### Graduate School Checklist

*Checklist items, and see section on Admission Policies for full details.*

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<th>WHERE TO DO IT</th>
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<td>Office of Graduate Studies and Research</td>
<td>Deadlines for submission:</td>
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<td>ALL colleges attended</td>
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- **Graduate non-Business majors:**
  - Take the GRE.
  - Obtain application at testing center of most colleges and universities. Prior to semester of application. GRE scores must be received before end of first semester of enrollment.

- **Business majors:**
  - Take the GMAT.
  - GMAT scores must be received BEFORE admission can be granted.

- Confer with graduate adviser and draft a degree outline.
  - Departmental graduate adviser
  - In the semester that you are admitted

- Sign official degree outline.
  - Office of Graduate Studies and Research
  - At earliest opportunity during your first semester of attendance

- Submit thesis proposal.
  - Office of Graduate Studies and Research
  - Before beginning formal thesis research

- Pay diploma fee.
  - In registration line (fees) or cashier's window
  - Beginning of semester of planned graduation

- Apply for graduation.
  - Office of Graduate Studies and Research
  - See official University Calendar for required deadlines.

- Remove any incomplete grades.
  - Departmental office (course instructor)
  - No later than 10 days prior to graduation

- Take comprehensive examination.
  - Departmental graduate adviser
  - Generally during final semester with report due in Office of Graduate Studies 10 days prior to graduation

- Verify that degree requirements have been fulfilled.
  - Office of Graduate Studies and Research
  - Approximately midway through final semester. No course more than 6 years old may be used toward your master's degree.

- Obtain cap and gown.
  - SWT Bookstore
  - Prior to commencement

- Attend graduation. Or request absence permit* and pay absenta fee**.
  - *Office of Graduate Studies and Research;
  - **Cashier's window.
  - Comply with instructions mailed to all candidates one month prior to commencement.

---

**REMEMBER:** No person is officially in a graduate program at Southwest Texas State University until that person has a signed official degree outline. Any course taken prior to admission to Graduate School may not be applied toward the degree without permission of the Dean of Graduate Studies and Research.
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Official University Calendar

Summer Session I, 1987

June 3, Wednesday ......................................................... Orientation for All New Students
June 3-4, Wednesday-Thursday ................................................................. Registration
June 3, 5-8 p.m. ................................................................. Registration for Graduate Students
June 4, 8 a.m.-4 p.m. ............................................................ Registration for All Students
June 3-25 .......... Dates to File Applications for Degrees to be Conferred on August 14-15, 1987
June 8, Monday ............................................................... Classes Begin
June 8, Monday ............................................................ ONLY Day to Register Late and to Add/Drop Courses
June 11, Thursday ................................................................. Official Fourth Class Day
June 16, Tuesday ....... Last Day to Complete Drop Procedure with an Automatic Grade of “W”
June 18, Thursday ............................................................. Second Three-weeks Classes Begin
June 23, Tuesday ................................................................. Mid-Term
June 25, Thursday ............................................................. Final Examinations for First Three-weeks Classes
June 29, Monday ........ Last Day to Complete Drop Procedure or Withdraw from the University
July 7, Tuesday ............................................................... Last Day of Classes
July 8, Wednesday ............................................................. Final Examinations

Summer Session II, 1987

July 13, Monday ................................................................. Orientation for All New Students
July 13, Monday
9:20 a.m.-4 p.m. ................................................................. Registration
July 14, Tuesday ................................................................. Classes Begin
July 14, Tuesday ............................................................. ONLY Day to Register Late and to Add/Drop Courses
July 20, Monday ................................................................. Official Fourth Class Day
July 23, Thursday ....... Last Day to Complete Drop Procedure with an Automatic Grade of “W”
July 27, Monday ............................................................. Second Three-weeks Classes Begin
July 29, Wednesday ............................................................. Mid-Term
August 3, Monday ............................................................. Final Examinations for First Three-weeks Classes
August 6, Thursday ....... Last Day to Complete Drop Procedure or Withdraw from the University
August 12, Wednesday ........................................................... Last Day of Classes
August 13, Thursday ............................................................. Final Examinations
August 14, Friday ............................................................ Graduate School Commencement
August 15, Saturday ........................................................... Undergraduate Commencement

CALENDAR SUBJECT TO CHANGE DUE TO LEGISLATIVE ACTION OR ADMINISTRATIVE DECISION
Official University Calendar, 1987-1988

Fall Semester, 1987

August 24, Monday .............................................................. New Faculty Orientation
August 25, Tuesday .............................................................. Registration for Advance Registered Students
Who Need to Change Schedules
August 26, Wednesday ...................................................... Orientation for All Unregistered New Students
8:15-9:45 a.m. ................................................................. General Faculty Meeting
10-11 a.m ................................................................. School Meetings As Needed
3:30-4:30 p.m. ............................................................... Departmental Meetings As Needed
August 26, Wednesday ...................................................... Registration for Advance Registered Students
Who Do Not Need to Change Schedules
August 26-September 25 ............................................. Dates to File Applications for Degrees to be
Conferred on December 18-19, 1987
August 27-28, Thursday-Friday .................. Registration for Students Who Did Not Advance Register
August 27, Thursday .............................................................. New Faculty Orientation
Registration for Advance Registered Students
Who Need to Change Schedules
Orientation for All Unregistered New Students
General Faculty Meeting
School Meetings As Needed
Departmental Meetings As Needed
Registration for Advance Registered Students
Who Do Not Need to Change Schedules
Dates to File Applications for Degrees to be
Conferred on December 18-19, 1987
August 31, Monday ...........................................................................................................
Classes Begin
August 31-September 2, Monday-Wednesday ........ Late Registration and Adding/Dropping Courses
September 7, Monday ............................................................. Labor Day - Classes Meet
September 12, Saturday ............................................................. Official Twelfth Class Day
October 2, Friday ...... Last Day to Complete Drop Procedure with an Automatic Grade of “W”
October 21, Wednesday ............................................................. Mid-semester
November 2-13 ................................................................. Advance Registration
November 22-28, Sunday-Saturday .................................................... Thanksgiving Holidays
(classes will be dismissed at 5 p.m. on Saturday, November 21)
November 30, Monday .............................................................. Last Day to Complete Drop Procedure or
Withdraw from the University
December 4-9, Friday-Wednesday ............................... “Dead Week” - (daily assignments only)
December 8, Tuesday ......................................................... Final Examinations for Tuesday Night Classes (classes meet)
December 9, Wednesday ............................................. Final Examinations for Wednesday Night Classes (classes meet)
December 10-14, Thursday-Monday ........................................ Final Examinations
December 18, Friday ....................................................................... Graduate School Commencement
December 19, Saturday ..................................................................... Undergraduate Commencement

CALENDAR SUBJECT TO CHANGE DUE TO
LEGISLATIVE ACTION OR ADMINISTRATIVE DECISION

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Spring Semester, 1988

January 13, Wednesday ........................................ Orientation for All New Students
January 12-15, Tuesday-Friday ........................................ Registration
January 14, Thursday
  5-8 p.m. ........................................ Registration for Graduate, Evening, and Saturday Classes
January 13-February 12 ........................................ Dates to File Applications for Degrees to be Conferred on May 13-14, 1988
January 18, Monday ........................................ Classes Begin
January 18-20, Monday-Wednesday ............. Late Registration and Adding/Dropping Courses
January 30, Saturday ........................................ Official Twelfth Class Day
February 19, Friday ........................................ Last Day to Complete Drop Procedure with an Automatic Grade of “W”
March 9, Wednesday ........................................ Mid-semester
March 14-19, Monday-Saturday ........................................ Spring Vacation
April 11-22 ........................................ Advance Registration
April 27, Wednesday ........................................ Last Day to Complete Drop Procedure or Withdraw from the University
April 29-May 4, Friday-Wednesday ...................... “Dead Week” - (daily assignments only)
May 3, Tuesday ........................................ Final Examinations for Tuesday Evening Classes (classes meet)
May 4, Wednesday ........................................ “Dead Day” (no classes)
  Final Examinations for Wednesday Evening Classes
May 5-9, Thursday-Monday ........................................ Final Examinations
May 13, Friday ........................................ Graduate School Commencement
May 14, Saturday ........................................ Undergraduate Commencement

Summer 1988

SWT will be on a Monday through Friday schedule during Summer Sessions I and II, 1988. However, specific dates were not available at the time of publishing this catalog. Please consult the summer 1988 schedule of classes, when available, for further information.

Summer Session I, 1988

June 1, Wednesday ........................................ Orientation for All New Students
June 1-2, Wednesday-Thursday ........................................ Registration
  June 1, 5-8 p.m. ........................................ Registration for Graduate Students
  June 2, 8 a.m.-4 p.m. ........................................ Registration for All Students
June 1-23 ............ Dates to File Applications for Degrees to be Conferred on August 12-13, 1988
June 6, Monday ........................................ Classes Begin

Summer Session II, 1988

July 11, Monday ........................................ Orientation for All New Students
July 11, Monday ........................................ Registration
July 12, Tuesday ........................................ Classes Begin
August 12, Friday ........................................ Graduate School Commencement
August 13, Saturday ........................................ Undergraduate Commencement
February 1988

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Official University Calendar, 1988-1989

The official university calendar for the school year 1988-1989 will be available at a later date in the official SWT Schedule of Classes and in the 1987-1989 Graduate Bulletin Supplement when published.
General Information

Setting

Located at the foot of the Texas Hill County, where blackland prairies turn into beautiful hills, Southwest Texas State University enjoys a setting that is unique among Texas universities. The beauty of the crystal clear San Marcos River and many sprawling cypress and pecan trees on the campus adds to the charm of this picturesque locale. Although major metropolitan centers are not far away, San Marcos has managed to retain the charm of a smaller community, and Southwest Texas State University still has a real university atmosphere — a place where faculty and students take the processes of teaching and learning seriously. From historic red-steepled Old Main, with its ivy-covered walls, to the Lyndon Baines Johnson Memorial Student Center, with its modernistic dome-covered plaza, you get the feeling that you are indeed on a college campus that is special.

Sound academic programming that combines the best of liberal arts education with professional, career-oriented curricula provides a broad range of educational options, including graduate degree programs in a wide variety of academic and professional areas.

History

Southwest Texas State University was established in 1899 by the Twenty-Sixth Legislature as "Southwest Texas State Normal School." Opening its doors in 1903 with only 303 students, Southwest Texas State University has grown from a two-year normal school to a multi-purpose university with an enrollment of 20,000.

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

In 1923, the school became "Southwest Texas State Teachers College." In 1959, the word "Teachers" was dropped from its title. The Sixty-First Legislature changed the name to "Southwest Texas State University" in 1969, recognizing that Southwest Texas had become a first-class regional, state, and national institution of higher learning.

Effective leadership of a succession of presidents has aided the school's progress. The first was T.G. Harris, a former Austin public school superintendent, who served until 1911. He was succeeded by Dr. C.E. Evans, also a veteran public school administrator, who was president for 31 years.

Upon Dr. Evans' retirement in September, 1942, Dr. J.G. Flowers became president. Dr. Flowers was an alumnus of Southwest Texas State and a former president of State Teachers College in Lock Haven, Pennsylvania.

When President Flowers retired in 1964, Dr. James H. McCrocklin became the fourth president. Dr. McCrocklin resigned in April, 1969, and Dr. Leland E. Derrick assumed the post of acting president.

Dr. Billy Mack Jones became president in September, 1969. Upon Dr. Jones' resignation in August, 1973, Mr. Jerome C. Cates, Vice President for Fiscal Affairs, became interim president.

Dr. Lee H. Smith became the university's chief executive on July 15, 1974. The former University of Texas at Dallas vice president retained the presidency until November 1, 1981.

Mr. Robert L. Hardesty, former Vice Chancellor for Administration with the University of Texas System, brought to the Office of the President a wealth of experience in governmental affairs and education on the state and national levels. In 1968, he was appointed by President Lyndon Johnson to the U.S. Post Office Department Advisory
Board; in 1980 by President Jimmy Carter to the Intergovernmental Advisory Council on Education; and in 1976 by President Gerald Ford to the Board of Governors of the U.S. Postal Service, serving as Chair from 1981-84. He was appointed by Texas Governor Mark White to the Education Commission of the States in 1983 and to the Texas Guaranteed Student Loan Corporation in 1986. He is also Chairman of the Commission on Governmental Relations of the American Council on Education and is a member of ACE's new Commission on National Challenges in Higher Education — the "Friday Commission." In 1985 and 1986, he chaired a statewide Committee on Testing which conducted a twelve-month study of reading, writing, and math deficiencies among college students.

Southwest Texas State University is a part of the Texas State University System. A nine-member Board of Regents, Texas State University System, governs Southwest Texas State University and three sister institutions: Angelo State University, Sam Houston State University, and Sul Ross State University.

Authorization

The establishment of a Graduate School at Southwest Texas State University (SWT) was authorized by the Board of Regents at its meeting on July 15, 1935. Graduate courses were first offered during summer, 1936, and the first Master of Arts degree was conferred at the spring, 1937, commencement. In 1950, the Board of Regents authorized the granting of the Master of Education degree in addition to that of Master of Arts. In 1968, action of the Coordinating Board, Texas College and University System, added the degree of Master of Business Administration. In 1972, the university was authorized to grant the degrees of Master of Science and Master of Arts in Teaching and in 1973, the degrees of Master of Public Administration and Master of Science in Health Professions. The degrees of Master of Arts in Interdisciplinary Studies and Master of Science in Interdisciplinary Studies were authorized in 1978. In 1979, the Master of Science and Master of Arts degrees with majors in Computer Science were authorized by the Coordinating Board. In 1980, a non-thesis option Master of Arts degree with majors in Speech Communication and Theatre Arts was approved; and a Master of Education and a Master of Arts with a major in Educational Administration was authorized. During fall, 1981, the Coordinating Board authorized two new majors within the Master of Education degree: Special Education and Agricultural Education. In addition, the Master of Music replaced the Master of Education with the Music and Music Education majors. And in spring, 1983, the Coordinating Board authorized implementation of a Master of Applied Geography degree. Authorization was obtained for a major in School Psychology under the Master of Arts and Master of Education degrees in 1985. And, 1986 introduced the Master of Science in Communication Disorders.

Organization

The university is organized into the School of Applied Arts and Technology, the School of Business, the School of Education, the School of Fine Arts and Communication, the School of Health Professions, the School of Liberal Arts, the School of Science, and the Graduate School. All undergraduate students enter SWT through the College of General Studies.
Objectives of the Graduate School

The purpose of the Graduate School is to provide the means for continued intellectual growth through advanced and specialized education. The ultimate aim is to develop leaders in the professions and in research. More explicitly, the following objectives have been adopted to add both breadth and depth to the academic and professional preparation received at the undergraduate level:

- To reinforce and extend students' academic and professional experience as a means of improving professional competence.
- To familiarize students with current and recent research in their fields; to acquaint them with the techniques of research; and to enable them to interpret their own and current research, to derive significant implications therefrom, and to apply pertinent findings.
- To challenge students intellectually, to develop their power of independent thought, and to direct them toward the goal of greater effectiveness in both their personal and professional lives.

Characteristics of Graduate Study

Graduate study affords students of superior ability opportunity for continued intellectual growth and development. It presupposes a broad background of knowledge, adequate preparation in the major and minor fields of study, and a command of the skills and techniques needed to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Policies of the Graduate Council provide that graduate instruction differs from undergraduate instruction in at least the following respects:

- More emphasis is placed on bibliography and on the use of library materials.
- More extensive reading is required.
- More comprehensive papers and reports are required.
- The graduate student is expected to assume greater responsibility and to exercise more initiative.
- Seminar methods will be employed more frequently, requiring more class participation on the part of the student.
Graduate Council

The Graduate Council determines the policies of the Graduate School, and these policies are administered by Dean of Graduate Studies and Research. Besides the Dean, who serves as Chair, the Graduate Council is composed of a voting representative of each department which offers a graduate major and a non-voting representative from each department offering only a graduate minor or support courses. The President of the University, the Vice President for Academic Affairs, and the University Registrar are ex-officio members of the Council.

Voting Members

J. Michael Willoughby, Dean of Graduate Studies and Research, Chair
Bill J. Bishop, Department of Accounting (1984-1988)
D. Gary Carman, Department of Finance and Economics (1979-1988)
James R. Crawford, Department of Physics (1981-1988)
Charles H. Dolezal, Department of Curriculum and Instruction (1985-1989)
Robert L. Hefner, Department of Educational Administration and Psychological Services (1981-1991)
James D. Irvin, Department of Chemistry (1984-1991)
C. Don Knotts, Department of Agriculture (1980-1988)
Robert D. Larsen, Department of Geography and Planning (1987-1991)
Thomas F. McCabe, Department of Computer Science (1986-1990)
Ingeborg R. McCoy, Department of Modern Languages (1983-1991)
Donald T. Matlock, Department of Sociology (1986-1989)
Gregory B. Passty, Department of Mathematics (1987-1991)
James W. Pohl, Department of History (1987-1991)
John K. Ross, Department of Management and Marketing (1984-1988)
Philip J. Salem, Department of Speech Communication and Theatre Arts (1986-1990)
Joe W. Walker, Department of Technology (1981-1989)
George M. Weinberger, Department of Political Science (1985-1988)
Ruth B. Welborn, Department of Allied Health Sciences (1987-1991)
David C. Whitenberg, Department of Biology (1987-1991)
Darwin E. Winfield, Department of Health Administration (1977-1989)
Byron A. Wolverton, Department of Music (1978-1990)

Non-voting Members

J. Peter Coulson, Department of Speech Communication and Theatre Arts (1981-1989)
Barry D. Smith, Department of Criminal Justice (1986-1990)
D. Theron Stimmel, Department of Psychology (1984-1991)
M. Joan Terry, Department of Home Economics (1980-1988)
Marshal R. Wortham, Department of Art (1979-1991)

Ex-officio Members

Robert L. Hardesty, President of the University
Rollo K. Newsom, Vice President for Academic Affairs
M. Louise Johnson, University Registrar
Admission Policies

General Admission Policies

The requirements set forth on the following pages are the minimum for admission to the Graduate School. Meeting these requirements, however, does not necessarily insure acceptance into a graduate program since applicants must receive departmental recommendation for admission after the application files are completed in the Office of Graduate Studies and Research. In addition, many departments have established admission standards more stringent than the minimum. Final admission approval is granted by the Dean of Graduate Studies and Research. The university reserves the right to deny admission to any prospective or former students who have criminal records including any conviction of a felony, offenses involving moral turpitude, or other offenses of serious nature.

Most departments recommend that you arrange a personal interview with the appropriate departmental graduate adviser.

Admission of United States Citizens

Admission to the Graduate School as a degree seeking student requires:
1. An official application for admission.
2. Two official copies of transcripts from each college or university attended mailed directly from the schools to the SWT Office of Graduate Studies and Research. (Exception: SWT graduates only need to have two official SWT transcripts sent if the SWT transcript reflects all college work attempted, including work taken at other schools. Official transcripts still must be ordered from any colleges not listed on the SWT transcript.)
3. An acceptable score on the General portion of the Graduate Record Examination (GRE), or an acceptable score on the Graduate Management Admission Test (GMAT) if you will be seeking an MBA degree.
4. Acceptance by your proposed major department.
5. Acceptance by the Dean of Graduate Studies and Research.
6. That you possess, or will earn during the semester you are admitted to graduate school, an acceptable baccalaureate degree from an accredited institution.
7. A non-refundable admission/evaluation fee if your required application documents include foreign credentials.

See the “Admission Documents” section for information on required scores and additional details.

Admission of Non-United States Citizens (International Students)

An international applicant is defined as an applicant who is not a citizen of the United States. Such persons attend American colleges and universities as guests of the United States government. As such, they fall under regulations of the Immigration and Naturalization Service of the United States Department of Justice. University rules applying to such students must comply with federal law; hence, admission requirements for international students, including permanent residents, differ from those for United States citizens.

Admission to the Graduate School under degree-seeking status for international students requires:
1. A non-refundable admission/evaluation fee.
2. An official application for admission.
3. Two official copies of transcripts from each college or university attended mailed directly from the schools to the SWT Office of Graduate Studies and Research. (Excep-
tion: SWT graduates only need to have two official SWT transcripts sent if the SWT transcript reflects all college work attempted, including work taken at other schools. Official transcripts still must be ordered from any colleges not listed on the SWT transcript.

4. An acceptable score on the General portion of the Graduate Record Examination (GRE); or, an acceptable score on the Graduate Management Admission Test (GMAT), if you will be seeking an MBA degree, on file in the Office of Graduate Studies and Research prior to your MBA application file being evaluated.

5. An acceptable Test of English as a Foreign Language (TOEFL) score if English is not your native language. (Note: The TOEFL requirement might be waived if you already possess a degree from an accredited American university located in the United States. However, the TOEFL cannot be waived for Department of Political Science applicants.)

6. Acceptance by your proposed major department. An international applicant must be accepted for a program of study approved by a department.

7. Acceptance by the Dean of Graduate Studies and Research.

8. A tuition/fees deposit as set forth by the SWT Office of Admissions.

9. That you possess, or will earn during the semester you are admitted to graduate school, an acceptable baccalaureate degree from an accredited institution.

10. An acceptable score on the Test of Spoken English (TSE), if you will be seeking an MBA degree, on file in the Office of Graduate Studies and Research prior to your MBA application file being evaluated. Note: The TSE is required of international MBA applicants who are native speakers of English as well as non-native speakers of English. See the “Admission Documents” section for information on required scores and additional details.

Admission of New Students

You are required to meet all requirements as identified above under either the United States Citizen category or the Non-United States Citizen category if you plan to seek a graduate degree at SWT.

Admission of Former Students

A. If you last attended SWT as an undergraduate student working on a baccalaureate degree and you now plan to seek a graduate degree at SWT, you must:

1. As a United States citizen, meet all requirements as identified above under the United States Citizen category; or,

2. As a non-United States citizen, meet the application, transcript, degree, English proficiency requirements (TOEFL/TSE), GRE/GMAT, and departmental and graduate dean approval requirements as identified above under the Non-United States Citizen category.

B. If you last attended SWT as a graduate-degree seeking student, you obtained your graduate degree already, and you now plan to seek another graduate degree at SWT, you must:

As either a United States citizen or a non-United States citizen, submit a new application for admission, have two official copies of your SWT transcript which shows your graduate work (and two official copies of any other school transcripts showing work taken since your last attendance at SWT) forwarded to the SWT Graduate School, have an official GRE (GMAT for prospective MBA students) score forwarded to the SWT Graduate School, and meet departmental and graduate dean approval. NOTE: MBA applicants must also meet the TSE requirement outlined above.

C. If you last attended SWT under a non-degree seeking status (as a post-graduate, special student, etc.) and you now plan to seek a graduate degree at SWT, then you need to meet all requirements as listed above under the United States Citizen category; or if you are a non-U.S. citizen, then you must meet the requirements identified above under the Non-United States Citizen category.
Also see the "Categories of Admission" section for descriptions of the various non-degree admission categories.

D. If you previously attended SWT and do not meet the above definitions (A, B, or C) you will need to contact the Office of Graduate Studies and Research for specifics regarding your admission.

Admission Deadlines

If you wish to pursue a master's degree at SWT, you must apply for admission through the Graduate School, regardless of what degree you hold.

Application material should be submitted to the Office of Graduate Studies and Research no later than the following deadline dates in order to insure processing for the desired semester:

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International student applicants, however, are urged to have all application materials submitted at least 60 days prior to the first day of class.

If sufficient time is not allowed for proper processing of your admission documents as a result of your not submitting the materials in a timely manner, you may have to postpone your requested entry semester. Applications received after the published deadline dates will be processed on a time-available basis only. The Office of Graduate Studies and Research will make every effort to process late applications, but there is no guarantee that your file will be processed for your desired semester of entry if you have missed the deadline.

Applications are for specific semesters. If you are unable to enroll for the semester for which you are accepted, contact the Office of Graduate Studies and Research so that your application can be updated for enrollment in a subsequent semester. You should do this as soon as you know that you will not be enrolling for your semester of acceptance.

Extended Admission

If you plan to seek a graduate degree at SWT and are unable to have all of your official transcripts sent prior to the published deadline, you may be eligible to enroll under the "Extended Admission" status provided that the official transcripts will be received in the Office of Graduate Studies and Research within a specific period. If the official transcripts are not received by the end of this period (usually 30 days during the long semester and 15 days during each summer session), the Dean of Graduate Studies and Research may require you to withdraw from your class or classes immediately.

You must contact the Office of Graduate Studies and Research in advance of registration so as to make the proper arrangements if you feel you must apply for the extended admission category. Your grade-point average on your last 60 undergraduate semester hours before your bachelor's degree, or your last 60 undergraduate semester hours before your bachelor's degree plus any graduate or professional work, must be no less than 2.75 on a 4.0 scale. You must already have your application for admission on file prior to the registration period to be considered for extended admission. And, you must bring to the Office of Graduation Studies and Research legible copies of transcripts showing your previous college work and degrees. (These transcripts can be unofficial. You will be required, however, to still have two official copies of your transcripts forwarded to the SWT Graduate School in addition to any materials you are requested to provide under the extended admission status.)

Extended admission enrollment generally is handled during the late registration time period which follows the regular registration period.
Registration Termination

The Dean of Graduate Studies and Research may terminate the registration of any student who fails to comply with Graduate School and/or other appropriate university regulations.

Admission of Students Who Are on Probation/Suspension At Their Former Schools

Probation. If you wish admission to the SWT Graduate School and are on probation at your former school, you must follow the same rules as would be required if you were an SWT graduate student who is on probation.

You will be placed on academic probation when you enter SWT if you are on academic probation at your former school. When you achieve a cumulative GPA of at least 3.0 at the end of your first semester of enrollment at SWT, you will be removed from probation status. Should you not achieve the required cumulative GPA of at least 3.0 during your first semester of enrollment at SWT, you will be suspended from the SWT Graduate School.

Suspension. If you wish admission to the SWT Graduate School and are on suspension at your former school, you must follow the same rules as would be required if you were an SWT graduate student who is on suspension.

You may petition your prospective graduate adviser and the Dean of Graduate Studies for permission to enroll after you have been on suspension for six months. Each decision is made on an individual basis. If you are granted admission to SWT after you have been suspended at your former school, you must maintain a 3.0 GPA in each semester of enrollment or be suspended again. Also, individual graduate programs may impose additional cumulative GPA restrictions for their students.

See “Grading Policies and Academic Requirements ‘Probation and Suspension’” section for further information.

Admission Documents

All admission materials must be filed with the office of the Dean of Graduate Studies and Research. The mailing address is as follows:

Office of Graduate Studies and Research
Southwest Texas State University
San Marcos, Texas 78666-4605

Admission materials should be forwarded to this address and not to any specific departments. Some departments may require additional material, but it is important to first clear your admission through the Office of Graduate Studies and Research. All materials submitted become the property of the university and cannot be released.

Incomplete application files are kept for one year only and are then destroyed.

Application for Admission

An application for admission to the Graduate School must be made on the official form which may be found at the back of this catalog, or the application may be obtained from the Office of Graduate Studies and Research. In addition to this required general Application for Admission to the Graduate School, some departments or programs require applicants to complete an additional “program application.” You are encouraged to contact your proposed major department for specifics.
Official Transcripts

If you plan to seek a graduate degree at SWT, you must have two official transcripts from each school you attended sent to the SWT Graduate School. The transcripts cannot be hand-carried nor mailed in by you. The transcripts must reflect all college work attempted and any degree(s) conferred. Transcripts from foreign institutions must be accompanied by translations into English, if appropriate, and must carry any additional legends which will assist in the evaluation.

Graduate Record Examination

All applicants under the degree-seeking admission status are required to take the General section test of the Graduate Record Examination (Verbal and Quantitative portions combined), except for prospective MBA students (see GMAT information below). The official results of the GRE must be received in the Office of Graduate Studies and Research before the end of the first long semester of your initial enrollment in Graduate School. If you begin during the summer, you must take the GRE the very next semester it is offered. If the GRE has not been taken prior to your desired second semester of enrollment, the Dean of Graduate Studies and Research may deny you permission to enroll. In some instances also, you may be required to have your score on file prior to admission to the SWT graduate school.

Information bulletins and test application forms can be obtained from the Educational Testing Service, CN 6000, Princeton, New Jersey 08541-6000 U.S.A., or from the University Testing Center at Southwest Texas State University, or from the Office of Graduate Studies and Research at SWT. The GRE is usually administered each year in February, April, June, October, and December at testing centers in the United States and abroad. SWT is an approved testing center. Applications must be received by the Educational Testing Service approximately five weeks in advance of each test; therefore, you should obtain the GRE information bulletin and application at least seven weeks in advance. A minimum of six weeks should be allowed for the examination results to reach the university. Institutional GRE scores are not acceptable.

Graduate Management Admission Test

All applicants for the Master of Business Administration degree program are required to take the Graduate Management Admission Test. The official results of the GMAT must be on file in the Office of Graduate Studies and Research before your application for admission will be considered.

Information bulletins and test application forms can be obtained from the Educational Testing Service, CN 6103, Princeton, New Jersey 08541-6103 U.S.A., or from the University Testing Center at Southwest Texas State University, or from the Office of Graduate Studies and Research at SWT. The GMAT is usually administered each year in January, March, June, and October.

Test of English as a Foreign Language

All international applicants must meet proficiency requirements in the English language and therefore are required to have the official results of the Test of English as a Foreign Language sent before the application for admission will be considered. A minimum score of 550 is required for admission as a graduate-degree seeking student as well as for non-graduate degree seeking students. (Native speakers of English are exempt. Note: The TOEFL requirement may be waived if you already possess a degree from an American university located in the United States. However, the TOEFL cannot
be waived for Department of Political Science applicants.) The score must be mailed directly to the SWT Graduate School by the Educational Testing Service. In addition, some applicants may be required to provide further evidence of proficiency in the English language. For instance, international applicants for the MBA program must also have the Test of Spoken English.

Official TOEFL scores more than two years old are not released by the Educational Testing Service; therefore, if you take the TOEFL more than two years before the semester for which you are applying, you must retake the TOEFL so that you can have a current valid score submitted. TOEFL score reports which bear the designation “Applicant’s Copy” or “Institutional TOEFL” are not considered official scores for admission purposes.

The TOEFL is administered at various centers in the United States and abroad at least five times each year. SWT is an approved testing center for the TOEFL. Application forms and information bulletins may be obtained from the Educational Testing Service, CN 6151, Princeton, New Jersey 08541-6151 U.S.A., or from the University Testing Center at Southwest Texas State University.

Test of Spoken English

All international applicants to the Business Administration program are required to have the official results of the Test of Spoken English (TSE) sent before the application for admission will be considered. Native speakers of English as well as non-native speakers of English are required to take the TSE. A minimum score of 220 is required for admission. The score must be mailed directly to the SWT Graduate School by the Educational Testing Service. TSE score reports which bear the designation “Examinee’s Copy” or the like are not considered official scores for admission purposes.

The TSE application forms and information bulletins may be obtained from the Educational Testing Service, CN 6157, Princeton, New Jersey 08541-6157 U.S.A.

Admission/Evaluation Fee

If you hold or will be holding a non-immigrant visa while in the United States or if your application is considered for admission on the basis of foreign credentials, you, like all international students (non-U.S. citizens), must submit a non-refundable admission/evaluation fee of $50.00 (U.S. currency) along with the Application for Admission to the Graduate School. No application for admission will be considered until the necessary fee is paid.

Tuition and Fees Deposit

An international student applicant to Graduate School, after meeting all admission requirements as outlined above, is required to submit a $1,600 deposit (U.S. currency) to cover a portion of the tuition and fees for your first semester. You will need to contact the International Student Admission Specialist in the SWT Office of Admissions for information on the required deposit. Additionally, the deposit does not cover your books nor your living expenses.

F-1 Visa

SWT will not issue an I-20 Form until all of the financial as well as academic requirements for admission have been met and the Dean of Graduate Studies and Research has approved the graduate adviser’s recommendation for admission. An international student who is on an Immigrant Visa is not required to have a Form I-20.
Categories of Admission

A student is considered accepted to the SWT Graduate School only after the Office of Graduate Studies and Research has issued an official letter of acceptance to the student under one of the admission categories listed below. Also see “Admission Documents” section.

Degree-Seeking Applicants

Admission to the SWT Graduate School is granted by the Dean of Graduate Studies and Research at the recommendation of the graduate adviser or the department Chair in the degree program which you wish to enter. The Dean of Graduate Studies and Research may refuse admission to any applicant regardless of whether or not you meet the admission requirements, if the Dean of Graduate Studies and Research judges that such action is in the best interest of you or of the university.

Regular Admission. Regular degree-seeking admission, if you are not seeking an MBA, may be granted if you:
1. Have a grade-point average (GPA) of 2.75 on a scale of 4.0, calculated on the last 60 semester hours of undergraduate work before your bachelor's degree plus any previous work in a graduate or professional school (a GRE score is still required), or
2. Have a GPA of less than 2.75 but at least 2.50 and a Graduate Record Examination (GRE) General (Aptitude) Score of 900 or above, AND
3. Meet any special requirements imposed by the graduate program for which application is made.

OR, regular degree-seeking admission may be granted if you are seeking admission to the MBA program if you:
1. Have an MBA Admission Index of 1,000 (or 950, if applicable), a Graduate Management Admission Test score of 400 (plus a Test of Spoken English score of 220 if you are an international student), AND,
2. Meet any special requirements imposed by the MBA graduate program. See the detailed section under the departmental pages with the School of Business heading regarding calculation of the admission index.

Only courses with letter grades or numerical equivalents will be used in calculating the grade-point average. Only work earned in resident credit is evaluated, and the resident credit must be earned at the school granting the degree(s). You must have fulfilled your residency requirements at the school which granted you your degree or degrees.

Conditional Admission. The graduate adviser in the degree program which you seek to enter may recommend to the Dean of Graduate Studies and Research that you be “conditionally” admitted to study toward the degree even though you may or may not meet the minimum requirements for admission. This recommendation is based on evidence that you can successfully pursue graduate study and is governed by the stated admission policies in your proposed program.

If you are conditionally admitted to a graduate degree program, the Dean of Graduate Studies and Research and your graduate adviser will impose certain requirements on your continued study. When you have completed the conditions of your admission, your graduate adviser or department Chair will recommend to the Dean of Graduate Studies and Research that you be unconditionally admitted to study for the degree or that you be denied admission to continue studies for the degree. While you are under conditional admission for one program of study, you are not allowed to change to another program of study until you have fulfilled the conditions of your admission. If
you have not satisfied your conditions of admission within the specified time limit, the
Dean of Graduate Studies and Research may deny you permission to re-enroll.

At the recommendation of your graduate adviser to the Dean of Graduate Studies
and Research, some or all of the courses you take during your period of conditional
admission may count toward the degree.

**Graduating Seniors.** If you are a senior and have a superior academic record and
lack 12 or fewer semester hours toward graduation, you may, with the approval of the
proper department Chair (in the department in which you wish to pursue graduate
studies) and approval of the Dean of Graduate Studies and Research, register during
your final semester of undergraduate study for courses to be applied toward your
prospective master’s degree. You will be required to meet all other Graduate School
admission criteria.

As a graduating senior, you are eligible only for “regular” admission to a graduate
degree-seeking program. You cannot be given “conditional” admission if you do not
yet have a baccalaureate degree, nor could you enroll in a post-graduate (certification)
program.

**Non-Degree Seeking Applicants**

**Special Student Admission.** If you wish to take courses but do not want graduate
degree credit, you may enroll as a Special Student. Example: You wish to take a course
solely for personal enrichment. To enroll as a special student, you must:
1. File with the Office of Graduate Studies and Research an official Application
   for Admission to the Graduate School (for informational purposes);
2. Sign and complete a Special Student Form, which is available in the Office of
   Graduate Studies and Research. You will also need to obtain departmental concurrence,
   as applicable.

These requirements should be taken care of well in advance of registration day.
Graduating seniors should reference the “Grading Policies and Academic Requirements
‘Course Numbers’” section.

International students wishing entry under the special student admission category
must further fulfill Immigration requirements as follows:
1. You must meet the Graduate School’s admission requirements for the special
   student category.
2. You must be enrolled full-time in any long semester, plus you must be enrolled
   full-time in your initial semester of enrollment.
3. You must meet the English proficiency requirement. While some Immigration
   requirements do not apply during the summer, if your initial enrollment is during the
   summer and you have gained entrance under an F-1 visa, then you must meet the
   English proficiency requirement as well as be enrolled full-time.
4. You must meet any general international student admission requirements, such
   as a fees deposit/payment, required by SWT for international students.

**NOTE:** Courses taken as a Special Student during, or after, fall, 1981, are not
valid as credit toward a graduate degree program at SWT.

**Visiting Student Admission.** With the permission of the Dean of Graduate Studies
and Research and the graduate adviser, if you are currently pursuing a graduate degree
at another institution, you may enroll in graduate courses at SWT. **Courses taken at
SWT under the Visiting Student status may not be counted toward a graduate degree
at SWT, should you later enter a degree program here.** As a visiting student, you must:
1. File with the Office of Graduate Studies and Research an official Application
   for Admission to the Graduate School;
2. Submit a Letter of Good Standing from the graduate dean of the other institution
giving you official permission to enroll and to transfer the course(s). The letter should
specifically identify the course(s) by name and number and should state the semester(s)
in which you will be taking the course(s).
Applicants Seeking Certification

If you are seeking certification only (rather than seeking a graduate degree) and you hold at least a baccalaureate degree, you may gain admission as a "Post-Graduate." You must apply for entrance through the Graduate School whether you plan to take only graduate courses, only undergraduate courses, or a combination of both. As a post-graduate student, you must:

1. File with the Office of Graduate Studies and Research an official Application for Admission to the Graduate School;
2. Submit a copy of your transcript which shows your highest college degree earned.

Educators' certification.
1. You must fulfill the same admission and grade-point average requirements for entrance to the teacher education program as do undergraduates seeking initial certification if you are seeking your initial certification. Contact the Director of Teacher Education for further information and specific requirements.
2. You should consult with the Chair, Department of Educational Administration and Psychological Services, if you are seeking professional certification, i.e., counseling and guidance, mid-management, superintendent, or school psychology.
3. Beginning May 1, 1987, you will be required to pass the Examination for Certification of Educators in Texas (ExCET) in the area for which you are being educated if you are seeking professional certification.

Changing from certification status to degree-seeking status. If you have been granted admission as a post-graduate student and you wish to apply for admission to a degree program, you will need to submit all documents and comply with instructions as identified earlier under the degree-seeking admission information. You also must submit a written request to the Office of Graduate Studies and Research to change your status in ample time to meet the admission deadlines (see "Admission Policies, 'Admission Deadlines'" section). The request should identify your proposed graduate major and minor.

After you are regularly admitted to a graduate degree program, you may be permitted to utilize some of the courses taken under the post-graduate category toward your graduate degree. You may request this only if you were accepted as degree-seeking beginning with the fall, 1982, semester. At the recommendation of your graduate adviser and with approval of the Dean of Graduate Studies and Research, 6 semester hours of graduate work taken under the post-graduate status may be counted toward your graduate degree.

SWT faculty traditionally deliver the commencement address for Graduate School ceremonies. Speaking here is Dr. Barbara Hatcher, Professor of Curriculum and Instruction.
Applicants Seeking Second Baccalaureate Degree

The Office of Graduate Studies and Research is charged with the processing of all admission paperwork for students who already possess a baccalaureate degree. Thus, if you wish to seek a second baccalaureate degree, your initial contact will be with the Office of Graduate Studies and Research.

After you complete an undergraduate application for admission, your file will be referred to the Office of Admissions which will issue your letter of acceptance when appropriate and you will continue contact with that office until you have completed your second baccalaureate degree. Normally, the program of study for a second baccalaureate degree consists of a minimum of 30 additional undergraduate semester hours beyond your first baccalaureate, and these hours will be prescribed by the Chair of your proposed major department.

After you obtain a second baccalaureate degree and if you wish to apply for admission to the SWT Graduate School, your grade-point average is calculated on your last 60 undergraduate semester hours, including those on the second undergraduate degree. This is the only circumstance in which undergraduate credit hours, taken beyond the initial baccalaureate degree, are used in admission evaluation. Additionally, if you have any graduate or professional work, these hours may also be used in conjunction with your last 60 undergraduate semester hours to arrive at your admission GPA.

