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.

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. 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.
• 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/ed-dev-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

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Differences between PhD and EdD requirements noted</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Required Foundation Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DE 7301</td>
<td>Understanding Developmental Education Learners in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>DE 7302</td>
<td>Policy and Politics in Developmental Education</td>
<td>3</td>
</tr>
<tr>
<td>DE 7303</td>
<td>Teaching and Learning in Developmental Education</td>
<td>3</td>
</tr>
<tr>
<td>DE 7305</td>
<td>Multicultural Education in a P-16 Context</td>
<td>3</td>
</tr>
<tr>
<td>DE 7380</td>
<td>Managing Developmental Education Programs <em>(EdD Only)</em></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Research Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 7101</td>
<td>Introduction to the Research Experience (taken once and repeated 2 times) <em>(1x3)=3</em></td>
<td></td>
</tr>
<tr>
<td>ED 7351</td>
<td>Beginning Quantitative Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ED 7352</td>
<td>Beginning Qualitative Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CI 7386</td>
<td>Directed Research <em>(PhD Only)</em></td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Specialization Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(PhD, Select Five Courses)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(EdD, Select Seven Courses)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Research Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(PhD, Select Three Courses)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>(EdD, Select One Course)</em></td>
<td></td>
</tr>
<tr>
<td>ED 7353</td>
<td>Intermediate Quantitative Research Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ED 7354</td>
<td>Intermediate Qualitative Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CI 7388</td>
<td>Theoretical and Conceptual Frameworks in Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>ED 7359</td>
<td>Seminar in Quantitative Research</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Other Courses (Select Two Courses)</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>See Course Descriptions, below</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Dissertation Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE 7199 / 7399 / 7699</td>
<td>Dissertation</td>
<td>12</td>
</tr>
</tbody>
</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

<table>
<thead>
<tr>
<th>Ph.D.</th>
<th>Year / Semester</th>
<th>Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 7101 Introduction to the Research Experience</td>
<td></td>
<td>CI 7101 Introduction to the Research Experience</td>
</tr>
<tr>
<td>DE 7301 Understanding Developmental Education Learners in a Diverse Society</td>
<td>Year 1 Fall Semester</td>
<td>DE 7301 Understanding Developmental Education Learners in a Diverse Society</td>
</tr>
<tr>
<td>DE 7302 Policy and Politics in Developmental Education</td>
<td></td>
<td>DE 7302 Policy and Politics in Developmental Education</td>
</tr>
<tr>
<td>ED 7351 Beginning Quantitative Research Design and Analysis</td>
<td></td>
<td>ED 7351 Beginning Quantitative Research Design and Analysis</td>
</tr>
<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>
</tr>
<tr>
<td>DE 7303 Teaching and Learning in Developmental Education</td>
<td></td>
<td>DE 7303 Teaching and Learning in Developmental Education</td>
</tr>
<tr>
<td>ED 7352 Beginning Qualitative Design and Analysis</td>
<td></td>
<td>ED 7352 Beginning Qualitative Design and Analysis</td>
</tr>
<tr>
<td>First Specialization Elective</td>
<td></td>
<td>First Specialization Elective</td>
</tr>
<tr>
<td>CI 7101 Introduction to the Research Experience</td>
<td>Year 3 Fall Semester</td>
<td>CI 7101 Introduction to the Research Experience</td>
</tr>
<tr>
<td>DE 7305 Multicultural Education in a P-16 Context</td>
<td></td>
<td>DE 7305 Multicultural Education in a P-16 Context</td>
</tr>
<tr>
<td>First Research Elective</td>
<td></td>
<td>First Research Elective</td>
</tr>
<tr>
<td>Second Specialization Elective</td>
<td></td>
<td>Second Specialization Elective</td>
</tr>
<tr>
<td>Third Specialization Elective</td>
<td></td>
<td>Third Specialization Elective</td>
</tr>
<tr>
<td>Second Research Elective</td>
<td>Year 2 Spring Semester</td>
<td>DE 7380 Managing Developmental Education Programs</td>
</tr>
<tr>
<td>First General Elective</td>
<td></td>
<td>First General Elective</td>
</tr>
<tr>
<td>CI 7386 Directed Research</td>
<td>Year 3 Fall Semester</td>
<td>Fourth Specialization Elective</td>
</tr>
<tr>
<td>Third Research Elective</td>
<td></td>
<td>Fifth Specialization Elective</td>
</tr>
<tr>
<td>Fourth Specialization Elective</td>
<td></td>
<td>Sixth Specialization Elective</td>
</tr>
<tr>
<td>CI 7386 Directed Research</td>
<td>Year 3 Spring Semester</td>
<td>Seventh Specialization Elective</td>
</tr>
<tr>
<td>Fifth Specialization Elective</td>
<td></td>
<td>Second General Elective</td>
</tr>
<tr>
<td>Elective as needed</td>
<td></td>
<td>Elective as needed</td>
</tr>
<tr>
<td>DE 7699 Dissertation</td>
<td>Year 4 Fall Semester</td>
<td>DE 7699 Dissertation</td>
</tr>
<tr>
<td>DE 7699 Dissertation</td>
<td>Year 4 Spring Semester</td>
<td>DE 7699 Dissertation</td>
</tr>
</tbody>
</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Two-project Option of Comprehensive Exams</strong></td>
</tr>
<tr>
<td>In the Two-project Option, students will undertake two parts to the comprehensive exam. Part I is the Control of Literature and Part II is the Control of Research. 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>
</tr>
</tbody>
</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 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.
DEPARTMENT OF CURRICULUM AND INSTRUCTION Ph.D. & Ed.D. PROGRAMS /169

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 and 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) The 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 to 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 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.

