

College of Applied Arts

Department of Agriculture

Major and Degree Offered:

Agricultural Education, M.Ed.

Major Program

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

Admission Policy

For information regarding admission application requirements and deadlines, please visit our website at www.gradcollege.txstate.edu/aged.html.

Courses Offered

Agriculture (AG)

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

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

Agricultural Education (AGED)

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

5314 Special Problems in Agricultural Education. (3-0) The student is given the opportunity to work on problems of special interest and need in the discipline of agricultural education. May be repeated once for additional credit when the problem differs.

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

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

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

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

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

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

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

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

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

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

Thesis 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.

Graduate Faculty

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

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

Krysher, Sheyenne, Senior Lecturer of Agriculture. B.S., M.S., Sam Houston State University; Ph.D., Oklahoma State University.

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

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

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

Ph.D. in Criminal Justice

Doctoral Major and Degree Offered

Criminal Justice, Ph.D.

Ph.D. Program

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

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

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

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

Educational Goal

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

Other educational goals and objectives are to:

- Identify the theoretical perspectives and foundations of current research in the study of crime, law, and public policy decision-making undertaken by criminal justice agencies to assist law enforcement, court personnel, and corrections staff to plan, develop, and implement timely, efficient, and sound responses to crime.
- Apply precise, empirically validated, and tested research methods to investigate, analyze, and improve theory and policy to provide policy makers with the most current research and applicable technology to address emergent public safety growth areas, such as homeland security, terrorism, and the intersection of race, gender and crime.
- Communicate effectively to educate and inform professional managers and administrators of criminal justice agencies, their service personnel (e.g., police) and the community at-large about the 'best practices' for addressing the control of crime at the neighborhood, community, state, and national levels.
- Recognize ethical dilemmas and make ethically sound decisions to ensure that recommended criminal justice policy becomes a useful guide, if not benchmark

- procedure, for executives and heads of criminal justice agencies as they develop their strategic plans to address crime and public safety at the local, state, and national levels.
- Apply a broad understanding of the legal and empirical elements of criminal justice administration in leadership positions to encourage current and future working professionals and executives in criminal justice agencies to incorporate more comprehensive training using the 'best practices' in leadership and management theory when developing, planning, and implementing policies that effect their own agencies and the surrounding communities they serve.

Admission Policy

For more information regarding admission application requirements and deadlines, please visit our website at www.gradcollege.txstate.edu/cjp.html.

Financial Assistance

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

Course Work

Degree Audit

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

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

Course Work Requirements

The Ph.D. in Criminal Justice requires students to complete, at minimum, 53 credit hours. All doctoral students are required to enroll in a two-hour Proseminar, CJ 7210, during the first term as an introduction to faculty research interests and areas of expertise, university research and development resources, and program expectations. Doctoral students selected for teaching assistantships will be required to enroll in CJ 7301, Instructional Assistant Supervision, during the first three terms that they teach classes.

Students should complete all courses under the Doctoral Core and CJ 7320 and CJ 7321 under Research Tools as soon as possible after initiating coursework. Each student will develop a degree plan, in consultation with the Doctoral Coordinator and subject to approval by the Doctoral Executive Council, which identifies the appropriate Qualifying Elective courses and Doctoral Development electives necessary for achieving the degree. Students must complete six credit hours of Qualifying

Electives prior to taking their comprehensive examinations. After completing the comprehensive examination, doctoral students are required to complete three additional courses totaling nine credit hours from Doctoral Electives.

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

Criminal Justice Ph.D. Program Course Requirements

Course	Semester credit hours
Proseminar	2
Doctoral Core	12
Research Tools	12
Qualifying Electives	6
Doctoral Development Electives	9 (minimum)
Dissertation	12 (minimum)
Total	53 (minimum)

Proseminar and Instructional Assistant Courses:

CJ 7210 Proseminar

Core Courses:

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

Research Tools:

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

Research Tools Elective Courses:

CJ 7330 Qualitative Research Methods
 CJ 7336 Survey Research Methods for Criminal Justice

Qualifying Elective Courses:

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

Development Electives:

CJ 7350 Special Topics in Advanced Scholarship and Integrated Methods
 CJ 7350A Forecasting, Trend Analysis, and Data Interpretation

CJ 7350B	Academic Scholarship and Communication
CJ 7350C	Qualitative Data Collection, Coding and Analysis
CJ 7350D	Ethnography of Criminal Justice
CJ 7351	Special Topics in Technology and Applied Systems
CJ 7351A	Technology for Management and Decision Making
CJ 7351B	Justice and Global Information Technology
CJ 7351C	Transnational Public Policy and Security

Dissertation: (12 hours minimum)

CJ 7199	Dissertation
CJ 7299	Dissertation
CJ 7399	Dissertation
CJ 7599	Dissertation
CJ 7699	Dissertation
CJ 7999	Dissertation

Advancement to Candidacy

Application for Advancement to Candidacy

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

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

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

- (1) Completion of all core courses toward the doctoral degree with a GPA of 3.5 or higher on a 4.0 scale.
- (2) Satisfactory performance on the comprehensive examination. “Low pass” is the lowest satisfactory grade.
- (3) The student must select a dissertation advisor, and that advisor must be approved by the Doctoral Executive Council. The student also must select a dissertation committee comprised of three additional members of the doctoral faculty and at least one external member from outside the Department or the University.
- (4) The student must choose a topic with the approval of the student’s dissertation advisor and committee.
- (5) The student will submit a title and a written proposal for the dissertation to the student’s dissertation committee and successfully defend the proposal in an oral presentation with the dissertation committee. The proposal will include a statement of the problem to be studied, a discussion of the relevant literature, and the research method of the proposed dissertation topic.
- (6) The Council will make a recommendation to the Graduate Dean who makes the final decision on the student’s advancement to candidacy. The Graduate College will notify the student once the decision has been made.