Applicants Seeking Second Master's Degree

If you wish to pursue a second, or subsequent, master's degree, please contact the Office of Graduate Studies and Research for additional information. No courses applied toward one degree may be applied toward another degree at the graduate level.

Graduate Student Advisement

Professional academic counseling for students is handled through your major department after you have received formal acceptance through the Graduate School. This method of advisement ensures that you will receive sound academic counseling from faculty in your chosen field of study. A degree plan will be developed for you, and subsequent changes on the official degree outline must be requested through your major department and coordinated with the Office of Graduate Studies and Research.
Registration and Course Credit

Registration

The Office of Graduate Studies and Research will notify you officially by mail regarding your admission. Since applications are for specific semesters, you should notify the Office of Graduate Studies and Research as soon as possible if you will not be enrolling for the semester you were accepted.

Registration in the Graduate School beyond the first semester depends on satisfactory progress in fulfilling any admission conditions that may have been imposed and maintaining satisfactory academic progress.

Registration schedules are published in advance of each semester. You may obtain information regarding registration each semester from the Office of Graduate Studies and Research or the Office of the Registrar. Off-campus registration information is available in the respective departmental offices.

Course Load and Overloads

Course Load. At the graduate level, the full-time course load during a long semester is 9 semester hours; the maximum load is 15 hours. The full-time course load during each summer session is 5 graduate-level hours; the maximum load is 6 hours. Note: Fewer hours may be certified as full-time for the thesis course, except for financial aid recipients.

An international student must register as a full-time student each long semester (fall and spring semesters). As a graduate student, an international student must carry a minimum of 9 semester graduate level credit hours, as required by Federal law, to be considered full-time. If you are enrolling as a Special Student, please reference the rules listed for international students under the "Categories of Admission — ‘Special Student Admission’” section.

The permissible load of employees of the university will be determined by the department or operating unit. Assistant instructors should refer to the "Grading Policies and Academic Requirements — ‘Academic Information for Assistant Instructors’” section for course load information.

Overloads. Course loads exceeding the maximum hour loads listed above require written approval. Only the Dean of Graduate Studies and Research may authorize an overload. To request an overload, you must submit a written request to the Dean of Graduate Studies and Research at least three days before registration. The request must be accompanied by a written endorsement from the Chair of the academic department. No overloads exceeding 15 semester hours total can be granted during the entire 10-12 week summer period.
**Course Load Measurement.** Graduate student course loads for graduate courses are evaluated as follows:

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<td>Fall and Spring Semesters</td>
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<td>Six-Week Summer Sessions</td>
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<td>Off-Campus 8-Week Terms</td>
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<td>Twelve-Week Summer Session</td>
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<td>Full Time&lt;sup&gt;1&lt;/sup&gt;</td>
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**Adds and Drops**

You may drop courses and receive no grade through the fifth week of a regular semester or the second week of a summer session. If you drop a course after these time limits, you will receive a "W" in the course if your professor decides that you are passing the course. If you are not passing the course, a grade of "F" will be given for the course dropped.

The deadlines for dropping courses are two weeks prior to final examinations during a regular semester and one week before final examinations in the summer sessions.

You must contact the Office of the Registrar regarding adding/dropping courses. Add/Drop dates are published each semester in the official University Calendar.

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<sup>1</sup> Fewer hours may be certified as full-time for thesis courses or other in absentia research when the credits earned do not reflect the pursuit required. This is not applicable to financial aid recipients.

<sup>2</sup> Thesis courses (5399/5699) can not be scheduled to extend beyond the normal 6-week summer session.

<sup>3</sup> For VA entitlement.
Auditing a Course

Enrollment as an auditor requires you to first determine which admission category you plan to enter under, see “Categories of Admission” section, and receive your acceptance notice from the Office of Graduate Studies and Research. As an auditor, you must then obtain permission from the department offering the course; you will declare your audit status at registration. Auditors receive no course credit, but are expected to attend class regularly. All fees charged for an audit course will be the same as if the course were taken for credit, and the course will be entered on your transcript record as a no-credit audit course.

Continuing Education Study

Continuing education courses are non-credit hour classes and are not offered through the Graduate School. They do not apply toward a graduate degree program at SWT, and they are not considered in application for regular admission.

Correct Registration

You are required to use your correct legal name and social security number on all registration materials. The university assumes no responsibility when you use different names or social security numbers or a variation of names and numbers.

Correspondence Study

Correspondence course work can not be used toward a graduate degree at SWT.

Course Level

All courses required for the master's degrees offered at Southwest Texas State University should be at the 5000 level or above. In exceptional cases, with the prior written approval of your graduate adviser and the Dean of Graduate Studies and Research, up to 9 semester hours of upper-division undergraduate level work (3000/4000) may be applied toward your degree requirements provided that a grade of "B" or better is earned in the course work requested for graduate credit. Any undergraduate course work taken in this manner will be considered equal to the course work required for the graduate level (5000 + ) course. Graduate students enrolled in undergraduate courses for graduate credit will be required to meet higher standards of performance, both quantitatively and qualitatively, than are required for undergraduates.

At least one-half of the hours earned for a major, minor, or a cognate area must be numbered 5000 or above for each.

Degree Outline

In the semester that you are admitted to graduate degree study, you must confer with your graduate adviser and plan a degree outline. This proposed outline is then submitted by the department to the Office of Graduate Studies and Research for approval and finalizing. A copy of the official degree outline is made for you, and you will receive written notification from the Office of Graduate Studies and Research when the outline has been prepared. The outline should be used in determining which courses to choose each time you register.
You are not officially in the Graduate School of Southwest Texas State University until you have signed your official degree outline. Any course taken prior to the signing of the official degree outline is taken at your own risk. Any changes in the degree outline must be requested by means of official written notification on the approved forms by the department graduate adviser to the Office of Graduate Studies and Research.

**Extension Credit**

Extension classes are client-funded courses which are offered both on and off the SWT campus. All courses are from the regular SWT curriculum and are offered when necessary to meet public demand. Registration for an extension class is handled through the Office of Extension and does not constitute acceptance as a regular student at SWT.

**Degree credit for extension course work.** Extension work which is accredited toward a graduate degree must be approved by the department Chair and the Dean of Graduate Studies and Research. You must meet the admission requirements as identified under the "Categories of Admission 'Degree-seeking Applicants'" section and be accepted into a degree program before extension work can receive degree credit.

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

**Extension transfer credit.** Up to 3 semester hours, of the total allowable 6 hours of transfer credit for a degree, can be earned through extension courses at another accredited institution.

**Letter of Good Standing**

If you plan to take courses at another university for utilization as part of your graduate program at Southwest Texas State University, you must initiate a request for a “letter of good standing” well in advance of the time of your anticipated enrollment, since transfer credit can not be permitted unless a letter of good standing has been issued prior to your enrollment in the course(s) to be transferred. If you are currently working toward a master's degree at SWT and wish to take a course at another accredited university to apply toward your degree at SWT, you will need to:

1. Receive permission to take a course elsewhere from your departmental graduate adviser.
2. Have your graduate adviser submit a written request to the Dean of Graduate Studies and Research so that the Dean can issue an official letter of good standing. The request from the adviser should identify the course(s) by name and number and should state what semester(s) and where you will be taking the work. If the Dean of Graduate Studies and Research approves the request, a letter of good standing is sent by the Dean of Graduate Studies and Research to the university where you will be enrolling.
3. Have an official transcript of your work forwarded, as soon as you complete the course work, to the SWT Office of Graduate Studies and Research.

**Transfer Credit**

A maximum of 6 semester hours of credit earned at another institution may be accepted on transfer and applied toward the master's degree provided that the credit was earned in graduate courses completed in residence at the accredited institution, that the courses are appropriate to your degree program at SWT, that the courses have not been—and will not be—used for credit on another degree, and that:

1. If the credits were earned prior to your admission to the SWT Graduate School, the credits were earned while you were enrolled under a graduate degree program at that institution. You are to provide the SWT Graduate School with written verification of your status at that university. Additionally, you must have your departmental graduate adviser submit a written request to the Dean of Graduate Studies and Research asking for acceptance of the transfer work as part of your SWT degree.
2. OR, if the credits are to be earned after your admission to the SWT Graduate School, prior written approval of the enrollment has been given by the SWT Dean of Graduate Studies and Research who will then send a "letter of good standing" to the other institution before your enrollment in the course(s) to be transferred. See "Registration and Course Credit 'Letter of Good Standing'" section for additional letter of good standing information.

Transfer work will be accepted only if it bears a letter grade of "B" or higher, or a numerical equivalent. A grade of "Credit", "Pass", "Satisfactory", etc., is unacceptable. Transfer work will not be accepted for graduate degree credit from another institution if such courses are designated as "non-degree", "background", "preparatory", etc. No credit will be awarded until an official transcript showing the course work to be transferred is on file in the Office of Graduate Studies and Research. You may also be requested to provide a catalog from your school which gives course descriptions for any transfer work requested.

Undergraduate level background course work. Undergraduate courses taken to absolve background requirements will be accepted on transfer only if such courses are of the same level as those specified on the official degree outline. You should obtain a Letter of Good Standing from the Dean of Graduate Studies and Research to take background courses at another institution.

Withdrawal

You must contact the Office of the University Registrar in person to officially withdraw from the university. In certain cases, however, the Registrar may accept withdrawal by letter or telephone. Students living in university residence halls must also contact the Residence Life Office in person to withdraw.

Work/Life-Experience Credit

You may petition to receive up to 9 semester hours credit for work/life-experience after you have been admitted to the Graduate School as a degree-seeking student in the interdisciplinary studies program. An evaluation board evaluates the proper documentation on an individual basis.
Grading Policies and Academic Requirements

Academic Information for Assistant Instructors

A prospective assistant instructor (AI) should apply and be accepted as a degree-seeking student in the SWT graduate school.

Teaching Load. The usual semester hour teaching load during the long semester (fall or spring) is six hours, or two classes. The usual semester hour teaching load during a six-week or eight-week summer session is one course (up to a maximum of four hours). A twelve-week summer session carries a normal teaching load of six hours. Any exceptions to these teaching loads must be approved by the Dean of Graduate Studies and Research and the Vice President for Academic Affairs.

Course Load. The AI will discover that there is little flexibility in regard to the amount of course work in which he or she may enroll. The minimum course load required for a long semester is six semester hours. AI's taking more than nine semester hours of course work must have approval from the Dean of Graduate Studies and Research and from the Vice President for Academic Affairs. During the summer session, a minimum of three semester hours of course work is required. An AI taking more than six semester hours per summer session must have approval from the Dean of Graduate Studies and Research and from the Vice President for Academic Affairs.

Academic Expectations. AI's are expected to maintain a minimum 3.0 grade-point average, with no grade below C.

These policies are designed to protect the AI from bearing an unfair teaching load and course load while completing graduate study at SWT.

Change of Grade

A grade in an individual course may be changed when the involved faculty member certifies to the University Registrar that an error has been made in computing the original grade. The grade change must be approved by the department Chair and the Dean of the School or the Dean of Graduate Studies and Research.

Class Attendance

It is the policy of the university to encourage regular, punctual attendance at all classes. The university recognizes that the absolute necessity of regular attendance varies from department to department, from course to course, and from student to student. The university has no mandatory class attendance requirements except:

1. Each faculty member will inform students of the absence policy of the course at the initial class meeting.
2. Students will insure that they are aware of the absence policy for each course in which they are enrolled.

Course Credit Requirements

You must be in attendance in class, fulfill the course requirements, and be evaluated by the course instructor in order to receive course credit for that class. The attendance requirement to receive class credit does not affect enrollment for thesis or independent study or credit awarded on the recommendation of the Work-Life Experience Board.

You must be duly enrolled in the course during the semester or summer session in which you receive credit for that class.
You may not enroll in a class so as to receive credit for course work performed in a preceding semester or summer session, nor may you enroll in a class so as to receive credit for work performed at another college or university. Additionally, you may not enroll in a class so as to receive credit for work performed for another course.

Course Numbers

Courses numbered 5000 and above are open to graduate students. The second digit of the course number identifies how many semester hours of credit will be received for the course. For example, a course numbered 5300 would carry 3 semester hours of credit (at the graduate level). Numbers in parentheses following a course title indicate the clock hours per week spent in lecture and laboratory, respectively.

The first four digits in course numbers represent individual courses. When a fifth digit is used, it represents an area of concentration within a more general course and is intended to provide a more accurate transcript of work in a course.

Graduating Senior. In rare instances, a graduating senior may be allowed to take a 5000-level course for undergraduate credit provided that the course is a requirement for graduation and the equivalent course is not offered at the undergraduate level. You must be in your final semester of undergraduate study for this provision to apply. Your department Chair must submit a written request to the Dean of Graduate Studies and Research for approval of this exception. If the Dean of Graduate Studies and Research approves the request, you must complete an application for admission to the Graduate School and a Special Student form. Both of these forms are available in the Office of Graduate Studies and Research.

Additionally, a graduating senior may be allowed to take a graduate level course for graduate credit provided you are in your final 12 semester hours required for your baccalaureate degree. See the section under “Categories of Admission ‘Degree-Seeking Applicants’ ” for additional information.

Course Symbols

Grades are indicated by the following symbols: “A”, excellent work; “B”, good; “C”, average; “D”, passing; “F”, failure; “I”, incomplete; “W”, withdrawn passing; “F”, withdrawn failing. A grade of “P”, which is temporary and non-punitive, may be given in selected courses where the required clock hours necessary for completion extend beyond the regular semester or summer session. A grade of “CR” is assessed when credit only is given for a course, as in the case of the thesis course after completion of the thesis. While no longer assigned, the grade of “X” on a transcript was used if you left a class or the university under extremely unusual circumstances and failed, through no fault of your own, to officially withdraw.

If any course work is incomplete during any semester, the work must be completed by an indicated deadline arranged between you and your professor. The “I” grade is assessed for one reason only: Student failure to complete a vital portion (final examination, paper, etc.) of a course because of a situation beyond the student’s control. If your “I” grade has not been removed in one year’s time, the grade will revert to “F”.

Grade-Point Average (Four-Point System)

The grade-point average (GPA) is the number of grade points earned divided by the number of semester hours attempted. Semester grade symbols have the following values:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>4</td>
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<tr>
<td>B</td>
<td>3</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
<td>0</td>
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</table>
Probation and Suspension

If you are a graduate or post-graduate student as defined in this catalog, you are required to maintain a 3.0 cumulative grade-point average for all SWT 4000, 5000, and 6000 level courses (excluding required background courses) listed on your Official Outline of Work for Master's Degree. Cumulative GPA's are computed at the end of the fall semester, the spring semester, and the second summer session (both summer sessions combined are treated as equivalent to one semester in determining satisfactory academic progress).

If your cumulative GPA falls below 3.0 during any semester of enrollment at SWT, you will be placed on academic probation. If you have just been placed on probation, in your next semester of enrollment you must raise your cumulative graduate school GPA to 3.0 or be suspended. When you have achieved a cumulative GPA of at least 3.0 at the end of your semester of probation, you will be notified that you have been removed from probation status. If you have just completed your semester of having been on probation and you did not raise your cumulative GPA to 3.0, you will be suspended from the Graduate School.

Readmission. After being on suspension status for six months, you may petition your graduate adviser and the Dean of Graduate Studies and Research for permission to reenroll in the Graduate School. Each readmission decision is made on an individual basis. If you are readmitted after you have been suspended, you must maintain a 3.0 GPA in each semester of enrollment or be suspended again. And, individual graduate programs may impose additional cumulative GPA restrictions for their students.

Change of Major. Graduate students on probation may not change programs. If a suspended student wants to be readmitted (after the six months of the first suspension has lapsed) but to a different program, that student must reapply to the Graduate School with the application subject to the approval of the Dean of Graduate Studies and Research.

Financial Aid. If you are utilizing financial aid, you must also meet the satisfactory academic progress requirements for financial aid. See the “Financial Assistance” section for further details.

Residence Requirement

In general, 24 semester hours of graduate work must be completed in residence at Southwest Texas State University if you are working on your master's degree.
Degree Information

Application for the Degree

You must indicate your intent to graduate during registration for your final semester. The intent to graduate must be indicated on your registration form and you pay a diploma fee in addition to your usual registration fees. **You must complete your degree application in the Office of Graduate Studies and Research within the period announced in the University Calendar.** Additionally, if you plan to graduate “in absentia”, you must pay an absentia fee to cover special handling of your diploma. See the “Fees and Expenses ‘Certificate and Diploma Fees’” section for the specific charges.

**Letter of Completion.** Failure to follow the correct steps in applying for your diploma or failure to apply for graduation before the announced deadline may require you to initially accept a statement of completion. You would then graduate and receive your diploma the following semester. You must submit a written request to the Dean of Graduate Studies and Research for issuance of a letter of completion.

**Re-application for the Degree.** If you fail to complete the degree requirements in time for your planned graduation, you must re-apply for graduation by following the same procedure identified above and paying an “insert fee” for changing the diploma insert. Re-application for the degree must be filed in the Office of Graduate Studies and Research within the period announced in the University Calendar for degree application.

Background Course Requirements

Generally, a background of at least 24 semester hours, including 12 advanced hours, is required for the graduate major. Eighteen hours, including 6 advanced, are usually required for the graduate minor. Exceptions in background requirements may vary in split minors and in requirements for minors in elementary education. You should refer to the appropriate departmental pages in this catalog for specific information.

Course work identified on your official master's degree outline as background is not used in the computation of your graduating GPA. See the “Grade-Point Requirements for Graduation” section. Any course work required for background is not awarded graduate degree credit.

Comprehensive Examination

All candidates for the master’s degree must pass a comprehensive examination, either written or oral or both, covering at least the field of concentration and the thesis if a thesis is written. This examination may not be taken until you have completed at least 18 semester hours of graduate degree credit and may not be taken before the final term or semester if you have a grade deficiency. Arrangements for the examination may be made with your graduate adviser or the department Chair.

The results of the comprehensive examination must be filed in the Office of Graduate Studies and Research at least ten days before the commencement at which the degree is to be conferred.

Grade-Point Requirements for Graduation

To be eligible for graduation, you must have a GPA of 3.0 or better in the major and in the minor. Higher minimum requirements may also be required by some degree programs.
Background Work. Background work is not computed in the 3.0 GPA requirement, nor is graduate-degree credit granted for background work for the degree you are working on.

Incomplete Grades. Incomplete grades must be cleared through the Office of Graduate Studies and Research at least ten days before the commencement at which the degree is to be conferred.

Hour Requirements

The minimum number of graduate-level semester credit hours required for the master's degree is 30; the maximum is 56. If you are also obtaining certification, you may be required to complete additional hours.

Recommendation for the Degree

Candidates are certified for graduation by the Dean of Graduate Studies and Research after the completion of all requirements for the appropriate master's degree and with the approval of the departments concerned. Degrees are conferred publicly at the close of the fall semester, the spring semester, and the second summer session.

Time Limit

A program leading to the master's degree must be completed within six years from the date of your initial enrollment for graduate courses used toward your degree. No credit will be applied toward your master's degree for course work completed more than six years before the date on which your degree is to be conferred. This time limit applies toward credit earned at SWT as well as credit transferred to SWT from other accredited institutions. An extension of time may be given to students who enter military service.

You will graduate under the current catalog at the time of your graduation unless you inform the Dean of Graduate Studies and Research in writing that you wish to graduate under the catalog you entered under, provided the degree requirements are unchanged.

Thesis Requirements

If you elect to follow the thesis option for your degree, a committee to direct the written thesis will be assigned by your department Chair, in conference with you. The thesis must demonstrate your capacity for research and independent thought. Preparation of your thesis must be in conformity with Kate L. Turabian's, A Manual for Writers, or in conformity with the specific guidelines in your major department.

Thesis Proposal. You must submit an official "proposed research" form in triplicate to your thesis committee. Copies of the thesis proposal form may be obtained from the Office of Graduate Studies and Research. After obtaining your committee members' signatures, you must submit the forms in triplicate to the Dean of Graduate Studies and Research for approval before you proceed with research on your thesis.

Thesis Enrollment and Credit. Enrollment for thesis will be recorded as course number 5699, or 5399, in the field in which the subject matter of the thesis falls, e.g., Education 5699, English 5699, etc. If you do not complete the thesis in a summer session or in a regular semester in which you are enrolled for thesis, then you will receive a grade of "P", (in progress).

You may enroll for either 3 or 6 hours of credit in the thesis course in any semester or summer session, according to the availability of your departmental course offerings. However, if in your final semester of thesis enrollment you enroll in 5399, then your
immediately preceding semester of thesis enrollment must also be in 5399. The only exception to this would be if you enroll in two sections of 5399 during your final semester of thesis enrollment. A maximum total of 6 semester hours credit will be awarded only after the thesis is bound and filed in the SWT Library. You will receive a grade of “CR” after the thesis has been filed. You will be required to enroll in and pay the fee for at least 3 hours of the thesis course during any semester or term during which you desire thesis supervision or guidance. Preliminary discussions regarding the selection of a topic and assignment to a supervisor will not require enrollment for the thesis course. Failure to register for the thesis course during a semester in which supervision is received may result in postponement of graduation.

All candidates for graduate degrees who have selected the thesis option must be registered for the thesis course during the semester or summer session in which thesis supervision is received and the degrees are conferred. The only exception to this rule will be when copies of the thesis are delivered for binding prior to the day of graduation, but too late for the candidate's participation in graduation ceremonies, and all other graduation requirements have been met. In this case, and this case only, the candidate need not enroll in thesis the succeeding semester.

Thesis Deadline Dates. The completed thesis must be submitted to the Chair of the thesis committee no later than 45 days before the date of the commencement at which the degree is to conferred. The completed thesis must be deposited with the Dean of Graduate Studies and Research for final approval not later than 30 days before the date of the commencement at which the degree is to be conferred.

Thesis Copies. Two copies of your thesis which are suitable for binding must be delivered to the Dean of Graduate Studies and Research by the Monday noon preceding graduation. After appropriate signatures (thesis committee members and the Dean of Graduate Studies and Research) have been obtained, these two copies of the thesis must be deposited in the Learning Resource Center (University Library) where a fee to cover the cost of binding must be paid before the degree is conferred. Failure to comply with this regulation will delay graduation until the following semester or whenever you complete your thesis requirements.

Letter of Completion. Even though you may have missed the deadline for submission of the thesis and thus be unable to participate in graduation ceremonies at the end of the semester in which you had planned to graduate, you still may be able to receive a letter of completion. A letter of completion is issued by the Dean of Graduate Studies and Research and states that you have completed all requirements for the degree.

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

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<tr>
<th>MAJOR</th>
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¹ The Master of Science is a degree in the School of Science. Any student majoring in a discipline within that School must elect to use any minor within that School.

² No minor is used in conjunction with the identified major.
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<th>MAJOR</th>
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¹ The Master of Science is a degree in the School of Science. Any student majoring in a discipline within that School must elect to use any minor within that School.
² No minor is used in conjunction with the identified major.
<table>
<thead>
<tr>
<th>MAJOR</th>
<th>DEGREES</th>
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<th>THESIS</th>
<th>SPECIAL CHARACTERISTICS</th>
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SWT President Robert L. Hardesty (left) presented three Presidential Awards for Excellence in Teaching and Research at SWT's spring commencement ceremony. Recipients were, left to right, Barbara C. Szekely, assistant professor of psychology, for teaching; John W. Fitch III, professor of chemistry, for research; and Everette L. Swinney, professor of history, for teaching.
Certification Instructions

You may gain admission as a "post-graduate" if you are seeking certification only (rather than seeking a graduate degree) and you hold at least a baccalaureate degree. Admission to the university, however, does not automatically constitute admission to the teacher preparation program.

Administrator's Certificate

Regulations adopted in 1972 provide for a 45-semester hour program for a "mid-management" certificate (including the principalship). A 60-semester hour program is required for certification as a superintendent. You should contact the Director of the Educational Administration Program, Department of Educational Administration and Psychological Services, for full details.

You must hold at least a master's degree in order to earn the administrator's certificate.

Post-Graduates from Texas Colleges or Universities

You must apply for admission through the Office of Graduate Studies and Research as either:

a. A regular degree-seeking student, or,
b. A post-graduate, non-degree credit student.

You will also need to apply to the Certification Officer at SWT for a deficiency plan. After successful completion of your deficiencies, you must apply for certification in the Certification Office.

Post-Graduates from Colleges or Universities Outside of Texas

If you hold valid teacher certification from another state, you must apply to the Division of Teacher Certification of the Texas Education Agency for either a certificate or a deficiency plan. Maps and addresses are available in the Certification Office.

You must submit the Texas Education Agency deficiency plan to the Certification Officer of Southwest Texas State University. The Certification Officer will equate the Texas Education Agency requirements to SWT course equivalents for you.

If you do not currently hold valid teacher certification, you should submit an official transcript of all college work, along with a request for a deficiency plan, to the Certification Officer.
Fees and Expenses

Deposits and Registration Fees

The university reserves the right to change fees in keeping with the acts of the Texas Legislature and the Board of Regents, Texas State University System.

The payment of fees entitles you to admission to classes, admission to auditorium and athletic attractions, subscriptions to the University Star, use of the Student Center facilities, use of the health services, use of Sewell Park facilities and group use of the Wimberley Camp. These fees also help provide funds for the Associated Students, band, choir, dramatics, debate, and other student activities.

Please consult the following official fee charts for exact costs in all categories. All fees herewith are subject to change.

General Property Deposit

You are required to make a general property deposit of $10.00 which must remain with the university through your career as an SWT student except as noted below. All charges for property losses, damages, breakages, or violations of rules of the university must be settled promptly. However, any unpaid current charges will be deducted from the deposit before a refund is made.

Required Registration Fees, 1987-1988

Residents of Texas

Fall and Spring Semesters of the Long Term
1987-1988 (per semester)

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1 Add $16.00 for tuition for each hour over 20; Student Service Fee, Building Use Fee, Student Center Fee, and Bus Fee remain the same.
### Summer Term, 1988 (per session)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Tuition</th>
<th>Student Service Fee</th>
<th>Building Use Fee</th>
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1 Add $16.00 for tuition for each hour over 7.
2 Add $6.00 for Building Use Fee for each hour over 7 (maximum $45.00). Student Service Fee, Student Center Fee, and Bus Fee remain the same.

### Non-Resident Students — United States Citizens, and International Students

#### Fall and Spring Semesters of the Long Term

1987-1988 (per semester)

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1 Add $120.00 for tuition for each hour over 20; Student Service Fee, Building Use Fee, Student Center Fee, and Bus Fee remain the same.
### Summer Term, 1988 (per session)

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<th>Hours</th>
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</table>

1. Add $120.00 for tuition for each hour over 7.
2. Add $6.00 for Building Use Fee for each hour over 7 (maximum $45.00). Student Service Fee, Student Center Fee, and Bus Fee remain the same.

### Required Registration Fees, 1988-1989

The required registration fees for the school year 1988-1989 will be available at a later date in the official SWT Schedule of Classes and in the 1988-89 Graduate Bulletin Supplement when published.

### Fees for Special Courses

**(in addition to registration fees)**

- **Piano, organ, voice, band or orchestral instruments:**
  - Two (one-half hour) lessons per week: $35.00 per semester
  - One (one-half hour) lesson per week: $18.00 per semester
  - Class Piano 1108, 1110, 1112, 1114: $10.00 per semester
  - Music Practice Fee: $2.00 per semester

- **Scattered Practice Teaching, Education 4382, 4383, 4384**: Off-campus $75.00

- **Internship Practicum, Educational Administration 5389**: Off-campus $75.00

- **Internship Practicum, Educational Psychology 5389**: Off-campus $75.00

- **Internship Practicum, Special Education 5389**: Off-campus $75.00

### LABORATORY FEES:

- **Agriculture 4300**: $2.00 per semester
- **Agriculture 2379, 3379, 4302, 4361**: 3.00 per semester
- **Agriculture 2304**: 4.00 per semester
- **Agriculture 2373, 2374, 3305, 3310, 3375**: 5.00 per semester
- **Agriculture 2345**: 8.00 per semester
- **Biology 1410, 1420, 2340, 2350, 2430, 3407, 3410, 3421, 3460, 3461, 3465, 3470, 3480, 3490, 4299, 4302, 4303, 4305, 4410, 4411, 4412, 4413, 4415, 4416, 4420, 4421, 4422, 4423, 4425, 4441, 4442, 4454, 4465, 4470, 5305, 5312, 5318, 5319, 5335, 5336, 5345, 5361, 5390, 5399, 5410, 5411, 5412, 5413, 5415, 5420, 5421, 5422, 5423, 5424, 5425, 5441, 5442, 5454, 5463, 5465, 5470**: 4.00 per semester
- **Biology 2440, 2460, 3400, 3406, 3422, 3440, 3442, 3450, 3495, 4430, 4440, 4445, 4480, 5440, 5445, 5480, 5485, 5699**: 5.00 per semester
Chemistry 1410, 1420, 1430, 3410, 4299, 4430, 4440  
4.00 per semester
Chemistry 2130, 2410, 2420, 3245, 4336, 4337, 4412, 4465, 5336, 5337, 5412 (not including breakage)  
5.00 per semester
Chemistry 2450, 4275, 5275, 5399, 5699  
6.00 per semester
General Science 3310, 3320  
3.00 per semester
Geography 1414, 1415, 3411, 3415, 3416, 4412, 4422, 4430, 4440, 5408, 5416, 5417, 5430  
5.00 per semester
Home Economics 1360, 2360, 3360  
5.00 per semester
Physics 1110, 1140  
3.00 per semester
Physics 1410, 1420, 1430, 2415, 2425, 3411, 4323, 4336, 4337, 5336, 5337  
5.00 per semester
Technology 1320, 2320, 2350, 2370, 3320, 3370, 3386, 4350  
4.00 per semester
Technology 1330, 2310, 2365, 3313, 3350, 3365, 3380, 3384, 4310, 4313, 4344, 4360, 4371, 4372, 4373, 4374, 4375, 4385, 4387, 4391, 4393, 5396  
6.00 per semester
Technology 1413, 1450, 2344, 4330, 4362  
8.00 per semester

Other Special Fees

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<th>Fee Description</th>
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<td>(Pro rata portion of fee charged for each additional hour) Fee for Extension of Correspondence Course</td>
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Certificate and Diploma Fees

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<td>Certificate Fee (payable when applying for certificate) Provisional (permanent)</td>
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<td>Professional</td>
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<td>Diploma Fee</td>
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<td>Diploma Insert Fee (re-application for graduation)</td>
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<td>Absentia Fee (special handling of diplomas)</td>
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Additional Fees and Information

Admission/Evaluation Fee

A non-refundable admission/evaluation fee of $50.00 (U.S. currency) must be submitted, along with the Application for Admission to Graduate School, by all applicants who hold or will be holding a non-immigrant visa while in the United States and by all applicants who are considered for admission on the basis of foreign credentials. No application will be considered until this fee is paid.

Auditing Fees

Where auditing of a course is permitted, all fees will be the same as if the course were taken for credit.
Concurrent Enrollment At Another Public Institution of Higher Education

To be eligible for the provisions of Senate Bill 250 (students concurrently enrolled at another public institution of higher education), you must present to the representative of the Accounting Office at the "tuition adjustment table" on the day you register, evidence of enrollment, number of semester hours enrolled, and receipt showing total tuition paid at another public institution of higher education.

Extension Instruction

The fee for extension instruction is $35.00 per semester credit hour for undergraduate studies or $100.00 per three semester credit hours, and $40.00 per semester credit hour for graduate studies or $110.00 per three semester credit hours. The audit fee for extension courses is the same as if the courses were taken for credit.

Fee Reduction

Qualifications. A master’s degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A., Education Code, Section 54.051, if the student is registered for thesis credit only and provided such credit is the final credit hour requirement for the degree in progress. Only Texas residents can qualify for this fee reduction.

Procedure. If you meet the above qualifications, these are the steps you must follow during registration:

1. Obtain your gummed course label for the thesis course only on your registration form.
2. Prior to entering the payment of fees area during registration, take your registration form with the thesis label attached to the final check area. There you will have a thesis fee reduction form completed and verified.
3. Next, go to the tuition adjustment table where your registration form will be coded for reduced fees.
4. You then follow the process to complete payment of your fees during registration and you will be charged the lesser fees automatically. You should already have made a stop at the "candidate for graduation" table for additional candidate coding on your registration form.

Late Fee for Student Health Center

A $5.00 late fee will be charged at the Student Health Center for each emergency account receivable that is not paid within ten class days after medical treatment has been rendered.
Laundry Service Fees for Physical Education Uniforms

The following fees are required for students enrolled in physical education courses which require uniforms. Students taking more than one uniform-required course will pay only one fee.

- $12.00 per long term
- $ 6.00 per summer session

Fees for individuals not enrolled in physical education courses who wish to use the university physical education uniforms are as follows:

- Students: $12.00 per long term, $6.00 per summer session
- Faculty, staff, or spouse of faculty or staff: 40.00 for twelve months, 15.00 per long term, 5.00 per summer session
- Children of faculty or staff: 18 years of age or younger: 10.00 per long term, 5.00 per summer session

Motor Vehicle Registration Fees

Every faculty member, student, or employee of the university who operates or parks one or more vehicles on the campus must register each vehicle during registration at the beginning of the fall semester of each year, or as soon as each vehicle is brought on campus, with the Office of Permits and Identification. A registration fee will be charged according to the schedule listed below.

- All Motor Vehicles and Motorcycles, 12 months (Fall, Spring, and Summer): $25.00
- All Motor Vehicles and Motorcycles, Spring and Summer Only: 15.00
- All Motor Vehicles and Motorcycles, Fall Only: 15.00
- All Motor Vehicles and Motorcycles, Summer Only: 15.00
- All Motor Vehicles and Motorcycles, Commuter and Riverside Apartments, 12 months (Fall, Spring, and Summer): 15.00

The official traffic regulations will be those published by the university each year, entitled "Traffic-Parking Regulations".

Off-Campus Courses

As an off-campus student, you are required to pay tuition and fees at the same rate as on-campus students.

Payment of Fees

All fees and deposits are payable at the time of registration, and you are not registered until your fees are paid. Payment may be made in check or money order payable to Southwest Texas State University. If any check is returned unpaid for any reason other than the admitted error of the bank, you must pay in cash immediately, and a $15.00 service fee will be charged for each returned check. If any of your checks has been dishonored, you may be required to pay in cash thereafter.

Loose coins in excess of the appropriate denomination required by banks are not acceptable for payment of any fee unless they are wrapped in appropriate denominational coin wrappers and signed by the payer.
Residency for Tuition Purposes

The Texas Legislature and the Coordinating Board, Texas College and University System, have established guidelines for determining Texas resident and non-resident classifications and the corresponding tuition rates. Texas residency for tuition purposes is generally obtained by working in Texas for twelve months immediately prior to enrollment in any college or university, or by being a dependent of a Texas resident. Full regulations are available at the Office of Admissions.

If you have lived outside Texas or have a possibility of being a non-resident, your residency is coded accordingly. After you have submitted and had evaluated a completed residency questionnaire, a determination of your eligibility to pay in-state tuition will be finalized.

It is your responsibility to insure that the application is properly coded for tuition purposes. Any change in residency status must be reported to the Office of Graduate Studies and Research.

Rules Regarding Fees

Rules and regulations governing student residency classification are available in the Office of Admissions. If you are uncertain of your status, you are encouraged to obtain such rules and regulations and to seek a determination of your status through that office.

Schedule Change

A fee of $2.00 will be charged for each change in your schedule after that schedule has been filed, except when such change is dictated by circumstances deemed by the university to be beyond your control.

Students' Financial Obligations

You are expected to meet financial obligations to the university within the designated time allowed. Registration fees are payable at the time of registration in full, in halves, or in quarterly payments. You are not entitled to enter class or laboratory until your initial payment of fees and full payment of deposits have been made. Failure to pay the amount owed in the allowed time may result in any or all of the following: 1) dismissal from the university, 2) withholding of future registration privileges, 3) withholding the issuance of an official transcript, 4) withholding the conferring of a degree.

Tuition and Fees for Special Summer Course Offerings Other Than the Traditional Six-Week Session

The tuition and fees semester credit hour rate for any course offerings of less than six weeks duration will be the same as the tuition and fees semester credit hour rate for the traditional six-week session. Tuition and fees semester credit hour rate for any term of more than six weeks duration will be the same as the tuition and fees semester credit hour rate for a regular semester of the school year.
Refund of Fees

Refund of General Property Deposit

The general property deposit, less charges, will be returned to you at the end of your career as a student, provided, however, that any general property deposit which remains without call for refund for a period of four years from the date of last attendance at this university shall be forfeited and the deposit become a part of and operative to the permanent use of the University Student Deposit Fund.

Refund of Registration Fees

Withdrawals. If you paid your registration fees and then you officially withdraw by obtaining a withdrawal card from the Registrar’s Office and submitting it to the Cashier in the Accounting Office, you are entitled to a refund of tuition and fees as follows:

**Regular Long Semester**
- Prior to the first regularly scheduled class day: 100%
- During the first five class days: 80%
- During the second five class days: 70%
- During the third five class days: 50%
- During the fourth five class days: 25%
- After the fourth five class days: None

**Second Eight Weeks of Long Semester and Summer Sessions**
- Prior to the first regularly scheduled class day: 100%
- During the first, second, or third class day: 80%
- During the fourth, fifth, or sixth class day: 50%
- Seventh day of class and thereafter: None

Drops. Should you reduce your semester hour course load by officially dropping a course or courses, the following refund rates will apply, provided you remain enrolled at Southwest Texas State University and provided you pay the required drop fee.

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

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

Payment of Refunds. No refunds will be made when the amount is less than $2.00. An immediate refund will not be made at the time you withdraw or reduce your hours during a semester; but at your request, a check covering all refunds due will be mailed within approximately thirty days. The withdrawal refund check will be mailed to your permanent mailing address. The drop refund check will be mailed to your local mailing address.

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1. A matriculation fee of $15.00 will be assessed on any withdrawals prior to the first day of classes.
2. A matriculation fee of $7.50 will be assessed on any withdrawals prior to the first day of classes.
Refund of Motor Vehicle Registration Fees

The refund schedule for an unused parking registration tag is as follows:

**Fall or Spring Semesters**
- Prior to the first regularly scheduled class day ......................... 100%
- During the first five class days ........................................ 80%
- During the second five class days .................................... 70%
- During the third five class days ....................................... 50%
- During the fourth five class days ...................................... 25%
- After the fourth five class days ....................................... None

**Summer Sessions**
- Prior to the first regularly scheduled class day .................. 100%
- During the first, second, or third class day ......................... 80%
- During the fourth, fifth, or sixth class day ........................ 50%
- Seventh day of class and thereafter ................................ None

Refunds in the Event of Death

In the event a student dies and a refund of tuition, fees, room and board, deposits, or other monies is due the estate of the deceased student, the university will presume that the person most recently indicated by the student as next-of-kin on official university records is to be the recipient of all refunds. The university will, as soon as practicable after the death of the student, pay all refunds due to the designated next-of-kin unless the student has specifically designated in writing to the Registrar the name and address of another person to be the recipient of such refunds.
Financial Assistance

FEDERAL REGULATIONS REQUIRE THAT YOU ARE MAKING SATISFACTORY ACADEMIC PROGRESS BEFORE YOU RECEIVE FINANCIAL ASSISTANCE. IN ORDER TO COMPLY WITH THESE REGULATIONS, THE FOLLOWING DEFINITION WILL BE USED BY SOUTHWEST TEXAS STATE UNIVERSITY.

Effective July 1, 1984, for the purposes of awarding financial aid only, satisfactory academic progress will be determined after a graduate and post-graduate student has been enrolled for one semester and every semester thereafter. Students who are making up deficiencies (GPA or hours) are not eligible for aid until deficiencies are resolved. In addition to meeting the satisfactory academic progress requirements outlined below, all students must also meet the specific financial aid program eligibility requirements. These satisfactory academic progress guidelines apply regardless of whether or not financial aid was received. A graduate and post-graduate student is considered to be making satisfactory progress for financial aid purposes if the following conditions are met.

