbook from the History Department. Copies of the Graduate Student Handbook and other information may be obtained from the History Department website at http://www.txstate.edu/history/.

Courses Offered

History (HIST)

5300 Foundation Studies in History. (3-0) Required as a condition of admission to the M.A. History program for otherwise qualified candidates lacking sufficient History background hours. In this course, students demonstrate necessary competency in History skills and methods to succeed in the program. This course does not earn graduate degree credit. Repeatable with different emphasis.

5301 Instructional Methods Practicum for Graduate Assistants. (3-0) Required as a condition of employment for graduate teaching and instructional assistants. This course provides regular in-service and planned periodic evaluations of instructional responsibilities. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

5307 Medieval European History: Contemporary Trends in Medieval Historiography. (3-0) This course introduces graduate students to the craft of the medieval historian, with emphasis on major contemporary shifts in American historiography of the European Middle Ages.

5308 Ancient and Medieval Europe. (3-0) A seminar based on selected topics from the ancient and medieval civilizations of Europe and the Mediterranean region. May be repeated with a different emphasis.

5308E Latin Literature and Roman History and Society. (3-0) A seminar based on the study of the most important Latin literary works from the 2nd century B.C. to the 2nd century A.D. No knowledge of Latin is necessary to take this seminar.

5308F Roman History and Civilization: The “Golden Age” of Rome. (3-0) The history of Roman civilization (political, diplomatic, economic, social, cultural, etc.) from Augustus to Marcus Aurelius (27 B.C. – A.D. 180). The main focus will be to explain what made possible this exceptional period and why it lasted so long.

5308G Warfare in the Ancient World. (3-0) A seminar on the nature, development, and historical significance of war in the Western World, from the Trojan War (end of the 13th century BC) to the fall of the Western Roman Empire and the establishment of Germanic kingdoms (5th century AD).

5309 Topics in Early Modern European History, 1450-1815. (3-0) A seminar based on selected topics in Early Modern European history. May be repeated with a different emphasis.

5309A Interpreting the Eighteenth Century. (3-0) A seminar designed to analyze the methods that historians have used to interpret the meaning of various phenomena such as the Enlightenment, the nature of society, and the origins of the French Revolution.

5309D Early Modern Spain. (3-0) A seminar based on selected topics in political, social, intellectual, and economic history of Spain from 1450 to 1815.

5310 Modern European History. (3-0) A seminar based on selected topics in the history of Europe from 1815 to the present. May be repeated with a different emphasis.
5313 Early American History. (3-0) A seminar based on selected topics in the Colonial Revolutionary and Early National periods of the United States history. May be repeated with different emphasis.

5314 Ethnohistory. (3-0) This seminar seeks to familiarize students with current questions, methods, theories, and debates in ethnohistory, a multidisciplinary approach to the history of indigenous peoples. Materials studied will include both classic and recent ethnohistorical works.

5318 British History. (3-0) A seminar based on selected topics in British history. May be repeated with a different emphasis.

5318A Eighteenth Century England. (3-0) A seminar based on selected topics in political, social, intellectual, and economic history of England from 1688 to 1815. May be repeated with a different emphasis.

5319 The Age of the Tudors. (3-0) This readings-based course emphasizes differing interpretations of selected topics in English history from circa 1485 to 1603. Constitutional, political, governmental, social, religious, and cultural aspects of the era are covered.

5323 History of Brazil. (3-0) A seminar based on selected topics in the history of Brazil from the colonial period to the present. May be repeated for credit as the topic varies.

5323A Society and Culture in Brazil. (3-0) This seminar explores the social and cultural history of Brazil through its various ages, the “Age of Sugar”, the “Age of Coffee”, the “Age of Pedro II”, the “Belle Epoque”, and the worlds of the sugar and coffee barons. It explores the character of these ages marked by the grand plantation houses, devotion to European models, and the conflict with a slave society, covering the years from the colonial period to the turn of the twentieth century.

5323B History of Race and Slavery in Brazil. (3-0) This course assesses the literature on race relations and slavery in Brazil. It situates the topic within a comparative, Atlantic framework and provides a critical understanding of the chief issues and debates in the field.

5324 Latin American History. (3-0) A seminar based on major topics in Latin American history from the colonial period to the present. Emphasis will vary from political, social, economic, and cultural history in a cross-cultural context. May be repeated for credit as the topic varies.

5324B Class and Society in Latin America. (3-0) A seminar that examines the relationship between class and society from the colonial period to the present from a cross-cultural perspective, and the role it plays in the political and economic formation of new states.

5324C Slavery and Emancipation in the Americas. (3-0) This course examines slavery in the Americas in its full social, political, and economic context. Students will enlarge their understanding of slavery by using an international, transatlantic framework for comparison. The course strengthens analytical skills through extensive discussion as well as significant writing and research.

5324D Writing the History of Latin America: The Colonial Era. (3-0) This readings seminar provides a critical assessment of the main themes and debates of colonial Latin American historiography. The course discusses the different paradigms under which historians have approached the cultures and societies of the region under Spanish and Portuguese rule, emphasizing on the latest trends and developments.

5325 History of Mexico. (3-0) A seminar based on selected topics in the history of Mexico from the pre-Columbian period to the present. May be repeated for credit as the topic varies.

5325A History of Mexico to 1848. (3-0) A topic course studying the history of Mexico from pre-historic times to the Treaty of Guadalupe Hidalgo. The course encompasses the development of Indian societies from the Yucatan to the American Southwest preceding the Spanish conquest, the social, economic, and political development of Spanish colonial Mexico, the War in Independence, and the formation of the new nation through the war with the United States.

5325C Revolutionary Mexico. (3-0) A graduate seminar that explores the interrelated economic, social, political, and cultural conditions and forces that shaped revolutionary Mexico. Ideological currents that impacted the period will be examined.
5325D Mexico Since the Revolution. (3-0) This class is a Graduate Seminar covering the History of Post-Revolutionary Mexico. This course will explore the history of Mexico since the Revolution, including the social, cultural, and economic legacies of the Revolution, as well the process of State building, one party rule, globalization, and the transition to democracy.

5335 Twentieth-Century Russia. (3-0) A seminar based on selected topics in recent Russian history.

5336 East European History. (3-0) A seminar based on selected topics in recent East European history.

5343 The Progressive Era. (3-0) This course is a seminar on the rise of industrial capitalism and corporate power and the public response to the related restructuring of the social and economic order between 1890 and 1920, with particular emphasis on the strengths and weaknesses of progressivism as a democratic movement for reform.

5344 Public Memory & American History. (3-0) This course explores recent scholarly inquiries into the ways in which American society, and the various groups within that society, have shaped the collective memory of various aspects of the American past.

5345 Selected Topics in American History. (3-0) A study of selected topics in American history. May be repeated with a different emphasis.

5345D Oral History: Theory & Practice. (3-0) A seminar based upon developing a theoretical and practical understanding of the techniques of oral historical research and document preservation and presentation.

5345M History of Utopian Communities. This seminar examines utopian experiments in American History. Starting with John Winthrop’s 1630 “City upon a Hill,” the course explores both religious and secular communal ventures through the eighteenth and nineteenth centuries. The course concludes with an examination of counter-cultural, twentieth-century communes, intentional communities, and cultic separatists.

5345N Transformation of the South. (3-0) This course is a readings research seminar on African-American culture and life in the twentieth century South from 1890-1971. The course provides the students with a thorough historical examination through biographies and community studies of specific issues and events that ended legal segregation in the South.

5345O Immigration and Ethnicity in American History. (3-0) This course focuses on North American immigration history from colonial times to the present and looks at how both immigrants and native-born Americans struggled to reconcile conflicting notions of ethnic identity and national loyalty. Also, this course will help students evaluate the impact of immigration and ethnicity on American society.

5345P History of Mexican American Music in the Southwest. (3-0) This class will introduce students to the musical history of Islamic Spain, Spanish colonial Mexico, and Mexico and investigate the influences of these tradition on the development of Mexican-American music in the American Southwest.

5345R History of Country Music. (3-0) This seminar traces the various ethnic, social, cultural, political, economic, and demographic forces in American society that have helped shape country music. Students will also explore how this uniquely American cultural idiom mirrors the historical evolution of the United States.

5345Q Women and Citizenship. (3-0) This course is designed to introduce students to the literature in United States Women’s history that addresses the relationship of women to the state from the colonial period to the present. During the semester students will examine the historiography of Women and Citizenship, a defining concern for historians of women.
5346 African American History. (3-0) This course is an intensive readings and research seminar in African American History. Through the uses of lectures, biographies, institutional histories and community studies, students will be introduced to the different interpretive themes and methodologies that have created the myriad of historical interpretations and reinterpretations of African American History.

5347 Texas History. (3-0) A seminar based on selected topics in the history of Texas.

5348 History of Texas Music. (3-0) This course examines the evolution of music in Texas and the American Southwest from pre-Colombian times to the present, with an emphasis on how music reflects the ethnically diverse history and culture of the region.

5350 The Frontier in American History. (3-0) A seminar based on selected topics in the history of the frontier in American development.

5351 Modern American History. (3-0) A seminar based on selected topics in the United States history since 1877. May be repeated for credit as topic varies.

5351B Cold War America. (3-0) This course examines the Cold War years 1945 to 1960, concentrating on the domestic scene. The class will discuss the major issues of domestic politics, society, and culture, through the use of both primary and secondary sources. They will also examine the historiography of the period.

5351C Race, Gender, and Ethnicity in American Labor History. (3-0) This graduate seminar explores the impact of race, gender, and ethnicity upon American Labor History. Readings integrate race, gender, and ethnicity as categories of analysis into the study of class formation, experiences, and consciousness within the American labor force. The focus will be on unorganized as well as organized workers in the context of their social, cultural, political, and workplace environments.

5351D Politics & Society of Postwar America, 1945-Present. (3-0) This course will explore the interaction of political, economic, and social forces in the years following the Second World War. Emphasis will be placed on analyzing the interdependent relationship between political structures, social movements, and economic circumstances.

5351E Foundations of the U.S. Conservation Movement. (3-0) The course will provide an overview of the conservation movement from the writings of Henry David Thoreau to publication of Rachel Carson’s Silent Spring. Emphasis will be on social and cultural influences, with particular attention to government programs, naturalist literature, activism, movement leaders, and landmarks of environmental debate.

5353 Greater Southwestern History. (3-0) A seminar based on selected topics in the history of the Greater American Southwest.

5357 The Gilded Age. (3-0) A seminar based on selected topics in late nineteenth-century American history.

5358 Sectionalism & Slavery in the United States. (3-0) This course assesses the literature on the causes and consequences of the sectional conflict between the American North and the South before the Civil War, with particular focus on works examining the slavery issue and the way it exacerbated American sectionalism, leading to the fracturing of the American nation.

5360 American Historiography. (3-0) A study of the literature of American history with some attention to the philosophies of history and the principles of historical research.

5361 General Historiography. (3-0) A study of literature, philosophy, and methodology of European and Latin American History.

5362 Military History. (3-0) A seminar based on selected topics in military history.

5363 Antebellum American Society & Culture. (3-0) This seminar explores the cultural dynamics, social relations, and political and economic structures that shaped the lives of ordinary Americans in the three decades before the Civil War.

5366 Antebellum American History. (3-0) A seminar based on major topics in Antebellum America. Emphasis will vary, and may focus on topics of economic, political, racial, or gender interest. May be repeated for credit as the topic varies.
5366A Women in Antebellum America. (3-0) This graduate seminar surveys the literature of the U.S. women’s history for the period 1780-1865. It focuses on understanding the evolution of the field of women’s history in regard to the region, class, and race of women studied and the methodological tools employed by historians.

5366B The Old South, 1830-1860. (3-0) Readings will enable students to understand the Old South’s economic, political, and cultural development and the development of differing interpretations and schools of thought about Old South history.

5367 American Civil War. (3-0) A seminar based on topics in the American Civil War.

5369 Music and Social Movements. (3-0) This course examines the historical role music has played in a variety of social movements related to race, gender, ethnicity, religion, politics, economics, education, labor, civil rights, and other issues in U.S. history.

5371 The Practice of Public History. (3-0) A seminar addressing the definition, evolution, and philosophy of public history.

5372 The Practice of Museum Studies and Material Culture. (3-0) A seminar addressing the history, organization, and functions of history museums.

5373 The Practice of Historic Preservation. (3-0) A seminar addressing architectural history and preservation theory and practice.

5374 Public History Internship. (0-15) Application of skills in public history in an on-the-job setting. Internships will be selected by the student and instructor, and will be supervised by the instructor. May be repeated once for additional credit. Graded on a credit (CR), no credit (F) basis.

5375 Topics in Public History. (3-0) A seminar based on selected topics in public history. May be repeated with a different emphasis (for example, archives and records management, documentary film, oral history, and cultural resources management).

5375A Documentary Film. (3-0) The use of film & video in public programming; research & produce documents.

5375B Archival Management. (3-0) A seminar based on the history, theory, and practice or archival management.

5375C Cultural Resource Management. (3-0) This seminar addresses the management of cultural resources such as historic buildings, historic sites, and other tangible remains of our heritage. It explores how cultural resources are preserved and managed under federal and state law, and the nature of the regulatory practice.

5375D Material Culture in America. (3-0) This course examines the interactions between people and things in American society. The ways in which Americans have created, used, altered, and thought about material objects help us to understand history. Readings and research will focus on the values and attitudes embodied in the production, use, and preservation of objects.

5375E Management & Administration in Historical Organizations. (3-0) This course provides an introduction to the non-profit based management, leadership, and administration issues and practices for historical organizations.

5375F Education Programs in Historical/Cultural Institutions. (3-0) This course will study the role of education programs as primary to the missions of historical and cultural institutions and will explore how institutions create and evaluate formal and informal education programs and materials for a variety of audiences.

5375G Preserving and Interpreting Historic Amateur Movies. (3-0) Amateur filmmakers have documented notable people, places and events over the last century, but noncommercial films and videos present unique challenges for both preservation and interpretation. This course explores how amateur movies contribute to the historical record and how they fit into the management of mixed-media collections.

5375H Historic Preservation in East Asia. (3-0) Participants will explore various approaches to the conservation of the built environment in a range of East Asian societies through in-depth readings and participant-directed projects concerning Japan, Korea, Hong Kong, Singapore, Vietnam, and China. We will compare these approaches to typical western patterns of preservation.
5375I Heritage in a Global Context. (3-0) Heritage management is the interdisciplinary approach to the preservation, protection, and public use of the historical record. This course examines definitions and approaches within a global context. Theory and practice will be analyzed through case studies and real world examples. Current issues, sustainability and maritime issues/practices will be included.

5375J American Architectural History. (3-0) This course will analyze the historical development of American architecture, and examine architecture as evidence of America’s cultural, social, economic, and technological evolution from 1607 to the present. Focus will be placed on the role of historic American architecture in the practice of public history.

5375K Evaluating Historic Sites. (3-0) Every year millions of tourists flock to historic sites desiring to commune with “real” history, to “feel” the past. This course will introduce students to methods that scholars use to examine critically the interpretation of history at these sites without discounting the emotional connection to place that many visitors experience.

5376 Local and Community History. (3-0) A seminar applying historical methods to the study of U.S. communities.

5377 Public History Project. (1-6) A team project focusing on one or more aspects of public history-museum exhibit, historic site interpretation, historic resources survey, etc. Repeatable with a different emphasis. Graded on a credit (CR), no credit (F) basis.

5379A Public History Final Master’s Project. (3-0) This course will be the initial development of an individualized, advanced student project in cooperation with a client or host institution, focused on any one or a combination of the public history areas of historic preservation, archives, oral history, museums, local and community history or cultural resource management.

5379B Public History Final Master’s Project. (3-0) This course, to be taken during the last year of the Public History program, is the continuation of an individualized, advanced student project focused on any one or a combination of the public history areas of historic preservation, archives, oral history, museums, local and community history or cultural resource management.

5381 Chinese Communism. (3-0) The Chinese Communist movement from 1919 to the present. Will focus on (1) urban and rural aspects of Chinese Communism; (2) the rise to power of the Chinese Communist Party on mainland China in 1949; and (3) the construction of the Party-State and Socialism in the People’s Republic of China.

5382 China and the Modern World. (3-0) This course examines Chinese relations with the modern world from 1800 to the present, focusing on the external aggression and internal transformation between 1839 and 1945; the split into two Chinas in 1949; the mainland China/Taiwan developments, interactions between the two Chinese governments and among the world community since then.

5385 Modern Middle Eastern History. (3-0) A seminar based on selected topics in the modern history of the Muslim Middle East.

5390 Problems in Historical Research. (3-0) This course is open to graduate students on an individual basis by arrangement with the department. May be repeated with the approval of the department chair.

5395 World History. (3-0) A seminar based on selected problems and/or topics in world history. May be repeated with different emphasis.

5395B Modern Middle Eastern History. (3-0) A seminar based on selected topics in the modern history of the Muslim Middle East.

5395E Mahatma Gandhi in World History. (3-0) In this course students explore how writers have narrated Gandhi’s life and interpreted his historical role. Students will research aspects of Gandhi’s life using primary sources. The focus of the course will be the study of material left out of histories on Gandhi and reasons for omitted material.

5395G Early U.S. Diplomacy – Revolution to Reconstruction. (3-0) This course explores the philosophical, social historical, and legal aspects of the diplomatic relations of the United States, and the development of the leading principles of foreign policy in the early American republic within a comparative, Atlantic world framework.
5395H European Colonialism. (3-0) This seminar examines the variety of European imperial and colonial experiences around the world from ancient to modern times through selected primary sources and historical literature.

5398 General Research Seminar. (3-0) A seminar designed to enhance research and writing skills in history. May be repeated for credit as topic varies.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in History 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

Graduate Faculty

Bishop, Elizabeth, Assistant Professor of History. B.A., Earlham College; M.A., Northwestern University; Ph.D., University of Chicago. (Middle East; Arabic History)

Bourgeois II, Eugene J., Professor of History and Provost and Vice President of Academic Affairs. B.A., M.A., Louisiana State University; Ph.D., University of Cambridge. (Tudor-Stuart England; English Local History)

Brennan, Mary Charlotte, Professor and Chair of the Department of History. B.A., M.A., Xavier University; Ph.D., Miami University. (Post-1945 U.S., Political History)

Brown, Ronald Conklin, Professor of History and Assistant Vice President of Academic Services. B.A., Wabash College; M.A., Ph.D., University of Illinois at Urbana-Champaign. (Western U.S.; Business; Labor; Technology; Oral History)

Cagniart, Pierre Françoise, Associate Professor of History. License, University de Reims; Maîtrise, Université de Paris-Panthéon; Maîtrise, Université de Paris-Sorbonne; Ph.D., The University of Texas at Austin. (Ancient World; Roman Military)

de la Puente, Jose Carlos, Assistant Professor of History. B.A., Pontificia Universidad Católica del Perú; M.A., Ph.D., Texas Christian University. (Colonial Latin America)

De la Teja, Jesús F., Professor of History. B.A., M.A., Seton Hall University; Ph.D., The University of Texas at Austin. (Texas; Spanish Borderlands; Colonial Mexico)
Denton, Patricia Lynn, Clinical Associate Professor and Director of the Public History Program. M.A., Texas Tech University; B.A., Ph.D., The University of Texas at Austin. (Public History, Material Culture, Representation)

Duffy, Shannon. Senior Lecturer of History. B.A. Emory University; M.A. University of New Orleans; Ph.D., University of Maryland. (Colonial America)

Dunn, Dennis John, Professor of History and Director of the Center for International Studies. B.A., M.A., John Carroll University; Ph.D., Kent State University. (Russia; East Europe; 20th Century U.S.-Russian Relations)

Hart, Paul, Associate Professor of History. B.A., The University of Texas at Austin. M.A., Ph.D., University of California-San Diego. (Modern Latin American, Mexican-American, U.S., and Mexico)

Hartman, Gary A., Professor of History and Director of the Center for Texas Music History. B.A., Texas State University-San Marcos, M.A., Ph.D., The University of Texas at Austin. (Modern U.S. Immigration, Ethnic; Center for Texas Music History)

Helgeson, Jeffrey. Assistant Professor of History. B.A. Macalester College; M.A., Ph.D. University of Illinois at Chicago. (Labor, African American)

Johnson, Ronald A., Assistant Professor of History. B.A.I.S., Texas State University-San Marcos; M.A. Johns Hopkins University; M.Div., Boston University; Ph.D. Purdue University. (Atlantic, U.S. Diplomatic, U.S. Religious)

Makowski, Elizabeth Mary, Professor of History. B.A., M.A., University of Wisconsin-Milwaukee; M.A., Harvard University; Ph.D., Columbia University. (Medieval Europe; Canon Law; Religious Women)

Mann, Bryan, N., Senior Lecturer of History. B.A., The University of Texas at Austin; M.A., Texas State University-San Marcos; Ph.D., University of Leicester. (Tudor-Stuart England)

Margerison, Kenneth H., Professor of History. B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., Duke University. (18th-century France; French Revolution)

Mauck, Jeffrey G., Senior Lecturer. B.A., M.A., Ph.D., Indiana University at Bloomington. (Public History; Local and Community)

McWilliams, James E., Professor of History. B.A., Georgetown University; M.A., The University of Texas at Austin; M.Ed., Harvard University; M.A., Ph.D., Johns Hopkins University. (Colonial America; Economic and Cultural)

Menninger, Margaret E., Associate Professor of History. B.A., M.A., Ph.D., Harvard University. (Modern Europe; Modern Germany)

Montgomery, Rebecca S., Associate Professor of History. A.A., Austin Community College; B.A., Texas State University-San Marcos; M.A., Ph.D., University of Missouri-Columbia. (U.S. Gilded Age and Progressive Era)
Murphy, Angela F., Associate Professor of History. B.A., M.A., Texas A&M University; Ph.D., University of Houston. (U.S. Civil War and Reconstruction)

Pliley, Jessica, Assistant Professor of History. B.A., Metropolitan State College of Denver; M.A., Ph.D., The Ohio State University. (Women, Gender, Modern U.S.)

Romo, Anadelia A., Associate Professor of History. B.A., Princeton University; M.A., Ph.D., Harvard University. (Modern Brazil; Modern Latin America; Race and Social History)

Renold, Leah, Associate Professor of History. B.A., M.A., Ph.D., The University of Texas at Austin. (South Asia)

Rivaya-Martínez, Joaquín, Assistant Professor of History. B.A., Universidad Complutense de Madrid; M.A., Ph.D., University of California-Los Angeles. (American Indian; Ethnohistory)

Tillman, Ellen, Assistant Professor of History. B.A., Millikin University; Ph.D., University of Illinois at Urbana-Champaign. (Military, Latin American)

Watson, Dwight David, Associate Professor of History. B.A., Henderson State University, M.A., Texas Southern University, Ph.D., University of Houston. (U.S. African American, race relations, Texas)

Yick, Joseph Kong Sang, Professor of History. B.A., The University of Texas at Austin; M.A., Ph.D., University of California-Santa Barbara. (Modern China; Chinese Communism)
Department of Modern Languages

Major and Degrees Offered:
Spanish, M.A.

Major Programs

Master of Arts. The 33-hour Master of Arts Program is designed for students interested in advancing their skills and knowledge within the context of organized research in Spanish language, literature, and culture. The 33-hour Master of Arts degree entails:

• 27 hours in Spanish;
• six hours in either thesis, internship abroad, or additional Spanish coursework;
• a reading exam in a second foreign language;
• a comprehensive exam with written and oral components.

Master of Arts (with minor). The 36-hour Master of Arts Program with minor allows students to advance their skills and knowledge within the context of organized research in Spanish language, literature, and culture and to develop a minor interest in a related area. Students may choose among minors in the humanities, social sciences, education, or other disciplines, or they may develop special emphases in literary periods or areas such as Latin American studies, Medieval/Renaissance studies, Chicano/Chicana literature, critical theory, humanities, linguistics, education, or women’s studies. The 36-hour Master of Arts degree with minor entails:

• 24 hours in Spanish;
• 6 hours in an approved minor or cognate area;
• 6 hours in either thesis, internship abroad, or additional Spanish coursework;
• a reading exam in a second foreign language;
• a comprehensive exam with written and oral components.

Admission to M.A. Programs

Admission Requirements. Students wishing to apply to the Spanish M.A. program must have the following:

• A 2.75 GPA on a scale of 4.0, calculated over the last 60 semester hours of undergraduate work leading to the bachelor’s degree.
• Successfully completed 12 advanced undergraduate semester hours in Spanish with at least 6 hours in literature and a minimum cumulative GPA of 3.0 (4.0 scale) in those Spanish classes.

Spanish Minor

Students with majors other than Spanish may select Spanish as a minor. Students should have completed at least nine hours of advanced undergraduate Spanish with a GPA of 2.75 or higher (4.0 scale). The graduate minor in Spanish consists of six semester hours.
Assistantships, Scholarships, and Financial Aid

Qualified graduate students in the M.A. program may apply for appointments as Instructional Assistants or Teaching Assistants. Application forms for Instructional Assistantships and Teaching Assistantships are available from the department administrative assistant. Completed applications, together with all supporting materials, are due each April 1 for appointment beginning in the following fall semester. For information on financial aid and application materials for Texas State’s Graduate College Scholars or other scholarship programs for graduate students, contact the Office of the Graduate College.

Courses Offered

Spanish (SPAN)

5100 Practicum in Teaching Spanish. (1-0) Required as a condition of employment for graduate teaching and instructional assistants in their initial semester of employment. The course provides regular in-service and planned periodic evaluations of instructional responsibilities. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.

5300 Foundation Studies in Spanish. (3-0) Course designed to develop knowledge and skills required for success in graduate-level studies in Spanish. Course content varies depending on academic preparation. This course does not earn graduate credit. Repeatable up to 12 hours with different emphasis. Prerequisite: Approval of graduate advisor in Spanish.

5310 Topics in Hispanic Literature. (3-0) Topics may vary and include the study of specific genres, periods, authors, ethnic, and women’s contributions to Hispanic literature. May be repeated for credit with different emphasis.

5310A Voyages and Encounters in Spanish American Literature. (3-0) Thorough analysis of historical and fictional voyages. The course will address how encounters with indigenous, ethnic minority, and foreign cultures have influenced the development of individual, national and regional identities in Spanish America. Readings will include accounts of the Conquest, colonial texts, and literature for the 19th and 20th centuries.

5310B Don Quijote. (3-0) A close reading of the classic Spanish novel Don Quijote by Miguel de Cervantes.

5310C Poetry of Spain and Spanish America. (3-0) A focus on the genre of poetry through a close reading of a selection of classical and contemporary poets from Spain and Spanish America.

5310D Topics in Hispanic Literature: Gabriel García Márquez. (3-0) A study of selected works of Nobel Prize author Gabriel García Márquez, focusing on literature, history, politics, and popular culture of Latin America.

5310E Topics in Hispanic Literature: Hispanic Film. (3-0) A study of Hispanic cultural issues through film and additional readings.

5311 Studies in Medieval and Golden Age Spanish Peninsular Literature. (3-0) Selections of fiction, poetry, theatre, essay, and film of medieval and Golden Age Spain. May be repeated once with different emphasis for additional credit.

5312 Studies in Spanish Peninsular Literature from the Eighteenth Century to the Present. (3-0) Selections of fiction, poetry, theatre, essay, and film of Spain from the eighteenth century to the present. May be repeated once with different emphasis of additional credit.

5313 Studies in South American Literatures. (3-0) Selections of fiction, poetry, theatre, essay, and film of South America. May be repeated once with different emphasis for additional credit.
5314 Studies in Central American and Caribbean Literatures. (3-0) Selections of fiction, poetry, theatre, essay, and film of Central America and the Caribbean. May be repeated once with different emphasis for additional credit.

5315 Studies in Mexican and Mexican-American Literatures. (3-0) Selections of Mexican and Mexican-American fiction, poetry, theatre, essay, and film. May be repeated once with different emphasis for additional credit.

5316 Studies in Spanish Peninsular Culture. (3-0) Culture, history, and society in literature, film, art, music, folklore, and mass media of Spain. May be repeated once with different emphasis for additional credit.

5317 Studies in the Cultures of the Americas. (3-0) Culture, history, and society in literature, film, art, music, folklore, and mass media of the Americas. May be repeated once with different emphasis for additional credit.

5318 Advanced Composition and Grammar. (3-0) The study of grammar and writing through composition and analysis of ideas and texts. May be repeated once with different emphasis for additional credit.

5319 Synchronic Spanish Linguistics. (3-0) Evaluation of aspects of the Spanish language including pronunciation, sentence structure, dialects, and relations to other languages. May be repeated once with different emphasis for additional credit.

5320 Diachronic Spanish Linguistics. (3-0) Evaluation of aspects of history of the Spanish language including pronunciation, word formation, sentence structure, dialects, and relations to other languages. May be repeated once with different emphasis for additional credit.

5321 Spanish Applied Linguistics. (3-0) Examination of teaching methodologies of Spanish, incorporating current theories of second language acquisition and computer-assisted learning. May be repeated once with different emphasis for additional credit.

5322 Spanish for the Professions. (3-0) Topics vary and include the study of Spanish for business, law, medicine, criminal justice, and/or the social sciences. May be repeated once with different emphasis for additional credit.

5390 Studies in Spanish Culture, Language, or Literature. (3-0) Independent study under supervision of a graduate faculty member in Spanish, with in-depth readings and research on a specific topic. May be repeated once with different emphasis for additional credit. Prerequisite: Approval by head of the Spanish Division and department chair. Application must be submitted prior to semester registration period.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in Spanish 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.
5600 Internship and Foreign Study. (6-0) An independent study project of at least six week’s duration in a foreign country where Spanish is spoken, consisting of lectures, observations, and interviews relevant to the student’s major and the interests of the language teacher. Prerequisite: Completion of all course requirements for the Master of Arts with a major in Spanish.

Graduate Faculty

Bamford, Heather, Assistant Professor of Spanish. B.A., University of Pennsylvania; M.S. Georgetown University; Ph.D., University of California-Berkeley. (Medieval and early modern Iberian literatures and cultures; medieval manuscripts and images; intersection and circulation of medieval Islamic and Christian thought and books in Iberia; Mester de clerecía; critical theory)

Beale-Rosano-Rivaya, Yasmine, Assistant Professor of Spanish. B.A., M.A., Ph.D., University of California-Los Angeles. (Historical Hispanic Linguistics and Languages in Contact)

Champion, James Joseph, Professor Emeritus of Spanish. B.S., Michigan State University; M.A., Ph.D., University of Michigan. (Hispanic Linguistics)

Echeverría, Miriam Balboa, Professor of Spanish. B.A., University of Chile; M.A., Ph.D., University of Washington. (Women’s Studies, Latin American Literature, Modern Spanish Literature)

Gragera, Antonio, Associate Professor of Spanish. B.A., University of Extremadura; M.A., Auburn University; M.A., Ph.D., University of Massachusetts, Amherst. (Hispanic Linguistics and Second Language Acquisition)

Harney, Lucy Diane, Professor of Spanish and Associate Dean of the College of Liberal Arts. B.A., B.Mus., M.A., M.Mus., Texas Tech University; Ph.D., The University of Texas at Austin. (19th and 20th Century Hispanic Literature and Cultural Studies, Business Spanish)

Intersimone, Luis Alfredo, Assistant Professor of Latin American literature. Licenciatura en Letras, National University of Tucumán (Argentina); M.A., Ph.D., Rutgers State University. (19th and 20th Century Southern Cone Literature)

Jaffe, Catherine, Professor of Spanish. B.A., Georgetown University; M.A., Ph.D., University of Chicago. (18th and 19th Century Spanish and Comparative Literature)

Juge, Matthew L., Associate Professor of Spanish. B.A., University of Virginia; M.A., Ph.D., University of California-Berkeley. (Historical Linguistics)

Locklin, Blake Seana, Associate Professor of Spanish. B.A., Princeton University; M.A., Ph.D., Cornell University. (Latin American and Comparative Literature)

Martínez, Sergio M., Associate Professor of Spanish. B.A., M.A., California State University-Fresno; Ph.D., University of Arizona. (19th and 20th Century Literature, Emphasis in Mexican and Mexican-American Novels)

Porras, Jorge Yuri, Associate Professor of Spanish. B.A., Sonoma State University; M.A., Ph.D., The Ohio State University. (Spanish Literature and Theater of the Golden Age, Spanish Culture, the Zarzuela, Performance Theory)
Pujalte-Castelló, María Nieves, Assistant Professor of Spanish. B.A., University of Alicante, Spain; M.A., Ph.D., The Ohio State University. (18th and 19th Century Spanish Literature)

Ugalde, Sharon Elizabeth, University Distinguished Professor of Spanish. B.A., University of California-Davis; M.A., Ph.D., Stanford University. (20th and 21st Century Poetry of Spain, Emphasis on Women Authors)

Weimer, Tanya, Assistant Professor of Spanish. B.A., M.A., Bowling Green State University; Ph.D., Emory University. (Contemporary Caribbean, Mexican and Latino Film and Narrative; Diaspora Studies)
Major and Degree Offered:
Applied Philosophy and Ethics, M.A.

Certificates Offered:
Professional Ethics Certificate Program

Major Program

The Department of Philosophy offers a Masters of Arts in Applied Philosophy and Ethics (MAAPE), a graduate minor in philosophy that consists of six to fifteen hours, and a six-hour Certificate in Professional Ethics.

MAAPE Program

Thesis Track: (30 hours)
Required courses (12 hours): Philosophy 5301, 5302, 5399A, and 5399B.
Prescribed electives (9 hours): Select nine hours of coursework from the list of graduate courses in philosophy below.
Free electives (9 hours): Select nine hours of graduate coursework from a discipline other than philosophy.

Non-thesis Track (33 hours)
Required courses (6 hours): Philosophy 5301 and 5302.
Prescribed electives (18 hours): Select eighteen hours of coursework from the list of graduate courses in philosophy below.
Free electives (9 hours): Select nine hours of graduate coursework from a discipline other than philosophy.

Graduate Minor in Philosophy

Students may select six to fifteen hours of coursework from any of the graduate courses in philosophy.

Certificate in Professional Ethics Program

The required course for this six-hour certificate is PHIL 5322 Professional Ethics. The elective course may be selected from any of the graduate courses in philosophy.
Courses Offered

Philosophy (PHIL)

5100 Practicum in Teaching Philosophy. (1-0) This course orients Instructional Assistants to the principles of teaching philosophy responsibly. Topics include grades, evaluation of written work, classroom management, academic values, and teaching style. This course is required for all new Instructional Assistants in Philosophy. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.

5301 Applied Philosophy. (3-0) Practical application of methods and teaching of philosophy to such major areas of human experience as religion, science, morality, politics, art, or literature. The study of one or more of these areas will demonstrate how philosophy contributes to the identification of issues as well as their resolution. Repeatable twice for credit with different emphases.

5302 Dialogue. (3-0) Study of literature about the nature, purpose, and significance of dialogue along with active participation in the dialogues of the Department of Philosophy’s Dialogue Series. Repeatable twice for credit with different emphases.

5303 Philosophy of Technology. (3-0) Study of philosophical and ethical dimensions of technology including the nature of technology and technological progress, the relation of humans to the technological environment, whether technology is value-laden, and the social character of technology.

5304 Philosophy of Language. (3-0) This course will examine the nature, structure, and uses of language and its role in conceptualizing and attempting to solve perennial philosophical problems. Features of language such as meaning, reference, truth, verification, and speech acts will be investigated and applied to issues of semantics and ontology, epistemology, and theory construction.

5322 Professional Ethics. (3-0) Study of major topics in business and professional ethics, including what a profession is, whether it differs from business, and what is involved with moral education, social responsibilities, and ethical standards of professional and business people. May be repeated for credit.

5323 Environmental Ethics. (3-0) Study of ethical issues associated with the environment including the nature, use, preservation, and restoration of the environment.

5324 Meaning of Life. (3-0) Investigation of major theories of the meaning of life in Western and Eastern philosophies.

5325 Philosophy of Sex and Love. (3-0) Critical examination of major philosophical theories on sex and love from ancient to modern times.

5326 Philosophy and Sport. (3-0) An examination of the philosophical issues that arise in sport. Topics include the social significance of sport, amateurism, the ethics of competition, the meaning of violence within sports, and other related issues.

5327 Medical Ethics and Bio-ethics. (3-0) Study of ethical issues, dilemmas, codes of conduct, and social responsibilities of health care professionals and bio-researchers.

5351 Philosophy of Education. (3-0) Study of major philosophical theories on nature, value, and purpose of education.

5355 Philosophical Theory of Science. (3-0) An examination of some of the fundamental concepts of science, including relevant evidence, induction, explanation, and commitments when accepting a scientific theory.

5356 Philosophical Theory of Knowledge. (3-0) The course will consist of a close examination of topics in the philosophical theory of knowledge, such as skepticism, defining knowledge, the nature of justification, perception, and truth.

5388 Problems in Philosophy. (3-0) Independent study open to students on individual or small group basis. Repeatable twice for credit with different emphases.
5395 Internship in Applied Philosophy. (3-0) Structured practical experience in applied philosophy at a private or public setting. Supervision will be provided both by a member of the graduate faculty and by a key individual at the workplace. Permission of instructor required. Graded on a credit (CR), no credit (F) basis.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis on PHIL 5399B.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

Graduate Faculty

Carson, Jo Ann, Senior Lecturer of Philosophy. B.A., Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

Fulmer, Gilbert, Professor of Philosophy. B.A., Ph.D., Rice University.

Geuras, Dean John, Professor of Philosophy. B.A., Columbia University; M.A., Ph.D., University of Colorado at Boulder.

Gordon, Jeffrey Lee, Professor of Philosophy. B.A., Northwestern University; M.A., Ph.D., University of Colorado at Boulder.

Hanks, J. Craig, Professor of Philosophy. B.A., Texas A&M University; Ph.D., Duke University.

Hinkley, Charles, Senior Lecturer of Philosophy. B.A., Texas State University-San Marcos; M.A., Bowling Green State University; Ph.D., University of Texas Medical Branch at Galveston.

Hutcheson, Peter Wesley, Professor of Philosophy. B.A., University of West Florida; Ph.D., University of Oklahoma.

Joy, Glenn Clarence, Professor of Philosophy. B.A., Seattle Pacific University; M.A., Ph.D., The University of Texas at Austin.

Kanon, Elizabeth, Lecturer of Philosophy. B.A., Texas State University-San Marcos; M.A., University of Mississippi; Ph.D., Florida State University.

Luizzi, Vincent Lawrence, Professor and Chair of the Department of Philosophy. B.A., University of Rochester; J.D., Boston University School of Law; Ph.D., University of Pennsylvania.

McKinney, Audrey May, Associate Professor of Philosophy. B.A., University of Delaware; Ph.D., University of Pennsylvania.

O’Connor, Robert, Senior Lecturer of Philosophy. B.A., Georgetown University; Ph.D., The University of Texas at Austin.

Raphael, Rebecca, Associate Professor of Philosophy. B.S., Northwestern University; M.A., PhD., University of Chicago.

Yuan, Lijun, Associate Professor of Philosophy. B.A., Shanxi University; M.A., Nankai University; M.A., Ph.D., University of Colorado at Boulder.
Department of Political Science

Majors and Degrees Offered:
- Political Science, M.A.
- Public Administration, M.P.A.
- Legal Studies, M.A.

Certificates Offered:
- Paralegal Studies Certificate Program
- Mediation Certificate Program

Major Programs

The graduate programs in the Department of Political Science offer a choice of degrees. With a large full-time departmental faculty, students have the opportunity for a close intellectual exchange with professors. The university is a depository for federal and state government documents as well as a member of CORAL (Council for Research and Academic Libraries).

Political Science

The Master of Arts degree normally consists of 27 hours of Political Science course work (9 of which can be course work in a field related to Political Science with approval of M.A. Political Science program director) and 6 hours of thesis. There is also a non-thesis option. Students in the non-thesis option are required to take 36 hours of Political Science course work (9 of which can be course work in a field related to Political Science). Except for the 9 hours that may be taken in a related field (with approval of M.A. Political Science program director), M.A. students are limited to selection of electives from among the following courses: POSI 5300, 5301, 5302, 5302A, 5302B, 5303, 5319, 5325, 5326, 5326A, 5326B, 5326C, 5327, 5327A, 5327B, 5340, 5350, 5360, 5364, 5365, 5370, 5380, 5382, 5384, 5385, and 5398. Students should regularly consult with the graduate program director for selection of coursework.

Admission Policy. Regular Admission - Regular admission to the graduate M.A. program for a student that has an undergraduate degree in Political Science or an undergraduate minor in Political Science, or a minimum of nine (9) advanced hours in Political Science or a related field, is based on a 3.0 or higher grade point average on the last 60 hours of undergraduate courses before the bachelor’s degree, plus any graduate coursework if taken. Students with a 2.8 to 2.9 and the required undergraduate major, minor, or advanced hours, must take the GRE prior to admission and earn a preferred score of 292 with no less than 150 on the verbal section, 142 on the quantitative section, and a score of 4 on the analytical writing to be considered for regular admission. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - 900 (verbal and quantitative combined) and a score of 4 on the analytical writing.

Conditional Admission – Conditional admission to the graduate M.A. program is available for the following students:
- Students without an undergraduate degree in Political Science or undergraduate minor in Political Science, or a minimum of nine (9) hours in Political Science or related field, are only eligible for conditional admission and will be required to take leveling courses prior to enrolling in graduate Political Science courses. Such students may be admitted conditionally with a preferred GRE minimum score of 292 with no less than 150 on the verbal section, 142 on the quantitative section, and a minimum score of 3 on the Analytical Writing portion of the GRE. Applications for
conditional admission are reviewed by the graduate program director in consultation with the M.A. faculty. In order to apply for conditional admission, a student must submit to the Office of the Graduate College: 3 letters of recommendation, a writing sample (minimum five double-spaced typed pages) in a political science course or social science/humanities course and must complete an interview with the graduate program director. If a writing sample is not available, the student will provide a typed personal statement of no less than 500 words.