Advancement to Candidacy Time Limit

Full-time, traditional students must be advanced to candidacy within five years of initiating Ph.D. coursework applied toward the degree. Non-traditional, part-time students may request extensions

from the Doctoral Executive Council as long as they maintain a GPA of 3.5 and are making consistent progress toward fulfilling their degree requirements. The Doctoral Executive Council will review part-time students' requests for extensions on an individual, case-by-case basis.

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

Grade-Point Requirements for Advancement to Candidacy

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

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

Dissertation Proposal

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

Advancement to Candidacy Comprehensive Examination

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

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

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

Recommendation for Advancement to Candidacy

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

Dissertation Research and Writing

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

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

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

- (1) The student will complete the dissertation, which must be an original contribution to scholarship and the result of independent research in a significant area of criminal justice. The student is expected to write the dissertation and orally defend it in an announced public presentation within three years of the official date of being advanced to candidacy. Questions posed to the student are initially limited to the dissertation committee membership. However, at the discretion of the presiding chair and when time permits, questions will also be solicited from the attending public audience. The approval of the dissertation requires the approval of the dissertation advisor and the approval of a majority of the other members of the committee. A written notice of the dissertation committee’s approval will be forwarded to the Doctoral Executive Council, and then to the Graduate Dean.
- (2) If the dissertation committee decides not to approve the candidate’s dissertation, the dissertation advisor will prepare a written response to the Doctoral Executive Council, accounting for the decision and outlining the steps required for approval. These steps will also be communicated to the candidate.
- (3) The student will submit the final, approved dissertation to the Graduate College in the prescribed format. The student will submit an abstract for publication in *Dissertation Abstracts International*.
- (4) The Doctoral Executive Council will conduct a final review of the coursework and recommendation from the student’s dissertation committee before making a recommendation to the Graduate Dean that the student be awarded the degree Doctor of Philosophy major in Criminal Justice. The Graduate Dean will certify that the student has met all of the requirements and can be awarded the degree.

Dissertation Enrollment Requirements

After being admitted to candidacy, students must be continuously enrolled for dissertation hours each term until the defense of their dissertation. If a student is receiving supervision on the

dissertation during the summer or the student is graduating during the summer, the student must be enrolled in dissertation hours for the summer. All candidates for graduation must be enrolled in dissertation hours during the term in which the degree is to be conferred. Students must complete a minimum of 12 semester hours of dissertation research and writing credit.

Dissertation Time Limit

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

Dissertation Committee

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

Committee Changes

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

Dissertation Defense

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

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

Approval and Submission of the Dissertation

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

Fee Reduction

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

Courses Offered

CJ 7210 Proseminar. (2-0) A course designed to introduce students to the department and ongoing research activities of its faculty. Emphasis is placed on identifying and coordinating opportunities for joint research and scholarship among faculty and students. Prerequisite: first-year criminal justice doctoral students only.

CJ 7301 Instructional Assistant Supervision. (3-0) This course prepares doctoral students employed as research or teaching assistants to perform effectively in diverse instructional settings. The course provides for regular and planned opportunities for continuing evaluation of students. This course does not earn graduate degree credit.

Doctoral Criminal Justice Core

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

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

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

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

Research Tools

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

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

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

Qualifying Electives – Subject to Change

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

CJ 7331 Law and Behavioral Science. (3-0) A review of the issues addressed in the application of the behavioral sciences to the criminal law system. Topics include criminal sanctions and diminished responsibility, civil commitment, victimology, psychology in the courtroom, the role of media, drugs, and alcohol to violence, and how the justice system reacts to violent offenders.

CJ 7332 Law and Public Policy. (3-0) An examination of the intersections between law and public policy, its effect on criminal justice administration, its role in a free society and the function of law as a tool of social change. Topics include affirmative action, race, gender, privacy rights, and the process of criminalization.

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

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

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

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

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

Doctoral Development Electives – Subject to Change

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

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

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

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

CJ 7350D Ethnography of Criminal Justice. (3-0) A course on the procedures and techniques required to conduct ethnography, fieldwork, in Criminal Justice. Students examine the culture, subculture, and groups within specific components of the criminal justice system in order to develop a deep ethnographic description. Prerequisite: CJ 7330

CJ 7350E Discrete Multivariate Models. (3.0) This course focuses on regression models for discrete outcome variables, sometimes called limited or categorical dependent variables. Topics include maximum likelihood estimation, binary and multinomial logistic models and negative binomial models. Prerequisite: CJ 7321 or its equivalent or approval/permission of both the Instructor and the Doctoral Coordinator.

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

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

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

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

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

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

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

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

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

CJ 7351C Transnational Public Policy and Security. (3-0) Course focused on meeting the changing demands of security in a global environment. Discussion emphasizes the understanding of how to design, implement, and integrate the security function in an ever-changing world and the impact of economic, demographic, and technological trends on developing strategies for security innovation and growth.

CJ 7360 Independent Study. (3-0) Students will work closely with a particular doctoral faculty member and develop in-depth knowledge in a specific topic area of criminal justice. Topics vary according to a student's program needs. Repeatable once for credit with different emphasis. Prerequisite: Approval of the Instructor and the Doctoral Coordinator in Criminal Justice. Graded on credit (CR), progress (PR), no-credit, (F) basis.

Dissertation

CJ 7199 Dissertation. (1-0) Original research and writing in criminal justice to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long term for at least three dissertation hours. Graded on credit (CR), progress (PR), no-credit, (F) basis.

CJ 7299 Dissertation. (2-0) Original research and writing in criminal justice to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long term for at least three dissertation hours. Graded on credit (CR), progress (PR), no-credit, (F) basis.

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

CJ 7599 Dissertation. (5-0) Original research and writing in criminal justice to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long term for at least three dissertation hours. Graded on credit (CR), progress (PR), no-credit, (F) basis.

CJ 7699 Dissertation. (6-0) Original research and writing in criminal justice to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long term for at least three dissertation hours. Graded on credit (CR), progress (PR), no-credit, (F) basis.

CJ 7999 Dissertation. (9-0) Original research and writing in criminal justice to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long term for at least three dissertation hours. Graded on credit (CR), progress (PR), no-credit, (F) basis.