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 7383 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 7375E 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.
Secondary Education-Talent Development, M.A., 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.

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/Sp_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/.

**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 Evaluative 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 Biliteracy 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 sociolinguistic 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 on-line 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 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.

**Aragon, Steven R.**, Professor of Curriculum and Instruction. B.A., M.A., Ph.D., University of New Mexico.

**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.

**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.
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., M.A.I.S., University of Texas-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 at Geneseo; 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.

Dolezal, Charles Henry, Professor Emeritus of Curriculum and Instruction. B.S., M.Ed., 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., The University of Texas at Austin; Ph.D., The University of Texas at Austin.

Garza, Rubén, Associate Professor of Curriculum and Instruction. B.A., Texas State University-San Marcos; M.A., 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.

Holschuh, Jodi Patrick, Associate Professor of Curriculum and Instruction. B.A., Pennsylvania State University; M.A., Ph.D., University of Georgia.

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.

Lang, Russell Bennett, Assistant Professor of Curriculum and Instruction. B.A., M.Ed., Ph.D., The University of Texas at Austin.

Lee, Kathryn, Associate Professor of Curriculum and Instruction. B.B.A., M.Ed., Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

Lopez, Minda Morren, Assistant Professor of Curriculum and Instruction. B.B.A., The University of Texas at Austin; M.Ed., University of Houston; Ph.D., University of Texas-San Antonio.
Martin, Eugene, Professor of Curriculum and Instruction. B.S., Southern Illinois University Carbondale; M.Ed., Miami University; Ed.D., University of Maryland College Park.

McCall, Carolyn A., Assistant Professor of Curriculum and Instruction. B.S.Ed., M.Ed., Texas State University-San Marcos.

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 at Birmingham; Ph.D., The University of Texas at Austin.

Paulson, Eric J., Professor of Curriculum and Instruction. B.A., Eckerd College; M.S., Florida State University; Ph.D., University of Arizona.

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.

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.

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.

Scheuermann, Brenda Kay, Professor of Curriculum and Instruction. B.S., Illinois State University; M.A., Ph.D., The University of Texas at Austin.

Stephens, Elizabeth Campbell, Professor of Curriculum and Instruction. B.A., B.J., The University of Texas at Austin; M.Ed., Ed.D., University of Houston.

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., 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.
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>
<td><strong>51</strong></td>
</tr>
<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

*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 repertoire.

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, implementation, 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 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 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 Quinido, 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.
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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>To enroll in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FALL Semester</td>
<td>January 15</td>
<td>February 15</td>
<td>June 15</td>
<td>August 1</td>
<td>February 15</td>
</tr>
<tr>
<td>SPRING Semester</td>
<td>***</td>
<td>October 1</td>
<td>October 15</td>
<td>*</td>
<td>October 15</td>
</tr>
<tr>
<td>SUMMER I or II</td>
<td>***</td>
<td>February 15</td>
<td>April 15****</td>
<td>April 15*</td>
<td>**</td>
</tr>
</tbody>
</table>

* - fall and summer I admission only.
** - fall and spring admission only.
*** - fall admission only.
**** - summer I admission only.
Admission Requirements for Degree Programs

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred GRE - General *</td>
<td>150:verbal</td>
<td>150:verbal</td>
<td>n/a</td>
<td>150:verbal *</td>
<td>141:quantitative*</td>
</tr>
<tr>
<td></td>
<td>145:quantitative</td>
<td>141:quantitative</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA (last 60 undergraduate hours leading to the bachelor’s degree)</td>
<td>3.0</td>
<td>3.0</td>
<td>2.75</td>
<td>2.75</td>
<td>3.0</td>
</tr>
<tr>
<td>Program Application</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Letter of Intent/Statement of Aspiration</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>3 Reference Letters</td>
<td>Yes****</td>
<td>Yes****</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Writing Sample</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Resume</td>
<td>Yes</td>
<td>Yes**</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Informed Consent</td>
<td>No</td>
<td>Yes**</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Degree Plan Emphasis Selection</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Copy of Official Teaching Certificate</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes***</td>
<td>No</td>
</tr>
<tr>
<td>Copy of Official Teaching Service Record</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes***</td>
<td>No</td>
</tr>
</tbody>
</table>

*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. 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

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 faced 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.

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.

Counseling (COUN)

5158 Group Counseling Pre-Practicum. (1-0) This course is an experiential study of group dynamics, processes, and applications. Group stages, tasks and skills of group members and leaders, and the importance of developing an understanding of the therapeutic value of group, are covered. This course involves role-played participation in a group designed to closely resemble a real-life group experience. Students will participate as co-leader as well during the semester. Graded on a credit (CR), no credit (F) basis. Co-requisite: COUN 5358.

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 5367 and 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 course work 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 Quimido, 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 Master’s 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
DEPARTMENT OF HEALTH AND HUMAN PERFORMANCE / 237

(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.

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.

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.

Exercise Science Specialization (ESS)

5101 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. Co requisite: 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) This 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.

5355 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.

5356 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.

5599B 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.

5999B 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.

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.

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.

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.