- Students with a 2.5-2.79 grade point average on the last 60 hours of undergraduate courses before the bachelor’s degree, plus any graduate coursework if taken, and an undergraduate degree in Political Science or an undergraduate minor in Political Science, or a minimum of nine (9) advanced hours in Political Science or a related field, may be admitted conditionally with a preferred GRE minimum score of 292 with no less than 150 on the verbal section, 142 on the quantitative section, and with a minimum 3 on the Analytical Writing portion of the GRE. Applications for conditional admission are reviewed by the graduate program director in consultation with the M.A. faculty. In order to apply for conditional admission, a student must submit to the Office of the Graduate College: 3 letters of recommendation, a writing sample (minimum five double-spaced typed pages) in a political science course or social science/humanities course and must complete an interview with the graduate program director. If a writing sample is not available, the student will provide a typed personal statement of no less than 500 words.

Any student considered for conditional admission, whether the minimum grade-point average admission requirement identified in the “Admission Policies” for admission to the Master of Arts degree program.

International Student Admission - International students, as defined in the front section of this catalog, must have a score of 550 or better on the paper-based TOEFL, 78 (internet-based) with minimum section scores of 19/reading, 19/listening, 19/speaking and 18/writing, or an IELTS (academic) score of 6.5 or higher with minimum individual module score of 6.0 before being considered for admission. This requirement is waived for an international student who has a degree from a university in the United States.

Public Administration

The Master of Public Administration degree is a 39-semester hour program consisting of a core of 30 hours including a three hour written applied research project and a nine-hour career support area selected from the Administration of Criminal Justice Systems, General Public Administration, Government Information Systems, Social Policy, International Relations, Legal and Judicial Administration, Public Finance Administration, Human Resources in Public Administration, and Urban and Environmental Planning. A three-hour public service internship is required for pre-service students in the M.P.A. program. The 30-hour M.P.A. core includes the following courses: POSI 5311, 5314, 5315, 5318, 5321, 5330, 5334, 5335, 5397, and one course from 5340, 5341, or 5343.

Background. For M.P.A. students who have a limited statistics background, three hours of credit in applied statistics will be required. Students may fulfill this requirement by enrolling in POSI 5303. Students must complete the statistics requirement prior to enrolling in POSI 5334 and 5335. Students must earn a grade of “B” or better in POSI 5303. If a student has completed an undergraduate statistics course within the last three academic years, prior to starting the MPA program, and received a grade of “A”, the background requirement of POSI 5303 may be waived. Students who do not have administrative experience must take POSI 5370 Internship in Government in the first 24 hours. This
background can be waived by sending documentation of administrative experience directly to the M.P.A. Director.

**Comprehensive Examination.** An oral comprehensive examination over the applied research project is required for completion of the M.P.A. degree.

**Applied Research Project.** The applied research project (POSI 5397) is a required research paper for the M.P.A. degree. Students who intend to register for POSI 5397 must prepare a prospectus to include a statement of the problem, theoretical framework, research design, specification of data, and a representative bibliography. The proposal should be presented to the supervising instructor prior to registration for the course.

Prerequisite: A grade of “B” or better in POSI 5335.

**Admission Policy.** Any student with a grade-point average of 3.00 or above (on a 4.0 scale) on the last 60 semester hours of undergraduate work before the baccalaureate and a preferred GRE score of 297 or better on file in the Office of the Graduate College normally will be granted regular admission status. Students with complete admission documents (transcripts, application, and test scores) who do not meet the above minimum requirements may apply for conditional admission. Students must complete the Graduate Record Examination.

Students who have a GPA of 3.25 (last 60 hours before the bachelor’s degree) or above and have successfully completed the Law School Admission Test (LSAT) with a score of 140 or higher may petition the Director of Public Administration to accept these test scores as a substitute for the GRE score. If a student’s GPA is between 3.00 and 3.25 (last 60 hours before the bachelor’s degree), the LSAT score must be at least 150 in order to substitute the LSAT score for the GRE score.

**Conditional Admission – M.P.A. student:** Applications for conditional admission are reviewed by the graduate advisor in consultation with the M.P.A. faculty. In order to apply for conditional admission, a student must:

1. Submit a Graduate College Application for Admission via ApplyTexas;
2. Have completed the General Portion of the GRE (verbal and quantitative combined) and have the official score reported to the Office of the Graduate College;
3. A student may submit a request for consideration of conditional admission to the M.P.A. Director, Public Administration Program, stating the reasons for consideration of admission. This request must be submitted to the Office of the Graduate College.
4. Students are encouraged to submit to the Office of the Graduate College supplemental information such as letters of recommendation, evidence of continuing education (training), awards, etc., for consideration by the committee. A meeting with the M.P.A. Director is also advised. The admission decision is made by a faculty committee upon recommendation of the M.P.A. Director.

The graduate advisor will recommend the stipulations and requirements for conditional admission. Students who are admitted conditionally must make a grade of “B” or better in each course for their first 12 hours of course work including background courses. When the conditions have been met, the graduate advisor will recommend regular admission status to the Dean of the Graduate College.

**International Student Admission – M.P.A. program:** International students, as defined in the front section of the Graduate Catalog, must submit an internet based (iBT) score with at least a total minimum score of 78 with the 4 minimum section scores of 19/reading, 19/listening, 19/speaking, and 18/writing. The iBT is required of international M.P.A. applicants who are native speakers of English as well as non-native speakers of English.

**Legal Studies**

The Master of Arts with a major in Legal Studies is a non-thesis, 36 semester credit hour program consisting of a core of 21 hours, including a cumulative research project and an internship. The 21 hours of required courses include the following: POSI 5387, 5386, 5394, 5379, 5381, 5383, and 5389. Fifteen (15) hours of prescribed electives are permitted depending upon the area of concentration.
chosen. In addition, an oral comprehensive examination over course work and a cumulative research project will be required for completion of the M.A. with a major in Legal Studies degree. The Master of Arts with a major in Legal Studies is an ABA-approved program that offers career enhancement in law-related fields, and helps meet the evolving needs of the legal and business communities and federal and state government entities. This program does not qualify graduates to practice law. Legal assistants or paralegals must work under the supervision of a licensed attorney.

**Admission Policy.**

**Regular Admission.** Students will normally be granted regular admission status under the following standards:

1. A grade-point average of 2.75 or above (on a 4.0 scale) calculated on:
   a. the last 60 hours of undergraduate work before receipt of the baccalaureate degree, or
   b. the last 60 hours of undergraduate work before receipt of the baccalaureate degree plus any graduate course work taken at an accredited college or university, and

2. A Graduate Record Examination (GRE) with a preferred combined score of 300 (verbal and quantitative) and a preferred score of 4 on the Analytical Writing section of the GRE on file in the Office of the Graduate College. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - a preferred score of 900 (verbal & quantitative combined) and 4 on the analytical.

3. All applicants must complete an interview with the Director of Legal Studies.

Students who otherwise qualify for Regular Admission and have successfully completed the Law School Admission Test (LSAT) with a score of 140 or higher or the Graduate Management Admission Test (GMAT) with a score of 450 or higher may petition the Director of Legal Studies to accept these test scores as a substitute for the GRE score. The Director of Legal Studies and the Dean of the Graduate College will make the determination of an acceptable test score.

**Conditional Admission.** Students with complete admission documents (transcripts, application, and test scores) who do not meet the above minimum requirement, but who have at least a 2.5 minimum grade point average (as calculated above) may apply for conditional admission.

The Conditional Admissions Review Committee (CAR) in the Political Science Department will review all requests for conditional admission. The request should be sent to the Office of the Graduate College and should include a personal statement explaining any special circumstances which would otherwise qualify the student for admission to the program; and letters of recommendation from persons who could comment upon the applicant’s ability to perform in the requested area of study. If the applicant is approved for conditional admission, the Conditional Admissions Review Committee (CAR) will recommend to the Dean of the Graduate College the stipulations and requirements for conditional admissions.

To receive a Master of Arts degree with a major in Legal Studies, all students must successfully complete a 36 hour curriculum while maintaining a “B” average, and must receive a “B” or better in each required course.

**International Student Admission.** International students, as defined in the front section of this catalog, must have a score of 530 or better on the paper-based TOEFL, 78 (internet-based) with minimum section scores of 19/reading, 19/listening, 19/speaking and 18/writing, or an IELTS (academic) score of 6.5 or higher with minimum individual module score of 6.0 before being considered for admission. This requirement is not waived for an international student who has a degree from a university in the United States.
Minor or Certificate Programs

Legal Studies Minor. The Legal Studies program also offers a minor. For the minor, students are required to take POSI 5387 and choose 6 to 9 hours from the following courses: POSI 5374, 5376, 5377, 5378, 5386, 5394, 5379, 5390, 5391, 5392, 5393, 5395, 5396. Students must also meet with the Director of the Legal Studies program prior to enrollment in these classes. The minor, by itself, does not constitute an ABA-approved program for paralegal study.

Political Science Minor. The Political Science M.A. program also offers a minor. Students are required to take 9 hours. Students are limited to selection of electives from among the following courses: POSI 5300, 5301, 5302, 5302A, 5302B, 5303, 5319, 5325, 5326, 5326A, 5326B, 5327, 5327A, 5340, 5350, 5360, 5364, 5365, 5370, 5380, 5382, 5384, and 5385.

Paralegal Studies Certificate Program. The Paralegal Studies Certificate Program is an ABA-approved, non-degree certificate program available to students who have a baccalaureate degree and a minimum 2.75 grade-point average (on a 4.0 scale) on the last 60 semester hours of undergraduate work. This certificate program is designed to prepare students to perform as highly qualified paralegals (also referred to as “legal assistants”) with both a theoretical knowledge of substantive law as well as practical skills. A paralegal is not licensed to practice law but is trained to handle certain law related responsibilities under the supervision and direction of a licensed attorney. Applicants to this program must also successfully complete an interview with the Director of the Paralegal Program.

To receive a certificate in the program, all students must successfully complete a 24-semester hour curriculum while maintaining an overall “B” average and must receive a “B” or better in each required course.

Required courses:
- POSI 5379
- POSI 5386
- POSI 5387
- POSI 5389
- POSI 5390
- POSI 5394
- POSI 5395
- POSI 5396
- POSI 5397
- POSI 5398

Electives (the student will select 9 hours):
- POSI 5374
- POSI 5376
- POSI 5377
- POSI 5378
- POSI 5391
- POSI 5392
- POSI 5393
- POSI 5395
- POSI 5396

Mediation Certificate. The Mediation Certificate Program is a non-degree certificate program available to students who have a baccalaureate degree and a minimum 2.75 grade point average (on a 4.0 scale) on the last 60 hours of undergraduate work. This program recognizes students who have completed POSI 5376 (Alternative Dispute Resolution) with a grade of “B” or above and have attended each classroom session. Attendance is critical because relevant state legislation and currently accepted minimum training requirements for mediators require at least 40 hours of mediation training. Note: The Mediation Certificate, on its own, does not constitute an ABA-approved legal assistant program, and does not qualify individuals to practice law.

Texas Certified Public Manager (CPM) Program

Please see the “Registration and Course Credit, ‘Texas Certified Public Manager Program’” section of this catalog.
Courses Offered

For Political Science (POS1)

5100 Practicum in Teaching Political Science. (1-0) An introduction to key concepts and practices in the teaching of college introductory Political Science courses. Provides regular in-service training and planned periodic evaluations of instructional responsibilities. Required for first-year teaching and instructional assistants in the Political Science Department. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.

5300 Topics in Ancient and Medieval Political Thought. (3-0) Selected topics in Greek and Roman political theory, patristic understanding of politics, and the political theory of the Middle and High Middle Ages. Includes study of the writings and thought of Thucydides, Plato, Aristotle, Cicero, Seneca, Augustine, Gelasius, Al-Farabi, Avicenna, Averroes, Maimonides, John of Salisbury, Aquinas, Marsilius of Padua, William of Occam, and others.

5301 Problems in American Foreign Relations. (3-0) Seminar based on selected topics in American foreign policy and United States involvement in international relations. May be repeated once with different emphasis and professor for additional credit.

5302 Topics in Modern and Contemporary Political Thought. (3-0) Selected topics of political theory form the Renaissance, Reformation, Post-reformation, Enlightenment, and contemporary periods. Includes study of the writings and thought of Machiavelli, Luther, Calvin, Hooker, Bacon, Grotius, Hobbes, Descartes, Spinoza, Locke, Hume, Rousseau, Kant, Smith, Burke, Bentham, Mill, Hegel, DeToqueville, Marx, Nietzsche, Husserl, Heidegger, Strauss, Voegelin, and others.

5302A Contemporary Perspective in Modern Liberalism. (3-0) Brief review of history/development of modern/classical liberalism and the ensuing response and contemporary alternatives.

5302B The Problem of Power and The Crisis of Modernity. (3-0) An examination of the crisis of modernity and its implications for humanity’s future.

5303 Political Research and Methodology. (3-0) Topical seminar for the exploration of problems in the scope and methods of political science and public administration. The course emphasizes quantitative methods.

5306 Foundation Studies in Political Science. (3-0) Students develop knowledge and skills required for success in graduate-level coursework in Political Science. Course content varies depending on academic preparation. This course does not earn graduate degree credit. Repeatable up to 12 hours with different emphasis. Prerequisite: Approval of graduate program director.

5319 Seminar in Constitutional Law and Theory. (3-0) In-depth analysis of selected issues in constitutional theory including the theory of judicial review, and constitutional interpretation. Examines the debate on constitutional interpretation in light of cases dealing with the First Amendment Freedom of Speech, Press, and Religion, and with substantive due process and the equal protection clause.

5325 Roots of American Constitutionalism. (3-0) An examination of the origins and evolution of the ideas which inform the American constitutional system, includes examination of the strands of thought in the classical, Christian, medieval, Renaissance, and Enlightenment periods that combined with the British liberal tradition, laid the groundwork for the American experiment. Examines the pre-independence evolution of the American Constitutional tradition that informed the constitutional debates.
5326 Topics in Democratic Theory. (3-0) An examination of selected issues in democratic theory including various models of democracy, the pluralist/elitist debate, the role of liberal individualism in democracy, the tension of individual rights and collective responsibilities, the place of religion in the public realm, and the tension between freedom and equality. May be repeated once with different emphasis and professor for additional credit.

5326A Theological Perspectives in Modern Democracy. (3-0) A thorough examination of the ways in which religion and groups have influenced the course of American democracy. The ongoing debate in constitutional law and democratic theory regarding the proper role of religion in American public life is analyzed.

5326B The Crisis of Liberalism and The Future of Democracy. (3-0) An examination of the nature and intellectual foundations of the liberal tradition and the implications of the crisis besetting contemporary theory for the future of democratic government.

5326C Justice and Liberty in American Thought. (3-0) This course will examine the concepts of justice and liberty in American thought from the seventeenth century to the present. Attention will be given both to the nature of liberty and justice and to their practical requirement as understood by various American thinkers, including statesmen, reformers, social scientists, and philosophers.

5327 Topics in State and Local Government. (3-0) An in-depth analysis of topics and issues in state or local governments including examination of the relationship of these governments to one another. May be repeated once with different emphasis and professor for additional credit.

5327A Texas Politics and Administration. (3-0) The course examines both the theory and practice of Texas politics and administration. The focus is on how policy is formulated and implemented by the governor, the legislature, and the state bureaucracy. It also examines how that policy is influenced by external factors such as political and interest groups.

5327B American Culture and Media. (3-3) A critical examination of the linkages between socio-political cultures, media, and the American public in the process of political communication.

5340 Problems in American Public Policy. (3-0) Problems arising in the areas of political decision-making, executive-legislative relationships, functions of government, and regulatory activities of the government. May be repeated once with different emphasis and professor for additional credit.

5350 Problems in American Politics. (3-0) Problems arising with respect to parties, legislation, the presidency, and political behavior. May be repeated five times with different emphasis and instructor for additional credit.

5360 Problems in International Politics. (3-0) A course dealing with selected topics in the field of international politics. May be repeated once with different emphasis and professor for additional credit.

5364 Problems in International Organization. (3-0) This course is an analysis of the structure, functions, and role of the international organizations in the international system. It assesses the reasons for the emergence of international organization as a means on international interaction, evaluates the historical evolution of this phenomenon from the Ancient Greeks through the Middle Ages to the Concert of Europe, as well as its modern manifestations in the League of Nations and United Nations. The course addresses the role of international regions, regional organizations, functional agencies, and bilateral organizations. The procedures and processes of international argument and policy-making are studied through participation in a Model Security Council.

5365 Problems in International Law. (3-0) This course examines the nature, functions, scope, and practice of international law. It addresses several major areas of the law including legal sources, diplomatic practice, territorial jurisdiction, legal personality, the law of state responsibility, asylum law, human rights, and the law of war. The major legal principles and theories, as well as the political context in which they operate are studied. The course is heavily research oriented and includes moot court arbitration.
5367 Economic Development in the Third World. (3-0) This course in comparative political economy examines some of the factors that account for economic development/underdevelopment in the Third World. The factors examined include political, economic and institutional variables, elucidating the multi-causal nature of socio-economic development.

5370 Internship in Government. (3-0) Practical experience in the on-going work of a selected governmental unit. The student will be assigned to a unit of federal, state, regional, or local government. A research paper and journal dealing with the Internship experience must be written under direction of a faculty member. Evaluation will be based on the research paper, journal, and work performance. Special approval must be obtained before registering.

5380 Problems in International Political Economy. Deals with selected topics in international political economy.

5382 Seminar in International Relations Theory. (3-0) A course dealing with selected topics in geopolitics and world political geography. May be repeated once with different emphasis and professor for additional credit.

5384 Topics in Modern Democratic Systems. (3-0) This course in comparative politics examines the development and interaction of political institutions, policy processes, political culture, public opinion, legal settings and theoretical underpinnings of modern democratic governments. Countries of focus vary with instructor, and include governments of Western, Central and Eastern Europe, Canada, Japan and Australia. May be repeated once with different emphasis and professor for additional credit.

5385 Topics in Third World Politics. (3-0) This course in comparative politics examines the range of political systems of various regions of the Third World, including Latin America, the Middle East, Asia, and Africa. Themes include the politics of the colonial era, the nature of traditional political systems, modernization and development, political institutionalization, interest groups articulation and participation. Topics vary by region. May be repeated once with different emphasis and professor for additional credit.

5398 Directed Reading and Research. (3-0) Advanced reading and/or research on various topics in political science under the direction of a graduate faculty member. May be repeated once with different emphasis and professor for additional credit.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until a student has completed the thesis in Political Science 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

7320 Research Practicum. (3-0) This class uses structured group research to analyze a current policy, management, or administrative issue of concern to communities, public-, or nonprofit-sector partnering organizations. A professor led research team of graduate students will prepare a final report detailing findings and recommendations for action. Repeatable once for additional credit.
For Public Administration (POSI)

5303 Political Research and Methodology. (3-0) Topical seminar for the exploration of problems in the scope and the methods of political science and public administration. The course emphasizes quantitative methods.

5311 Public Finance Administration. (3-0) Study of the formation, management, and administration of fiscal policy at the levels of government in the United States, particularly budgeting as the ultimate expression of public policy.

5312 Public Sector Economics. (3-0) Advanced study of allocation, tax, and tax incidence theories; distribution policy, fiscal federalism; public debt and debt management. Evaluation of stabilization policy and its impact on unemployment, inflation, and economic growth.

5314 Organization Theory. (3-0) Analysis of the theoretical perspectives of organizations, with particular reference to public organizations and public administration.

5315 Problems in Public Personnel Administration. (3-0) Analyses and evaluations of major personnel management problems in government; employee-management relations; interagency and inter-governmental relationships. Impact of automation. Evaluation of personnel systems.

5316 Labor Management Relations. (3-0) An examination of the historical development of public employee unions and the reaction of public employers and the effect of collective bargaining agreements on personnel policy development. The legal position of public laws concerning collective bargaining arguments as well as analysis of organizing procedures and strategy on the part of public managers will be covered.

5317 Management Practices in Public Personnel Administration. (3-0) Examines recent developments in Public Personnel Administration. Special attention will be paid to the use of the Personnel Office as a center for job assignment, employee development, organizational development, and affirmative action. In addition, students will become familiar with specific personnel practices including the development of pay plans, job classifications, and employee manuals.

5318 Public Management and Ethics. (3-0) Analysis of public management principles and functions in the context of ethics and accountability, including bureaucratic discretion, constitutional values, and professionalism.

5321 Introduction to Public Policy & Administration. (3-0) An introduction to the policy and administration institutional environment with special emphasis on intergovernmental relations in the federal system.

5330 Problems in Public Law. (3-0) Problems in American Public law and judicial processes. Addresses the policy environment in which the American judicial system operates.

5333 Ecology and the Politics of Scarcity. (3-0) An examination of major issues, theoretical, involved in the crisis areas of declining energy resources, arable land, water, and food, amidst increasing population and pollution of the environment.

5334 Problems in Quantitative Analysis. (3-0) Topics in political science and public administration methodology with special emphasis on quantitative techniques.

5335 Problems in Research Methodology. (3-0) A course that emphasizes qualitative and conceptual aspects of research. Topics include: social science research paradigms, defining the research question, linking theory to methods, field research the focus group technique, literature review and research prospectus development. Prerequisite: POSI 5334 Problems in Quantitative Analysis.

5336 Topics in Public Administration. (3-0) The course will examine contemporary topics in public administration policy and management. Repeatable for credit twice with different emphasis.

5336A Alternative Public Delivery Systems: Privatization and the Third Sector. (3-0) This course examines the provision of public services that occur outside the public sector. Privatization (the reliance on market mechanisms) and third sector (nonprofit) service provision are explored. Management and policy issues associated with each are highlighted.
5336B Ensuring Public Sector Performance and Deterring/Detecting Fraud. (3-0) This course examines the issues surrounding governmental performance. Management and policy issues such as performance measurement, evaluation, and citizen participation will be explored. In addition, serious problems associated with performance, such as fraud deterrence and detection, are examined.

5340 Problems in American Public Policy. (3-0) Problems arising in the area of political decision-making, executive-legislative relationships, functions of government, and regulatory activities of the government. May be repeated once with different emphasis and professor for additional credit.

5341 Seminar in the Policy Process. (3-0) Critical examination of the policy process with emphasis on analytical applications in the administrative and management environment.

5343 Seminar in Program Evaluation. (3-0) An advanced course in the application of quantitative methods to the evaluation of public policies and programs with emphasis on the administrative and management environment. Prerequisite: A grade of “B” or better in a statistics course.

5345 Conceptual Foundations of Government Information Systems. (3-0) A study of the theoretical assumptions, conceptual foundations, and design of government information systems.


5347 Public Finance Information Systems. (3-0) Advanced theory and application of computer-based financial information systems in government; system analysis and design; hardware configurations and software attributes.

5370 Internship in Government. (3-0) Practical experience in the on-going work of a selected governmental unit. The student will be assigned to a unit of federal, state, regional, or local government. A research paper and a journal dealing with the internship experience must be written under the direction of a faculty member. Evaluation will be based on the research paper, journal, and work performance. May be repeated once with different emphasis for additional credit.

5375 Comparative Public Administration. (3-0) This course studies and compares the public administration systems in countries throughout the world.

5397 Applied Research Project. (3-0) Problem-oriented applied research project for Master of Public Administration degree. Student will prepare a prospectus to include a statement of the problem, research design, specification of data, questions to be answered concerning problem, and a representative bibliography, and submit it to the supervising instructor prior to registration for the course. Prerequisite: A grade of “B” or better in POSI 5335.

7320 Research Practicum. (3-0) This class uses structured group research to analyze a current policy, management, or administrative issue of concern to communities, public-, or nonprofit-sector partnering organizations. A professor led research team of graduate students will prepare a final report detailing findings and recommendations for action. Repeatable once for additional credit.

7330 Environmental Policy, Politics, and Law. (3-0) This class examines the formulation and implementation of environmental policy and law at the state, federal, and international level. The class highlights the historical drivers of policy formulation, legislation, rulemaking, permitting, treaties and international conventions, institutional capacity, risk assessment, economic development, property rights, implementation strategies, policy mechanisms, and compliance adherence.

For Legal Studies (POSI)

5373 Issues and Problems in Law. (3-0) Emphasis will be placed on examining current legal issues and problems through legal analysis and conceptual aspects of legal research and writing. Students will have the opportunity to perform literature reviews of current topics and develop research questions. Prerequisite: A grade of “B” or better in POSI 5387.
5374 Intellectual Property Law. (3-0) This course covers principal tenets of intellectual property, including trademarks, copyrights, patents, and trade secrets. Students will analyze a wide variety of intellectual property issues, the impact of intellectual property in our current society, and the practical and theoretical concerns raised by the interplay of state and federal laws.

5376 Alternative Dispute Resolution. (3-0) This course is an in-depth study of procedural and substantive legal principles of alternative dispute resolution. Emphasis will be placed on procedures and practical applications of negotiation, mediation, arbitration, and alternative adjudicative processes with integration of ethical and policy issues.

5377 Criminal Law and Procedure. (3-0) Study of the state and federal statutory and common law relative to the criminal justice system. Course includes the study of the criminal litigation process and procedure with emphasis on theory and practical legal assistant skill development.

5378 Social Legislation. (3-0) Study of Texas and federal laws established by statute to remedy various social problems including worker’s compensation, unemployment compensation, bankruptcy, and commercial transactions. Course will include a study of statutory and case law development. May be repeated with different emphasis for additional credit.

5379 Legal Drafting. (3-0) Study of legal drafting styles, forms and techniques, including legal document drafting, objective, informative document drafting, and persuasive-style drafting of trial and appellate briefs. Prerequisite: POSI 5387 Legal Research.

5381 Advanced Legal Research & Writing. (3-0) This course has three related components: (1) Refinement of skills in computer-assisted and manual legal research; (2) Legal analysis, legal writing, and organizing complex legal documents; (3) Techniques of persuasive argument; and (4) Applied research project, persuasive brief and oral examination of course work. Prerequisites: POSI 5379 Legal Drafting and POSI 5387 Legal Research.

5383 Advanced Litigation. (3-0) Study of the use of the American legal system to resolve disputes between individuals and entities. Emphasis will be on trial advocacy planning, analysis, preparation, and strategy. Students will develop skills necessary to understand and to participate as an advocate in the trial process. Prerequisites: POSI 5387 Legal Research and POSI 5394 Litigation.

5386 Legal Theories And Analysis. (3-0) Study of statutory and case law development of basic legal theory including tort theory, contract theory, and evidence theory. Course is intended to assist the student in gaining knowledge of fundamental legal theory, reasoning, and analysis.

5387 Legal Research. (3-0) A study of the American and Texas legal system including the courts and legislature; primary and secondary sources of the law including finding tools; judicial reports including court, federal and state reports and citation forms, case finding including federal, state, and supreme court digests and encyclopedias; citations, such as Shepard Citations, and digests; annotated law reports; legal periodicals, including periodical indexes and research procedure; the nature, function, and characteristics of treatises; research procedures; state and federal administrative law; federal, state, and local court rules; English legal research of great Britain and Canada; research aids.

5389 Law Office Internship. (3-0) Includes lecture and seminar discussion of topics relating to problems, procedures, and ethics in the legal-working environment. Student is involved in voluntary on-the-job internship consisting of approximately 10-15 hours a week to gain actual experience in the legal-working environment. Course is required unless the student has prior law-related experience and has, with the permission of the program director, elected to take a practicum in lieu of the internship. Graded on a credit (CR), no credit (F) basis.

5390 Administrative Law. (3-3) Course deals with the origin, development, and theory of Administrative Law and the agencies and tribunals established to administer the law. Emphasis is on enforcement, quasi-legislative and quasi-judicial powers of federal administrative agencies and state tribunals.

5391 Family Law. (3-0) Emphasis is on Texas law, dealing with pre-marital contracts, marriage relationships, annulment, abortion, adoption, juveniles, Family Code, divorce, support for children, custody, separation agreements, etc.
5392 Business Organizations. (3-0) A study of the federal and Texas law relative to corporations with particular emphasis on the preparation of initial and amended articles of incorporation, satisfaction of state filing requirements, preparations of drafts of stock certificates and securities, the maintaining of stock ledgers and books, the preparation of draft resolutions authorizing cash and stock dividends and stock splits, the drafting of employment agreements, and other activities necessary to the maintenance, merger, and closing corporations.

5393 Estates and Trust. (3-0) Study of Texas law regarding estates and trusts with emphasis on preparation of documents relating to the administration of estates.

5394 Litigation. (3-0) Study of statutory and case law relative to civil and criminal procedure in order to develop an understanding of litigation.

5395 Real Estate. (3-0) Study of Texas laws concerning real properties, conveyances, recordation, taxation, and sales regarding real property. Student will become familiar with various records maintained dealing with real property by public officials and will develop an understanding of the procedures by which titles are searched. May be repeated with a different emphasis.

5396 Law Office Management. (3-0) Course will cover management concepts, with emphasis on time keeping, minimum fee schedules, billing, library and retrieval systems, ethics, and other management practices applicable to utilization of Legal Paraprofessionals in law-related positions.

7310 Resolution of Disputes Involving Aquatic Resources. (3-0) Analysis of historically significant environmental disputes affecting aquatic resources and establishing precedents for resolution of subsequent disputes. Techniques for resolving environmental disputes (e.g., litigation, arbitration, mediation, negotiation) and how science and scientists are used in each procedure. Design of systems for using dispute resolution procedures in appropriate sequence.

7320 Research Practicum. (3-0) This class uses structured group research to analyze a current policy, management, or administrative issue of concern to communities, public-, or nonprofit-sector partnering organizations. A professor led research team of graduate students will prepare a final report detailing findings and recommendations for action. Repeatable once for additional credit.

7330 Environmental Policy, Politics, and Law. (3-0) This class examines the formulation and implementation of environmental policy and law at the state, federal, and international level. The class highlights the historical drivers of policy formulation, legislation, rulemaking, permitting, treaties and international conventions, institutional capacity, risk assessment, economic development, property rights, implementation strategies, policy mechanisms, and compliance adherence.

Graduate Faculty

Balanoff, Howard Richard, Professor of Political Science, Director of the William P Hobby Center for Public Service and holder of the Hobby Professorship. B.A., City University of New York; M.U.P., D.Ed., Texas A&M University.

Balanoff-Jones, Emily, Assistant Professor of Political Science. B.F.A., The University of Texas at Austin; M.A. Texas State University-San Marcos.

Brittain, Vicki Sue, Professor and Chair of the Department of Political Science. B.A., Southwestern College; J.D., Washburn University of Topeka.

Brown, Christopher, Assistant Professor of Political Science. B.A., Northwestern University; M.P.Aff., J.D., The University of Texas at Austin.

Castillo, Cecilia R., Assistant Professor of Political Science and Director of the Political Science Graduate Program. B.A., M.A., Ph.D., University of Dallas.
Crossett, G. Lynn, Associate Professor of Political Science and Director of the Legal Studies Program. B.B.A., The University of Texas at Austin; J.D., Texas Tech University.

DeHart, Paul, Assistant Professor of Political Science. B.A., Houghton College; M.A., Ph.D., The University of Texas at Austin.

DeSoto, William Henry, Associate Professor of Political Science. B.A., M.A., Ph.D., University of Wisconsin-Madison.

Evans, Michelle L., Assistant Professor of Political Science. B.S., University of Texas at San Antonio; J.D. St. Mary’s University School of Law.

Garofalo, Charles Paul, Professor of Political Science. B.A., University of Florida; M.A., Ph.D., Emory University.

Gorman, Robert Francis, Professor of Political Science. B.A., Seattle University; M.A., Ph.D., University of Oregon.

Grasso, Kenneth Lawrence, Professor of Political Science. B.A., St. John’s University; M.A., Ph.D., Fordham University.

Hindson, Theodore Thomas, Associate Professor of Political Science. B.A., LaSalle University; M.A., Ph.D., University of Notre Dame.

Hofer, Martha Kay, Professor of Political Science. B.A., M.A., University of North Texas; Ph.D., University of Nebraska- Lincoln.

Kens, Paul Adam, Professor of Political Science. B.A., Northern Illinois University; J.D., Ph.D., The University of Texas at Austin.

Leder, Arnold, Associate Professor of Political Science. B.A., City University of New York Brooklyn College; M.A., Washington University; Ph.D., Indiana University at Bloomington.

Longoria, Thomas, Associate Professor of Political Science. B.A., University of Texas-Pan American; Ph.D. Texas A&M University.

Mihalkanin, Edward Styles, Associate Professor of Political Science. B.A., Bradley University; M.A., Ph.D., The American University.

Opheim, Cynthia Slaughter, Professor of Political Science. B.A., Angelo State University; M.A., Texas Tech University; Ph.D., The University of Texas at Austin.

Rahm, Dianne, Professor of Political Science. B.A., M.A., Wichita State University; M.S., Fitchburg State College; Ph.D., Syracuse University.

Rangarajan, Nandhini, Assistant Professor of Political Science. B.A., M.A., University of Madras; Ph.D., State University of New York at Albany.

Ruger, William P., Assistant Professor of Political Science. B.A., College of William and Mary; Ph.D., Brandis University.
Sanchez-Sibony, Omar, Assistant Professor of Political Science. B.A., University of Chicago, M.S., London School of Economics and Political Science; M.S. Georgetown University; Ph.D., University of Oxford.

Shields, Patricia Mary, Professor of Political Science and Director of the Master of Public Administration Program. B.S., University of Maryland; M.A., Ph.D., The Ohio State University.

Stouffer, Willard Brewer, Jr., Professor of Political Science. B.A., Northwestern University; M.A., Miami University; Ph.D. Duke University.

Sullivan, Alfred Burke, Professor of Political Science. B.A., Dartmouth College; M.A., University of Rhode Island; Ph.D., University of Utah.

Tajalli, Hassan, Associate Professor of Political Science. B.S., Iranian Institute of Advanced Accounting; M.B.A., M.A., University of North Texas; Ph.D., The University of Texas at Austin.

Ward, Kenneth D., Professor of Political Science. B.A., Drew University; J.D., Yale University; M.Phil., Ph.D., Columbia University.

Wright, Walter A., Associate Professor of Political Science. B.A., J.D., University of Houston; LL.M., New York University.

Yun, Hyun Jung, Associate Professor of Political Science. B.S., Ajou University; M.A., Ph.D. University of Florida.
Department of Psychology

Major and Degree Offered:
Psychological Research, M.A.

Major Programs

The Master of Arts with a major in Psychological Research is designed to foster competence in the methodological foundations and conduct of psychological research across a wide variety of settings. Students will gain expertise regarding the impact of biological, social, emotional, cognitive, and behavioral factors on psychological phenomena. Focus is placed on learning interpersonal/research skills and statistical competencies relevant to the responsible and ethical conduct of both basic and applied psychological research. The degree consists of 38 semester hours including 14 hours of common core courses, 6 hours of thesis or individual study, and 18 hours of prescribed elective courses.

Prerequisites and Admission Policy

The program requires the following prerequisite/leveling courses: Introduction to Psychology, Quantitative and Statistical Methods, Experimental and Research Methods, and Abnormal Psychology.

In addition to standard requirements set by the Graduate College as listed earlier in the catalog, applicants to the Master’s Program in Psychological Research should meet the following requirements:

- An official Graduate Record Examination (GRE) General Test submitted prior to admission.
- A minimum Grade Point Average (GPA) of 3.0 for the last 60 hours of undergraduate coursework.
- A minimum GPA of 3.0 for prerequisite psychology courses.
- Departmental application must be completed and submitted (available via the Graduate College or Psychology Department websites).
- Three letters of recommendation from non-related individuals familiar with the student’s scholarly work and/or relevant work experience. Send to the Graduate College.
- Resume/curriculum vitae that includes prior experience in research or clinical areas, awards, and scholarships.
- Statement of interest, approximately 1-2 pages, which convey the student’s research interests, plans for graduate study, and professional aspirations. Applicants will indicate how their scholarly interests fit with those of specific faculty members in the Department of Psychology, as well as any relevant clinical experience, special abilities, or skills (e.g., computer programming, fluency in another language). The statement of interest should also articulate the career goals of the applicant.

The graduate sequence begins once per year in the fall. The deadline for receiving applications (including GRE scores) is June 1 for fall admission. However, for assistantships, priority will be given to those students whose completed applications are received by February 1. Applicants will be reviewed before the deadline, so it is to the student’s benefit to send in all application materials as early as possible. Furthermore, admission is competitive, and classes may be limited. The Office of the Graduate College will notify all applicants of their acceptance status. For more information regarding this program, contact the Director of the Psychological Research Graduate Program.
Minor Program

The department offers psychology courses that may be used as a minor, split minor, or included in other programs.

Graduate Certificate in Forensic Psychology

Students are required to complete 12 credit hours of psychology and 3 credit hours of criminal justice courses (total of 15 credit hours). PSY 5360G, Forensic Psychology, is the foundation course of our forensic psychology certificate program and will be required of all certificate students unless our Forensic Psychology Advisory Committee determines that the student possesses exceptional knowledge of the field. Students must complete three other psychology (selected from PSY 5310, PSY 5317, PSY 5345, PSY 5370, and PSY 5385) and one criminal justice course (selected from CJ 5335, CJ 5321, CJ 5380A, CJ 5380H, CJ 5380I). Students must maintain a 3.0 GPA with no grade lower than a C; they must complete the program within four years, and must submit a portfolio of relevant work with a written synthesis as an exit exam.

Courses Offered

Psychology (PSY)

5105 Practicum in Teaching Psychology. (1-0) This course will examine processes and strategies designed to improve the teaching and learning process. Students will be introduced to learning and instructional theory and selected concepts, issues, and strategies of instructional planning, delivery, management, and evaluation. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis. Prerequisite: Approval of Graduate Advisor.

5306 Psychological Development: Theories & Research. (3-0) This course is an advanced coverage of biological, social, and cognitive development throughout the lifespan. Topics include cognitive developmental theory, sensory/perceptual development, language development, infant attachment, the development of gender roles, moral development, and issues related to aging. Prerequisite: PSY 3300 or equivalent.

5310 Advanced Abnormal Psychology. (3-0) Critical analysis of the definition and classification of abnormal behavior and experiences and an in-depth study of theories and research on causes, remediation, and prevention. Prerequisite: Graduate standing and completion of PSY 3315 or equivalent.

5311 Univariate and Bivariate Statistics. (2-1) This course introduces students to univariate and bivariate statistical concepts and techniques used in psychology research (e.g. probability, sampling distributions, t-tests, and analysis of variance, correlation). Emphasis is placed on developing skills in data analysis including the selection of appropriate techniques, using data analysis software, and interpretation of statistical results.

5314 Attitudes: Assessment and Change. (3-0) This course reviews social cognitive theories and research on attitudes and behavior change, and examines the principles of persuasive communication. Topics covered include individual difference in information processing, risk assessment, decision making and factors moderating attitude-behavior consistency (This course was formerly PSY 5360E).

5317 Group Processes and Interpersonal Dynamics. (3-0) Designed to train future professionals in both the cognitive and personal issues related to group behavior.
5318 Assessment in Psychology. (3-0) The course will provide an overview of assessment instruments commonly used by psychologists and neuropsychologists in research and practice. Basic psychometrics such as validity and reliability will also be covered.

5320 Principles of Measurement and Statistics. (3-0) The course emphasizes classical measurement theory, including reliability and validity of measurement instruments commonly used in psychology, and reviews descriptive statistics with a focus on correlation and regression. Prerequisite: Course in undergraduate statistics.

5321 Multivariate Statistics. (2-1) This course introduces students to multivariate statistical techniques commonly used in psychological research such as analysis of variance and covariance, multiple regression, and factor analysis. Emphasis is placed on developing applied skills in data analysis: selection of appropriate statistical techniques, using data analysis software, and interpretation of statistical results.

5324 Biological Bases of Behavior. (3-0) This course provides an overview of the nervous system structure and function appropriate to the overall field of Psychology in order to foster and appreciation of the biological determinants of behavior.

5326 Health Psychology Assessment II (Neuropsychology). (3-0) This course will introduce principles of neuropsychological assessment including assessment procedures, interpretation of results, neuropathology, and the range of neuropsychological functions to be assessed. This course will also cover the characteristics and administration of several neuropsychological assessment instruments. Prerequisite: PSY 5318 Health Psychology Assessment.

5334 Health Issues in Diverse Population. (3-0) This course examines the influence of socio-cultural beliefs and perceptions on health behaviors and the use of health services. The various ways in which race, ethnicity, gender and social class are related to the delivery of health care and opportunities to facilitate health care to the most vulnerable are explored.

5335 Preventive Approaches to Health Psychology. (3-0) The purpose of this course is to examine the precursors of physical and mental health from the perspective of biological, psychological, and social risk factors. A main focus of the course will be identifying these risk factors and ways to prevent them from leading to major illness episodes.

5343 Occupational Health. (3-0) This course focuses on promoting and maintaining the physical, mental, and social well-being of workers by promoting positive health behaviors, controlling risk factors, and facilitating the adaptation of work to people and people to their jobs.

5345 Psychopharmacology. (3-0) This course explores: (1) the reasons that humans and animals consume mind altering substances called psychoactive drugs, (2) the neuronal, chemical, and hormonal mechanisms underlying drug action, and (3) the environmental factors that modulate the impact of psychoactive drugs on emotional, cognitive, perceptual and behavioral expression in humans and animals.

5348 Health Psychology: Interventions & Rehabilitation. (3-0) An overview of topics in clinical health psychology including: 1) psychological predictors and consequences of health care utilization; 2) impact of patient-provider relationships on health behaviors; 3) adherence to medical regimens; 4) psychosocial aspects of pain and chronic illnesses; and 5) behavioral interventions with medical populations. Prerequisite: PSY 5341

5352 Psychological Therapies. (3-0) This survey course on evidence-based psychological interventions focuses on the active mechanisms by which therapies work and their application to specific diagnostic categories and conditions. Interpersonal, behavioral, cognitive-behavioral, and dialectical behavior therapies will be highlighted along with newer empirically-based therapies such as Acceptance and Commitment Therapy and mindfulness approaches.
5360G Forensic Psychology. (3-0) Examination of the relationships between psychology and the Criminal Justice system. Emphasis is placed on how psychology variables influence how individuals carry out their duties within the system. Sample topics include: (a) psychology and jury decision-making, (b) accuracy/impact of eyewitnesses testimony, and (c) how characteristics of defendants influence juries.