Core Doctoral Faculty

Eligible to chair Dissertation Committees and teach doctoral courses

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

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

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

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

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

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

Stafford, Mark C., Professor of Criminal Justice. B.A., Southern Methodist University; M.A., Ph.D., University of Arizona.

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

Associate Doctoral Faculty

Eligible to serve on Dissertation Committees and teach doctoral courses

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

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

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

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

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

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

School of Criminal Justice

Major and Degree Offered:

Criminal Justice, M.S.C.J.

Major Program

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

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

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

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

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

Admission Policy

For information regarding admission application requirements and deadlines, please visit our website at www.gradcollege.txstate.edu/cjm.html.

Additional Course Requirements

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

Courses Offered

Criminal Justice (CJ)

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

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

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

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

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

5320 History and Philosophy of Justice. (3-0) An exploration of historical approaches to social control of nonconforming behavior. The principal contributions of architects and theorists of systems of social justice are examined with emphasis on major Western European schools of thought. Special emphasis given to the development of the scientific method and its role in the contemporary system of justice.

5321 Current Legal Issues in Criminal Justice. (3-0) Case law and legislation, both state and federal, which have contemporary impact on practices and policies of criminal justice agencies will be examined in this course. Topics may vary to include such matters as civil rights liability, substance abuse and the law, juvenile crime, organized crime, tactics of enforcement, unionization, and other legal issues.

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

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

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

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

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

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

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

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

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

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

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

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

5380A Ethics and the Criminal Justice System. (3-0) This special topics course will explore ethical issues that are faced by criminal justice professionals, basic ethical systems, and applications to dilemmas of criminal justice professionals.

5380C Drugs in Society. (3-0) This special topics course will explore issues related to the “War on Drugs.” Topics covered include theories of addiction, legal and philosophical issues of government response to drug use, and treatment strategies.

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

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

5380I Race, Class, and Crime. (3-0) This course addresses issues related to racial/ethnic minorities, socioeconomic status, crime trends, perceptions of crime and criminal behaviors. The social/historical constructions of race and class are covered as well as their intersectionality within the criminal justice system. Topics include racial/ethnic and socioeconomic disparities in offending, victimization, law enforcement and sentencing.

5380J Sex Offender and the Criminal Justice System. (3-0) This course explores sex offenders and the criminal justice system and the issues faced by criminal justice professionals. Recent trends in assessment tools, treatment approaches, and legal responses to sex offenders are emphasized.

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

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

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

Thesis 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.

Graduate Faculty

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Stafford, Mark C., Professor of Criminal Justice. B.A., Southern Methodist University; M.A., Ph.D., University of Arizona.

Stone, William E., Professor of Criminal Justice. B.S., M.S., Ph.D., Sam Houston State University.

Summers Rodriguez, Lucia Socorro, Assistant Professor of Criminal Justice; B.Sc. (Hons), University of Sussex, UK; M.Sc., University of Leicester, UK; M.Sc., University College London, UK; P.G. Cert., Ph.D., University of East London.

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

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

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

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

School of Family & Consumer Sciences

Major and Degree Offered:

Family and Child Studies, M.S.
 Program Administration and Evaluation Track
 Child Life Specialist Track
 Human Nutrition, M.S.
 Nutritional Sciences Track
 Merchandising and Consumer Studies, M.S.

Certificate Program Offered:

Dietetic Internship

Master of Science in Family and Child Studies

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

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

The core curriculum required of all family and child studies track students includes the following courses:

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

The prescribed electives available to Program Administration and Evaluation track students include the following courses:

COUN 5316	COUN 5340	COUN 5368	COUN 5369
ADED 5321	ADED 5344	DAE 5324	DE 5324
FCD 5302	FCD 5302A	FCD 5343	FCD 5344
FCD 5355	FCD 5357	POSI 5315	POSI 5317
POSI 5318	POSI 5321	PSY 5320	PSY 5331
PSY 5342	PSY 5370	SOCI 5307	SOCI 5309
SOCI 5323	SOCI 5337	SOCI 5370	SOWK 5308
SOWK 5310	SOWK 5315	SPED 5314	SPED 5325
SPED 5334	SPED 5375		

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

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

The prescribed electives available to Child Life Specialist track students include the following courses:

COUN 5316	COUN 5340	COUN 5368	COUN 5369
FCD 5302	FCD 5353	FCD 5356	FCD 5358
HA 5300	PSY 5341	SOCI 5337	SOCI 5363
SOCI 5370	SOWK 5308	SOWK 5315	

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

Admission Policy. For more information regarding admission application requirements and deadlines, please visit our website at www.gradcollege.txstate.edu/fcs/html.

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

Master of Science in Human Nutrition

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

Core courses include:

FCS 5310	Research Methods in Family and Consumer Sciences
NUTR 5304	Advanced Functional Foods and Nutraceuticals
NUTR 5305	Seminar in Nutrition and Disease

NUTR 5306	Seminar in Nutrition in the Lifespan
NUTR 5366	Nutrient Metabolism I
NUTR 5367	Nutrient Metabolism II

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

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

Additional Course Requirements for Special Admission Considerations: Applicants with limited academic preparation in nutrition and foods can be conditionally admitted. Foundation courses will be required to provide fundamental knowledge for the discipline. These courses will not apply toward completion of the master's degree and include, but may not be limited to:

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

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

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

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

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

- The preselect application deadline (for the DI beginning the following September) is January 15.

- Applicants will be informed of acceptance on or before February 1. (Those not preselected can opt to participate in the computer matching process to apply to other dietetic internships.)
- To apply for the preselect option, applicants must submit to the Dietetic Internship Director
 - Dietetic Internship Application (available at http://www.fcs.txstate.edu/degrees-programs/nutr/nutr_di.html)
 - Verification Statement from a Didactic Program in Dietetics
 - \$40 application fee, payable to Texas State Dietetic Internship
 - 1 professional or academic recommendation using Dietetic Internship Recommendation Form (available at http://www.fcs.txstate.edu/degrees-programs/nutr/nutr_di.html)
 - 1 professional or academic recommendation using Dietetic Internship Recommendation Form (at http://www.fcs.txstate.edu/degrees-programs/nutr/nutr_di.html)

NOTE: Courses taken as part of the DI (9 hours) can be applied to the requirements for completion of the MS degree.