1. A minimum cumulative grade-point average of 3.0 is maintained on all graduate and post-graduate work attempted at SWT. The most recent grade received in a course is used in calculation of your GPA when courses are repeated. An “I” grade will be a non-punitive grade for one year from the end of the semester in which the “I” grade is received and will not be counted in calculation of your GPA. If an “I” grade is not removed within the one year period, it will become an “F” and will be counted in calculation of your GPA. Grades of “W”, “P”, and “CR” are also non-punitive grades and will not be counted in calculation of your GPA.

2. A minimum of 6 semester graduate or post-graduate credit hours per semester and an average of 9 semester graduate or post-graduate credit hours over all semesters enrolled at SWT are satisfactorily completed. A course in which an “I” grade is received is not counted as hours completed, until such time as the “I” grade has been removed, in calculating average hours. If you withdraw from the university prior to mid-semester, you will not be charged with a semester in calculating your average hours. The semester will be counted where withdrawal occurs after mid-semester. Summer terms are not counted as semesters in calculating average hours.

3. A graduate student enrolled in an eligible program leading to a graduate degree requiring between 30-36 semester hours, including thesis credit and/or an internship, has eight (8) semesters, including summer semesters, of enrollment to complete the degree requirements. Each 5-/6-week summer session is considered as a semester.

4. A graduate student enrolled in an eligible program leading to a graduate degree requiring between 37-50 semester hours, including thesis credit and/or internship, has twelve (12) semesters, including summer semesters, of enrollment to complete the degree requirements. Individuals enrolled in degree programs which require more than 50 semester hours should contact the Office of Student Financial Assistance. Each 5-/6-week summer session is considered as a semester.

5. A post-graduate student working toward a certificate has four (4) semesters, including summer semesters, of enrollment to complete the requirements for the certificate. Each 5-/6-week summer session is considered as a semester.

6. In calculating academic progress for financial aid purposes, a maximum of 6 semester hours of thesis enrollment will be counted.

Access to a post-secondary education is not limited by the ability of a student and/or parent to provide for necessary educational expenses. SWT participates in a variety of federal, state, and local financial aid programs which may assist if you do not otherwise have sufficient funds available to defray educational costs.
To be eligible for financial assistance, you must be enrolled at least half-time in a degree-granting or certification-granting course of study, in good standing, making satisfactory academic progress as defined above, and not in default or delinquent on any loan made to you for your attendance at any institution. You must not owe a refund on grants previously received for attendance at any institution under the Pell (Basic) Grant, the Supplemental Education Opportunity Grant, or the State Student Incentive Grant Program.

The Office of Student Financial Assistance awards aid on the basis of financial need, starting with the highest need factors and awarding aid until funds are depleted. Meeting the application priority dates is important as there is a limited amount of aid to be distributed, and those applications completed by the priority dates will be considered first. To ensure priority consideration, applications and all required documentation must be on file in the Office of Student Financial Assistance by the following application dates:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>May 1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>October 15</td>
</tr>
<tr>
<td>Summer</td>
<td>March 15</td>
</tr>
</tbody>
</table>

These are "priority dates" and not deadlines. However, if you apply and/or complete your financial aid records after these dates, you face the increased possibility that funds will not be available.

Financial assistance staff may be reached at (512) 245-2315 or in the J.C. Kellam Building, Room 228, Monday through Friday.

**Veteran’s Benefits**

If you plan to attend SWT while receiving educational assistance under one of the public laws for veterans and/or their dependents, you must contact the SWT Office of Veterans Affairs (OVA), located in the J.C. Kellam Building, to complete the required application.

If you are applying under Veterans Administration laws for the first time, you must provide OVA with a certified copy of DD Form 214, “Report of Separation from Active Duty.” The original Copy 4 may be submitted but it will be returned to you only on your written request. Certified copies of marriage, divorce, and birth certificates are also necessary to establish full entitlement. Active duty military personnel and dependents are exempt from these requirements. Transferring students who have previously used their VA educational benefits need only submit documents which reflect a change in the number of their dependents.

Benefit payments are made at the end of each month. Any student enrolling under any of the provisions for VA educational benefits should bring sufficient funds to defray the initial cost of tuition and fees and living expenses for approximately three months.

As a graduate student receiving veteran benefits, you must file with OVA an official master’s degree outline, a certification deficiency plan, or other similar documentation showing the requirements needed to accomplish your objective. It is your responsibility to notify the OVA of any adds, drops, course or program changes.
School of Applied Arts And Technology

Department of Agriculture

Graduate Faculty

Abel, Burl Michael, Associate Professor of Agriculture. B.S., D.V.M., Texas A&M University; M.S., Iowa State University.

Carson, Charles Dee, Professor of Agriculture. B.S., M.S., Ph.D., Texas A&M University.

Knotts, Clifton Don, Professor of Agriculture and Supervisor of Student Teaching. B.S., M.Ed., Sam Houston State University; Ph.D., Texas A&M University.

Miller, Roy V., Jr., Professor of Agriculture and Chair of the Department of Agriculture. B.S., Texas Tech University; M.S., Ph.D., Colorado State University.

Rydl, Glen Myrlin, Professor of Agriculture. B.S., M.S., Ph.D., Texas A&M University.

Shell, Lon Ray, Professor of Agriculture. B.S., M.S., Ed.D., Oklahoma State University.

Degree Programs

A 36-semester-hour non-thesis Master of Education degree with a major in Agricultural Education and an integrated minor in Agriculture and closely related fields is available. The degree is designed for students who are practicing professionals in vocational agriculture, agriculture extension education, governmental agriculture categories, and other professional vocational education programs. The major in Agricultural Education consists of 21 hours selected from the available Agricultural Education courses. The 15-hour integrated minor (Scientific Agriculture—supportive courses) has selected support courses available in agriculture, business administration, biology, education, English, psychology, special education, and speech communication. The supportive courses are to be chosen with the advice and consent of the graduate adviser.

Courses Offered

Agriculture

5315 Fertilizers and Soil Productivity. (2-2) The principles of fertilizer use for maintenance of soil productivity. Fundamentals of crop-producing powers of soils will be discussed, as well as proper fertilizer use to secure maximum economic yields. Also, the technology of fertilizer preparation and proper application for greatest economic returns.

5321 Advanced Range Management. (3-0) Advanced problems in range management such as range and ranch economics, maintenance and improvement of the range through reseeding, brush control, and proper stocking.

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 Problems in Technical Agriculture. A conference course. Problems will be selected to meet the needs of the individual student.

5380 Topics in Horticulture Science. (3-0) Study of current principles and practices involved in the production, general care, and maintenance of horticultural plants grown in greenhouses, nurseries, other forcing structures, and in the field.

1 May be repeated for additional credit when problem differs.
5426 Classification and Management of Range Soils. (3-2) Classification and management of range soils in Texas. The physical relationships of soil moisture, temperature, penetrability, and aeration to plant growth. Range condition classes, range sites, land classes, and problem areas as they affect management.

Agricultural Education

5314 Problems in Teaching Vocational Agriculture. The student is given the opportunity to work on problems of special interest and need in teaching high school vocational agriculture.

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 Youth Leadership and Adult Education Methods and Activities. (3-0) The rationale, planning, implementing, conducting, and evaluation of leadership programs for in-school and out-of-school clientele will be analyzed. Attention will be given to special methods used to enhance youth and adult education. Secondary vocational education student organizations and the 4-H Club will also be studied.

5320 History and Principles of Vocational Education. (3-0) Study of history, basic principles, and philosophy of different programs of vocational education existing today.

5321 Cooperative Part-time and Pre-employment Laboratory Training Programs in Vocational Education. (3-0) Establishing and administering cooperative part-time and pre-employment laboratory training in occupations requiring knowledge and skill in vocational and technical subjects. Special emphasis on selecting students, training stations, facilities, employer-employee agreements, supervision, labor laws, training plans, course of study, and teaching techniques.

5330 Vocational Techniques of Research and Analysis. (3-0) Principles and procedures of evaluation used in developing and implementing programs of vocational education will be stressed. The procedure involved in proposal writing will be studied.

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.

5340 Organization and Administration of Agricultural Mechanics. (3-0) Planning, organizing, implementing, and conducting vocational technical laboratory programs emphasized. Shop program management functions such as equipment selection, purchasing, maintenance, shop budgets, inventories, and supply needs. Writing educational specifications in planning for vocational and technical shop facilities.

5371 Topics in Agricultural Mechanics. (3-0) Study of selected topics not currently available in existing courses. Topics to be considered will be taken from the following: (a) Advanced Farm Power and Machinery, (b) Water Utilization and Management in Agriculture, (c) Energy Use and Management in Agriculture, (d) Agricultural Structures Design, and (e) Advanced Welding Processes and Designs.

5399 Thesis.

1 May be repeated for additional credit when problem differs.
Department of Criminal Justice

Graduate Faculty

Bell, Daniel James, Associate Professor of Criminal Justice. B.S., M.S., Ph.D., University of Oregon.

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

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

Smith, Barry David, Associate Professor of Criminal Justice. B.S., Pennsylvania State University; M.S., Eastern Kentucky University; Ph.D., Sam Houston State University.

Stone, William Edwin, Associate Professor of Criminal Justice and Chair of the Department of Criminal Justice. B.S., M.A., Ph.D., Sam Houston State University.

Degree Programs

The Department of Criminal Justice offers no major but participates in two graduate degree programs at Southwest Texas State University: the Master of Public Administration and the Master of Science in Interdisciplinary Studies. The graduate program within the Department of Criminal Justice is designed to assist professionals in assuming program and administrative responsibility in the design and management of an effective, efficient, and humanly responsive criminal justice system. 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.

Courses Offered

5331 Human Factors in Criminal Justice Administration. (3-0) Analysis of the qualitative aspects of the criminal justice system. The organizational dynamics of groups and the group's effect on the individual working in various criminal justice organizations are studied.

5332 Decision Making in Criminal Justice Organizations. (3-0) An analysis of the quantitative nature of criminal justice organizations with emphasis on the development, analysis, and use of data to be used in problem solving and decision making.

5378 Studies in the Administration of Justice. (3-0) An examination of the criminal justice system. Special topics in the administration of justice, including law enforcement, public safety, corrections, and court processes will receive major emphasis.
Occupational Education

Graduate Faculty

Pierson, Michael James, Associate Professor of Occupational Education and Director of the Office of Occupational Education. B.S.E., Abilene Christian College; M.Ed., Southwest Texas State University; Ed.D., Texas A&M University.

Degree Programs

Occupational Education participates in the Master of Science in Interdisciplinary Studies degree. This degree program is not meant to replace any currently existing traditional program of study, but it does draw courses from other departments offering graduate level work. The MSIS degree consists of a 39-semester hour minimum, composed of an entry module (9 hours in effective communications), an academic module (21 hours), and an exit module (9 hours). Up to 9 hours of requirements in the academic module may be met by experience, judged either by means of referred testing after enrollment in specific courses or by the Work/Life-Experience Evaluation Board. Further information may be obtained by contacting the Director of Occupational Education or referencing the “Interdisciplinary Studies” section of this catalog.
Department of Technology

Graduate Faculty

Batey, Andy, Jr., Assistant Professor of Technology. B.S., M.Ed., Southwest Texas State University; Ph.D., University of Maryland.

Goldsmith, James Milton, Assistant Professor of Technology. B.S., M.Ed., East Texas State University.

Habingreither, Robert Bruce, Professor of Technology and Chair of the Department of Technology. B.A., M.A., Montclair State College; Ed.D., West Virginia University.

Martin, Gordon Eugene, Professor of Technology and Dean of the School of Applied Arts and Technology. B.S., Southern Illinois University; M.Ed., Miami University; Ed.D., University of Maryland.

Walker, Joe Wayne, Associate Professor of Technology and Supervisor of Student Teaching. B.S., M.Ed., Ed.D., North Texas State University.

Windham, Billy Lee, Associate Professor of Technology. B.S. in Ed., M.A., Southwest Texas State University; Ed.D., Texas A&M University.

Winek, Gary Joseph, Associate Professor of Technology. B.S., University of Wisconsin at Stout; M.Ed., Ball State University; Ph.D., University of Maryland.

Degree Programs

The Department of Technology offers the degrees of Master of Arts and Master of Education, both with majors in Industrial Arts. The Master of Arts consists of at least 30 semester hours, with a major of 18-24 hours including a thesis, and a minor of 6-12 hours. The Master of Education consists of at least 36 hours, with a major of 21 hours without a thesis, and a minor of 15 hours.

Vocational Education Certification:

The Department of Technology offers vocational teaching certification programs in the areas of vocational industrial education, health occupations education, marketing education, office education, occupational investigation, and occupational exploration. Additionally, certification is offered for vocational directors and supervisors, vocational counselors, and job placement coordinators. Students who choose one of these vocational certification sequences are prepared for employment in the public schools of Texas provided they satisfactorily complete all required courses and other Texas Education Agency criteria for vocational teachers and administrators including two to five years’ prior occupational experience for teachers, and three years’ prior vocational teaching experience for supervisors and directors.

All courses in the teacher certification areas must be taken from an approved educator in the respective occupational specialty. The teaching certificate is awarded after you have taught in your vocational area for two years in the public schools.

Vocational Industrial Education. Vocational Industrial Education for secondary students includes any subject or program 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.
Certification courses include: Vocational Education 5202, Vocational Education 5204, Vocational Education 5205, Vocational Education 5206, Vocational Education 5207, Vocational Education 5208, Vocational Education 5301, and Vocational Education 5303.

**Vocational Health Occupations.** Vocational Health Occupations are designed so that each student completing the program will have achieved two major goals: (1) attainment of sufficient information, observation, and practical knowledge in the range of health occupations to make an informed choice about further commitment toward a health-related career; and, (2) attainment of knowledge and skills necessary for entry-level employment in at least one of the many occupations related to the care of patients, prevention of illness, and maintenance of health. Entry-level employment comprises functions that are assistant to or supportive of those of duly licensed or certified health practitioners.

Certification courses include: Vocational Education 5202, Vocational Education 5204, Vocational Education 5205, Vocational Education 5206, Vocational Education 5207, Vocational Education 5208, Vocational Education 5301, and Vocational Education 5303.

**Vocational Office Education.** Vocational Office Education certification qualifies individuals to teach office education programs in the junior or senior high schools and in adult centers. Office education programs are designed to prepare students for entry-level positions in office related occupations. Office education programs include the following: office education cooperative, office education pre-employment laboratory, word processing, data processing, business data entry, office duplicating practices—coordinate vocational-academic education or vocational education for the handicapped, and general office clerical—coordinated vocational-academic education or vocational education for the handicapped.

Certification courses include: Vocational Education 5303, Vocational Education 5380, Vocational Education 5381, and Vocational Education 5382. Other certification work is accomplished during annual state workshops for vocational office education personnel through the Texas Education Agency.

**Marketing Education.** Marketing Education is designed to prepare, maintain, and advance people in marketing occupations. The program of instruction is provided through high schools and adult education centers and involves a combination of the following: (1) classroom instruction in marketing or in any specialized marketing area; (2) practical and/or simulated job-oriented experiences; and (3) supervised on-the-job training.

Certification courses include: Marketing 3343, Marketing 3355, Vocational Education 5301, Vocational Education 5302, Vocational Education 5303, and Vocational Education 5304.

**Occupational Orientation.** Occupational Orientation (investigation and exploration) is a guidance activity designed as a pre-vocational instructional program to assist students in making meaningful and informed choices about the world of work. These graduate level courses are designed to certify individuals as occupational investigation and/or occupational exploration teachers in the secondary schools.

Certification courses include: Vocational Education 53011, Vocational Education 5303, Vocational Education 52052, Education 5355, and Agricultural Education 5331.

**Vocational Administrator and Vocational Counselor Certification:**

**Vocational Directors and Vocational Supervisors.** These graduate level certification programs are designed to teach an individual the organization and administration of a total vocational education program within a public school system. It is a comprehensive program comprised of administration, research and analysis, supervision, and curriculum development of the various vocational education programs.

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1 Occupational investigation teachers
2 Occupational exploration teachers
Vocational Counseling and Guidance and Job Placement Coordinators. These two areas are designed to give those individuals who are already certified as professional counselors the knowledge to provide high quality professional services which assist children, youth, and adults in selecting and pursuing a vocational education that is best suited to their needs, interests, and abilities. These courses (graduate or post-graduate) are designed to certify the professional counselor so that the counselor may interact with the total student, e.g., educationally, occupationally, and emotionally.

Candidates for vocational directors and supervisors as well as vocational counselors and job placement coordinators certification must contact the certification coordinator for these areas for initial approval, work experience and teaching experience evaluation, and course work deficiencies.

Other courses offered for career ladder advancement and professional improvement include: Vocational Education 5313A, Teaching Vocational Education Students with Special Needs; Vocational Education 5313B, Microcomputers in Vocational Education; Vocational Education 5313C, Teaching Entrepreneurship in Vocational Education; Vocational Education 5313D, Leadership and Leadership Activities for Vocational Teachers.

Courses Offered

Technology

5381 Industrial Methods and Production Techniques. (3-0) Industrial arts teachers select information regarding structure of modern manufacturing methods and techniques. Students gain insight into enlightened industrial practices. Examples of the technology of specific industries and analysis of methods so that basic principles of production and techniques may be brought to students in typical school situations.

5384 Problems in Technology. (3-0) For the industrial arts teacher who needs to become acquainted with new developments within the industrial arts curriculum and for the graduate student who desires to strengthen certain experiences initiated in undergraduate courses. Plans will be developed on an individual basis.

5385 Modern Industries. (3-0) To assist teachers of industrial arts with the problem of guiding high school students to sources of information on technical, social, and economic aspects of modern industries. Individual and group studies will be made. Results will be submitted in a form suitable for publication.

5387 Planning Advanced Industrial Arts Laboratories. (3-0) Studies in-depth of architectural, engineering, and educational problems encountered in designing, equipping, arranging and specifying facility requirements for advanced industrial arts courses at the senior high school level.

5388 New Developments in Industrial Arts. (3-0) New concepts appearing in industrial arts since 1950 as a result of the increasing importance of technology.

5389 Curriculum Construction in Industrial Arts. (3-0) Techniques and procedures in selection, organization, and production of teaching materials for use in junior and senior high school courses.

5390 Research in Industrial Arts. (3-0) Identification, analysis, and evaluation of significant research in industrial arts education. Explanation of research techniques applicable to problems. Preparation of research reports with a view toward publication.

5393 Measurement and Evaluation Methods for Industrial Arts. (3-0) The objectives of evaluation, teacher-made tests, interpretation of standardized test results, statistical methods, and reporting techniques as used in industrial arts.

May be repeated for additional credit with permission of the Chair of the department.
5396 Technology for Teachers of Kindergarten and Elementary Grades. (3-2) Experiences in the use of materials, tools, and projects adapted to the activity center of the elementary classroom.

5399 or 5699 Thesis.

5692 Administration and Supervision of Driver Education. (6-0) Review basic driver education; advanced techniques of teaching simulation; multi-car range; multimedia response systems; concepts of supervision and administration; practices of supervisory behavior; group interaction; interviewing; scheduling of teaching teams, instructors, pupils, and administrative behavior. A research problem will be done.

Vocational Education

5202 Development, Organization, and Use of Instructional Material. (2-0) Selection of lesson content, planning the lesson, and use of various instructional sheets that will assist the teacher. Emphasis on correct development of instructional sheets. Study of different methods used to secure, evaluate, and incorporate this material into the instructional program. Study of various methods of testing effectiveness of instruction and how student's progress may be recorded for future references and class planning.

5204 Human Relations for Vocational Education Teachers. (2-0) Establishing and maintaining effective relationships with students, co-workers, other school personnel, industry, and persons in the community. Includes a review of the principles of learning. Principles and skills in working with people will be developed through a study of: influences of heredity and environment, basic wants and needs, motivational factors, development of positive attitudes, teacher-student relationships, leadership development, and elements of effective communication. A study of techniques of identifying and arriving at probable solutions to problems in human relations will be included.

5205 Shop and Classroom Organization and Management. (2-0) Organization and management procedures used in vocational shop programs. Includes establishing record keeping systems; systems of controlling tools, equipment, and supplies; using organization, rotation and progress charts; using student leadership in routine non-teaching class and laboratory tasks; establishing a safety program; and developing proper attitudes with the program.

5206 Analysis and Course Making. (2-0) Gathering, organizing, and preparing of teachable material based on sound occupational practices. Includes a study of factors involved in development of vocational instruction, the parts of a course of study, and procedures for trade or occupational analysis. Trade or occupational analysis, course outlines, and progress charts will be prepared. Course of study will be revised or prepared as completely as time will permit.

5207 Selection, Placement, and Follow-up in Vocational Education. (2-0) Organizing and operating cooperative training programs in the community. Includes procedures for selecting vocational occupations and training stations suitable for providing training to high school youth, placement of students in suitable employment for part-time training, coordinating students’ school and on-the-job training activities, organizing the classroom facilities, preparation of necessary reports, and preparation and maintenance of an effective record system.

5208 Problems in Cooperative Training. (2-0) Review of basic standards for Cooperative Education Training Programs and underlying reasons for such standards with emphasis on solution of actual problems in program operation. Includes study of procedures and techniques involved in community surveys, interpretation of survey data, program promotion, and organization and coordination of all types of part-time and evening classes.
5300 Vocational Student Identification, Placement, and Follow-up. (3-0) A study of the theory, methods, and instruments used in determining occupational aptitude, attitude, and interest of students (identification); the study of planning, organizing, and coordinating programs of job placement; and the study of the development and coordination of student follow-up.

5301 Methods of Teaching Vocational Subjects. (3-0) Designed to assist the vocational education teacher in understanding the nature of teaching, the various learning situations that must be met, the need for certain teaching methods and techniques, and the correct application of these to properly prepare students for entrance into, or advancement in, their chosen occupational field.

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

5303 Aims and Objectives of Vocational Education. (3-0) The vocational teacher's relationship to the operation of the public education system at the local, state, and national levels. Emphasis on vocational education programs and legislation. Study of the purposes and structure of general education and vocational education, the development of vocational education in the United States, the need for vocational education, the organizational structure of vocational education, financial support and control of vocational education, and professional qualification of teachers of vocational education classes. Current trends in vocational education and their effects on present and future vocational programs.

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

5313 Special Topics in Vocational Education. (3-0) Directed study and research in selected topics in vocational education. Course can be offered as individual instruction or as an organized class. An independent research project will be assigned each student. Topical areas include: A) Teaching Vocational Education Students with Special Needs. Studies in-depth of characteristics, principles of mainstreaming, developing, and implementing an Individual Education Program, research of gifted and talented, limited English proficient and learning disabled students. Preparation of resource materials for vocational teachers. B) Microcomputers in Vocational Education. Techniques and procedures for options, implementation, software, and applications of microcomputers in vocational education. Preparation of reference lists for vocational teachers. C) Teaching Entrepreneurship in Vocational Education. A study and analysis of ownership, marketing strategy, location, financing, regulations, and managing and protecting a business. Develop methodology for vocational teachers. D) Leadership and Leadership Activities for Vocational Teachers. Study of management, styles, training and development of vocational leaders. Evaluate present Vocational Youth Leadership Organizations.

5341 Supervision of Vocational Education. (3-0) Course develops understandings, skills and attitudes for the supervision of personnel in the field of vocational education. These supervisory abilities are intended to be applicable in positions such as department head, lead teacher and coordinator, as well as in positions with the titles of supervisor, director, or administrator. This course should also help prepare individuals for leadership positions within professional organizations.

5380 Occupational Analysis. (3-0) Analysis of office occupations to determine the skills and related information needed for the purpose of determining the contents of a course of study needed by students for entry-level skills in an approved office occupation.
5381 Instructional Strategies in Vocational Office Education Programs. (3-0) For laboratory and teacher-coordinators of VOE programs. Development of strategies based on an assessment of individual students' needs and office career objectives.

5382 Organizing and Implementing Cooperative Vocational Office Education Programs. (3-0) Identification of the vocational office education student, placement of student in office occupations, evaluating prospective business offices to determine the effectiveness of office machines and office procedures in training VOE students, and analyzing supply and demand data for office occupations which insure job entry employment.
School of Business

Graduate Faculty

Abrahamson, Royce Lynnwood, Professor of Management. B.S.Ed., M.Ed., Ph.D., University of Texas at Austin.

Bell, James David, Professor of Administrative Sciences. B.S., M.Ed., Kent State University; Ph.D., University of Akron.

Bible, Jonathan David, Assistant Professor of Finance. B.A., M.A., J.D., University of Texas at Austin.

Bishop, Bill Joe, Professor of Accounting. B.B.A., M.B.A., North Texas State University; Ph.D., University of Texas at Austin. C.P.A.

Blankmeyer, Eric Cole, Associate Professor of Economics. B.S., Georgetown University; M.A., Ph.D., Princeton University.

Carman, Douglas Gary, Professor of Economics. B.B.A., M.A., Ph.D., Southern Methodist University.

Charles, Joni Seaton James, Assistant Professor of Economics. B.A., Howard University; M.S., Ph.D., Purdue University.

Chiodo, Beverly Ann, Associate Professor of Administrative Sciences. B.B.A., Baylor University; M.B.A., Texas Tech University; Ph.D., Texas A&M University.

Cook, James Randolph, Professor of Computer Information Systems and Chair of the Department of Computer Information Systems and Administrative Sciences. B.B.A., M.B.A., West Texas State University; Ph.D., Texas Tech University. C.D.P., C.C.P.

Eure, Jack Douglas, Jr., Professor of Marketing. B.B.A., M.B.A., North Texas State University; Ph.D., Louisiana State University.

Garnett, Robert Hendrie, Assistant Professor of Finance. B.B.A., M.B.A., Tulane University; M.A., Ph.D., University of Pennsylvania.

*Gowens, Paul Ray, Professor of Economics and Dean of the School of Business. B.A., M.S., Baylor University; Ph.D., University of Mississippi.

Halatin, Theodore Joseph, Professor of Management. B.A., Montclair State College; M.S., University of Colorado; Ph.D., Texas Tech University.

Humphrey, Joseph Lee, Professor of Accounting. B.B.A., M.B.A., Ph.D., Texas Tech University. C.P.A.

Hunnicutt, Garland Gail, Professor of Management. B.A., B.B.A., University of Texas at Austin; M.B.A., Ph.D., University of Arkansas.

Johnston, Marvin Autry, Professor of Computer Information Systems. B.B.A., M.B.A., Ph.D., Texas Tech University. C.D.P.

Johnston, Walter Edward, Professor of Administrative Sciences. B.S., M.S., Ph.D., Texas A&M University.

Keyt, George Kingsley, Assistant Professor of Finance. B.S., M.A., Pennsylvania State University; Ph.D., University of Minnesota.

Kruger, Erwin Jose, Assistant Professor of Finance. B.S., Central American University; M.S., Ph.D., Rensselaer Polytechnic Institute.

Lee, Orland Sherer, Associate Professor of Accounting. B.S., M.S., Ph.D., Oklahoma State University. C.P.A.

Martin, Roy B., Associate Professor of Computer Information Systems. B.B.A., M.B.A., West Texas State University; Ph.D., Texas Tech University.

McGee, John Walter, Associate Professor of Finance. B.A., M.P.A., J.D., Indiana University.

Mehta, Mayur Ravishanker, Associate Professor of Computer Information Systems. B.Tech., Indian Institute of Technology; M.B.A., Ph.D., North Texas State University.

**Middlebrook, Billy James, Associate Professor of Management and Acting Chair of the Department of Management and Marketing. B.S., B.A., Ohio State University; M.B.A., George Washington University; Ph.D., North Texas State University.**

Mogab, John William, Associate Professor of Economics. B.A., Blackburn College; M.A., Ph.D., University of Tennessee.

Morgan, Celia Ann, Professor of Economics and Chair of the Department of Finance and Economics. B.B.A., University of Texas at Austin; M.A., Ph.D., University of Houston.


Myers, Malcolm Lee, Assistant Professor of Finance. B.A., North Carolina State University; J.D., Emory University School of Law.

Oliver, Joseph Robert, Professor of Accounting. B.S., B.A., M.A., Ph.D., University of Missouri. C.P.A.

Olney, Robert John, Associate Professor of Administrative Sciences, MBA Program Director and Assistant Dean of the School of Business. B.S., John Brown University; M.Ed., Northeastern Oklahoma State University; Ph.D., University of Oklahoma.

Pandey, Ruby, Assistant Professor of Economics. B.A., Bhagalpur University; M.S., Ph.D., Texas A&M University.

**Patterson, Larry Truman, Professor of Marketing and Acting Dean of the School of Business. B.B.A, M.B.A., Ph.D., Texas Tech University.**

Pecquet, Gary Michael, Assistant Professor of Economics. B.S., M.S., Louisiana State University; Ph.D., Virginia Polytechnic Institute and State University.

Piersol, Darrell Thomas, Professor of Management. Ph.B., Illinois Wesleyan University; M.S., Ph.D., Purdue University.

Ploeger, Floyd David, Assistant Professor of Computer Information Systems. B.A., B.S., M.A., Ph.D., University of Texas at Austin.

Roderick, Joan Chadwick, Assistant Professor of Administrative Sciences. B.S., M.S., Ed.D., Oklahoma State University.

Ross, John Kelzy, Associate Professor of Management and Assistant Dean of the School of Business. B.B.A., Texas Wesleyan College; M.B.A., University of Dallas; Ph.D., North Texas State University.

Sanders, Donald Edward, Assistant Professor of Finance. B.B.A., Texas Tech University; J.D., University of Texas School of Law.

** June 1987 through May 1988.**
Savage, Vernon Howard, Professor of Economics. B.A., M.A., North Texas State University; Ph.D., University of Texas at Austin.

Shah, Vivek, Assistant Professor of Administrative Sciences. B.S., University of Bombay; M.B.A., Tarleton State University; Ph.D., North Texas State University.

Stephenson, Stanley Doane, Associate Professor of Administrative Sciences. B.S., Memphis State University; M.S., Oklahoma State University; Ph.D., University of Hawaii.

Stutts, Mary Ann, Professor of Marketing. B.B.A., University of Texas at Austin; M.B.A., Ph.D., Texas A&M University.

Wilson, Wilton Leland, Professor of Marketing. B.B.A., M.S., Texas A&I University; Ph.D., University of Arkansas.

Yeargan, Howard Reid, Associate Professor of Economics. B.S., M.S., Texas A&M University.

Yeary, James Donald, Professor of Accounting and Chair of the Department of Accounting. B.B.A., M.S.A., Texas Tech University; Ph.D., Oklahoma State University. C.P.A.

The School of Business is an integral part of Southwest Texas State University and provides broad-based, student-focused education in all the fundamental areas of business at undergraduate and graduate levels.

Programs offered provide balance between theory and application to prepare students for positions of leadership and responsibility in local, regional, national, and international environments. The School maintains and develops programs at the undergraduate level for individual specializations in selected career fields; the graduate program is broad based to provide integrated study for executive decision making.

The cornerstone of the School of Business is a strong, enthusiastic, and student-oriented faculty. Faculty members are knowledgeable in their particular disciplines and evidence their interest and enthusiasm for their fields of study by their ability to teach, conduct research, and perform a variety of professional and community services.

The Master of Business Administration degree, over the past decade, has grown in both popularity and impact. Goals of individuals seeking the MBA degree are diverse, ranging from moving ahead in their careers to simply getting started. The rewards of obtaining an MBA degree are equally diverse. Graduates of the MBA programs report clearly defined benefits as a result of completing graduate education programs: broadened perspectives of the business world, improved job performance, realization that there can be different approaches to the same problem, the ability to look at old problems in new ways, and awareness of business areas beyond a limited specialization. Graduate education can provide the necessary skills, knowledge, and attitudes to enable the professional to effectively cope with the increasingly complex challenges confronting the manager of the future.

The Master of Business Administration program at SWT emphasizes knowledge and tools needed for professional success and is designed for those individuals who expect to pursue careers in the management of organizations in either the public or private sector. The curriculum provides broad-based, generalized training and is flexible enough to allow development of programs to meet individual needs rather than confining students to narrow, predetermined specializations.

MBA courses are taught using both lecture and case approaches. Instruction is designed to achieve a balance between theory and application; projects involve critical management issues and challenge students to view problems in new ways and to examine a variety of possible solutions to the same problem.
All courses are offered in the evening to accommodate the needs of the employed student. Classes are small to provide an atmosphere which encourages active discussion with the average class size fewer than 30 students. MBA courses meet on campus one evening per week for three hours. A limited number of core courses and electives are offered during the summer. Full-time students normally complete the graduate program in one calendar year. Part-time students normally take two courses per semester and complete the program in three years.

Admission Policy.

All Applicants. Admission to the MBA program is selective and designed to identify those applicants who have the ability, interest, and maturity to manage the rigors of the program. Applicants must hold a baccalaureate degree and achieve a satisfactory admission index. The admission index is determined by a combination of the applicant’s Graduate Management Admission Test (GMAT) score and grade-point-average of the first baccalaureate degree. A minimum GMAT score of 400 is required. An acceptable admission index is based on one of two formulas. Using the first formula, the applicant must achieve at least 1,000 points as a result of multiplying 200 times the GPA based on the last 60 semester hours of the first baccalaureate degree and adding the GMAT score. Using the second formula, the applicant must achieve at least 950 points as a result of multiplying 200 times the overall undergraduate GPA and adding the GMAT score. See “Admission Documents” section of this catalog for further information regarding the GMAT.

International Applicants. All international applicants are also required to have the official results of the Test of Spoken English (TSE) sent to the SWT Office of Graduate Studies and Research before an application for admission will be considered. A minimum score of 220 is required. In addition, international applicants must fulfill the Test of English as a Foreign Language (TOEFL) requirement as identified in the “Admission Documents” section of this catalog.

Degree Programs

The Master of Business Administration degree may be earned under either a thesis or non-thesis plan. Under the thesis plan, the student must satisfy the Common Body of Knowledge (background courses), 24 semester hours of graduate-level core courses, and 6 hours of thesis. Under the non-thesis plan, the student must satisfy the Common Body of Knowledge, 24 hours of graduate-level core courses, and 12 hours of electives. An in-depth analysis of a case designed to integrate the MBA core areas is required in both plans and satisfies the university’s requirement for a comprehensive examination.

Common Body of Knowledge (CBK). The areas of instruction covered by the CBK courses are specified by the American Assembly of Collegiate Schools of Business (AACSB), the national accrediting council in business administration. The CBK courses consist of 27 semester hours of undergraduate course work as follows:

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>6</td>
</tr>
<tr>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Economics</td>
<td>6</td>
</tr>
<tr>
<td>Finance</td>
<td>3</td>
</tr>
<tr>
<td>Management</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Students who hold a baccalaureate degree in business administration and who have had previous course work in these areas normally will not be required to complete the above courses.
The nine courses comprising the CBK are offered on campus on both a day and night basis. However, these courses may be taken at any accredited four-year college or university. Also see “Undergraduate level background course work” section in the “Registration and Course Credit ‘Transfer Credit’” section of this catalog.

Applicants who have not met the admission standards specified above and who must satisfy CBK course requirements may be admitted as special students for the purpose of taking undergraduate courses only. During this special enrollment, they may take or retake the GMAT in an effort to satisfy the admission requirements. See “Categories of Admission ‘Non-Degree Seeking Applicants’” section for further information regarding enrolling as a special student.

**Graduate Courses.** In addition to satisfying the Common Body of Knowledge, 24 hours of graduate MBA core requirements must be completed as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BA 5312</td>
<td>BA 5321</td>
<td>BA 5387</td>
</tr>
<tr>
<td>BA 5313</td>
<td>BA 5331</td>
<td>BA 5390</td>
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<tr>
<td>BA 5316 or BA 5378</td>
<td>BA 5361</td>
<td></td>
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</tbody>
</table>

Students must satisfy all prerequisites (including the CBK equivalent) of a graduate course before enrolling. Business Research Methods, BA 5390, should be taken the first semester a student is enrolled. Administrative Policy, BA 5313, should be taken in the student’s last semester because it serves as the capstone course for integrating the course material taken in the MBA program.

**Elective Courses.** In addition to the 24 semester hours of core courses, students who choose the non-thesis plan must complete 12 hours of graduate-level electives. Electives are available in accounting, administrative sciences, computer information systems, economics, finance, management, marketing, quantitative methods, and disciplines outside the field of business. Elective hours taken outside of business must first be approved by the School of Business Graduate Policies Committee and the Dean of Graduate Studies and Research. No more than 6 elective hours may be taken outside the School of Business.

In summary, the requirements for the MBA degree program consist of satisfactory completion of the following:

1. The common body of knowledge (CBK) courses (or their equivalents) in either the baccalaureate degree program or as part of the MBA degree program;
2. Eight MBA core courses;
3. Four MBA graduate level elective courses, or a minimum of 6 hours of thesis, depending on whether the non-thesis or thesis plan is selected;
4. The comprehensive examination;
5. Acceptance of the thesis, if the degree plan with thesis is selected.

**Courses Offered**

**5310 International Economics.** (3-0) Examination of the patterns of trade and finance among nations, integrating the topics of exchange rates, trade barriers, customs unions, and macroeconomic policy into a unified treatment of international economic relations.

Prerequisites: Economics 2310, Economics 2320.

**5311 Current Developments in Marketing.** (3-0) Advanced study of marketing functions and institutions, marketing structures, strategies, policies, and problems. Students will be given an opportunity to examine developments of special interest to them.

Prerequisite: Marketing 3343.

**5312 Seminar in Management.** (3-0) Study and analysis of management theory; managerial functions; management principles; philosophies of management; analysis of nature and problems and approaches to planning, organizing, decision making, and controlling through the study of recent relevant literature and selected cases.

Prerequisite: Management 3303.
5313 **Administrative Policy.** (3-0) An integrative approach to policy formulation and administration (decision making) to achieve organization objectives. Should be taken the last semester of student's MBA program.

5314 **Organization Behavior and Human Relations.** (3-0) The analysis of interpersonal behavior in organizations through the study of the interrelationship and impact of human, technical, economic, and social factors in business administration.
Prerequisite: Management 3303.

5316 **Managerial Economics.** (3-0) The application of economic theory and analysis to the formulation of business policy, including demand analysis, production theory, linear programming, and pricing policy.
Student may take either BA 5316 or BA 5378.
Prerequisites: Economics 2310, Economics 2320.

5321 **Seminar in Marketing.** (3-0) A study of the planning and coordination of marketing functions, marketing policies, and the analysis of marketing administration.
Prerequisite: Marketing 3343.

5322 **Marketing Research Methods.** (3-0) An advanced study of the marketing research process to include: problem formulation, determination of sources of information and research design, design of data collection forms, design of the sample, collection of the data, analysis and interpretation of the data, preparation of the research report, and oral presentation of the research findings.

5324 **Government Regulation of Business.** (3-0) Deals with the evolving structure of American industry and the government regulations and agencies which affect the competitive conditions under which all contemporary business must operate.
Prerequisites: Economics 2310, Economics 2320.

5328 **Seminar in Labor Relations.** (3-0) The study and analysis of labor-management relations in both the private and public sectors. Includes an in-depth and practical coverage of labor and management strategies in the collective bargaining process, contact negotiations, labor disputes, and arbitration.

5330 **Seminar in Personnel Administration.** (3-0) A study of current developments and practices in industrial relations, including executive development programs; employee communications; wage administration; labor force and labor market; employee services; human relations and productivity; the labor agreement; settlement of labor disputes and current contributions to personnel theory.
Prerequisite: Management 4373, or consent of Chair of Management and Marketing.

5331 **Statistical Methods for Business Analysis.** (3-0) A study of probability, sampling methods, statistical inference, analysis of variance, chi-square, multiple and partial regression, and the use of these tools for the purpose of decision making in business and economics.
Prerequisite: Administrative Sciences 3333.

5332 **Quantitative Methods.** (3-0) A study of management science/operations research emphasizing theory and applications of evaluative, predictive, and optimizing models.
Prerequisite: Administrative Sciences 3333.

5333** Problems in Business Administration.** The student is given the opportunity to work in the field of his/her special interest, particularly in the subjects of accounting, business law, marketing, statistics, finance, and insurance. Course will be conducted by conferences between the student and instructor concerned. Problems will be assigned as nearly as possible for the needs of the individual student.