5360H Psychology of Women. (3-0) The course includes an in-depth examination of the development of women’s roles and gender differences as well as a consideration of women’s relationships, sexuality, employment, and diversity. Special topics such as women and violence will also be covered.

5366 Individual Study. (3-0) Students design and execute original research or engage in extensive fieldwork in the field of psychology under the supervision of a faculty member. May be repeated once for credit. Prerequisite: PSY 5391 and permission of the instructor.

5370 Learning, Cognition, and Motivation. (3-0) Basic problems in the acquisition of responses, treating with such constructs as reinforcement, extinction, retention, forgetting, problem solving, motivation, and punishment. Major theories are treated through attention to classical experiments, but greatest emphasis is given to contemporary research. See Educational Psychology 5370.

5371 Behavioral and Cognitive-Behavioral Therapies. (3-0) This course examines the historical foundations and current status of the cognitive-behavioral theories that underlie Health Psychology. The predominant model is the biopsychosocial model that views health and illness as products of a combination of factors – biological, cognitive, emotional, behavioral, and social. Prerequisite: PSY 5352

5385 Industrial Social Psychology. (3-0) Research findings and theoretical concepts concerned with social-structured problems in organizations. Topics covered include: the system concept, characteristics of social organization, organizational effectiveness, leadership communications, and decision-making.

5391 Research Methods & Experimental Design. (3-3) Problems in psychology, emphasis on research procedures. A research project is required of each student.

5392 Program Evaluation. (3-0) Introduces the theory and techniques of program evaluation. Addresses all phases of program evaluations, including: conceptualization, planning, implementation, methodological and ethical issues, and analyzing and reporting results. Emphasis is placed on experimental and quasi-experimental methods commonly used in the evaluation of health programs. Prerequisite: PSY 5320 or consent of instructor.

5395 Practicum I. (3-0) Structured practical experience in health psychology at private or public setting. Supervision will be provided by a member of the graduate faculty and by a key individual at the site. Graded on a credit (CR), no-credit (F) basis. Prerequisite: Instructor approval.

5396 Practicum II. (3-0) Structured practical experience in health psychology at private or public setting. Supervision will be provided both by a member of the graduate faculty and by a key individual at the site. Graded on a credit (CR), no-credit (F) basis. Prerequisite: PSY 5395.

5398 Internship in Applied Health Psychology. (3-0) Students engage in extensive field work in a professional setting related to health psychology. Upon satisfactory completion of all internship course requirements, the student will receive three hours of course credit in health psychology. Prerequisites: 9 credit hours (PSY 5320, PSY 5391, PSY 5332) and consent of instructor.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in PSY 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis. Prerequisite: PSY 5321 and instructor approval.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.
5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

Graduate Faculty

Archer, Richard Lloyd, Professor of Psychology. B.A., University of Kansas; Ph.D., Duke University.

Ceballos, Natalie A., Associate Professor of Psychology. B.A., B.S., Southwestern Oklahoma State University; Ph.D., University of Oklahoma Health Science Center.

Czyzewska, Maria, Professor of Psychology. M.S., Ph.D., University of Warsaw.

Davis, John Michael, Professor of Psychology. B.A., M.A.T., Oklahoma City University; M.S., Ph.D., University of Oklahoma.

Etherton, Joseph L., Associate Professor of Psychology. B.A., Eastern Illinois University; M.A., University of Illinois at Urbana-Champaign; Ph.D., University of Georgia.

Friedman, Stan, Senior Lecturer of Psychology. B.A., Duquesne University; M.S., Illinois State University; Ph.D., The University of Notre Dame.

Ginsburg, Harvey Joe, Professor of Psychology. B.S., Ph.D., University of Houston.

Graham, Reiko, Associate Professor of Psychology. B.A., Simon Fraser University; M.S., University of British Columbia; Ph.D., University of Alberta.

Haskard Zolnierek, Kelly B., Associate Professor of Psychology. B.A., Claremont McKenna College; M.A., Ph.D., University of California-Riverside.

Howard, Krista J., Assistant Professor of Psychology. B.A., M.S., Ph.D., The University of Texas at Arlington.

Mendez, Roque, Professor of Psychology. B.A., Ph.D., The University of Texas at Austin.

Nagurney, Alexander J., Assistant Professor of Psychology. B.S., Carnegie Mellon University; M.A., Ph.D., Arizona State University.

Oberle, Crystal D., Associate Professor of Psychology. B.S., University of Houston-Victoria; M.A., Ph.D., Arizona State University.
Ogletree, Shirley Matile, Professor of Psychology. B.A., McPherson College; M.A., Ph.D., University of Michigan.

Osborne, Randall E., Professor of Psychology. B.A., Indiana University; Ph.D., The University of Texas at Austin.

Raffeld, Paul Charles, Professor Emeritus of Psychology. B.A., University of California-Los Angeles; M.A., California State University-Long Beach; Ph.D., University of Oregon.

Schepis, Ty, Assistant Professor of Psychology. B.S., Texas Christian; Ph.D., University of Texas Southwestern Medical Center at Dallas.

Seay, Ollie Jean, Clinical Assistant Professor of Psychology and Director of the Graduate Program. B.A., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

Stimmel, David Theron, Distinguished Professor Emeritus of Psychology. B.A., M.A., Southern Methodist University; Ph.D., University of Michigan.

Turner, G. Marc, Assistant Professor of Psychology. B.S., Texas State University-San Marcos; M.Ed., Ph.D., The University of Texas at Austin.

Wheeler, Richard Wade, Professor of Psychology. B.S., M.A., Ph.D., University of Houston.
Department of Sociology

Major and Degree Offered:
Sociology, M.A.
Applied Sociology, M.S.

Major Programs

Master of Arts: The Master of Arts degree with a major in Sociology has three goals. The first goal is to prepare graduates for a career in one of a number of fields, including but not limited to corporate research, personnel work, administration, and data analysis. The second goal is to prepare graduates to teach in community colleges. The third goal is to provide a sound general background for those who anticipate further graduate training beyond the master's degree.

There are two options for earning the Master of Arts degree with a major in sociology. Students may choose the thesis option having degree requirements of a minimum of 36 semester hours, including Sociology 5306, 5307, 5308, 5309 and 5399A/5399B. At least six of the required hours must be in a minor, selected from a number of approved minors in consultation with the graduate advisor. Students will be required to have a thesis proposal approved by their Thesis Committee prior to beginning the thesis.

A non-thesis option, without a minor, is also available, with degree requirements of 36 semester hours, including Sociology 5306, 5307, 5308, 5309, and 5320, and 21 additional hours in sociology.

All students earning the Master of Arts with a major in Sociology must pass one or more comprehensive examinations, either written, oral, or both at the end of their coursework. Students completing the non-thesis option will be expected to demonstrate knowledge of material from their coursework and be able to apply theory, statistics, and methods to substantive areas. Students completing the thesis option will defend the thesis and be knowledgeable about material from substantive courses as well as core courses. An appeals process is described in the Sociology Department’s Graduate Student Handbook.

Master of Science: The Master of Science with a major in Applied Sociology is designed to prepare students for careers in state and federal government agencies, large and small businesses and non-profit organizations. Graduates of this program will have the skills and knowledge necessary to compete in a rapidly changing job market, having mastered the techniques of both qualitative and quantitative research, general statistical analysis, and impact analysis.

This applied option has degree requirements of 36 semester hours, including Sociology 5306, 5307, 5308, 5309, 5322, 5323, and 5398A/5398B. Twelve additional hours will be selected from elective course work in Sociology. No minor is required, but students may choose a minor.

The course work for the Applied Sociology Major culminates in the two-course practicum, Sociology 5398A/5398B. Each student will initiate a site-based research project to collect impact analysis or assessment data of interest to site administrators. During a subsequent semester, the student will complete a professional research paper based on the data. Students will be required to have a practicum proposal approved by their committee prior to beginning the research paper. Although students' research projects will vary, each will combine the emphases of the program—sociological methods and statistics, needs assessment, impact analysis, and grant writing—with the collection and analysis of quantitative and/or qualitative data.

All students earning the Master of Science with a major in Applied Sociology must pass one or more comprehensive examinations, either written, oral, or both at the end of their coursework.
Defense of the professional research paper, as well as knowledge of coursework, will be the foci of this comprehensive examination.

**Admission Policy.** In addition to the general requirements for admission to the Texas State Graduate College specified in the “Categories of Admission” section of this catalog, the Department of Sociology requires a minimum grade point average of 3.00 on a 4.00 scale, calculated on the last 60 semester hours of undergraduate work before completion of the bachelor’s degree.

Applications for graduate studies in the Department of Sociology must include three letters of reference and a letter of intent as a part of the application process. The letter of intent should speak to the applicant’s academic interests and the relationship of the graduate degree in sociology to the applicant’s life goals. The letters of reference should be from individuals knowledgeable about the applicant’s ability to be successful in an academic setting. Please send the letter of intent and reference letters to the Office of the Graduate College. Applicants interested in becoming graduate assistants should request an application from the department and return it prior to May 1.

**Minors.** Sociology may be included as a minor field or supporting area for graduate studies in various master’s programs.

**Background**

An applicant for either the M.A. or M.S. degree who does not have undergraduate sociology courses in social theory, statistics, computer applications, and social research must complete undergraduate courses in each of these areas. Depending on the extent of undergraduate education in sociology or related fields, students may be permitted to take up to six hours of selected graduate courses before completing these undergraduate requirements.

**Student Fitness and Performance**

**Program Standards** – Students enrolled in all academic programs in the Department of Sociology must maintain high scholastic standards and develop a mastery of the knowledge and methods of the discipline. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and methods that are generally accepted by others in the profession, and conform to the American Sociological Association’s Code of Ethics, the Texas State University Honor Code, and the Texas State University Code of Student Conduct. A student’s acceptance in any program does not guarantee the student’s fitness to remain in that program. The faculty is responsible for verifying that only those students who continue to meet program standards are allowed to continue in any program.

**Evaluation of Student Fitness and Performance** – Members of the faculty, using their professional judgments, evaluate student fitness and performance continuously. The criteria used by the faculty to make such judgments include instructors’ observations of student performance in class or in activities related to courses, evaluations of student performance on theses and practica, site supervisors’ evaluations of student performance in practica, and the codes of ethics noted above. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program.

In this context, the term “satisfactory progress” refers to an academic judgment made regarding the student’s fitness and performance. It is a judgment that the student has failed to meet program standards rather than a judgment made on the basis of the student’s violation of valid rules of conduct. Disciplinary matters are referred to Student Justice.

**Student Review Process** – If a faculty member believes that a student is not making satisfactory progress or meeting program standards, he or she should discuss the situation with the student. If the faculty member believes that the student’s conduct cannot improve to acceptable standards, the faculty member should refer the student to the Program Standards Committee. The
Program Standards Committee consists of three faculty members appointed by the department chair in consultation with the senior faculty.

The Committee will notify the student of the reasons that he or she is not making satisfactory progress or meeting program standards and will give the student an opportunity to meet with the Committee to respond and to present information and witnesses to the committee. The Committee will also meet with the faculty member who referred the student to the Committee. After considering the matter, and within ten working days of meeting with the student, the Committee will report to the student and the Chair. The Committee will recommend that the student either be allowed to remain in the program or be removed from the program. The committee may make other recommendations, such as placing restrictions or conditions on the student’s continuing in the program. Within ten working days of receiving the Committee’s recommendations, the student will notify the Chair of the student’s acceptance or rejection of the committee’s recommendation.

Within ten working days of receiving the Committee’s recommendation, the Chair will make a decision as to the student’s continued presence in the program. Before making the decision, the Chair will give the student an opportunity to meet with the Chair and to offer information on the student’s behalf. However, the Chair need not meet with the student before making a decision if the Chair has given the student a reasonable opportunity to meet, and the student has either failed or refused to meet. The Chair will notify the student of the decision.

If the student is dissatisfied with the Chair’s decision, he or she may appeal to the Dean of Liberal Arts. However, in order for an appeal to be considered, the student must submit a written notice for an appeal to the Chair and to the Dean within ten working days of receiving the Chair’s decision. The Dean will consider the matter based on information compiled by the Chair and notify the student of his or her decision within ten working days of the Dean’s receipt of the appeal from the Chair. The Dean may meet with the student and give the student an opportunity to address the issues. The Dean’s decision is final.

Financial Aid

The Department of Sociology provides financial aid to selected students by employing graduate students as instructional assistants and research assistants. The Office of the Graduate College can provide information about graduate scholarships.

Courses Offered

Sociology (SOCI)

5105 Practicum in Teaching Sociology. (1-0) An introduction to key concepts and practices in the teaching of college course in Sociology. Provides regular in-service training and planned periodic evaluations of instructional responsibilities. Required for first-year teaching and instructional assistants in the Sociology Department. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.

5300 Foundation Studies in Sociology. (3-0) This course provides prerequisite knowledge required for success in graduate-level coursework in Sociology. Course content varies depending on academic preparation. This course does not earn graduate credit. Repeatable up to 12 hours with different emphasis. Prerequisite: Approval of graduate advisor in Sociology.
5306 **Sociological Theory Seminar.** (3-0) This graduate theory course examines the role of social theory in the historical and contemporary quest for knowledge and understanding of society. The first half of the course emphasizes the European Classics. The second half of the course is devoted to contemporary theory. Emphasis throughout will be on using theory to better understand current events and everyday life experiences.

5307 **Advanced Statistics for the Social Sciences.** (3-0) Application of advanced statistical theory and methods to the analysis of social data. Prerequisites: Sociology 3307 or equivalent with grade of “B” or better.

5308 **Seminar in Research Methods.** (3-0) The application of research methods to social science with emphasis on direct, practical experience in research.

5309 **Seminar in Qualitative Research Methods.** (3-0) This course examines qualitative methods in Sociology. Topics include examples of classical and modern qualitative research, and issues related to qualitative research. Students critique qualitative studies and conduct a qualitative project. Prerequisites: SOCI 3309, its equivalent, or permission of the graduate advisor.

5310 **Teaching Sociology.** (3-0) Objectives, methods, and materials of instruction in the sociology curriculum. Relation of sociology to other disciplines.

5316 **Seminar in Deviation and Social Problems.** (3-0) A systematic analysis of contemporary social problems and various types of social deviation. Emphasis is on the socialization process as it relates to social problems and human deviation. The sociological explanation of underlying factors will be stressed.

5319 **Seminar in Social Psychology.** (3-0) A critical appraisal of the major theories and theorists found in Social Psychology with emphasis on their application to contemporary social and psychological issues.

5320 **Seminar in Demography.** (3-0) A seminar in the study of population with emphasis on sources of demographic data, techniques of demographic analysis, and population composition and forecasts.

5322 **Impact Analysis Research.** (3-0) This course is designed to introduce students to the assessment of organizational impact. It addresses both the historical development and social functions of evaluation, as well as practical application of assessment research. Emphasis will be on appropriate research design, implementing the design, and analysis of data.

5323 **Grant Writing for the Social Sciences.** (3-0) This course offers an applied approach to developing grant-writing skills for the social scientist. It will cover all aspects of proposal development including idea generation, funding source identification, project description, project plan, project management, evaluation methods, and budget preparation strategies.

5337 **Seminar in the Family.** (3-0) An analysis of selected topics with respect to contemporary family structure and processes.

5343 **Seminar in Criminology.** (3-0) An analysis of theories and research related to the crime problem with particular emphasis on the United States. Emphasis will include a study of the role of punishment, corrections, and the reform of offenders. Special consideration will be given to influential social conditions that play a part in crime causation and prevention.

5347 **Seminar in Juvenile Delinquency.** (3-0) This seminar will examine juvenile delinquency from a sociological perspective. Many topics, including an historical examination of delinquency, theories of delinquency, the social context of delinquency, and social policy issues involving the juvenile justice system and youth-related social problems will be explored.

5350 **Seminar on the Sociology of Gender.** (3-0) This course is a graduate level seminar on the study of gender in sociology with a focus on issues of race, ethnicity, social class, and sexuality. We will examine the major contemporary scholarly debates about gender and explore how gender issues are embedded in different institutions and organizations.

5353 **Seminar in the Community.** (3-0) A study of contemporary urban society with emphasis on understanding the social structure as a prerequisite to planning and problem solving at the community level.
5358 Seminar in the Sociology of Work and Occupations. (3-0) This course will explore the organization, experience, and meaning of work in modern societies. Students will analyze the context and structure of different industries and occupations, how and why inequalities in the workplace occur, the balance between work and family, and the effects of globalization.

5359 Seminar in Drugs and Society. (3-0) A sociological examination of the use of legal and illegal drugs in society, with emphasis on topics such as the “war on drugs,” the pharmaceutical industry, and drugs as technologies of medicalization, as well as incentives to social change.

5363 Seminar in Medical Sociology. (3-0) A seminar on selected topics of human health and health care organizations. Topics to be stressed include: social causes and consequences of morbidity and mortality, professionalization and socialization of health care practitioners, organization of health institutions, and demographic changes in health problems and needs.

5365 Seminar in Political Sociology. (3-0) This course applies sociological theory and research to explore the exercise of power in its social context. Particular topics may include but are not limited to civil society, power outside of government, the relationship of the state to other social institutions, and the nature of elites.

5368 Seminar in Environmental Sociology. (3-0) This course situates societies within their ecological context and vice versa. Focusing upon social and environmental interactions, including the interactions of social organization, inequality, and policy, provides a comprehensive understanding of the physical and social milieu.

5370 Seminar in Multi-Cultural Relations. (3-0) Examines the dynamics of dominant-subordinate social groups. Focuses on racial, ethnic, and class differences.

5371 Directed Study. (3-0) Course of independent study open to individual students only at the invitation of the faculty member with the approval of the department chair and the graduate advisor. Repeatable for credit.

5388 Sociological Topics. (3-0) This seminar offers varied content, focusing on subject areas not covered in the existing curriculum. May be repeated for credit with different emphases.

5388A Bureaucrats and Terrorists. (3-0) This course explores two contradictory trends in contemporary societies. The first is greater emphasis on bureaucratic rationality. The second is mobilizing people in terms of passions such as nationalism and spirituality. Students will explore the complex relationships between these two trends.

5388B Social Inequality: Race, Class, and Gender in the United States. (3-0) This course will investigate the topic of social inequality. The intersections of class, race and gender as they produce inequality will be explored, along with theoretical perspectives and empirical evidence informing the study of social inequality.

5388C Sexual and Reproductive Health. (3-0) This course examines sexual and reproductive health issues in developed and developing countries. Emphases are on social determinants, particularly health disparities by class, race, gender and location. Other topics include family planning, pregnancy outcomes, reproductive morbidity, sexually transmitted infections, intimate partner violence, adolescent sexual health, and policies that impact reproduction.

5388D How Society Works. (3-0) This course examines how societies are created and maintained. Emphasis is on the functional prerequisites and the common social patterns that emerge in response to meeting the functional prerequisites.

5388E Seminar on Aging. (3-0) This seminar style course provides graduate students with an opportunity to examine contemporary issues involving individual aging processes and population aging from a social scientific perspective.

5388F Seminar in Poverty. (3-0) This course is a graduate seminar on the sociological study of US poverty and social mobility. We will examine poverty measurement and trends, poverty-related social policies, theories for explaining poverty and mobility, and the intersection of poverty and social mobility with issues of gender, race, family structure, and place.
5390 Seminar in Globalization and Development. (3-0) This seminar explores issues related to socioeconomic development and chance, particularly in the “Global south.” The course will focus on factors affecting development and underdevelopment around the world.

5398A Applied Research Practicum. Directed impact analysis project in a government agency, business, or non-profit organization requiring the student to apply skills and demonstrate knowledge gained in course work. The project topic will be determined jointly by the faculty supervisor, the student, and the research site. Graded on a credit (CR), no-credit (F) basis.

5398B Applied Research Practicum. Directed impact analysis project in a government agency, business, or non-profit organization requiring the student to apply skills and demonstrate knowledge gained in course work. The project topic will be determined jointly by the faculty supervisor, the student, and the research site. Graded on a credit (CR), no-credit (F) basis.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in Sociology 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

7368 Advanced Environmental Sociology. (3-0) This course situates societies within their ecological context and vice versa. Focusing on social and environmental interactions, including the interactions of social organization, inequality, and policy, this course provides a more comprehensive understanding of the physical and social milieu.

Graduate Faculty

Anderson, Audwin LaBarron, Associate Professor of Sociology and Director of the Graduate Program. B.S.C.J., M.A.T., Texas State University-San Marcos; Ph.D., Texas A&M University.

Caldwell, Sally, Associate Professor of Sociology. B.A., M.A., Southern Methodist University; Ph.D., University of North Texas.

Chee, Kyong Hee, Associate Professor of Sociology. B.F.A., Seoul National University; M.B.A., Sogang University; M.S., Ph.D., Iowa State University.

Day, Susan Bland, Professor and Chair of the Department of Sociology. B.A., M.A., University of Oklahoma; M.Phil., Ph.D., University of Kansas.
Ellis, Anne Marie, Professor of Sociology. B.A.E., M.A., University of Florida; Ph.D., University of North Texas.

Giuffre, Patti A., Professor of Sociology. B.A., M.A., Ph.D., The University of Texas at Austin.

Harris, Deborah A., Assistant Professor of Sociology. B.A., M.S., Ph.D., Mississippi State University.

Kotarba, Joseph A., Professor of Sociology. B.A., Illinois State University; M.A., Arizona State University; Ph.D., University of California-San Diego.

Majumdar, Debarun, Associate Professor of Sociology. B.Arch., Indian Institute of Technology; M.A., University of Toledo; Ph.D., Bowling Green State University.

Martinez, Gloria, Associate Professor of Sociology. B.A., San Jose State University; M.A., Ph.D., University of Michigan.

Pino, Nathan W, Professor of Sociology. B.S., Texas State University-San Marcos; M.S., Ph.D., Iowa State University.

Price, Robert, Senior Lecturer. B.A., Texas Christian University; M.A., The University of Texas at Arlington; Ph.D., The University of Texas at Austin.

Smith, Chad L., Associate Professor of Sociology. B.A., The University of Texas at Austin; M.A., Northern Arizona University; Ph.D., Washington State University.

Watt, Toni Terling, Associate Professor of Sociology. B.S., B.A., Auburn University; M.B.A., Mississippi State University; M.A., University of Texas at Arlington; Ph.D., The University of Texas at Austin.

Wivagg, Jonathan, Senior Lecturer. B.A., Southwestern University; M.A., Ph.D., Baylor University.
College of Science and Engineering

Ph.D. in Aquatic Resources

Doctoral Major and Degree Offered
Aquatic Resources, Ph.D.

Ph.D. Program

Sustainable freshwater resources provide a foundation for aquatic and terrestrial ecosystems, as well as human use and economic development. However, inadequate understanding of aquatic resources and a prevailing inability to properly integrate scientific, technical, and socioeconomic elements continues to seriously hinder the goal of providing sustainable aquatic resources, not only in Texas, but also across the nation and around the world.

Educational Goal

The doctoral program emphasizes original research and is designed to provide depth and breadth of knowledge in the field of Aquatic Resources and related disciplines, including basic and applied research, management, and policy. Students will work, both independently and with other specialists, in a multidisciplinary environment to identify and solve complex problems and issues relevant to the sustainable use of aquatic resources.

Admission Policies

Admission to the Aquatic Resources Ph.D. Program normally requires an earned master’s degree or equivalent from an accredited college or university in Biology, Chemistry, Engineering, Geology, or other natural science relevant to the study of aquatic resources. Exceptionally qualified applicants with an earned bachelor’s degree or equivalent from an accredited college or university in these same fields also will be considered for admission to the Aquatic Resources Ph.D. Program. Each doctoral student will develop a program of research and study in consultation with their Ph.D. advisor and the Doctoral Program Director, and approved by the Dean of the Graduate College. This program will include a set of core courses and an appropriate selection of elective courses necessary to provide the student with the scientific expertise and knowledge to work independently and with others in a multidisciplinary environment to address the range of issues constituting sustainable aquatic resources.

Prospective students must contact Doctoral Faculty members to identify an individual willing to serve as their major advisor prior to submitting their application to the graduate program. A list of faculty and their research areas is available at http://www.aquaticresources.bio.txstate.edu/.

Application Deadlines

Students must submit a Doctoral Program Graduate College Application for Admission if they wish to pursue a doctoral degree at Texas State. The Department of Biology requires the submission of additional application materials. Students normally enter the Ph.D. program during either the fall or spring semester. To ensure full consideration for admission to the program, all required application materials must be submitted to the Office of the Graduate College no later than
January 15 for entry the following fall semester, or no later than August 15 for entry in the following spring semester. Admission decisions will normally be made within 45 days of application deadlines. Applications received after the posted deadlines may not be considered for financial support until the following academic year.

Admission Requirements

Students entering the Ph.D. program in Aquatic Resources must have demonstrated evidence of scholarly research and writing. To be considered for admission to the program, each student must submit the following materials to the Office of the Graduate College:

1. A complete application for admission to the Graduate College through ApplyTexas.
2. A non-refundable application fee of $40.00.
3. One official transcript that indicates the completion of a master’s or bachelor’s degree in Biology, Chemistry, Engineering, Geology, or a related natural science discipline from an accredited college or university. For students holding a master’s degree, a grade point average (GPA) of at least 3.25 on all completed graduate work is required. For students holding a bachelor’s degree, a GPA of at least 3.5 on all completed undergraduate work is required.
   a. Non-Texas State graduates must submit a transcript from each college or university (including Texas State, if attended). These must be mailed directly from the institution to the Office of the Graduate College.
   b. Texas State graduates only need to order transcripts from any colleges not listed on the Texas State transcript. The Office of the Graduate College will obtain the Texas State transcript from the Registrar’s office.
4. Official results of the Graduate Record Examination (GRE). Well-qualified applicants should score in at least the 60th percentile on both the verbal and quantitative portions of the GRE. If the GRE was taken within the last five years and prior to the new examination, the following preferred scores will be considered - 1150 or higher (verbal and quantitative combined). This score must be on file in the Office of the Graduate College prior to the evaluation of the student’s application.
5. A current curriculum vitae that summarizes your educational and professional accomplishments.
6. A statement of educational and career goals that describes your professional aspirations and your rationale for pursuing a doctoral degree in Aquatic Resources. Applicants can obtain a Statement of Goals form by contacting the Office of the Graduate College or by downloading it from the Graduate College website: http://www.gradcollege.txstate.edu/
7. Three letters of recommendation that must address the substance and quality of your preparation for doctoral study.
8. An “Intent to Mentor” letter provided by a Texas State faculty member, in which the faculty member must agree to serve as the student's dissertation advisor. Contact with faculty is the primary vehicle for learning of opportunities for research and support and for developing potential avenues of research. The intent of the mentor requirement is to help ensure that students have a successful start to their graduate career. At times it may be necessary for a student to change advisors in the course of their studies; this may be done with the approval of the Graduate Committee and Program Director.

All applicants should refer to the “Admission Documents” section of the Graduate Catalog for more information.
International applicants should refer to the “Admission Information” and “Admission Documents” sections of the Graduate Catalog for additional requirements.

Financial Aid

Assistantships and scholarships are available to qualified applicants. The Department of Biology offers doctoral instructional assistantships and teaching assistantships on a competitive basis to full-time students enrolled in the Aquatic Resources Ph.D. program. Detailed information on the department’s assistantship policy is included in the Department’s Graduate Guide. The Office of the Graduate College can provide further information regarding scholarships.

Course Work

Degree Audit

Each Ph.D. student is issued a preliminary degree audit by the Office of the Graduate College that should be used to plan the student’s course of study. In the first semester of enrollment, students should review the degree audit in consultation with their supervising professor and the Program Director. With admission into the doctoral program, it is expected that students will pursue their course work and research activities in an efficient and timely manner. If it is determined that a student is not making adequate progress toward completion of the doctoral degree requirements, consultations will be undertaken between the student, his or her Ph.D. advisor, the Program Director, and the department Graduate Committee to develop a remediation plan, which may include revising a student’s program of study or research. Failure to successfully remedy documented deficiencies will result in termination of the student’s enrollment in the doctoral program at the discretion of the Graduate Committee. Students removed from the doctoral program in this manner may appeal to the Dean of the Graduate College for reinstatement in the program.

Course Work Requirements

For students entering the program with a master’s degree, the Ph.D. in Aquatic Resources requires the completion of 20 hours of core courses and 40 hours of elective courses and dissertation (including a minimum of 15 hours of dissertation credit). For students entering the program with a bachelor’s degree, the Ph.D. in Aquatic Resources requires the completion of 27 hours of core courses and 63 hours of elective courses and dissertation (including a minimum of 15 hours of dissertation credit). The selection of core courses should be made in consultation with the student’s Ph.D. advisor and the Program Director. With approval of the Program Director, a core course beyond the minimum required hours can be counted as an elective course toward the total hours required for the degree.

Core Courses

BIO 7102 Seminar in Aquatic Resources
BIO 7302 Problems in Aquatic Resources
BIO 7303 Research
BIO 7310 Global Aquatic Resources
BIO 7312 Government Policy Impacts on Aquatic Resources
BIO 7322 Scientific Method and Aquatic Resources
BIO 7362 Environmental Impact Analysis
BIO 7401  Assessment Techniques for Aquatic Resources  
BIO 7402  Molecular Field Techniques  
BIO 7405  Statistics and Experimental Design I  
BIO 7406  Statistics and Experimental Design II  
PHIL 7323  Environmental Ethics and Sustainable Aquatic Resources

**Elective Courses:**

AG 7310  Agriculture and Sustainable Aquatic Resources  
BIO 7114  Collaborative Research  
BIO 7120  Population Biology Seminar  
BIO 7214  Collaborative Research  
BIO 7308  History of Vegetation and Climate  
BIO 7314  Collaborative Research  
BIO 7324  Natural History and Conservation of Large Mammals  
BIO 7325  Wildlife and Recreation: Impacts and Management  
BIO 7328  Integrated Waterbird Management  
BIO 7336  Evolutionary Ecology  
BIO 7346  Conservation Biology  
BIO 7348  Aquatic Resources Economics  
BIO 7350  Aquatic Resources Law  
BIO 7353  Biogeography  
BIO 7355  Plant-Water Relations  
BIO 7356  Pollution of Aquatic Ecosystems  
BIO 7360  Special Topics in Aquatic Resources  
BIO 7366  Integrated Water Resources Management  
BIO 7367  Behavioral Ecology  
BIO 7368  Introduction to Ecological Modeling  
BIO 7407  Instrumentation for Water Quality Analysis  
BIO 7408  Fish Ecology and Conservation  
BIO 7410  Aquatic Microbial Ecology  
BIO 7412  Environmental Hydrology  
BIO 7415  Ichthyology  
BIO 7419  Stream Ecology  
BIO 7421  Landscape Dynamics  
BIO 7422  Wetlands Ecology  
BIO 7424  Phycology  
BIO 7426  Ecology Management of Aquatic Macrophytes  
BIO 7427  Principles of Population Biology I  
BIO 7428  Principles of Population Biology II  
BIO 7433  Population Genetics  
BIO 7434  Herpetology  
BIO 7440  Aquatic Toxicology  
BIO 7447  Microbial Physiology and Genetics  
BIO 7466  Phylogenetics  
BIO 7468  Groundwater Resources  
BIO 7470  Limnology  
BIO 7471  Reservoir Ecology  
BIO 7475  Restoration of Polluted Aquatic Resources  
CHEM 7330  Environmental Chemistry
ENG 7314 Specializations in Professional and Technical Communication Topics:
   Writing and Communicating about Aquatic Resources Issues
GEO 7316 Remote Sensing and the Environment
GEO 7318 GIS and Environmental Geography
GEO 7334 Geographic Aspects of Water
HR 7375 Aquatic Health Ecology and Human Disease
POSI 7310 Resolution of Disputes Involving Aquatic Resources

Dissertation: 15 hours minimum

BIO 7199A Dissertation
BIO 7299A Dissertation
BIO 7399A Dissertation
BIO 7599A Dissertation
BIO 7699A Dissertation
BIO 7999A Dissertation

Advancement to Candidacy

Application for Advancement to Candidacy

Students can download the “Advancement to Candidacy Application” from the Biology Department website or they can obtain a copy from the Program Director. The student should complete and sign the upper portion of the form and return it to the Program Director. When all requirements for admission to candidacy have been met (completion of core course work, submission of an approved dissertation proposal, and completion of the comprehensive examination), the Program Director will forward the Advancement to Candidacy application to the Dean of the Graduate College for review and approval.

Advancement to Candidacy Time Limit

Students entering the doctoral program in Aquatic Resources with a master’s degree and receiving departmental support are expected to take the Advancement to Candidacy Examination by the end of their second year in the program; students entering with a bachelor’s degree and receiving departmental support are expected to take the examination by the end of their third year. All students are expected to have passed the Advancement to Candidacy Examination within one calendar year of completing the core course work required by their degree audit. This expectation holds for both full-time and part-time students. Requests for a time extension must be submitted to the Program Director by the student’s Ph.D. advisor and approved by the Graduate Committee.

No credit will be applied toward a student’s doctoral degree for course work completed more than four years before the date on which the student is admitted to candidacy. This time limit applies to course credit earned at Texas State, as well as course credit transferred to Texas State from other accredited institutions.

Grade-Point Requirements for Advancement to Candidacy

A minimum GPA of 3.0 on all course work undertaken as a graduate student in the Aquatic Resources doctoral program is required for admission to candidacy. No grade below “B” on any graduate course work may apply toward a Ph.D. degree in Aquatic Resources at Texas State.
Incomplete grades must be cleared through the Office of the Graduate College at least ten days before approval for advancement to candidacy will be granted.

**Dissertation Proposal**

A dissertation proposal prepared by the student and approved by the student’s Ph.D. advisor and all other members of the Dissertation Committee is a requirement for Advancement to Candidacy status. The proposal must outline the substance and scope of the dissertation research, present the methodology to be used, and survey the relevant literature. The student’s Ph.D. advisor and other Dissertation Committee members must indicate approval of the dissertation proposal on the “Ph.D. Dissertation Proposal” form which can be downloaded from the Biology Department website or obtained from the Program Director. A final copy of the dissertation proposal, accompanied by the signed approval form, must be turned in to the Program Director, who will forward it to the Dean of the Graduate College for review and final approval.

**Advancement to Candidacy Examination**

Students in the Aquatic Resources doctoral program are required to pass a comprehensive examination that will assess the student’s preparedness to carry out the proposed plan of dissertation research. Students taking the Advancement to Candidacy Examination must have completed all required core and background courses as prescribed in their degree audit. Detailed information on the examination procedure can be found in the Biology Department’s Guide to Graduate Study or obtained from the Program Director.

The Advancement to Candidacy Examination will consist of both written and oral components. The written component of the examination will consist of questions submitted by the Dissertation Committee members and will be administered by the Program Director. Successfully passing the written component of the examination requires positive votes from all members of the Dissertation Committee.

Successful completion of the written portion of the candidacy exam must be followed within thirty days by an oral presentation and defense of the dissertation proposal. The oral component of the Advancement to Candidacy Examination will entail a public seminar presentation of the student’s dissertation proposal, followed immediately by a closed defense of the proposal attended only by the student and his or her Dissertation Committee. Both the presentation and defense must take place on the same day. Successfully passing the oral examination requires positive votes from all members of the student’s Dissertation Committee.

**Recommendation for Advancement to Candidacy**

The Dissertation Committee recommends the applicant for Advancement to Candidacy by completing the “Advancement to Candidacy Examination Report” which can be downloaded from the department’s website or obtained from the Program Director. The results of the Advancement to Candidacy Examination must be filed in the Office of the Graduate College before the Dean of the Graduate College gives final approval to candidacy. The Program Director is responsible for submitting this report to the Office of the Graduate College.

**Dissertation Research and Writing**

All doctoral students are required to complete a dissertation. The dissertation must represent an original contribution to scholarship based on independent investigation. Preparation of the
dissertation should follow the guidelines in the current edition of the *CBE (Council of Biology Editors) Style Manual* or in an appropriate professional journal in the designated field, as deemed acceptable by the Dissertation Committee.

**Dissertation Enrollment Requirements**

After being admitted to candidacy, students must be continuously enrolled for dissertation hours each semester until the defense of their dissertation. If a student is receiving supervision on the dissertation during the summer or the student is graduating during the summer, the student must be enrolled in dissertation hours for the summer. All candidates for graduation must be enrolled in dissertation hours during the semester in which the degree is to be conferred. Students must complete a minimum of 15 semester hours of dissertation research and writing credit.

**Dissertation Time Limit**

Students are expected to complete the dissertation within three years of advancement to candidacy. Successful completion of the Dissertation Defense must occur within ten years of the student’s entry into the Ph.D. Program. Any exceptions to these time limits require the approval of the Program Director and the Dean of the Graduate College. The Graduate Committee and the Program Director will review each student annually to ascertain his or her progress in pursuing the degree, and will consult with the student’s Ph.D. advisor and Dissertation Committee on this matter as appropriate.

**Dissertation Committee**

The Dissertation Committee is responsible for the Advancement to Candidacy Examination and will oversee the research progress of a doctoral student and the writing of the student’s dissertation. The committee will consist of at least five members, including the student’s Ph.D. advisor, two other Texas State Biology doctoral faculty members, and two external doctorate-level members, at least one of whom must be from an institution other than Texas State. The student’s Ph.D. advisor will chair the committee and will normally be from the major department. The student, Program Director, department chair, and the Dean of the Graduate College will approve the composition of the Dissertation Committee. The student is responsible for obtaining committee members’ signatures on the “Dissertation Advisor Assignment Form” and the “Dissertation Committee Request Form,” which can be downloaded from the department’s website or obtained from the Program Director.

**Committee Changes**

Any changes to the Dissertation Committee must be submitted for approval to the Dissertation Committee Chair, the Doctoral Program Director, the department chair, and the Dean of the Graduate College. Changes must be submitted no less than sixty days before the dissertation defense. The “Ph.D. Research Advisor/Committee Member Change Request Form” may be downloaded from the department’s website or obtained from the Program Director.

**Dissertation Defense**

The Dissertation Defense may not be scheduled until all other academic and program requirements have been fulfilled. A complete draft of the dissertation must be given to the members of the Dissertation Committee at least 65 days before the date of commencement during the semester in which the student intends to graduate. After committee members have reviewed the draft with the
student and provided comments, the student, in consultation with the Ph.D. advisor, will incorporate the recommended changes into a second draft of the dissertation. When each committee member is satisfied that the draft dissertation is defendable, the Dissertation Defense may be scheduled.

The Dissertation Defense will consist of two parts. The first part is an oral presentation of the dissertation research given as a public seminar. The second part of the defense will immediately follow the public presentation, but is restricted to the student’s Dissertation Committee, and will entail an oral examination over the dissertation research. The full committee, including all external members, must be present. Approval of the dissertation requires positive votes from all members of the Dissertation Committee. At the conclusion of the defense, a “Dissertation Defense Report,” which can be downloaded from the department’s website or obtained from the Program Director, must be completed, signed by all committee members, and submitted to the Program Director, who will forward it to the Dean of the Graduate College for review and final approval. Specific information on the examination procedure can be found in the Biology Department’s Guide to Graduate Study or obtained from the Program Director.

Approval and Submission of the Dissertation

Following approval and signing of the dissertation by the members of the Dissertation Committee and submission of the Dissertation Defense Report, the student must submit one copy of the dissertation, at least two signature pages, and a copy of the dissertation abstract to the Office of the Graduate College for final approval. All dissertation abstracts must be published in Dissertation Abstracts International. Specific guidelines for approval and submission of the dissertation can be obtained from the Office of the Graduate College.

Fee Reduction

Fee Reduction. A master’s or doctoral degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A., Education Code, Section 54.054. Please refer to the section titled Fee Reduction in the Additional Fees and Expenses chapter of this catalog for more information.

Courses Offered

AG 7310 Agriculture and Sustainable Aquatic Resources. (3-0) Study of the impacts of agricultural on aquatic resources, including agricultural water requirements for various types of crops and soils, impacts of agricultural chemicals on aquatic ecosystems, efficiency of alternative irrigation practices, and means for altering or mitigating current practices that can adversely affect aquatic resources.

BIO 7100 Professional Development. (1-0) This course is seminar-based and covers topics related to teaching, research, and employment responsibilities. Completion of the course is required as a condition of employment for graduate assistants. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.

BIO 7102 Seminar in Aquatic Resources. (1-0) Interactive discussion of timely issues and problems, designed to introduce students to the range of scientific, socioeconomic and policy issues likely to be encountered within the field of aquatic resources. All students seeking a doctoral degree in Aquatic Resources must enroll in BIO 7102 at least twice.

BIO 7103 Topics in Aquatic Resources. (1-0) This course focuses on selected topics in aquatic resources, including scientific and socioeconomic aspects of aquatic resources issues.
BIO 7103A Ecology and Society. (1-0) Interactive discussion on relationships between society and the life-supporting ecosystems on which humans depend. Topics include roles of natural systems in social systems; effects of social, economic and political institutions on ecological systems and services; and the means by which humans develop and sustain desired ecological and social states.

BIO 7103B Aquaculture. (1-0) The course comprises a survey of aquaculture production throughout the world. It also examines and discusses the impacts of aquaculture on nutrition, fisheries and the economy.

BIO 7103C Aquatic Toxicology. (1-0) An introduction to the principles, concepts and mechanisms of aquatic toxicology, and the implications of this issue regarding environmental and ecosystem quality and sustainability.

BIO 7103D Molecular Biology of the Cell. (1-0) Interactive discussion of current literature on molecular biology of the cell. The course is designed to discuss concepts and their applications and methodology associated with the structure and function of the cell at cellular and molecular level.

BIO 7103E Contemporary Problems in Ecology. (1-0) This course is an interactive discussion of the theoretical foundations and empirical basis for controversial topics in ecology, designed to develop critical thinking skills, and the ability to evaluate and integrate the biological, chemical and physical factors that affect the structure, functions, and interactions characterizing communities and ecosystems.

BIO 7103F Molecular Genetics of Plant Development. (1-0) The study of plant development is rapidly changing as plant genome projects discover a multitude of new genes, and their expression and interaction patterns are understood. This course is designed to discuss concepts in plant development, and developmental processes as pathways of gene regulatory activities.