Master of Science in Merchandising and Consumer Studies

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

Admission Policy. For more information regarding admission application requirements and deadlines, please visit our website at www.gradcollege.txstate.edu/mcs.html.

Dietetic Internship Certificate Program

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

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

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

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

Admission Policy. For information regarding admission application requirements and deadlines, please visit our website at www.gradcollege.txstate.edu/Prospect_Students/Pgms_Apps/TXST_Cert.html#Diet.

Post-Acceptance Requirements

- Negative Tb test

- Negative drug screening urinalysis
- Criminal background check
- Immunization for Hepatitis B, mumps, measles, and tetanus

Program Completion Requirements

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

Student Fitness and Performance

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

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

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

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

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

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

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

Courses Offered

Family and Consumer Sciences (FCS)

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

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

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

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

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

Family and Child Development (FCD)

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

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

5302 Topics in Family and Child Development. (3-0) Provides an in-depth analysis of selected current topics in family and child studies. Course may be repeated when topics vary. Prerequisite: Graduate Standing.

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

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

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

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

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

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

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

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

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

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

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

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

5353 Program Evaluation in Family and Child Studies. (3-0) Study of the diversity and effectiveness of family and child services programs at the federal, state, and community levels. Program evaluation strategies and measures, fiscal management, and grant writing will be included.

5355 Advanced Independent Study. (3-0) Individual work on problems related to student's primary area of specialization. Work may consist of empirical research or of critical reviews and integration of existing literature. Course may be repeated once for credit when topics vary.

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

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

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

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

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

Thesis 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.

Merchandising and Consumer Studies (MCS)

5301 Research Methods in Merchandising and Consumer Studies. (3-0) This course covers the evaluation of research concepts, methods, and strategies in family and consumer sciences. Topics include the nature of scientific research, sampling, measurement, data collection, data analysis, and evaluation of research reports.

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

5302A Merchandising in the Experience Economy. (3-0) Students will use an interdisciplinary approach and applicable theories to understand consumer demand and the impact on product and service development and transformation.

5302B Merchandising Strategies in Domestic and International Markets. (3-0) This course will emphasize strategic planning as a result of analysis of current trends in domestic and global markets.

5330 Merchandising and Consumer Theory and Research. (3-0) Students will learn how to critically evaluate current theoretical concepts in merchandising theory, seminal merchandising literature, research, and methodology.

5331 Strategic Merchandise Planning. (3-0) Students will synthesize past and present trends to forecast demand for value-added merchandise that satisfies the needs of individuals, families, and communities. Students will strategically analyze and evaluate consumer feedback in the planning process for profitable merchandising enterprises.

5332 Innovation in the Global Market. (3-0) This course will address how to create value and growth through innovation in new and existing global markets with a focus on identification of theories and models to understand the innovation and consumer adoption process.

5333 Global Sourcing and Distribution. (3-0) The critical evaluation and integration of opportunities and challenges encountered in the manufacturing, distribution, and final acquisition of textile and apparel products in the global environment will be examined in this course.

5336 Culture, Society, and Dress. (3-0) This course will examine social science theories and concepts as they relate to dress, appearance, and the body. Fashion trends and consumer adoption patterns will also be explored using social science theories to analyze consumer behavior and predict future market directions.

5341 Ethics in Merchandising and Consumption. (3-0) Students in this course will identify ethical issues that result from consumer-business interaction. Ethical decision-making will be discussed as it impacts consumer well-being, long-term business success, and the conventions of acceptable business practice.

5342 Sustainable Consumer Economy. (3-0) This course is an in-depth study of the role of consumption in the development of sustainable systems including the family, natural resources, and economics.

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

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

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

5398 Directed Study in Merchandising and Consumer Studies. (3-0) Students will complete individual work with specific guidance from graduate faculty. The work may include participation in research, professional practice, and/or critical review of the scientific literature on topics such as sustainability, consumer education, or business ethics. The course may be repeated once from credit when topics vary.

Thesis 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.

Nutrition (NUTR)

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

5300 Foundation Studies in Human Nutrition. (3-0) This course is designed for students who do not have a sufficient background in the foundations of nutrition and food science to be successful in graduate level courses. Prerequisite: consent of graduate advisor. This course does not earn graduate degree credit; may be repeated.

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

5302E Nutrition and Disease. (3-0) An advanced study of the ability of various nutrient and non-nutrient compounds found in food to prevent and treat disease. Diseases covered include cancer, diabetes, cardiovascular disease, among others. Prerequisite: graduate standing and permission of instructor.

5302F Nutritional Supplements. (3-0) An advanced study of the efficacy of dietary supplements. Both nutrient and non-nutrient supplement components will be discussed. Clinical trials, epidemiological data and molecular mechanisms of action of dietary supplements will be compared to manufacturer's claimed action. Prerequisite: graduate standing and consent of instructor.

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

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

5302I Advances in Nutrition Policy and Ethics. (3-0) This course will investigate scientific literature reviewing ethical and policy issues influencing the food systems and nutrition science in the United States and globally. Students will identify ethical issues, review current policy, and conduct analyses of policy solutions. Students will prepare and engage in informed debates of current issues.

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

5304 Advanced Functional Foods and Nutraceuticals. (3-0) Sources and mechanism of action of dietary bioactive compounds in functional foods, nutraceuticals and supplements in the prevention and management of chronic and infectious diseases. The efficacy, safety and regulatory issues governing development and commercialization will be discussed.

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

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

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

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

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

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

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

5363 Advanced Community Nutrition. (3-0) Assessment of the nutritional needs of the community and of programs that serve the needs. Experiences include survey techniques, nutritional education, and management of programs to meet specific nutritional needs through community agencies.