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1 May be repeated once with different emphasis for additional credit.
5343 Management Information Systems. (3-0) Principles of systems analysis and design of computer-based management information systems. Included is an introduction to the development of a computer-based management information system and a career-oriented application of system analysis and design.

5354 Decision-Support Models in Management. (3-0) Course gives the generalist modern decision-making skills through modeling with decision support systems. Managers are often required to abstract the broad design of a decision model that will be responsive to executive needs, to write the model, to carry out the analysis themselves, and to present the results of the work to management. Course is designed to develop these skills via the use of computer-based decision support systems.

5361 Seminar in Managerial Accounting. (3-0) Managerial use of accounting data as an aid in decision making and control of business operations.
Prerequisites: Accounting 2361, Accounting 2362.

5362 Cost and Managerial Accounting Theory. (3-0) A study of recent developments and topics in the area of cost and managerial accounting. Includes a discussion of quantitative techniques and their applicability to accounting problems.
Prerequisite: Business Administration 5361, or consent of instructor.

5363 Contemporary Accounting Theory. (3-0) A study of the development of current accounting theory including pronouncements by the FASB. Emphasis is placed on current accounting issues.
Prerequisite: Business Administration 5361, or consent of graduate adviser.

5367 Seminar in Finance. (3-0) Examination of current theoretical and practical issues of finance. Topics include capital budgeting; capital structure and cost of capital; dividend policy and valuation; mergers and acquisitions; international financial management; and financial impact of accounting practices, principles, and disclosure.
Prerequisites: Accounting 2361, Accounting 2362, and Finance 3312.

5376 Economic Education I. (3-0) Designed to develop basic economic concepts secondary students can understand and use.

5377 Economic Education II. (3-0) Designed to help secondary students solve meaningful problems they face by applying basic economic analysis.
Prerequisite: Business Administration 5376, or consent of instructor.

5378 Macroeconomic Theory and Policy. (3-0) An analysis of theory and policy questions relating to the rate of economic growth. The theory of national income, employment and the price level from the point of view of dynamics.
Student may take either Business Administration 5378 or Business Administration 5316.
Prerequisites: Economics 2310, Economics 2320.

5387 Managerial Finance. (3-0) Course concentrates on the finance function, analysis and budgeting of funds, management of current assets, short and intermediate-term financing requirements, long-term debt policy and capital structure, capital budgeting, and the concept of cost of capital. Risk and return trade-offs are also studied.

5390 Business Research Methods. (3-0) Designed to aid graduate students in analyzing reports and evaluating research and in planning research reports. Selection of research problems, sources of data, analysis, presentation, report writing, directed reading, class reports, and a research problem.
It is recommended that the student take this course in the first semester in which enrolled.

5391 Managing the Communication Process. (3-0) The study and application of theory and psychology of managerial communication using written, oral, and technological modes to communicate within the business environment. The course includes the process and product approach to graphics, leadership, problem solving, prioritizing, interviewing, and communicating change.

5399 or 5699 Thesis.
School of Education

Department of Curriculum and Instruction

Graduate Faculty

Bechtol, William Milton, Professor of Curriculum and Instruction. B.S., M.Ed., Ed.D., Miami University.

Blythe, Hal Tucker, Associate Professor of Curriculum and Instruction. B.S.E., M.S.E., State College of Arkansas; Ph.D., East Texas State University.

Bynum, James Lowell, Professor of Curriculum and Instruction. B.S., McMurry College; M.Ed., West Texas State University; Ed.D., Texas Tech University.

Dishner, Ernest, Professor of Curriculum and Instruction and Dean of the School of Education. B.A., M.A., East Tennessee University; Ed.D., University of Georgia.

Dolezal, Charles Henry, Professor of Curriculum and Instruction and Chair of the Department of Curriculum and Instruction. B.S., M.Ed., Ph.D., University of Texas at Austin.

Dorsey, Oscar Lee, Professor of Curriculum and Instruction. B.S., Abilene Christian College; M.Ed., Ph.D., Texas A&M University.

Fite, Kathleen Elizabeth, Associate Professor of Curriculum and Instruction. B.S. in Ed., M.Ed., Southwest Texas State University; Ed.D., North Texas State University.

Gaddis, Marilyn Tyler, Assistant Professor of Curriculum and Instruction. B.A., Pomona College; M.A., Claremont Graduate School; Ph.D., University of Wisconsin.

Gillis, Marguerite Kapualani, Associate Professor of Curriculum and Instruction. B.S., State College at Bridgewater; M.Ed., University of Guam; Ed.D., West Virginia University.

Hammond, Dick Earl, Assistant Professor of Curriculum and Instruction. B.A., M.A.T., M.S., Indiana University; Ed.D., University of Arkansas.

Hardcastle, Beverly, Assistant Professor of Curriculum and Instruction. B.A., University of Iowa; Ph.D., Arizona State University.

Hatcher, Barbara Ann, Professor of Curriculum and Instruction. B.S., University of Texas at Austin; M.Ed., Southwest Texas State University; Ed.D., North Texas State University.

Henry, William Gammon, Jr., Associate Professor of Curriculum and Instruction. B.M., North Texas State University; M.S. in Ed., Ph.D., Indiana University.

Moore, Betty Jean, Professor of Curriculum and Instruction. B.A., Pasadena College; M.A., University of Nevada; Ph.D., University of Illinois.

Moore, Joe Midge, Associate Professor of Curriculum and Instruction. B.S., M.Ed., Ed.D., North Texas State University.

Newberry, William Clarke, Associate Professor of Curriculum and Instruction. B.S., Southwest Texas State University; M.Ed., Stephen F. Austin University; Ed.D., University of Texas at Austin.

Nicosia, Ralph Timothy, Associate Professor of Curriculum and Instruction. B.S., M.Ed., Ed.D., North Texas State University.
O'Bryan-Garland, Sharon, Associate Professor of Curriculum and Instruction. B.S., M.A.T., Ed.D., Indiana University.

Olson, Mary Webb, Associate Professor of Curriculum and Instruction. B.A., Trinity University; M.Ed., Southwest Texas State University; Ph.D., University of Texas at Austin.

Rodriguez, Carlos Gonzalez, Assistant Professor of Curriculum and Instruction. B.S.Ed., M.Ed., Southwest Texas State University; Ph.D., University of Texas at Austin.

Thomas, Jerry Leon, Professor of Curriculum and Instruction. B.S., M.S., New Mexico Western College; Ph.D., University of Texas at Austin.

Wheeler, Larry James, Assistant Professor of Curriculum and Instruction. B.S., Oklahoma State University; M.Ed., Central State University; Ed.D., University of Oklahoma.

Williamson, Bobby Lee, Professor of Curriculum and Instruction. B.S., Texas A&M University; M.Ed., Southwest Texas State University; Ed.D., Colorado State College.

Worley, Stinson Ezell, Professor of Curriculum and Instruction. B.A., Baylor University; M.Ed., Ed.D., North Texas State University.

Degree Programs

The Department of Curriculum and Instruction offers a variety of degrees and programs. Before proceeding into any field of education at SWT, the degree applicant should inquire as to certification requirements associated with or prerequisite to the degree. You must keep in mind that certification requirements and graduate degree requirements may not be related and that the satisfactory completion of degree requirements may not always lead directly to certification.

In general, majors in any field of education who have not completed student teaching must complete this course as a background requirement or obtain a waiver from the Department of Curriculum and Instruction on the basis of teaching experience.

It is possible to earn the degree of Master of Arts in most areas of education with a minimum of 30 semester hours including the thesis. The Master of Education degree consists of a minimum of 36 hours without the thesis. Semester hour requirements vary within the major and minor areas. Some courses are scheduled at night to enable working students to complete a degree and/or certification.

Education majors, other than those in Special Education, who apply for the Master of Education degree must include a research course: Curriculum and Instruction 5390 or Curriculum and Instruction 5391. As a part of the requirements of each course, a formal report will be prepared in conformity with instructions given in the manual for writing the thesis.

Major Programs:

Elementary Education. This major usually consists of 24-27 hours in Elementary Education and an academic minor of 9-12 hours or a composite minor grouped under the title of Methods and Materials. Emphasis on Bilingual Education, Early Childhood, or Gifted and Talented is offered within this major.

Reading Education. This major consists of a minimum of 39 hours in a composite program consisting of 24 hours in Reading Education and a minor of 15 hours from linguistics, sociology, psychology, special education, and supervision. Completion of the program and three years' teaching experience qualify the graduate for certification as a Texas Professional Reading Specialist.

The program also permits students to minor in Reading Education and major in one of the following: Counseling and Guidance, Educational Administration, Elementary Education, or Secondary Education.
In addition to meeting Graduate School admission requirements as identified in the forward section of this catalog, to be considered for admission to the Reading Education Program you must submit the following data for review by the Graduate Reading Education Admission Committee:

1. Application form supplied by Reading Education program;
2. Three letters of reference from professional sources;
3. Copy of Graduate Record Examination score; and
4. Statement concerning your experience and purpose for entering the Reading Education program.

Also, after you have completed 12 semester hours in prescribed courses, you must complete a program examination.

**Secondary Education.** This major usually consists of 21-24 semester hours in Secondary Education and 12-15 semester hours in the academic minor. Degree outlines in Secondary Education focus on general secondary education or gifted and talented.

**Special Education.** This 24-semester hour major offers study in educational diagnostics or generic special education. A 12-semester hour minor is usually required.

**Endorsements and Certifications:**

Endorsements and certifications are available in addition to majors and concentrations associated with degree programs. These include Bilingual/Bicultural, Early Childhood, and Special Education. Inquiries regarding any of these endorsement or certification programs should be directed to the Chair, Department of Curriculum and Instruction. Effective May 1, 1986, satisfactory performance on a State Board of Education test is required for provisional or professional certificates in education. State law also requires that no one convicted of a felony may be certified to teach in Texas.

**Educational Diagnostician Certificate.** This professional certificate is based on a master’s degree and three years’ documented teaching experience. Courses required are: Special Education 5360, Special Education 5334, Special Education 5364, Special Education 5365, Special Education 5325, Special Education 5326 or Special Education 5327, Special Education 5375, Special Education 5389, Psychology 5370, Psychology 5371, Educational Psychology 5376, and Educational Psychology 5305.

**Generic Special Education Endorsement.** These courses constitute an endorsement in Generic Special Education: Special Education 5325, Special Education 5326, Special Education 5327, Special Education 5334, Special Education 5360, Special Education 5365, Special Education 5375, and Special Education 5389.

**Kindergarten Endorsement.** The following four courses, 12 semester hours, will constitute endorsement in Kindergarten Education on the elementary level: Education 5318, Education 5319, Education 5330, and Education 5378K. Six semester hours of Early Childhood may be counted as electives toward the elementary degree.

**Courses Offered**

**Curriculum and Instruction**

5178 Workshops in Education. (1-0) A workshop in innovative techniques or materials offered either on campus or off-campus in approved sites. Designed to give classroom teachers college credit for in-service-type training; course gives an opportunity for teachers to upgrade their skills and knowledge. A letter following the course number will indicate the areas of emphasis according to this code: (i) Elementary, (j) Secondary, (k) Early Childhood, (l) Bilingual.

1 May be repeated once for additional credit at discretion of the Chair of the department.
5278 Workshop in Education. (2-0) This workshop in innovative educational techniques or materials is offered either on campus or off-campus in approved sites. Designed to give classroom teachers college credit for in-service-type training, skills, and knowledge. A letter following the course number will indicate the areas of emphasis according to this code: (i) Elementary, (j) Secondary, (k) Early Childhood, (l) Bilingual.

5302 Methods and Materials for Teaching the Bilingual Pupil. (3-0) Designed to assist the elementary teacher in selecting appropriate teaching strategies and materials for meeting the learning needs of the limited English proficient student. Program organization, materials, and resources will be emphasized.

5306 Evaluative Techniques for the Classroom Teacher. (3-0) An in-depth study of the objectives of evaluation, teacher-made tests, interpretation of standardized test results, self-evaluation, school evaluation, sociometric techniques and their use, and reporting to parents.

5308 History and Philosophy of Teaching the Gifted/Talented. (3-0) Examination of the history and philosophy for teaching gifted/talented students. Focus will be on characteristics, identification, and special needs. Theoretical models will be studied.

5309 Methods and Materials for Teaching the Gifted/Talented. (3-0) Organization of activities for the gifted/talented with emphasis on program content, materials, resources, guidance, and development of related curriculum materials.

5312 Elementary Language Arts: Current Trends. (3-0) A study of current trends in methods of instruction in the language arts, a study of research findings, and an examination of selected media and materials. Also identifies the relation of language arts to other aspects of the elementary school curriculum and the most effective diagnostic techniques for the language arts.

5313 Human Growth and Development I. (3-0) Training for teachers (elementary or secondary), counselors, supervisors, and administrators to improve their professional effectiveness through the direct study of individual pupils according to an organizing framework of scientific knowledge of human growth and development; emphasis on the physical processes, the affective processes, and peer relationship.

5314 Human Growth and Development II. (3-0) For teachers (elementary or secondary), counselors, supervisors, and administrators to increase their understanding of the motivation, the developmental level, and the abilities of individual pupils by a direct study of individuals in the classroom; emphasis on increasing scientific knowledge of culture, self-development, and self-adjustive areas of development.

5317 Teaching Strategies for Elementary Teachers: Alternative Models. (3-0) Alternative teaching models based on learning theory. Course designed to assist the elementary teacher in selecting appropriate strategies for meeting student learning styles and to broaden the scope of elementary school methodology.

5326 The Elementary School Curriculum. (3-0) Principles of curriculum development and organization, selection of curriculum experiences, planning of various types of units and overview of curriculum outcomes in various areas, guiding school experiences and unit activities, and actual practice in preparing curriculum materials.

5327 Principles and Practices in the Elementary School. (3-0) Defines and interprets the newer trends in elementary school practices; the philosophy and objectives of the elementary school, and procedures for implementing these objectives; classroom organization and management; the principles of unified learning as applied to school experiences, procedures for planning and developing experiences, meeting individual needs, and evaluation.

1 May be repeated once for additional credit at discretion of the Chair of the department.
5328 Elementary Social Studies: Curriculum Problems. (3-0) Development and purposes of the social studies curriculum; contributions of the social sciences to the social studies curriculum; relation of the social studies to the total elementary program; curriculum construction, supervision, and evaluation; current issues and trends.


5333 The Secondary Curriculum. (3-0) A brief history of curriculum development with special emphasis on the Texas curriculum program; basic principles of curriculum making, and techniques of curriculum construction and installation; aims and purposes of the curriculum as a function in perpetuating and improving democratic ideals; attention to significant researches in curriculum development.

5336 Methods and Materials for Teaching English as a Second Language. (3-0) Identification and use of English as a Second Language (ESL) materials and teaching strategies for teaching ESL as an integrated process including first and second language acquisition.

5363 Strategies for Improving Secondary Teaching. (3-0) Analysis of teaching concepts as they apply to the development and improvement of teaching strategies appropriate for implementing selected objectives and content by the secondary teacher. Micro teaching sessions, including video tape recording, will be required.

5372 Philosophical Foundations of Education. (3-0) An overview of the field of educational philosophy as related to the spectrum of human events and the educative process in particular. Designed for master's degree students without previous graduate work in philosophy or philosophy of education.

5378 Problems in Education. (3-0) Individual problems not related to thesis or research problems. Designed to place emphasis on selected areas of study. A letter following the course number will indicate the area of emphasis according to this code: (i) Elementary, (j) Secondary, (k) Early Childhood, (l) Bilingual.

5387 Bilingual Education: Principles and Practices. (3-0) A study of the current trends in bilingual education and the elementary school practices, the philosophy and objectives of the bilingual elementary school program, classroom organization and management, and procedures for meeting individual needs.

5390 Research Seminar in Elementary Education. (3-0) Each student will be given an opportunity to choose for study special problems to fit his/her particular needs and interests; research procedures needed in the preparation of thesis or other research reports. To demonstrate his/her mastery of these procedures, the student will present a research paper on a selected problem.

5391 Research Seminar in Secondary Education. (3-0) Problems in secondary education; emphasis on research procedure. A research paper is required of each student.

5399 or 5699 Thesis.

1 May be repeated once for additional credit at discretion of the Chair of the department.
Early Childhood Education

5318 Advanced Early Child Development: Readiness for Learning and Language Abilities. (3-0) A study of the cognitive, affective, and psychomotor factors bearing on the young child's readiness for learning and acquisition of language. The course includes methods of child study, such as instruction, and practice in using observational techniques and anecdotal records. It includes the design and evaluation of specific readiness activities and guided field experience.

5319 Curriculum and the Young Child, I (Kindergarten). (3-0) Organization and evaluation of programs for young children. Translating developmental knowledge into effective practices which may be employed in the total education of young children.

5330 Curriculum and the Young Child, II (Kindergarten). (3-0) Advanced study of curriculum and materials used in educational programs for young children.

Reading

5320 Psychology in Teaching Reading. (3-0) A detailed study of the psychological bases of the reading process: the perceptual nature of reading, learning principles, sensory aspects, physiological correlates, phoneme/grapheme correspondence, personality factors, concept formation.

5322 Methods and Materials for Teaching Reading in the Elementary Grades. (3-0) Concerned with children four to twelve years old and concentrates on preventing reading failure by dealing with readiness; assessment of linguistic, psycho-social, and physiological development; diagnostic reading; scope and sequence of beginning reading skills; use of traditional and innovative methods and material adapted to individual differences.

5323 Diagnosis of Reading Problems. (3-0) A study of the nature and causes of reading problems including observations, demonstrations, and supervised practice in the techniques of diagnosis. Attention is given to interview procedures, diagnostic instruments, standard and informal tests, and report writing.

Prerequisites: Reading major: Reading 5320, Reading 5322, and Reading 5324; Reading minor: Reading 5322 or Reading 5324.

5324 Teaching Reading in the Secondary School. (3-0) Deals with teaching developmental reading in the secondary school. Topics to be included are extension of fundamental reading skills, classroom diagnosis and correction of reading problems, study skills, developing flexibility and critical thinking, reading in the content areas, adolescent reading tastes, and supervision of secondary school reading programs.

5331 Procedures and Practices for Teaching Reading to Black, Spanish and Other Multi-Ethnic Pupils. (3-0) Deals with the linguistic and reading problems unique to pupils whose native language or dialect is other than standard Middle-American English, with particular emphasis on pupils of Afro-American or Mexican-American heritage. Other topics include: teaching English as a second language, teaching reading in a bilingual school setting, creating innovative methods and materials for bilingual pupils.

5332 Remediation of Reading Disabilities. (3-0) Methods and materials for teaching pupils with specific reading disabilities. Includes interpreting diagnostic data, planning and organizing a remedial program, the study of remedial techniques, evaluation of remedial approaches, and required hours of clinical practice.

Prerequisite: For Reading Education majors or minors: Reading 5322, Reading 5323, or Reading 5324.

5335 Clinical Practicum and Internship in Reading Disabilities. (3-0) Advanced course on the clinical application of the nature, causes, and remediation of reading disabilities; it is conducted on campus or in an approved school setting. Course is designed to help reading teachers develop skills in testing, interviewing, analyzing case
history findings, writing remedial prescriptions, teaching reading by using corrective or remedial procedures, and reporting to parents and schools. In addition to lectures and seminars, students are required to have a minimum of 50 clock hours of supervised clinical practice.

Prerequisites: One year or more of full-time teaching, Reading 5323, Reading 5332, and consent of instructor.

5345 Classroom Diagnostic-Prescriptive Reading Instruction. (3-0) Course provides an introduction to classroom reading diagnosis, prescription, and corrective techniques applicable to problem readers in the regular classroom. Informal diagnostic techniques and group corrective techniques will be emphasized.

Prerequisite: Graduate or undergraduate reading methods course, or instructor’s permission.

5395 Teaching Reading to Older Students and Adults. (3-0) Deals with teaching reading to older students. Topics to be included cover the special reading needs of older high risk students, competent and gifted students, and adult basic education students. Topics include: the nature of the learners; appropriate assessment strategies; methodologies; instructional materials and resources; and the groups, schools, and agencies which service these students.

6330 Psychology of Language. (3-0) Development of language in children, with emphasis on language perception and production and the task of learning verbal behavior. See Psychology 5330.

Special Education

5310 Selected Topics in Special Education. (3-0) In-depth study of selected topics of current interest in special education. Work done on independent study basis with faculty member and available only with permission of department.

5311 Survey of Severe Emotional Disturbance and Autism. (3-0) Examination of historical perspective, current theories, and characteristics of severely emotionally disturbed and autistic children and youth.

5312 Specialized Assessment Techniques for Severely Emotionally Disturbed and Autistic. (3-0) Examination of specialized assessment methods and instruments for use with classroom programming for severely emotionally disturbed and autistic students.

5313 Methods and Materials for Severely Emotionally Disturbed and Autistic. (3-0) Specific strategies and materials for effective instruction of severely emotionally disturbed and autistic students.

5314 Behavior Management for Severely Emotionally Disturbed and Autistic. (3-0) Course designed to examine theories and strategies for effective management of classroom behaviors of severely emotionally disturbed and autistic students.

5315 Ecological Programming for Severely Emotionally Disturbed and Autistic. (3-0) Course is designed to examine community and family issues pertaining to severely emotionally disturbed and autistic individuals.

5316 Practicum in Severely Emotionally Disturbed and Autistic. (3-3) Observation and supervised teaching with severely emotionally disturbed and autistic students; development, administration, and evaluation of assessment tools; planning learning sequences for children.

Prerequisites: Special Education 5313, Special Education 5314, Special Education 5315 or consent of the instructor.

5325 Developmental Perspectives of the Mildly Disabled. (3-0) In-depth study of language, cognitive, psychosocial, and motor development, from infancy to adulthood, in the mildly disabled. Special emphasis on the relationship between these developmental problems and the learning process.
5326 Educational Strategies for the Mildly Disabled. (3-0) Assessment, basic organization of programs, instructional aids and materials that are appropriate for the individual differences characteristic of exceptional learners. Special emphasis on a language arts curriculum.

5327 Teaching the Mildly Disabled Student. (3-0) Instructional approaches and techniques for effective adaptation of curriculum, methods, and materials for exceptional learners. Special emphasis on specific strategies that are appropriate for a mathematics curriculum.

5334 Assessment and Evaluation of Exceptional Students. (3-0) Procedures for evaluating and prescribing treatment for mildly disabled students. Special emphasis placed on developing sensitivity in formal and informal observation of such students.

5345 Educational and Psychological Problems of the Severely and Profoundly Handicapped. (3-0) Identification and translation of educational and psychological behaviors of the severely and profoundly handicapped into developmental categories and applied instructional modification processes.

5346 Methods and Materials for the Severely and Profoundly Handicapped. (3-0) Techniques and materials for individualized training and enrichment for the severely and profoundly handicapped. Special emphasis on behavior modification, language and motor development.

5360 The Education of Exceptional Children. (3-0) A survey course to orient students to the program and problems in the education of all types of exceptional children. Field trips, lectures, and films supplement class lectures.

5364 Psychological Problems of the Mentally Retarded. (3-0) Course dealing with the theories which attempt an explanation of intellectual deficiency. Etiologies and psychological mechanisms of mental retardation studied to provide bases for improvement in the performance of mentally retarded pupils.

5365 Education of the Neurologically Impaired. (3-0) Basic characteristics of physical disorders resulting in motor dysfunction and/or learning disabilities with special emphasis on disorders deriving from neurological impairment; general principles for educating pupils with such impairments in public schools. Visiting lecturers from medical and para-medical fields will assist in teaching this course.

5373 Structured Language for the Slow Learner. (3-0) Basic factors of oral and written English: vocabulary, syntax, rhythm, and intonation and sound elements that create academic difficulties for pupils with specific language disorders derived from environmental influences or neurological impairment.

5375 Behavioral Expectations and Management in the Home and School. (3-0) Behavior management strategies and techniques to prevent, alter, improve, and maintain social, emotional, and academic behaviors of exceptional learners in both the home and school environments. Special emphasis on environmental engineering, management of surface behavior, behavior modification techniques, and appropriate referral sources as they apply to exceptional learners and their parents.

5389 Internship Practicum. (3-0) Design and implementation of educational programs for exceptional students in content and vocational areas; determination of learner and weaknesses, instructional modification, and behavior control; supervised clinical practice.

Prerequisites: Special Education 5360, Special Education 5325, Special Education 5326, and Special Education 5327.

5668 Practicum in Severely and Profoundly Handicapped. (6-3) Observation and supervised teaching with the severely and profoundly handicapped; development, administration and evaluation of assessment tools; planning learning sequences for children.

Prerequisites: Special Education 5345 and Special Education 5346, or consent of instructor.
Department of Educational Administration and Psychological Services

Graduate Faculty

Beck, John James, Jr., Associate Professor of Educational Administration. B.S., Southwest Texas State University; B.S., University of Washington; M.A.T., Ph.D., University of Nebraska.

Brown, William Frank, Professor of Counseling and Guidance. B.S., Trinity University; M.A., Ed.D., University of Texas at Austin.

Conoley, Colleen Wyatt, Professor of Counseling and Guidance. B.A., University of Arkansas; M.A., Ph.D., University of Texas at Austin.

Garland, James Jasper, Professor of Educational Administration. B.S., M.A., Ed.D., Baylor University.

Hefner, Robert Lee, Professor of Educational Administration. B.S., East Texas State University; M.Ed., North Texas State University; Ph.D., Texas A&M University.

Hughes, Billie Edward, Associate Professor of Counseling and Guidance. B.A., Howard Payne University; M.Ed., Ed.D., North Texas State University.

Johnson, Diana Elizabeth, Assistant Professor of Psychological Services and Acting Dean of the College of General Studies. B.A., North Texas State University; M.A., Ph.D., University of Texas at Austin.

Jorgenson, Christabel Bertelsen, Professor of School Psychology. B.A., Texas Lutheran College; M.Ed., Texas Christian University; M.A., Ph.D., Texas Woman's University.

Kurtz, William Harry, Associate Professor of Educational Administration. B.S., Northwest Missouri State University; M.Ed., Ed.D., University of Missouri.

McDaniel, Elizabeth Logan, Professor of School Psychology. B.A., University of California at Los Angeles; M.S., University of Illinois; Ph.D., University of Texas at Austin.

Miller, Damon, Professor of Counseling and Guidance. B.S., M.Ed., Howard Payne University; Ph.D., University of Texas at Austin.

Scholwinski, Edward Joe, Jr., Assistant Professor of School Psychology. B.S., M.Ed., Southwest Texas State University; Ph.D., Texas A&M University.

Seifert, Edward Herman, III, Associate Professor of Educational Administration, Chair of the Department of Educational Administration and Psychological Services, and Associate Dean of the School of Education. B.S.Ed., Ed.S., Central Missouri State University; M.S.Ed., Northwest Missouri State University; Ed.D., Oklahoma State University.

Smith, Milton Lloyd, Professor of Educational Administration. B.S., University of Corpus Christi; M.S., Texas A&M University; Ph.D., University of Texas at Austin.

Stevens, Paul Lester, Professor of Educational Administration. B.S., Texas A&M University; M.Ed., University of Houston; Ph.D., Texas A&M University.

Weitman, Catheryn Julia, Assistant Professor of Educational Administration. B.S., University of Missouri at Columbia; M.Ed., University of Guam; Ph.D., Texas A&M University.
Major programs:

- **Counseling and Guidance.** The graduate Counseling and Guidance programs are designed to give necessary training, as well as meet academic requirements for credentials, for professional work in schools, agencies, and private practice. Highly qualified and dedicated faculty members take a personal interest in the development and placement of individual students.

  The Master of Education degree in Counseling and Guidance consists of a minimum of 27 semester hours of guidance-related courses and a minor of 9 semester hours in sociology or psychology.

- **Educational Administration.** A structured program for preparation of those interested in managing the educational enterprise. The 36 hour Master of Education degree is predicated on development of skills in behavioral science, administrative procedures, and curriculum improvement. Specific objectives address leadership, managerial principles, legal, sociological and psychological aspects of administration, and curriculum implementation. The first three courses in the program are Educational Administration 6340, Psychology 5370, and Educational Administration 5349. You must attain a 3.25 GPA to be eligible for the comprehensive examination.

- **Management of Vocational/Technical Education.** This major is a highly specialized composite degree program. It has flexibility of course work which can be tailored to complement and strengthen your individual interests and background. An administrative core is common to all degree outlines. Supporting work may lead to certification as a vocational teacher, coordinator, or supervisor. Vocational counselor orientation is also possible. NOTE: MVTE cannot be used as a minor.

- **School Psychology.** This interdepartmental (Educational Administration and Psychological Services, Psychology, and Curriculum and Instruction) course sequence leads to state certification as both a Psychological Associate and as an Associate School Psychologist. It fulfills the requirements of the Texas State Board of Examination of Psychologists and is approved by the Texas Education Agency at the state level and also accredited by both the National Association of School Psychologists and the National Council for the Accreditation of Teacher Education (NASP/NCATE) at the national level. The Master of Education with a major in School Psychology is a 48-hour program.

  You must apply for admission to the School Psychology program through the Department of Educational Administration and Psychological Services, Attn: School Psychology Program, in addition to meeting the regular Graduate School admission requirements.

Certification Programs:

Certifications are available in addition to majors and concentrations associated with degree programs. These include Associate School Psychologist, Counseling, Mid-Management, Superintendent, Supervisor, Visiting Teacher, and Psychological Associate. Inquiries regarding any of these certification programs should be directed to the Chair, Department of Educational Administration and Psychological Services. Effective May 1, 1986, satisfactory performance on the Examination for the Certification of Educators in Texas (ExcET) test is required for provisional or professional certificates. State law also requires that no one convicted of a felony may be certified to teach in Texas.
Certification in Educational Administration. The program in Educational Administration offers two distinct certification areas as Texas public school administrators: Mid-Management, a 45-hour program, and the Superintendency, requiring 15 semester hours in addition to the 45 hours of the Mid-Management level. These certificates fulfill requirements for administrative positions such as elementary, middle, or secondary principal, and central office positions. Post-graduates seeking administrative certification must meet entrance requirements expected of degree-seeking applicants. This certification is usually obtained after completion of the master's degree.

Certification in Supervision. The program in Supervision offers Texas certification with a 45-hour program. (If you follow the degree option, you must first be accepted as a degree-seeking student. A Master of Education is then awarded after completion of 36 hours of prescribed courses.) This plan consists of courses in curriculum and educational leadership. You may choose to specialize in Elementary, Vocational, Early Childhood, Bilingual, Reading, Gifted/Talented, Special Education, or a composite area.

Certification and Licensure in Counseling and Guidance and As a Visiting Teacher. A 45-semester hour Professional Counselor Licensure program and a 42-semester hour School Counselor Certification can also be selected. Additionally, Visiting Teacher Certification is housed in the Counseling and Guidance program.

Courses Offered

Educational Administration

5101 Research. (1-0) Individual research in various problems related to education. Data, analysis, and conclusions will be reported.

5178 Workshop in Education. (1-0) A workshop in innovative techniques of materials offered either on campus or off-campus in approved sites. Designed to give classroom teachers college credit for in-service-type training; course gives an opportunity for teachers to upgrade their skills and knowledge. A letter following the course number will indicate the areas of emphasis according to this code: (b) Administration.

5334 Public School Curriculum Leadership. (3-0) An examination of educational leadership as it relates to curriculum development and improvement. Consideration is given to the administrator's role in identifying and implementing innovations in curriculum construction at all levels; furnishing leadership in coordinating educational offerings in elementary and secondary schools; diagnosing and prescribing learning activities for all students' needs; planning and evaluating curriculum content and changes; and designating personalized programs in specific skill areas such as reading.

5341 Supervision of Instruction. (3-0) Fundamental problems of supervision; the nature and organization of supervision, supervisory plans and principles; training of supervisory officials; standards for performance and appraisal; methods of improving instruction; case studies in supervision.

5342 Supervision of the Elementary School. (3-0) General organization for supervision; problems of classification, grouping; the principal's routines; in-service training; improvement of other teacher-learner situations.

5343 Supervision of the Secondary School. (3-0) Organization of the secondary school; classification, progress, and promotion. Duties of the principal, in-service training; standards for performance appraisal; methods of improving instruction.

5344 School-Community Relations. (3-0) Development of concepts and methods in bringing closer integration of school and community, importance of community life in the educative process, and the community school concept.

1 May be repeated once for additional credit at discretion of the Chair of the department.
5346 **The Principalship.** (3-0) Duties at both elementary and secondary levels; elements common to all; work in areas where functions are sharply differentiated at various levels. Considerations of such topics as these: the place of the principal in the administrative organization, community relationships, his/her business and personnel functions, office management, scheduling, administration of the curriculum, the library and other auxiliary services, the extra-curricular program, the guidance program, the school plant.

5349 **Interpersonal Behavior.** (3-0) Processes in interpersonal behavior through formal and informal groups. Role performance in interpersonal transactions. Status in group structure. Parameters on behavior created by personality, organizational structure, and leadership considerations. Organizational change and group behavior.

5374 **Administration of Special Program.** (3-0) Analysis of legal, academic, and administrative requirements for special programs in the public schools. Emphasis is on special, vocational-technical and career education. Attention will be given to current state and federally-funded programs requiring special administrative skills.

5375 **The School Plant.** (3-0) A study of plans for determining the extent and character of present and future building and equipment needs of a school unit, efficiency of present plant, operation and maintenance, planning the building program.

5378**1 Problems in Education.** (3-0) Individual problems not related to thesis or research problems. Designed to place emphasis on selected areas of study. A letter following the course number will indicate the area of emphasis according to this code: (b) Administration, (d) Junior College, (h) Supervision.

5389**2 Internship Practicum.** Offered separately for administrators, counselors, school psychologists, supervisors, and those who are candidates for positions in various areas of special education; will vary with the field chosen. A practicum is included for all like candidates for planning purposes, for discussion, and for evaluation. A special fee is usually charged; see the fee section of this catalog. A letter following the course number will indicate the area according to this code: (b) Administration, (h) Supervision.

5392 **The Community Junior College.** (3-0) Introduction to the community junior college and to its roles and functions in American education. Special attention will be directed to the evolution, development, patterns of organization, purposes, programs, personnel, and current issues of the community junior college.

5393 **Community Junior College Curriculum.** (3-0) Introduction to the community junior college with special emphasis on current trends and issues relating to technical-vocational, adult and continuing education, community services, college transfer, and remedial functions of the curriculum.

5394 **Teaching in the Community Junior College.** (3-0) A study of the junior college instructional program with emphasis on the instructor, his/her preparation, qualifications, and performance. Instructional strategies appropriate to the needs of junior college students, including adults, will be studied.

6334 **Public School Instructional Leadership.** (3-0) Study of the administrator's role in providing instructional leadership in the public schools. Emphasis will be placed on the administrator's responsibilities in such areas as developing concepts of teaching and learning, planning for effective instruction, implementing effective instruction, evaluating classroom instruction, and improving classroom instruction.

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1 May be repeated once for additional credit at discretion of the Chair of the department.

2 May be taken up to three times, for a total of 9 hours credit, at the discretion of the Chair of the department.
6340 Public School Administration. (3-0) The overall principles of administration of public schools. Consideration of such topics as these: the processes of administration, organization—federal, state, local districts; instructional personnel and staff; relations with staff and school board.

6341 Pupil Personnel Services. (3-0) Designed to help administrators, counselors, supervisors, and teachers develop an understanding of role of pupil personnel services; responsibility for techniques of evaluating programs of pupil personnel services.

6345 Administration and Staff Personnel. (3-0) Organization and administration of professional staffs, positions, and relationships; professional ethics, welfare; professional involvement in policy and curriculum; faculty development.

6346 Administrative Theory. (3-0) Major emphasis of administrative theory as related to decision making. The first half of the course is devoted to the consideration of administrative theories and principles; the second half to the practical application of theory and principle to recent and/or continuing problems of school administration. Decision making is emphasized as being the nature and substance of administration.

6347 The Superintendency. (3-0) The basic issues of problems confronting the superintendent, such as school buildings: planning, contracting, financing, equipping; fiscal and business management; taxation; budgeting, accounting; administering special services; transportation, food services, custodial services; management of personnel.

6348 Public School Law. (3-0) Constitutional provisions, statutory laws, court decisions, and regulations governing public schools, with special reference to state and federal relationships.

6349 School Finance and Business Management. (3-0) Study of school funds on local, state, and federal level; budgeting, data processing; other systems of accounting and reporting. Supply management as related to school efficiency. Maintenance of buildings, grounds, and equipment.

6350 Administrative Educational Design—A Systems Approach. (3-0) An advanced course to assist the educator in assembling school components into logical order. Emphasis will be on total system improvement, based on continuing assessment and analysis. Balance and interrelationship of all school district components will be structured into functional systems by each student.

6378 Problems in Education. (3-0) Individual problems not related to thesis or research problems. Designed to place emphasis on selected areas of study. A letter following the course number will indicate the area of emphasis according to this code: (b) Administration.

6389 Internship Practicum. (3-0) Designed to give prospective school superintendents on-the-job training under the guidance of successful, experienced, practicing school administrators.

Educational Psychology

5178 Workshop in Education. (1-0) A workshop in innovative techniques or materials offered either on campus or off-campus in approved sites. Designed to give classroom teachers college credit for in-service-type training; course gives an opportunity for teachers to upgrade their skills and knowledge. A letter following the course number will indicate the area of emphasis according to this code: (c) Counseling.

5278 Workshop in Education. (2-0) This workshop in innovative educational techniques or materials is offered either on campus or off-campus in approved sites. Designed to give classroom teachers college credit for in-service-type training, skills, and knowledge. A letter following the course number will indicate the area of emphasis according to this code: (b) Administration, (c) Counseling.

1 May be repeated once for additional credit at discretion of the Chair of the department.
5305 Standardized Testing. (3-2) Problems and principles of administration, scoring and interpreting group and individually administered tests; utilization of test data for diagnostic, placement, predictive, and evaluative purposes; elementary statistical procedures; laboratory activities in test administration, scoring, and interpretation.

5307 Counselor and Personality: Current Theories. (3-0) Theories of counseling and personality will be studied and discussed in the classroom. Students will observe counseling procedures recommended by each theorist and will be given supervised practice in the application and evaluation of these procedures.

5316 Education in Multicultural Settings. (3-0) Students will examine their own values relative to various cultural factors (lifestyle, aspirations, language, family, etc.) that influence or impede the learning process as it occurs in multicultural settings. Using simulations, the role and common problems of teachers in these settings will be explored using a problem-solving, values-clarification approach.

5350 Organization and Administration of Guidance Services. (3-0) In-depth study of principles and practices in the organization and administration of guidance services from K-12. Topics include (1) the structure, purposes and goals of guidance services, (2) the roles and functions of administrators, guidance personnel, and teachers in the guidance service, (3) legal and ethical considerations of guidance personnel, (4) analysis of current counseling theories, and (5) program development and evaluation.

5352 Paraprofessional in Counseling and Guidance. (3-0) Practical problems in organizing, administering, and evaluating a counseling program utilizing paraprofessionals to provide a variety of guidance services. These problem areas will receive in-depth examination: (1) delineation of job duties, (2) identification of requisite competencies, (3) adaptation of methods and materials, (4) provision of necessary training, (5) coordination of staff activities, and (6) evaluation of program effectiveness.

5353 Counseling and Guidance Applications of Computer Technology. (3-0) Practical problems in selecting, implementing, and evaluating computer programs for standardized testing, career counseling, educational advising, learning skills improvement, and job placement will receive in-depth examination. Hands-on operation of microcomputer hardware, evaluation and utilization of available software, and preparation of guidance materials for computer programming will be stressed.

5354 Counseling Techniques. (3-0) Techniques for individual counseling: Models and intensive practice in systematic approaches to helping skills and interpersonal relationships. Affective and cognitive processes of understanding, acceptance, and sincerity, as components of effective communication, will be major foci of the course.

5355 Vocational Guidance and Occupational Information. (3-0) Introduction to the nature and use of occupational information in counseling and special guidance classes; sources of information; methods of developing information through job analysis and community surveys.

5357 Individual Testing. (3-2) Problems of administering and interpreting psychological tests designed for individual administration. Study of the utilization of intelligence, proficiency and projective tests in evaluation, classification and prediction. Laboratory activities in test administration, scoring, and interpretation.