BIO 7103G Ecophylogeny. (1-0) A review of the concept of ecophylogeny, its scientific foundation, and its ecological-hydrological linkages. Current topics in ecophylogeny in the literature will be discussed, including manipulation of biota and hydrology interactions in a landscape, and the possibility of augmenting the resilience of ecosystems to anthropogenic changes.

BIO 7103H Integrated Waterbird Management. (1-0) This course focuses on the ecology and management of waterbirds, with an emphasis on the inland and coastal waterbirds of Texas. The basic ecology of waterbirds, waterbird management techniques, and waterbird habitat management will be discussed.

BIO 7103I Avian Ecology and Evolution. (1-0) This course is an interactive discussion of avian ecology and evolution, providing students with a critical examination of theories, hypotheses, and lab and field-based data that support or refute there hypotheses. This course also discusses peer-reviewed literature that challenges some paradigms in avian ecology and evolution.

BIO 7114 Collaborative Research. (1-1) This course (concurrent enrollment allowed) allows Ph.D. level graduate students to initiate, conduct, and participate in collaborative research with graduate faculty of the Department of Biology that is in addition to research conducted under BIO 7303, 7399A, or 7699A. This course recognizes the collaborative nature of scientific investigation.

BIO 7120 Population Biology Seminar. (1-0) This course facilitates exploration of current topics in population and conservation biology through reading and discussion of contemporary primary and secondary literature.

BIO 7199A Dissertation in Aquatic Resources. (1-0) Original research and writing in Aquatic Resources, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), non-credit (F) basis.

BIO 7214 Collaborative Research. (2-2) This course (concurrent enrollment allowed) allows Ph.D. level graduate students to initiate, conduct, and participate in collaborative research with graduate faculty of the Department of Biology that is in addition to research conducted under BIO 7303, 7399A, or 7699A. This course recognizes the collaborative nature of scientific investigation.
BIO 7299A Dissertation. (6-10) Original research and writing in Aquatic Resources, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

BIO 7302 Problems in Aquatic Resources. (3-0) Individual study on specific state, national, or international aquatic resources issues, under direct supervision of a doctoral or associate faculty member. Students may not enroll in BIO 7302 more than twice for doctoral credit without the approval of the Graduate Program Director.

BIO 7303 Research. (3-3) Research course for students who have not yet passed their Candidacy Exam, typically under direction of research-dissertation supervisor. Pre-candidacy students must enroll in course every semester until admission to Candidacy, although it may not be taken more than three times for doctoral credit without the approval of Graduate Program Director.

BIO 7308 History of Vegetation and Climate. (3-1) An overview of past vegetation and its relationship to changing climate. Topics include principles of paleovegetation analysis, paleoclimatology, the rise of flowering plants, vegetation during the age of dinosaurs, the rise of the grasslands, and the Quaternary Ice Age. Prerequisites: Consent of instructor.

BIO 7310 Global Aquatic Resources. (3-0) Introduction to global, national, and regional aquatic resource issues, including scientific, environmental policy and socioeconomic components and perspectives. Water quantity and quality issues and their root causes in different regions of the world are examined, with an emphasis on case studies.

BIO 7312 Government Policy and Aquatic Resources. (3-0) Examination of aquatic resources issues in federal, state, or local governments, including examination of goals and relations of different governmental entities to each other. Relevant international treaties, and federal and state statutes in which these policies are embodied, are examined.

BIO 7314 Collaborative Research. (3-3) This course (concurrent enrollment allowed) allows Ph.D. level graduate students to initiate, conduct, and participate in collaborative research with graduate faculty of the Department of Biology that is in addition to research conducted under BIO 7303, 7399A, or 7699A. This course recognizes the collaborative nature of scientific investigation.

BIO 7322 Scientific Method and Aquatic Resources. (3-0) Analysis of the scientific method applied to ecological research, focusing on aquatic ecosystems. Topics include methods of reasoning and statistical inferences in research, strategies of scientific research in aquatic ecology, and scientific research as a social process.

BIO 7324 Natural History and Conservation of Large Mammals. (3-0) This course will introduce students to advanced details of natural history, research, and conservation of large mammals. Topics considered will include natural history, range and population status (historic and current), importance to and interaction with humans, research design and analysis, and the development of conservation and management plans.

BIO 7325 Wildlife and Recreation: Impact, Policy, and Management. (3-0). Students will be introduced to the impact human recreational activities have on wildlife habitats and populations. Management practices to enhance human-wildlife encounters or to minimize detrimental effects on wildlife populations will be presented. Prerequisite: BIO 4416.

BIO 7328 Integrated Waterbird Management. (3-0) This course examines the principles and practical methodology of integrated waterbird conservation and management, including overview of waterbird ecology, techniques in monitoring and data collection related to population dynamics, and habitat parameters of waterbird species. Field trips may be required.

BIO 7336 Evolutionary Ecology. (3-0) This course will use an evolutionary perspective to explore questions provided by natural selection and sexual selection through assessment of current theory and research related to topics such as competition, coevolution, and phenotypic plasticity. Students will achieve comprehension and familiarity with the field through discussions and writing.
**BIO 7346 Conservation Biology.** (3-0) Examination of the alteration of habitats and associated biological changes threatening the continued existence of species and basic ecosystems. Topics include conservation ethics, working paradigms, levels and loss of global biodiversity, conservation at population and ecosystem levels, restoration ecology, endangered species biology and conservation laws. Recent Advances are stressed.

**BIO 7348 Aquatic Resources Economics.** (3-0) Examination of economic and related social issues for facilitation of sustainable aquatic resources for competing beneficial human uses and ecosystem maintenance, including valuation of aquatic ecosystem services. Prerequisite: BIO 7312 or consent of instructor.

**BIO 7350 Aquatic Resources Law.** (3-0) Examination of treaties, state and federal laws, and regional and local regulations, affecting freshwater and coastal aquatic resources. The focus is on aquatic ecosystems, water quantity and quality and environmental conditions, including the availability, storage, use, and protection of aquatic resources. Prerequisite: BIO 7312 or consent of instructor.

**BIO 7353 Biogeography.** (3-1) Examines historical and ecological explanations of the geographic distribution of organisms including the role of geologic, climatic, and biologic changes. Emphasizes the historical and philosophical development of the science and modern methods of analysis. Prerequisites: Undergraduate evolution and ecology courses, or consent of instructor.

**BIO 7355 Plant-Water Relations.** (3-0) Examination of the physiology and ecology of water use in higher plants, including the uptake, utilization, and movement of water, transpiration and adaptation to variable water availability including drought, and the ecological role of water in structuring plant communities. Prerequisite: BIO 3465 or equivalent, or consent of instructor.

**BIO 7356 Pollution of Aquatic Ecosystems.** (3-0) Overview of the water quality degradation of aquatic ecosystems (rivers, lakes, wetlands, groundwater aquifers) and their living resources from point and nonpoint pollutant sources. Topics will include aquatic ecosystem pollution and impacts attributable to nutrients, heavy metals, organic chemicals, sediment, salinization, and acid rain. Field trips may be required.

**BIO 7360 Special Topics in Aquatic Resources.** (3-0) Examination of current or emerging state, national and international aquatic resources issues, including root causes and their human and ecosystem implications. The course may be repeated for credit, depending on the topic. No more than six hours can be counted for doctoral credit without the approval of the Graduate Program Director.

**BIO 7360A Industry and Sustainable Aquatic Resources.** (3-0) Examination of industrial water needs and uses, the types and quantities of water pollutants produced by different industries, problems faced by industry regarding process water for different manufacturing activities, and the possibilities for industry to contribute to the goal of sustainable aquatic resources.

**BIO 7360B Environmental Linkages and Sustainable Aquatic Resources.** (3-0) Introduction to the environmental relationships between humans and other living beings and the ecological systems in which they exist. Emphasis will be on the potential for individual environmental problems to have serious impacts on other environmental components, as well as the nature of these impacts.

**BIO 7360E Advances in Water Quality Investigations.** (3-0) Examination of current or emerging state, national and international aquatic resources issues, including root cause and their human and ecosystem interactions. The course may be repeated for credit, depending on the topic. No more than six hours can be counted for doctoral credit without the approval of the Program Director.

**BIO 7360G Molecular Techniques in Microbial Ecology.** (3-0) Lectures on molecular techniques used to analyze structure and function of uncultured microbial communities in the environment with selected examples of applications. Prerequisites: None.

**BIO 7360I Bayesian Statistics for Biology.** (3-0) This course examines the theory and mathematical foundations of Bayesian statistics and provides instruction and experience conducting Bayesian analyses using computer-based procedures. The course emphasizes practical applications for Bayesian statistical procedure for problems in biological sciences. Prerequisites: BIO 7405 and BIO 7406.
BIO 7360N Behavioral Ecology. (3-0) Examination of evolutionary implications of behavioral interactions through the assessment of current theory and research related to cooperation and conflict, mating and parental conflict and sexual selection. Class will consist of lectures, discussions of recent primary literature, and scientific writing.

BIO 7360P Special Topics in Aquatic Resources: Regulation of Plant Growth and Development. (3-0) Examination of current or emerging state, national and international aquatic resources issues, including root causes and their human and ecosystem interactions. The course may be repeated for credit, depending on the topic. No more than six hours can be counted for doctoral credit without the approval of the Program Director.

BIO 7360Q Special Topics in Aquatic Resources: Spatial Ecology of Animals. (3-0) Examination of current or emerging state, national and international aquatic resources issues, including root causes and their human and ecosystem interactions. The course may be repeated for credit, depending on the topic. No more than six hours can be counted for doctoral credit without the approval of the Program Director.

BIO 7360R Special Topics in Aquatic Resources: Community and Ecosystem Ecology. (3-0) Examination of current or emerging state, national and international aquatic resources issues, including root causes and their human and ecosystem interactions. The course may be repeated for credit, depending on the topic. No more than six hours can be counted for doctoral credit without the approval of the Program Director.

BIO 7360T Special Topics in Aquatic Resources: Karst Hydrogeology and Geomorphology. (3-0) An introduction to, and advanced understanding of, karst hydrogeology, geology, and geomorphology, with emphasis on field and theoretical applications of this information to the study of karst systems, and recognition and understanding of karst landforms at the surface and their relationships with subsurface processes. Prerequisite: Graduate status and instructor's approval.

BIO 7360U Sustainability in a Changing World. (3-0) Understanding the ecological-social interface, including policies, product development and actions towards sustainability, with emphasis on integrating and implementing theories and methods across disciplines, and improving the knowledge and experience base for public policy and decision-making regarding human-environment linkages within the context of sustainable development. Prerequisite: Instructor approval.

BIO 7360V Techniques in Aquatic Biology. (3-0) The course will provide hands on experience with a suite of physical, chemical, and biological sampling techniques and gear used in applied river studies. Students will be exposed to the fundamentals of data quality objectives, accuracy, precision, detection limits, data visualization, exploratory analysis, univariate and multivariate statistics.

BIO 7362 Environmental Impact Analysis. (3-0) Examination of government regulations regarding environmental impact, content of environmental impact statements, procedure for impact studies, application of ecological principles to impact studies, and the review process for environmental impact statements, focusing on aquatic resources.

BIO 7366 Integrated Water Resources Management. (3-0) Study of principles for integrated management of aquatic ecosystems, including drainage basin, regional, and transboundary dimensions. Other global issues (climate change, biodiversity, etc.) also are discussed as components of integrative approach for multi-functional programs for sustainable use of aquatic ecosystems. Prerequisites: BIO 7310 and 7412 or consent of instructor.

BIO 7367 Behavioral Ecology. (3-0) Examination of the evolutionary implications of behavioral interactions through the assessment of current theory and research related to social behavior, sexual selection and sexual conflict, and mechanisms of behavior. Students will achieve comprehension and familiarity with the historical development of the field of behavioral ecology through discussions and writing.

BIO 7399A Dissertation. (3-5) Original research and writing in Aquatic Resources, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no–credit (F) basis.
BIO 7401 Assessment Techniques for Aquatic Resources. (3-3) The rationale for designing and implementing monitoring and sampling programs for aquatic resources is examined. General field and laboratory methods for assessing water quantity, water quantity and the status of aquatic ecosystems and their living resources, will be introduced. Field trips will be required.

BIO 7402 Molecular Field Techniques. (2-3) The application of molecular tools for identifying, quantifying, and interpreting biological diversity assessments in aquatic systems. The course focuses on micro organismal identification and vertebrate model systems.

BIO 7405 Statistics and Experimental Design I. (3-0) Introduction to inferential statistics, including exploratory and confirmatory data analysis, estimation and hypothesis testing, analysis of variance and regression, and non-parametric techniques, as applied to aquatic resource issues. Computer applications emphasized.

BIO 7406 Statistics and Experimental Design II. (3-0) Introduction to the principles of experimental design, including randomization, replication, sample-size determination, completely randomized and randomized block design, factorial design, repeated measure design, and analysis of variance and covariance, as applied to aquatic resource issues. Computer applications emphasized. Prerequisite: BIO 7405 or consent of instructor.

BIO 7407 Instrumentation for Water Quality Analysis. (3-3) An introduction to the theory and application of laboratory and field instrumentation and techniques for analysis of water quality. Prerequisite: CHEM 3410 or consent of instructor.

BIO 7408 Fish Ecology and Conservation. (3-3) Examination of the linkages and interactions between fish assemblages and communities and their population ecology. Issues related to flowing and pooled water systems and fisheries conservation also are discussed. Field trips may be required.

BIO 7410 Aquatic Microbial Ecology. (3-3) Examination of microbial organisms, communities, and interactions affecting the form, structure, and functional aspects of aquatic ecosystems. Field trips may be required. Prerequisite: BIO 2400/3440 (Microbiology) or consent of instructor.

BIO 7412 Environmental Hydrology. (3-3) Overview of the properties, distribution, and movement of water over and under the land surface and its relation to sustainable aquatic ecosystems, including quantitative methods to assess cumulative impacts of human activities on such systems. Field trips may be required. Knowledge of calculus recommended.

BIO 7415 Ichthyology. (3-3) An introduction to the morphology, taxonomy, natural history, and evolution of fishes. Field trips will be made to collect specimens, and laboratory periods will be devoted to morphological and systematic analyses. Prerequisite: Biology undergraduate zoology course or consent of instructor.

BIO 7419 Stream Ecology. (3-3) Study of ecological theories, concepts, and processes occurring at the population, community, and ecosystem levels of organization in running water. Laboratory includes sampling methods, descriptive and comparative studies, experiments, and critical discussion of literature. Field trips may be required.

BIO 7411 Landscape Dynamics. (3-3) Study of processes influencing energy and material flows, interactions and cycling in aquatic ecosystems, including system and spatial analysis of landscapes, aquatic ecosystems, land use characteristics, and associated human impacts. Field trips may be required. Knowledge of calculus recommended. Prerequisite: BIO 7412 or consent of instructor.

BIO 7422 Wetlands Ecology. (3-3) Study of the characteristics, classification, conservation and management of marshes and other periodically-inundated ecosystems, emphasizing the interactions of physical, chemical and biological factors. Field trips may be required. Prerequisite: BIO 4416 or consent of instructor.
BIO 7424 Phycology. (3-3) Examination of algae (phytoplankton, periphyton) and their structure, taxonomy, ecology and distribution.

BIO 7426 Ecology and Management of Aquatic Macrophytes. (3-3) Examination of aquatic macrophytes and their ecology, taxonomy, distribution and management. Field trips may be required.

BIO 7427 Principles of Population Biology I. (3-3) Provides a foundation in theory and mathematics of basic population biology. The course is divided into modular components including defining evolutionary significant units, ecology of populations, genetics of populations, and evolutionary genetics. Prerequisites: BIO 4416 and 2450, or permission of instructor.

BIO 7428 Principles of Population Biology II. (3-3) Provides a foundation in theory and mathematics of basic population biology. The course is divided into modular components which include: 1) Ecology of Communities, 2) Evolution of Behavior, 3) Phylogenetic Methods, and 4) Biological Diversity and Conservation Biology. Prerequisite: BIO 7427 or permission of instructor.

BIO 7433 Population Genetics. (3-2) This course examines the theoretical foundations of population genetics, including the description of population genetic structure and the forces creating it. The course emphasizes application of principles to a wide range of current problems in evolution, systematics and ecology. Molecular methods, data interpretation and computer-based data analysis are emphasized.

BIO 7440 Aquatic Toxicology. (3-3) Introduction to principles for identifying and assessing the adverse effects of chemicals and other compounds and mixtures on aquatic organisms and ecosystems. Completion of BIO 7402 is recommended prior to enrollment in BIO 7440.

BIO 7447 Microbial Physiology and Genetics. (3-3) Prokaryotes, including bacteria and archaea, are the most diverse group of organisms on earth. Many prokaryotes live in environments which are inhospitable to other life forms. This course covers major aspects of prokaryotic physiology and genetics that permit them to be so successful. Prerequisites: BIO 2400 and 2450 or equivalents.

BIO 7466 Phylogenetics. (2-3) Study of the use of phylogenetic methodologies in aquatic research, including practical data collection, management, and analysis in the reconstruction of phylogenies. Laboratory exercises will introduce phylogenetic and DNA analysis software. Prerequisite: BIO 2450, 4369 and 5466, or consent of instructor.

BIO 7467 Limnology. (3-3) Physical, chemical, and biological factors affecting productivity in lakes, ponds, and streams. Limnology sampling methods, chemical and biological analysis of samples, and hydrographic surveying are included in the laboratory. Prerequisite: One year of chemistry or consent of instructor.

BIO 7469 Introduction to Ecological Modeling. (2-2) Mathematical models range from simple conceptual models to complex mechanistic models for mimicking behavior of natural systems. This course provides a broad overview of modeling objectives, techniques and assumptions, as well as the practical skills needed to conduct modeling projects. Computer applications emphasized. Prerequisite: MATH 2471 or equivalent or consent of instructor.

BIO 7470 Reservoir Ecology. (3-3) Study of the physical, geological, chemical, and biological factors that influence and form structural and functional aspects of reservoir ecosystems. Lab focuses on field, laboratory, and mathematical approaches to quantifying and managing these important ecosystems. Field trips may be required. Prerequisite: Biology 4470 or 5470 or consent of instructor.
BIO 7475 Restoration of Polluted Aquatic Resources. (3-3) Overview of methods for treating or restoring aquatic resources degraded by pollution and related anthropogenic impacts. Topics include point and nonpoint source pollution of surface waters and groundwater aquifers, pollution from storage and waste disposal sites, aquatic habitat rehabilitation, and on-site methods. Field trips may be required. Prerequisite: BIO 7356 or consent of instructor.

BIO 7599A Dissertation. (6-10) Original research and writing in Aquatic Resources, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

BIO 7699A Dissertation. (6-10) Original research and writing in Aquatic Resources, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

CHEM 7330 Environmental Chemistry. (3-0) An introduction to environmental chemistry, with an emphasis on aquatic resources. Basic principles of geochemistry and atmospheric chemistry, as they relate to pollutant impacts on aquatic ecosystems, also will be examined. Prerequisites: CHEM 1341/1141, CHEM 1342/1142, CHEM 2341/2141, CHEM 2342/2142 and CHEM 3410, or consent of instructor.

ENG 7314: Specializations in Professional and Technical Communication Topics: Writing and Communicating about Aquatic Resources Issues. (3-0) Provides theoretical and practical information for specialized types of technical and professional communication.

GEO 7316 Remote Sensing and the Environment. (3-0) A detailed examination and implementation of sophisticated approaches for processing satellite digital images with emphasis on environmental applications.

GEO 7318 GIS and Environmental Geography. (3-0) This course examines the nature of environmental problems and exploration of the potential of GIS for environmental modeling and management. The conceptual basis for using GIS as well as the framing of environmental research problems will be covered.

GEO 7334 Geographic Aspects of Water. (3-0) This seminar is a critical analysis of developmental and current literature that defines water’s critical role in determining the physical and cultural characteristics of the earth. Principal focus will be placed on water’s role on land use and as a critical resource.

HR 7375 Aquatic Health Ecology and Human Disease. (3-0) Introduction to the health consequences of human-environment interaction and aquatic pollution. Topics to include bacterial and toxic aquatic agents and their relation to human disease. Control of communicable and noninfectious diseases from water resources, and epidemiological principles important to research in waterborne human disease, will be examined.

PHIL 7323 Environmental Ethics and Sustainable Aquatic Resources. (3-0) Examination of the ethical implications of environmental use and management policies and practices, with emphasis on sustainable aquatic resources.

POSI 7310 Resolution of Disputes Involving Aquatic Resources. (3-0) Analysis of historically significant environmental disputes affecting aquatic resources and establishing precedents for resolution subsequent disputes. Techniques for resolving environmental disputes (e.g., litigation, arbitration, mediation, negotiation) and how science and scientists are used in each procedure. Design of systems for using dispute resolution procedures in appropriate sequence.
Core Doctoral Faculty
(Eligible to chair Dissertation Committees and teach doctoral courses)

Bonner, Timothy H., Professor of Biology. B.S., Texas A&M University; M.S., Texas State University-San Marcos; Ph.D., Texas Tech University. (Ichthyology, Fisheries Management)

Dharmasiri, Nihal, Associate Professor of Biology. B.Sc., M.Phil., University of Peradeniya, Sri Lanka; Ph.D., University of Hawaii at Manoa. (Plant Molecular and Developmental Biology)

Forstner, Michael R.J., Professor of Biology and Chief Curator, Vertebrate Collections. B.S., Texas State University-San Marcos; M.S., Sul Ross State University; Ph.D., Texas A&M University. (Genetics, Systematics)

Gabor, Caitlin R., Professor of Biology. B.A., University of California-Santa Barbara; M.S., Ph.D., University of Louisiana at Lafayette. (Environmental and Evolutionary Ecology)

Green, M. Clay, Associate Professor of Biology. B.A., The University of Texas at Austin; M.S., Sul Ross State University; Ph.D., University of Louisiana at Lafayette. (Wildlife Ecology and Ornithology)

Hahn, Dittmar, Professor of Biology and Doctoral Program Director. B.S., M.A., University of Hamburg; Ph.D., Wageningen Agricultural University. (Microbial Ecology)

Martin, Noland H., Associate Professor of Biology. B.S., The University of Texas at Austin; M.S., University of Oregon; Ph.D., Duke University. (Plant Speciation, Hybridization)

McLean, Robert J.C., Professor of Biology. B.Sc., University of Guelph; Ph.D., University of Calgary. (Bacterial Structure and Function, Microbial Ecology)

Nice, Christopher C., Associate Professor of Biology. B.S., University of Minnesota-Twin Cities; Ph.D., University of California-Davis. (Population Genetics, Ecology)

Nowlin, Weston H., Associate Professor of Biology. B.A., Austin College; M.S., Texas Christian University; Ph.D., University of Victoria. (Wetlands Ecology)

Rast, Walter, Professor of Biology. B.A., The University of Texas at Austin; M.S. (Molecular Biology), M.S. (Environmental Science), Ph.D., University of Texas at Dallas. (Limnology, Water Quality, Aquatic Resource Management)

Schwartz, Benjamin F., Assistant Professor of Biology. B.S., Radford University; Ph.D., Virginia Polytechnic Institute and State University. (Karst Hydrogeology)

Schwinning, Susan, Associate Professor of Biology. Diploma, University of Göttingen; M.S., University of California-Davis; Ph.D., University of Arizona. (Plant Ecology, Quantitative Ecology)

Tomasso, Joseph R., Professor and Chair of the Department of Biology. B.S., M.S., University of Tennessee at Martin; Ph.D., University of Memphis. (Stress and Environmental Physiology)
Upchurch, Garland R., Jr., Associate Professor of Biology. B.S., University of Nebraska; M.S., Ph.D., University of Michigan. (Paleobotany, Paleoecology, Global Change)

Veech, Joseph A., Assistant Professor of Biology. B.S., Texas A&M University; M.S., New Mexico State University; Ph.D., University of Nevada, Reno. (Population and Community Ecology; Wildlife and Conservation Biology)

Weckerly, Floyd, Associate Professor of Biology. B.S., M.S., Eastern New Mexico University; Ph.D., University of Memphis. (Biostatistics, Wildlife Ecology)

Weigum, Shannon E., Assistant Professor of Biology. B.A., Texas A&M University; M.S., Texas State University-San Marcos; Ph.D., The University of Texas at Austin. (Biosensors for Disease Diagnostics)

Zhang, Yixin, Assistant Professor of Biology. B.S., Nanjing Normal University; M.S., Ph.D., Umeå University. (Stream Ecology)

Associate Doctoral Faculty
(Eligible to serve on Dissertation Committees and teach doctoral courses)

Garcia, Dana M., Professor of Biology. B.S., Texas A&M University; Ph.D., University of California-Berkeley. (Cell Biology, Physiology)

Groeger, Alan W., Associate Professor of Biology. B.S., Purdue University; M.S., Central Michigan University; Ph.D., University of Oklahoma. (Limnology, Aquatic Sciences)

Huston, Michael A., Professor of Biology. B.A., Grinnell College; M.S., Ph.D. University of Michigan. (Landscape Ecology)

Lopes, Vicente L., Professor of Biology. B.S., Federal University of Ceará; M.S., Federal University of Paraíba; Ph.D., University of Arizona. (Watershed Science)

Ott, James R., Associate Professor of Biology. B.S., George Mason University; M.S., North Carolina State University; Ph.D., University of Maryland College Park. (Ecology, Evolutionary Biology)

Simpson, Thomas R., Associate Professor of Biology. B.A., University of Dallas; M.S., Ph.D., Texas A&M University. (Zoology, Wildlife Management)
Department of Biology

Degree Programs:
M.S. – Master of Science
M.A. – Master of Arts

Master’s Majors and Degrees Offered:
Aquatic Resources, M.S.
Biology, M.A., M.S.
Population and Conservation Biology, M.S.
Wildlife Ecology, M.S.

Master’s Programs

The Department of Biology offers several degree options for students wishing to pursue graduate study at the master’s level. Incoming students may select one of six degree options: the Master of Science with a major in Biology (thesis or non-thesis), the Master of Arts with a major in Biology (thesis), the Master of Science with a major in Aquatic Resources (thesis), the Master of Science with a major in Population and Conservation Biology (thesis), or the Master of Science with a major in Wildlife Ecology (thesis). Thesis-based degrees are usually chosen as preparation for professional careers or advanced graduate work (Ph.D., D.V.M., or M.D.) and by students seeking advanced training for technology-related industries. Non-thesis degrees may be chosen by students preferring broad training in biology without a formal research experience; this plan is often chosen by secondary science teachers wishing to broaden their content training without taking additional education courses.

Master of Science in Biology. The thesis-based Master of Science degree with a major in Biology requires a minimum of 30 semester hours of course work including three one-hour seminars (BIO 5110, 7102, or 7120) or BIO 5295 and two one-hour seminars, two semesters of thesis (BIO 5399A/B), and a minimum of 21 additional hours of 5000- or 7000-level Biology course work. The non-thesis Master of Science degree with a major in Biology requires a minimum of 45 semester hours of 5000- or 7000-level course work, including at least one semester of an independent study project (BIO 5390) and either three one-hour seminars (BIO 5110, 7102, or 7120) or BIO 5295 and two one-hour seminars. A supporting minor for these degrees may be selected with the approval of the appropriate graduate advisor.

Master of Arts in Biology. The thesis-based Master of Arts degree with a major in Biology has the same requirements as outlined above for the Master of Science degree, except it permits substitution of non-science course work for students wishing to have a graduate minor outside of the College of Science. A maximum of two courses offered in other departments may be substituted for elective course work towards the M.S. and M.A. in Biology degrees with prior approval of the graduate advisor and Dean of the Graduate College. Courses taught outside the department that do not require prior approval are: CHEM 5385-MP; IIR 5330, 5331, 5339, 5351; and GEO 5415, 5418, 5419, 7417.

Master of Science in Aquatic Resources. The Master of Science with a major in Aquatic Resources is a thesis-based degree that emphasizes research in aquatic ecosystems and the biological communities that they support. This degree requires a minimum of 31 semester hours of course work including two one-hour seminars (BIO 5110, 7102, or 7120), a two-semester sequence of courses in statistics and experimental design (BIO 7405, 7406) and two semesters of thesis (BIO 5399A/B).
Graduate students pursuing an M.S. in Aquatic Resources can select one of two areas of concentration for their course work and research: Aquatic Biology or Aquatic Systems. Students in the Aquatic Biology concentration will focus on the biology and ecology of aquatic organisms and an understanding of the dynamics and management of aquatic ecosystems and must complete a minimum of seven hours of course work chosen from BIO 5336, 5415, 5419, 5470, 7328, 7356, 7422, and 7471. Students in the Aquatic Systems concentration will focus on an understanding of the structure and functioning of aquatic systems as integrated physical, biological, and socioeconomic entities and will emphasize practices aimed at protecting, maintaining, and restoring the health and sustainable use of these resources. This area of concentration encourages investigation of aquatic systems at the level of the watershed, as influenced by atmospheric and terrestrial processes, and requires students to complete a minimum of seven hours of course work chosen from BIO 7312, 7353, 7366, 7419, 7421, 7422, 7468 and 7471. In addition to these requirements, all students pursuing an M.S. in Aquatic Resources must complete sufficient additional semester hours of 5000- or 7000-level elective courses, chosen in consultation with the thesis advisor, thesis committee, and Program Director, to fulfill the course work requirement for the degree.

Master of Science in Population and Conservation Biology. The M.S. with a major in Population and Conservation Biology requires a minimum of two years full-time course work and research leading to a thesis. The program represents an interdisciplinary course of study that combines principles of population biology with strong training in measurement and analysis of biological systems augmented with the student's choice of study in particular specialties. Students are required to complete a two-semester core-course sequence (BIO 7427, 7428) and a two-semester sequence of courses in statistics and experimental design (BIO 7405, 7406) in the first year. The course of study also includes a two-semester sequence of population biology seminars (BIO 7120) and two semesters of thesis (BIO 5399A/B), as well as elective courses that allow students to specialize in particular sub-disciplines of the field, including the ecology of populations, population management, conservation biology or evolutionary ecology and genetics.

Master of Science in Wildlife Ecology. The M.S. in Wildlife Ecology is a thesis-based degree with an emphasis on the application of ecological principles to studies in the fields of wildlife ecology and natural resource management. This degree requires a minimum of 30 semester hours of course work including two semesters of statistics and experimental design (BIO 7405, 7406), three one-hour seminars (BIO 5110) or BIO 5295 and two one-hour seminars, two semesters of thesis (BIO 5399A/B), and a minimum of 13 additional hours of 5000- or 7000-level courses that relate to the student’s area of interest.

Admission Policy

Applicants to any of the master’s programs in Biology should have a bachelor’s degree in biology or a related discipline with a comparable program of course work. All applicants must submit a Graduate College Application for Admission, one official transcript from each university or college attended, and the official scores (verbal and quantitative) of the Graduate Record Examination (GRE) to the Office of the Graduate College. Well-qualified applicants should score in at least the 50th percentile on both the verbal and quantitative portions of the GRE. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - a preferred score of 1000 (verbal and quantitative combined).

Each applicant must also provide a current curriculum vitae, a statement of goals that describes his or her professional aspirations and rationale for pursuing graduate study in biology, and three letters of recommendation that address the substance and quality of the applicant’s preparation for graduate study. Applicants for any thesis degree must also provide an “Intent to Mentor” letter from a Biology Department faculty member. In this letter, the faculty member must agree to serve as the
student's initial thesis advisor. The purpose of the mentor requirement is to help ensure that students have a successful start to their graduate careers. These materials should also be sent directly to the Office of the Graduate College. A current listing of faculty and their research interests, contact information for both graduate advisors and faculty, and further details on the various master’s programs can be found on the department’s website: http://www.bio.txstate.edu/.

The Department of Biology requires that a student have a minimum GPA of 3.0 on the last 60 undergraduate semester hours taken before receipt of the bachelor’s degree and a preferred GRE combined score (verbal and quantitative) of 1000 or higher for unconditional admission to be considered. Students with grade-point averages below 3.0 may petition the department for conditional admission. Admission in these cases will be decided by the appropriate graduate advisor based on interviews, letters of recommendation, research experience or other considerations that indicate the student’s ability to complete the graduate degree requirements. The graduate advisor will determine if any background deficiencies exist and may require course work in addition to that necessary for a graduate degree to correct these deficiencies.

To receive full consideration, complete applications should be received by June 15 for admission the following fall semester, October 15 for admission the following spring semester, and April 15 for admission the following summer session. The Graduate College will continue to process applications received after these deadlines, however, such applications will be processed on a first-come, first-served basis, with no guarantees of admission for those who apply after the deadline.

Admission of international students. International applicants to any of the master’s programs in the Department of Biology must submit all required materials outlined above as well as meet other specific Graduate College admission requirements outlined elsewhere in this catalog and available on the Graduate College website. To receive full consideration, complete applications from international students should be received by June 01 for admission the following fall semester, October 01 for admission the following spring semester, and March 15 for admission the following summer session.

Thesis Students

Students pursuing a master’s degree with thesis should have a thesis committee approved by the end of their first long semester of enrollment in the graduate program. The thesis committee comprises three or more individuals and is chaired by the thesis advisor. Committee members should be selected by the student in consultation with the thesis advisor and should be chosen on the basis of what they can contribute to the student’s research and/or graduate studies. Committee members expect to be consulted about the research project and should contribute guidance and expertise to the project. A “Master’s Thesis Committee Form” can be downloaded from the Biology Department website and must be approved by the chair of the department’s Graduate Committee and the department chair prior to the submission of a Thesis Proposal.

Students working on a thesis are expected to enroll in a thesis course (BIO 5399) each semester that they are actively involved in research. Students should enroll in BIO 5399A for their first semester of thesis research and in BIO 5399B for all subsequent semesters. While enrolled in BIO 5399A the student should prepare a detailed Thesis Proposal that introduces the project to be investigated, summarizes the relevant background literature, and explains the methodology to be used in carrying out the research. A “Master’s Thesis Proposal” form can be downloaded from the department’s website. Submission of an approved Thesis Proposal to the Office of the Graduate College must be completed before the end of the student’s second semester of enrollment in BIO 5399. Students pursuing a thesis-based degree must be enrolled in BIO 5399 during the semester in which they graduate.

All students completing a thesis are required to present the results of their research in an open seminar attended by the thesis committee members and other interested individuals. Following the
public presentation of the thesis, the student must pass a comprehensive examination administered by the thesis committee.

Non-Thesis Students

Students pursuing a non-thesis degree are required to have a major professor by the end of their first long semester of enrollment in the graduate program. The major professor will normally be a faculty member specializing in an area of particular interest to the student and is often the individual who supervises the required independent study project. Prior to the final semester of enrollment the non-thesis student must, in consultation with the major professor, select a committee that will administer the final comprehensive examination. A “Master’s Non-Thesis Committee Form” can be downloaded from the Biology Department website and must be approved by the chair of the department’s Graduate Committee and the department chair.

Comprehensive Examination

All candidates for master’s degrees in the Department of Biology must pass a comprehensive final examination administered by the student’s committee. The examination may be oral or written and must cover, at a minimum, the student’s field of concentration and the thesis, if one was written. The results of this exam should be reported on the “Comprehensive Examination Report for Master's Degree” form, which can be downloaded from the department’s website and which must be filed in the Office of the Graduate College at least 10 days prior to the date of expected graduation.

Financial Aid

Assistantships and scholarships are available to qualified applicants on a competitive basis. The Department of Biology offers a limited number of graduate instructional assistantships to full-time students enrolled in the master’s program. These assistantships are renewable based upon an annual review of each student’s progress and performance. Faculty members may also have funds available to support students as research assistants. Support is normally limited to two years.

The Office of the Graduate College can provide information concerning the availability of graduate scholarships.

Courses Offered

Biology (BIO)

5100 Professional Development. (1-0) This course is seminar-based and covers topics related to teaching, research, and employment responsibilities. Completion of the course is required as a condition of employment for graduate assistants. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.

5110 Seminar in Biology. (1-0) Interactive discussion of timely issues and problems, designed to expose students to the current literature in their fields of interest and its critical analysis.

5114 Collaborative Research. (1-1) This course (concurrent enrollment allowed) allows master’s level graduate students to initiate, conduct, and participate in research in collaboration with graduate faculty of the Department of Biology that is in addition to thesis research conducted under BIO 5399A or 5399B. This course recognizes the collaborative nature of scientific investigation. See also 5214, 5314.
5214 Collaborative Research. (2-2) This course (concurrent enrollment allowed) allows master’s level graduate students to initiate, conduct, and participate in research in collaboration with graduate faculty of the Department of Biology that is in addition to thesis research conducted under BIO 5399A or 5399B. This course recognizes the collaborative nature of scientific investigation. See also 5314.

5295 Fundamentals of Research. (2-0) Designed to acquaint the beginning graduate student with materials and methods of research in the biological sciences. It is recommended that a graduate student take this course the first semester in residence. (F)

5300 Neurobiology. (3-0) This course presents the biology of the nervous system with emphasis on the human nervous system. Topics presented in lecture include neuroanatomy, cellular neurobiology, neurophysiology, developmental neurobiology, and neuronal plasticity. Pre-requisites: PHYS 1420 and 1430 or consent of instructor.

5301 Evolution. (3-2) Basic genetic principles applied to natural selection, adaptation, populations, and speciation. Consideration is given to the origin of life, nature of chromosomal variation, evolution of genetic systems, and certain other selected topics. Prerequisite: Undergraduate genetics course or its equivalent.

5304 Wildlife and Recreation: Impact and Management. (3-0) Students will be introduced to the impact human recreational activities have on wildlife habitats and populations. Management practices to enhance human-wildlife encounters or to minimize detrimental effects on wildlife populations will be presented. (F, even years). Prerequisites: BIO 1430 and 1431 or BIO 1320 and 1421.

5305 Methods of Nature Study for Teachers. (3-3) Intended for elementary and secondary teachers, this course includes field-oriented study of animals and plants in their environmental settings, with instruction on the use of field trips and natural materials in EC-12 education. Counts toward the Biology Master of Science Education or Master of Science in Interdisciplinary Studies degree programs.

5314 Collaborative Research. (3-3) This course (concurrent enrollment allowed) allows master’s level graduate students to initiate, conduct, and participate in research in collaboration with graduate faculty of the Department of Biology that is in addition to thesis research conducted under BIO 5399A or 5399B. This course recognizes the collaborative nature of scientific investigation.

5318 Topics in Botany. (3-2) Selected topics in plant anatomy, cytology, ecology, morphology, mycology, phycology, physiology, and taxonomy. This course may be repeated once for credit.

5319 Topics in Ecology. (3-3) Selected topics in physiological, population, or community ecology. This course may be repeated once for credit.

5319C Ecotoxicology. (3-0) Topics to be covered include sources, types, and fates of toxicants, organism response to toxicants, toxicant effects at the population, community, and ecosystem levels, and monitoring and risk assessment. Examination of current literature will form the core of the course.

5319F Watershed Management Frameworks and Applications. (3-0) Introduction to integrated watershed assessment and management tools for identifying programmatic water quality and quantity issues and their root causes and solutions, and their practical application. The scientific and socio-economic elements are considered within the context of planning and developing watershed protection plans and programs. Prerequisite: Instructor approval.

5324 Natural History and Conservation of Large Mammals. (3-0) This course will introduce students to advanced details of natural history, research, and conservation of large mammals. Topics considered will include natural history, range and population status (historic and current), importance to and interaction with humans, research design and analysis, and the development of conservation and management plans.

5335 Fisheries Management. (2-4) An introduction to principles and techniques in fisheries management. Includes the study of artificial reproduction, carrying capacity, productivity, sampling procedures, population estimates, mortality, survival growth rates, and commercial and sport fisheries. (S, even years). Prerequisite: Ichthyology course or consent of instructor.
5350 Topics in Physiology. (3-0) Selected advanced topics in plant, microbial, and animal physiology. This course may be repeated once for credit. Prerequisites: Biology undergraduate zoology course or instructor’s permission.

5350G Medical Microbiology. (3-0) This lecture-based course will cover pathogenic bacteria and their ability to cause disease, emphasizing the biological basis for virulence, and research strategies for investigating infectious diseases. Prerequisite BIO 2400 or equivalent. Students may take only one of BIO 5350G or BIO 5445 for credit.

5350H Immunobiology. (3-0) This lecture-based course will cover the biology of the immune system and its relationship to disease, emphasizing B and T cell immunity, immune diseases, hypersensitivities, transplantation, and cancer.

5350I Emerging Infectious Diseases. (3-0) Current topics in the emergence of viral and bacterial diseases in humans. This course will include new diseases, diseases previously seen and increasing in incidence, and diseases not previously seen in this country. This course will be of interest to students who are pursing advanced degrees and courses in microbiology, biochemistry, and cell and molecular biology.

5362 Environmental Impact Analysis. (3-0) Current government regulations regarding environmental impact, content of environmental impact statements, how to proceed with an impact study, application of ecological principles to impact studies, and steps in the review process for environmental impact statements are considered. (SS, odd years). Prerequisite: Consent of instructor.

5390 Problems in the Biological Sciences. (3-3) Open to graduate students on an individual basis by arrangement with the faculty member concerned.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5402 Earth Science I. (3-4) A study of astronomy and meteorology through observation, description, and interpretation of earth phenomena. Includes field observations, methods of measurement and interpretation of data related to the physical environment and space technology. Requires independent scientific and science education research and presentation of findings in a professional context.

5403 Earth Science II. (3-4) The description and interpretation of earth phenomena considered from the standpoint of geology and oceanography. Includes field observations, methods of sampling and interpretation of data related to the physical environment. Requires independent scientific and science education research and presentation of findings in a professional context.
5408 Science Processes and Research. (3-4) Students will analyze Texas science education requirements; safety; research designs, design, conduct, and present both scientific and science education research. Stress is on broad-field structure and integration of major science concepts. Should be taken semester prior to science student teaching. Requires independent scientific and science education research and presentation of findings in a professional context.