5364 The Science of Nutrition and Exercise. (3-0) An advanced course focusing on the physiological and biochemical impact of nutrient intake on physical performance, health and fitness. Special emphasis will be placed on the investigation of a variety of dietary supplements, including purported ergogenic aids. The course requires significant reading and interpreting of the scientific literature.

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

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

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

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

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

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

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

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

Thesis 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.

Graduate Faculty

Ahn, Mira, Associate Professor of Family and Consumer Sciences. B.S., Ewha Women's University; M.A., Chung-Ang University; Ph.D., Virginia Polytechnic University.

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

Biediger-Friedman, Lesli, Assistant Professor of Family and Consumer Sciences. B.S., Texas Tech University; M.P.H., R.D., Benedictine University; Ph.D., Texas Tech University.

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

Canene-Adams, Kirstie, Assistant Professor of Family and Consumer Sciences. B.S., Ph.D., University of Illinois.

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

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

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

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

Hegde, Asha, Associate Professor of Family and Consumer Sciences. B.S., Florida State University; M.S., Ph.D., Oklahoma State University.

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

Kang, Jiyun, Assistant Professor of Family and Consumer Sciences. B.A., Korea University; M.B.A., Seoul National University; Ph.D., Louisiana State University.

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

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

Runyan, Rodney, Professor of Family and Consumer Sciences. B.A., Western Michigan University; M.S., Ph.D., Michigan State University.

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

Ryu, Jay, Assistant Professor of Family and Consumer Sciences. B.S., Philadelphia University; M.S., University of North Texas; Ph.D., Oklahoma State University.

Squires, Vickie, Lecturer of Family and Consumer Sciences. B.A., Shepherd College; .M.Ed., University of Kansas.

Sullivan, Pauline, Assistant Professor of Family and Consumer Sciences. B.S., Marymount College; M.A., San Francisco State University; Ph.D., New York University.

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

Tyner, Keila, Assistant Professor of Family and Consumer Sciences. B.S., Texas Christian University; M.S., Colorado State University; Ph.D., Iowa State University.

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

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

Department of Occupational, Workforce, and Leadership Studies

Majors and Degrees Offered:

Interdisciplinary Studies, M.A.I.S., M.S.I.S.
Occupational, Workforce, and Leadership Studies
Management of Technical Education, M.Ed.

Major Programs

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

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

Admission Policy

For more information regarding admission application requirements and deadlines, please visit the Graduate College website using one of the following links:

OWLS	www.gradcollege.txstate.edu/oced
Management of Technical Education	www.gradcollege.txstate.edu/mtec

Career & Technology Education Certification (CATE)

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

testing, maintaining, servicing, or repairing any product or commodity. Training is also available in service and certain semiprofessional occupations.

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

Professional Improvement and Training

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

Courses Offered

Career & Technical Education (CTE)

5300 Career and Technology Education Student Identification, Placement, and Follow-up. (3-0) This course provides an overview of the theory, methods, and instruments used in determining occupational aptitude, programs of job placement, and the study of the development and coordination of student follow-up..

5301 Technology of Teaching. (3-1) This course presents the research and theory related to the technology of teaching. Topics include learning theories, effecting teaching techniques, motivation and performance, evaluation, and classroom dynamics.

5302 Coordination Techniques. (3-0) This course emphasizes the establishment of cooperative education programs, guidance, selection, and placement of students, work adjustment, the setting of student objectives, evaluation, labor laws, current research, and public relations for cooperative education programs.

5304 Organization and Management of Marketing Education Programs. (3-0) This course highlights the organization and administrative structure of both school based and workplace based marketing education programs in the United States. The course included a discussion of objectives, programs, practices, teacher selection and supervision, and evaluative criteria for business education departments.

5305 Laboratory and Classroom Organization and Management. (3-0) This course involves the organization and management of CTE classroom and instructional laboratories and related materials. It includes the establishment of record and inventory systems, establishment of student rotations, hygiene and safety requirements, working with suppliers and potential donors, and maintenance of equipment.

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

5307 Selection, Placement, and Follow-Up in Cooperative Education. (3-0) This course provides an overview of organizing and operating cooperative training programs in the community. It includes instruction in the procedures for assisting in the selection of occupations appropriate for students, assisting students in managing school and work time, and coordinating of school and workplace instructional efforts.

5308 Problems in Cooperative Training. (3-0) This course provides a review of basic standards for cooperative education, underlying reasons for standards, and current issues/problems in cooperative education programs. Students will discuss and provide solutions to current dilemmas of cooperative education, through the use of organizational research techniques and organizational problem solving.

5312 Development, Organization, and Use of Instructional Material. (3-0) This course involves the selection of lesson content, lesson planning, and instructional material development. The emphasis is on the effective development and evaluation of instructional materials. A variety of methods will be taught to gather and utilize instructional materials.

5313 Special Topics in Career and Technology Education. (3-0) This is a special topics course involving directed study and research on current innovations in CTE. May be repeated with different emphases for credit.

5313C Teaching Entrepreneurship in Career and Technology. (3-0) This course includes a study and analysis of ownership, marketing strategies, location, financing, regulations, managing, and protecting a business. Students will analyze current research and techniques in teaching entrepreneurship in CTE settings.

5313D Leadership and Leadership Activities for Career and Technology Education Teachers. (3-0) This course provides an overview of leadership and management styles, theories, and current research. An overview of leadership development techniques utilized in various CTE settings will be provided.

5313F Human Performance Technology. (3-0) The course provides an overview of current quality improvement strategies utilized in business and industry settings. Topics include the teaching of HPT, organizational culture, teamwork, leadership, measuring improvement, statistical process control, and restructuring of work.

5313K Interdisciplinary Studies in Occupational, Workforce, and Leadership Studies. (3-0) This course provides an overview of interdisciplinary studies frameworks in the fields related to occupational, workforce, and leadership studies. Students investigate career options, develop plans of study, integrate interdisciplinary academic material, and refine interdisciplinary writing skills.

5313L Emergent Workplace Perspectives. (3-0) This course examines the emergent and evolving nature of the modern workplace. Students will explore topics related to interdisciplinary perspectives in the workplace such as inequality related to gender and race, workers' rights, knowledge, control, the role of technology, and globalization.