5358 Group Procedures in Guidance and Counseling. (3-0) A laboratory experience designed to provide theoretical background and practical application for techniques in group guidance and counseling. Reading in the field of group dynamics will be required. Techniques for the utilization of group guidance in the curriculum will be explored. Techniques of group therapy in the treatment of emotional and educational maladjustment will also be practiced.
5366 Seminar in Individual and Group Counseling (Advanced). (3-0) Study of theoretical positions and techniques used by outstanding counseling psychologists in individual and group practice. Supervised practice in both classical and contemporary approaches will be required. Students will identify counseling goals and evaluate the counseling sessions, using criteria appropriate to the specific theoretical position which is being practiced.
Prerequisite: Education 5354.

5367 Marriage and Family Counseling. (3-0) Introductory course involving the study of reasons for client need for marriage and family counseling; understandings of the principles of communication and goals of marriage and family counseling; and practice of techniques used in selected approaches to marriage and family counseling.

5368 Elementary School Counseling. (3-0) Orientation to elementary school guidance and counseling. Developmental and special needs of elementary school-aged children are analyzed. Tests and other assessment techniques are examined. Skills are developed in the three major functions of the elementary guidance worker: counseling, coordination, and consultation.

5370 Psychology of Learning. (3-0) Basic problems in the acquisition of responses are studied, treating such constructs as reinforcement, extinction, retention, forgetting, problem solving, motivation, and punishment. Major theories are treated through attention to classical experiments, but greatest emphasis is given contemporary research. See Psychology 5370.

5376 Psychological Assessment I. (3-0) Standard individual tests (i.e., WISC, WAIS, BINET) of general intelligence and special abilities and achievement; their theoretical and statistical bases; construction, administration, scoring, and interpretation of these instruments. See Psychology 5376.
Prerequisite: Advanced education or psychology including child development or child psychology, and consent of the instructor.

5377 Psychological Assessment II. (3-0) Advanced investigations in personality dynamics, role expectations, and projective instruments (i.e., Rorschach, Thematic Apperception Test, etc.) and their theoretical bases, construction, administration, scoring and analysis, synthesis with interview, self report, psychometric and sociometric data. See Psychology 5377.
Prerequisites: Educational Psychology/Psychology 5376 or its equivalent, graduate standing, and consent of the instructor.

5378' Problems in Education. (3-0) Individual problems not related to thesis or research problems. Designed to place emphasis on selected areas of study. A letter following the course number will indicate the area of emphasis according to this code: (a) School Psychology, (c) Counseling.

5385 Psychological Services in the School. (3-0) Concepts and procedures utilized in the prevention, diagnosis, referral, treatment, and rehabilitation of academic and behavioral problems among some children and adolescents; consultation with school personnel regarding pupil placement, curriculum design, and the mental health of students and educational experiments.
Prerequisites: 12 semester hours of advanced education or psychology, including courses in human development, and/or consent of the instructor.

5386 Professional Problems in School Psychology. (3-0) Professional development and ethical position of the school psychologist. The role of the school psychologist in relation to school administrators, guidance and counseling personnel, teachers, parents, and others.

1 May be repeated once for additional credit at discretion of the Chair of the department.
5389 Internship Practicum. (3-0) Offered separately for administrators, counselors, school psychologists, supervisors, and those who are candidates for positions in various areas of special education; will vary with the field chosen. A practicum is included for all like candidates for planning purposes, for discussion, and for evaluation. A special fee is usually charged; see the fee section of this catalog. A letter following the course number will indicate the areas according to this code: (a) School Psychology, (c) Counseling, (w) School Psychology, (y) Counseling.

5391 Research Seminar in Secondary Education. (3-0) Problems in secondary education; emphasis on research procedure. A research paper is required of each student.

5396 Advanced Psychoeducational Assessment and Remediation. (3-0) Advanced techniques for comprehensive assessment will be studied with emphasis on techniques generally not included in most test batteries. An overview of neuropsychological and other tests will be given with practice in administering, scoring, and interpreting the tests.

Prerequisite: Educational Psychology 5376. Special Education 5365 is recommended.

5399 or 5699 Thesis.

May be taken up to three times, for a total of 9 hours credit, at the discretion of the Chair of the department.
Department of Health, Physical Education, and Recreation

Graduate Faculty

**Avent, Henrietta Hempstead**, Professor of Health, Physical Education, and Recreation. B.A., University of Kentucky; M.A., New York University; D.P.E., Indiana University.

**Calsbeek, Franklin**, Professor of Health, Physical Education, and Recreation. B.S., Augustana College; M.S., University of Illinois; Ed.D., University of Oregon.

**Cloninger, Karl Warren**, Assistant Professor of Health, Physical Education, and Recreation. B.S., Iowa State University; M.S., Ph.D., University of Oregon.

**Furney, Steven Reed**, Assistant Professor of Health, Physical Education, and Recreation. B.S., Texas A&M University; M.Ed., University of Houston; Ed.D., University of Tennessee.

**Guthrie, Roger Hugh**, Assistant Professor of Health, Physical Education, and Recreation. B.B.A., University of Portland; B.S., University of Oregon; M.A., California State University at Chico; Ph.D., University of Illinois.

**Hays, Joan Camille**, Professor of Health, Physical Education, and Recreation. B.S., University of Utah; M.S., University of Wisconsin; Ph.D., University of Texas at Austin.

**Hoffman, Keith Farrell**, Associate Professor of Health, Physical Education, and Recreation. B.S. in Ed., Southwest Texas State University; M.S. in Ed., Texas A&I University; Ed.D., North Texas State University.

**Johnson, Maurice Allen**, Associate Professor of Health, Physical Education, and Recreation. B.S., Minot State College; M.Ed., Springfield College; Ed.D., Arizona State University.

**Keck, Theodore Frederick**, Professor of Health, Physical Education, and Recreation and Chair of the Department of Health, Physical Education, and Recreation. B.S., Minot State College; M.S., Ph.D., University of Oregon.

**Murray, Tinker Dan**, Assistant Professor of Health, Physical Education, and Recreation. B.S., University of Texas at Austin; M.Ed., Southwest Texas State University; Ph.D, Texas A&M University.

**Paese, Paul Carmine**, Associate Professor of Health, Physical Education, and Recreation. B.S., M.Ed., Bowling Green State University; Ph.D., Ohio State University.


**Scott, Charlotte Robinson**, Associate Professor of Health, Physical Education, and Recreation. B.S., M.A., Ph.D., Texas Woman's University.
Degree Programs

The mission of the graduate program in the Department of Health, Physical Education, and Recreation is to provide students with a broad base of knowledge and high level competencies in their selected areas of interest. The department offers graduate study culminating in these degree options: Master of Arts or Master of Education. The Master of Arts consists of at least 30 semester hours, including thesis, with a major of 18-24 hours in Health and Physical Education. The Master of Education in Physical Education, the Master of Education in Health Education, and the Master of Education in Health and Physical Education each consist of at least 36 semester hours, including a major of 21 hours and a 15 hour minor, or a split minor of 9 and 6 hours.

The members of the graduate faculty of the department have derived their education and training from different universities and represent a variety of specializations.

Because the department has a large instructional program for the general university student in addition to broad undergraduate physical education, health education, and recreation major programs, the variety of activities for teaching specialties of assistant instructor is extensive.

Financial Aid Program. Assistantships are available to students who have expertise in a wide range of activities. To be considered for positions as assistant instructors, applicants must have unconditional admission to the Graduate School. Applications should be directed to the department Chair.

Courses Offered

Physical Education

5303 Seminar in Athletic Training. (3-0) Current trends in athletics and physical education concerning the care and prevention of injuries with special emphasis on therapeutic and rehabilitation techniques. Taping and bandaging will be practiced in a laboratory situation.

5304 Psychology for Motor Learning. (3-0) The nature of scientific research; theories of behavior development; learning and acquisition of motor skills; empirical principles of learning in relation to motor learning; and structural, physiological, and other factors in relation to motor skill performance.

5305 Advanced Course in Tests and Measurements in Physical Education. (3-0) Intensive study of existing tests in physical education and methods of test construction. Laboratory experiences are provided.

Prerequisite: Undergraduate course in tests and measurements, or equivalent.

5311 Programming in Adapted Physical Education. (3-0) To assist the student in designing and implementing a physical education program for the handicapped and special populations.

5321 Workshop for Teachers in Physical Education. (3-0) Current problems in physical education, intramurals, curriculum, public relations, and athletics.

5345 Supervision of Physical Education. (3-0) Basic principles of supervision of physical education; planning of programs and techniques of supervision, such as interviewing, conferences, evaluation procedures, and visitation procedures. Where possible, students are given opportunities to practice these techniques.

5346 Literature and Research in Physical Education. (3-0) Directed reading, reports, and discussions of the current literature in the field of physical education, a critical analysis of research techniques and the locations and securing of information, together with the steps necessary to the solution of research problems in this field.

1 May be repeated once for additional credit at discretion of the Chair of the department.
5347 Problems of Physical Education. (3-0) May be taken by a student who desires to work on a research problem. The student gathers pertinent data and submits a report of the results of the research.

Prerequisite: Successful completion of Physical Education 5346.

5348 Organization of the Physical Education Program for the Elementary School. (3-0) Designed to help students overcome problems existing at the elementary level through program planning and organization. Discussions on problems of instruction, evaluation, philosophy and objectives to be attained; role of the teacher in sharing responsibility with all other teachers and administrators; the unique contribution of physical education teachers in the educational process, the concept of the teacher as a community member, and suggestions for improvement of quality of professional education.

5353 Curriculum Development in Physical Education. (3-0) Planning and operation of the total physical education program with special attention to overcoming difficulties peculiar to this field. Assistance is given in preparing curriculum materials for specific purposes and situations.

5356 Experimental Designs in Physical Education. (3-0) Various experimental designs applicable to physical education are examined. Basic concepts of statistical analysis appropriate to the designs are discussed. Practical experience in use of computer programs in data analysis is given.

5360 Administrative Problems in Physical Education. (3-0) Problems of organization and administration of the programs in physical education, intramurals, and extramurals. Brings together the phases of school administration and the relationship of the physical education program in the school and the community.

5361 Problems in Facilities and Equipment in Athletics and Physical Education. (3-0) Problems in planning, construction, operation, and maintenance of athletic and physical education facilities. Selection, budgeting, procurement, accountability and maintenance of equipment and supplies for athletics and physical education.

5371 Advanced Techniques in Outdoor Education. (3-0) Includes a study of advanced techniques in camping for schools with special emphasis on trip craft skills, back-packing skills, and survival techniques.

5380 Administering Leisure Delivery Systems. (3-0) Study of organizational concepts, a problem-solving model, board-staff relationships, personnel administration, management by objectives, and comprehensive planning in/and for the delivery of leisure services.

5390 Seminar in the Theory of Competitive Sports. (3-0) Concerned with the understanding and “why” of techniques and theories presently used in coaching competitive sports rather than their use and implementation. Topics such as psychological problems, legal aspects of coaching, recent training techniques and theory, Little League and junior high competition, as well as topics of student interest are included.

5391 Administrative Problems in Competitive Sports. (3-0) Problems of organization and administration of the various programs in competitive sports for men and women in junior high, secondary, and collegiate levels.

5399 or 5699 Thesis.

Prerequisite: Successful completion of Physical Education 5346.

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1 May be repeated once for additional credit at discretion of the Chair of the department.
Health Education

5310 History and Philosophy of Health Education. (3-0) Intensive study of historical and philosophical contributions to school health program development. Current political issues, public health issues, and influential cultural changes are examined.

5315 Evaluation and Test Construction in Health. (3-0) Study of existing health education tests, methods of test construction, curriculum and program evaluation procedures. Laboratory experiences are provided.

5320 Foundation of Public Health. (3-0) In-depth study of past and current public health programs. State Health Department personnel will appear as guest consultants to familiarize students with various existing health programs for Texas residents.

5321 Public Health Education. (3-0) Theory and process of public health education including planning, change, use of media, problem solving, and program evaluation.

5330 Workshops in Health Education. (3-0) Topics: a) advanced teaching strategies; b) curriculum development; c) other topics as needed.

5331 Seminar in Current Problems in Health Education. (3-0) Current national and international trends and problems in health which affect the school age group.

5335 Health Education Leadership. (3-0) Structured experiences for developing administrative leadership for health education programs. Included are leadership philosophy, staffing, programming, budgeting, public relations, facilities, and evaluations.

5340 Human Ecology. (3-0) Deals with biological relations between man, other living organisms, and their environment. Concerned with relationships between distribution of human groups that reference to material resources, and consequent social and cultural patterns.

5346 Literature and Research in Health Education. (3-0) Study and critical analysis of health literature including published and unpublished research, types of research, research design, data collection procedures, data treatment, general statistics, data analysis and interpretation.

5347 Independent Study in Health Education Problems. (3-0) Allows for independent study of one or more problems in health education that hold special interest or offer opportunity for professional improvement and growth. Open on an individual basis by special arrangement with the department Chair.

Prerequisite: Health Education 5346.

5399 or 5699 Thesis.

Prerequisite: Successful completion of Health Education 5346.

* May be repeated once with different emphasis for additional credit.
School of Fine Arts and Communication

Department of Art

Graduate Faculty

Conroy, Michel Louise, Assistant Professor of Art. B.F.A., Webster College; M.F.A., Louisiana State University. (ceramics)

Greer, Carole Anne, Assistant Professor of Art. B.S., Kansas State University; M.F.A., North Texas State University. (drawing, printmaking)

Henry, Frances Louis, Associate Professor of Art and Supervisor of Student Teaching. B.A., Sam Houston State University; M.A., California State University, Fresno; Ed.D., Arizona State University. (art education, interrelated arts, drawing, painting, and 3-D design)

Kolbe, William Deforest, Professor of Art. B.S., Wisconsin State University; M.S.A.E., Illinois Institute of Technology. (oils, watercolor, and art education)

Marlow, Foster Leroy, Professor of Art. B.S. in Ed., M.S. in Ed., Eastern Illinois University; Ed.D., Pennsylvania State University. (art education, crafts, and design)

Nielsen, Erik August, Professor of Art. B.A., M.A., University of South Florida; Ph.D., University of Texas at Austin. (art education, printmaking, and photography)

Row, Brian Gillow, Associate Professor of Art and Chair of the Department of Art. B.F.A., M.F.A., University of Colorado. (sculpture, drawing)

Upin, Munya Avigail, Assistant Professor of Art. B.F.A., Drake University; M.A., San Diego State University. (metalsmithing, jewelry)

Williams, Tommy Carroll, Assistant Professor of Art. B.S., West Texas State University; M.Ed., Ph.D., University of Oklahoma. (art history, ancient, medieval, contemporary, and pre-Columbian)

Wilson, Ryce Neal, Associate Professor of Art. B.F.A., M.F.A., University of Texas at Austin. (painting, watercolor, and drawing)

Degree Programs

The Department of Art offers neither a graduate major nor a graduate minor. Graduate hours are offered in support of graduate programs in education.

Courses Offered

5321 Painting Studio. (3-3) Studio course urging independent involvement in a specialized area of painting.
Prerequisite: 6 hours of painting.

5323 Research in Art Theory and Practice for the Elementary Grades. (3-0) Research in art literature, studio, and teaching practices.
Prerequisite: Art 3323, or teaching experience.

¹ May be repeated with different emphasis for additional credit.
5325 Research in Art Theory and Practice for Art Beyond the Elementary Grades. (3-0) Research in art literature, studio, and teaching practices. Prerequisite: Admission to Graduate School and Department of Curriculum and Instruction.

5327 Ceramic Problems. (3-3) In-depth exploration of expressive and technical aspects of clay and glazes. Kiln stacking and firing techniques. Prerequisite: Art 4327.

5365 Jewelry. (3-3) Emphasis is on the experimental elements in jewelry making. Development of individual design emphasized. Prerequisites: Art 3365, Art 4365.

5393 History of Mexican Art. (3-0) The history of art and architecture in Mexico from colonial times to the present.

1 May be repeated with different emphasis for additional credit.
Department of Music

Graduate Faculty

Belisle, John Michael, Professor of Music. B.M., Oklahoma City University; M.M.Ed., D.Mus., Indiana University. (voice, opera)

Brand, Manny, Associate Professor of Music and Chair of the Department of Music. B.M.E., Florida State University; M.M., Ph.D., University of Miami. (music education)

Gonzalez, Genaro, Jr., Instructor of Music. B.A., M.A., North Texas State University. (percussion)

Harrel, John Ralph, Professor of Music. B.M., Bethany College; M.A., Ed.D., Columbia University Teachers College. (piano)

Hiebert, Arlis John, Professor of Music. B.M., University of Oklahoma; M.M., Ph.D., George Peabody College. (voice, music education)

Hurt, Charles Richard, Associate Professor of Music. B.S., University of Tennessee; M.M., Northwestern University. (trombone, low brass)

Laumer, Jack Charles, Associate Professor of Music. B.A., St. Olaf College; M.M., Manhattan School of Music. (trumpet)

Mosello, Adah Toland, Assistant Professor of Music. B.M., M.M., Eastman School of Music. (flute)

Neely, James Bert, Associate Professor of Music. B.M., M.M., University of Texas at Austin; D.Mus., Indiana University. (voice)

Pino, David James, Professor of Music. B.M., M.M., Michigan State University; D.M.A., University of Texas at Austin. (woodwinds)

Rash, Dan, Assistant Professor of Music. B.M., University of Texas at Arlington; M.M., North Texas State University. (conducting, music education)

Reynolds, Martha Helen, Associate Professor of Music and Supervisor of Student Teaching. B.A., Manchester College; M.M., Plus XII Institute, Villa; Ph.D., North Texas State University. (voice, music education)

Riepe, Russell Casper, II, Professor of Music. B.M., Southern Illinois University; M.A., Ph.D., Eastman School of Music, University of Rochester. (theory, composition)

Schmidt, John Charles, Associate Professor of Music. B.M., Southwestern University; S.M.M., Union Theological Seminary School of Sacred Music; Ph.D., New York University. (theory, organ)

Skinner, Douglas Durland, Associate Professor of Music. B.M., M.M.F., North Texas State University. (saxophone, jazz ensembles)

Stansberry, John Clayton, Assistant Professor of Music and Director of Bands. B.M.E., Drake University; M.M., Michigan State University. (conducting, music education)

Waggoner, Thomas Henry, Assistant Professor of Music and Supervisor of Student Teaching. B.M., M.M., University of Texas at Austin. (music education)

Whalin, John Robert, Associate Professor of Music. B.M., Oberlin College; M.M., D.Mus., Indiana University. (piano)

Wolverton, Byron Adams, Associate Professor of Music. B.M., M.A., University of Missouri; Ph.D., Indiana University. (keyboard, history, and literature)

Woolsey, Timothy Dwight, Associate Professor of Music. B.A., Trinity University; M.M., D.M.A., University of Texas at Austin. (piano)
Degree Programs

The Department of Music offers graduate work in music education, applied music, conducting, music theory and composition, and music history and literature, leading to the Master of Music degree with a major in Music-Performance or Music-Music Education. A flexible 36-hour program is offered which allows a choice of emphasis in any of the areas of music listed above. The program normally consists of a major of 21 semester hours and a minor of 15 hours. A thesis is not required; however, when theory, composition, history, or literature is chosen for emphasis, 6 to 9 hours of the degree are normally devoted to an appropriate special project. If applied music or conducting is chosen for emphasis, a recital is presented as a part of the program. Opportunities are provided for independent study with professors in their areas of specialization.

Financial Aid Program. Financial assistance is available to graduate students in the Music department through appointment as assistant instructors (with teaching duties in the Department of Music) or music assistants (with a variety of duties assisting with the instructional program of the department). For further information about the degree program and financial assistance, please contact the Music department.

Courses Offered

5121 Chamber Music. (4.5-0) Already existing ensembles that deal with chamber music through study and performance.

51361, 52361 Graduate Music Workshop. (20 hours or more per week per credit hour) Workshops in music are scheduled at periodic intervals with emphasis in varying subject areas. One hour credit per week of workshop study is available. No more than four hours can be used toward a degree.

5192 Graduate Recital. (0-1) A full-length, public recital in the appropriate applied music area. Should be taken simultaneously with a final semester of applied music instruction by those students in performance degree plans.

5310 Music Literature of the Baroque. (3-0) Style characteristics and literature of the music of 1600-1750, with special emphasis on Bach and Handel.

53131, 53172 Problems in Music Education. (3-0) Study of one of more problems in music education that hold special interest or offer opportunity for professional improvement and growth.

5314 Survey of Twentieth Century Music. (3-0) Emphasis on music of the modern period and its development from music of earlier periods. Numerous examples of vocal and instrumental works in both large and small forms are used to illustrate twentieth-century styles and trends.

5320 Music Literature, Viennese Classical. (3-0) Style analysis of music literature from 1750 to 1830, with emphasis on Haydn, Mozart, and Beethoven.

5321 The History and Development of Choral Forms. (3-0) A study of the major choral forms, with special emphasis on the mass and motet, as they have developed from the Renaissance to the Contemporary periods of music.

5322 Instrumental Techniques and Materials. (3-0) Evaluation of teaching methods, materials, and literature of wind and string instruments.
Prerequisite: Music 3217.

5327 Advanced Conducting. (3-0) Further development of baton technique, score reading, and rehearsal preparation, with special emphasis on analysis and musical styles.
Prerequisite: Music 3217 or Music 3227.

1 May be repeated for additional credit.
2 May be repeated once with different emphasis for additional credit.
5334 Introduction to Graduate Study in Music. (3-0) Techniques and materials of research, emphasizing bibliography, library usage, collection and interpretation of data.

5336 Seminar in Music Education. (3-0) A seminar course designed to acquaint the student with research techniques and procedures in music education. Formulation of a research problem, definition, design, procedure; technique for location, collection, quantification, and treatment of data. Each student is expected to carry out a practical or creative project or investigation.

5340 Music Literature, 19th Century Romantic. (3-0) Music literature of the period from 1830 to 1910, with analysis of styles.

5350 Musical Styles. (3-0) Developing a broader musical understanding through critical listening, technical analyses, and written assignments in various musical styles, including the late classical, romantic, and present eras.

5355 Pedagogy of Theory and Comprehensive Musicianship. (3-0) Developing teaching methods and broader understanding through critical study of materials, organization, techniques, and problems of music theory and comprehensive musicianship courses.

5360 Music in the United States. (3-0) A survey of the music and musical development in this country from pre-Columbian times to the present. Folk music, popular music, and jazz will be considered as well as traditional and experimental styles.

5370 Selected Topics in Music. (3-0) Advanced study of an announced topic selected from these areas of music: theory, history and literature, pedagogy. Topic and instructor will vary from semester to semester.

5380 Suzuki Pedagogy. (3-0) A study designed to provide knowledge of the Suzuki method of education. An overview of the methodology and philosophy of Shinichi Suzuki as it relates to music education, with mention of the method as it could pertain to other areas of study.

Applied Music

5101 Applied Music: Graduate Organ. (0-1) Private instruction in music through performance.

5105 Applied Music: Graduate Orchestral Instructions. (0-1) Private instruction in music through performance.

5111 Applied Music: Graduate Piano. (0-1) Private instruction in music through performance.

5115 Applied Music: Graduate Voice. (0-1) Private instruction in music through performance.

5201 Applied Music: Graduate Organ. (0-1) Private instruction in music through performance.


5211 Applied Music: Graduate Piano. (0-1) Private instruction in music through performance.

5215 Applied Music: Graduate Voice. (0-1) Private instruction in music through performance.

5301 Graduate Organ. (0-1) Private instruction in music through performance. Normally open only to students on a recital program.

1 May be repeated for additional credit.
2 May be repeated once with different emphasis for additional credit.
3 May be repeated for additional credit when topic varies.
5305\(^1\) Graduate Orchestral Instruments. (0-1) Private instruction in music through performance. Normally open only to students on a recital program.

5311\(^1\) Graduate Piano. (0-1) Private instruction in music through performance. Normally open only to students on a recital program.

5315\(^1\) Graduate Voice. (0-1) Private instruction in music through performance. Normally open only to students on a recital program.

\(^1\) May be repeated for additional credit.
Department of Speech Communication and Theatre Arts

Graduate Faculty

Beebe, Steven Arnold, Professor of Speech Communication and Chair of the Department of Speech Communication and Theatre Arts. B.S.Ed., M.A., Central Missouri State University; Ph.D., University of Missouri.

Cheatham, Thomas Richard, Professor of Speech Communication and Dean of the School of Fine Arts and Communication. B.A., Wayland College; M.A., Ph.D., Purdue University.

Coulson, James Peter, Professor of Theatre Arts. B.F.A., M.A., University of Arizona; Ph.D., University of Kansas.

Flemming, David George, Associate Professor of Theatre Arts. B.A., Adelphi College; M.A., Cornell University.

Gratz, Robert David, Professor of Speech Communication, Associate Vice President for Academic Affairs, and Dean of the University. B.S., Lamar State College of Technology; M.A., Ph.D., Bowling Green State University.

Hannon, Daniel Leroy, Professor of Theatre Arts. B.F.A., University of Georgia; M.F.A., Ph.D., Tulane University.

Hargett, Sheila Ann, Associate Professor of Theatre Arts. B.A., Southwest Texas State University; M.A., Louisiana State University; M.F.A., Southern Methodist University.

Hilgendorf, Barbara Jean, Assistant Professor of Speech Communication. B.A., M.S., Ph.D., Ohio University.

Maganza, Dennis Martin, Associate Professor of Theatre Arts. A.B., St. Louis University; M.F.A., University of Minnesota.

March, Frederick Joe, Associate Professor of Theatre Arts and Director of Theatre. B.A., M.A., Texas Tech University.

Pascoe, Charles Henry, Professor of Theatre Arts. B.S.Ed., University of North Dakota; M.S., Colorado State University; Ph.D., Southern Illinois University.

Salem, Philip Joseph, Professor of Speech Communication. B.S., Northern State College; M.A., Ph.D., University of Denver.

Schilling, Lester Lorenzo, Jr., Professor of Speech Communication. B.S., Western Michigan University; M.A., Columbia University; Ph.D., University of Wisconsin.

Sodders, Richard Phillip, Assistant Professor of Theatre Arts. B.S. in Ed., Southwest Texas State University; M.A., Ph.D., Louisiana State University.

Swinton, Marilyn Mae, Assistant Professor of Speech Communication. B.A., Cornell College; M.A., Ph.D., University of Texas.

Williams, Marvin Lee, Professor of Speech Communication. B.A., Hardin-Simmons University; M.A., Ph.D., University of Oklahoma.
Degree Programs

The Department of Speech Communication and Theatre Arts offers major and minor programs in both speech communication and theatre arts. You may select either a thesis or a non-thesis degree program. The thesis option Master of Arts degree program includes from 17 to 27 semester hours of course work in the major field, from 6 to 9 hours in a minor field, and 6 hours of thesis credit.

A non-thesis Master of Arts degree program is available to both Speech Communication majors and Theatre Arts majors. The non-thesis program consists of a minimum of 36 semester hours. At least 24 hours must be completed in your major. The remaining 12 hours may consist of courses from approved cognate areas. If you are interested in the non-thesis program, you should contact the department for information concerning specific requirements.

You may choose to major and minor within the Department of Speech Communication and Theatre Arts, or you may select from the wide range of minors offered in other departments. All majors in the department must complete an introduction to graduate research course. Speech communication majors may study rhetoric and criticism, interpersonal and group communication, communication theory, organizational communication, or speech education. Theatre arts majors may study stage directing, design and technical theatre, theatre history and criticism, playwriting, or children’s theatre.

While it is possible to complete the degree requirements within a twelve-month period, many majors elect to extend the period over two years. This tendency is especially prevalent among theatre arts majors because a large number of these courses involve extensive out-of-class practicum training periods. Students from several other departments select minors in either speech communication or theatre arts. Additionally, other students take some courses in the department as part of a composite minor in a Master of Education degree while others select one or two courses as supporting work in other degree programs.

The department's graduate faculty is almost evenly divided between those with expertise in speech communication and those with expertise in theatre arts. Many of these faculty members have an active record of involvement in state, regional, and national professional associations as well as on-going research or creative activities. The department is housed in the modern Speech-Drama Center, one of the best facilities for speech and drama activities in the entire Southwest. Graduate students in theatre arts are often actively involved in the University Theatre's production program.

Financial Aid Program. A large number of graduate majors in the Department of Speech Communication and Theatre Arts are employed as either Instructional Laboratory Assistants, Research Assistants, Production Assistants, or as Assistant Instructors.

Courses Offered

Speech Communication

5310 Teaching of Speech and Drama. (3-0) Designed to meet the needs of teachers in the public schools. Emphasis is placed on a well-developed speech and drama program for the elementary and secondary schools, and on consideration of methods and materials for the diagnosing and improving of speech and drama. Students will be especially concerned with teaching speech or drama at the college level.

5315 Directed Research in Speech Communication. (3-0) A course, corresponding to Communication 4315, with the same title, to be offered to certain graduate students to allow for independent study in a specific area for which a regular course is not available.

May be repeated with different emphasis for additional credit.
5316 Symbolic Processes of Human Communication. (3-0) To acquaint the student with the theory and research investigating how symbols are used in human communication. Topics of concern include an overview of the approaches and theories of language, empirical research investigating language, and recent research in content analysis and interaction process analysis of speech communication.

5318 Seminar in Interpersonal Communication. (3-0) A review of current research and a presentation of critical and behavioral perspectives on the area. Special emphasis on development of personal competencies in interpersonal communication situations.

5319 Organizational Communication. (3-0) A presentation of practical methods for dealing with the most common communication problems in the organization. Provides managers and consultants with an analytic framework for planning communication and organizational change.

5321 Communication Evaluation. (3-0) An in-depth study of such evaluation techniques in the field of oral communication as speech criticism and statistical and experimental measurements designed to qualify the prospective teacher to make critical judgments of the students' efforts.

5322 Rhetorical Theory. (3-0) A study of the history and works of classical, modern, and contemporary rhetorical theorists. Required of Speech Communication majors.

5323 Rhetorical Methodology. (3-0) A study of approaches to the analysis of public discourse directed toward establishing workable perspectives for students conducting rhetorical analysis.

5324 Seminar in Human Communication Theory. (3-0) An examination of non-rhetorical theories of speech communication, including a survey of recent experimental evidence on human communication, persuasion, communication in negotiation, or advanced seminars extending the instruction in other graduate communication courses.

5343 Twentieth Century Communication Strategies. (3-0) The analytical study of speeches, speakers, groups, movements, and rhetorical strategies in contemporary society.

5347 Seminar in Small Group Communication. (3-0) An examination of theories and research evidence about communication in the small group.

Theatre Arts

5345 Advanced Studies in Costume Design. (3-0) Principles and elements of theatrical costume design. Includes experience in utilizing various rendering techniques in solving the costume problems for entire productions.

5349 Studies in Advanced Technical Theatre Production Techniques. (3-2) The study of advanced contemporary staging, construction, and lighting techniques, with attention given to the use and operation of theatre equipment. Practical experience in university productions as required for one semester.

5357 Scene Design. (3-2) Seminar on design, emphasizing presentation and justification of executed renderings or models for selected plays. Emphasis on styles of staging, settings, lighting and properties, and their relationship to the complete production.

5360 Problems in Theatre. (3-0) Designed to give supervised experience to qualified advanced students in theatre history, playwriting, directing, acting, technical, or other theatre problems. Research problems or actual production problems may be chosen.

1 May be repeated with different emphasis for additional credit.
2 May be repeated for credit provided that the student's major emphasis is costume design.
5365 Backgrounds of Modern Drama. (3-0) An analysis of those developments in dramatic literature which formed the basis of modern drama. Primary emphasis will be on 19th and 20th century European and American drama.

5367 Studies in Dramatic Theory and Criticism. (3-0) The study of dramatic theory and criticism from Aristotle to the present.

5368 American Theatre and Drama. (3-0) Studies in the development of the American theatre and drama from colonial days to the present.

5369 Contemporary World Theatre and Drama. (3-0) Studies of current trends in world theatre and drama.

5377 Studies in Advanced Theatre Directing. (3-0) A study of directors, theories, and problems of directing in the contemporary theatre.

5387 Directing Practicum. (3-0) Study of and experience in choosing, preparing, and directing a theatre production from analysis to performance. A production in the university’s Studio Theatre is required. Attention given to theatre organization and management.

Speech Communication or Theatre Arts

5110 Seminar in Speech and Drama. (1-1) A graduate student serving as a teaching assistant or assistant instructor in the department is required to absolve a minimum of 2 semester hours in this course in addition to the standard requirements for the advanced degree.

5300 Problems in Speech and Drama Research. (3-0) An examination of problems and research techniques in speech and drama. Historical, critical, descriptive, and experimental research approaches will be surveyed, and basic procedures in research report writing will be considered. Required of Speech Communication and Theatre Arts majors.

5320 Directing Speech and Drama Activities. (3-0) Designed to assist any teacher, whether of speech and drama or some other subject, in directing the speech and drama activities. During the course, those in the class will actually direct debate, plays, declamation, and other activities.

5370 Studies in Advanced Creative Dramatics for Children. (3-0) Studies of the methods of creative dramatics and their use in the classroom. Attention is given to creativity and creative teaching.

5399 or 5699 Thesis.

1 May be repeated with different emphasis for additional credit.
School of Health Professions

Department of Allied Health Sciences

Graduate Faculty

Acevedo, Mary Ann, Assistant Professor of Allied Health Sciences. B.A., M.A., Ph.D., University of Texas at Austin.

Boone, Joy Louise, Associate Professor of Allied Health Sciences. B.S. in O.T., University of Kansas; M.A., University of Alabama; Ed.D., University of Houston.

Brooks, Alta Rae, Associate Professor of Allied Health Sciences. B.A., M.A., University of Kansas; Ph.D., University of Wisconsin.

Green, Don Carroll, Professor of Allied Health Sciences and Dean of the School of Health Professions. B.S., M.S., Sam Houston State University; Ph.D., Texas A&M University.

Higdon, Lawrence Wain, Assistant Professor of Allied Health Sciences. B.S., University of Texas at Austin; M.S., Texas A&I University.

Johnson, Charles Michael, Associate Professor of Allied Health Sciences. B.S., East Texas State University; M.S., Ph.D., Texas A&M University.

Mallard, Arch Richard, III, Professor of Allied Health Sciences. B.A., M.A., North Texas State University; Ph.D., Purdue University.

Mooney, Robert Thurston, Associate Professor of Allied Health Sciences. B.S., M.Ed., Texas A&M University.

Upchurch, Marian Lee, Associate Professor of Allied Health Sciences. B.S., Northwestern University; M.P.H., University of North Carolina; Dr.P.H., University of Texas at Houston.

Varenhorst, Deanne French, Professor of Allied Health Sciences. B.S., M.S., Ph.D., University of Texas at Austin.

Ward, Doyle Glynn, Professor of Allied Health Sciences. B.A., Harding College; M.A., University of Illinois; Ph.D., University of Missouri.

Welborn, Ruth Buckhannon, Associate Professor of Allied Health Sciences and Chair of the Departments of Allied Health Sciences and Health Administration. B.S.N., University of Texas School of Nursing; M.A., University of Texas at San Antonio; Ph.D., Texas A&M University.

Degree Programs

The Department of Allied Health Sciences offers the degree of Master of Science in Health Professions (MSHP) with majors in Health Professions—Allied Health Education and Health Professions—Allied Health Research, both with no less than 23 semester hours in each major. The Master of Science in Communication Disorders (MSCDIS) with a major in Communication Disorders and the Master of Arts (MA) with a major in Communication Disorders are also offered, both requiring a minimum of 27 semester hours in the major.
Health Professions—Allied Health Education:

The major in Health Professions—Allied Health Education is designed to prepare educators for employment in health-related institutions and agencies. The program of study builds on the health specialization of each student with principles and concepts from educational theory and practice relevant to teaching and educational administration responsibilities encountered by health professionals.

Like the program in Health Care Administration, the keystone of the Allied Health Education program rests on the non-traditional approach to out-reach education, i.e., scheduling courses and educational experiences in San Marcos and nearby metropolitan centers. These educational opportunities are presented at times (late afternoon, evenings, and weekends) especially chosen to avoid conflict with the student's employment.

Majors. The degree length may vary depending on student career goals and course of study but generally will require between 23 and 25 semester hours in Allied Health Education with 15 semester hours in an approved minor area of study (can be split between two programs with a minimum of 6 semester hours in one of the minor areas). The degree can either be thesis or non-thesis, and an internship (practicum) is available.

Minors. A full minor of 15 semester hours, or a split minor between two programs with a minimum of 6 semester hours in at least one of the minor areas may be taken in Health Professions—Allied Health Education.

Health Professions—Allied Health Research:

The major in Health Professions—Allied Health Research is designed to provide a foundation in the philosophy and methodology of research, evaluation, computer applications, and quantitative management science techniques that will prepare the graduate to be a vital contributor to research or policy development in the health sciences. The focus is on the practical application of quantitative and analytical methods of problem-solving and decision-making. The program is designed for entrance by students with diverse academic preparation, including both the health and non-health professional.

Majors. The degree length may vary depending on student career goals and course of study for the 38-55 semester hour program, but generally will require between 23 and 40 semester hours in Allied Health Research, with 15-16 semester hours in an approved minor area of study (can be split between two programs, with a minimum of 6 semester hours in one of the minor areas). The choice of the minor will be greatly influenced by the career objective of the student. A student seeking a career in health care strategic planning and marketing research will usually choose a minor in Health Professions—Health Care Administration or a split minor chosen in consultation with the department. A student seeking a career in biomedical technology will usually choose a minor in one of the sciences or a split minor between Health Professions—Health Care Administration and the sciences. A student seeking a career in program evaluation will usually choose a minor in the social sciences, such as Psychology or Sociology, or Health Professions—Allied Health Education. New classes are accepted in September of each year, with graduation for full-time students usually twenty-four months later.

Minors. Selected courses from Health Professions—Allied Health Research are available as a minor option to students from other programs who desire stronger preparation in quantitative skills such as statistics, forecasting, financial modeling, or marketing research. The choice of courses and their sequence will be carefully defined through consultation between the student and faculties from both programs. A full minor of 15 semester hours, or a split minor, may be taken in Health Professions—Allied Health Research. Undergraduate prerequisites for a full 15-hour minor include at least one course in college algebra and another in statistics. Prerequisites for split minors are negotiable depending on the selection of Allied Health Research courses.

Admission Policy. In addition to meeting the general Graduate School admission requirements, applicants for either a major or a full minor in Health Professions—Allied
Health Research must have a satisfactory admission index as determined by both the applicant's GRE General score and GPA on the last 60 undergraduate semester hours before the baccalaureate degree. The index is calculated by the formula: 

\[(200 \times \text{last 60 hours GPA}) + \left(\frac{\text{GRE}}{2}\right)\]

For admission with a major in Health Professions—Allied Health Research, you must achieve an index of at least 1150. For admission with a full 15-hour minor in Health Professions—Allied Health Research, you must achieve an index of at least 1100. Minimum GRE scores are 1000 for Health Professions—Allied Health Research majors and 900 for Health Professions—Allied Health Research minors. In addition, each applicant for a major in Health Professions—Allied Health Research will have an interview with the Health Research Admissions Committee as part of the admissions process. The above requirements may be waived if you already possess a master's or doctoral degree or if you have substantial work experience in research or evaluation positions. Applicants for a split minor in Health Professions—Allied Health Research need only meet the basic admission requirements for graduate study at Southwest Texas State University. All students are still required, however, to have an official Graduate Record Examination score submitted to the Office of Graduate Studies and Research as identified earlier in the Admission Policies section of this catalog.

Communication Disorders:

The major in Communication Disorders is clinically oriented and is designed to prepare clinicians for employment in hospitals, clinics, private practice, and public schools. The program meets the minimum educational and clinical requirements for state licensure as a speech-language pathologist and for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA). The academic program in Speech-Language-Palhytology is also accredited by the Educational Standards Board of the ASHA. Prerequisite for graduate study is at least 24 semester hours of undergraduate background in the study area. If professional preparation is sufficient, the degree may be obtained with a minimum of 27 academic hours in the major plus a clinical practicum each semester enrolled and a 9-semester hour minor. A minimum of 150 supervised practicum hours is required at the graduate level. A thesis program is also available if you are seeking the Master of Arts degree.