5410 Field Biology of Plants. (3-3) Ecological relationships and natural history of plants, including historical geology, geography, soils, and vegetational regions of Central Texas. (F, SS)

5411 Morphology of the Vascular Plants. (3-3) A phylogenetic survey of living and fossil vascular plants that focuses on external morphology and reproductive biology. Topics include phylogenetic reconstruction, the origin of vascular plants, seed reproduction, and the origin of angiosperms. Emphasis is on broad-scale evolutionary patterns and origin of major taxonomic groups. (S, even years). Prerequisites: Biology undergraduate botany course and General Chemistry I and II, or consent of instructor.

5412 Plant Anatomy. (3-3) A descriptive and functional analysis of seed plants that focuses on internal structure. Topics include recognition and characterization of plant tissues, the structure of plant organs, and organ development. Emphasis is on pattern of tissue organization common to all seed plants and the functional basis for anatomical structure. (S, odd years). Prerequisites: Biology undergraduate botany course, and General Chemistry I and II, or consent of instructor.

5413 Paratolgy. (3-4) The biology and biological significance of the common parasites of man and animals. (S). Prerequisite: Biology undergraduate zoology course or consent of instructor.

5415 Ichthyology. (3-3) An introduction to the morphology, taxonomy, natural history, and evolution of fishes. Field trips will be made to collect specimens, and laboratory periods will be devoted to morphological and systematic analyses. (F, SS). Prerequisite: Biology undergraduate zoology course or consent of instructor.

5418 Field Ornithology. (3-3) This course is designed to introduce and provide an advanced knowledge of the application of various field, laboratory, and statistical methods and techniques in the study of avian species. The course will include topics related to survey methodology, sampling design, marking/banding, measurement/sample extraction, and aging/sexing of avian species.

5419 Stream Ecology. (3-3) Class covers ecological theories, concepts, and processes occurring at the population, community, and ecosystem levels of organization in running water. Lab includes sampling methods, description and comparative studies, experiments, critical discussion of literature and experience in writing manuscripts. Prerequisite: Consent of instructor.

5420 Natural History of the Vertebrates. (3-3) Environmental relationships and natural history of vertebrates. Emphasis is on evolution taxonomy, speciation, behavior, and morphology. Laboratory will include field trips for the study and collection of vertebrates in their natural habitats. Students will assemble a representative collection of vertebrates. (S, SS).

5421 Ornithology. (3-3) Introduction to anatomy, behavior, ecology, and identification of the birds of Texas. Laboratory will emphasize field studies of birds and their habitat requirements. (S).

5422 Mammalogy. (3-3) The taxonomy, distribution, ecology, behavior, and evolution of mammals with particular emphasis on wild mammals of the Southwest. Laboratory will emphasize anatomy, identification, preparation of specimens, and field exercises in methods of population analysis. Students may assemble representative mammal collection. (S).

5423 Wildlife Management. (3-3) Application of ecological principles and natural history concepts to the management of wildlife habitats and populations. Laboratory will involve demonstrations and practice exercises with wildlife management techniques and instrumentation, and field trips to observe wildlife management projects. (F).

5424 Topics in Wildlife Biology. (3-3) Concepts in wildlife biology are studied in depth with emphasis on their application to the management of wildlife species. May be repeated once for credit. (F, S). Prerequisites: Biology 4421, 4422, and 4423 or consent of instructor.
5424B Ecology of Infectious Diseases of Wildlife. (3-0) Concepts of the ecology of infectious diseases in wildlife are studied in depth with emphasis on their application to the management and conservation of wildlife species.

5426 Immunology. (3-4) A study of the immune response, antigen/antibody reactions, major histocompatibility complex, and immunopathology. (S). Prerequisite: Biology undergraduate cellular biology course or 3442 and organic chemistry, or consent of instructor.

5430 Topics in Mycology. (3-3) Selected topics covering the Kingdom Fungi, including aquatic mycology, marine mycology, ascomycetes, basidiomycetes, macro fungi, and slime molds. May be repeated once for credit.

5434 Herpetology. (3-3) A course treating the origin and evolution of amphibians and reptiles; their reproductive and physiological tactics; taxonomy/systematics; and population biology. Emphasis will be placed on North American species and those groups inhabiting Texas. (F).

5435 Techniques in Wildlife Management. (3-3) The basic methodology of practical wildlife management. This involves techniques in monitoring and data collection related to population dynamics and habitat parameters of wildlife species as well as field research. (S).

5441 Cellular Physiology. (3-3) Advanced cellular biology, including membrane physiology, thermodynamics, energy transduction and distribution, and cellular movement in non-muscle and muscle cells. Laboratory includes discussion of current research and exercises in cellular physiology. (S). Prerequisites: Cell biology, organic chemistry, or consent of instructor.

5442 Experimental Techniques. (3-3) Use of methods and instruments applicable to biological investigations, including colorimetry, UV-spectrophotometry, fluorescence, flame and atomic absorption spectrophotometry, paper, gas, gel filtration and ion exchange chromatography, radioactive counting, and electrophoresis. (F).

5445 Pathogenic Microbiology. (3-4) Pathogenic bacteria and their relationship to disease, emphasizing identification of selected groups of pathogens, epidemiology, and the biological basis for resistance. (F, S). Prerequisite: Biology 3440 or consent of the instructor.

5450 Physiological Ecology of Animals. (3-3) Course brings together the principle concepts of environmental physiology of animals. The biological problems associated with living in various ecological realms will be discussed, and the biochemical and physiological adaptations of animals to their diverse habitats will be studied. (S). Prerequisites: Organic chemistry or consent of instructor.

5454 Plant Ecology. (3-3) Functional ecology of terrestrial plants, plant populations, and communities. Laboratory emphasizes quantitative and experimental approaches to plant ecology and the use of field and laboratory physiology equipment. (S). Prerequisites: Undergraduate ecology course, undergraduate plant physiology course, and an undergraduate cellular biology course, or consent of the instructor.

5465 General Entomology. (3-3) Principles of morphology, physiology, and taxonomy of insects. Laboratory time will be devoted to a taxonomic study of the common orders and families of insects. (F). Prerequisite: Biology undergraduate zoology course or consent of instructor.

5466 Phylogenetic Methods. (2-3) Reconstructing phylogenies is important in most fields of biology. Course emphasis is on practical data collection, management, and analysis. Laboratory exercises will introduce phylogenetic and DNA analysis software, and WWW resources. Students will learn how to address questions in their own research using phylogenetic methodologies. Prerequisite: Genetics course or consent of instructor.

5470 Limnology. (3-3) Physical, chemical, and biological factors affecting productivity in lakes, ponds, and streams. Limnology sampling methods, chemical and biological analysis of samples, and hydrographic surveying are included in the laboratory. (F). Prerequisite: One year of chemistry, or consent of instructor.

5471 Reservoir Ecology. (3-3) Study of the physical, geological, chemical, and biological factors that influence and make up reservoir ecosystems. Prerequisites: Limnology course or consent of instructor.
5472 Animal Behavior. (3-3) This course presents all the major facets of the study of animal behavior, giving special attention to its evolution and ecological significance. We will discuss major conceptual models guiding past and present research in the field. Laboratories will emphasize experimental techniques and statistical analysis. Prerequisites: One course in statistics, or consent of instructor.

5480 Cytology and Micro-technique. (3-3) Study of cellular ultra-structure and electron micro technique. Lecture portion of course will cover cytology of all cell types and theoretical aspects of light microscopy and electron microscopy. Laboratory portion will train students to proficiency in microscopy. (F).

5481 Internship in Biological Laboratory Technologies. (0-15) The student will participate in the work of a selected biology unit (private, commercial, or governmental). A research paper reporting the internship experience conducted at the biological unit under the supervision of a faculty member will be required. This course may be credited toward a biology major with prior approval of the graduate advisor and department chair. Graded on a credit (CR), no credit (F) basis.

Graduate Faculty

Aron, Gary M., Professor of Biology. B.S., M.S., St. John’s University; Ph.D., Pennsylvania State University Park. (Microbiology, Virology)

Bonner, Timothy H., Professor of Biology. B.S., Texas A&M University; M.S., Texas State University-San Marcos; Ph.D., Texas Tech University. (Ichthyology, Fisheries Management)

Dharmasiri, Nihal, Associate Professor of Biology. B.Sc., M.Phil., University of Peradeniya, Sri Lanka; Ph.D., University of Hawaii at Manoa. (Plant Molecular and Developmental Biology)

Forstner, Michael R.J., Professor of Biology and Chief Curator, Vertebrate Collections. B.S., Texas State University-San Marcos; M.S., Sul Ross State University; Ph.D., Texas A&M University. (Genetics, Systematics)

Gabor, Caitlin R., Professor of Biology. B.A., University of California-Santa Barbara; M.S., Ph.D., University of Louisiana at Lafayette. (Environmental and Evolutionary Ecology)

Garcia, Dana M., Professor of Biology. B.S., Texas A&M University; Ph.D., University of California-Berkeley. (Cell Biology, Physiology)

Green, M. Clay, Associate Professor of Biology. B.A., The University of Texas at Austin; M.S., Sul Ross State University; Ph.D., University of Louisiana at Lafayette. (Wildlife Ecology and Ornithology)

Groeger, Alan W., Associate Professor of Biology. B.S., Purdue University; M.S., Central Michigan University; Ph.D., University of Oklahoma. (Limnology, Aquatic Sciences)

Hahn, Dittmar, Professor of Biology and Doctoral Program Director. B.S., M.A., University of Hamburg; Ph.D., Wageningen Agricultural University. (Microbial Ecology)

Huffman, David G., Professor of Biology. B.A., West Virginia University; M.S., Marshall University; Ph.D., University of New Hampshire. (Fish Parasitology)
Huston, Michael A., Professor of Biology. B.A., Grinnell College; M.S., Ph.D., University of Michigan. (Landscape Ecology)

Lemke, David E., Professor of Biology and Curator, Texas State Herbarium. B.S., Bucknell University; Ph.D., The University of Texas at Austin. (Plant Systematics, Flora of Texas)

Longley, Glenn, Professor of Biology and Director, Edwards Aquifer Research and Data Center. B.S., Texas State University-San Marcos; M.S., Ph.D., University of Utah. (Limnology, Pollution Biology)

Lopes, Vicente L., Professor of Biology. B.S., Federal University of Ceara; M.S., Federal University of Paraiba; Ph.D., University of Arizona. (Watershed Science)

Martin, Noland H., Associate Professor of Biology. B.S., The University of Texas at Austin; M.S., University of Oregon; Ph.D., Duke University. (Plant Speciation, Hybridization)

McLean, Robert J.C., Professor of Biology. B.Sc., University of Guelph; Ph.D., University of Calgary. (Bacterial Structure and Function, Microbial Ecology)

Moody, Sandra West, Associate Professor of Biology. B.S.Ed., M.S., University of Houston; Ph.D., Texas A&M University. (Science Education)

Nice, Christopher C., Associate Professor of Biology. B.S., University of Minnesota-Twin Cities; Ph.D., University of California-Davis. (Population Genetics, Ecology)

Nowlin, Weston H., Associate Professor of Biology. B.A., Austin College; M.S., Texas Christian University; Ph.D., University of Victoria. (Wetlands Ecology)

Ott, James R., Associate Professor of Biology. B.S., George Mason University; M.S., North Carolina State University; Ph.D., University of Maryland College Park. (Ecology, Evolutionary Biology)

Rast, Walter, Professor of Biology. B.A., University of Texas at Austin; M.S. (Molecular Biology), M.S. (Environmental Science), Ph.D., University of Texas at Dallas. (Limnology, Water Quality, Aquatic Resource Management)

Schwartz, Benjamin F., Assistant Professor of Biology. B.S., Radford University; Ph.D., Virginia Polytechnic Institute and State University. (Karst Hydrogeology)

Schwinning, Susan, Associate Professor of Biology. Diploma, University of Göttingen; M.S., University of California-Davis; Ph.D., University of Arizona. (Plant Ecology, Quantitative Ecology)

Simpson, Thomas R., Associate Professor of Biology. B.A., University of Dallas; M.S., Ph.D., Texas A&M University. (Zoology, Wildlife Management)

Tomasso, Joseph R., Professor and Chair of the Department of Biology. B.S., M.S., University of Tennessee at Martin; Ph.D., University of Memphis. (Stress and Environmental Physiology)

Upchurch, Garland R., Jr., Associate Professor of Biology. B.S., University of Nebraska; M.S., Ph.D., University of Michigan. (Paleobotany, Paleoecology, Global Change)
Veech, Joseph A., Assistant Professor of Biology. B.S., Texas A&M University; M.S., New Mexico State University; Ph.D., University of Nevada, Reno. (Population and Community Ecology; Wildlife and Conservation Biology)

Weckerly, Floyd, Associate Professor of Biology. B.S., M.S., Eastern New Mexico University; Ph.D., University of Memphis. (Biostatistics, Wildlife Ecology)

Weigum, Shannon E., Assistant Professor of Biology. B.A., Texas A&M University; M.S., Texas State University-San Marcos; Ph.D., The University of Texas at Austin. (Biosensors for Disease Diagnostics)

Westerlund, Julie, Associate Professor of Biology. B.A., The University of Texas at Austin; M.S., University of Minnesota-Twin Cities; Ph.D., The University of Texas at Austin. (Science Education)

Williamson, Paula S., Professor of Biology and Associate Dean of the Graduate College. B.S., Texas State University-San Marcos; M.A., Ph.D., University of California-Santa Barbara. (Conservation Biology, Plant Reproductive Biology, Aquatic Plant Biology)

Zhang, Yixin, Assistant Professor of Biology. B.S., Nanjing Normal University; M.S., Ph.D., Umeå University. (Stream Ecology)
Department of Chemistry and Biochemistry

Majors and Degrees Offered:
- Biochemistry, M.S.
- Chemistry, M.A., M.S.

Major Programs

The department offers a program of lectures and research leading to the Master of Science degree and a program of lectures leading to the Master of Arts degree. These programs are designed to train professional chemists, enhance the training of chemistry teachers, and provide adequate background for further advanced study.

**Biochemistry.** The Master of Science with a major in Biochemistry degree requires 30 semester hours of coursework, the completion of a graduate research thesis, and the successful completion of a comprehensive exam. This program is designed for students who have undergraduate degrees in biology, biochemistry, or chemistry and wish to pursue advanced studies in biochemistry.

**Chemistry.** The Master of Science degree with a major in Chemistry requires 30 semester hours of coursework, the completion of a graduate research thesis, and the successful completion of a comprehensive exam. Generally, an undergraduate major in chemistry is required for admission into this program.

The Master of Arts degree with a major in Chemistry requires 30 semester hours of chemistry coursework and the successful completion of a comprehensive exam.

Research Areas

The Graduate faculty conducts research in numerous areas of the six fields of chemistry. Specific research areas include:

- **Analytical**
  - mass spectrometry, chromatography,
  - electrochemistry, spectral methods;

- **Biochemistry**
  - enzyme isolation, enzyme mechanisms, ion-channel regulation, protein structure-function relationships,
  - molecular genetics; gene delivery; nucleic acid biochemistry; ribonucleoprotein complex function and regulation; genomics; proteomics;

- **Inorganic**
  - synthesis and structure of high conductivity solid-state electrolyte compounds, boron-nitrogen compounds, bioinorganic chemistry; solid state synthesis; metal complex catalysis; intercalation chemistry;
  - crystallography; synthetic main group organometallic chemistry;

- **Organic**
  - Synthetic organometallic chemistry; synthesis of stable carbenes and applications in small molecule activation and catalysis; chemistry of “frustrated” Lewis pairs; heterocyclic chemistry;

- **Physical**
  - molecular beam methods and laser spectroscopy;

- **Polymer**
  - polymer synthesis; nanocomposites; thin organic films, structure-property relationships; electronic polymers.
Research Facilities

Research instruments available include 400 MHz NMR, X-ray Diffractometer, UV and IR spectrophotometers, atomic absorption, liquid and gas chromatographs, electrospray ionization/mass spectrometer, high-speed centrifuges, TGA, DSC, DMA, particle size analyzer, GPC, epi-fluorescent microscope, CO2 incubators, and multi-well plate readers.

Admission Policy

Students are required to hold an appropriate undergraduate degree, have a preferred GRE score of $\geq 300$, and have a grade point average of at least 3.00 in the last 60 hours of undergraduate course work prior to the baccalaureate degree or 60 hours plus any graduate level course work. In addition, applicants must submit two (2) letters of recommendation, regarding academic potential and undergraduate research experience; and a cover letter discussing career goals and undergraduate experiences. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - 1000 (verbal and quantitative combined).

Students who do not meet the conditions specified above can be conditionally admitted. Admission recommendations in these cases will be decided by a departmental committee (chaired by the graduate advisor) based on GRE scores, interviews, letters of recommendation, laboratory ability, and the availability of space in the departmental research laboratories. Students who are judged to require additional background knowledge may be required to complete background course work prior to being granted unconditional admission status.

Financial Aid

Graduate students are encouraged to work as laboratory teaching assistants. Applications can be obtained from the Chemistry and Biochemistry Department office. A limited number of research assistantships are also available at pay similar to that of laboratory teaching assistants. The Office of the Graduate College can provide information about the availability of graduate scholarships.

Courses Offered

Chemistry (CHEM)

5110 Seminar in Chemistry. (1-0) A course designed to acquaint the graduate student with current research areas in chemistry. May be repeated twice for total of 3 semester hour credit.

5195 Professional Development of Graduate Assistants. (1-0) This course is designed to develop and enhance graduate assistants’ laboratory instruction abilities. Topics covered in the course include effective lecture techniques, laboratory safety, theory and practical knowledge on laboratory experiments and laboratory section management. This course does not earn graduate credit. Graded on a credit (CR), no-credit (F) basis.

5285 Laboratory Development Practice. (1-2) This course develops the laboratory instructional abilities of post-baccalaureate students seeking either 8-12 Chemistry or 8-12 Physical Science Teaching Certification. Topics include traditional laboratory techniques and guided inquiry techniques, safety, laboratory management, pedagogical theory and practical knowledge of laboratory experiments.
5295 Professional Development of Graduate Assistants. (2-0) This course is designed to develop and enhance graduate assistants’ laboratory instruction abilities. Topics covered in the course include effective lecture techniques, laboratory safety, theory and practical knowledge on laboratory experiments and laboratory section management. This course does not earn graduate credit. Graded on a credit (CR), no-credit (F) basis.

5320 Modern Molecular Modeling. (3-0) The application of computational techniques to molecular modeling. Topics covered include quantum mechanical modeling, force field based molecular modeling, energy minimization, molecular dynamics, vibrational spectra, solution of crystalline structures, diffraction patterns, molecular blends, phase equilibria, crystal morphology, physical property prediction, and mesoscale modeling. Prerequisites: CHEM 3340 or consent of instructor.

5321 Advanced Organic Chemistry. (3-0) Study of the relation of the following topics to structure and reactions of organic compounds: bonding, stereochemistry, acid-base concepts, physical organic chemistry, reactive species, and mechanisms.

5330 Physical Chemistry. (3-0) Fundamentals of physical chemistry are surveyed, emphasizing application in the other chemical sub-disciplines. Topics include classical thermodynamics, kinetics, atomic structure, and molecular spectroscopy.

5333 Spectroscopy. (3-0) Study of various spectrometric techniques in qualitative and structural analysis of chemical substances. Prerequisites: Chemistry 2342 and Chemistry 2142. Students who have completed CHEM 4333 or its equivalent may not take this course for master's credit.

5341 Advanced Inorganic Chemistry. (3-0) Chemical bonding, symmetry, and group theory, coordination chemistry, spectroscopy, magnetism, and organometallic compounds along with some descriptive chemistry.

5351 Introduction to Polymers and Polymer Synthesis. (3-0) This course is designed to develop the student’s general understanding of polymer history and importance as well as terminology, structure, and synthesis. The overall scope of the course will be to develop the student’s general knowledge of polymer synthesis and structure. Students who have completed CHEM 4351 or its equivalent may not take this course for master's credit.

5353 Polymer Processing and Characterization. (3-0) This course is designed to explore the areas of polymer processing and characterization. Students will be introduced to extrusion, injection molding, film formation, thermoforming, thermal-mechanical measurements, classical mechanical testing, thermal-optical measurements, and methods for determination of polymer molecular weight. Prerequisites: CHEM 2342 and 5351.

5355 Physical Chemistry of Polymers. (3-0) A study of the physical chemistry of polymers. Subjects covered include thermodynamics, kinetic polymerization, phase relationships, molecular geometry, spectroscopy of polymers, polymer physics and mechanical behavior, polymer blends, rheology, and polymer composites.

5365 Separation Methods in Chemical Analysis. (3-0) The principles of gas chromatography, capillary electrophoresis, and mass spectrometry are discussed with a balance among theory, practice, and application.

5370 Problems in Chemistry. (3-0) Open to graduate students on an individual basis by arrangement with the faculty member concerned. May be repeated once with different emphasis for additional credit.

5375 Biochemistry. (3-0) A course devoted to a study of the chemistry of carbohydrates, lipids, proteins, enzymes, and nucleic acids. A study of enzyme kinetics and thermodynamics of coupled reactions is included.

5381 Physical Biochemistry. (3-0) An introduction to the physical techniques of biochemistry with emphasis on the interpretation of experimental data obtained from electrophoresis, chromatography, immunological methods, ultracentrifugation, spectroscopy and emerging techniques.

5382 Enzymology. (3-0) A study of the chemical and physical properties of enzymes. Topics will include structure-function relationships, elucidation of chemical and kinetic mechanisms, and the role of enzymes in metabolism.
5383 Molecular Biology & Molecular Genetics. (3-0) This course addresses the basic genetic mechanisms of bacteria and eukaryotes and introduces some examples of the biochemical and genetic techniques employed to study cells, tissues, and organisms.

5384 Current Topics in Biochemistry and Molecular Biology. (3-0) Course provides students with advanced knowledge in the areas of biochemistry and molecular biology. Topics include signal transduction and the molecular biology of cancer, as well as emerging topics in Genomics, Proteomics, and other new developments in biochemistry. May be repeated once for credit. Prerequisites CHEM 4360 or 5383.

5385-MP Metabolism. (3-0) A study of biodegradation and biosynthesis of carbohydrates, lipids, amino acids, proteins, and nucleic acids. Students who have completed CHEM 4385 or its equivalent may not take this course for master's credit.

5386 Proteins. (3-0) This course will cover advanced biochemistry topics related to proteins. Topics will include protein structure, structure-function relationships, and current methodologies for examining proteins in addition to current findings in primary literature. Prerequisite: CHEM 5375

5387 Nucleic Acids Chemistry. (3-0) This course will cover advanced biochemistry topics related to nucleic acids. Topics will include nucleic acid structures and properties, catalytic nucleic acids, protein-nucleic acid interactions, higher order complexes of protein-nucleic acids, and current methodologies for examining nucleic acids in addition to current findings in primary literature. Prerequisite: CHEM 5383 or equivalent.

5390 Supramolecular Chemistry. (3-0) This course is designed to be a survey of the nature of non-covalent interactions between host and guest species. Emphasis will be focused on the rational design of hosts, thermodynamic and kinetic parameters involved in binding and the applications of various binding/recognition phenomena.

5395 Fundamentals of Research. (2-3) Course is designed to acquaint the beginning graduate student with materials and methods of chemical research.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Chemistry 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.
Graduate Faculty

Beall, Gary W., Professor of Chemistry and Biochemistry and Associate Dean of the College of Science. B.S., Tarleton State; M.S., Ph.D., Baylor University. (Polymer Chemistry: Polymer/Clay Nanocomposites, Computation Chemistry, Colloids, Wastewater Treatment Sorbents)

Betancourt, Tania, Assistant Professor of Chemistry and Biochemistry. B.S. Texas A&M University; M.S., Ph.D., The University of Texas at Austin (Nanomedicine; Biomaterials; Drug Delivery; Biocensors)

Blanda, Michael Thomas, Professor of Chemistry and Biochemistry and Assistant Vice President for Research and Federal Relations. B.A., Ph.D., Texas A&M University. (Organic Chemistry: Supramolecular, Host-Guest Chemistry of Calixarenes)

Booth, Chad J., Associate Professor of Chemistry and Biochemistry. B.S., Southeastern Louisiana University; Ph.D., University of Southern Mississippi. (Polymer Chemistry: Synthesis, Processing & Thermo-Mechanical Characterization of Polymeric Materials)

Booth, Rachell E., Associate Professor of Chemistry and Biochemistry. B.S., Southeastern Louisiana University; Ph.D., University of Southern Mississippi. (Protein Biochemistry & Molecular Biology; Purification, Characterization, Regulation, and Structure/Function Relationships)

Brittain, William J., Professor and Chair of the Department of Chemistry and Biochemistry. B.S., University of Northern Colorado; Ph.D., California Institute of Technology. (Polymer synthesis, surface-immobilized polymers, nanoparticle modification, organized assemblies)

Easter, David Charles, Professor of Chemistry and Biochemistry. B.S., California Institute of Technology; Ph.D., University of California-Los Angeles. (Physical Chemistry: Molecular Beam Laser of Multiphoton Ionization Spectroscopy; Properties and Dynamics of Molecular Clusters)

Feakes, Debra Arliene, Associate Professor of Chemistry and Biochemistry. B.S., Colorado School of Mines; Ph.D., Utah State University. (Inorganic Chemistry: Synthesis and Biological Application of Polyhedral Borane Compounds)

Gulacar, Ozcan, Assistant Professor of Chemistry and Science Education. B.A. Uludag University, Balikesir, Turkey; M.S., National University of Mongolia; Ph.D., Western Michigan University. (Chemical Education; Problem Solving; Knowledge Structure, Retention and Transfer; Instructional Technology)

Hudnall, Todd, Assistant Professor of Chemistry and Biochemistry. B.S., Texas State University-San Marcos; Ph.D., Texas A&M University. (Main Group Organometallic Chemistry; Synthesis of Novel Stable Carbenes; Small Molecule Activation and Renewable Energy)

Irvin, Jennifer A., Assistant Professor of Chemistry and Biochemistry. B.S., M.S., Texas State University-San Marcos; Ph.D., University of Florida. (Organic Chemistry: Small Molecule and Polymer Synthesis; Electroactive Polymers; Electrochemistry; Alternative Energy; Electrochromics)
Ji, Chang, Associate Professor of Chemistry and Biochemistry. B.S., St. John’s University; M.S., Indiana State University; Ph.D., Indiana University. (Analytical/Organic Chemistry: Chromatography and Mass Spectrometry, Electrochemical Catalysis and Synthesis, Measurement of Henry’s Law Constants of Toxic Pollutants)

Lewis, L. Kevin, Associate Professor of Chemistry and Biochemistry. B.S., Ohio University; Ph.D., University of Arizona. (Biochemistry & Molecular Biology: Chromosomal DNA Repair Pathways, Maintenance of Tolemere Stability)

Lippmann, David Zangwill, Associate Professor of Chemistry and Biochemistry. B.S., M.A., The University of Texas at Austin; Ph.D., University of California-Berkeley. (Physical Chemistry: Thermodynamics, Kinetics)

Maeder, Corina, Assistant Professor of Chemistry and Biochemistry. B.S., Trinity University; Ph.D., Johns Hopkins University. (Nucleic Acid Biochemistry; Protein Biochemistry; Molecular Biology; Molecular Genetics)

Martin, Benjamin, Associate Professor of Chemistry and Biochemistry. B.S., Truman State University; Ph.D., Pennsylvania State University. (Inorganic Chemistry: High Conductivity Solid State Electrolytes)

Rudzinski, Walter Eugene, Professor of Chemistry and Biochemistry. B.S., University of Detroit-Mercy; Ph.D., University of Arizona. (Analytical Chemistry: Chromatography, Electrochemistry, Measurement of Thermodynamic Parameters of Ion Pairs and Metal Chelates)

Sun, Luyi, Assistant Professor of Chemistry and Biochemistry. B.S., South China Institute of Technology; M.S., Ph.D., University of Alabama. (Materials chemistry; inorganic chemistry; green chemistry; polymeric materials; nano-structured materials; materials for energy related applications)

Walter, Ronald Bruce, Professor of Chemistry and Biochemistry and University Chair in Cancer Research. A.A., Palm Beach Community College; B.S., M.S., Ph.D., Florida State University. (Molecular Genetics)

Watkins, Linette M., Associate Professor of Chemistry and Biochemistry. B.S., Trinity University; Ph.D., University of Notre Dame. (Biochemistry; Protein Biochemistry; Enzymology, Molecular Biology)

Whitten, Steven T., Assistant Professor of Chemistry and Biochemistry. B.S., University of Nebraska at Omaha; Ph.D., Johns Hopkins University. (Protein Biochemistry; Protein structure-function relationships; Protein structural-thermodynamic relationships)
Department of Computer Science

Majors and Degrees Offered:
Computer Science, M.A., M.S.
Software Engineering, M.S.

Certificate Program Offered:
Computer Science

Major Programs

The Department of Computer Science offers the Master of Science and the Master of Arts degrees with a major in computer science, the Master of Science degree with a major in software engineering, and the Master of Science degree with a major in computer science and a minor in forensic systems. The programs are designed to prepare students for doctoral research, college teaching, careers in computer science and software engineering, and careers in digital forensics. All course work in computer science and software engineering applied to any graduate degrees must be at the graduate (5000) level.

Master of Science

The Master of Science degree with a major in computer science requires:

a. Thesis option (30-semester hour degree): Completion of 12 hours of graduate core courses, an additional 12 hours of graduate computer science electives, and completion of a thesis. The thesis must be accepted by a departmental supervisory committee of graduate faculty members, the department Chair, and the Dean of the Graduate College. The thesis program requires a minimum enrollment of 6 hours in CS 5399A and CS 5399B. Thesis credit requirement information is provided in the “Degree Information” thesis requirements section of the catalog. Students who select a minor may replace 6 graduate hours of computer science electives with 6 graduate hours of an approved minor.

b. Non-thesis option (36-semester hour degree): Completion of 12 hours of graduate core courses and an additional 24 hours of graduate computer science electives. Students who select a minor may replace 9 graduate hours of computer science electives with 9 graduate hours of an approved minor.

The Master of Science degree with a major in computer science and a minor in forensic systems requires:

a. Thesis option (30-semester hour degree): Completion of 18 hours of graduate core courses, 6 hours of an approved interdisciplinary minor, and completion of a thesis. The thesis must be accepted by a departmental supervisory committee of graduate faculty members, the department Chair, and the Dean of the Graduate College. The thesis program requires a minimum enrollment of 6 hours in CS 5399A and CS 5399B. Thesis credit requirement information is provided in the “Degree Information” thesis requirements section of the catalog.

b. Non-thesis option (36-semester hour degree): Completion of 27 hours of graduate core courses and 9 hours of an approved interdisciplinary minor.
The courses for the interdisciplinary minor in forensic systems can be selected from the following group:

ACC 5373, ACC 5390C, CJ 5350, POSI 5374, POSI 5394

The Master of Science degree with a major in software engineering requires:

a. Thesis option (30-semester hour degree): Completion of 21 hours of graduate core courses, an additional 3 hours of graduate computer science electives, and completion of a thesis. The thesis must be accepted by a departmental supervisory committee of graduate faculty members, the department Chair, and the Dean of the Graduate College. The thesis program requires a minimum enrollment of 6 hours in CS 5399A and 5399B. Thesis credit requirement information is provided in the “Degree Information” thesis requirements section of the catalog.

b. Non-thesis option (36-semester hour degree): Completion of 24 hours of graduate core courses and an additional 12 hours of graduate computer science electives.

Master of Arts

The Master of Arts degree with a major in computer science requires:

a. Thesis option (30-semester hour degree): Completion of 15 hours of graduate core courses, an additional 3 hours of graduate computer science electives, an additional 6 hours of an approved minor, and completion of a thesis. The thesis must be accepted by a departmental supervisory committee of graduate faculty members, the department Chair, and the Dean of the Graduate College. The thesis program requires a minimum enrollment of 6 hours in CS 5399A and 5399B. Thesis credit requirement information is provided in the “Degree Information” thesis requirements section of the catalog.

b. Non-thesis option (36-semester hour degree): Completion of 15 hours of graduate core courses, an additional 12 hours of graduate computer science electives, an additional 9 hours of an approved minor.

Core Courses

1. Computer science majors:
   a. Complete 12 graduate hours of core course work consisting of one course from each of the following groups:

   Group 1: CS 5329
   Group 2: CS 5346, CS 5391
   Group 3: CS 5306, CS 5310, CS 5332
   Group 4: CS 5318, CS 5338, CS 5351

2. Computer science majors with a minor in forensics systems:
   a. Thesis option: Complete 18 graduate hours of core course work, including CS 5369D and CS 5378, and 12 hours from the following group:

   CS 5306, CS 5310, CS 5329, CS 5346, CS 5369R, CS 5369U, CS 5391
b. Non-thesis option: Complete the following 27 graduate hours of course work: CS 5306, CS 5310, CS 5329, CS 5346, CS 5369D, CS 5369R, CS 5369U, CS 5378, and CS 5391

3. Software engineering majors:
   a. Thesis option: Complete 21 graduate hours of core course work, including CS 5389, CS 5391, CS 5392, CS 5393, CS 5396, and 6 hours from the following group:
   
      CS 5306, CS 5310, CS 5329, CS 5332, CS 5346, CS 5369G
   
   b. Non-thesis option: Complete 24 graduate hours of core course work, including CS 5389, CS 5391, CS 5392, CS 5393, CS 5394, CS 5396, and 6 hours from the following group:
   
      CS 5306, CS 5310, CS 5329, CS 5332, CS 5346, CS 5369G

Background Requirements

Students are required to fulfill background course work if they do not have adequate undergraduate computer science background. The background requirements may be reduced if evidence is presented which shows that the applicant has taken equivalent courses elsewhere prior to enrollment at Texas State. Background work must be completed before enrolling in graduate courses.

The minimum undergraduate background requirements for computer science and software engineering majors are:

1. Twenty-nine hours of computer science course work: CS 1428, CS 2308, CS 2318, CS 2420, CS 3339, CS 3358, either CS 4318 or CS 4328, and 6 hours of advanced computer science electives (CS 3000-4000 level). These courses must be completed with no grade less than “C” and no more than two “Cs.”

2. Eleven hours of mathematics course work: three hours of discrete mathematics (MATH 5358 or equivalent) and eight hours of calculus. These courses must be completed with no grade less than “C.”

The minimum undergraduate background requirements for computer science majors with a forensic systems minor are:

1. Twenty-nine hours of computer science course work: CS 1428, CS 2308, CS 2315, CS 2420, CS 2318, CS 3358, CS 4310, CS 4328, and CS 4332. These courses must be completed with no grade less than “C” and no more than two “Cs.”

2. Eleven hours of mathematics course work: eight hours of calculus (MATH 2471 and MATH 2472) and three hours of advanced discrete mathematics (MATH 5358).

3. Three hours of either ENG 3313 or ENG 5313.

Admission Policy

Applicants accepted to the program will participate in a diagnostic interview with the graduate advisor. This interview will include a review of test scores, grades and work history. In some cases, additional courses may be added to the degree program.

Applicants to the computer science and software engineering programs are generally required to:

1. Meet the Graduate College’s minimum grade-point average requirement of no less than 2.75 on a 4.0 scale on the last 60 hours leading to the bachelor’s degree.
2. Have a preferred Graduate Record Examination (GRE) score of 286 with no less than 138 on the verbal section and 148 on the quantitative section. If you took the GRE within the last five years and prior to the new examination, the following preferred scores will be considered - 1000 (300 verbal and 600 quantitative). Official GRE scores must be on file in the Office of the Graduate College before an application may be considered. The GRE may be waived if an applicant has a master’s or doctorate degree.

3. Submit official transcripts from all colleges or universities attended.

4. Meet any other requirements of the Graduate College.

5. Meet the application deadlines as indicated in the “Admission Policies” section of the catalog.

6. International students must have the TOEFL score on file in the Office of the Graduate College. International students have additional admission requirements and should reference the “Admission Policies” section of this catalog. International applicants must meet the application deadlines as indicated in the “Admission Policies” section of the catalog.

Non-graduate Degree Credit

Individuals may apply for “non-degree seeking student” admission through the Graduate College to enroll in computer science background courses before completing the GRE requirement. Please note, international students must meet specific admission requirements, including acceptable TOEFL or IELTS scores. Please refer to the “Categories of Admission” section of the catalog.

Minors

Computer Science. A graduate minor in computer science requires 6 (thesis student) or 9 (non-thesis student) semester hours of graduate credits in addition to the following background course requirements: CS 1428, CS 2308, CS 2318, CS 3358, and 3 hours of discrete mathematics (MATH 5358 or equivalent).

Software Engineering. A graduate minor in software engineering requires 6 (thesis student) or 9 (non-thesis student) semester hours of graduate credit hours in addition to the following background course requirements: CS 1428, CS 2308, CS 2318, CS 3358, and 3 hours of discrete mathematics (MATH 5358 or equivalent). Students pursuing a non-thesis major must take the following three courses (9 hours): CS 5391, CS 5392, and CS 5393. Students pursuing a thesis major must take two courses (6 hours): CS 5391 and either CS 5392 or CS 5393.

Teacher Certification

The university’s undergraduate catalog provides information regarding the available teacher certification programs.

Certificate in Computer Science

The certificate program in computer science offers a broad-based curriculum in computer science to those working professionals who already have a degree in other fields and who wish to pursue a career in computer science. The certificate program also provides the background courses for students with a baccalaureate degree in a field other than computer science to pursue a master’s degree in computer science or software engineering.
Admission Requirements. Individuals holding a 4-year bachelor’s degree with a grade-point average of no less than 2.75 on a 4.0 scale on the last 60 hours leading to the degree would be eligible to apply for the program. International students are required to have a minimum TOEFL score of 550 (paper-based test).

Course Requirements. The program requires 40 semester hours for completion. The course requirements include the following courses with at least 15 hours of upper-division computer science courses in residency at Texas State. Courses offered at Round Rock Campus (RRC) will count towards the residency requirements. The computer science graduate advisor may waive or replace specific course requirements if a student has taken equivalent courses at another institution.

No grade less than “C” and no more than two “Cs” in:
- Foundations of Computer Science I (CS 1428)
- Foundations of Computer Science II (CS 2308)
- Assembly Language (CS 2318)
- Data Structures (CS 3358)
- Digital Logic (CS 2420)
- Computer Architecture (CS 3339)
- 6 hours of advanced Computer Science electives (CS 3000+)

Plus one of the following:
- Program Translators (CS 4318)
- Operating Systems (CS 4328)

No grade less than a “C” in the following MATH courses:
- Calculus I (MATH 2471)
- Calculus II (MATH 2472)
- Discrete Mathematics (MATH 5358 or an equivalent course).

Contacts

To obtain more information about master’s programs, to apply for graduate admission, or to apply for the certificate program or “non-degree seeking student” admission, contact:

Texas State University-San Marcos
The Graduate College
601 University Drive
San Marcos, TX 78666
Telephone: (512) 245-2581     FAX: (512) 245-8365
E-mail: gradcollege@txstate.edu
http://www.gradcollege.txstate.edu/

For more information about the graduate programs in computer science and software engineering, contact:

Texas State University-San Marcos
Department of Computer Science
Attn: Master’s Program Advisor
601 University Drive
San Marcos, TX 78666
Telephone: (512) 245-3409     FAX: (512) 245-8750
Courses Offered

Computer Science (CS)

5100 Advanced Computer Science Internship. (0-1) This course provides advanced training supervised by computer scientists in internship programs approved by the department. Course cannot be counted toward any graduate degree, is open only to majors in the Department of Computer Science. May be repeated once but not for credit and requires approval of the department chair.

5300 Professional Development of Graduate Assistants. (3-0) This course is designed to develop and enhance the professional and technical skills of graduate teaching and instructional assistants. Topics covered may include, but are not limited to, teaching skills, technical skills, ethical and legal issues, and laboratory management. This course does not earn graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

5301 Programming Practicum. (3-0) Intensive review of programming through data structures. Includes syntax, semantics, problem solving, algorithm development, and in-class exercises. May be repeated once. Does not count for credit toward any graduate degree. Prerequisite: CS 3358, C or higher, or consent of instructor.

5306 Advanced Operating Systems. (3-0) A study of modern operating systems including network, distributed, or real-time systems. Prerequisites: CS 3358 and 4328.

5310 Network and Communication Systems. (3-0) A study of network and communication systems. Verification and/or implementation of protocols will be required. Prerequisite: CS 3358.

5318 Design of Programming Languages. (3-0) Covers various aspects of the design of programming languages including principles, methodologies, and a panorama of techniques in formal syntax and formal semantics. Prerequisite: CS 3358.

5326 Advanced Studies in Human Factors of Computer Science. (3-0) Professional level presentation of techniques and research findings related to human-computer interactions. Prerequisite: CS 3358.

5329 Algorithm Design and Analysis. (3-0) Introduction to algorithm design and analysis, computational complexity, NP – completeness theory. Prerequisites: CS 3358, MATH 2472, and MATH 3398 or MATH 5358 with a grade of C or higher.

5331 Crafting Compilers. (3-0) Overview of the internal structure of modern compilers. Research on compilation techniques. Topics include lexical scanning, parsing techniques, static type checking, code generation, dataflow analysis, storage management, and execution environments. Prerequisite: CS 3358 with a grade of C or higher.

5332 Data Base Theory and Design. (3-0) Computer system organization for the management of data; data models, data model theory, optimization and normalization; integrity constraints; query languages; intelligent database systems. Prerequisites: CS 3358 and 4328.

5333 Advanced Database Systems. (3-0) Database related topics will be covered including object-oriented database, intelligent database, distributed database, CASE tools, and DBMS. The design of databases will be covered with an emphasis on the design of conceptual, logical, and internal models. Prerequisite: Grade of C or higher in CS 4332 or CS 5332.

5334 Advanced Internet Information Processing. (3-0) Integration of popular scripting languages (Perl, JavaScript, PHP, and other CGI capable languages) and database programming languages (embedded database programming languages, Java Servlets, and PHP) to provide advanced information processing for Internet applications that demand both database support and sophisticated, application specific information processing. Prerequisite: Grade of C or higher in CS 4332 or CS 5332.
5335 Research in Object-Oriented System Development. (3-0) The course covers the object-oriented methodologies for system analysis, design, implementation, testing, and other aspects of system development. Emphasis will be on using OO methodologies to manage the complexity of complicated software. Other topics like modeling, OODB, and OO languages will also be covered. Prerequisites: Grades of C or higher in CS 3358 and either 4332 or 5332.