5314 Human Relations for Career and Technology Education Teachers. (3-0) This course includes a study of methods of establishing and maintaining effective relationships with students, co-workers, families, business and industry, and community members. Strategies for teaching students and mentoring employees on the dynamics of human relations are highlighted.

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

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

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

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

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

5341 Supervision of Career and Technology Education. (3-0) This course provides an overview of skills and attitudes for the supervision of personnel in the field of CTE. Students will learn the dynamics of supervision, the supervisor's role in the workplace, and the evaluation of instructional and other personnel in CTE settings.

5355 Career Education and Occupational Information in Career and Technology Education Guidance. (3-0) This course deals with the collection, evaluation, and interpretation of common occupational, career, and personal information. It includes an overview of current theory and research in occupational selection techniques, psychological and sociological factors in career selection, and job analysis. The emphasis is on the practical application in CTE settings.

5380 Management of Business Office Education Training Programs. (3-0) This course is for instructors in industry and business education settings and involves an in-depth analysis of governmental policies relating to teaching and training in business education, working with cooperative education students, assisting individuals with the transition to the workplace and further education.

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

5390 Independent Study in Career and Technology Education. (3-0) This is an independent study course involving the study of important and timely topics in CTE. Students complete the study at the direction of the faculty member. This course may be repeated with different topics with departmental permission.

Occupational Education (OCED)

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

5300 Interdisciplinary Research Methods. (3-0) Basic and advanced concepts related to interdisciplinary research. Special emphasis will be placed on technical writing skills, electronic analysis of databases, appropriate statistical treatment of data, development and validation of instruments, and interdisciplinary research design and procedures.

5301 Applied Interdisciplinary Research Part 1. (3-0) The instructional intent is to provide the graduate students with an opportunity to apply their research skills. Students are carefully monitored and mentored in initiating, performing, and documenting their individualized research project. Prerequisites: OCED 5300 and approval of research proposal.

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

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

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

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

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

Graduate Faculty

Boden-McGill, Carrie J., Associate Professor and Chair of Occupational, Workforce, & Leadership Studies. B.A., Bethel College; M.F.A., Wichita State University; Ph.D., Kansas State University.

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

Dietz, A. Steven, Assistant Professor of Occupational, Workforce, & Leadership Studies. B.A.A.S., M.S.I.S., Texas State University; Ph.D., The University of Texas at Austin.

Eichler, Matthew A., Assistant Professor of Occupational, Workforce, & Leadership Studies. B.S., M.Ed. Ph.D., University of Minnesota.

Harkins, Betty L., Senior Lecturer of Occupation, Workforce, & Leadership Studies. B.A.A.S., M.P.A., Texas State University; Ph.D., Texas A&M University.

Lopez, Omar S., Assistant Professor of Occupation, Workforce, & Leadership Studies. B.A., Trinity University; M.B.A., University of California, Irvine; M.S.B.A., University of Southern California; Ph.D., The University of Texas at Austin.

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

Interdisciplinary Studies

Major and Degrees Offered:

Interdisciplinary Studies, M.A.I.S., M.S.I.S.
Sustainability Studies

Major Programs

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

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

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

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

Sustainability Studies

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

Admission Policy

For more information regarding admission application requirements and deadlines, please visit our website at www.gradcollege.txstate.edu/sust.html.

Courses Offered

Interdisciplinary Studies (IDS)

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

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

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

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

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

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

Thesis Courses

IDS 5199B Thesis. (1-0) 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.

IDS 5299B Thesis. (2-0) 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.

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

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

IDS 5599B Thesis. (5-0) 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.

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

School of Social Work

Majors and Degrees Offered:

Social Work Administrative Leadership, M.S.W.
Social Work Direct Practice, M.S.W.

Major Programs

The School of Social Work offers two degree programs: the Bachelor of Social Work (B.S.W.), which prepares students for beginning-level generalist practice, and the Master of Social Work (M.S.W.) degree, which prepares students for advanced specialized practice. Both degrees are fully accredited by the Council on Social Work Education. Social work practice at both the B.S.W. and M.S.W. level share a common core of knowledge, values, and skills. Throughout the curriculum, the School emphasizes social justice and professional ethics. The M.S.W. degree prepares graduates for a wide variety of positions in many diverse, interesting fields that address human needs.

The M.S.W. Program

The M.S.W. degree program prepares graduates for advanced specialized professional social work practice, particularly in public services. The M.S.W. degree program offers regular and advanced standing tracks, as well as full and part-time study.

The regular track involves 62 hours of coursework. Full-time students typically spend two years (five terms) to complete the degree, while part-time students will commit four years to complete the MSW.

The advanced standing program (which enrolls students directly into second year content) consists of 36 hours of coursework organized across one calendar year of three terms. Advanced standing is open to students who hold the BSW degree. Students committed to part-time study should expect to spend two years to complete the advanced standing track.

The first (foundation) year curriculum focuses on the generic foundation knowledge and skills necessary for general social work practice, while the second (advanced) year focuses on specialized practice. Regular track students in their second year of coursework, as well as advanced standing students, select a concentration of study in either a) direct practice with individuals, families, or groups, or b) administrative leadership, which involves learning to supervise staff, operate agencies, build resources, deal with law-making bodies, and work with communities and larger systems.

Courses may be offered face-to-face, on-line, by web-casting or interactive television, or using a combination of these teaching methods.

Degree Requirements

Regular admission students must complete 62 credit hours to earn the M.S.W. degree. Advanced standing students must complete 36 credit hours.

Field Practicum

Field practicum (internship) involves the student intern working in a social service agency under the intensive supervision of a licensed master social worker. All regular track students (full and part-time) must complete a total of 20 semester credit hours of field practicum, while advanced standing students must complete a total of 12 semester credit hours of field practicum. Regular track students complete a first-year field practicum while concurrently enrolled in other classes. In the second year, for both full-time regular track and advanced standing students, field practicum occurs during the spring term. Part-time students may spread second-year field practicum across two terms.