The university operates the Speech-Language-Hearing Clinic on a twelve-month basis and is nationally known as a treatment center for communication disorders. Speech-Language-Palhytology services are accredited by the Professional Services Board of the American Boards of Examiners of Speech-Language Pathology and Audiology of the American Speech-Language-Hearing Association. Graduate students utilize the clinic for research in addition to clinical training experiences. Interaction among physicians, parents, families, classroom teachers, clinicians, and clients is maintained.

Majors. The degree length may vary, depending on the undergraduate background, but will require a minimum of 27 academic hours in the Communication Disorders major plus a clinical practicum each semester enrolled with the remaining degree hours in an approved minor area of study.

Courses Offered

Allied Health Sciences

5111 Problems in Allied Health Sciences. (1-0) An in-depth study of a single topic or a related problem being faced by practicing educators in the rapidly changing health care industry. Special emphasis will be placed on the topic's current relevance and its utilization value to the participant.

5211 Problems in Health Sciences. (2-0) An in-depth study of a narrow range of topics of related problems being faced by practicing educators in the rapidly changing health care industry. Emphasis will be placed on the topic's current relevance and its utilitarian value to the participant.

¹ May be repeated if topic differs.
5302 Curriculum Development in Allied Health. (3-0) Emphasis placed on the planning, development, evaluation, and implementation of a specific health service related program.
Prerequisite: Allied Health Sciences 4330, or approval of the Chair of the department.

5307 Trends and Issues in Allied Health Education. (3-0) Designed to acquaint the student with the social and technological trends and issues that affect Allied Health Education and health care delivery. Different areas of concentration will be selected.

5321 Educational Administration in Allied Health. (3-0) Organization and administration of professional staffs, positions, and relationships within the allied health environment. Emphasis will be placed on duties of the department director/chair, faculty development, program evaluation, administration of curriculum development and curriculum changes, and the guidance/counseling program. Additional emphasis will be placed on professional ethics, staff welfare, community relations, office management, policy implementation, staffing, budget preparation, and the physical plant.

5322 Human Resource Development in the Health Sciences. (3-0) Designed to prepare the health professional to plan, develop, and implement a human resource development program; to coordinate activities within a human resource development program; and to direct a human resource development program.

5324 Community and Patient Health Education. (3-0) Designed to assist the health care specialist develop and manage formalized community and patient health educational programs.

5332 Creative Application of Technology to Instruction in Allied Health. (3-0) Designed to promote the creative and innovative application of media technology to instruction in the allied health sciences.

5341 Techniques of Instructional Development and Evaluation. (3-0) Course will focus on information needed to determine the effectiveness of a program, product, or procedure in allied health. Basic evaluation concepts and procedures for solving evaluation problems in the various health care settings.

5344 Training Needs Analysis. (3-0) Course will take the health care educator through a step-by-step process of determining and analyzing learning needs in a health care institution. Various approaches will be explored to determine the number and kinds of learning needs in an individual institution.

5354 Computer Assisted Instruction Design for Allied Health Education. (3-0) Course will focus on the educational use of microcomputers in health related settings. Issues in program development will be explored, and implications for successful utilization in health settings will be examined. The design of good computer-assisted instruction, both from logic and ergonomic perspectives, will be introduced. Students will be introduced to an appropriate language and authoring system for CAI.
Prerequisite: Allied Health Research 5161.

5355 Computer Assisted Programming for the Allied Health Sciences. (3-0) Course prepares the student to develop computer assisted instruction courses for a variety of health environments. The utility and limitations of multiple languages will be examined, with subsequent student production concentration in only one language.
Prerequisite: Allied Health Research 5161, or approval of the instructor.

5391 Research Methods in Allied Health Sciences. (3-0) Research methods and statistics course designed to aid the allied health professional in utilizing the results of published educational and health research. Techniques of library research, research design, and statistical analysis will be examined as tools to identifying and understanding the research report.
Prerequisite: Allied Health Sciences 3302.

\(^2\) May be repeated with permission of the Chair of the department if the topic studied is different.
5399 Thesis.

5440 Practicum Internship A. (0-8) Practical experience in development of curriculum units to meet actual needs of the allied health sciences. Emphasis placed on needs assessment, objective identification, content planning, and evaluation. Additional emphasis placed on the direction of curriculum development projects.

Prerequisites: Allied Health Sciences 5302 and approval of the Chair or the graduate adviser in the department.

5441 Practicum Internship B. (0-8) Practical field experience in instruction to meet the needs of the allied health sciences. Emphasis will be placed on the choice of instructional skills and methods to meet the needs of student population and content. Additional emphasis will be placed on the direction and evaluation of instruction in field settings.

Prerequisite: Allied Health Sciences 5440.

Allied Health Research

5111 Seminar in Allied Health Research. (1-0) A seminar course which allows beginning and advanced students to interact with faculty in an informal setting for discussions related to skills required of the Allied Health Research student. Special research and evaluation skills or case studies from the health field may be discussed.

5161 Computer Fundamentals for the Health Sciences. (1-0) An examination of basic principles of computer hardware and software needed by the health administrator or health educator with little or no prior experience with computers. Applications of micro-computers to health agencies will be introduced. The BASIC programming language will be reviewed with examples and degree of exposure appropriate for the health environment.

5211 Problems in Allied Health Research. (2-0) An in-depth study of a narrow range of topics or a related problem in Allied Health Research. Special emphasis will be placed on the topic's current relevance and its utilitarian value to the student's future career.

5233 Regression Analysis in the Health Sciences. (2-0) An introduction to multivariate analysis techniques appropriate to the health sciences. Multiple statistical packages such as the Biomedical package (BMD) will be utilized. The analysis of health data using least-squares analysis for the study of multiple regression and analysis of variance will be examined. Time series analysis will be studied for its utility in forecasting needs within health agencies.

Prerequisites: For Health Professions—Allied Health Research majors, Health Research 5331 and FORTRAN programming (Computer Science 2488 or Computer Information Systems 2321). For minors, prerequisites may be waived with the consent of the instructor.

5235 Categorical Health Data Analysis. (2-0) Statistical procedures for the analysis of cross-classified health data using log linear models will be examined. Multi-dimensional situations in health data will be studied, as will methods associated with incomplete contingency tables. Model selection and the assessment of goodness of fit will be applied to health sciences data.

Prerequisite: Health Research 5233 or equivalent course, or consent of the instructor.

5237 Medical Statistics. (2-0) A survey of important issues related to the collection and analysis of medical statistics. Emphasis will be placed on the measurement of mortality, life table utilization, mortality in human population, disease registries, hospital statistics, and classification of diseases.

1 May be repeated if topic differs.
5239 Advanced Multivariate Health Data Analysis. (2-0) Advanced multivariate analysis techniques are examined for their utility to the health and social sciences. Statistical techniques examined include multivariate analysis of variance, canonical correlation, factor analysis, and discriminate analysis. Statistical computer packages and single purpose programs will be used for the study of each statistical procedure.

Prerequisite: Health Research 5233, or consent of instructor.

5263 Medical Applications of Computers. (2-0) An introduction for health professionals to application and potentials of computers in medicine. Topics covered include computer aided medical diagnosis, software for the medical office and clinic medical laboratory applications, and medical record systems, as well as other clinical or diagnostic applications. In-depth, specialized study of topics are to be undertaken depending on the professional background of the student.

Prerequisite: Health Research 5161 or equivalent course; concurrent enrollment allowed.

5267 Statistical Packages for Analysis of Health Data. (2-0) Multiple computer software packages will be examined for their utility in health data analysis. Sample health data sets are analyzed using similar procedures from different packages. Strengths and weaknesses of the various packages are contrasted as they are applied to the needs of health data analysis.

Prerequisite: Health Research 5331, or equivalent; concurrent enrollment allowed.

5269 Health Information Systems. (2-0) Critical examination of concepts and theories of medical information systems and their integrated support in functional areas of health institutions, such as pharmacy, clinical laboratory, radiology, food service, wards and clinics, patient administration, patient appointment scheduling and logistics.

5331 Bivariate Statistics and Health Research Methodology. (3-0) Introduction to Allied Health Research methodology required for the analysis of bivariate health data. Bibliographic research techniques are reviewed as they relate to national health bibliographic data bases. Research designs and instrument designs appropriate to the health environment are examined.

5341 Operations Research in Health Administration. (3-0) Adaptation and application of procedures and principles of operations research to the specific needs and requirements of health service institutions. Specific attention will be given to the improvement of effectiveness and efficiency of management functions and the delivery of health services. Emphasis will be placed on techniques to optimize allocation of resources, inventory control, customer service/cost factors, and project management within health institutions.

Prerequisite: Approval of the instructor, Mathematics 3348 or Management 4330 desirable.

5343 Quantitative Health Decision Support. (3-0) Methods, concepts, and ideas of decision analysis under uncertainty are examined and applied to the health environment. Probability and the assessment of probabilities for events are discussed in light of their effects on decision in health care. Applications of Monte Carlo techniques, modeling, and risk analysis are examined for their improvement of health care services.

5351 Principles of Epidemiology. (3-0) Principles of epidemiologic method are examined as they may identify factors influencing health and disease in a population. Epidemiological methods are examined for their technique of hypothesis formation, retrospective and prospective methods, and sampling problems.
5365 Applications of Computers in Health Administration and Health Education. (3-0) Applications of computers in the health environment are examined as they may improve efficiency and cost of administrative and educational services. Course prepares the non-computer scientist, health professional for communication with computer professionals. Two tracks are available, one for the health administrator, the other for the health educator. Administrative applications such as office automation, word processing, and telecommunications are introduced. The use of computers and the design of educational software are examined from the perspective of adult, patient, professional, and continuing health education in the health services.

Prerequisite: Health Research 5161 or equivalent course; concurrent enrollment allowed.

5373 Instrument Design and Qualitative Methods. (3-0) An examination of instrument design and scaling issues of importance to health survey research. Of particular concern are the concepts of reliability and validity of health measures and the improvement of data quality in the evaluation of health services.

5375 Applied Health Research: Roles and Context. (3-0) Introduces skills for evaluating health care processes, programs, or materials that do not require complex statistical analysis. Students learn how to combine creativity and logic to produce meaningful evaluation reports. Contrast of the roles of different types of evaluators in a variety of settings provide the foundation for students to make important career decisions.

5381 Futures Research: Man, Technology, and Medicine. (3-0) Two optional tracks will be offered within one course: (1) a mathematical approach and (2) a social/technology impact approach. Both tracks will examine the various ideologies of futurists and the impact of global issues on the future man. Both tracks will also be introduced to the methods of future forecasting. The mathematical track will explore forecasting methods in more detail, while the social/technology track will become involved in a detailed study of substantive areas of futures research. Group or individual projects on futures forecasting will be required.

5399 Thesis.

5490 Internship in Health Research and Evaluation. (4-0) Allows the student to reinforce skills learned in the classroom through the development of practical skills for the researcher/evaluator. Students are expected to work with key decision makers in an agency or institution to design, develop, and evaluate a specific area of study.

Communication Disorders

5301 Advanced Independent Study in Communication Disorders. (3-0) Intensive study in current topics in communication disorders and their rehabilitation. Work done on independent basis with faculty member; available only with permission of department.

5331 Stuttering Therapy. (3-0) Description of therapeutic intervention with children and adults who stutter. Techniques of assessment, management, and counseling are emphasized.

5332 Rehabilitation of Oral-Facial Anomalies. (3-0) Detailed description of anatomy, physiology, and management of oral-facial anomalies with emphasis on cleft palate. Principles and procedures for habilitation and rehabilitation are emphasized.

5333 Seminar in Language Development/Disorders. (3-0) Advanced seminar on topics in the development of language in the child; assessment and remediation of language, form, function, and use is developed through review of current literature.
5336 Neuromotor Disorders of Speech: Description and Rehabilitation. (3-0) Designed to cover neuroanatomical substrates of speech. Assessment and rehabilitation of apraxia and dysarthria; emphasis on cerebral palsy and progressive diseases of the nervous system.

5337 Vocal Rehabilitation. (3-0) Assessment of vocal function and disorders; rehabilitation of the patient with vocal abnormalities due to vocal abuse, psychological, and/or organic etiologies including laryngectomy.

5342 Aphasia and Related Disorders. (3-0) A study of aphasia and acquired behavioral disorders due to lesions of the central nervous system. Assessment procedures and rehabilitation strategies for patients are examined.

5344 Advanced Clinical Practicum. (1-4) Clinical practicum for graduate students with previous clinical experience. Discussion of clients, methodologies, and strategies for therapeutic intervention as review for national examination in Speech-Language Pathology and Audiology. Required each semester for which clock hours are taken.

5359 Phonology: Development, Disorders, and Treatment. (3-0) Advanced study of the development of phonology through current literature review; emphasis on the assessment and remediation of phonological and phonetic deviations.

5362 Introduction to Research in Communicative Disorders. (3-0) Designed to acquaint the student with research protocol in behavior science, with an emphasis in speech-language pathology. Topics include research design, data analysis, manuscript preparation, and obtaining external funding. Emphasis on critical analysis of professional literature.

5363 Differential Diagnosis of Communication Disorders. (3-0) Evaluation and use of assessment information in identifying communication disorders and designing therapeutic procedures.

5364 Diagnostic Practicum in Communication Disorders. (0-4) Supervised practicum of 50 clock hours of diagnosis of speech and language disorders. Students will participate in weekly diagnostic sessions; a grade of "P" will be earned until 50 hours of diagnosis are completed. Initially, to be taken with Communication Disorders 5363.

5371 The Exceptional Child in the Family. (3-0) Develops understanding and professional skill of special education teachers and clinicians in counseling parents of exceptional children. Parents of children enrolled in demonstration classes or in the clinic actively participate in the class.

5389 Internship in Communication Disorders. Laboratory and clinical practicum at selected therapeutic sites used to provide additional breadth to therapeutic experiences. Dependent on approval of program faculty. 5389A Special Practicum. 5389B In-State Internship. 5389C National or International Externship.

5399 or 5699 Thesis. 3 May be repeated for credit each semester enrolled. 4 May be repeated for credit.
Department of Health Administration

Graduate Faculty

Belchic, Albert Mitchell, Assistant Professor of Health Administration. B.S., Louisiana State University; J.D., Southern Methodist University; M.S., Trinity University.

Burke, George Cass, III, Assistant Professor of Health Administration. B.A., Southern Methodist University; M.A., George Washington University; Dr.P.H., University of Texas at Austin.

Herkimer, Allen Gillman, Jr., Associate Professor of Health Administration. B.S., Syracuse University; M.B.A., University of Bridgeport; Ed.D., University of La Verne.

Khouri, Yvonne George, Associate Professor of Health Administration. B.S., B.A., Stetson University; M.S.H.A., Northwestern University.

Knox, Martha Elizabeth, Associate Professor of Health Administration. B.S., M.A., Ed.D., Texas Woman’s University.

Nowicki, Michael, Assistant Professor of Health Administration. B.A., Texas Tech University; M.A., George Washington University.

Winfield, Darwin Eugene, Associate Professor of Health Administration. B.S., Louisiana Polytechnic Institute; M.S., Northwestern University.

Zinkgraf, Stephen Arno, Assistant Professor of Health Administration. B.S., Southwest Texas State University; M.A., University of Northern Colorado; Ph.D., Texas A&M University.

Degree Programs

The Department of Health Administration offers the 38-56 semester hour degree of Master of Science in Health Professions with a major in Health Professions—Health Care Administration.

Purpose. The Department of Health Administration offers courses designed to enhance the career mobility of persons currently employed in health professions as well as to provide a solid base of academic and directed experiences for persons who may desire entry into the field of health administration. The primary focus of the curriculum is middle- to senior-level management.

Principal areas of study include health and disease; sociological, economic, legal and political forces impacting health care; management and organizational behavior including such specializations as financial management, human resource management, planning, marketing, and data generation and analysis.

Majors. The major in Health Professions—Health Care Administration usually includes 27 hours of core courses and a field experience of 2 to 8 hours, depending on the student’s previous health administration experience. A full minor of 15-21 hours is required. The minor may be taken in either Health Professions—Allied Health Education or Health Professions—Allied Health Research (15 hours in the minor with an additional 6 hours, depending on the minor) or may be split between the two fields (15 hours between the two fields).

Prerequisites. Course prerequisites for Health Professions—Health Care Administration majors include statistics (Allied Health Sciences 3302), medical terminology (Medical Records Administration 2360), economics (Economics 2310), hospital accounting (Health Administration 4375), and computer applications (Allied Health Research 5365). It is important to note that these prerequisites may be transferred in from other universities and must be taken prior to the graduate course for which they are required, but they need not necessarily be taken prior to admission to the program.
Minors. The Department of Health Administration offers a 15-hour minor in Health Professions-Health Care Administration. Courses in the minor will be selected with the graduate adviser according to the student's area of interest and needs.

Admission Policy. Applicants for a major in Health Professions-Health Care Administration must meet minimum admission requirements of the Graduate School, as well as have their documentation reviewed by the Health Administration Admission Committee.

Courses Offered

5111 Topics in Health Administration. (1-0) An in-depth study of a singular topic or a related problem being faced by practicing managers in the rapidly changing health care industry. Special emphasis will be placed on the topic's current relevance and its utilitarian value to the participant.

5211 Topics in Health Administration. (2-0) An in-depth study of a narrow range of topics or related problems being faced by practicing managers in the rapidly changing health care industry. Special emphasis will be placed on the topic's relevance and its utilitarian value to the participant.

5304 Financial Management of Health Institutions and Systems. (3-0) A study of the financial operation of health care institutions and systems to include a review of third-party payment methods, working capital management, quantitative analysis, financing, and management control systems.

Prerequisite: Health Administration 4375. (An introduction to accounting course may meet this requirement with the Chair's approval.)

5308 Seminar in Health Administration. (3-0) Current trends and problems in health administration. Designed to place emphasis in selected areas such as administration, finance, and organization. A research paper and presentation is required of each student.

5316 Health Institutions Budgeting and Financial Planning. (3-0) Designed to introduce graduate students in health management to content, systems, and methods of budgetary and financial planning. Concepts, philosophy, and techniques of budgetary design, preparation, and management will be stressed in a group management setting.

Prerequisite: Health Administration 5304, or approval of instructor.

5320 Economics of Health-Care Delivery Systems. (3-0) Study of the sources of health services financing; influence of public policies and legislation on the health care delivery system. The influences of consumers and providers on the health-care delivery system.

5321 Medical Jurisprudence. (3-0) A broad review of health care liability and medical malpractice as it affects the physician, health care provider, and the health care institution.

5331 Comparative Health Systems. (3-0) Course will analyze the nature, function, and composition of the health sector in developed and developing countries within the context of the economic and political environment that determines that sector.

5341 Health-Care Delivery Systems: Project Design and Evaluation. (3-0) Methods of determining health needs and demands for health care services. Planning for health programs and evaluation techniques and methodologies; selecting criteria and data for problem definition in the health care delivery sector.

Prerequisite: Health Administration 5346.

5346 Health Planning: Methods and Practice. (3-0) Study and application of Systems Theory to planning in the health-care sector. Roles of the social, education, economic, and political sectors on health-care delivery. Study of the current status and impact of health-care planning legislation on the implementation of health-care services.

1 May be repeated if topic differs.
2 May be repeated if area differs.
5354 Health Care Organization and Delivery. (3-0) Focus on the organization and delivery of personal health services. Course traces the history of the development of the community hospital with particular emphasis on its relationship to other elements of the health and medical care delivery system. Similar attention is given to the predominant methods of delivering outpatient services such as solo fee for service practice and multi-specialty group practice. Organization and delivery of mental health services and long-term care services are also considered. Particular attention is focused on the changes in traditional methods brought about by changing patterns of medical practice and the methods of financing personal health services. Major attention is also given to the emergence of organized systems of care such as HMOs and PPOs.

5355 Personnel Administration and Labor Relations in Health Care Facilities. (3-0) A study of personnel management in the health care facility and the atmosphere in which it functions. The health care facility will be surveyed as a system of human behavior. Legislation affecting personnel in hospitals, nursing homes, and other health care facilities will be studied. A review of labor relations including collective bargaining and the activities of organized labor will be included.

5357 Labor Relations in Health Care Facilities. (3-0) Designed to give a basic understanding of the dynamics of the field of labor relations and collective bargaining in the health service industry. Course emphasizes the roles of the personnel specialist and other parties in such vital areas as labor relations policy and the law, the collective bargaining process, contact administration, grievance systems and handling, strikes and arbitration.

5361 Health Care Management. (3-0) Designed specifically to improve the effectiveness of the technically-oriented health care professional who desires to move into a management or supervisory position in a health care facility. Course deals with the essentials of managing human resources in the environment in which the health care professional will work.

5363 Inter-Personal Relations in Health Care. (3-0) Course will focus on the development of attitudes and interpersonal perceptual skills essential to effective performance in any health care institution. The primary emphasis will be to increase sensitivity to the individual psychological needs of patients, their families, and employees.

5371 Marketing of Health Services. (3-0) A study of marketing functions and principles as they relate to the health care delivery systems. Analysis of marketing concepts such as market segmentation, marketing planning, marketing audit, marketing positioning, and marketing mix will be discussed.

5399 Thesis.

5440 Practicum Internship. (0-8) Graduate practicum for technically trained students seeking advanced education in health care management. Optional participation in a health service facility based practicum.

Prerequisite: Completion of at least 18 hours from degree plan.

5441 Tutorials in Health Administration. (0-8) The tutorials are tailored to the particular interests and needs of individual students. They may take many forms: literature reviews, research projects, field trips, other special studies or learning experiences. The objective is program enrichment for the advanced student.

3 May be repeated for credit with different emphasis and with permission of the graduate adviser.
School of Liberal Arts

Department of English

Graduate Faculty

Bell-Metereau, Rebecca Louise, Associate Professor of English. A.B., A.M., Ph.D., Indiana University.

Blanchard, Lydia Ann, Assistant Professor of English. B.S., M.S., Northwestern University; M.A., Ph.D., American University.

Brunson, Martha Luan, Professor of English and Associate Dean of the School of Liberal Arts. B.S., Northwestern University; M.A., Ph.D., Texas Tech University.

Chavkin, Allan Richard, Associate Professor of English. B.A., Dickinson College; A.M., Ph.D., University of Illinois.

Cohen, Paul Nathan, Associate Professor of English. B.A., University of Baltimore; M.A., Ph.D., Rutgers, The State University.

Deduck, Patricia Anne, Associate Professor of English. B.A., State University of New York, Plattsburg; A.M., Ph.D., Indiana University.

Gravitt, Garland Jack, Professor of English and Chair of the Department of English. B.A., Baylor University; M.A., Southwest Texas State University; Ph.D., Southern Illinois University.

Grayson, Nancy Jane, Professor of English. B.A., Texas Christian University; M.A., Ph.D., University of Texas at Austin.

Gross, Dalton Harvey, Professor of English. B.A., Luther College; M.A., Ph.D., Southern Illinois University.

Heaberlin, Dickie Maurice, Associate Professor of English. B.A., M.A., North Texas State University; Ph.D., University of Texas at Austin.

Hennessy, Michael John, Associate Professor of English. B.A., Seattle University; M.A., Ph.D., Marquette University.

Hill, John Stanley, Professor of English. B.S., M.A., University of Kansas; Ph.D., University of Wisconsin.

Holt, Elvin, Assistant Professor of English. B.A., Prairie View A&M College; M.A., Southwest Texas State University; Ph.D., University of Kentucky.

Ingram, Angela Jennifer Clare, Associate Professor of English. B.A., University of Leicester; Ph.D., University of Cambridge.

Laird, Edgar Stockton, Professor of English. B.A., M.A., Southwest Texas State University; Ph.D., Rutgers, The State University.

Lochman, Daniel Thomas, Assistant Professor of English. B.A., M.A., Loyola University; Ph.D., University of Wisconsin.

Medford, Floyd Chester, Associate Professor of English. B.A., Abilene Christian College; B.D., University of the South; Th.D., School of Theology at Claremont, California; Ph.D., University of Texas at Austin.

Parkin-Speer, Diane, Associate Professor of English. B.A., Lewis and Clark College; M.A., Bowling Green State University; Ph.D., University of Iowa.
Peterson, Norman Clair, Professor of English. B.A., M.A., University of Texas at Austin; Ph.D., University of Iowa.

Randolph, Robert Morrison, Lecturer in English. B.A., Wilmington College; M.A., Louisville Presbyterian Theological Seminary; M.A., Ph.D., Southern Illinois University.

Ronan, Clifford John, Professor of English. B.A., Amherst College; M.A., Ph.D., University of California at Berkeley.

Rosenbalm, John Olmsted, Professor of English. B.A., M.A., Ph.D., North Texas State University.

Skerpan, Elizabeth Penley, Assistant Professor of English. A.B., Miami University; M.A., Ph.D., University of Wisconsin.

Starling, Betty Ross, Associate Professor of English. B.A., Harding College; M.A., Ph.D., University of Texas at Austin.

Stedman, Nathan Alexander, III, Associate Professor of English. B.B.A., University of Texas at Austin; M.A., Texas Christian University; Ph.D., Florida State University.

Tangum, Marion Mast, Assistant Professor of English. B.A., Trinity University; M.A., University of Texas at San Antonio; Ph.D., University of Texas at Austin.

Taylor, Mary Agnes, Associate Professor of English. B.A., Southwest Texas State University; M.A., San Francisco State College.

Thompson, Robert Bryan, Assistant Professor of English. B.S. in Ed., B.A., University of Texas at Austin; M.A., Stephen F. Austin State University; Ph.D., University of Iowa.

Walts, Robert Warren, Professor of English. A.B., Newark College of Rutgers University; A.M., Ph.D., Rutgers, The State University.

Wimsatt, Mary Ann, Associate Professor of English. A.B., Stetson University; M.A., Ph.D., Duke University.

The Therese Kayser Lindsey Chair of Literature

The late Mrs. Louise Lindsey Merrick, philanthropist of Tyler, Texas, presented over half a million dollars to the Southwest Texas State University Foundation to create the Therese Kayser Lindsey Chair of Literature in memory of her mother, the late Therese Kayser Lindsey. A noted poet and patron of arts, Mrs. Lindsey attended Southwest Texas State Normal in the early 1900's and graduated with the second graduating class in 1905. Mrs. Lindsey published four volumes of poetry and was instrumental in organizing the Poetry Society of Texas.

Dedicated April 11, 1978, with an address by John H. Fisher, the Lindsey Chair has fostered lecture series on such diverse topics as American Humor, the American Southwest, Contemporary Women Writers, and Texas Humor. Noted artists such as James Dickey, Carolyn Osborn, Larry McMurtry, Richard Wilbur, and John Henry Faulk have appeared in connection with these lecture series and other events sponsored by the Lindsey Chair of Literature.

The distinguished American scholar-teacher and long-time editor of American Literature, Arlin Turner, was the first full-time Lindsey Professor (1979-1980). During professor Turner's tenure, the department sponsored a Conference on American Humor featuring such well-known scholars as John Gerber, J. A. Leo Lemay, Brom Weber, and Hamlin Hill. The department strives to maintain the tradition of excellence established by Professor Turner during his service at Southwest Texas State University. In continuing that tradition, Poet-novelist James Dickey is the Therese Kayser Lindsey Professor of Literature for Fall, 1987.
Degree Programs

Majors. The Department of English offers two graduate degrees for majors: (1) the Master of Arts degree requiring earned credits for a minimum of 30 semester hours of work that includes a 6-hour thesis and 6 to 9 hours in a minor and (2) the 36-hour non-thesis Master of Education degree requiring a 21-hour concentration in English and a 15-hour minor (which may be split into minors of 6 and 9 hours). With departmental approval, you may structure several acceptable patterns of work under each degree plan. The Master of Education degree serves especially well secondary and community college teachers who wish to include the pedagogically oriented courses offered by the department.

Highly qualified students may apply for permission to substitute a creative writing project for the Master of Arts degree’s thesis requirement.

The Department of English also participates in the Interdisciplinary Studies graduate program, particularly in the linguistics and effective communications courses.

Minors. Candidates for the Master of Education in English who elect to take a split minor may take a 9-semester hour English/Secondary Education/Reading Education pedagogical minor comprised of Reading 5324 (Teaching Reading in the Secondary School) and 6 hours of English courses selected from English 5300, 5310, 5383, 5384, 5387.

If your major study interests are in fields other than English, please consult with the English graduate adviser about selecting courses for a minor in English to lend support to the major field of study.

Financial Aid Program. Graduate students in English may apply to the department for appointment as either Assistant Instructors (A.I.’s) or Instructional Assistants (I.A.’s). Those appointed to either type of teaching devote half time to teaching duties and half time to graduate studies. Candidates should direct their inquiries to the Chair of the Department of English. Normally, applications should be filed by March 1 for fall appointments and by November 15 for spring appointments.

Courses Offered

53001 Language Problems in a Multicultural Environment. (3-0) An introduction to the study of multicultural and/or multilingual language and linguistics, with special emphasis on the descriptive, psychological, social, and semantic aspects.

53101 Studies in English Language and Linguistics. (3-0) A study of the English language, with special attention to the areas of phonology, morphology, syntax, semantics, dialectology, sociolinguistics, normal language acquisition, and/or writing and spelling systems.

53181, 53191 Effective Communications. (3-0)
53212 Contemporary Fiction. (3-0)
53231 Eminent Lives in Literature. (3-0) A study of selected works in autobiography and biography with special attention to the art forms used in these works.
53251 Reflections of Life in the Lore and Literature of the Southwest. (3-0)
53312 Studies in American Poetry. (3-0)
53322 Studies in American Prose. (3-0)
53532 Studies in Medieval English Literature. (3-0)
53542 Studies in English Renaissance Literature. (3-0)

1 May not count as credit toward meeting minimum requirements for the Master of Arts in English without permission of the Chair of the department.
2 May be repeated once with different emphasis for additional credit.
3 May not be taken for graduate credit if the undergraduate companion course (4000 level) has been completed.
53591 Studies in Eighteenth Century Literature. (3-0)
53641 Studies in the English Romantic Movement. (3-0)
53661 Studies in Victorian Poetry. (3-0)
53681 Studies in Victorian Prose. (3-0)
53711 Studies in British Poetry: 1880-1940. (3-0)
53811 Studies in Modern British and American Drama: 1900-Present. (3-0)
53831,2 Teaching English Composition in Middle and Secondary Schools and Community Colleges. (3-0)
53841,4 Literary Analysis for Middle and Secondary and Community College Teachers. (3-0)
53871,4 Concepts, Materials, and Methods of Teaching English. (3-0)
53881 Studies in Literature for Children or Adolescents. (3-0)
53951 Problems in Language and Literature. Open to graduate students on an individual basis by arrangement with the department.
5399 or 5699 Thesis.

1 May not count as credit toward meeting minimum requirements for the Master of Arts in English without permission of the Chair of the department.
2 May be repeated once with different emphasis for additional credit.
4 May be repeated with different emphasis for additional credit.
Graduate Faculty

Augustin, Byron Dale, Professor of Geography and Planning. B.A., Hastings College; M.A., University of Kansas; D.A., University of Northern Colorado.

Boehm, Richard Glen, Professor of Geography and Planning and Chair of the Department of Geography and Planning. B.S. in Ed., M.A., University of Missouri at Columbia; Ph.D., University of Texas at Austin.

Fitzsimons, Dennis Eugene, Assistant Professor of Geography and Planning. A.B., M.A., San Diego State University; Ph.D., University of Kansas.

Gordon, William Reginald, Jr. Assistant Professor of Geography and Planning. B.A., University of Southern Maine; M.A., M.M.A., University of Rhode Island; Ph.D., Texas A&M University.

Harrison, James Douglas, Professor of Geography and Planning. B.A., M.A., University of Denver; Ph.D., University of Oklahoma.

Hausladen, Gary Joseph, Assistant Professor of Geography and Planning. B.A., Stanford University; M.A., Ph.D., Syracuse University.

Larsen, Robert Douglas, Professor of Geography and Planning. B.S., University of Wisconsin at Superior; M.S., Ph.D., University of Wisconsin at Madison.

Napton, Darrell Eugene, Assistant Professor of Geography and Planning. B.S. in Ed., M.A., University of Missouri; Ph.D., University of Minnesota.

Petersen, James Frederick, Associate Professor of Geography and Planning. B.A., M.A., California State University at Chico; Ph.D., University of Utah.

Rudnicki, Ryan, Assistant Professor of Geography and Planning. B.A., University of Connecticut; M.S., Ph.D., Pennsylvania State University.

Visser, Sent, Associate Professor of Geography and Planning. B.A., M.A., University of Auckland, New Zealand; Ph.D., Ohio State University.

Degree Programs

The Department of Geography and Planning offers the Master of Applied Geography degree requiring 39 semester hours of course work. This includes a core of 9 hours that all students must take and a 15-hour concentration in either: (1) physical and environmental studies, (2) land/area development and management, or (3) applied cartography. Instead of selecting a concentration, you may select to pursue a general geography degree from the courses offered within the three concentrations. You must also have a 6-hour resource area from outside the department. Thesis or internship options must be chosen to complete the degree. If you choose to write a thesis, you must also complete a 3-hour internship course. If you select the 6-hour internship option, you must enroll in a 3-hour directed research course in lieu of the thesis. Please contact the graduate adviser in the Department of Geography and Planning for the specific requirements of each concentration.

Program Goals. The Master of Applied Geography degree program is designed to train geographers to use their skills and background knowledge to solve real-world problems with geographic dimensions. Applied Geography includes such subfields as environmental management, land use planning, location analysis, land management, transportation systems planning, applied physical geography, geographic aspects of environmental law, and cartography. The degree is intended to provide terminal training
to prepare the student for middle management level employment, but the research and analysis skills which are taught in this program are also excellent training for persons who intend to proceed to doctoral work in appropriate fields.

Financial Aid Program. Teaching assistantships and work-study programs are available to qualified candidates. Please contact the graduate adviser, Department of Geography and Planning, for more information about the degree program and financial assistance.

Courses Offered

5191 Teaching Assistant Development. (1-0) Prepares the student for the professional responsibilities of college teaching. Course covers teaching methods, the role and behavior of a professional geographer, and responsible classroom administration.

5300 Research Design and Techniques. (3-0) Students will be introduced to appropriate research methodologies for applied geographers. Emphasis will be placed on the scientific method, productive library research, data collection and analysis, field work, effective writing, and the nature of graphic representation.

5301 Quantitative Methods. (3-0) An introduction to basic descriptive and inferential statistics as applied to geographic data and problems. Students will learn how to use the Statistical Package for the Social Sciences (SPSS-X) on an interactive computer terminal.

5309 Applied Geographic Analysis. (3-0) A survey of typical spatial problems that are of interest to geographers. Course will include topics associated with the nature and impact of regional development, location of public and private facilities, and environmental management. There will be problems from the physical and cultural environment.

5312 The Planning Function and Process. (3-0) The nature, purpose, and scope of planning in the United States with emphasis on city and town planning. Selected topics for discussion will include community inventory and analysis, the formulation of goals and policies in the development of the comprehensive plan, and plan implementation.

5313 Environmental Management. (3-0) An analysis of the major causes of environmental deterioration together with the basic strategies of dealing with these problems.

5314 Geographic Elements of Environmental Law. (3-0) A survey of environmental laws related to land, air, and water pollution. The nature of environmental problems will be studied as they relate to urbanization, industrialization, land development, noise, radiation and solid waste management, and the laws and guidelines that have been passed to alleviate such problems.

5315 Regional Analysis. (3-0) Course focus is the region. Case studies will be selected from political and functional regions. Course content will include such information as demographics, economy, physical and social environments, transportation, and foreign trade. The emphasis will be on development and on impediments to development.

5316 Applied Physical Geography. (3-0) A survey of methods and techniques used in the collection, analysis, and evaluation of information relating to problems within the physical environment. Emphasis will be on problems characteristic of particular geographic locations or specific environmental settings. The role of human activities will be considered as an integral part of the earth system.

5323 Location Analysis. (3-0) Factors of importance in the decision-making process of locating both public and private sector facilities. Attention will be paid to the location of manufacturing activities, commercial enterprises, and a variety of social service facilities.
5335 Directed Research. (3-0) A course designed to allow the student to pursue a topic of applied geographic research under the direct supervision of a professor. Generally, the topic will be something that is not customarily dealt with in an organized class. Group research is encouraged. Topics should be selected that involve library research and field investigation. Progress is monitored regularly by the supervising professor.

5336 Transportation Systems. (3-0) The principles and procedures of transportation planning and management will be examined. Transport theory will be discussed as well as the characteristics of various model systems. The effectiveness of federal, state, regional, and local programs and policies will be analyzed. Special emphasis will be placed on mass transit, particularly in view of changes in urban structure and the high costs of energy.

5337 Impact Assessment of Land Development. (3-0) Selected residential and non-residential development projects of varying sizes are analyzed by student teams with respect to: community fiscal impact, economic feasibility and cash flow of the project, site analysis, environmental factors, design concepts, and legal implications.

5338 Land Use Planning. (3-0) Students will be instructed in all phases of the planning process, beginning with the assessment of needs and proceeding through the establishment of goals and objectives, data collection, information processing and analysis, model building and the generation of alternative land use plans, selection of the best alternative, policy determination, program implementation, and information feedback. All practical techniques involved in land use planning will be considered.

5339 Land Development and Management. (3-0) A review of the economics, alternate options and responsibilities in land development. Major topics include management of growth, growth pressures, and local government response to such dynamics as suburban sprawl, condominium conversions, and rapid changes in the best use of the land. Attention is paid to land valuation and appraisal.

5340 Geography for Teachers. (3-0) The content and methods needed for teaching geography in the schools. Emphasis will be on those essential elements which will allow teachers to satisfy current public school curriculum requirements. Preparation of a grade-level specific teaching unit is required.

5351 Regional Waste Management. (3-0) The principles of effective solid waste planning and management will be examined as they relate to such activities as waste generation, storage and collection, transfer and transportation, processing and volume reduction, resource conservation and recovery, the disposal of wastes, and the handling of special wastes, particularly those of a toxic and hazardous nature.

5360 Seminar in Planning Problems. (3-0) A critical and in-depth examination of several of the problem areas currently facing the planner.

5370 Seminar in Applied Physical Geography. (3-0) Critical analysis of theories, models and techniques of physical geographic research with the focus on application to real-world problems.

5380, 5680 Internship. (3-0 or 6-0) Application of techniques of applied geography in an actual on-the-job setting. Internships will be arranged and supervised by individual professors.

5395 Problems in Applied Geography. Designed to consider a selected topic relating to applied geography. Emphasis on the practical application of geographic tools, with individual or group participation in a specific project. Course topics may vary depending on student and faculty interests and may apply to any of the three graduate tracks: physical-environmental, land area development and management, or cartography.

¹ May be repeated once for additional credit with approval of graduate adviser.
5408 Applied Cartography. (2-4) Application of methods used by government agencies and commercial map publishers for the compilation and production of finely detailed maps for long printing runs, such as topographic sheets, road maps, and atlases. Course will focus on the use of scribecoats, peelcoats, and photographic methods for compiling line work, point systems, area shadings, and lettering into a cartographic composition. Included will be methods by which maps can be used to display applied geographic data.

5416 Remote Sensing. (2-4) Interpretation of remotely sensed geographic phenomena. Students will use air photos and satellite imagery.

5417 Computer Cartography. (2-4) The use of the computer to produce graphic compositions for geographic research and map making. Course will concentrate primarily on computer mapping, but will also cover means for producing types of charts and graphs that are particularly appropriate for use with geographic data.

5430 Field Methods. (2-4) Course will emphasize common field techniques necessary in the construction of accurate maps. Various kinds of data collection techniques will be presented that will facilitate geographic research.

5699 Thesis.
Department of History

Graduate Faculty

Anderson, William Woodrow, Professor of History. B.A., Baylor University; M.A., Ph.D., University of Texas at Austin. (Latin America)

Brown, Ronald Conklin, Professor of History. A.B., Wabash College; A.M., Ph.D., University of Illinois.