5338 Formal Languages. (3-0) Advanced topics in automata theory, grammars, Turing machines, decidability, and algorithmic complexity. Prerequisites: CS 3358 and MATH 3398.

5341 Advanced Network Programming. (3-0) Study of advanced concepts and programming skills in computer networks such as advanced TCP/IP, API, multicasting and broadcasting, reliable communications, advanced I/O functions and options. Prerequisite: CS 5310 with a grade of C or higher.

5343 Wireless Communications and Networks. (3-0) Study of the fundamental aspects of wireless communications and wireless/mobile networks, introduction of wireless/mobile networking APIs. Prerequisites: CS 3358 with a grade of B or higher and CS 5310 with a grade of C or higher.

5346 Advanced Artificial Intelligence. (3-0) Knowledge representation; knowledge engineering; parallel and distributed AI; heuristic searches; machine learning and intelligent databases; implementation of systems in high-level AI languages. Prerequisite: CS 3358.


5351 Parallel Processing. (3-0) Introduction to the design and analysis of parallel algorithms, parallel architectures, and computers. Prerequisites: CS 2420, 3358, and 4328.

5352 Distributed Computing. (3-0) Study of advanced topics in distributed systems: concurrency control and failure recovery, management of replicated data, distributed consensus and fault tolerance, remote procedure calls, naming and security. Prerequisites: CS 3358 and 4328.

5369 Topics in Computer Science. (3-0) Selected topics in computer science from advanced areas of computer software, computer hardware, and software engineering. Material will vary according to the needs and interest of the class. May be repeated with different emphasis for additional credit. Prerequisite: 6 hours senior-level computer science, or consent of instructor.

5369D Advanced Digital Forensics. (3-0) This course provides a comprehensive understanding of the techniques and tools used in criminal and civil investigations that involve computing systems, digital devices and media, and communication networks. The course covers recent research material published in the field. Hands-on experience will be acquired through case studies and projects.

5369F Advanced Embedded Computer Systems. (3-0) Research in the architecture of embedded systems, micro-controllers, their peripherals, languages, and operating systems and the special techniques required to use them. Course will provide in-depth knowledge of implementation of individual projects. Course cannot be taken for credit if student received credit for CS 3468. Prerequisite: CS 3339 or the equivalent.

5369G Web Service Engineering. (3-0) The course introduces concepts, principles, and methodology enabling development of software as a service according to Service-Oriented Architecture; methodology of SOA-based systems development; main technologies used in achieving SOA; and challenges and opportunities that SOA provide. In SOA, software applications are constructed based on independent component services with standard interfaces. Prerequisite: Grade of C or higher in CS 3358.

5369H Designing, Implementing and Evaluating E-Commerce Applications. (3-0) Design, implement, evaluate working E-commerce website using Microsoft ASP.NET Framework and C#. Organization, purpose, operation allowing themes, membership and content management systems, mailing list, and E-commerce store with support for real-time credit card processing, home page personalization, and localization. Prerequisite: CS5326 with C or higher or instructor’s permission.
5369J Advanced Human Computer Interaction. (3-0) This course will cover state of the art human computer interaction topics such as perceptual compression, eye-gaze, and brain computer interfaces with emphasis on the human visual system, eye-tracking, and electroencephalography. Prerequisite: CS 3358.

5369L Machine Learning and Applications. (3-0) Provides broad introduction to machine learning, including learning theory, and recent topics like support vector machines and feature selection. Covers basic ideas, intuition, and understanding behind modern machine learning methods. Discusses applications like face recognition, text recognition, biometrics, bioinformatics, and multimedia retrieval. Prerequisite: CS 3358 grade of C or higher.

5369P Principles of Programming Languages. (3-0) Overview of principles of programming languages including type checking algorithms. Emphasis is on type systems’ theoretical aspects and pragmatics of their use in imperative and functional languages including peculiarities of object-oriented systems. Prerequisites: CS 3358 and Math 3398 with grades of C or higher.

5369R Research in Digital Forensics. (3-0) Students will design and implement computer-based forensic tools applicable to an instructor chosen domain. Prerequisites: CS 5369D or CS 5369F with a grade of C or higher.

5369U Advanced Data Mining. (3-0) Research in data mining techniques including classification, predication, and cluster analysis. Relationships with fields which data mining draws from like database technology, artificial intelligence, machine learning, and neural networks will also be emphasized. This course cannot be taken for credit if student received credit for CS 4378U. Prerequisite: CS 3358.

5374 Neural Networks. (3-0) A study of neural computing, including basic concepts, algorithms, and applications; back propagation and counter propagation networks; Hopfield networks; associative memories; massively parallel neural architectures; adaptive resonance theory; optical neural networks; connectionist approaches. Prerequisite: CS 3358.

5375 Multimedia Computing. (3-0) A study of the digital representation and processing of major multimedia data types: image, audio, and video. Compression techniques for the three data types, standards, and storage media. Prerequisite: CS 3358.

5376 Enterprise Application Integration. (3-0) Introduction to the integration of all services available on the Web. It emphasizes component-based integration frameworks based on J2EE specification (EJB, Servlets, JMS), inter-organization workflow integration frameworks, and XML framework. Students must have knowledge of object-oriented design, object-oriented programming language, databases, and networking. Prerequisite: CS 3358.

5378 Advanced Computer Security. (3-0) This course covers various aspects of producing secure computer information systems that provide guaranteed controlled sharing. Emphasis is on software models and design, including discovery and prevention of computing systems security vulnerabilities. Current systems and methods are examined and critiqued. Prerequisite: CS 3358 with a grade of C or higher.

5388 Advanced Computer Graphics. (3-0) A study of the algorithms and data structures used in representing and processing visual data. Prerequisite: CS 3358.

5389 Graphical User Interfaces. (3-0) Covers both abstract and practical treatments of using graphics to implement interactive computer/human interfaces. Includes a survey of the major GUI standards and tools. Prerequisite: CS 3358.

5391 Survey of Software Engineering. (3-0) A study of the software life cycle with emphasis on system analysis and design. Methodologies based on data flows and on objects will be surveyed. A component on professional ethics is included. Prerequisite: CS 3358.

5392 Formal Methods in Software Engineering. (3-0) The use of design and specification languages in producing software systems. Emphasis is placed on proving correctness of designs and implementations. Prerequisites: CS 3358 and CS 5391.
5393 Software Quality. (3-0) The latter half of the software life cycle is discussed. Topics include testing, performance evaluation, and software metrics. Appropriate software tools are studied and used. Prerequisite: CS 5391.

5394 Advanced Software Engineering Project. (3-0) Students produce a software project of significant size in a team environment. All aspects of the software engineering course sequence are integrated and put into practice. Prerequisite: CS 5391.

5395 Independent Study in Advanced Computer Science. (3-0) Open to graduate students on an independent basis by arrangement with the faculty member concerned. Course is not repeatable for credit. Prerequisite: CS 3358.

5396 Advanced Software Engineering Processes and Methods. (3-0) The essentials of software engineering processes methods, and tools for the evolutionary design of complex interactive software are discussed. Overviews of other topics like quality concepts, the SEI CMM, information technology, and network technology are covered. Student completes a literature survey of the latest software engineering analysis and design processes, methods, and tools. Prerequisite: CS 5391.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in CS 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

Graduate Faculty

Ali, Moonis, Professor of Computer Science. B.Sc., M.Sc., Ph.D., Aligarh University. (Artificial Intelligence, Knowledge-Based Expert Systems, Intelligent Databases and Interfaces, Natural Language Processing, Neural Networks)

Burtscher, Martin, Associate Professor of Computer Science. B.S., M.Sc., Swiss Federal Institute of Technology (ETH) Zurich; Ph.D., University of Colorado at Boulder. (Program Parallelization, Performance Assessment, Data Compression, Computer Architecture)

Chen, Xiao, Associate Professor of Computer Science. B.Eng., M.Eng., Shanghai University; Ph.D., Florida Atlantic University. (Software Engineering, Distributed Systems)

Durrett, Herman John, Jr., Associate Professor of Computer Science. B.S., University of Houston; Ph.D., University of Colorado; J.D., St. Mary’s University. (Human Factors, Law and Ethics)
Gao, Ju Byron, Assistant Professor of Computer Science. B.S., Ph.D., Simon Fraser University. (Data Mining, Databases, Information Retrieval)

Gu, Qijun, Associate Professor of Computer Science. B.S., M.Eng., Beijing (Peking) University; Ph.D., Pennsylvania State University. (Network Security, Wireless Security, Information Assurance)

Guirguis, Mina Samuel, Associate Professor of Computer Science. B.Sc., Alexandria University; M.A., Ph.D., Boston University. (Security Aspects in Computing Systems and Networks, Digital Forensics)

Hwang, Caneo Jinshong, Professor of Computer Science. B.S., M.S., National Taiwan University; Ph.D., Louisiana State University. (Knowledge Engineering, Software Engineering, Database Systems, Algorithms, Ad Hoc Network, Object-Oriented Systems)

Kaikhah, Khosrow, Associate Professor of Computer Science and Advisor for graduate programs. B.S., M.S., Ph.D., University of Rhode Island. (Artificial Intelligence, Expert Systems, Natural Language Processing, Human-computer Interaction, Neural Networks)

Lu, Yijuan Lucy, Assistant Professor of Computer Science. B.Eng., Anhui University; Ph.D., University of Texas at San Antonio. (Multimedia Information Retrieval, Machine Learning, Pattern Recognition, Computer Vision, Data Mining, Bioinformatics)

Komogortsev, Oleg Vladimirovich, Assistant Professor of Computer Science. B.S., Volgograd State University; M.S., Ph.D. Kent State University. (Human Computer Interaction, Visual Perception, Multimedia, Networking)

McKenney, Mark Aaron, Assistant Professor of Computer Science. B.S., M.S., Tulane University; Ph.D., University of Florida. (Spatial Databases, Spatio-temporal Databases, Geoinformatics, Emerging Database Applications)

Ngu, Hee Hiong Anne, Professor of Computer Science. B.Sc., Ph.D., University of Western Australia. (Information Integration over the Web, Service Oriented Computing, Databases, Scientific Workflows, Agent Technologies)

Peng, Wuxu, Professor of Computer Science. B.Eng., University of Science and Technology of China; Ph.D., Pennsylvania State University. (Distributed/Parallel Computing, Specification and Verification of Communication Protocols, Wireless and Sensor Networks)

Podorozhny, Rodion Mikhailovich, Associate Professor of Computer Science. B.Sc., St. Petersburg State Technical University; M.Sc., University of Massachusetts; Ph.D., The University of Texas at Austin. (Software Engineering, Process Specification Languages, Process Environments, Process Analysis)

Qasem, Apan Muhammad, Assistant Professor of Computer Science. B.A., Ohio Wesleyan University; M.S., Florida State University; Ph.D., Rice University. (Compilers, Architecture, Automatic Tuning)

Seidman, Stephen Benjamin, Professor of Computer Science and Dean of the College of Science and Engineering and Professor of Computer Science. B.S., City University of New York; A.M., Ph.D., University of Michigan. (Software Engineering, Computing Education)
Shi, Hongchi, Professor and Chair of the Department of Computer Science. B.S., M.S., Beihang University of Aeronautics and Astronautics; Ph.D., University of Florida. (Parallel and Distributed Computing, Wireless Sensor Networks, Internet and Web Technologies, Image Processing, Neural Networks)

Tamir, Dan Eliahu, Associate Professor of Computer Science. B.S, M.S., Ben-Gurion University; Ph.D., Florida State University (Image and Signal Processing, Computer Vision, Data Compression, Data Mining, Clustering, Classification, Pattern Recognition, Computer Architecture, Computer Graphics)
Department of Engineering Technology

Major and Degree Offered:
Industrial Technology, M.S.T.

Major Program

The Department of Engineering Technology offers the Master of Science in Technology (M.S.T.) with a major in Industrial Technology.
The M.S.T. is designed to support careers and to provide for career advancement in the management of technical and engineering activity in industry, and in Technology Education.
The M.S.T. is a 36 semester hour degree composed of a 24 semester hour major in Industrial Technology and a 12 semester hour minor/cognate outside Technology. Within the Industrial Technology major students may elect to pursue a Construction, Manufacturing or General specialization, and thesis as well as non-thesis options are available.

The major is comprised of a 12 semester hour core, a 6 semester hour specialization, and 6 semester hours of technology electives. The core curriculum is required of all students. The design component of the core curriculum varies depending upon the student’s elected specialization. Students electing the Construction specialization would fulfill the following core curriculum:

TECH 5313--Supervision and Coordination of Construction Design
TECH 5385--Readings in Technology
TECH 5390--Research in Technology
TECH 5394--Data Acquisition and Analysis

Those electing the Manufacturing specialization would fulfill a slightly different core curriculum:

TECH 5310--Computer Aided Drafting and Design
TECH 5385--Readings in Technology
TECH 5390--Research in Technology
TECH 5394--Data Acquisition and Analysis

Students electing the General specialization may incorporate either design course (i.e., TECH 5313 or 5310) into their core curriculum.

Students may elect a Construction, Manufacturing, or General specialization. Students electing the Construction specialization may select six semester hours from the following courses:

TECH 5361--Contemporary Construction Methods and Techniques
TECH 5362--Construction Contracts and Estimating
OR
TECH 5365--Construction Scheduling and Project Management

Those electing the Manufacturing specialization must complete the following courses:

TECH 5364--Statistical Applications in Manufacturing Process Control, and either TECH 5391--Computer Integrated Manufacturing
OR
TECH 5311--Computer Aided Engineering
Students electing the General concentration will work with the graduate advisor to select 6 semester hours which support career objectives.

Students may use the remaining 6 semester hours of technology electives to pursue either the thesis or non-thesis degree options. Those electing the non-thesis option may enroll in any 6 semester hours of technology course work considered relevant to their specialization. Those electing the thesis option must satisfy the thesis requirements of the Graduate College as published in the Graduate Catalog.

For those electing the thesis option, the final six semester hours of their major will be:

TECH 5399A and 5399B Thesis

Technology majors will not be permitted to enroll in TECH 5399B until the Dean of the Graduate College has approved their research proposal.

Minor/Cognate. Students may elect to pursue either a 12 semester hour minor or cognate area. A minor is distinguished from a cognate in that all course work must be taken in a single supervising academic department. Some departments offer academic minors while others do not. Students should consult the Graduate Catalog to determine what minors are available. Students choosing to pursue a cognate may take courses from as many as four different academic departments.

Essentially, a minor is intended to provide the student with a greater depth of content coverage, while a cognate offers greater flexibility and a broader range of course selections. Some students will find a minor the more attractive option while others will prefer a cognate.

Minor in Industrial Technology - Graduate students majoring in other academic departments who wish to minor in Industrial Technology may do so provided they have adequate background. A minimum of 12 semester hours of graduate level Technology course work is needed in order to satisfy the requirements of a minor in Industrial Technology. Interested students should contact a Technology Graduate Advisor regarding background requirements and course selections.

M.B.A. with Technology Specialization - The Master of Business Administration with a Technology Specialization is offered by the Emmett & Miriam McCoy College of Business Administration in cooperation with the Department of Engineering Technology. This degree program should appeal to the M.B.A. student who seeks career opportunities with companies oriented significantly toward engineering and technology. Students pursuing this degree may complete up to 15 semester credit hours of graduate level Technology courses as a component of the M.B.A. For further details regarding the M.B.A. with a Technology Specialization refer to the “Emmett & Miriam McCoy College of Business Administration ‘Master of Business Administration, M.B.A.’” section of this catalog. The Technology Specialization satisfies the requirements of a minor in Industrial Technology.

Background Courses. Generally speaking, those with undergraduate degrees in Industrial Technology, Construction Science and Management, Engineering Technology, or Engineering will face minimal background work. Individuals holding undergraduate degrees in other fields will find it necessary to complete selected background courses to remedy deficiencies. Graduate students are prohibited from taking more than one undergraduate background course after being formally accepted into a master's degree program. Graduate leveling courses (e.g., TECH 5305, 5306, and 5307; see course listings below) may not be counted toward degree credit. In certain cases, it may be necessary to augment graduate leveling courses with the occasional undergraduate background course. Whenever this is necessary special approval must be sought from the Graduate Dean. Background requirements will be determined on a case-by-case basis through consultation with a faculty advisor. New students are encouraged to seek academic advising early regarding background courses.
Admissions Policy. The Department of Engineering Technology employs a two-tiered admission criterion to establish eligibility for admission into the Master of Science in Technology degree program.

1. Qualified applicants whose GPA is 2.75 in the most recent 60 semester hours of transcripted course work before the bachelor’s degree or in the last 60 hours of graduate level courses, shall be admitted to the program unconditionally, and the GRE shall not be required.

2. If a particular applicant’s admission GPA fails to meet the standard for unconditional admission (i.e. 2.75 or higher), but is not unreasonably low, the applicant shall be required to take the GRE. The final admission decision shall be delayed until the GRE scores have been received by the Graduate College. Determination of acceptable GRE scores shall be left to the discretion of the Graduate Advisor, and he/she shall scale scores on the GRE to other considerations (e.g., the GPA). In other words, the lower a particular applicant’s admission GPA, the higher the anticipated GRE score ought to be. If in the judgment of the Graduate Advisor, the applicant’s admission GPA, considered in combination with his/her GRE score, is suitable, either conditional or unconditional admission may be extended to the applicant, depending upon the specifics of the particular case.

3. Additionally, students must meet all criteria established by the Graduate College.

Courses Offered

Technology (TECH)

5100 Academic Instruction for Technology. (1-0) The course is seminar based and covers topics related to teaching and employment responsibilities. Completion of this course is required as a condition of employment for graduate assistants. This course does not earn graduate credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.

5302 Fundamentals of Construction Contracts and Liability Issues. (3-0) This course introduces students to the legal aspects of design and construction contract documents, including dispute resolution methods and professional ethics commonly used in the construction industry. This course does not count as degree credit. Prerequisite: TECH 2360.

5304 Fundamentals of Construction Estimating. (3-0) Provides the student with a comprehensive introduction to the principles, techniques, technologies, and basic concepts involving methodologies and strategies used in the preparation of various types of construction estimates and bids. This course does not count as degree credit. Prerequisite: TECH 2360.

5305 Fundamentals of Quality Assurance. (3-0) Principles of quality management including probability theory and basic statistics, control charts for attributes and variables, sampling plans, quality audits, and costs. Experiences in basic metrology and data collection for quality control. This course does not count as credit toward a degree.

5306 Fundamentals of Commercial Building Construction Systems. (2-2) Commercial building construction systems class dealing with soils, site work, heavy foundations, steel, reinforced concrete, pre-cast structures and common assemblies. Commercial MEPs are studied along with CSI master format, as-built/shop drawings, schedule of values, AIA documents, and appropriate building codes. Does not count as degree credit. Prerequisite: TECH 2360.
5307 Fundamentals of Manufacturing Processes. (1-3) Application of metal cutting principles. Includes steel rule dye layout, machine layout, tool life, tool wear, tool geometry and reconditioning, principles of feed rate and speed, material removal rates and power consumption. Machining of steel and castings using various cutting tools. Does not count toward degree credit. Prerequisite TECH 2330.

5310 Product Design and Development. (3-0) This course provides an overview of the new product realization process. The focus is on the steps of systematic product design including problem identification, product planning, conceptual design, and embodiment design. Standard CAD tools are employed for product modeling. Prerequisite: TECH 2310 or instructor’s approval.

5311 Computer Aided Engineering. (2-2) Application of computer hardware and software to the design of products and systems; geometric modeling; engineering computational methods; overview of engineering analysis software which may include finite element analysis, manufacturing simulation, solidification modeling, and rapid prototyping. Prerequisites: TECH 5310 and MATH 2471, or equivalents.

5313 Building Information Modeling. (3-3) Understanding the supervisory role of construction professionals in the design process. Directing a design team in the integration of construction documents for commercial buildings. Coordination of site work, structural, architectural, mechanical, electrical, and plumbing plans. Contemporary CAD software for 2D and 3D design including Building Information Modeling. Prerequisite: TECH 2313 or consent of instructor.

5315 Engineering Economic Analysis. (3-0) This course deals with economic analytical techniques used in engineering decision making. Topics include time value of money, comparing alternatives, depreciation, replacement, and income tax considerations. Prerequisite: MATH 1315 or 1319 or consent of instructor.

5360 Construction Company Financial Control. (3-0) Financial accounting and cost controls used at the company level in construction companies are studied. Topics include accounting systems, construction project profit calculations, and financial analysis. Prerequisite: TECH 2360, 5302, 5304 and 5306.

5361 Contemporary Construction Methods and Techniques. (3-0) Deals with current topics and trends in the construction industry. Construction engineering, including materials, soil and structure testing, estimating, scheduling, utilities, surveying, and site layout is covered. Prepared construction-related computer programs are utilized and evaluated. Prerequisite: TECH 2360 and TECH 5306 or equivalents.

5362 Construction Contract Delivery Systems. (3-0) The course will introduce students to designer/contractor interactions, including conceptual estimating and scheduling, the RFQ/RFP process and legal, insurance, risk allocation issues, along with procurement and selection. Prerequisites: TECH 2360, TECH 5306.

5364 Statistical Applications in Manufacturing Process Control. (3-0) Provides the student with in-depth exploration of inferential statistics as applied to manufacturing process control and quality assurance. Topics covered include frequency distributions, quality control charts, and experimental design. Prior experience with introductory level statistics is assumed. Prerequisite: TECH 3364 or MGT 4330 or TECH 5305 or consent of instructor.

5365 Industrial Project Management and Scheduling. (3-0) Introduce students to industrial management system concepts and applications as they relate to management operations; system design, implementation and management; case studies of practices; and application of theory to practical problems.

5382 Sustainability in Industrial Management. (3-0) This class will cover the basic concepts, principles, and techniques relate with sustainability in the fields of engineering and management. Emphasis will be placed on the construction and manufacturing technologies. Case studies will be introduced to understand a broad spectrum of industrial activities.
5384 Problems in Technology. (3-0) Graduate students investigate a special topic by developing a technical problem, researching the topic, and presenting the findings. Plans will be developed on an individual basis with strict faculty supervision. May be repeated for additional credit with permission of the department chair.

5385 Readings in Technology. (3-0) A study of the ethical and moral viewpoints typically associated with American society as related to the development and introduction of new technology and engineering. Past, present, and future issues will be studied with selected readings focusing on industrial related problems and issues.

5387 Planning Advanced Technology Facilities. (3-0) An in-depth study of technical problems encountered in designing, equipping, arranging, and specifying facility requirements for industrial and technical training facilities.

5390 Research in Technology. (3-0) Examination of scientific methods including theory formulation, deductive reasoning, hypothesis generation, observation, inductive reasoning, and theory revision. Categories of research are compared and contrasted as regards methodology. In-depth study of experimental research as it relates to significant industrial problems including considerations of design, internal and external validity, and appropriate analytical technique. Introduction to data analysis and its proper interpretation.

5391 Advanced Manufacturing Systems. (3-0) This course introduces students to various advanced tools, technologies, and strategies in modern manufacturing. An emphasis is placed on the state-of-the-art in factory automation and global manufacturing enterprises. Topics include process automation and control, advanced manufacturing processes, intelligent manufacturing control, and information technology in manufacturing. Prerequisites: TECH 2330 and TECH 5307 or instructor’s approval.

5392 Fundamentals of Microelectronics Manufacturing. (3-0) An introduction to integrated circuit fabrication to include crystal growth, wafer preparation, epitaxial growth, oxidation, diffusion, ion-implantation, thin film deposition, lithography, etching, device and circuit formation, packaging and testing. Significant project includes circuit design/simulation and/or process design. Laboratory component involves actual production/testing of a functional semiconductor device.

5394 Design of Industrial Experiments. (3-0) This course deals with the study of the fundamentals and applications of industrial experiments. Prerequisite: TECH 5390.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Technology 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.
5420 Concrete Properties Testing. (3-2) This course analyzes the effects of concrete raw materials on the properties of fresh and hardened concrete. The evaluation of concrete mixture designs and the analysis of the models that explain concrete behavior are also studied. Prerequisite: TECH 2342 or ENG 2300 or instructor’s approval.

Graduate Faculty

Batey, A.H., Associate Professor and Chair of the Department of Engineering Technology. B.S., M.Ed., Texas State University-San Marcos; Ph.D., University of Maryland.

Habingreither, Robert Bruce, Professor of Engineering Technology and Associate Dean of the College of Science and Engineering. B.A., M.A., Montclair State University; Ed.D., West Virginia University.

Hager, Cassandra J., Lecturer of Engineering Technology. B.S.I.T., M.S.I.T., Texas State University-San Marcos; Ph.D., Texas A&M University.

Sriraman, Vedaraman, Professor of Engineering Technology. B.S., Calcutta University, India; M.S., Indian Institute of Technology; D.Eng., Lamar University.

Stephan, Karl David, Professor of Engineering. B.S., California Institute of Technology; M.Eng., Cornell University; Ph.D., The University of Texas at Austin.

Winek, Gary Joseph, Professor of Technology. B.S., University of Wisconsin Stout; M.Ed., Ball State University; Ph.D., University of Maryland College Park.

Ingram School of Engineering

Asiabanpour, Bahram, Associate Professor of Engineering. B.S, M.S. Sharif University of Technology; Ph.D., University of Southern California.

Chen, Heping, Assistant Professor of Engineering. B.S, Harbin Institute of Technology, China; M.E., Nanyang Technological University, Singapore; Ph.D., Michigan State University.

Jimenez, Jesus, Associate Professor of Engineering. B.S, M.S., The University of Texas at El Paso; Ph.D., Arizona State University.

McClellan, Stanley, Associate Professor of Engineering. B.S., M.S., Ph.D., Texas A&M University.

Novoa, Clara, Associate Professor of Engineering. B.S., Universidad de los Andes-Bogota, Colombia; M.E., University of Puerto Rico-Mayaguez; Ph.D., Lehigh University.

Ryu, Young Sam, Assistant Professor of Engineering. B.S., M.S., Korea University; Ph.D., Virginia Polytechnic Institute and State University.

Tate, Jitendra, Associate Professor of Engineering B.S., M.S., University of Pune, India; Ph.D., North Carolina A&T State University.
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Ph.D. in Materials Science, Engineering, and Commercialization

Doctoral Major and Degree Offered
Materials Science, Engineering, and Commercialization Ph.D.

Ph.D. Program

The College of Science at Texas State University-San Marcos offers a doctoral program that is expanding existing initiatives to create a cutting-edge materials science, engineering and commercialization program that will contribute to the research, development, and validation of materials to be used in the next generation of electronics, medicines, plastics, sensors, and renewable energy. In addition to receiving departmental-level support, these academic and research capabilities are supported by an institutional ‘top-to-bottom’ commercialization platform. Coupling commercialization with science and engineering, the planned curriculum will infuse an understanding of intellectual property law, skills in business planning, competency in transforming innovations from the lab to commercial production, and the ability to organize and lead interdisciplinary research teams. Therefore, our goal is educate the next generation of scientists and engineers who will perform interdisciplinary research and will emerge as effective entrepreneurial leaders in the advancement of high tech 21st century global discovery and innovation.

Courses are offered in the evenings for the convenience of working professionals. Students are classified as either full-time (nine hours per semester) or part-time. All students will be given the opportunity to initiate, complete, present, and publish original research.

Each student develops an appropriate degree plan to meet his/her career and academic goals. The degree plan will include a mix of theoretical, analytical, and elective courses that will prepare students to work independently and in multidisciplinary teams.

Educational Goal

The central educational goal of the Ph.D. program in Materials Science, Engineering, and Commercialization at Texas State University is to prepare doctoral students with

- technical skills necessary to conduct high quality research,
- an orientation toward interdisciplinary research,
- a set of business tools and knowledge of business practice, and
- technical project and business management skills.

Graduates from the program will be equipped with

- Technical skills to conduct high quality research. The program is designed to have students plan and carry out cutting edge research in materials science that demonstrates the ability to think through complex problems and arrive at solutions. This goal is supported by a rigorous set of technically oriented coursework that will equip students with the fundamental science knowledge necessary to conduct research. The student will also, in consultation with his research advisor and Dissertation Committee, formulate a research project and produce a proposal for carrying out the research.
An orientation toward interdisciplinary research.

A set of business tools and knowledge of business practice. Equipping our graduates with the business skills necessary to become entrepreneurs or leaders in industry is a central goal of the program. This educational goal is not only supported by the core courses in practical and leadership skills in commercialization and entrepreneurship but also other elements dispersed throughout the program. These elements include a three-week intensive workshop to be completed in the summer prior to beginning the program. This introductory bootcamp will outline basic aspects of business and commercialization, and equip students with a common language and basic toolkit. Also, a two-week entrepreneur bootcamp will be required after the student’s first year in the program. In addition, two of the candidacy requirements solidify business skills. The student will produce a full business plan for a start-up company and defend it orally. The student will write a Small Business Innovation Research/Small Business Technology Transfer Research (SBIR/STTR) proposal. If appropriate, the student will be provided the opportunity to work with a small business on the proposal, and to submit the final document to a funding agency. The students will be further encouraged to submit their business plan to the Texas State Business Plan Competition in an oral presentation before a panel of angel investors, venture capitalists, and business owners. In addition, the Commercialization Forum will be a weekly seminar program where the students will be exposed to successful entrepreneurs and business leaders. This Commercialization Forum will be the venue for oral defense of the student business plans. These requirements will ensure that the student has developed the business skills necessary to succeed.

Technical project and business management skills. The ability to manage complex technical projects and businesses is an additional skill that is core to this program. This goal is certainly supported by the core courses. In addition, the Commercialization Forum will regularly expose the students to examples of good project management and cases of what not to do in managing projects or businesses. The ability of the student to manage projects can be assessed to some degree by how they manage the business plan, SBIR/STTR proposal, and the implementation of the proposed research plan.

Admission Policies

Applicants to Texas State’s doctoral program in Materials Science, Engineering, and Commercialization must have the following:

- Completed a master’s degree in Biology, Chemistry, Engineering, Materials Science, Physics, Technology, or a closely related field
- GPA of 3.5 or higher on all completed master’s work
- Completion of the Graduate Record Exam (GRE) with a preferred score of 304 or higher (verbal and quantitative combined). Score must be on file in the Office of the Graduate College prior to evaluation of an application. If you took the GRE within the last five years and prior to the new examination, the following preferred score will be considered - 1150 or better (verbal and quantitative combined).
- Letter outlining applicant’s personal history and life goals that are relevant to obtaining a doctoral degree, and in particular, why applicant wants to pursue the commercialization aspect of the MSEC program.
- Three letters of recommendation evaluating the applicant’s skills and potential to be successful in the Materials Science, Engineering, and Commercialization Ph.D. program.
- Current curriculum vita or resume.
- A telephone or on-site interview with Core doctoral faculty.
Leveling coursework may be required prior to admission into the doctoral program for applicants lacking sufficient background coursework. Any required leveling coursework must be completed with grades of B or better prior to admission.

All international applicants (non-U.S. citizens) must fulfill the Test of English as a Foreign Language (TOEFL) requirement as identified in the “Admission Documents” section of the graduate catalog. Fluency in reading, speaking, and writing English is expected of all accepted students. In order to be eligible for admission into this program, international applicants must submit a TOEFL score of 78 (iBT) or higher or IELTS (Academic) – 6.5 or higher with minimum individual module score of 6.0.

- iBT (Internet-based TOEFL) - 78 overall
- pBT (Paper based/institutional TOEFL for Texas State students only) - 550
- IELTS (Academic) – 6.5 or higher with minimum individual module score of 6.0

Application Deadlines

Applicants must submit an Application for Admission if they wish to pursue a doctoral degree at Texas State. The MSEC program accepts applicants for the fall semester. To ensure full consideration for admission to the program, all required application materials must be submitted to the Office of the Graduate College and to the Department no later than June 15 for entry the following fall. Students who are applying for Doctoral Teaching Assistantships should submit all of their application materials by March. Admission decisions will normally be made within 30 days of application deadlines.

Admission Requirements

Applicants must:

1. Complete an application for admission online through the ApplyTexas Application at https://www.applytexas.org
2. Pay a $40 application fee. A $50 international/evaluation fee is required if the application is considered for admission based on foreign credentials.
3. Submit to the Office of the Graduate College one official transcript from each senior-level post-secondary institution attended. Transcripts must be mailed directly from the university or college attended or submitted in a sealed university envelope with the university's registrar's signature on the back of the envelope. (If you are a Texas State University-San Marcos degree recipient or are currently enrolled, you need to request transcripts from any colleges not listed on your Texas State transcript. The Graduate College will provide Texas State transcripts.)
4. Have official scores of your Graduate Record Exam (GRE) on file in the Office of the Graduate College.
5. Submit three letters of recommendation indicating your skills and capacity to be successful in the Ph.D. program.
6. Submit a letter outlining your personal history and life goals that are relevant to obtaining a doctoral degree.
7. Submit current curriculum vita or resume.

Applicants should refer to the “Admission Documents” section for more information.
International applicants should refer to the “Admission Information” and “Admission Documents” sections for additional requirements.

Financial Aid

Assistantships and scholarships are available to qualified applicants. The Department of Engineering Technology offers doctoral instructional assistantships and teaching assistantships on a competitive basis to full-time students enrolled in the Materials Science, Engineering, and Commercialization Ph.D. program. An offer of financial support will normally be made at the time that a student is accepted into the program. The Office of the Graduate College can provide further information regarding scholarships.

Course Work

Degree Audit

Each Ph.D. student is issued a preliminary degree audit by the Office of the Graduate College which should be used to plan the student’s course of study. In the first semester of enrollment, students should review the degree audit in consultation with their supervising professor and the Program Director.

With admission into the doctoral program, it is expected that students will pursue their course work and research activities in an efficient and timely manner. If it is determined that a student is not making adequate progress toward completion of the doctoral degree requirements, consultations will be undertaken between the student, his or her Ph.D. advisor, the Program Director, and the department Graduate Committee to develop a remediation plan, which may include revising a student’s program of study or research. Failure to successfully remedy documented deficiencies will result in termination of the student’s enrollment in the doctoral program at the discretion of the Graduate Committee. Students removed from the doctoral program in this manner may appeal to the Dean of the Graduate College for reinstatement in the program.

Course Work Requirements

The Ph.D. in Materials Science, Engineering, and Commercialization requires students to complete, at minimum, 55 credit hours. Doctoral students selected for teaching assistantships will be required to enroll in MSEC 7100, Doctoral Assistant Development, during the first three semesters that they teach classes.

Each student will develop a degree plan, in consultation with the Doctoral Coordinator and subject to approval by the Doctoral Executive Council, which identifies the appropriate doctoral prescribed electives necessary for achieving the degree. Students must complete 37 credit prior to taking a three-part Advancement to Candidacy Comprehensive Examination. The exam will consist of the following parts: Grant Proposal, Business Plan, and Oral Examination.
### Materials Science, Engineering, and Commercialization Ph.D. Program Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Core</td>
<td>22</td>
</tr>
<tr>
<td>Doctoral Prescribed Electives</td>
<td>15</td>
</tr>
<tr>
<td>Dissertation</td>
<td>18 (minimum)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55 (minimum)</strong></td>
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</tbody>
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#### Instructional Assistant Courses
- MSEC 7100 Doctoral Assistant Development

#### Core Courses
- MSEC 7101 Commercialization Forum (1 hour per semester for 4 hours total)
- MSEC 7102 MSEC Seminar (1 hour per semester for 4 hours total)
- MSEC 7301 Practical Skills in Commercialization and Entrepreneurship
- MSEC 7302 Leadership Skills in Commercialization and Entrepreneurship
- MSEC 7401 Fundamental Materials Science and Engineering
- MSEC 7402 Advanced Materials Science and Engineering Concepts

#### Prescribed Elective Courses:
- MSEC 7103 Research in Materials Science, Engineering, and Commercialization
- MSEC 7201 Principles of Technical Project Management
- MSEC 7303 Research in Materials Science, Engineering, and Commercialization
- MSEC 7304 Collaborative Research/Commercialization Experience
- MSEC 7310 Nanoscale Systems and Devices
- MSEC 7311 Materials Characterization
- MSEC 7312 Thermodynamics and Kinetics for Material Scientists
- MSEC 7315 Quantum Mechanics for Material Scientists
- MSEC 7320 Nanocomposites
- MSEC 7330 Computational Materials Science
- MSEC 7340 Biomaterials
- MSEC 7350 Frontiers of Nanoelectronics
- MSEC 7360 Nanomaterials Processing
- MSEC 7370 Advanced Polymer Science

#### Dissertation: 18 hours minimum
- MSEC 7199 Dissertation
- MSEC 7299 Dissertation
- MSEC 7399 Dissertation
- MSEC 7599 Dissertation
- MSEC 7699 Dissertation
- MSEC 7999 Dissertation
**Advancement to Candidacy**

**Application for Advancement to Candidacy**

Students can download the “Advancement to Candidacy Application” from the Graduate College website or they can obtain a copy from the Doctoral Coordinator. The student should complete and sign the upper portion of the form and return it to the Doctoral Coordinator. When all requirements for admission to candidacy have been met (completion of boot camps or equivalents, core course work, prescribed electives, successful performance on the comprehensive examination, approval of dissertation advisor/committee, and submission of an approved dissertation proposal), the Doctoral Coordinator will forward the Advancement to Candidacy application to the Dean of the Graduate College for review and approval.

The Dean of the Graduate College approves advancement to candidacy once all requirements are met and at the recommendation of the Doctoral Executive Council. In addition, before advancement to candidacy, students are required to complete the following:

1. Completion of all core courses toward the doctoral degree with a GPA of 3.0 or higher on a 4.0 scale with no grade earned below “B” on any graduate course work to be applied toward the Ph.D. degree.
2. Satisfactory performance on the comprehensive examination.
3. The student must select a dissertation advisor, and that advisor must be approved by the Doctoral Executive Council. The student also must select a dissertation committee comprised of three additional members of the doctoral faculty and at least one external member from outside the Department or the University.
4. The student must choose a topic with the approval of the student’s dissertation advisor and committee.
5. The student will submit a title and a written proposal for the dissertation to the student’s dissertation committee and successfully defend the proposal in an oral presentation with the dissertation committee. The proposal will include a statement of the problem to be studied, a discussion of the relevant literature, and the research method of the proposed dissertation topic.
6. The Council will make a recommendation to the Graduate Dean who makes the final decision on the student’s advancement to candidacy. The Graduate College will notify the student once the decision has been made.

**Advancement to Candidacy Time Limit**

While encouraged to advance to candidacy at the end of two years, all students will be expected to have advanced to candidacy by the end of their third year in the program. Full-time, traditional students must be advanced to candidacy within five years of initiating Ph.D. coursework applied toward the degree. Requests for a time extension will be submitted to the Doctoral Program Director by the student’s Ph.D. Research Advisor and must be approved by the Graduate College. Non-traditional, part-time students may request extensions from the Doctoral Executive Council as long as they maintain a GPA of 3.5 and are making consistent progress toward fulfilling their degree requirements. The Doctoral Executive Council will review part-time students’ requests for extensions on an individual, case-by-case basis.

No credit will be applied toward a student’s doctoral degree for course work completed more than five years before the date on which the student is admitted to candidacy. This time limit applies to course credit earned at Texas State, as well as course credit transferred to Texas State from other accredited institutions.
Grade-Point Requirements for Advancement to Candidacy

A minimum GPA of 3.0 on all course work undertaken as a doctoral student in the Materials Science, Engineering, and Commercialization program is required for admission to candidacy. No grade earned below “B” on any graduate course work may apply toward a Ph.D. degree in Materials Science, Engineering, and Commercialization at Texas State. Incomplete grades must be cleared through the Office of the Graduate College at least ten days before approval for advancement to candidacy will be granted.

Dissertation Proposal

A dissertation proposal prepared by the student and approved by the student’s Ph.D. advisor and a majority of the other members of the Dissertation Committee is a requirement for Advancement to Candidacy status. The proposal must outline the substance and scope of the dissertation research, present the methodology to be used, and survey the relevant literature. The student’s Ph.D. advisor and other Dissertation Committee members must indicate approval of the dissertation proposal on the “Ph.D. Dissertation Proposal” form. This form can be downloaded from the Graduate College website or it can be obtained from the Doctoral Coordinator. A final copy of the dissertation proposal, accompanied by the signed approval form, must be turned in to the Doctoral Coordinator, who will forward it to the Dean of the Graduate College for review and final approval.

Advancement to Candidacy Comprehensive Examination

After students have completed all required core and background courses as prescribed in their degree audit, students will be required to pass a comprehensive examination that will assess the student’s preparedness to carry out the proposed plan of dissertation research. Students will be required to take the Advancement to Candidacy Examination no later than his or her fourth semester in the program. To be eligible to take the comprehensive examination, students must have a minimum GPA of 3.0 in all the core coursework, including any coursework that is transferred from another institution. The Advancement to Candidacy Examination will consist of two written components and one oral component. Three members of the doctoral faculty will be asked by the Doctoral Coordinator, subject to approval by the other members of the Doctoral Executive Council, to write and grade the examinations each year. All three will be Core or Associate Doctoral Faculty, and at least one of the three must be a member of the Core Doctoral Faculty. Each student will be required to take the Advancement to Candidacy Examination, which will be conducted by his or her Ph.D. Dissertation Committee. All Committee members must be in attendance for candidacy examinations. Results of the Advancement to Candidacy Examination will be reported on the Comprehensive Examination report and submitted to the Graduate College. The Advancement to Candidacy Examination will consist of the following three parts: Grant Proposal, Business Plan, and Oral Examination.

Should a student fail the exam, he or she will have the option of taking a second Advancement to Candidacy Examination, which must be passed by the end of the following semester. Failure to pass this exam on two occasions will lead to the student's dismissal from the Ph.D. program.

Recommendation for Advancement to Candidacy

The Dissertation Committee recommends the applicant for Advancement to Candidacy by completing the “Advancement to Candidacy Examination Report” which can be downloaded from the Graduate College website or obtained from the Doctoral Coordinator. The results of the Advancement to Candidacy Examination must be filed in the Office of the Graduate College before the Dean of the
Graduate College gives final approval to candidacy. The Doctoral Coordinator is responsible for submitting this report to the Office of the Graduate College.