Admission Policy

For more information regarding admission application requirements and deadlines, applicants should visit the Graduate College website using one of the following links:

Advanced	www.gradcollege.txstate.edu/sowka.html
Foundation	www.gradcollege.txstate.edu/sowkf.html
Online (Advanced and Foundation)	www.gradcollege.txstate.edu/sowko.html

Courses Offered

Social Work (SOWK)

Social Work graduate electives are marked with an asterisk ().*

5308 Human Behavior in Individual and Family Social Environments. (3-0) This foundation graduate course explores individual and family dynamics across the life cycle, centering on human development, individual and group strengths, and the effects of cultural diversity. It enhances critical thinking and assessment skills about human behavior in social environments, and incorporates material on professional values, ethics, and social justice. Prerequisite: Graduate standing or instructor approval.

5309 Human Behavior in Local and Global Social Environments. (3-0) This foundation graduate course presents human functioning in the environment by studying families, groups, communities, organizations, and societies in local and global contexts. Through learning content on diversity, populations at risk, and social and economic justice, students build critical thinking and assessment skills using developmental and eco-systems frameworks. Prerequisite: Graduate standing or instructor approval.

5310 Social Welfare Policy and Services. (3-0) This foundation course studies the United States' social welfare system, emphasizing how social welfare policies affect diverse populations. Topics include social welfare history; and policy development, implementation, evaluation, and values. Prerequisite: Instructor approval.

5311 Human Behavior and Social Environment: Birth Through Adolescence. (3-0) This foundation course focuses on human functioning from birth through adolescence, using eco-systems and development frameworks. It builds knowledge and values for practice with individuals, families, and organizations; develops analytical reasoning and assessment skills; and applies content to diverse populations. Prerequisite: Graduate standing or instructor approval.

***5312 Social Work Intervention in Drug Addiction & Abuse.** (3-0) This elective course focuses on commonly used and abused drugs as well as the dynamics and treatment of addiction. It emphasizes social work intervention aimed at addiction prevention and treatment. Prerequisite: Graduate standing or instructor approval.

5313 Foundation Social Work Practice I. (3-0) This foundation course explores generalist social work theory and practice methodology in problem-solving with individuals, families, and groups, emphasizing data collection, assessment, intervention planning, and evaluation. Prerequisite: Admission to the M.S.W. degree program.

5314 Foundation Social Work Practice II. (3-0) This foundation skill-development course emphasizes generalist social work practice with task groups, organizations, and communities. Prerequisite: Admission to the M.S.W. degree program.

***5315 Social Work Intervention in Child Abuse & Neglect.** (3-0) This elective course considers child welfare services available to abused and neglected children in their own homes, in substitute care, and through the community, emphasizing social work intervention with children and their families. Prerequisite: Graduate standing or instructor approval.

5316 Foundation Social Work Practice III. (3-0) This foundation course develops the student's interpersonal and communication skills with clients and other professionals. Students must demonstrate competence in interviewing, assessment, and planning skills. Students learn to collect data to support assessment, plan intervention, and evaluate practice. Prerequisites: SOWK 5313.

5317 Social Work Research. (3-0) This foundation course builds introductory scientific research skills in critical thinking and knowledge of program and practice evaluation. It prepares students to read, interpret, and critique research with skepticism and rigor and to perform various research and social work practice activities. Prerequisite: Graduate standing or instructor approval.

5318 Human Behavior and Social Environment: Adulthood to End of Life. (3-0) This foundation course focuses on human functioning from adulthood to end of life, using eco-systems and development frameworks. It builds knowledge and values for practice with individuals, families, and organizations; develops analytical reasoning and assessment skills; and applies content to diverse populations. Prerequisite: SOWK 5311 or instructor approval.

5319 Diagnostic Assessment. (3-0) This advanced course examines how individuals, families, and groups interact with the social environment, emphasizing mental health and adaptive capacity, theories of the etiology and development of mental and emotional disorders, and how culture affects mental health. Prerequisites: Advanced standing, foundation coursework completion, or instructor approval.

5320 Advanced Administrative Leadership Practice I: Introduction to Management. (3-0) This advanced skill-development course emphasizes social work practice in managing small and large organizations. Students develop knowledge and skills in social work management and supervision in non-profit and public organizations. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5322 Advanced Social Policy and Social Justice. (3-0) This advanced course, a study of social legislation affecting disadvantaged persons, emphasizes policy analysis, values, and advocacy through studying social policy history; developing, implementing, and evaluating policy; and influencing social and economic justice. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5323 Advanced Social Work Research. (3-0) This advanced course builds knowledge and skills for systematically evaluating programs and practice. It enhances effective and ethical social work practice by teaching skills necessary to design, implement, and empirically assess intervention with client and programs. Prerequisites: SOWK 5317, advanced standing, foundation coursework completion, or instructor approval.

5324 Advanced Direct Practice with Families. (3-0) This advanced course focuses on theories, research, and models of practice with families. It emphasizes a systems orientation to assessment and intervention, and integrates issues of self-awareness and human diversity. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5325 Advanced Administrative Leadership Practice III: Challenges and Innovations. (3-0) This advanced course expands knowledge and skills by exploring how theories, supervision and management interventions, and social work values are applied to diverse organizational environments. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5326 Advanced Direct Practice with Individuals. (3-0) This advanced course examines intervention theories and builds specialized skills for effective, ethical practice with individuals. It examines how culture influences individuals, and discusses how to assess individuals from multiple perspectives. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5327 Advanced Direct Practice with Groups. (3-0) This advanced course develops effective, ethical group practice skills, including assessment from multiple perspectives, facilitation of group process and intervention, evaluation, and addressing needs of diverse populations. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5328 Interdisciplinary Perspectives on Aging. (3-0) This interdisciplinary course provides a graduate-level foundation in knowledge and skills used to address a wide range of needs among the aging population, their families, and support systems. Biophysical, psychosocial, and environmental perspectives will be integrated into development of culturally competent approaches to work with elders in many fields. Prerequisite: Graduate standing or instructor approval.