Brunson, Billy Ray, Professor of History. B.A., M.A., Ph.D., Texas Tech University. (diplomatic)

Dunn, Dennis John, Professor of History. B.A., M.A., John Carroll University; Ph.D., Kent State University. (Russia, East Europe)

Jager, Ronald Burke, Professor of History. A.B., M.A., Baylor University; Ph.D., University of Texas at Austin. (constitutional, urban)

Josserand, Frank Butler, Professor of History. A.B., M.A., Baylor University; Ph.D., University of Texas at Austin. (modern Europe, Germany)

Kissler, Betty Jane, Professor of History and Chair of the Department of History. B.A., University of Colorado; M.A., Colorado State College; Ph.D., University of Texas at Austin. (Latin America)

Liddle, William David, Associate Professor of History. B.A., George Peabody College for Teachers; M.A., Ph.D., Claremont Graduate School. (early America, 18th century England)

Pohl, James William, Professor of History. B.A., M.A., North Texas State University; Ph.D., University of Texas at Austin. (military)

Swinney, Everette, Professor of History. B.A., Ohio Northern University; M.A., Pennsylvania State University; Ph.D., University of Texas at Austin. (Reconstruction, historiography)

Wilson, James Arthur, Professor of History. B.A., M.A., Ph.D., University of Arizona. (American Southwest)

Degree Programs

The Department of History offers the Master of Arts degree and the Master of Education degree. Normally, the Master of Arts consists of 24 semester hours of History, including thesis, and 6 hours of graduate work from a minor field. The Master of Education degree consists of at least 21 hours of History and 15 hours of work from a minor field or a split minor with 9 hours from one field and 6 hours from a second field.

Admission Policy. Unconditional admission to departmental programs is based on a 3.0 or higher grade-point average on 24 hours of background (undergraduate) work in History for those seeking a graduate major and a 3.0 average on 18 hours for those seeking a graduate minor. In rare situations, conditional admission may be available for students with grade-point averages below 3.0 in History.

Purpose. The graduate program in History is designed to prepare students for careers in professional history (teaching and/or research and writing) and to provide a general liberal arts education for students aiming for positions in business, journalism, law, government service, and the like. Emphasis is more or less equally placed on the acquisition of historical information and the skills and tools of research.
Financial Aid Program. Graduate assistantships and assistant instructorships are available to capable students. Normally, beginning graduate students start as graders in large sections of the American History survey and then, in the second year, teach two small sections of their own.

Interested students should contact the Chair or the graduate adviser in the Department of History or write and request the bulletin, "Graduate Study in History."

Courses Offered

5310 Modern European History. (3-0) A seminar based on selected topics in the history of Europe since 1870.

5313 Early American History: The Age of the American Revolution. (3-0) A seminar based on selected topics in the Revolutionary and Early National periods of American history.

5318 Eighteenth Century England: From the Glorious Revolution to Waterloo. (3-0) A seminar based on selected topics in political, social, intellectual, and economic history of England from 1688 to 1815.

5321 National Period of Latin American History. (3-0) The history of Latin American countries from the period of their independence to the present. Topics will vary, allowing both a study by country (or countries) and an institutional treatment of the general area.

5322 Colonial Latin American History. (3-0) The colonial history of Latin America approached through a study of the following aspects: aboriginal and Iberian backgrounds; discovery and exploration; political, economic, social institutions of the Ibero-American empires; the independence movements.

5335 Twentieth Century Russia. (3-0) A seminar based on selected topics in recent Russian history.

5336 East European History. (3-0) A seminar based on selected topics in recent East European history.

5342 Social and Intellectual History of the United States. (3-0) A seminar based on selected topics in the intellectual and social history of the United States.

5347 Texas History. (3-0) A seminar based on selected topics in the history of Texas.

5348 Diplomatic History of the United States to 1898. (3-0) A seminar based on selected topics in the early diplomatic history of the United States.

5349 Diplomatic History of the United States Since 1898. (3-0) A seminar based on selected topics in recent American diplomatic history.

5350 Frontier in American History. (3-0) A seminar based on selected topics in the history of the frontier in American development.

5351 Modern American History. (3-0) A seminar based on selected topics in United States history since 1877.

5353 Greater Southwestern History. (3-0) A seminar based on selected topics in the history of the Greater American Southwest.

5357 The Gilded Age. (3-0) A seminar based on selected topics in late nineteenth century American history.

1 May be repeated with different emphasis.
5360 **American Historiography.** (3-0) A study of the literature of American history with some attention to the philosophies of history and the principles of historical research.

5362 **Problems in American Military History.** (3-0) A seminar based on selected topics in the military history of the United States.

5365 **Contemporary Europe.** (3-0) An intensive study of problems of Europe since 1919, based on independent research and writing by the student.

5367 **American Civil War.** (3-0) A seminar based on selected topics in the American Civil War.

5368 **The Era of Reconstruction, 1865-1877.** (3-0) A seminar based on selected topics in post-Civil War American history.

5380 **Teaching American History: Materials and Methods.** (3-0) An introductory course designed to orient the beginning graduate student to teaching American history at the college level.

5390\(^2\) **Problems in Historical Research.** (3-0) This course is open to graduate students on an individual basis by arrangement with the department.

5395\(^1\) **World History.** (3-0) A seminar based on selected problems and/or topics in world history.

5399 or 5699 **Thesis.**

\(^1\) May be repeated with different emphasis.

\(^2\) May be repeated with the approval of the Chair of the department.
Department of Modern Languages

Graduate Faculty

Brister, Louis Edwin, Professor of German. B.A., Mississippi State University; M.A., Ph.D., University of Texas at Austin.

Carlisle, Charles Richard, Professor of Spanish. B.A., M.A., Ph.D., University of Arizona.

Champion, James Joseph, Professor of Spanish. B.S., Michigan State University; M.S., Ph.D., University of Michigan.

Fischer, Robert Allen, Associate Professor of French and Chair of the Department of Modern Languages. B.A., M.A., University of Cincinnati; Ph.D., Pennsylvania State University.

Galvan, Robert Arispe, Professor of Spanish. B.A., Trinity University; M.A., University of Texas at Austin; Ph.D., Tulane University.

Heudier, Jean-Pierre, Assistant Professor of French. B.A., University of Montana; M.A., Brigham Young University; Ph.D., University of Colorado.

McCoy, Ingeborg Ruberg, Professor of German. B.A., Southwest Texas State University; M.A., Ph.D., University of Texas at Austin.

Perry, Robert Charles, Lecturer in Spanish. B.A., Spring Hill College; M.A., University of Texas at Austin; Ph.D., University of Colorado.

Reeves, Dona Rae, Professor of German. B.A., M.A., Ph.D., University of Texas at Austin.

Ruiz, Maria de Jesus Paez de, Associate Professor of Spanish. B.A., University of Puerto Rico; M.A., Ph.D., Louisiana State University.

Tamargo, Maria Isabel, Associate Professor of Spanish. B.A., Inter American University of Puerto Rico; M.A., Ph.D., Johns Hopkins University.

Ugalde, Sharon Elizabeth, Professor of Spanish. B.A., University of California at Davis; M.A., Ph.D., Stanford University.

Degree Programs

The Master of Arts in Teaching is designed specifically to meet the needs of foreign language teachers at the secondary and community college levels. It differs significantly from the traditional Master of Arts degree program in that it features a six-week internship instead of the traditional thesis. The program provides language teachers with an opportunity to reinforce their competence in the foreign language skills, their familiarity with the foreign culture, and their mastery of current language teaching methods. The Master of Arts in Teaching degree entails 15 semester hours concentration in the language subject area, 9 hours of linguistics, 6 hours in a supporting area, 6 hours of internship and foreign study, and a minimum reading knowledge of a second foreign language.

The Master of Arts degree with a major in Spanish is available to students who wish to engage in a more traditional program of literary and language studies. This degree entails 21 to 24 hours in Spanish, including the thesis, and 6 to 9 hours in a supporting area.
Courses Offered

Applied Linguistics and Language Learning

5311 Applied Linguistics. (3-0) Introduction to language theories and their implications for second language teaching; comparison of native and target languages; and applications of linguistic principles to teaching methods.

5313 Language Methods, Media, and Testing. (3-0) Study of current methods in second language teaching: training and practice in writing performance objectives and instructional sequences; use and demonstration of modern media and techniques in teaching; and testing language skills.

5315 Psycholinguistics. (3-0) Studies and comparisons of first and second language acquisition, aspects of bilingualism, interrelationship of language and culture, and their implications for the language learner.

5390 Individual Studies in Applied Linguistics and Language Learning. (3-0) This course is generally open only to graduate students with special needs. Students select a topic in line with their special interests and requirements.

Prerequisites: Formal application for the course in the semester before it is to be taken and approval by the Chair of the department.

French


5306 Studies in Early French Culture and Thought. (3-0) Various cultural themes in the works of representative scholars, writers, and artists from the Middle Ages through the eighteenth century. Topic A: Middle Ages through sixteenth century. Topic B: seventeenth and eighteenth centuries.

5307 Studies in Modern French Culture and Thought. (3-0) Various cultural themes in the works of representative scholars, writers, and artists from the nineteenth and twentieth centuries. Topic B: twentieth century.

5309 Advanced Conversation, Composition, and Grammar. (3-0) Course designed to improve and refine oral and written skills, based mainly on contemporary mass media materials. Topic A: conversation. Topic B: composition.

5390 Studies in French Culture, Language, or Literature. (3-0) Offers students an opportunity to pursue independent studies in special areas of interest beyond those of other catalog courses. Course is generally available only to graduate students with special needs.

Prerequisite: Approval by the Chair of the department. Applications must be submitted prior to the registration period each semester.

5600 Internship and Foreign Study. (6-0) An independent study project of at least six weeks' duration at a foreign institution, consisting of lectures, observations, and interviews relevant to the student's major and interests of the language teacher.

Prerequisite: Completion of all course requirements for the Master of Arts in Teaching with a major in French. An intensive French program in the United States may be substituted with departmental approval.

¹May be repeated once with different emphasis for additional credit.
German

5305* The Age of Revolution. (3-0) An intensive examination of the society, culture, and politics of the period, emphasizing literary works of Enlightenment, Classicism, and Romanticism, and encompassing a survey of the periods of a) Despotism and Idealism, and b) Romanticism. Collateral reading and reports.

5306* Foundations of German Civilization. (3-0) An intensive study of the development of German culture and civilization found in extant works of the periods, encompassing a survey a) from the Beginnings to the Reformation, and b) from the Reformation to the Age of Absolutism. Collateral readings and reports.

5307* Modern German Culture and Literature. (3-0) A comprehensive investigation of the forces that shaped modern Germany as reflected by significant works of major writers and thinkers of the periods a) from 1848 to 1918, and b) from the Weimar Republic to the Present. Collateral readings and reports.

5309* Advanced Conversation, Composition, and Grammar. (3-0) A course designed to improve oral and written skills. Topic A: conversation: Practice based mainly on contemporary mass media materials. Topic B: grammar and composition: Practice in translation, stylistics and free composition.

5390* Studies in German Culture, Language, or Literature. (3-0) Offers students an opportunity to pursue independent studies in special areas of interest beyond those of other catalog courses. Course is generally available only to graduate students with special needs.

Prerequisite: Approval by the Chair of the department. Applications must be submitted prior to the registration period each semester.

5600 Internship and Foreign Study. (6-0) An independent study project of at least six week's duration at a foreign institution, consisting of lectures, observations, and interviews relevant to the student's major and the interests of the language teacher.

Prerequisite: Completion of all course requirements for the Master of Arts in Teaching with a major in German. Candidates may substitute an intensive German program conducted in the United States with departmental approval.

Spanish

5304 Studies in the Spanish Language. (3-0) Studies in the history and structure of modern Spanish.

5306* Studies in Spanish Peninsular Literature. (3-0) Selected works of Spanish literature which reflect lasting cultural values. a) Medieval and Golden Age: realism and idealism; b) Modern Spanish thought: the individual in Spanish history and society.

5307* Studies in Spanish American Literature. (3-0) An examination of outstanding modern works relevant to social, historical, and political development. a) Central and South American. Emphasis on Nobel Prize winners, Gabriel Mistral, Pablo Neruda, and Miguel Asturias; b) Mexican and Mexican-American: literary interrelationships.

5308* Studies in Hispanic Culture. (3-0) Aspects of culture reflected in works of scholars, writers, artists, and the mass media. a) Spanish Peninsular: civilization from its origins to the present; b) Spanish-American: historical development, social problems, art and folklore of Hispanic U.S., Mexico, Central and South America.

5309* Advanced Conversation, Composition, and Grammar. (3-0) Topic A: conversation; Topic B: composition and grammar.

* May be repeated once with different emphasis for additional credit.
5390\textsuperscript{1} Studies in Spanish Culture, Language, or Literature. (3-0) Offers students an opportunity to pursue independent studies in special areas of interest beyond those of other catalog courses. Course is generally available only to graduate students with special needs.

Prerequisite: Approval by the Chair of the department. Application must be submitted prior to the registration period each semester.

5399 or 5699 Thesis.

5600 Internship and Foreign Study. (6-0) An independent study project of at least six week's duration at a foreign institution, consisting of lectures, observations, and interviews relevant to the student's major and the interests of the language teacher.

Prerequisite: Completion of all course requirements for the Master of Arts in Teaching with a major in Spanish.

\textsuperscript{1} May be repeated once with different emphasis for additional credit.
Department of Political Science

Graduate Faculty

Anaejionu, Paul, Assistant Professor of Political Science. B.A., Ph.D., University of Texas at Austin.

Balanoff, Howard Richard, Associate Professor of Political Science. B.A., City University of New York; M.U.P., D.E.D., Texas A&M University.

Bland, Randall Walton, Professor of Political Science. B.A., Texas A&M University; M.A., Ph.D., University of Notre Dame.

Brittain, Vicki Sue, Assistant Professor of Political Science. B.A., Southwestern College; J.D., Washburn University.

Burke, John Francis, Assistant Professor of Political Science. B.A., Moravian College; M.A., Ph.D., University of Notre Dame.

Farlow, Daniel Edward, Associate Professor of Political Science. B.S., M.A., Sam Houston State University.

Gorman, Robert Francis, Assistant Professor of Political Science. B.A., Seattle University; M.A., Ph.D., University of Oregon.

Hardin, Dale Wayne, Associate Professor of Political Science and Acting Dean of the School of Liberal Arts. A.B., J.D., George Washington University.

Hindson, Theodore Thomas, Associate Professor of Political Science. B.A., LaSalle College; M.A., Ph.D., University of Notre Dame.

Leder, Arnold, Associate Professor of Political Science. B.A., Brooklyn College; M.A., Washington University; Ph.D., Indiana University.

Rich, Francis Marion, Jr., Professor of Political Science. J.D., Ph.D., University of Georgia.

Samples, John, Assistant Professor of Political Science. B.A., Eastern Kentucky University; Ph.D., Rutgers University.

Shields, Patricia Mary, Associate Professor Political Science. B.S., University of Maryland; M.A., Ph.D., Ohio State University.

Stouffer, Willard Brewer, Jr., Professor of Political Science and Acting Chair of the Department of Political Science. B.A., Northwestern University; M.A., Miami University; Ph.D., Duke University.

Sullivan, Alfred Burke, Professor of Political Science. B.A., Dartmouth College; M.A., University of Rhode Island; Ph.D., University of Utah.

Weinberger, George Martin, Professor of Political Science. B.A., Temple University; M.P.A., D.P.A., University of Georgia.

Degree Programs

The graduate programs in the Department of Political Science offer a choice of degrees. The Master of Arts degree consists of 21-24 hours of Political Science, including the thesis, and a 6-9 hour minor. The Master of Education degree is a non-thesis program consisting of a 21 hour major in Political Science and a 15 hour minor, or a split minor of 9 and 6 hours. The degree of Master of Public Administration is a 39 hour program consisting of a core of 30 hours including an optional 3 hour internship for pre-career students and 6 hours of thesis or 3-6 hours of applied research, and a 9-hour career
support area selected from Administration of Allied Health Services, Administration of Criminal Justice Systems, General Public Administration, Government Information Systems, Human Resources Administration, International Relations, Legal and Judicial Administration, Public Finance Administration, Public Personnel Administration, and Urban Planning.

With a large full-time departmental faculty, you have the opportunity for a close relationship with your professors. The university is a depository for federal and state government documents as well as a member of CORAL (Council for Research and Academic Libraries) and ICPSR (Inter-University Consortium for Political and Social Research), data bank and computer tape exchange located at the University of Michigan. If you are a pre-career MPA student, an internship in federal, state, or local government may be provided for you.

Admission Policy. Any student considered for conditional admission, whether or not you meet the minimum grade-point average admission requirement, must have a GRE General score of 900 or better before your application file can be reviewed for admission.

International students, as defined in the front section of this Bulletin, must have a TOEFL score of 550 or better before being considered for admission. This requirement is not waived for an international student who has a degree from a U.S. school.

Certification Program:

Lawyer’s Assistant Program. The Lawyer’s Assistant Program is a post-graduate non-degree program available to students who have a baccalaureate degree and a minimum 2.75 grade-point average (based on your last 60 undergraduate semester hours of letter grade work earned before receipt of the degree). Applicants to this program must also successfully complete an interview with the Director of the Lawyer’s Assistant Program. To receive a certificate in this program, you must complete a 24-semester hour curriculum consisting of the following:

Required courses:

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<td>Political Science 5387-6387</td>
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Electives (you will select 9 hours):

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Courses Offered

5301 Problems in American Foreign Relations. (3-0) Seminar based on selected topics in American foreign policy and United States involvement in international relations.

5304 Problems in Political Theory and Methodology. (3-0) Topical seminar for the exploration of problems in political theory and/or the scope and methods of political science and public administration. Topics will vary.

* The internship is required of all students unless you have prior law-related experience and, with permission of the program director, elect to take a practicum (Political Science 5388-6388) in lieu of the internship.

* May be repeated once with different emphasis and professor for additional credit.

* May be repeated with departmental approval.
5305 Problems in Comparative Government and Politics. (3-0) The intensive study of selected areas in comparative political institutions.

5309 The Public Management Profession. (3-0) A critical survey of the theories, paradigms, and practices which form the foundations of public administration in the United States. Designed for beginning graduate students who have no academic background in public administration or who have not had a strong background in public service.

5310 Studies in Public Administration and Management. (3-0) Studies in the application of organization and management theory and practice to the several environments of public administration and management in the United States. Topics will vary.

5311 Public Finance Administration. (3-0) Study of the formation, management and administration of fiscal policy at all levels of government in the United States, particularly budgeting as the ultimate expression of public policy.

5312 Public Sector Economics. (3-0) Advanced study of allocation, tax, and tax incidence theories; distribution policy; fiscal federalism; public debt and debt management. Evaluation of stabilization policy and its impact on unemployment, inflation, and economic growth.

5315 Problems in Public Personnel Administration. (3-0) Analyses and evaluations of major personnel management problems in government; employee-management relations; inter-agency and inter-governmental relationship. Impact of automation. Evaluation of personnel systems.

5316 Collective Bargaining in the Public Service. (3-0) An examination of the historical development of public employee unions and the reaction of public employers. The legal position of public laws concerning collective bargaining arguments as well as an analysis of organizing procedures and strategy on the part of public managers will be covered. The effect of collective bargaining agreements on personnel policy development.

5317 Management Practices in Public Personnel Administration. (3-0) Examines recent developments in Public Personnel Administration. Special attention will be paid to the use of the Personnel Office as a center for job assignment, employee development, organizational development, and affirmative action. In addition, students will become familiar with specific personnel practices including the development of pay plans, job classifications, and employee manuals.

5321 Problems in Federal Intergovernmental Relations. (3-0) In-depth study of the changing patterns of intergovernmental relations in the federal system.

5322 Problems in State and Local Intergovernmental Relations. (3-0) In-depth analysis of the relationships between state governments and their constituent governments to include inter-state relations, intra-state relations, county problems, and local affairs.

5323 Problems in Municipal Intergovernmental Relations. (3-0) In-depth analysis of political and administrative problems in the areas of urban affairs and metropolitan politics.

5324 Problems in Texas Government and Politics. (3-0) An examination of current issues and problems in the politics and governmental operations of the State of Texas.

5328 Municipal Law I. (3-0) Examines the forms and functions of local government units, their sources of legal authority, their exercise of police powers, and the legislative and judicial basis of municipal decision-making. Course includes Texas and general law.

2 May be repeated once with different emphasis and professor for additional credit.
3 May be repeated with departmental approval.
5329 Municipal Law II. (3-0) Treats the legal framework of local government financial and personnel operations. Also includes review of tort liability of local governments, their officers, and employees. Course includes Texas and general law.

5330 Problems in Public Law. (3-0) Problems in the areas of administrative law, constitutional interpretations, court cases, judicial processes, and general matters of law.

5333 Ecology and the Politics of Scarcity. (3-0) An examination of major issues, theoretical, involved in the crisis areas of declining energy resources, arable land, water and food, amidst increasing population and pollution of the environment.

5340 Problems in American Public Policy. (3-0) Problems arising in the areas of political decision-making, executive-legislative relationships, functions of government, and regulatory activities of the government.

5341 Seminar in the Policy Process. (3-0) Critical examination of the policy process in the comparative perspective, with emphasis on analytical applications in the administrative and management environment.

5343 Seminar in Program Evaluation. (3-0) An advanced course in the application of quantitative methods to the evaluation of public policies and programs, with emphasis on the administrative and management environment.

5345 Conceptual Foundations of Government Information Systems. (3-0) A study of the theoretical assumptions, conceptual foundations, and design of government information systems.


5347 Public Finance Information Systems. (3-0) Advanced theory and application of computer-based financial information systems in government; system analysis and design; hardware configurations and software attributes.

5350 Problems in American Politics. (3-0) Problems arising with respect to parties, legislations, the presidency, and political behavior.

5360 Problems in International Politics. (3-0) A course dealing with selected topics in the field of international politics.

5361 Problems in International Law and Organization. (3-0) A course dealing with selected topics in international law and/or international organization.

5370 Internship in Government. (3-0) Practical experience in the on-going work of a selected governmental unit. The student will be assigned to a unit of federal, state, regional, or local government. A research paper and a journal dealing with the internship experience must be written under the direction of a faculty member. Evaluation will be based on the research paper, journal, and work performance.

5380 Economic and Social Problems of International Relations. (3-0) Deals with selected topics in the economic and social fields of international relations.

5382 Problems in World Political Geography. (3-0) A course dealing with selected topics in geopolitics and world political geography.

5397 Applied Research Project. (3-0) Problem-oriented applied research project to fulfill non-thesis option in Master of Public Administration degree. Student will prepare a prospectus to include a statement of the problem, research design, specification of data, questions to be answered concerning problem, and a representative bibliography, and submit it to the supervising instructor prior to registration for a course.

2 May be repeated once with different emphasis and professor for additional credit.

4 May be repeated once with different emphasis for additional credit.
5398 Directed Reading and Research. (3-0) Advanced reading and/or research on various topics in political science under the direction of a graduate faculty member.

5399 or 5699 Thesis.

Lawyer’s Assistant Program

Students in the Lawyer’s Assistant certification program will be enrolled in the non-graduate degree credit 6000-level courses. If you are seeking a graduate degree and are not in the paralegal certification program and your graduate adviser has requested inclusion of a Lawyer’s Assistant Program course or courses on your degree outline, you must enroll in the 5000-level courses rather than the 6000-level courses. Your graduate adviser and major department will determine the total number of hours from the Lawyer’s Assistant Program curriculum which may be applied toward your master’s degree.

The ruling for possible inclusion of paralegal courses on degree outlines was effective fall, 1979. Courses taken at either the 5000 or 6000-level prior to 1979-1980 academic year may not be used later for degree program credit. Also, no 6000-level course can be used for degree program credit, regardless of when the course was taken.

Courses Offered

5377-6377 Criminal Law and Procedure. (3-0) Study of state and federal statutory and common law relative to the criminal justice system. Course includes a study of the criminal litigation process and procedure with emphasis on theory and practical legal assistant skill development.

5378-6378 Social Legislation. (3-0) Study of Texas and federal laws established by statute to remedy various social problems including worker’s compensation, unemployment compensation, bankruptcy, and commercial transactions. Course will include a study of statutory and case law development.

5379-6379 Legal Drafting. (3-0) Study of legal drafting styles, forms and techniques, including document drafting, objective, informative document drafting, and persuasive-style drafting of trial and appellate briefs.

5386-6386 Legal Theories and Analysis. (3-0) Study of statutory and case law development of basic legal theory including tort theory, contract theory, and evidence theory. Course is intended to assist the student in gaining knowledge of fundamental legal theory, reasoning, and analysis.

5387-6387 Legal Research. (3-0) A study of the American and Texas legal system including the courts and legislature; primary and secondary sources of the law including finding tools; judicial reports including court, federal and state reports and citation forms; case finding including federal, state, and supreme court digests and encyclopedias; citators, such as Shepard Citations, and digests; annotated law reports; legal periodicals, including periodical indexes and research procedure; the nature, function, and characteristics of treatises; research procedures; state and federal administrative law; federal, state, and local court rules; English legal research of Great Britain and Canada; research aids.

5388* 6388* Practicum. (3-0) Involves a specialized study in a narrow area of the law. Emphasis in the course will be selected by the student and will relate to one of the elective areas of law the student has previously studied. Course is offered as a directed-research. Extensive research is assigned for the preparation of technical legal memorandum. Course is designed to give the student a specialized knowledge in a specific area of law.

2 May be repeated once with different emphasis and professor for additional credit.

5 May be repeated twice with different emphasis and professor for additional credit.
5389-6389 Law Office Internship. (3-6) Includes lecture and seminar discussion of topics relating to problems, procedures, and ethics in the legal-working environment. Student is involved in a voluntary on-the-job internship consisting of approximately 6 hours a week to gain actual experience in the legal-working environment. Course is required unless the student has prior law-related experience and has, with the permission of the program director, elected to take a practicum in lieu of the internship.

5390-6390 Administrative Law. (3-3) Course deals with the origin, development and theory of Administrative Law and the agencies and tribunals established to administer the law. Emphasis is on enforcement, quasi-legislative and quasi-judicial powers of federal administrative agencies and state tribunals.

5391-6391 Family Law. (3-0) Emphasis is on Texas law, dealing with pre-marital contracts, marriage relationships, annulment, abortion, adoption, juveniles, Family Code, divorce, support for children, custody, separation agreements, etc.

5392-6392 Corporations. (3-0) A study of the federal and Texas law relative to corporations with particular emphasis on the preparation of initial and amended articles of incorporation, satisfaction of state filing requirements, preparation of drafts of stock certificates and securities, the maintaining of stock ledgers and books, the preparation of draft resolutions authorizing cash and stock dividends and stock splits, the drafting of employment agreements, and other activities necessary to the maintenance, merger, and closing of corporations.

5393-6393 Estates and Trusts. (3-0) Study of Texas law regarding estates and trusts with emphasis on preparation of documents relating to the administration of estates.

5394-6394 Litigation. (3-0) Study of statutory and case law relative to civil and criminal procedure in order to develop an understanding of litigation.

5395-6395 Real Estate. (3-0) Study of Texas laws concerning real property, conveyances, recordation, taxation, and sales regarding real property. Student will become familiar with various records maintained dealing with real property by public officials and will develop an understanding of the procedures by which titles are searched.

5396-6396 Law Office Management. (3-0) Course will cover management concepts, with emphasis on timekeeping, minimum fee schedules, billing, library and retrieval systems, ethics, and other management practices applicable to utilization of Legal Paraprofessionals in law-related positions.

* May be repeated once with different emphasis and professor for additional credit.
Department of Psychology

Graduate Faculty

Archer, Richard Lloyd, Associate Professor of Psychology. B.A., University of Kansas; Ph.D., Duke University.

Cooper, Robert George, Jr., Associate Professor of Psychology and Chair of the Department of Psychology. B.A., Pomona College; Ph.D., University of Minnesota.

Davis, John Michael, Professor of Psychology. B.A., M.A.T., Oklahoma City University; M.S., Ph.D., University of Oklahoma.

Fling, Sheila, Professor of Psychology. B.A., M.S., Baylor University; Ph.D., University of Texas at Austin.

Ginsburg, Harvey Joe, Professor of Psychology. B.S., Ph.D., University of Houston.

Merryman, Sandra Stroud, Associate Professor of Psychology. B.A., George Peabody College for Teachers; Ph.D., Indiana University.

Oles, Henry John, Professor of Psychology. B.A., Youngstown State University; M.A., Ph.D., University of Pittsburgh.

Raffeld, Paul Charles, Assistant Professor of Psychology. B.A., University of California at Los Angeles; M.A., California State University; Ph.D., University of Oregon.

Rosenwasser, Shirley Miller, Professor of Psychology. B.A., McPherson College; M.A., Ph.D., University of Michigan.

Snodgrass, Gregory, Associate Professor of Psychology and Counselor in the Center for Counseling and Placement. B.A., M.S., University of Alaska; Ph.D., University of California at Los Angeles.

Stimmel, David Theron, Professor of Psychology. B.A., M.A., Southern Methodist University; Ph.D., University of Michigan.

Wheeler, Richard Wade, Professor of Psychology. B.S., M.A., Ph.D., University of Houston.

Wright, Loyd Stanley, Professor of Psychology. B.S., University of Houston; M.A., University of Texas at Austin; Ed.D., University of Illinois.

Degree Programs

The Department of Psychology does not presently offer a major. However, a large number of graduate programs include a Psychology minor or a split minor of Psychology and Sociology.

Courses in psychology may also be used in the university's graduate Interdisciplinary Studies programs. Students may contact the departmental interdisciplinary program adviser to obtain information on the requirements to complete an interdisciplinary degree. Students who will have several courses in psychology as part of their Master of Arts in Interdisciplinary Studies (MAIS) degree should choose a member of the graduate faculty in the Department of Psychology as their adviser.
Courses Offered

5310 Advanced Abnormal Psychology. (3-0) Critical analysis of the definition and classification of abnormal behavior and experience and an in-depth study of theories and research on causes, remediation, and prevention.

5315 Mental Hygiene. (3-0) An examination of the dimensions of mental health with emphasis on self-awareness and personal growth. Includes a review of social and familial factors which influence self-esteem, personal adjustment, and achievement.

5317 Group Processes and Interpersonal Dynamics. (3-0) Designed to train future professionals in both the cognitive and personal issues related to group behavior.

5320 Advanced Statistics. (3-0) Review of probability theory and parametric and non-parametric statistical techniques. Emphasis on the use of these techniques to interpret behavioral research studies.
Prerequisite: A course in undergraduate statistics.

5322 Measurement Principles in School Psychology. (3-0) Basic measurement theory including test reliability, validity, and the construction and interpretation of norms. Includes a study of test construction practices and item selection techniques to enable the student to serve as a measurement consultant to the faculty of his/her school.

5330 Psychology of Language. (3-0) Development of language in children, with emphasis on language perception and production and the task of learning verbal behavior. See Curriculum and Instruction 6330.

5331 The Emotional Problems of Childhood. (3-0) An examination of the characteristics of children with emotional and behavioral disorders. Includes suggestions for the alleviation of maladaptive behavior in the school setting.

5332 The Appraisal and Modification of Emotional Disturbances in Children. (3-0) A review of selected models of human behavior. Emphasis on understanding and modifying maladaptive behavior in school age youngsters.

5360* Selected Topics in Psychology. (3-0) An in-depth study of a set of selected topics of great current interest in psychology. The work is done on an individual basis with a faculty member. This course is available only at the invitation of the department.

5370 Psychology of Learning. (3-0) Basic problems in the acquisition of responses, treating with such constructs as reinforcement, extinction, retention, forgetting, problem solving, motivation, and punishment. Major theories are treated through attention to classical experiments, but greatest emphasis is given contemporary research. See Educational Psychology 5370.

5371 Learning Theory Applied to Behavior Modification. (3-0) Presents procedures for behavior modification developed from learning theory. Behavioral intervention and management techniques applicable to groups and individuals are covered, with special emphasis given to school psychology. Procedures reviewed include contingency management routines, behavioral contracting, time-out methods, and aversive therapy plans.
Prerequisite: Psychology 5370, or equivalent.

5376 Psychological Assessment I. (3-0) Standard individual tests (i.e., WISC, WAIS, BINET) of general intelligence and special abilities and achievement, their theoretical and statistical bases; construction, administration, scoring, and interpretation of these instruments. See Educational Psychology 5376.

* May be repeated once for credit if topic differs.
5377 Psychological Assessment II. (3-0) Advanced investigation in personality dynamics and role expectation; projective instruments (i.e., Rorschach Thematic Apperception Test, etc.) and their theoretical bases; construction, administration, scoring, and interpretation, synthesis with interview, self report, psychometric, and sociometric data. See Educational Psychology 5377.
Prerequisites: Psychology/Educational Psychology 5376, or its equivalent, graduate standing, and consent of the instructor.

5385 Industrial Social Psychology. (3-0) Research findings and theoretical concepts concerned with social-structured problems in organizations. Topics covered include: the system concept, characteristics of social organization, organizational effectiveness, leadership communications, and decision making.

5387 Behavioral Statistics with Computer Applications. (3-0) An extension of Psychology 5320 with emphasis on the analysis of variance, multiple correlation, and an introduction to multivariate analysis. Students will learn to use the facilities of the computer center for data analysis.
Prerequisite: Psychology 3387/5320.

The following are offered also as courses in Curriculum and Instruction.
See the listings in the Department of Curriculum and Instruction section for the respective course descriptions:

5313 Human Growth and Development I. (3-0)
5314 Human Growth and Development II. (3-0)
5364 Psychological Problems of the Mentally Retarded. (3-0)

The following courses are offered also in the Department of Educational Administration and Psychological Services.
See the listing in the Department of Educational Administration and Psychological Services section for the descriptions:

5354 Counseling Techniques. (3-0)
5357 Individual Testing. (3-2)
Department of Sociology

Graduate Faculty

Corrie, Walter Samuel, Jr., Professor of Sociology. B.A., M.A., Baylor University; Ph.D., State University of Iowa.

Day, Susan Hilbert, Assistant Professor of Sociology. B.A., M.A., University of Oklahoma; M.Phil., Ph.D., University of Kansas.

Ford, Ramona Louise, Assistant Professor of Sociology. A.B., Baker University; M.A., Indiana University; M.A., New School for Social Research; Ph.D., Southern Illinois University.

Jorgenson, David Einar, Professor of Sociology. B.A., Texas Lutheran College; M.A., Texas Christian University; Ph.D., North Texas State University.

Matlock, Donald Thomas, Professor of Sociology. B.S., M.S., North Texas State University; Ph.D., University of Texas at Austin.

Newsom, Rollo Kern, Professor of Sociology and Vice President for Academic Affairs. B.S., University of Texas at Austin; M.S., North Texas State University; Ph.D., University of Texas at Austin.

O'Connell, John Joseph, Associate Professor of Sociology. A.B., M.A., S.T.B., St. Louis University; Ph.D., Loyola University, Chicago.

Schultz, Clarence Carven, Professor of Sociology. B.S., M.A., Southwest Texas State University; Ph.D., University of Texas at Austin.

Short, Alvin Phillip, Associate Professor of Sociology. B.S., Southwest Missouri State College; M.A., Ph.D., Emory University.

Watts, Wilford David, Jr., Professor of Sociology and Chair of the Department of Sociology-Anthropology. B.A., University of Texas at Austin; M.A., Ph.D., State University of New York at Buffalo.

Degree Programs

The Department of Sociology-Anthropology offers the Master of Arts in Teaching with a major in Sociology, and the department also participates in the Master of Arts in Interdisciplinary Studies with an Interdisciplinary Studies major.

Sociology may be included as a minor field or supporting area for graduate studies in various master's programs. Sociology is a required resource area for students in graduate programs in Educational Administration and Reading Education. Sociology students who are not involved in public school teaching may select from a variety of approved minors. The selection process should be accomplished in consultation with the departmental graduate adviser.
M.A.T. Degree. The Master of Arts in Teaching has two basic goals. The first goal is to enhance the competencies of persons who will teach in community colleges or public schools. The second goal is to provide a sound general background for those who anticipate further graduate training beyond the master's degree. The program is open to those who wish to extend their undergraduate training in sociology and to those who want to acquire sociology as a first or second teaching field. Individuals without secondary certification in sociology may combine the graduate program with selected required undergraduate courses to obtain certification in sociology. Or you may combine graduate instruction in sociology with supporting work in Junior College Education to achieve competencies for junior college teaching. If you do not have undergraduate sociology training in principles (introduction), theory, statistics, and research, you must complete undergraduate courses in each of these areas. Dependent on the extent of your undergraduate training in sociology or related fields, you may be permitted to take up to 6 hours of selected graduate courses before completing these undergraduate requirements.

The basic degree requirements are 37 semester hours. You must take Sociology 5100, Sociology 5308, and Sociology 5310. You will also choose either the essay option (Sociology 5380) for 3 hours credit or the thesis option (Sociology 5399/5699—consult thesis regulations) for 6 hours credit. The degree may be obtained by completing:

1. Twenty-two hours in sociology and 9 hours in a first and 6 hours in a second minor. The minors may be selected from teaching areas for which the individual is already certified at the secondary level or may be divided between a second teaching field and a substantive area of education.
2. Twenty-five hours in sociology and 12 hours in a minor, either in a second teaching field or a substantive area of education.
3. Twenty-eight hours in sociology and 9 hours of supporting work in a second teaching field or in an area of specialization in education or in a major field such as Counseling and Guidance.

Financial Aid Program. The Department of Sociology-Anthropology provides financial aid by employing graduate students as student assistants and research assistants. In addition, the department employs certain qualified Master of Arts in Teaching students as Assistant Instructors when positions are available.

Courses Offered

5100 Pro-Seminar in Sociology. (1-0) An examination of contemporary issues in sociology as a discipline. Required for all beginning M.A.T. students in the first long semester of enrollment. Students will take a "diagnostic oral examination" and complete any requirements assessed by the Diagnostic Oral Committee before a grade will be assigned in this course.

5308 Seminar in Research Methods. (3-0) The application of research methods to social science with emphasis on direct, practical experience in research.

5310 Teaching Sociology. (3-0) Objectives, methods, and materials of instruction in the sociology curriculum. Relation of sociology to other disciplines.

5311 Selected Problems in Sociology Instruction. (3-0) Seminar or individual study projects concerned with selected problems in the teaching of sociology.

1 May be repeated once with different emphasis for additional credit.
Seminar in Deviation and Social Problems. (3-0) A systematic analysis of contemporary social problems and various types of social deviation. Emphasis is on the socialization process as it relates to social problems and human deviation. The sociological explanation of underlying factors will be stressed.

Seminar in Social Psychology. (3-0) A critical appraisal of the major theories and theorists found in Social Psychology with emphasis on their application to contemporary social and psychological issues.

Seminar in Demography. (3-0) A seminar in the study of population with emphasis on sources of demographic data, techniques of demographic analysis, and population composition and forecasts.

Seminar in the Family. (3-0) An analysis of selected topics with respect to contemporary family structure and processes.

Seminar in Criminology. (3-0) An analysis of theories and research related to the crime problem with particular emphasis on the United States. Emphasis will include a study of the role of punishment, corrections, and the reform of offenders. Special consideration will be given to influential social conditions which play a part in crime causation and prevention.

Seminar in the Community. (3-0) A study of contemporary urban society with emphasis on understanding the social structure as a prerequisite to planning and problem solving at the community level.

Seminar in Social Change. (3-0) An intensive examination of social change in selected problematic areas of current social concern, relating these changes to broader theories of social change, and giving attention to major research studies in these areas.

Seminar in Medical Sociology. (3-0) A seminar on selected topics of human health and health care organizations. Topics to be stressed include: social causes and consequences of morbidity and mortality, professionalization and socialization of health care practitioners, organization of health institutions, and demographic changes in health problems and needs.

Seminar in Multi-Cultural Relations. (3-0) Examines the dynamics of dominant-subordinate social groups. Focuses on racial, ethnic, and class differences.

Workshop in Sociology. (3-0) Selected topics in sociology for intensive examination utilizing a variety of sociological resources and methods. Note: (5373) General Workshop, (5373A) Theory and Methods, (5373B) Social Gerontology, (5373C) Death and Dying.