**Dissertation Research and Writing**

All doctoral students are required to complete a dissertation. The dissertation must represent an original contribution to scholarship based on independent investigation. Preparation of the dissertation should follow the guidelines in the current edition of the American Chemical Society (ACS) or American Institute of Physics (AIP) G37 Style Manual or in an appropriate professional journal in the designated field, as deemed acceptable by the Dissertation Committee. After being admitted to candidacy, students must be continuously enrolled for dissertation hours each fall and spring semester until the defense of their dissertation. If a student is receiving supervision on the dissertation during the summer or the student is graduating in the summer, the student must be enrolled in dissertation hours for the summer. All candidates for graduation must be enrolled in dissertation hours during the semester in which the degree is to be conferred. Students must complete a minimum of 18 semester hours of dissertation research credit.

The student must submit a dissertation abstract for approval by the Dean of the Graduate College before the end of the first semester of enrollment in dissertation credits. The student must submit to the Graduate College the approved dissertation and an abstract approved by the dissertation committee for publication in *Dissertation Abstracts International*. The Graduate Dean must approve the dissertation.

**Dissertation Enrollment Requirements**

After being admitted to candidacy, students must be continuously enrolled for dissertation hours each semester until the defense of their dissertation. If a student is receiving supervision on the dissertation during the summer or the student is graduating during the summer, the student must be enrolled in dissertation hours for the summer. All candidates for graduation must be enrolled in dissertation hours during the semester in which the degree is to be conferred. Students must complete a minimum of 18 semester hours of dissertation research and writing credit.

**Dissertation Time Limit**

Students are expected to complete the dissertation within two years of Advancement to Candidacy. Any exceptions to this time limit require the approval of the Doctoral Program Director and the Dean of the Graduate College. The Doctoral Program Director will review each student annually to ascertain his or her progress in pursuing the degree and will consult with the student’s Ph.D. Research Advisor and Dissertation Committee on this matter as appropriate.

**Dissertation Committee**

The Dissertation Committee will be responsible for administering the Advancement to Candidacy Examination and will oversee the research progress of a doctoral student and the writing of the student’s dissertation. The Committee will consist of at least five members, including the student’s Ph.D. Research Advisor, three other College of Science doctoral faculty members, and one external doctoral graduate faculty member. The student’s Ph.D. Research Advisor will chair the Committee. The student, Doctoral Program Director, and the Dean of the Graduate College will approve the composition of the Dissertation Committee. The Ph.D. Dissertation/Research Advisor Agreement form and the Ph.D.
Dissertation Committee Request form must be completed to form the Committee. These forms may be downloaded from the Graduate College’s website.

Any changes to the Dissertation Committee must be submitted using the Ph.D. Dissertation Advisor/Committee Member Change Request form for approval to the Dissertation Committee Chair, the Doctoral Program Director, and the Dean of the Graduate College. Changes must be submitted no later than 60 days before the dissertation defense.

The student is responsible for obtaining committee members’ signatures on the “Dissertation Advisor Assignment Form” and the “Dissertation Committee Request Form,” which can be downloaded from the Graduate College website or obtained from the Doctoral Coordinator.

**Committee Changes**

Any changes to the Dissertation Committee must be submitted using the Ph.D. Dissertation Advisor/Committee Member Change Request form for approval to the Dissertation Committee Chair, the Doctoral Program Director, and the Dean of the Graduate College. Changes must be submitted no later than 60 days before the dissertation defense.

The “Ph.D. Research Advisor/Committee Member Change Request Form” may be downloaded from the Graduate College website or obtained from the Doctoral Coordinator.

**Dissertation Defense**

The Dissertation Defense will not be scheduled until all other academic and program requirements have been fulfilled. A complete draft of the dissertation will be given to the members of the Dissertation Committee at least 65 days before the date of commencement during the semester in which the student intends to graduate. After committee members have reviewed the draft with the student and provided comments, the student, in consultation with the Ph.D. Research Advisor, will incorporate the recommended changes into a new draft of the dissertation. When each committee member is satisfied that the draft dissertation is defendable, the Dissertation Defense may be scheduled.

The Dissertation Defense will consist of two parts. The first part is a public presentation of the dissertation research. Notice of the defense presentation will be posted at least two weeks in advance. The second part of the defense will immediately follow the public presentation but will be restricted to the student’s Dissertation Committee and entail an oral examination over the dissertation research. Approval of the dissertation requires positive votes from the student’s Ph.D. Research Advisor and a majority of the remaining members of the Dissertation Committee. The results of the Dissertation Defense Report must be filed in the Graduate College before the Dean of the Graduate College gives final approval to the dissertation. This form may be downloaded from the Graduate College’s website.

The student is expected to orally defend the dissertation in an announced public presentation within two years of the official date of being advanced to candidacy.

**Approval and Submission of the Dissertation**

Following approval and signing of the dissertation by the members of the Dissertation Committee, the student must submit one copy of the dissertation, at least two signature pages, and a copy of the dissertation abstract to the Office of the Graduate College for final approval. All dissertation abstracts must be published in *Dissertation Abstracts International*. Specific guidelines for approval and submission of the dissertation can be obtained from the Office of the Graduate College.
Fee Reduction

Fee Reduction. A master’s or doctoral degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A., Education Code, Section 54.054. Please refer to the section titled Fee Reduction in the Additional Fees and Expenses chapter of this catalog for more information.

Courses Offered

Materials Science, Engineering and Commercialization (MSEC)

7100 Doctoral Assistant Development. (1-1) The course is designed to equip the doctoral students with skills and an understanding of proper procedures to be effective teaching assistants. This course does not earn graduate degree credit, and is graded on a credit (CR), progress (PR), or no credit (F) basis.

7101 Commercialization Forum. (1-0) The course is a seminar series exposing students to commercialization issues. The series includes as speakers: successful entrepreneurs, businessmen, research directors, production and process control engineers, intellectual property and licensing experts, management consultants, and technology transfer specialists. Second year students will present business plans that they developed. Repeatable four times for credit.

7102 MSEC Seminar. (1-0) This course is an introduction to current topics through reading of scientific literature with presentations by guest lecturers as the basis for weekly discussions. Students participate by choosing current, high-quality research articles for discussion and will present at least one article during the semester. Repeatable for credit.

7103 Research in Materials Science, Engineering, and Commercialization. (1-0) This research course is for students in Materials Science, Engineering, and Commercialization who have not yet passed their candidacy exam, typically under supervision of the PhD Research Advisor. Graded on a credit (CR), progress (PR), no-credit (F) basis. Repeatable (with MSEC 7303 hours) for doctoral credit up to 6 hours.

7199 Dissertation in Materials Science, Engineering, and Commercialization. (1-0) Original research and writing in Materials Science, Engineering, and Commercialization, is to be accomplished under direct supervision of the PhD Research Advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), progress (PR), no-credit (F) basis. Repeatable for credit. Prerequisite: Acceptance into candidacy.

7201 Principles of Technical Project Management. (2-0) This course includes planning, budgeting, identification of risks and risk mitigation approaches, resource allocation, review of milestones and schedules, and evaluating projects to measure success. Responsibilities of project managers in the areas of problem solving, motivating and managing creative technical staff in project and matrix organizations will be included.

7299 Dissertation in Materials Science, Engineering, and Commercialization. (1-0) Original research and writing in Materials Science, Engineering, and Commercialization, is to be accomplished under direct supervision of the PhD Research Advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), progress (PR), no-credit (F) basis. Repeatable for credit. Prerequisite: Acceptance into candidacy.

7301 Practical Skills in Commercialization and Entrepreneurship. (3-0) This course is the first of a two course series to impart business and commercialization skills by producing a business plan. Key areas covered include intellectual property law, technology transfer and licensing strategies, business plan development, business finance strategies, management structures, project management methods, statistical quality and process control.
7302 Leadership Skills in Commercialization and Entrepreneurship. (3-0) This course is the second of a two course series to impart business and commercialization skills by producing a business plan. Key areas covered include intellectual property law, technology transfer and licensing strategies, business plan development, business finance strategies, management structures, project management methods, statistical quality and process control. Prerequisite: MSEC 7301.

7303 Research in Materials Science, Engineering, and Commercialization. (3-0) This research course is for students in Materials Science, Engineering, and Commercialization who have not yet passed their candidacy exam, typically under supervision of the PhD Research Advisor. Graded on a credit (CR), progress (PR), no-credit (F) basis. Repeatable (with MSEC 7103 hours) for doctoral credit up to 6 hours.

7304 Collaborative Research/Commercialization Experience. (3-0) This course allows Ph.D. level students to initiate, conduct and participate in a collaborative research or commercialization experience with graduate faculty in addition to research conducted under MSEC 7103, MSEC 7303, MSEC 7199, MSEC 7399 and MSEC 7699. This course recognizes the collaborative nature of scientific and commercialization enterprise. Repeatable (with MSEC 7103 hours) for doctoral credit up to 6 hours.

7310 Nanoscale Systems and Devices. (3-0) This course is an in-depth treatment of physical phenomena in nanoscale structures, and consequences for electronic, photonic, mechanical and other types of devices. The course provides a strong background in devices with applications in nanoelectronics, biomedical systems, micro- and nanoscale manipulation, adaptive optics, and microfluidics.

7311 Materials Characterization. (3-0) This course covers skills and knowledge required for microscopy methods including transmission electron microscopy, scanning electron microscopy, scanning tunneling electron microscopy, atomic force microscopy, and confocal microscopy. It covers x-ray and neutron diffraction techniques including structure analysis, powder and glancing angle diffraction, pole figure, texture analysis, and small angle scattering.

7312 Thermodynamics and Kinetics for Material Scientists. (3-0) This course provides a solid understanding of thermodynamics and kinetics of materials, how the rules of thermodynamics and kinetics relate to real-world phenomena, such as phase transformations, phase diagrams, microstructural evolution, and how to use processing to produce a desired microstructure.

7315 Quantum Mechanics for Materials Scientists. (3-0) This course includes quantum-mechanical foundation for study of nanometer-scale materials, principles of quantum physics, stationary-states for one-dimensional potentials, symmetry considerations, interaction with the electromagnetic radiation, scattering, reaction rate theory, spectroscopy, chemical bonding and molecular orbital theory, solids, perturbation theory, and nuclear magnetic resonance.

7320 Nanocomposites. (3-0) Characteristics of nanoparticles utilized in nanocomposites, techniques for surface modification, methods for nanoparticle dispersion forming nanocomposites, types of nanocomposites, characteristics of nanocomposites, analytical methods for characterization of composites, and common applications will be discussed. Particular attention will be given to the science and theories explaining the unique behavior of nanocomposites.

7330 Computational Materials Science. (3-0) Application of computational techniques to molecular and atomic modeling of materials is discussed along with quantum mechanical modeling, density functional theory approaches, forcefield based molecular modeling, mesoscale modeling, energy minimization, molecular dynamics, vibrational spectra, crystal structures, phase equilibria, physical property prediction, and electronic structure related to magnetic and electrical properties. Prerequisite: CHEM 3340 or equivalent.

7340 Biomaterials. (3-0) The course covers the growing field of biomaterials science including materials for prosthetics and implants, mimetic materials, biosensors, diagnostic devices, and drug delivery systems. Particular attention will be given to nanomaterials for diagnosis and treatment of diseases including targeted cancer treatments, drug delivery systems, and advanced imaging methods.
7350 **Frontiers of Nanoelectronics.** (3-0) This course provides an introduction to the operating principles of nanoscale electronic and optical devices. The emphasis is on how leading edge nano-fabrication technology takes advantage of quantum mechanics of reduced sizes and dimensions. Specific examples of devices based on quantum wells, wires, dots and molecular electronics are given.

7360 **Nanomaterials Processing.** (3-0) The course will cover various aspects of processing of nanomaterials from synthesis through incorporation into consumer goods. Specific topics to be covered in the synthesis of nanomaterials will include CVD, MBE, precipitation, spray drying, hydrothermal, electrochemical, mechanical grinding, phase separation, and shock wave.

7370 **Advanced Polymer Science.** (3-0) Advanced topics in polymer science are discussed with a focus on high performance polymers such as high impact, conducting, shape memory, high temperature and the underlying phenomena that provide these unusual properties, and advanced polymer topic areas such as flame retardancy, barrier properties, dielectric properties, rheology, and fiber reinforced composites. Prerequisites: CHEM5353 or equivalent.

7399 **Dissertation in Materials Science, Engineering, and Commercialization.** (3-0) Original research and writing in Materials Science, Engineering, and Commercialization, is to be accomplished under direct supervision of the PhD Research Advisor/dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), progress (PR), no-credit (F) basis. Repeatable for credit. Prerequisite: Admission into candidacy.

7401 **Fundamental Materials Science and Engineering.** (4-0) Fundamentals of chemical kinetics, physical properties, and continuum mechanics will be discussed. Topics include electronic and atomic structure of solids, structure of crystalline materials, structural imperfections, fundamental thermodynamic and kinetic principles and equations for closed and open systems, statistical models, phase diagrams, diffusion, phase transformations, conservation laws, and continuum kinematics. Prerequisite: Three-week Business Boot Camp or equivalent and Corequisite: MSEC 7312 or equivalent.

7402 **Advanced Materials Science and Engineering Concepts.** (4-0) Fundamentals of quantum mechanics, physics of solid state, and physical electronics and photonics for advanced materials will be discussed. Topics will include quantum basis for properties of solids, lattice vibration, free electron model for magnetism, semiconductors, nanostructures and mesoscopic phenomena, superconductivity, and recent advances in new types of materials. Corequisite: MSEC 7315 or equivalent.

7599 **Dissertation in Materials Science, Engineering, and Commercialization.** (1-0) Original research and writing in Materials Science, Engineering, and Commercialization, is to be accomplished under direct supervision of the PhD Research Advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), progress (PR), no-credit (F) basis. Repeatable for credit. Prerequisite: Acceptance into candidacy.

7699 **Dissertation in Materials Science, Engineering, and Commercialization.** (6-0) Original research and writing in Materials Science, Engineering, and Commercialization, is to be accomplished under direct supervision of the PhD Research Advisor/dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), progress (PR), no-credit (F) basis. Repeatable for credit. Prerequisite: Admission into candidacy.

7999 **Dissertation in Materials Science, Engineering, and Commercialization.** (1-0) Original research and writing in Materials Science, Engineering, and Commercialization, is to be accomplished under direct supervision of the PhD Research Advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), progress (PR), no-credit (F) basis. Repeatable for credit. Prerequisite: Acceptance into candidacy.
Graduate Faculty

Beall, Gary W., Professor of Chemistry and Biochemistry and Associate Dean of the College of Science. B.S., Tarleton State; M.S., Ph.D., Baylor University. (Polymer Chemistry: Polymer/Clay Nanocomposites, Computation Chemistry, Colloids, Wastewater Treatment Sorbents)

Booth, Chad J., Associate Professor of Chemistry and Biochemistry. B.S., Southeastern Louisiana University; Ph.D., University of Southern Mississippi. (Polymer Chemistry: Synthesis, Processing & Thermo-Mechanical Characterization of Polymeric Materials)

Droopad, Ravindranath, Professor of Physics. B.S. University of Birmingham; Ph.D. University of London.

Garcia, Dana M., Professor of Biology. B.S., Texas A&M University; Ph.D., University of California-Berkeley. (Cell Biology, Physiology).

Geerts, Wilhelmus J., Associate Professor of Physics. M.S.E.E., University of Technology, Eindhoven, The Netherlands; Ph.D., University of Twente, Enschede, The Netherlands.

Hill, Robert C., Associate Professor of Management. B.A. Davidson College; M.B.A. Wake Forest University; Ph.D. Texas A&M University.

Hudnall, Todd, Assistant Professor of Chemistry and Biochemistry. B.S., Texas State University-San Marcos; Ph.D., Texas A&M University. (Main Group Organometallic Chemistry; Synthesis of Novel Stable Carbenes; Small Molecule Activation and Renewable Energy).

Irvin, Jennifer A., Assistant Professor of Chemistry and Biochemistry. B.S., M.S., Texas State University-San Marcos; Ph.D., University of Florida. (Organic Chemistry: Small Molecule and Polymer Synthesis; Electroactive Polymers; Electrochemistry; Alternative Energy; Electrochromics).

Ji, Chang, Associate Professor of Chemistry and Biochemistry. B.S., St. John’s University; M.S., Indiana State University; Ph.D., Indiana University. (Analytical/Organic Chemistry: Chromatography and Mass Spectrometry, Electrochemical Catalysis and Synthesis, Measurement of Henry’s Law Constants of Toxic Pollutants).

Lee, Byoung Hak, Assistant Professor of Physics. B.S., Korea University; Ph.D., Indiana University.

Rudzinski, Walter Eugene, Professor of Chemistry and Biochemistry. B.S., University of Detroit-Mercy; Ph.D., University of Arizona. (Analytical Chemistry: Chromatography, Electrochemistry, Measurement of Thermodynamic Parameters of Ion Pairs and Metal Chelates).

Stephan, Karl David, Professor of Engineering. B.S., California Institute of Technology; M.Engr., Cornell University; Ph.D., The University of Texas at Austin.

Sun, Luyi, Assistant Professor of Chemistry and Biochemistry. B.S., South China Institute of Technology; M.S., Ph.D., University of Alabama. (Materials chemistry; inorganic chemistry;
green chemistry; polymeric materials; nano-structured materials; materials for energy related applications).

**Tate, Jitendra**, Associate Professor of Engineering B.S., M.S., University of Pune, India; Ph.D., North Carolina A&T State University.

**Temponi, Cecilia**, Professor of Management. B.S., University of Zulia; M.S., Louisiana State University; M.B.A., St. Mary’s University; Ph.D., University of Texas at Arlington.

**Theodoropoulou, Nikoleta**, Assistant Professor of Physics. B.S., University of Athens, Greece, PhD, University of Florida.
Ph.D. in Mathematics Education

Doctoral Major and Degree Offered:
Mathematics Education, Ph.D.

Ph.D. Programs

Offered through the Department of Mathematics at Texas State, this program has a particular strength in the number of courses required in mathematics to complement courses in the teaching and learning of mathematics. Doctoral graduates will have completed a substantial mathematics core in addition to the mathematics education core, thus opening a variety of employment opportunities.

This program is designed for individuals whose career goals will take them into professional leadership roles involving mathematics education within the United States or internationally. Graduates of the program will be prepared for positions as mathematics or mathematics education faculty in colleges and universities; as decision makers in state or local education agencies; as researchers in think tanks, corporations, or not-for-profit organizations; as high-ranking staff in foundations or international organizations; or decision-makers within a national ministry of education.

Students beginning the program are expected to have an undergraduate degree in Mathematics, Mathematics Education, or a related field. Students, especially those with a degree in a related field other than Mathematics or Mathematics Education, may need to take doctoral leveling courses. This would be decided on a case-by-case basis by the appropriate advisor and would be articulated at the time of admission.

Educational Goal

The educational objectives of the program in Mathematics Education are:

- To develop a well-balanced foundation in mathematics content including in-depth understanding of basic principles.
- To understand the mathematics needed for our rapidly changing technological society.
- To link mathematics content to pedagogy for effective teaching that addresses educational needs through the entire P-20 continuum.
- To understand how to design best and most effective curriculum and ways to deliver this curriculum.
- To contribute to the knowledge in mathematics education by original research.
- To produce Ph.D. graduates who can become the leaders in the state and the nation’s educational community concerning the teaching of mathematics appropriate for the demands of the 21st century.
- To produce teachers of mathematics.

Teaching Experience

Each student in the Mathematics Education program is expected to have two years teaching experience. A student who has taught for two or more years at full-time status in the public school system will be considered to have met this requirement. A student who has not met this requirement upon admission will be required to gain practical teaching experience before graduation. If a student receives a Teaching Assistantship while in the program, each long semester during which the
student has a two-course assignment will count as one half of a year of experience. A student who teaches two summer sessions will be given credit for one long semester. In the event that a student has other forms of practical teaching experience, the Mathematics Education Advisor will determine the amount of credit received on an individual basis.

Admission Requirements

Submit all application material to the Office of the Graduate College:

1. Complete an application for admission online at Apply Texas.
2. Pay a non-refundable application fee of $40.00.
3. One official transcript which indicate the completion of a Bachelor's or Master's degree in Mathematics, Mathematics Education, or a related field, from an accredited college or university:
   c. Non-Texas State Graduates – From each college or university (including Texas State if attended). These must be mailed directly from the institutions to the Office of the Graduate College.
   d. Texas State Graduates – Only need to order transcript from any colleges not listed on the Texas State transcript. The Office of the Graduate College will obtain the Texas State transcript from the Registrar’s office.
4. Have a 3.0 Grade Point Average (GPA) or better on a 4.0 scale on the highest degree earned, or a GRE Mathematics subject test score of 75th percentile or greater.
5. A preferred combined verbal and quantitative score on the Graduate Record Exam (GRE) of 300 or higher. This score must be on file in the Office of the Graduate College prior to the evaluation of the student’s application. If you took the GRE within the last five years and prior to the new examination, the following preferred score will be considered - preferred score of 1100 (verbal and quantitative combined).
6. International students must also submit a minimum 78 total score on the internet-based TOEFL with minimum section scores of 19/reading, 19/listening, 19/speaking, and 18/writing or IELTS (Academic) - 6.5 or higher w/min individual module scores of 6.0.
7. Demonstration of interest in a career as a mathematics educator and potential to contribute to the advancement of professional leadership in education as indicated by an essay of approximately 500 words in length describing the applicant's background and professional goals. This should include a rationale for pursuing a doctoral degree in Mathematics Education.
8. Three letters of recommendation addressing the applicant's professional and academic background.

Program faculty will conduct interviews with prospective applicants.

Applicants should refer to the “Admission Documents” section for more information.

Applicants who do not meet the above requirements may apply for conditional admittance. Provisions will be specified by the Doctoral Program Committee in cases where the appeal is granted. International applicants should refer to the “Admission Information” and “Admission Documents” sections for additional requirements.
Financial Aid

Almost all doctoral students are expected to receive full financial assistance from the department working as Instructional Assistants or Research Assistants. To apply, a completed employment application form and at least one letter of recommendation on your ability to teach and/or to do research are required. For more detailed information, please visit the department's website http://www.math.txstate.edu/.

- To apply, you must be accepted as a Ph.D. student. In addition, you must submit (a) at least one letter of recommendation on your ability to teach, which could be one of the three letters you sent for your admission; (b) a current vita. The deadlines are: May 1 for the fall semester, October 1 for the spring semester. Note that only a very limited number of positions are available for spring semesters.
- Stipends for Research Assistantships depend on the types of research grants. Please contact the department for more detailed information.
- Additional summer support is available as Instructional Assistants or Research Assistants. Contact the department for more information.
- The Graduate College offers a wide variety of graduate assistantships and scholarships, including Texas State Celebrity Classic Scholarships, Texas State Graduate Scholars Program, and College Graduate Scholarships. For more details and how to apply, visit the Mathematics Department website http://www.math.txstate.edu/ or the Graduate College website http://www.gradcollege.txstate.edu/. Please note that the deadlines for these and other scholarships may be different from those for Instructional Assistants of Mathematics.

Course Work

Semester Hour Requirements

The student must complete 60 semester hours of graduate work to meet the minimum requirements for advancement to candidacy and then a minimum of 18 hours of dissertation courses to complete the degree for a minimum of 78 hours. In some cases, a student may need to complete additional hours before being allowed to advance to candidacy. The student must have satisfied the residency requirement of 18 graduate credit hours.

Degree Audit

Each Ph.D. student is issued a preliminary degree audit by the Office of the Graduate College which should be used to plan the student's course of study. In the first semester of enrollment, students should review the degree audit in consultation with their supervising professor and the Program Director. Doctoral Degree Audits are tailored with the individual student in mind. It is therefore possible for the individual Degree Audit to exceed the number of degree hours identified in the catalog.
Course Work Requirements

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Mathematics Education Courses</td>
<td>21</td>
</tr>
<tr>
<td>Core Mathematics Courses</td>
<td>15</td>
</tr>
<tr>
<td>Core Sequence Courses</td>
<td>6</td>
</tr>
<tr>
<td>Prescribed Math Education Electives</td>
<td>12 (minimum)</td>
</tr>
<tr>
<td>Prescribed Education Electives</td>
<td>3 (minimum)</td>
</tr>
<tr>
<td>Free Electives</td>
<td>3 (minimum)</td>
</tr>
<tr>
<td><strong>Course Work Total</strong></td>
<td><strong>60 (minimum)</strong></td>
</tr>
<tr>
<td>Dissertation Research and Writing</td>
<td>18 (minimum)</td>
</tr>
<tr>
<td><strong>Degree Total</strong></td>
<td><strong>78 (minimum)</strong></td>
</tr>
</tbody>
</table>

Course requirements

Note: Your doctoral program of studies may be modified as a result of a change of your research goals or performance in the qualifying exams.

A. Core Mathematics Education Courses: This 21 hour requirement has two components. The first is a four-course (12 hour) requirement consisting of the following Mathematics Education courses:

- MATH 7306 Current Research in Mathematics Education
- MATH 7302 History of Mathematics/Mathematics Education
- MATH 7324 Curriculum Design and Analysis
- MATH 7328 Instructional Techniques and Assessments

The second part of the Mathematics Education core requirement is a set of three courses (9 hours) to prepare students to be successful in conducting Mathematics Education research. Note that one of these courses is taught in the College of Education.

- MATH 7346 Quantitative Research
- ED 7352 Beginning Qualitative Design and Analysis
- MATH 7356 Advanced Topics in Research (students must choose one of the topics courses that is offered under this heading)

B. Core Mathematics Courses: The following five Mathematics courses are required of all students in the program. This is a 15 hour requirement.

- MATH 7303 Analysis I
- MATH 7307 Algebra I
- MATH 7309 Topology I
- MATH 7321 Graph Theory, or MATH 7331: Combinatorics
- MATH 7325 Statistics I
C. Core Sequence Courses: Students will choose at least two of the following courses with the Mathematics Education Ph.D. Advisor's approval. This is a 6 hour requirement.

MATH 7313 Analysis II
MATH 7317 Algebra II
MATH 7319 Topology II: Algebraic Topology
MATH 7321 Graph Theory
MATH 7331 Combinatorics
MATH 7335 Statistics II: Linear Modeling

D. Prescribed Mathematics Education Electives: Each student in the Mathematics Education program will choose 12 hours of Mathematics Education electives. Notice that topics courses may be repeated if topics differ.

MATH 7188 Seminar in Math Education
MATH 7378 Topics in Standards
MATH 7366 Topics in Teaching
MATH 7386 Independent Study in Mathematics Education
MATH 7389 Internship

E. Prescribed Education Electives: Each student in the Mathematics Education program will choose 3 hours of Education electives from the College of Education. The selection of a course will require approval by the student's dissertation advisor in order to better complement and enhance the student's research interests. Normally, a student will take one of the courses focusing on the theory of learning, although a student with a strong education background and dissertation advisor's approval may select any course in the College of Education. Allowing the students some flexibility to tailor the coursework to their own interests will enhance the experience and allow the student to obtain more in-depth information in one of his or her identified strands.

F. Free Electives: Three hours of coursework for the Mathematics Education program are elected from graduate programs at Texas State, but the selection requires approval from the student's dissertation advisor. Possible electives include additional coursework selected from Mathematics Education as well as coursework from the College of Education or from other graduate programs at Texas State. Up to 9 hours of Ph.D. level coursework from other departments at Texas State (for example, Education) may be used to meet elective requirements if approved by the Doctoral Program Committee and the dissertation advisor.

G. Dissertation: A student must register for a minimum of 18 hours of Dissertation coursework.

MATH 7399 Dissertation in Mathematics Education

Qualifying Examination

Typically, after completion of the core courses or by the end of the second year in residence, each student will be required to take written qualifying examinations. To be eligible to take the qualifying examinations, the student normally will have a minimum grade point average of 3.5 on all the core courses including the transferred equivalent courses that the student has completed. A student will choose two of the following topics to be on his or her qualifying examinations: Algebra, Analysis, Topology, Statistics, and Discrete Mathematics. Mathematics Education will be the third topic.
Advancement to Candidacy

Application for Advancement to Candidacy

The Dean of the Graduate College approves advancement to candidacy once all requirements are met. Doctoral students must be advanced to candidacy within five years of initiating Ph.D. course work applied toward the degree. Students need to indicate their intent to advance to candidacy during the semester they complete the 60 hours of required course work and other departmental requirements. The student will need to pick up the Advancement to Candidacy Form from the department. The student will need to complete the form and return it to the Doctoral Program Director. The Doctoral Program Director will then submit the completed form to the Dean of the Graduate College for review.

Advancement to Candidacy Time Limit

No credit will be applied toward the doctoral degree for course work completed more than five years before the date on which the student is advanced to candidacy. This time limit applies toward credit earned at Texas State as well as credit transferred to Texas State from other accredited institutions.

Requests for a time extension must be submitted to the Doctoral Program Director, who in turn, submits a recommendation to the Dean of the Graduate College.

Grade-Point Requirements for Advancement to Candidacy

To be eligible for advancement to candidacy, the student must have a minimum GPA of 3.5. No grade earned below a "B" on any graduate course may apply toward a Ph.D. at Texas State. Incomplete grades must be cleared through the Office of the Graduate College before a student can be approved for advancement to candidacy.

Dissertation Proposal

In order to be advanced to candidacy, a student must select a doctoral dissertation advisor and committee, submit a dissertation proposal, and successfully defend the proposal in an oral examination with the dissertation committee. The examination will address the problem definition and scope, the relevant literature, and the research method of the proposed dissertation topic. Information about the formation of the dissertation committee can be found in the "Dissertation Research and Writing" section of this catalog.

Recommendation for Advancement to Candidacy

The Doctoral Program Committee recommends the applicant for advancement to candidacy to the Doctoral Program Director, the Department Chair, and the Dean of the Graduate College. The Dean of the Graduate College certifies the applicant for advancement to candidacy once all requirements have been met. To be eligible for admission to candidacy, the student must have successfully completed the qualifying and/or comprehensive exam(s), completed all coursework, and successfully defended the dissertation proposal.
Dissertation Research and Writing

All doctoral students are required to complete a dissertation. The dissertation must be an original contribution to scholarship and the result of independent investigation in a significant area. Preparation of the dissertation must follow the latest edition of Kate L. Turabian's *A Manual for Writers*.

Dissertation Enrollment Requirements

**Enrollment.** After being admitted to candidacy, students must be continuously enrolled each semester for at least three dissertation hours. If a student is receiving supervision on the dissertation during the summer or the student is graduating during the summer, the student must be enrolled in dissertation hours for the summer. All candidates for graduation must be enrolled in dissertation hours during the semester in which the degree is to be conferred.

**Hours.** Students must complete a minimum of 18 semester hours of dissertation research and writing credit.

Dissertation Time Limit

Students are expected to complete the dissertation within three years of advancement to candidacy. The Mathematics Education Program Director will review the students' annual progress to ascertain his or her progress in pursuing the degree. The Program Director will consult with the student's Ph.D. advisor and Dissertation Committee on this matter as appropriate.

Dissertation Committee

A Dissertation Committee must be formed to oversee the research and writing of the dissertation. The Dissertation Committee will include a dissertation advisor and a minimum of three additional members (one of whom must be an external member).

The members must be chosen from qualified Ph.D. faculty. The dissertation advisor and the committee members must be selected in consultation with the student. The dissertation advisor will chair the Dissertation Committee and must be from the major department. The dissertation advisor and committee members must be approved by the Doctoral Program Director, the department chair, and the Dean of the Graduate College.

The student is responsible for obtaining committee members' signatures on the proper forms and submitting the forms to the department for further routing approval. The forms may be downloaded from the department's website or obtained from the Program Director.

Committee Changes

Any changes to the Dissertation Committee must be submitted for approval to the Dissertation Committee Chair, the Doctoral Program Director, the department chair, and the Dean of the Graduate College. Changes must be submitted no less than sixty days before the dissertation defense. The "Ph.D. Research Advisor/Committee Member Change Request Form" may be downloaded from the department's website or obtained from the Program Director.
Dissertation Defense

The Dissertation Defense may not be scheduled until all other academic and program requirements have been fulfilled. A complete draft of the dissertation must be given to the members of the Dissertation Committee at least 65 days before the date of commencement during the semester in which the student intends to graduate. After committee members have reviewed the draft with the student and provided comments, the student, in consultation with the Research Advisor, will incorporate the recommended changes into a second draft of the dissertation. When each committee member is satisfied that the draft dissertation is defensible, Dissertation Defense will be scheduled.

The Dissertation Defense will consist of two parts. The first part is an oral presentation of the dissertation research given as a public seminar. The second part of the defense will immediately follow the public presentation, but is restricted to the student's Dissertation Committee, and will entail an oral examination over the dissertation research. The full committee, including all external members, must be present. Approval of the dissertation requires positive votes from the student's Ph.D. advisor and a majority of the remaining members of the Dissertation Committee. Specific information on the examination and defense procedure can be obtained from the Doctoral Program Director.

Approval and Submission of the Dissertation

Following approval and signing of the dissertation by the members of the Dissertation Committee, the student must submit one copy of the dissertation, at least two additional signature pages, and a copy of the dissertation abstract to the Office of the Graduate College for final approval. All dissertation abstracts must be published in Dissertation Abstracts International. Specific guidelines for approval and submission of the dissertation can be obtained from the Office of the Graduate College.

Fee Reduction

A master's or doctoral degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A., Education Code, Section 54.054. Please refer to the section titled Fee Reduction in the Additional Fees and Expenses chapter of this catalog for more information.

Courses Offered

Education (ED)

ED 7352 Beginning Qualitative Design and Analysis. (3-0) Introduces the qualitative paradigm. Includes distinctive features, alternative qualitative traditions, purposeful sampling, common data collection methods, inductive analysis, the role of the researcher, and evaluating qualitative research.

Mathematics (MATH)

MATH 7111 Seminar in Teaching. (1-0) Seminar on individual study projects concerned with selected problems in the teaching of mathematics. This course does not count for degree credit. Graded on a credit (CR), no-credit (F) basis.

MATH 7187 Seminar in Mathematics. (1-0) Students are required to attend weekly research seminars in mathematics and to give at least one research presentation in the seminar during the semester. This course is repeatable for credit.
MATH 7188 Seminar in Mathematics Education. (1-0) Students are required to attend weekly research seminars in Mathematics Education and to give at least one research presentation in the seminar during the semester. This course is repeatable for credit.

MATH 7199A Dissertation in Mathematics Education. (1-0) Original research and writing in Mathematics Education to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), no-credit (F) basis.

MATH 7299A Dissertation in Mathematics Education. (1-0) Original research and writing in Mathematics Education to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), no-credit (F) basis.

MATH 7301 Studies in Mathematics. (3-0) This course provides basic foundations in Mathematics for students entering the doctoral program in Mathematics Education. This course may be repeated, but the course does not earn graduate degree credit and cannot be used for degree credit.

MATH 7302 History of Mathematics. (3-0) A study of the development of mathematics and of the accomplishments of men and women who contributed to its progress.

MATH 7303 Analysis I. (3-0) This course covers foundations of modern analysis. Topics include: sequences, LimSup, LimInf, Sigma Algebras of sets that include open and closed sets, sequences of functions, pointwise and uniform convergence, lower and upper semi-continuity, Borel sets, outer measure, and Lebesgue measure. Prerequisite: MATH 4315.

MATH 7306 Current Research in Math Education. (3-0) This course surveys the various current social, political, and economic trends in local, state, national, and international settings that are related to research in Mathematics Education.

MATH 7307 Algebra I. (3-0) Applications of Algebra and topics in modern algebra, including permutation groups, symmetry groups, Sylow theorems, and select topics from Ring Theory. Prerequisite: MATH 4307.

MATH 7309 Topology I. (3-0) A course in point-set topology emphasizing topological spaces, continuous functions, connectedness, compactness, countability, separability, metrizability, CW-complexes, simplicial complexes, nerves, and dimension theory. Prerequisite: MATH 4330.

MATH 7313 Analysis II. (3-0) This course covers the theory of integration with special emphasis on Lebesgue integrals. Topics include: Lebesgue integral, Bounded Convergence theorem, differentiation and integration, absolute continuity, and Lp spaces. Prerequisite: Math 7303.

MATH 7317 Algebra II. (3-0) A study of the important algebraic structures of rings and fields. Topics covered include rings, ideals, modules, polynomial rings, Euclidean algorithm, finite fields, and field extensions. Topics also include an introduction to Galois Theory with an emphasis on the geometric applications. Prerequisite: MATH 7307.

MATH 7319 Topology II: Algebraic Topology. (3-0) This course covers the fundamental concepts and tools of algebraic topology. Topics include the fundamental group, covering spaces, homotopy type, the higher homotopy groups, singular homology theory, and the computation of homology groups via exact sequences and applications. Prerequisite: MATH 7307 and MATH 7309.

MATH 7321 Graph Theory. (3-0) Topics in this course include trees, connectivity of graphs, Eulerian graphs, Hamiltonian graphs, planar graphs, graph coloring, matchings, factorizations, digraphs, networks, and network flow problems. Prerequisite: MATH 3398.

MATH 7324 Curriculum Design & Analysis. (3-0) This course examines, analyzes, and evaluates the various concepts, topics, methods, and techniques that are related to curriculum design in Mathematics Education for grade levels P-16.

MATH 7325 Statistics I. (3-0) A study of the mathematical and probabilistic underpinnings of the techniques used in statistical inference. Topics covered include sampling, sampling distributions, confidence intervals, and hypothesis testing with an emphasis on both simulations and derivations. Prerequisite: Math 2321, Math 3305.
MATH 7328 Instructional Techniques & Assessments. (3-0) This course examines, analyzes, and evaluates the various concepts, topics, methods, and techniques of instruction in Mathematics Education and the related assessment procedures for each for grade levels P-20.

MATH 7331 Combinatorics. (3-0) This course is a study of fundamental principles of combinatorics. Topics include: permutations and combinations, the Pigeonhole principle, the principle of inclusion-exclusion, binomial and multinomial theorems, special counting sequences, partitions, posets, extremal set theory, generating functions, recurrence relations, and the Polya theory of counting. Prerequisite: MATH 3398.

MATH 7335 Statistics II: Linear Modeling. (3-0) A study of the formulation and statistical methodologies for fitting linear models. Topics include the general linear hypothesis, least-squares estimation, Gauss-Markov theorem, assessment of model fit, effects of departures from assumptions, model design, and criteria for selection of optimal regression models. Prerequisite: MATH 3377 and MATH 7325.

MATH 7346 Quantitative Research Analysis in Mathematics Education. (3-0) This course surveys the various research techniques used in quantitative analysis for mathematics education and covers topics such as experimental design, statistical analysis, and use of appropriate design methodologies to achieve the strongest possible evidence to support or refute a knowledge claim. Prerequisite: MATH 7306 and MATH 7325

MATH 7356 Advanced Topics in Research. (3-0) This course encompasses investigation, development, and demonstration of competence, design, and execution for Mathematics Education problems. Repeatable with different emphasis.

MATH 7356A Advanced Quantitative Research. (3-0) This course encompasses investigation, development, and demonstration of competence, design, and execution for mathematics education problems in quantitative research. Prerequisite: MATH 7346.

MATH 7356B Advanced Qualitative Research. (3-0) This course encompasses investigation, development, and demonstration of competence, design, and execution for mathematics education problems in qualitative research. Prerequisite: ED 7352.

MATH 7356C Action Research in Mathematics Education. (3-0) This course examines underlying theory and issues in action research model and the development of action research projects. Prerequisites: MATH 7346 or ED 7352

MATH 7361 Seminar in Advanced Mathematics. (3-0) Material in course will vary with the interest of students and faculty. A detailed study of subject matter may be chosen from advanced areas of analysis; algebra; topology and geometry; applied mathematics; and probability and statistics. This course is repeatable for credit when subject matter varies.

MATH 7366 Topics in Teaching. (3-0) This course examines how to develop and teach specialized student-groups. Repeatable with different emphasis.

MATH 7366A Teaching Post-Secondary Students (Developmental Math, Service Courses, and Majors). (3-0) This course examines how to develop and teach post-secondary students. The course references the recommendations of government agencies and professional organizations and allows for the investigation of research-based models. Prerequisites: MATH 7306.

MATH 7366B Teaching K-12 Students (Elementary, Middle School, and High School). (3-0) This course examines how to develop and teach K-12 students. The course references the recommendations of government agencies and professional organizations and allows for the investigation of research-based models. Prerequisite: MATH 7306.

MATH 7366C Teaching Teachers (In-Service; Pre-Service). (3-0) This course examines how to prepare teachers of mathematics. The course references the recommendations of government agencies and professional organizations and allows for the investigation of research-based models. Prerequisite: MATH 7306.
MATH 7366D Teaching Specialized Content. (3-0) This course will be an in-depth study of a specialized content area in mathematics with an emphasis on teaching. The specific content area will vary by instructor. Examples include Euclidean Simplex Geometry and Discrete Probability Spaces with Implications for Public School Curriculum.

MATH 7366E Developmental Mathematics Curriculum. (3-0) This course surveys the research, development, and evaluation of the scope and sequence of developmental mathematics curriculum. The course references the recommendations of government agencies and professional organizations and allows for the investigation of research-based models. Prerequisite: MATH 7306.

MATH 7371 Topics in Discrete Mathematics. (3-0) In depth study of advanced topics in discrete mathematics, including advanced graph theory, advanced combinatorics, combinatorial number theory, discrete optimization, algorithms and complexity, and probabilistic methods. Repeatable with different emphasis.

MATH 7371A Advanced Graph Theory. (3-0) Topics in this course include Turan's problems, Ramsey theory, random graph theory, extremal graph theory, algebraic graph theory, domination of graphs, distance problems, and applications. Prerequisite: MATH 7321.

MATH 7371B Advanced Combinatorics. (3-0) Topics in this course include Block designs, Latin squares, combinatorial optimization problems, coding theory, matroids, difference sets, and finite geometry. Prerequisite: MATH 7331.