5329 Organizational Development. (3-0) This advanced course examines organizational and inter-organizational social service delivery contexts; how funding, mandate, and organizational arrangements influence services; and factors to consider in modifying existing organizations. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

5332 Helping Troops Transition Back to their Families and Communities: The Invisible Wounds of War. (3-0) The course examines topics at the individual, family, group, organizational, and community levels related to troops who are returning from current combat operations and their families. It reviews the needs, community resources, and policies in place for helping them and their families make this transition. Prerequisite: Graduate standing or instructor approval.

5334 Advanced Administrative Leadership Practice II: Resource Development. (3-0) This advanced course emphasizes grant-writing and marketing in non-profit organizations. It builds knowledge, roles, and skills to extend organizational resources for effective, ethical social work practice and programs. Prerequisite: Advanced standing, foundation coursework completion, or instructor approval.

***5339 Selected Topics in Social Work.** (3-0) Students study relevant social work topics in depth. Topics, such as social work in schools or in health care, are selected according to students' needs and professional trends. Repeatable for credit. Prerequisite: Graduate standing or instructor approval.

5360 Directed Study in Social Work. (3-0) This one-term course highlights individualized reading, independent study and projects, and guided instruction. It is offered by invitation of the professor and with the consent of the MSW Coordinator. It may not be repeated for credit. Prerequisites: Graduate standing and the approval of the MSW Coordinator and School Director.

5410 Foundation Field I (Concurrent). (1-20) This foundation course consists of supervised beginning generalist social work practice in agencies for a minimum of 250 clock hours, applying classroom knowledge to work with individuals, families, groups, and communities. Prerequisites: Admission to MSW degree program and completed field application process.

5411 Foundation Field II (Concurrent). (1-20) This second foundation course continues supervised generalist social work practice in agencies for a minimum of 250 clock hours, applying classroom knowledge to work with individuals, families, groups, and communities. Prerequisites: SOWK 5410 and Field Coordinator approval.

5612 Direct Practice Field I. (1-20) This course offers supervised advanced direct social work practice opportunities to apply classroom knowledge to interventions with individuals, families, and groups in agencies for a total of 300 clock hours. Prerequisites: Completion of field application process and completion of MSW class work.

5613 Direct Practice Field II. (1-20) This course continues supervised advanced direct social work practice opportunities to apply classroom knowledge to interventions with individuals, families, and groups in agencies for a total of 300 clock hours. Prerequisites: Field Coordinator approval.

5622 Administrative Leadership Field I. (1-20) This course offers supervised advanced administrative leadership social work practice opportunities to apply classroom knowledge to interventions with public and non-profit social agencies for a total of 300 clock hours. Prerequisites: Completion of field application process and completion of MSW class work.

5623 Administrative Leadership Field II. (1-20) This course continues supervised advanced administrative leadership social work practice opportunities to apply classroom knowledge to interventions with public and non-profit social agencies for a total of 300 clock hours. Prerequisites: Field Coordinator approval.

Graduate Faculty

Ausbrooks, Angela, Associate Professor of Social Work. B.A., University of North Texas; M.S.W., Ph.D., The University of Texas at Austin.

Benton, Amy, Assistant Professor of Social Work. B.A., Vassar College; M.S.W., The University of Texas at Austin; Ph.D., University of California-Berkeley.

Biggs, Mary Jo Garcia, Associate Professor of Social Work. B.S.W., Texas State University; M.S.W., Our Lady of the Lake University; Ph.D., Texas A&M University.

Chavkin, Nancy F., Regents' Professor of Social Work. B.A., Dickinson College; M.S.W., University of Illinois; Ph.D., The University of Texas at Austin.

Deepak, Anne, Assistant Professor Social Work. BA, Boston University; MS, MSW, Ph.D., Columbia University.

Hawkins, Catherine, Professor of Social Work. B.A., M.S.S.W., Ph.D., The University of Texas at Austin.

Henton, David, Clinical Assistant Professor of Social Work. B.A., M.S.S.W., The University of Texas at Austin.

Jones, Sally Hill, Associate Professor of Social Work. B.A., Trinity College (Illinois); M.S.W., University of Chicago; Ph.D., Institute for Clinical Social Work (Chicago).

Knox, Karen, Professor of Social Work. B.A., M.S.S.W., Ph.D., The University of Texas at Austin.

Marks, Andrew, LMSW, Clinical Senior Lecturer. B.S.W., MSW, Texas State University.

McKimmey, Gerald, LCSW, Lecturer. B.S., The University of Texas at Austin; MSW, Our Lady of the Lake University.

Medel, R. Stephen, LMSW, Clinical Senior Lecturer. BA, MSW, The University of Texas at Austin.

Noble, Dorinda N., Professor and Director of the School of Social Work. B.A., Texas Tech University; M.S.W., Tulane University; Ph.D., The University of Texas at Austin.

Norton, Christine, Associate Professor of Social Work. BA, University of Kansas; MS, Minnesota State University; M.A., University of Chicago; Ph.D., Loyola University of Chicago.

Russell, Amy, Associate Professor of Social Work. BA, Southwestern University; MSW, Ph.D., University of Houston.

Selber, Katherine, Professor of Social Work. B.A., Ph.D., The University of Texas at Austin; M.S.W., The University of Houston.

Smith, Kenneth Scott, Assistant Professor of Social Work. B.A., Texas State University; M.S.W., The University of Texas at Austin; Ph.D., Florida State University.

Tijerina, Mary Sylvia, Associate Professor of Social Work and B.S.W. Director. B.A., Texas State University; M.S.W., Ph.D., The University of Texas at Austin.

Travis, Raphael, Jr., Associate Professor of Social Work. B.A., University of Virginia; M.S.W., University of Michigan; Dr.P.H., University of California-Los Angeles.

Wisner, Betsy, Assistant Professor of Social Work. A.A.S., Mohawk Valley Community College; B.S., M.S.W., Syracuse University; M.A., State University of New York-Cortland; Ph.D., The University of Texas at Austin.

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