MATH 7371C Combinatorial Number Theory. (3-0) A study of fundamental techniques in combinatorial number theory. Topics will include Waring's problem, additive number theory, and probabilistic methods in number theory. Prerequisite: MATH 7331.

MATH 7371D Discrete Optimization. (3-0) A study of some fundamental techniques in discrete optimization. Topics include discrete optimization, linear programming, integer programming, integer nonlinear programming, dynamic programming, location problem, scheduling problem, transportation problem, postman problem, traveling salesman problem, matroids, and NP-completeness. Prerequisites: MATH 7321 and 7331.

MATH 7371E Algorithms and Complexity. (3-0) A study of some fundamental concepts of computability and complexity. Topics include polynomially bounded problems, NP-complete problems, exponentially hard problems, undecidable problems, and reducibility. Prerequisite: MATH 7331.

MATH 7371F Probabilistic Methods in Discrete Mathematics. (3-0) A study of some fundamental probabilistic techniques used to solve problems in graph theory, combinatorics, combinatorial number theory, combinatorial geometry, and algorithm. Topics include linearity of expectation, alterations, second moment, local lemma, correlation inequalities, martingales, Poisson paradigm, and pseudo-randomness. Prerequisites: MATH 7321 and 7331.

MATH 7371G Applied Discrete Mathematics. (3-0) This course introduces fundamental concepts in logic, Boolean algebra, and binomial coefficients; and applications in different fields such as complexity of algorithms and network theory. Prerequisites: MATH 2472 and MATH 4307 with a grade of “C” or higher, or with departmental approval.

MATH 7371H Combinatorial Networks. (3-0) Combinatorial Networks is an area of study of certain types of networks using combinatorial methods extensively. This course introduces fundamental basics as well as the latest development in this area of research. Prerequisite: MATH 5307/7307 with a grade of “C” or higher.

MATH 7378 Topics in Standards. (3-0) This course examines the basic principles involved in Mathematics Education. Fundamental themes will be reviewed, researched, and discussed. Repeatable with different emphasis.

MATH 7378A Problem Solving, Reasoning, and Proof. (3-0) A study of the fundamental concepts of problem solving, logic, set theory, and mathematical proof and applications of these concepts in mathematics curriculum for grades P-20. Prerequisite: MATH 7306.

MATH 7378B Connecting and Communicating Math. (3-0) This course examines one of the basic principles involved in mathematics education: Connecting and Communicating Mathematics. This fundamental theme will be reviewed, researched, and discussed. Prerequisite: MATH 7306.
MATH 7378C Representing Fundamental Math Ideas (Function, Data Analysis, and Enumeration). (3-0) This course examines the basic principles involved in mathematics education. The process of representing fundamental mathematical ideas will be reviewed, researched, and discussed. Prerequisite: MATH 7306.

MATH 7378D Math Technologies. (3-0) This course examines the basic principles involved in mathematics education: Technology. This fundamental theme will be reviewed, researched, and discussed. Prerequisite: MATH 7306.

MATH 7378E Developmental Mathematics Perspectives. (3-0) This course examines developmental mathematics-specific strands including technological course support and placement tools/decisions. Issues related to the first mathematics core course required of undergraduates will also be addressed. Prerequisite: MATH 7306.

MATH 7385 Independent Study in Mathematics. (3-0) Student will work directly with a faculty member and develop in-depth knowledge in a specific topic area of mathematics. Topics vary according to student’s needs and demands. Repeatable with different emphasis.

MATH 7386 Independent Study in Mathematics Education. (3-0) Student will work directly with a faculty member and develop in-depth knowledge in a specific topic area of Mathematics Education. Topics vary according to student's needs and demands. Repeatable with different emphasis.

MATH 7389 Internship. (3-0) Students will work under the supervision of a faculty member to gain practical knowledge in Mathematics Education. Student experience can come from industry, government agencies, or other sources but must directly apply to furthering knowledge of mathematics education or its application.

MATH 7396 Mathematics Education Research Seminar. (3-0) Collaborative research projects with faculty through identifying an educational issue, reviewing literature, creating a research question, designing a methodology, analyzing data, drawing conclusions, implications, and creating a draft of a publishable papers. Prerequisite: MATH 7346 OR ED 7352, AND MATH 7356h.

MATH 7399A Dissertation in Mathematics Education. (3-0) This course represents a Mathematics Education student's dissertation enrollments. The course can be repeated as necessary. The dissertation credit (18 hours) will not be awarded until the dissertation is submitted for binding. Prerequisite: completion of the core and required concentration courses, or approval of student's dissertation advisor.

MATH 7599A Dissertation in Mathematics Education. (1-0) Original research and writing in Mathematics Education to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), no-credit (F) basis.

MATH 7999A Dissertation in Mathematics Education. (1-0) Original research and writing in Mathematics Education to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester. Graded on a credit (CR), no-credit (F) basis.

Doctoral Faculty

Eligible to chair Dissertation Committees and teach doctoral courses:

Cuevas, Gilbert J., Professor of Mathematics. B.A., M.Ed., University of Miami; M.A.T., Tulane University; Ph.D., University of Miami. (Mathematics Education)

Dean, Nathaniel, Professor and Chair of the Department of Mathematics. B.S., Mississippi State University; M.S., Northeastern University; Ph.D., Vanderbilt University. (Discrete Mathematics, Operations Research)
Jia, Xingde, Professor of Mathematics. B.S., Qufu Normal University; Ph.D., City University of New York. (Combinatorics, Number Theory)

Jiang, Zhonghong, Professor of Mathematics. B.S., M.S., Beijing Normal University; M.S., Ph.D., University of Georgia. (Mathematics Education)

Keller, Thomas Michael, Professor of Mathematics. B.A., M.A., Ph.D., Johannes Gutenberg University of Mainz, Germany. (Group Theory)

Mireles, Selina Vasquez, Professor of Mathematics. B.A., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., The University of Texas at Austin. (Mathematics Education)

Morey, Susan Elaine, Professor of Mathematics. B.S., University of Missouri-Columbia; Ph.D., Rutgers State University. (Commutative Algebra)

Shen, Jian, Professor of Mathematics. B.S., M.S., University of Science and Technology of China; Ph.D., Queens University. (Combinatorics, Combinatorial Matrix Theory, Probabilistic Methods in Discrete Mathematics)

Warshauer, Max Leon, Regents' Professor of Mathematics. B.A., University of Chicago; Ph.D., Louisiana State University. (Quadratic Forms, Mathematics Education)

White, Alexander, Associate Professor of Mathematics. B.S., M.S., The University of Texas at El Paso; Ph.D., Michigan State University. (Statistics, Mathematics Education)

Eligible to serve on Dissertation Committee and teach doctoral courses:

Curtin, Eugene, Professor of Mathematics. B.S., M.S., University College, Dublin; Ph.D., Brown University. (Differential Geometry)

Dix, Julio Guacaneme, Professor of Mathematics. B.A., Universidad de Bogota; M.S., Ph.D., University of Cincinnati. (Numerical Analysis)

Ferrero, Maria Daniela, Associate Professor of Mathematics. B.S., Universidad de la Republica del Uruguay; Ph.D., Technical University of Cataluna. (Graph Theory)

Fischer, Joyce F., Associate Professor of Mathematics. B.A., M.A., Texas State University-San Marcos; Ph.D., The University of Texas at Austin. (Mathematics Education)

Gu, Weizhen, Professor of Mathematics. B.S., Hangzhou University, China; M.S., Ph.D., Louisiana State University. (Graph Theory, Combinatorics)

McCabe, Terence William, Assistant Professor of Mathematics. B.S., M.A., Texas State University-San Marcos; Ph.D., University of North Texas. (Differential Equations)

Obara, Samuel, Associate Professor of Mathematics. B.Sc., University of Eastern Africa, Baraton; M.Ed., M.A., Ph.D., University of Georgia. (Mathematics Education)
Passty, Gregory B., Professor of Mathematics and Assistant Dean of the College of Science and Engineering. B.A., M.A., Ph.D., University of Southern California. (Non-linear Functional Analysis)

Singh, Sukhjit, Professor of Mathematics. B.A., Arizona State University; M.A., Ph.D., Pennsylvania State University Main. (Topology)

Snyder, David Fred, Associate Professor of Mathematics. B.A., Ph.D., University of Tennessee. (Geometric and Algebraic Topology, Mathematical Modeling)

Sorto, M. Alejandra, Associate Professor of Mathematics. B.S., M.S., The University of Texas at El Paso; M.S., Ph.D., Michigan State University. (Mathematics and Statistics Education)

Spellmann, John Winston, Professor of Mathematics. B.A., Texas Lutheran University; M.A., Ph.D., Emory University. (Differential Equations)

Strickland, Sharon, Assistant Professor of Mathematics. B.A., Agnes Scott College; M.Ed., Texas State University-San Marcos; Ph.D., Michigan State University. (Mathematics Education)

Thickstun, Thomas Lusk, Professor of Mathematics. B.A., Ph.D., University of California-San Diego. (Topology)

Welsh, Stewart Chalmers, Professor of Mathematics. B.S., Ph.D., University of Glasgow, Scotland. (Bifurcation Theory, Differential Equations)

Eligible to teach doctoral courses:

Gronberg, Sharon M., Senior Lecturer of Mathematics. B.A., Augsburg College; M.S., Midwestern State University; Ph.D., The University of Texas at Austin. (Mathematics Education)
Department of Mathematics

Major and Degree Offered:
Applied Mathematics, M.S.
Mathematics, M.Ed., M.S.
Middle School Mathematics Teaching, M.Ed.
Mathematics Education, Ph.D.

Major Programs

The Department of Mathematics offers the Master of Science degree with a major in Mathematics or with a major in Applied Mathematics and the Master of Education degree with a major in Mathematics or with a major in Middle School Mathematics Teaching. Students are advised to contact the mathematics graduate advisor for full program details.

Master of Science. The Master of Science degree with a major in Mathematics consists of 24 hours plus a thesis or a minimum of 36 hours without a thesis. Non-thesis master of science students who select the degree option which includes a minor will have a minimum of 27 hours in the major and a minimum of nine hours in the minor.

Master of Science students may select a minor or non-minor degree option. Those choosing the non-minor may select, in consultation with the graduate advisor, all their degree courses from the mathematics curriculum. The minor should be selected from the list of approved minors.

The Master of Science degree with a major in Applied Mathematics consists of 24 hours of mathematics plus a thesis.

Master of Education. The Master of Education degree with a major in Mathematics consists of 27 hours of mathematics without a thesis, plus a minimum of nine hours in the minor. The minor should be selected from the list of approved minors.

The Master of Education degree with a major in Middle School Mathematics Teaching consists of 21 hours of mathematics for teacher education (MTE) classes and MATH 5303, plus 12 hours of Curriculum and Instruction classes.

Admission Policy

Students applying to the Mathematics master’s programs must have a GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree as well as, a bachelor’s degree in a related field, and must submit a preferred GRE score of 300 (verbal and quantitative combined) in order to be considered for regular admission. If you took the GRE within the last five years and prior to the new examination, the following preferred score will be considered - preferred score of 900 (verbal and quantitative combined).

Goals

The program courses are designed to develop studies appropriate to preparing students for doctoral research, community college teaching, public school teaching, or careers in applied mathematics.
**Faculty**

The faculty has specialists in algebra, analysis, applied mathematics, bifurcation theory, differential equations, differential geometry, non-linear functional analysis, number theory, graph theory, combinatorics, mathematics education, quadratic forms and topology. The library collection is extensive in both journals and reference works with current journals available.

**Financial Aid**

Mathematics graduate students are encouraged to work as assistant instructors. The stipends for these assistantships are comparable to national norms and generally require teaching two courses per semester. Information may be obtained by writing the department chair. The Office of the Graduate College can provide information on the availability of graduate scholarships.

**Courses Offered**

**Mathematics (MATH)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>5111</td>
<td>Graduate Assistant Training</td>
<td>(1-0)</td>
<td>This course is concerned with techniques used in the teaching of mathematics. This course is required as a condition of employment for graduate teaching and instructional assistants. This course does not earn graduate degree credit. Repeatable with different emphasis. Graded on a credit (CR), no-credit (F) basis.</td>
<td></td>
</tr>
<tr>
<td>5301</td>
<td>Partial Differential Equations</td>
<td>(3-0)</td>
<td>Theory and application of partial differential equations; derivation of the differential equation; use of vector and Tensor methods; equations of the first order; wave equations; vibrations and normal functions; Fourier series and integral; Cauchy’s methods, initial data; methods of Green; potentials; boundary problems; methods of Riemann-Volterra; characteristics. Prerequisites: MATH 3323 and consent of the instructor.</td>
<td></td>
</tr>
<tr>
<td>5303</td>
<td>History of Mathematics</td>
<td>(3-0)</td>
<td>A study of the development of mathematics and of the accomplishments of men and women who contributed to its progress. Cannot be used on a degree plan for M.S. degree. Prerequisite: A grade of at least C in MATH 2472.</td>
<td></td>
</tr>
<tr>
<td>5304</td>
<td>Topics in Mathematics for the Secondary Teacher</td>
<td>(3-0)</td>
<td>A study of the current trends and topics found in the secondary school mathematics curriculum with the goal of improving the mathematical background of the secondary teacher. Course content will be flexible and topics will be selected on the basis of student needs and interests. Cannot be used on degree plan for M.S. degree. Prerequisite: A grade of C in Mathematics 2472.</td>
<td></td>
</tr>
<tr>
<td>5305</td>
<td>Advanced Course in Probability and Statistics</td>
<td>(3-0)</td>
<td>Advanced topics in probability and statistics. May be repeated once with different emphasis for additional credit. Prerequisite: Mathematics 3305.</td>
<td></td>
</tr>
<tr>
<td>5306</td>
<td>Ring Theory</td>
<td>(3-0)</td>
<td>A course in ring theory. Commutative and non-commutative rings, examples, and applications adapted to the needs of the class. Prerequisite: A grade of at least a C in MATH 4307 or a grade of at least a B in MATH 5384.</td>
<td></td>
</tr>
<tr>
<td>5307</td>
<td>Modern Algebra</td>
<td>(3-0)</td>
<td>Topics in modern algebra. Material will be adapted to the needs of the class. Prerequisite: A grade of at least a C in MATH 4307 or a grade of at least a B in MATH 5384.</td>
<td></td>
</tr>
<tr>
<td>5311</td>
<td>Foundations of Differential Equations</td>
<td>(3-0)</td>
<td>A critical study of the foundations of differential equations, operator spaces, and such basic topics. Recent developments in this field will be investigated and independent investigation will be encouraged. Prerequisite: A grade of at least a C in MATH 3373 and either 3380 or 5382.</td>
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5312 Functions of a Complex Variable. (3-0) Modern developments in the field of complex variables. Prerequisite: A grade of at least a C in MATH 3373; either 3380 or 5382; and 4315 or departmental approval.

5313 Field Theory. (3-0) Topics in field theory, separable extensions, and Galois Theory. Prerequisite: A grade of at least a C in MATH 4307 or a grade of at least a B in MATH 5384.

5314 Number Theory. (3-0) Topics in algebra selected from quadratic forms, elementary number theory, algebraic or analytic number theory, with material adapted to the needs of the class. Prerequisite: A grade of at least a C in MATH 4307 or a grade of at least a B in MATH 5384.

5317 Problems in Advanced Mathematics. (3-0) Open to graduate students on an individual basis by arrangement with the mathematics department. A considerable degree of mathematical maturity is required. May be repeated with different emphasis. This course does not count toward any degree in the Department of Mathematics.

5319 The Theory of Integration. (3-0) A course in the theory of integration with special emphasis on the Lebesgue integrals. A course in the theory of real variables, with a knowledge of point set theory, is desirable as a background for this course. A considerable amount of mathematical maturity is required. Prerequisite: A grade of at least a C in MATH 4315 or departmental approval.

5329 General Topology. (3-0) Point-set topology with an emphasis on general topological spaces; separation axioms, connectivity, the metrization theorem, and C-W complexes. Prerequisite: A grade of at least a C in MATH 4330 or departmental approval.

5331 Metric Spaces. (3-0) Point-set topology with an emphasis on metric spaces and compactness but including a brief introduction to general topological spaces. Prerequisite: A grade of at least a C in MATH 4330 or departmental approval.

5336 Studies in Applied Mathematics. (3-0) Topics selected from optimization and control theory, numerical analysis, calculus of variations, boundary value problems, special functions, or tensor analysis. May be repeated with different emphasis for additional credit. Prerequisites: Six hours of advanced mathematics pertinent to topic and consent of the instructor.

5340 Scientific Computation. (2-2) This course will involve the analysis of algorithms from science and mathematics, and the implementation of these algorithms using a computer algebra system. Symbolic numerical and graphical techniques will be studied. Applications will be drawn from science, engineering, and mathematics. Prerequisite: MATH 3323 or consent of instructor.

5345 Regression Analysis. (3-0) This course introduces formulation and statistical methodologies for simple and multiple regression, assessment of model fit, model design, and criteria for selection of optimal regression models. Students will develop skills with the use of statistical packages and the writing of reports analyzing a variety of real-world data. Prerequisite: MATH 2472.

5350 Combinatorics. (3-0) This course, covers permutations, combinations, Stirling numbers, chromatic numbers, Ramsey numbers, generating functions, Polya theory, Latin squares and random block design. Prerequisite: MATH 3398 or consent of instructor.

5355 Applied and Algorithmic Graph Theory. This course is designed to emphasize the close tie between the theoretical and algorithmic aspects. The topics may include basic concepts such as connectivity, trees, planarity, coloring of graphs, matchings, and networks. It also covers many algorithms such as Max-flow Min-cut algorithm, maximum matching algorithm, and optimization algorithms for facility location problems in networks. Prerequisite: MATH 5388 or MATH 3398.

5358 Applied Discrete Mathematics. (3-0) Boolean algebra, counting techniques, discrete probability, graph theory, and related discrete mathematical structures that are commonly encountered in computer science. Prerequisite: A grade of at least C in MATH 2472.

5360 Mathematical Modeling. (3-0) This course introduces the process and techniques of mathematical modeling. It covers a variety of application areas from the natural sciences. Emphasis is placed on deterministic systems, stochastic models, and diffusion. Prerequisite: MATH 3373, MATH 3323, and MATH 5301, or consent of instructor.
5373 Theory of Functions of Real Variables. (3-0) This course will discuss those topics that will enable the student to obtain a better grasp of the fundamental concepts of the calculus of real variables and the more recent developments of this analysis. Prerequisite: A grade of at least a C in MATH 4315 or departmental approval.

5376 Topics in Applied Statistics. (3-0) This course is designed to introduce a wide range of topics in applied statistics, including, but not limited to, experimental design, stochastic modeling, time series, and computational statistics. Prerequisite: Approval of instructor.

5376A Design and Analysis of Experiments. (3-0) This course introduces fundamental concepts in the design of experiments, justification of linear models, randomization and principles of blocking. It also discusses the construction and analysis of basic designs including fractional replication, composite designs, factorial designs, and incomplete block designs. Prerequisite: Approval of instructor.

5376B Analysis of Variance. (3-0) This course introduces basic methods, one-way, two-way ANOVA procedures, and multifactor ANOVA designs. Prerequisite: Approval of instructor.

5381 Foundations of Set Theory. (3-0) A formal study of the theory of sets, relations, functions, finite and infinite sets, set operations and other selected topics. This course will also train the student in the understanding of mathematical logic and the writing of proofs. Prerequisite: A grade of at least C in Mathematics 2472.

5382 Foundation of Real Analysis. (3-0) A course covering the foundations of mathematical analysis. Topics include: real numbers, sequences, series, and limits and continuity of functions. Prerequisite: MATH 5381.

5384 Geometric Approach to Abstract Algebra. (3-0) Definitions and elementary properties of groups, rings, integral domains, fields and vector spaces with great emphasis on the rings of integers, rational numbers, complex numbers, polynomials, and the interplay between algebra and geometry. Prerequisite: MATH 5381.

5386 Knots and Surfaces, An Introduction to Low-Dimensional Topology. (3-0) Knot polynomials and other knot invariants. The topological classification of surfaces and topological invariants of surfaces. Prerequisite: A grade of at least C in MATH 2472.

5388 Discrete Mathematics. (3-0) This course covers topics from: basic and advanced techniques of counting, recurrence relations, discrete probability and statistics, and applications of graph theory. Prerequisites: A grade of at least C in MATH 2472.

5390 Statistics. (3-0) This course will cover not only some of the basic statistical ideas and techniques but also the mathematical and probabilistic underpinnings of these techniques with an emphasis on simulations and modeling. The planning, conducting, analysis, and reporting of experimental data will also be covered. Prerequisite: A grade of at least C in MATH 2472.

5392 Survey of Geometries. (3-0) A study of topics in geometry including geometrical transformations, the geometry fractals, projective geometry, Euclidean geometry, and non-Euclidean geometry. Prerequisite: A grade of at least C in MATH 2472.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in MATH 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5199B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.
5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

Mathematics for Teacher Education (MTE)

5301 Topics in Mathematics for the Middle School Teacher. (3-0) This topics course is designed to provide the general 4th-8th grade teacher with the content knowledge necessary to effectively teach mathematics at the middle school level.

5301E Visual Models for Middle School Mathematics. (3-0) This course uses visual models to motivate understanding of the fundamental concepts underlying middle school mathematics. Pedagogical techniques to engage middle school students will also be addressed including inquiry-based instructional methods utilizing these visual models.

5301F Implementing New Mathematics Curriculum. (3-0) In this course we will investigate the keys to successfully implementing new curriculum. Two main aspects considered are: 1) the mathematical content knowledge required for a new curriculum and 2) how to build a community of practice which provides support during the implementation process.

5302 Topics in Teaching Mathematics for the Middle School Teacher. (3-0) This topics course is designed to provide the general 4th-8th grade teacher with the pedagogical content knowledge necessary to effectively teach mathematics at the middle school level.

5311 Quantitative Reasoning. (3-0) This course will focus on numerical reasoning and problem solving with particular attention being placed on strategies for solving problems, methods for mental computation and computational estimation, and algorithmic processes being taught in a student-centered atmosphere where teachers are free to take risks.

5313 Geometry and Measurement. (3-0) This course will focus on using spatial reasoning to investigate the concepts of direction, orientation, shape and structure; using mathematical reasoning to develop and prove geometric relationships; using logical reasoning and proof in relation to the axiomatic structure of geometry; using measurement of geometry concepts to solve real-world problems.

5315 Algebraic Reasoning. (3-0) This course will focus on using algebraic reasoning to investigate patterns, make generalizations, formulate mathematical models, and make predications; using properties, graphs, and applications of relations and function to analyze, model and solve problems; and making connections among geometric, graphic, numeric and symbolic representation of functions and relations.

5317 Math Modeling. (3-0) This course will focus on modeling problems, applying appropriate mathematical analysis and drawing conclusions from the analysis; solving problems recursively, using linear and non-linear functions and using geometry and discrete mathematics to solve problems in Science, Music, and Art. Prerequisite: MTE 5315.

5319 Concepts of Calculus. (3-0) A first course in differential and integral calculus. The student will explore the slope of secant lines, average velocity, limit, instantaneous velocity, derivative, slope of a curve at a point, area under a graph, integrals, fundamental theorem of calculus, and applications. Prerequisite: MTE 5317 or consent of department chair.

5321 Probability and Statistics. (3-0) This course will deal with using graphical and numerical techniques to explore data, characterize patterns, and describe departures from patterns; designing experiments to solve problems; understanding the theory of probability and its relationship to sampling and statistical inference and its use in making and evaluating predication. Prerequisite: MTE 5315.
5323 Logic and Foundations of Mathematics. (3-0) This course will consist of an introduction to fundamental mathematical structures and techniques of proof. Topics will include: logic, set theory, number theory, relations, and functions. Emphasis will be placed on communication about mathematics and construction of well-reasoned explanations. Prerequisite: MTE 5313 and 5319.

Graduate Faculty

Acosta, Maria T., Associate Professor of Mathematics. B.S., Universidad La Gran, Colombia; M.S., State University of New York at Fredonia; M.S., Ph.D., University of Arizona. (Algebra)

Bandy, Carroll, Professor of Mathematics. B.S., Arkansas Tech University; M.S., University of Arkansas; Ph.D., University of Houston. (Topology)

Conrad, Matthias, Assistant Professor of Mathematics. B.S., University of Hamburg, Germany; M.S., Ph.D., University of Lubeck, Germany. (Applied Mathematics, Numerical Analysis)

Cuevas, Gilbert J., Professor of Mathematics. B.A., M.Ed., University of Miami; M.A.T., Tulane University; Ph.D., University of Miami. (Mathematics Education)

Curtin, Eugene, Professor of Mathematics. B.S., M.S., University College, Dublin; Ph.D., Brown University. (Differential Geometry)

Dean, Nathaniel, Professor and Chair of the Department of Mathematics. B.S., Mississippi State University; M.S., Northeastern University; Ph.D., Vanderbilt University. (Discrete Mathematics, Operations Research)

Dix, Julio Guacaneme, Professor of Mathematics. B.A., Universidad de Bogota; M.S., Ph.D., University of Cincinnati. (Numerical Analysis)

Edgell Jr., John James, Professor of Mathematics. B.S., Lamar University; M.A., Sam Houston State University; Ph.D., The University of Texas at Austin. (Mathematics Education)

Ferrero, Maria Daniela, Associate Professor of Mathematics. B.S., Universidad de la Republica del Uruguay; Ph.D., Technical University of Cataluna. (Graph Theory)

Fischer, Joyce F., Assistant Professor of Mathematics. B.A., M.A., Texas State University-San Marcos; Ph.D., The University of Texas at Austin. (Mathematics Education)

Gronberg, Sharon M., Senior Lecturer of Mathematics. B.A., Augsburg College; M.S., Midwestern State University; Ph.D., The University of Texas at Austin. (Mathematics Education)

Gu, Weizhen, Professor of Mathematics. B.S., Hangzhou University, China; M.S., Ph.D., Louisiana State University. (Graph Theory, Combinatorics)

Jia, Xingde, Professor of Mathematics. B.S., Qufu Normal University; Ph.D., City University of New York. (Combinatorics, Number Theory)

Jiang, Zhonghong, Professor of Mathematics, B.S., M.S., Beijing Normal University; M.S., Ph.D., University of Georgia. (Mathematics Education)
Keller, Thomas Michael, Professor of Mathematics. B.A., M.A., Ph.D., Johannes Gutenberg University of Mainz, Germany. (Group Theory)

McCabe, Terence William, Assistant Professor of Mathematics. B.S., M.A., Texas State University-San Marcos; Ph.D., University of North Texas. (Differential Equations)

Mireles, Selina Vasquez, Associate Professor of Mathematics. B.A., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., The University of Texas at Austin. (Mathematics Education)

Morey, Susan Elaine, Professor of Mathematics. B.S., University of Missouri-Columbia; Ph.D., Rutgers State University. (Commutative Algebra)

Nankervis, Bryan, Senior Lecturer of Mathematics. B.A., M.S., Texas State University-San Marcos; Ph.D., The University of Texas at Austin. (Mathematics Education)

Obara, Samuel, Associate Professor of Mathematics. B.Sc., University of Eastern Africa, Baraton; M.Ed., M.A., Ph.D., University of Georgia. (Mathematics Education)

Passty, Gregory Bohdan, Professor of Mathematics Assistant Dean of the College of Science and Engineering. B.A., M.A., Ph.D., University of Southern California. (Non-linear Functional Analysis)

Shen, Jian, Professor of Mathematics. B.S., M.S., University of Science and Technology of China; Ph.D., Queens University. (Combinatorics, Combinatorial Matrix Theory, Probabilistic Methods in Discrete Mathematics)

Singh, Sukhjit, Professor of Mathematics. B.A., Arizona State University, M.A., Ph.D., Pennsylvania State University. (Topology)

Snyder, David Fred, Associate Professor of Mathematics. B.A., Ph.D., University of Tennessee. (Geometric and Algebraic Topology, Mathematical Modeling)

Sorto, M. Alejandra, Associate Professor of Mathematics. B.S., M.S., The University of Texas at El Paso; M.S., Ph.D., Michigan State University. (Mathematics and Statistics Education)

Spellmann, John Winston, Professor of Mathematics. B.A., Texas Lutheran University; M.A., Ph.D., Emory University. (Differential Equations)

Strickland, Sharon, Assistant Professor of Mathematics. B.A., Agnes Scott College; M.Ed., Texas State University-San Marcos; Ph.D., Michigan State University. (Mathematics Education)

Thickstun, Thomas Lusk, Professor of Mathematics. B.A., Ph.D., University of California-San Diego. (Topology)

Torrejon, Ricardo Marcelo, Professor of Mathematics. B.S., University of Concepcion; M.S., Ph.D., University of Iowa. (Non-linear Functional Analysis)

Warshauer, Max Leon, Regents’ Professor of Mathematics. B.A., University of Chicago; Ph.D., Louisiana State University. (Quadratic Forms, Mathematics Education)
Wayment, Stanley Glen, Professor of Mathematics. B.S., Brigham Young University; M.S., Stanford University; M.S., Ph.D., University of Utah. (Analysis)

Welsh, Stewart Chalmers, Professor of Mathematics. B.S., Ph.D., University of Glasgow, Scotland. (Bifurcation Theory, Differential Equations)

White, Alexander, Associate Professor of Mathematics. B.S., M.S., The University of Texas at El Paso; Ph.D., Michigan State University. (Statistics, Mathematics Education)

Zhao, Qiang, Associate Professor of Mathematics. B.S., Southwest Agricultural University, China; M.A., University of North Florida; Ph.D., University of Missouri-Columbia. (Statistics)
Department of Physics

Major and Degrees Offered:
Physics, M.S.
Materials Physics, M.S.

Major Programs

Physics, M.S., Thesis Option. The standard program that leads to a 30-hour Master of Science degree requires six hours of thesis, PHYS 5312 and PHYS 5331, nine to 12 hours in physics, six to nine hours in another science (mathematics, computer science, chemistry, or biology) or, if a no minor option is selected, six to nine hours in physics and/or other sciences with prior approval. The Physics Department offers an especially strong opportunity for thesis research in experimental solid state and materials physics.

Physics, M.S., Non-thesis Option. The 36-hour Master of Science degree program without a thesis is also available. This optional program requires six hours of course work in lieu of the thesis and six hours of additional course work in physics.

Materials Physics, M.S. The Materials Physics M.S. is a thesis only degree which stresses experimental materials physics primarily related to the semiconductor and other high tech materials industries. The program leads to a 35-hour Master of Science degree in Materials Physics. The Materials Physics M.S. degree requires six hours of thesis, PHYS 5110 (taken twice), PHYS 5320, PHYS 5324, and PHYS 5398. In addition 18 elective hours must be chosen from PHYS 5312, 5314, 5322, 5326, 5327, 5328, 5329, 5331, 5370, with up to nine hours of free electives permitted (with prior departmental approval).

Research. Research is an important component of our graduate program. Faculty research interests include historical astronomy and astronomical computing, magnetic and semiconductor materials fabrication and analysis, thin film electrical characterization, scanning probe microscopy, and infrared spectroscopy. Major research instrumentation includes magnetron and dual ion beam sputtering vacuum systems, scanning electron microscope with energy dispersive spectroscopy capabilities, atomic force microscope, scanning tunneling microscope, thin film optical characterization equipment, high resolution x-ray analysis equipment, vibrating sample magnetometer, FTIR spectrometer, and a Molecular Beam Epitaxy thin film growth system. For the latest on research interests and activities, visit our website: http://www.txstate.edu/physics/.

Admission Policy

Regular Admission. Unconditional admission is usually given to students who meet the University’s requirements for regular admission and who have in addition a 3.00 GPA or better on a 4.0 scale for undergraduate upper-division (junior and senior level) physics and whose programs include credit for upper division courses in modern physics, mathematical physics or equivalent, classical mechanics, electromagnetic field theory, and quantum mechanics. Students who meet these expectations, except that the GPA as described above is less than 3.00 but is at least a 2.50 and who have a preferred Graduate Record Examination (GRE) General score of 302 (verbal and quantitative combined) on file in the graduate office when the application is considered, may also be granted unconditional admission. If the GRE was taken within the last five years and prior to the new examination, the following preferred scores will be considered - 1100 (verbal and quantitative combined).
Conditional Admission. Students who meet the above expectations except for credit in coursework for one of the areas specified may be granted conditional admission with the requirement of background course work to make up the deficiency.

Exceptions. Students not meeting the expectations for regular admission or conditional admission stated above but who do meet the University’s requirements for regular admission may petition the department for admission.

Financial Aid

Assistantships are available on a limited basis, and applications should be submitted by June 1. Inquiries and/or applications for assistantships should be mailed to:

Chair, Department of Physics
Texas State University-San Marcos
601 University Drive
San Marcos, Texas 78666

The Office of the Graduate College can provide information about the availability of graduate scholarships.

Courses Offered

Physics (PHYS)

5110 Seminar in Physics. (1-0) A course designed to acquaint the graduate student with current research areas in physics. May be repeated twice for total of three semester hour’s credit.

5302 Electricity and Magnetism. (3-0) An introduction to the electromagnetic field theory of classical physics for static fields. Topics included will be the electrostatic field, polarization and dielectrics, electrostatic energy, magnetic field of steady currents, magneto static energy, and magnetic properties of matter. Justification: This is a graduate leveling course in Electricity and Magnetism (stacked with PHYS 4310). This course does not earn graduate degree credit.

5303 Quantum Mechanics. (3-0) An introductory course on quantum mechanics. Hamiltonian operator and Schroedinger equation, harmonic oscillator, matrix formulation of quantum mechanics, uncertainty principle, potential barrier problems, and the hydrogen atom. Justification: This is a graduate leveling course in Quantum Mechanics (stacked with PHYS 4312). This course does not earn graduate degree credit.

5312 Quantum Mechanics II. (3-0) A study of quantum mechanics including combination of two or more quantum mechanical systems, addition of angular momentum, time independent perturbation theory, and time dependent perturbation theory.

5313 Theoretical Physics. (3-0) A survey of methods in theoretical physics as they apply to areas in classical mechanics, quantum mechanics, electrodynamics, and nuclear physics.

5314 Statistical Mechanics. (3-0) A study of statistical mechanics including a brief review of equilibrium thermodynamics, fundamentals of statistical mechanics, transport processes, fluctuations from equilibrium, phase transitions and critical phenomena, and quantum fluids.

5320 Solid State Physics. (3-0) A study of electronic properties of materials using classical and quantum mechanical models, simple band theory of a solid and some device. Also included is an introduction to band theory applied to other properties of solids such as magnetism, dielectric functions, transport properties, and superconductivity. Prerequisites: PHYS 3312 and 4315.
5322 Semiconductor Device Microfabrication. (3-0) An in-depth overview of the physics and technology of VLSI and ULSI silicon semiconductor device microfabrication. Topics including electronic material preparation, thin film growth, silicon oxidation and etching, lithography processing, impurity diffusion, ion implantation and yield analysis will be covered.

5324 Thin Film Materials Laboratory. (0-9) An intensive laboratory introduction to the physics and materials fabrication and characterization. At the discretion of the instructor, laboratory projects introducing techniques such as sputtering, furnace/oven preparation, scanning probe microscopy, scanning electron microscopy, energy dispersive spectroscopy, four point probe transport methods, magnetometry and x-ray analysis may be offered. This course is preparatory for students seeking to apply for an experimental materials physics master’s thesis project. This course may be repeated with permission from the instructor.

5326 Electrical Characterization of Materials and Devices. (2-6) A laboratory/lecture course introducing electric characterization methods important to semiconductor materials and devices. Various measurement techniques and methods will be reviewed. Students will learn to work with industrial equipment. Prerequisite: PHYS 2425.

5327 Microelectronics Device Physics. (3-0) The application of solid state physics for describing important examples of thin film device operation with a special emphasis on semiconductor devices. Additional topics may include photon and phonon effects on electronic properties, quantum phenomena, many body effects in solids, carrier transport properties, micro-electromechanical systems, and materials interface issues.

5328 Advanced Solid State Physics. (3-0) Review of models of a solid and energy band theory. Additional topics may include interaction of electromagnetic waves with solids, lattice vibrations and phonons, many body effects in solids, device physics, quantum phenomena, carrier transport properties, current device configurations, and materials interface problems. Prerequisite: PHYS 5320.

5329 Microelectronics Reliability Physics. (2-4) An introduction to the physical mechanisms governing the important failure modes of semiconductor integrated circuit devices and other emerging thin film devices. The application of materials physics characterization techniques for detecting the signatures of these failure mechanisms will also be reviewed. Prerequisites: PHYS 5324 and PHYS 5328, or instructor permission.

5331 Electromagnetic Field Theory. (3-0) Introduction to electrodynamics at the graduate level. Topics include applications of special functions to problems in electrostatics and magnetostatics, time varying fields, Maxwell’s equations, electromagnetic energy, Maxwell’s stress tensor, radiation, and special theory of relativity.

5340 Advanced Dynamics. (3-0) Classical mechanics at an advanced level. Topics covered may include special relativity in classical mechanics, Hamilton equation of motion, canonical transformations, and Hamilton-Jacobi theory.

5370 Problems in Advanced Physics. (3-0) Open to graduate students on an individual basis by arrangement with the Department of Physics. May be repeated with prior approval of the department.

5395 Fundamentals of Research. (0-6) Course is available to graduate students only at the invitation of the department. May be repeated with prior approval of the department.

5398 Industry Internship. (0-40) Supervised work experience in an appropriate high tech industry. Students will be required to keep a daily journal and make a final presentation (both written and oral) describing their accomplishments. Graded on a credit (CR), no credit (F) basis.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Physics 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (1-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.
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5299B Thesis. (2-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5599B Thesis. (5-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5999B Thesis. (9-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5401 Classical Mechanics. (3-1) Fundamentals of classical mechanics focusing on the physical description of the behavior of single and multiple particle systems. Topics include advanced problem-solving strategies for systems with position and velocity-based forces, simple harmonic oscillators, non-inertial reference systems, gravitation and central forces, and rigid body motion. Justification: This is a graduate leveling course in Classical Mechanics (stacked with PHYS 3414). This course does not earn graduate degree credit.

5404 Experimental Methods. (3-1) Experiments in modern physics, with emphasis on demonstrating quantum effects and introducing nuclear physics.

Graduate Faculty

Donnelly, David W., Professor and Chair of the Department of Physics. B.A., University of California-Berkeley; Ph.D., University of California-Santa Barbara.

Droopad, Ravindranath, Professor of Physics. BS. University of Birmingham; Ph.D. University of London.

Galloway, Heather C., Professor of Physics and Director of University Honors Program. B.S., The University of Texas at Austin; M.A., Ph.D., University of California-Berkeley.

Geerts, Wilhelmus J., Associate Professor of Physics. M.S.E.E., University of Technology, Eindhoven, The Netherlands; Ph.D., University of Twente, Enschede, The Netherlands.

Lee, Byounghak, Assistant Professor of Physics. B.S., Korea University; Ph.D., Indiana University.

Olson, Donald Wallace, Professor of Physics. B.S., Michigan State University; Ph.D., University of California-Berkeley.

Scolfaro, Luisa, Senior Lecturer of Physics. B.S., M.S., Ph.D., University of Sao Paulo, Brazil

Spencer, Gregory F., Associate Professor of Physics. B.S., University of South Florida; M.S., University of Illinois at Urbana-Champaign; Ph.D., University of Florida.

Theodoropoulou, Nikoleta, Assistant Professor of Physics. B.S., University of Athens, Greece, PhD, University of Florida.
Interdisciplinary Studies

Major and Degrees Offered:
Interdisciplinary Studies, M.A.I.S., M.S.I.S.
Science, Mathematics, and Technology Education for Elementary and Middle School Teachers.

Major Programs

The University offers the Interdisciplinary Studies program leading to the degrees of Master of Arts in Interdisciplinary Studies (M.A.I.S.) or Master of Science in Interdisciplinary Studies (M.S.I.S.) and is designed for the mature student whose educational needs will be best met by a nontraditional course of study. The M.A.I.S. degree is available through those departments that offer the Master of Arts degree, and the M.S.I.S. degree is available through those departments that offer the Master of Science degree. Interdisciplinary studies programs may be composed of courses selected from any department at Texas State that offers graduate courses. However, the Interdisciplinary Studies program requires that coursework meet the following requirements:

- The degree requires a minimum of 39 semester credit hours;
- Courses must be selected from 3 colleges;
- Courses must be selected from 4 departments, with at least six hours completed in 3 of these departments;
- A maximum of 15 hours of coursework in any one department may be used for degree credit;
- Thesis and non-thesis options are available;
- Any degree plan is tentative until it has been approved by the Dean of the Graduate College.

The degree also requires passing the comprehensive examination(s).

The interdisciplinary studies program does not replace the traditional academic program in any area. Persons whose educational goals are best met by established programs should enroll in those areas. Students who wish to consider a program of interdisciplinary studies should confer with the Interdisciplinary Studies Graduate Advisor in an academic department.

Science, Mathematics, and Technology Education for Elementary and Middle School Teachers

Elementary and middle school teachers may pursue an M.S.I.S. degree. Dr. Sandra West Moody in the Department of Biology should be contacted if the student plans to study through the science, mathematics, and technology education interdisciplinary studies program. A review of elementary and middle school education programs at the undergraduate level indicates that elementary and middle school teachers are required to take a limited number of science, mathematics, and technology courses to complete the requirements of their degree programs. There is a critical need for elementary and middle school teachers with an adequate background in the content of science, mathematics, and technology in order to understand and incorporate the Texas Essential Knowledge and Skills (TEKS) and the National Education Standards in Mathematics and Science into the elementary and middle school curriculum. This graduate program addresses this need and facilitates the learning process by modeling inquiry as a method of discovering science, mathematics, and technology concepts. This method of modeling the TEKS and Standards while teaching the content will help teachers turn the theoretical TEKS and Standards into reality in their individual classrooms. Work/life credit cannot be used for this program.
Admission Policy – Science, Mathematics, and Technology Education for Elementary and Middle School Teachers

For students with a GPA of 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree, no GRE is required to be considered for regular admission.

If the student’s GPA is below 2.75 on the last 60 hours of undergraduate course work leading to the baccalaureate degree, the student must submit a GRE score in order to be considered for conditional admission.
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