Sociological Essay. (3-0) Directed study of a specific sociological topic requiring the student to apply skills and knowledge gained in course work.

Thesis. (1-0) May be repeated once with different emphasis for additional credit.
School of Science

Department of Biology

Graduate Faculty

Alexander, Mary Louise, Professor of Biology. B.A., M.A., Ph.D., University of Texas at Austin. (genetics-mutagenesis)

Anderson, Richard Orr, Adjunct Professor of Biology. B.S., University of Wisconsin; M.S., Ph.D., University of Michigan. (fisheries management)

Aron, Gary Michael, Professor of Biology. B.S., M.S., St. John's University; Ph.D., Pennsylvania State University. (microbiology, virology)

Baccus, John Thomas, Professor of Biology. B.S. in Ed., M.S., Midwestern University; Ph.D., North Texas State University. (wildlife, community ecology)

Benjamin, Caroline Pitcher, Associate Professor of Biology. B.A., Harpur College; M.A., Ph.D., Indiana University. (embryology, developmental biology)

Brandt, Thomas Michael, Adjunct Professor of Biology. B.A., St. Mary's College; M.S., Virginia Polytechnic Institute and State University; Ph.D., Kansas State University. (fish nutrition)

Carmichael, Gary James, Adjunct Professor of Biology. B.S., University of Nebraska; M.S., St. Louis University; Ph.D., Memphis State University. (fish physiology)

Fonteyn, Paul John, Associate Professor of Biology. B.S., University of San Francisco; M.A., Ph.D., University of California at Santa Barbara. (plant ecology)

Gilbert, Steven Wilson, Assistant Professor of Biology and Supervisor of Student Teaching. B.S., M.S. in Ed., Northern Illinois University; M.S., Illinois State University; Ph.D., Purdue University. (biological instruction)

Hannan, Herbert Herrick, Professor of Biology. B.S. in Ed., M.A., Southwest Texas State University; M.A.T., Brown University; Ph.D., Oklahoma State University. (limnology)

Horne, Francis Ray, Professor of Biology. B.S., Texas Tech University; M.S., Ph.D., University of Wyoming. (invertebrate physiology, biochemistry)

Huffman, David George, Professor of Biology. A.B., West Virginia University; M.S., Marshall University; Ph.D., University of New Hampshire. (fish parasitology)

Koehn, Robert Dean, Professor of Biology. B.S., Bethel College; M.S., Kansas State Teachers College; Ph.D., University of Texas at Austin. (mycology, phycology)

Koke, Joseph Ralph, Associate Professor of Biology. B.S., M.S., University of Oregon; Ph.D., University of Alberta. (cell biology, physiology)

Lemke, David Edward, Assistant Professor of Biology. B.S., Bucknell University; Ph.D., University of Texas at Austin. (plant taxonomy, plant systematics)

Lewis, Melanie Carol, Associate Professor of Biology and Supervisor of Student Teaching. B.S., Newcomb College of Tulane University; M.S., University of Houston; Ph.D., University of Texas at Austin. (earth science, science education)

Longley, Glenn, Professor of Biology. B.S., Southwest Texas State University; M.S., Ph.D., University of Utah. (limnology, pollution biology)
Meyer, George Herbert, Professor of Biology. B.S., Baylor University; M.A., University of Texas at Austin. (microbial physiology)

Northington, David Knight, Adjunct Professor of Biology and Director of the National Wildflower Research Center. B.A., Ph.D., University of Texas at Austin. (plant taxonomy, plant systematics)

Schneider, Edward Lee, Professor of Biology and Chair of the Department of Biology. B.A., M.S., Central Washington State College; Ph.D., University of California, Santa Barbara. (plant anatomy, morphology, pollination biology)

Short, Robert Allen, Associate Professor of Biology. B.A., University of California at Santa Barbara; M.A., California State University; Ph.D., Colorado State University. (aquatic ecology)

Sissom, Stanley Lewis, Professor of Biology. B.S., M.S., North Texas State University; Ph.D., Texas A&M University. (invertebrate zoology, ecology)

Tuff, Donald Wray, Professor of Biology. B.A., San Jose State University; M.S., Washington State University; Ph.D., Texas A&M University. (entomology, parasitology)

Whitenberg, David Calvin, Professor of Biology. B.S., M.S., Ph.D., Texas A&M University. (plant physiology, biochemistry, seed physiology)

Whiteside, Bobby Gene, Professor of Biology. B.S., M.A., Ph.D., Oklahoma State University. (ichthyology, fisheries management)

Williamson, Julien Holt, Adjunct Assistant Professor of Biology. B.A., University of Texas at Austin; M.Agr., Ph.D., Texas A&M University.

Young, Willard Cooper, Professor of Biology and Dean of the School of Science. B.S., M.A., University of Texas at Austin; Ph.D., University of Colorado. (freshwater ecology)

Degree Programs

Graduate students in Biology may elect one of four degree options: the Master of Science with or without a thesis, the Master of Arts, and the Master of Education. The Master of Science and Master of Arts degrees, each including a thesis, require a minimum of 30 semester hours of course work. The major and minor will consist of 18-24 semester hours and 6-12 semester hours, respectively. In addition, 6 hours of thesis credit (5399, 5699) is required for a total of 36 semester hours. Biology 5395 and three one-hour seminars (5110) may also be required. The Master of Science requires that the minor must be from the sciences. The Master of Education and Master of Arts generally require the minor to be taken outside the sciences. The Master of Education requires that 9 semester hours of course work be completed in the School of Education. The 36 hour non-thesis Master of Science is available only to those individuals having a minimum of two years of teaching experience and who intend to continue teaching as a career.

Students working toward the Master of Education degree do not take fundamentals of research (5395) nor thesis (5399, 5699). The requirement of three one-hour seminars does apply. The major and minor will consist of a minimum of 21 hours and 15 hours, respectively. A split minor of 9 hours (first minor) and 6 hours (second minor) is also available, though rarely taken by a Biology major.
The Biology major selecting a minor in science has the following options: aquatic biology, biochemistry, mathematics, chemistry, or physics.

Thesis problems are available in any area of special competence represented by Biology department faculty members. In general, the following areas are available: anatomy (plant and vertebrate), aquatic biology, cytology, developmental biology, ecology, evolution, genetics, invertebrate zoology, mammalogy, microbiology, virology, mycology, parasitology (animal), phycology, physiology and biochemistry, reproductive botany, science education, plant taxonomy, and wildlife management.

Financial Aid Program. Financial assistance through the Biology department is available in the form of graduate laboratory instructorships. Support is limited to two years. Applications for instructorships are available from the department Chair, and completed applications are due by March 5 to be considered for the following school year. A limited number of research assistantships are also available in certain areas.

Courses Offered

5110 Seminar in Biology. (1-0) A graduate student majoring in biology may be required to take a minimum of three semester hours in this course in addition to the standard requirements for the advanced degree. (F,S)

5110B Botany. (1-0)

5110E Ecology. (1-0)

5110L Limnology. (1-0)

5110W Wildlife Biology. (1-0)

5301 Evolution. (3-0) Basic genetic principles applied to natural selection, adaptation, populations, speciation, and man's future. Consideration is given to the origin of life, nature of chromosomal variation, evolution of genetic systems, and certain other selected topics. Laboratory is by special arrangement. (S,SS)

Prerequisite: Biology 3450, or its equivalent.

5305 Nature Study. (3-3) Designed for elementary teachers who intend to use natural materials in the teaching of elementary science. Includes the study of birds, insects, trees, flowers, elementary astronomy, and environmental resources. May not be credited toward a biology major, minor, or secondary teaching field. (S,SS)

5312 Radiation Biology. (2-3) Ionizing radiations and their effects on biological systems. Use of radioactive materials in experimental biology will be introduced. (SS)

5318 Topics in Botany. (3-2) Selected topics in plant anatomy, cytology, ecology, morphology, mycology, phycology, physiology, and taxonomy.

5319 Topics in Ecology. (3-3) Significant concepts of ecology are studied in depth and applied to areas that are poorly understood.

5319P Plankton. (3-3)

5335 Fisheries Management. (2-4) An introduction to principles and techniques in fisheries management. Includes the study of artificial reproduction, carrying capacity, productivity, sampling procedures, population estimates, mortality, survival, growth rates, and commercial and sport fisheries. (S)

Prerequisite: Biology 4315-5315, or consent of instructor.

1 This course may be repeated for credit.
2 This course may be repeated once for credit.
5336 Parasitology of Fishes and Other Aquatic Animals. (2-3) The natural history and quantitative ecology of protozoan and metazoan parasites of fishes and other aquatic animals. Laboratory will involve field work, development of skills in the parasitological examination of aquatic animals, and the techniques of parasite identification with emphasis on fish parasites.

Prerequisite: Biology 5325 or Biology 5315 or Biology 5313, or consent of instructor.

5345 Advanced Genetics. (3-2) Inheritance of biochemical and physiological characteristics, medical genetics, and modifications of genetic systems by radiations and chemicals. The genetic systems of various organisms are included but reference and application to the genetic system of humans are emphasized. (S)

Prerequisites: Biology 3450 and a background in physiology. Biology 4301 and biochemistry are recommended.

5350 Topics in Physiology. (3-0) Selected topics in plant, microbial, and animal physiology.

5361 Biology of Water Pollution. (2-3) Biological aspects of water pollution and purification will be stressed. Attention is given to the response of aquatic communities to changes in water quality. Current pollution problems, toxicity bioassays, biological techniques, and methods for monitoring pollution are considered.

Prerequisites: Biology 3460 and Biology 4370.

5362 Environmental Impact Analysis. (3-0) Current government regulations regarding environmental impact, content of environmental impact statements, how to proceed with an impact study, application of ecological principles to impact studies, and steps in the review process for environmental impact statements are considered.

5390 Problems in the Biological Sciences. Open to graduate students on an individual basis by arrangement with the faculty member concerned; problems in the areas of systematics and environmental biology, physiology and biophysics, and cytology and genetics.

5395 Fundamentals of Research. (3-0) Designed to acquaint the beginning graduate student with materials and methods of research in the biological sciences.

A graduate student majoring in biology may be required to take this course in addition to the standard requirements for the advanced degree.

5399 or 5699 Thesis.

5401 Methods and Techniques of Biological Science. (3-3) The study of modern ideas and methods of teaching biological sciences in secondary schools. Laboratory investigations emphasize the essential elements of instruction for biological science recommended by the Texas Education Agency.

5410 Field Biology of Plants. (2-3) Ecological relationships and natural history of plants, including historical geology, geography, soils, vegetational regions, and surface geology of central Texas. Emphasis is placed on plant-soil-water relationships to develop conservation concepts. Students will make a representative collection of plants. (F,SS)

5411 Morphology of the Vascular Plants. (3-3) The structure, life-cycles, and evolution of fossil and living vascular plants. Emphasis on such topics as the origin of land plants, evolution of the ovule, angiosperm, the flower, and fruit. (S, even years)

5412 Plant Anatomy. (3-3) The anatomy of vascular plants stressing descriptive, developmental and comparative aspects of seed plants and the anatomical adaptations of plants to environmental factors. (S, odd years)

2 This course may be repeated once for credit.

3 Students working toward the M.A. or M.S. with a thesis are expected to enroll in this course each semester in which faculty supervision is received or laboratory facilities are utilized.
5413 Parasitology. (3-4) The biology and biological significance of the common parasites of man and animals. (S)

5415 Ichthyology. (3-3) An introduction to the morphology, taxonomy, natural history, and evolution of fishes. Field trips will be made to collect specimens, and laboratory periods will be devoted to morphological and systematic analyses. (F,SS)

5420 Field Biology of Animals. (3-3) Environmental relationships and natural history of invertebrates and vertebrates. Emphasis is on taxonomy, speciation, and biotic provinces. Laboratory will include field trips for the study and collection of animals in their natural habitats. Students will assemble a representative collection of animals. (S,SS)

5421 Ornithology. (3-3) Introduction to anatomy, behavior, ecology, and identification of the birds of Texas. Laboratory will emphasize field studies of birds and their habitat requirements. (S)

5422 Mammalogy. (3-3) The taxonomy, distribution, ecology, behavior, and evolution of mammals with particular emphasis on wild mammals of the Southwest. Laboratory will emphasize anatomy, identification, preparation of specimens, and field exercises in methods of population analysis. Students will assemble a representative mammal collection. (S)

5423 Wildlife Management. (3-3) Applications of principles of ecology and natural history to the management of wildlife habitats and control of wildlife populations. Laboratory will involve demonstrations and practice exercises with wildlife management techniques and instrumentation and field trips to observe wildlife management projects. (F)

54242 Topics in Wildlife Biology. (3-3) Concepts in wildlife biology are studied in depth with emphasis on little understood and new information.

Prerequisites: Biology 4323, Biology 4321, and Biology 4322.

5425 Biometry. (3-3) Basic principles of statistical methods as applied to biological problems such as sampling techniques, analysis of data, experimental design, and population dynamics. Emphasis will be on practical application. Three-hour laboratory will provide supervised solution of statistical problems using hardware and software tools of the trade as well as supervised experience with statistical simulations on color graphics microcomputers. (F,S,SS)

Prerequisite: One year of mathematics.

5440 Pathogenic Fungi. (2-6) A general study of fungi with special emphasis on the taxonomy, sources, incidence, medical factors, and host-pathogen relationships of pathogenic fungi. (S)

Prerequisite: Biology 3440, or consent of the instructor.

5441 Cell Physiology. (3-3) A molecular approach to the functions of cells. Includes principles of thermodynamics, bioenergetics, membrane functions, and molecular genetics. (S)

5442 Experimental Techniques. (3-3) Use of methods and instruments applicable to biological investigations, including colorimetry; UV-spectrophotometry; fluorescence; flame and atomic absorption spectrophotometry; paper, gas, gel filtration and ion exchange chromatography; radioactive counting; and electrophoresis. (F)

5445 Pathogenic Microbiology. (2-6) Pathogenic bacteria and their relationship to disease, emphasizing identification of selected groups of pathogens, epidemiology, and the biological basis for resistance. (F,S)

Prerequisite: Biology 3440, or consent of the instructor.

2 This course may be repeated once for credit.
5450 Physiological Ecology of Animals. (3-3) Course brings together the principal concepts of environmental physiology of animals inhabiting the major ecological realms of the earth (land, air, sea, and fresh water). The biological problems associated with living in the various ecological realms will be discussed, and the biochemical and physiological adaptations of animals to their diverse habitats will be studied.

5454 Plant Ecology. (3-3) Physiological ecology and community structure and function in the organization of terrestrial plant ecosystems. Quantitative vegetational sampling and the use of field and laboratory physiology equipment are included in the laboratory.

5463 Toxicology. (3-3) The adverse effects of chemicals on living organisms, populations, and ecosystems.

5465 General Entomology. (3-3) Principles of morphology, physiology, and taxonomy of insects. Laboratory time will be devoted to a taxonomic study of the common Orders and Families of insects. (F)

5470 Limnology. (3-3) Physical, chemical and biological factors affecting productivity in lakes, ponds, and streams. Limnological sampling methods, chemical and biological analysis of samples, and hydrographic surveying are included in the laboratory. (F)

5480 Cytology and Microtechnique. (3-3) Study of cellular ultra-structure and electron microscope technique. Lecture portion of course will cover cytology of all cell types and theoretical aspects of light microscopy and electron microscopy. Laboratory portion will train students to proficiency in transmission electron microscopy (TEM).

5485 Scanning Electron Microscopy. (2-6) Course on theory of operation and practical use of the scanning electron microscope as applied to biological materials. Course includes aspects of specimen preparation, photomicroscopy, micrograph interpretation, and microscope maintenance procedures. Course will provide student with training necessary to independently do scanning electron microscopy. (SS)
Department of Chemistry

Graduate Faculty

Banks, Alton Joseph, Assistant Professor of Chemistry. B.A., West Georgia College; Ph.D., Vanderbilt University. (Inorganic chemistry: coordination compounds, heavy metal toxicology, chemical education, computers in chemistry)

Cassidy, Patrick Edward, Professor of Chemistry. B.S., University of Illinois; M.S., Ph.D., University of Iowa. (Organic chemistry: polymer synthesis, backbone reactions, property-structure relationships, high-temperature polymers)

Compton, Ross Davis, Associate Professor of Chemistry. B.S., M.S., North Texas State University; Ph.D., University of Texas as Austin. (Inorganic chemistry: determination of structure and bonding in organometallic and inorganic compounds)

Fitch, John William III, Professor of Chemistry. B.S., Ph.D., University of Texas at Austin. (Inorganic chemistry: vinylmetallics, quasi-aromatic organometallics and carbeneoids)

Irvin, James Duard, Professor of Chemistry. B.S., Gonzaga University; Ph.D., Montana State University. (Biochemistry: protein metabolism, enzymology)

Lippmann, David Zangwill, Associate Professor of Chemistry. B.S., M.A., University of Texas at Austin; Ph.D., University of California at Berkeley. (Physical chemistry: thermodynamics, kinetics)

Perry, Reeves Baldwin, Professor of Chemistry. B.S., East Texas State University; M.S., North Texas State University; Ph.D., University of Texas at Austin. (Physical chemistry: surface chemistry-absorption kinetics of surfactants on mineral surfaces; interfacial tension of hydrocarbon-aqueous surfactant solutions)

Rudzinski, Walter Eugene, Associate Professor of Chemistry. B.S., University of Detroit; Ph.D., University of Arizona. (Analytical chemistry: chromatography, electrochemistry, measurement of thermodynamic parameters of ion pairs and metal chelates)

Willms, Charles Ronald, Professor of Chemistry. B.A., University of Texas at Austin; M.A., Southwest Texas State University; Ph.D., Texas A&M University. (Biochemistry: amino acid and protein chemistry)

Yager, Billy Joe, Professor of Chemistry and Chair of the Department of Chemistry. B.S., Southwest Texas State University; M.S., Ph.D., Texas A&M University. (Physical organic chemistry: solvent effects on organic reactions)

Degree Programs

The department offers a program of lectures, laboratories, and research leading to the Master of Science, the Master of Arts, and the Master of Education degrees. These programs are designed to train professional chemists, enhance the training of chemistry teachers, and provide adequate background for further advanced study.

The Master of Science degree (30 hours) requires a major of 21-24 hours (includes 6 hour thesis) and a minor of 9-6 hours from within the School of Science. Generally, an undergraduate major in chemistry is required for admission into this program.

The Master of Arts degree has the same hour requirement as the Master of Science degree with thesis, but the minor may be outside the School of Science. A concentration in Biochemistry is open to those with an undergraduate minor in chemistry and a major in biology. The Master of Education degree requires 36 hours but no thesis.
Admission Policy.
1. Usually, students with 2.75 grade-point averages on undergraduate course work and GRE General scores of 950 are routinely admitted.
2. Students with grade-point averages between 2.50 and 2.75, as well as those whose GRE General scores are either unavailable or less than 950, may petition the department for conditional admission. Admission recommendations in these cases will be decided by a departmental committee (chaired by the graduate adviser) on the basis of interviews, letters of recommendation, laboratory ability, and the availability of space in the departmental research laboratories.

Research Areas. The graduate faculty conducts research in numerous areas of the five basic fields of chemistry. Specific research areas include:

   - Analytical—atomic absorption, chromatography, electrochemistry, spectral methods;
   - Biochemistry—enzyme isolation, enzyme mechanisms, protein and amino acid chemistry;
   - Inorganic—synthesis and structure of organometallic compounds, boron-nitrogen compounds, coordination chemistry, bioinorganic chemistry;
   - Organic—polymer synthesis and characterization, physical organic studies, synthesis; and
   - Physical—solution properties, X-ray crystallography, surface chemistry.

Research Facilities. Research instruments available include NMR, UV, IR, X-ray, atomic absorption, liquid and gas chromatographs, mass spectrometer, osmometers, high-speed centrifuges, magnetic susceptibility apparatus, and DEC-10 computer.

Financial Aid Program. Graduate students are encouraged to work as laboratory teaching assistants. A limited number of research assistantships are also available at pay similar to that of laboratory teaching assistants.

Courses Offered

5110 Seminar in Chemistry. (1-0) A graduate student majoring in chemistry is required to absolve a minimum of four semester hours in this course in addition to the standard requirements for the advanced degree.

5189 Postgraduate Research. (0-3) Course is designed for students with one or more degrees in chemistry who desire further experience in the chemistry laboratory. A program of work involving synthesis and/or analysis will be outlined and supervised by a member of the faculty.

5275 Laboratory Techniques in Biochemistry. (1-6) Experiments illustrating principles and methods of biochemistry are performed. Emphasis is placed on the use of instrumentation employed in research on animal, microbial, and plant tissues.

   Prerequisites: Chemistry 3410, Chemistry 4375 or Chemistry 4385.

Corequisite: Chemistry 4375 or Chemistry 4385 or Chemistry 5375 or Chemistry 5385.

5321 Advanced Organic Chemistry. (3-0) Study of the relation of the following topics to structure and reactions of organic compounds: bonding, stereochemistry, acid-base concepts, physical organic chemistry, reactive species.

   Prerequisites: Chemistry 2420, Chemistry 3340, (or Chemistry 4465 and permission of instructor).

1 May be repeated once for additional credit.
2 May be repeated as needed.
5325 Selected Topics in Physical Chemistry. (3-0) The topics offered periodically are: (a) Thermodynamics and Kinetics. The concepts of classical thermodynamics are discussed and their applications to chemistry are illustrated. Theoretical concepts and experimental methods of chemical kinetics are presented. (b) Nuclear and Radiochemistry. Topics discussed include nuclear structure, radioactivity, induced nuclear reactions, detection and measurement of nuclear radiation, and interaction of nuclear radiation with matter. (c) Advanced Physical Chemistry. The application of quantum mechanics to vibrational, rotational, and electronic spectroscopy is discussed.

5333 Spectroscopy. (3-0) Study of various spectrometric techniques in qualitative and structural analysis of chemical substances.

Prerequisites: Chemistry 2420, Chemistry 3340, (or Chemistry 4465 and permission of instructor).

5336 Methods and Techniques of Physical Sciences. (2-4) Course includes methods of instruction and laboratory techniques of topics recommended by the Texas Education Agency to be included in a physical science course in public schools. See Physics 4337-5337.

5337 Methods and Techniques of Physical Science. (2-4) Includes methods of instruction and laboratory techniques of topics recommended by the Texas Education Agency to be included in a physical science course in public schools. See Physics 4337-5337.

5345 Chemical Bonding and Structure. (3-0) A study of modern theories of chemical bonding on both organic and inorganic systems. Topics include both valence bond and molecular orbital approaches. Hückel molecular orbital theory and Ligand field theory are included.

Prerequisite: Chemistry 3340.

5350 Selected Topics in Organic Chemistry. (3-0) The topics offered periodically are: (a) Organic Mechanisms and Reactions. Organic reactions are discussed by mechanism classification with emphasis on structure-reactivity relationships and solvent effects on reactions. (b) Polymer Chemistry. Discusses polymer terminology, synthesis, and characterization.

Prerequisites: Chemistry 2420 and Chemistry 3440.

5352 Chemical Engineering. (3-0) Course compares roles of the chemical engineer and chemist, contrasts engineering units and metric units, and covers dimensional analysis, steady state material balance and principles of energy conservation. (F)

Prerequisites: Chemistry 3340, Chemistry 3410, and Physics 1420 or Physics 2420.

5360 Selected Topics in Analytical and Inorganic Chemistry. (3-0) The topics offered periodically are: (a) Separation Methods in Chemical Analysis. The principles of gas chromatography and high-performance liquid chromatography are discussed with a balance between theory and practical methods necessary to effect separation. (b) Organometallic Chemistry. The preparation and properties of organic derivatives of representative and transition elements are surveyed with emphasis on the correlation of structure and bonding with chemical reactivity. (c) Transition Metal Chemistry and Homogeneous Catalysis. Structure and reactivity in transition metal complexes are examined from the perspective of Ligand Field Theory and reaction kinetics. Mechanisms of homogeneously catalyzed reactions are discussed in terms of cyclic processes comprised of simple unit reactions. (d) Advanced Methods of Analytical Chemistry. Methods covered include X-ray, radiochemistry, Raman spectroscopy, fluorescence spectroscopy, emission spectroscopy, and Carbon-13 NMR.

Prerequisites: Chemistry 3410, Chemistry 4440.
5370 Problems in Chemistry. Open to graduate students on an individual basis by arrangement with the faculty member concerned.

5375 Biochemistry. (3-0) A course devoted to a study of the chemistry of carbohydrates, lipids, proteins, enzymes, and nucleo-proteins. A study of enzyme kinetics and thermodynamics of coupled reactions is included. (F,SSI)
Prerequisites: Chemistry 2420, Chemistry 3340, Chemistry 3410 or permission of the department.

5380 Selected Topics in Biochemistry. (3-0) The topics offered periodically are:
(a) Physical Biochemistry. A nonmathematical introduction to the physical techniques of biochemistry with emphasis on the interpretation of experimental data from electrophoresis, chromatography, immunological methods, ultracentrifugation, radioisotopes, and spectroscopy. (b) Neurochemistry. An introduction to the biochemistry of nerve tissue. Topics include chemical composition metabolism, drug action, and special senses.
Prerequisite: Chemistry 4375-5375, or Chemistry 4385-5385.

5385 Biochemistry. (3-0) A study of digestion, absorption, vitamins, intermediary metabolism, and respiration. (S,SSI)
Prerequisites: Chemistry 2420, Chemistry 4375, and 6 semester hours of biology or permission of the department.

5395 Fundamentals of Research. (2-3) Course is designed to acquaint the beginning graduate student with materials and methods of chemical research.

5399 or 5699 Thesis.

5412 Analysis and Synthesis of Organic Compounds. (3-4) Lectures and laboratories on the principles and techniques used in identification and synthesis of organic chemicals. Analytical techniques include qualitative and spectral methods. (F)
Prerequisite: Chemistry 2420.

May be repeated once with different emphasis for additional credit.
Department of Computer Science

Graduate Faculty

Borm, Alfred Ervin, Associate Professor of Computer Science. B.S., University of Texas at Austin; M.A., University of Washington; Ph.D., University of Texas at Austin.

Davis, Wilbon Pinkey, Professor of Computer Science. B.S., M.A., Southwest Texas State University.

Durrett, Herman John, Jr., Associate Professor of Computer Science. B.S., University of Houston, Ph.D., University of Colorado.

Early, Grady Gaston, Professor of Computer Science. B.A., Arlington State College; M.S., Ph.D., Texas A&M University.

Goss, Robert John, Assistant Professor of Computer Science. B.S., State College of Arkansas; M.S., West Texas State University.

Hwang, Caneo Jinshong, Professor of Computer Science and Chair of the Department of Computer Science. B.S., M.S., National Taiwan University; Ph.D., Louisiana State University.

McCabe, Thomas Francis, Associate Professor of Computer Science. B.A., Southwest Texas State University; M.S., Ph.D., Texas A&M University.

Ogden, Robert David, Assistant Professor of Computer Science. B.S., Southern Methodist University; M.A., Ph.D., Washington University.

Sawey, Ronald Marvin, Assistant Professor of Computer Science. B.A., M.A., Ph.D., University of Texas at Austin.

Sellars, Harold Leroy, Associate Professor of Computer Science. B.S. in Ed., M.A., University of Alabama.

Slomka, Jeffrey Alan, Assistant Professor of Computer Science. B.A., University of California; M.S., University of Kentucky; M.S., Southwest Texas State University.

Wade, James Frederick, Assistant Professor of Computer Science. B.S., M.S., Ph.D., University of Missouri.

Degree Programs

The Department of Computer Science offers the Master of Arts and Master of Science degrees, both with computer science majors. The Master of Arts degree consists of a minimum of 30 semester hours including at least 24 hours (which includes a thesis) in computer science with a minor which may or may not be in the science area. The Master of Science degree consists of a minimum of 24 hours plus a thesis, or a minimum of 36 hours without a thesis. The non-thesis Master of Science degree consists of a minimum of 27 hours in the major and a minimum of 9 hours in the minor. The minor for a Master of Science degree must be from the science area but cannot duplicate the major area. Students are advised to contact the computer science graduate adviser for more detailed information.

The program courses are designed to develop studies appropriate to preparing students for doctoral research, community college teaching, public school teaching, or for careers in computer science. The library collection is extensive in both journals and reference works with current journals available in a reading room convenient to the departmental office.

Applicants to the Computer Science program are generally required to have a Graduate Record Examination score of 900 (Verbal and Quantitative portions combined) including at least 300 on the Verbal portion and 500 on the Quantitative portion, in addition to meeting the basic requirements for admission to the Graduate School.
Courses Offered

5305' Advanced Course in Probability and Statistics. (3-0) Advanced topics in probability and statistics. See Mathematics 5305.
Prerequisite: Mathematics 4305 or Computer Science 4305.

5308' Advanced Systems Programming. (3-0) Design and analysis of systems software including compilers and operating systems. Recent developments in this field will be investigated. Prerequisite: Computer Science 4328, or consent of the instructor.

5314Computers in Society. (3-0) Study of the history, cultural impact, and use of computers. Topical issues such as privacy, computer security, applications of computers, and the contributions of various people to the computing field are explored. Cannot be used on an M.A. or M.S. degree.

5318' Advanced Programming Techniques. (3-0) Advanced topics in computer programming. Languages, information structure, and file maintenance.
Prerequisite: Computer Science 3408, or consent of instructor.

5324Topics in Computer Science for the Secondary Teacher. (3-0) Topics in computer science education and computer uses in education. Topics will vary according to the needs and interests of the class. Cannot be used on an M.A. or M.S. degree.

5326' Advanced Studies in Human Factors of Computer Science. (3-0) Professional level presentation of techniques and research findings related to human-computer interaction. Prerequisite: Computer Science 3358.

5328' Data Structures. (3-0) Advanced topics in linear lists including stacks, queues, circular and linked lists; binary trees; strings; and recursions.
Prerequisite: Computer Science 3358.

5338' Formal Languages. (3-0) Advanced topics in automata theory, grammars, Turing machines, parsing theory, algorithmic complexity, artificial intelligence, syntactic methods, and program verification.

5346' Advanced Artificial Intelligence. (3-0) Advanced studies in artificial intelligence concepts and techniques such as speech recognition, computer vision, robotics, and expert systems. Prerequisite: Computer Science 4346, or consent of instructor.

5348' Computer Organization and Design. (3-0) Analysis and synthesis of sequential logic circuits. Comparison of computer architectures. Practical considerations and models of computer systems.
Prerequisites: Computer Science 3408 and consent of the instructor.

5364 Advanced Real-Time Computing Applications. (3-0) A study of problems, concepts, and techniques in software systems that serve equipment with time dependent requirements. The course concentrates on the organization of application systems, and it also analyzes operating system features necessary to support real-time applications.

5368' Topics in Computer Science. (3-0) Selected topics in computer science from advanced areas of computer systems, operations research, data structures, or computer design. Material will be varied according to the needs and interests of the class.
Prerequisite: 6 hours senior level computer science, or consent of instructor.

5388 Advanced Computer Graphics. (3-0) A study of the algorithm and data structures used in representing and processing visual data.
Prerequisite: Computer Science 4388.

5398' Software Engineering. (3-0) A survey of modern techniques in software engineering to produce defect-free large programs in a timely manner. Data abstraction and verification will be emphasized. Prerequisite: Computer Science 3358.

5399 or 5699 Thesis.

1May be repeated once with different emphasis for additional credit.
Department of Mathematics

Graduate Faculty

Bandy, Carroll Luttrell, Associate Professor of Mathematics. B.S., Arkansas Polytechnic College; M.S., University of Arkansas; Ph.D., University of Houston. (topology, differential equations)

Chatfield, John Albert, Professor of Mathematics. B.S., M.A., Southwest Texas State University; Ph.D., University of Texas at Austin. (analysis, integration theory)

Doerr, Roy Frederic, Assistant Professor of Mathematics and Supervisor of Student Teaching. B.S. in Ed., Southwest Texas State University; M.A., University of Texas at Austin. (mathematics education)

Edgell, John James, Jr., Professor of Mathematics and Director of Mathematics Education. B.S., Lamar State College of Technology; M.A., Sam Houston State University; Ph.D., University of Texas at Austin. (mathematics education)

Hazlewood, Donald Gene, Professor of Mathematics. B.A., University of Texas at Austin; M.A., M.S., Ph.D., Syracuse University. (analytic number theory)

McClung, Harry Byron, Associate Professor of Mathematics. B.A., M.S., Ph.D., West Virginia University. (applied mathematics)

Northcutt, Robert Allen, Professor of Mathematics. B.A., M.A., Ph.D., University of Texas at Austin. (ordinary differential equations)

Passty, Gregory Bonham, Associate Professor of Mathematics. A.B., M.A., Ph.D., University of Southern California. (non-linear functional analysis)

Ratliff, Ernest Francis, Jr., Associate Professor of Mathematics. B.S., McNeese State College; M.A., Ph.D., University of Oklahoma. (algebra)

Singh, Sukhjit, Professor of Mathematics. B.A., Arizona State University; M.A., Ph.D., Pennsylvania State University. (topology)

Smith, James Dennis, Assistant Professor of Mathematics. B.A., M.A., University of Texas at Austin; Ph.D., Texas Christian University. (general topology)

Spellmann, John Winston, Professor of Mathematics. B.A., Texas Lutheran College; M.A., Ph.D., Emory University. (differential equations)

Thickstun, Thomas Lusk, Assistant Professor of Mathematics. B.A., Ph.D., University of California, San Diego. (topology)

Warshauer, Max Leon, Associate Professor of Mathematics. B.A., University of Chicago; Ph.D., Louisiana State University. (quadratic forms and theoretical computer science)

Wayment, Stanley Glen, Professor of Mathematics and Chair of the Department of Mathematics. B.S., Brigham Young University; Ph.D., University of Utah. (mathematics, analysis)
Degree Programs

The Department of Mathematics offers the Master of Arts, Master of Science, and Master of Education degrees with a major in mathematics. The Master of Arts degree consists of a minimum of 30 semester hours including at least 24 hours (which includes a thesis) in mathematics with a minor which may or may not be in the science area. The Master of Science degree consists of a minimum of 24 hours plus a thesis, or a minimum of 36 hours without a thesis. The non-thesis Master of Science degree consists of a minimum of 27 hours in the major and a minimum of 9 hours in the minor. The minor for a Master of Science degree must be from the science area but cannot duplicate the major area. The Master of Education degree consists of 36 hours without a thesis. The minor for the Master of Education degree usually must be taken outside the science area. Students are advised to contact the mathematics graduate adviser for more detailed information.

The program courses are designed to develop studies appropriate to preparing students for doctoral research, community college teaching, public school teaching, or for careers in applied mathematics or statistics. The faculty has specialists in algebra, analysis, applied mathematics, differential equations, number theory, mathematics education, and topology. The library collection is extensive in both journals and reference works with current journals available in a reading room convenient to the departmental office.

Financial Aid Program. Mathematics graduate students are encouraged to work as Assistant Instructors. The stipends for these assistantships are comparable to the national norms and generally require teaching two courses per semester. Information may be obtained by writing the department Chair.

Courses Offered

5301\(^1\) Partial Differential Equations. (3-0) Theory and application of partial differential equations; deduction of the differential equation; use of vector and tensor methods; equations of the first order; wave equations; vibrations and normal functions; Fourier series and integral; Cauchy's methods, initial data; methods of Green; potentials; boundary problems; methods of Reimann-Volterra; characteristics.
Prerequisites: Mathematics 3323 and consent of the instructor.

5303 History of Mathematics. (3-0) A study of the development of mathematics and of the accomplishments of men who contributed to its progress. Cannot be used on a degree plan for M.A. or M.S. degree.

5304\(^2\) Topics in Mathematics for the Secondary Teacher. (3-0) A study of current trends and topics found in the secondary school mathematics curriculum with the goal of improving the mathematical background of the secondary teacher. Course content will be flexible and topics will be selected on the basis of student needs and interests. Cannot be used on degree plan for M.A. or M.S. degree.

5305\(^2\) Advanced Course in Probability and Statistics. (3-0) Advanced topics in probability and statistics. See Computer Science 5305.
Prerequisite: Mathematics 4305.

5307\(^2\) Modern Algebra. (3-0) Topics in modern algebra. Materials will be adapted to the needs of the class.
Prerequisite: Mathematics 4307, or consent of the instructor.

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\(^1\) May be repeated with different emphasis for additional credit.
\(^2\) May be repeated once with different emphasis for additional credit.
5311\textsuperscript{2} Foundations of Differential Equations. (3-0) A critical study of the foundations of derivation equations, operator spaces and such basic topics. Recent developments in this field will be investigated and independent investigation will be encouraged.

Prerequisites: Mathematics 3323 and consent of the instructor.

5312\textsuperscript{a} Functions of a Complex Variable. (3-0) Modern developments in the field of functions of a complex variable.

Prerequisite: Mathematics 4315, or consent of the instructor.

5317\textsuperscript{c} Problems in Advanced Mathematics. (3-0) Open to graduate students on an individual basis by arrangement with the mathematics department. A considerable degree of mathematical maturity is required.

5319 The Theory of Integration. (3-0) A course in the theory of integration with special emphasis on Lebesgue integrals. A course in the theory of real variables, with a knowledge of point set theory, is desirable as a background for this course. A considerable amount of mathematical maturity is required.

Prerequisites: Mathematics 3380 and consent of the instructor.

5330\textsuperscript{a} Topics in Topology. (3-0) Selected topics in topology. Material will be varied according to the needs and interests of the class.

Prerequisite: Mathematics 4330.

5336\textsuperscript{a} Topics in Applied Mathematics. (3-0) Topics selected from optimization and control theory, numerical analysis, calculus of variations, boundary value problems, special functions, or tensor analysis. Material will be varied according to the needs and interests of the class.

Prerequisites: 6 hours of advanced mathematics pertinent to topic and consent of instructor.

5373\textsuperscript{c} Theory of Functions of Real Variables. (3-0) Discusses those topics which will enable the student to obtain a better grasp of the fundamental concepts of the calculus of real variables and the more recent developments of this analysis.

Prerequisite: Mathematics 3323, or Mathematics 3380.

5399 or 5699 Thesis.

\textsuperscript{2} May be repeated once with different emphasis for additional credit.
Department of Physics

Graduate Faculty

Anderson, Robert Ernest, Professor of Physics. B.S., M.S., Texas A&I University; Ph.D., University of Texas at Austin.

Crawford, James Robert, Professor of Physics and Chair of the Department of Physics. B.S., Phillips University; M.S., University of Arkansas; Ph.D., Kansas State University.

Jackson, William Roy, Jr., Associate Professor of Physics. B.A., Columbia College; M.A., Ph.D., Rice University.

Michalk, Victor Edward, Professor of Physics. B.S., M.S., Texas A&I University; Ph.D., Texas A&M University.

Olson, Donald Wallace, Associate Professor of Physics. B.S., Michigan State University; Ph.D., University of California, Berkeley.

Degree Programs

Three degree options are available to students majoring in physics. The standard program which leads to the Master of Science degree requires 15-18 semester hours in physics, 9-6 hours in another science, and a minimum of 6 hours of thesis. The Master of Science degree program without a thesis is also available. This optional program requires 6 hours of course work in lieu of the thesis and 6 hours of additional course work. A third option differs from the standard Master of Science program only in that the minor of 9-6 hours need not be in another science. This program leads to the Master of Arts degree and is not available with a non-thesis option.

Financial Aid Program. Assistantships are available on a limited basis, and applications should be submitted by June 1. Inquiries and/or applications for assistantships should be mailed to:

Chair, Department of Physics
Southwest Texas State University
San Marcos, Texas 78666-4616

Courses Offered

5311 Nuclear Physics. (3-0) The study of radioactivity, nuclear structure, binding energies, and particle accelerators. (S)
Prequisite: Physics 3312.

5312 Quantum Mechanics, Part II. (3-0) A continuation of Quantum Mechanics, Part I, Physics 4312. Topics covered include time independent and time dependent perturbation theory, multiparticle systems, and the Pauli exclusion principle.
Prequisite: Physics 4312, or approval of instructor.

5320 Solid State Physics. (3-0) An introductory course in the theory of solids.
Prequisite: Mathematics 3323.

5331 Electromagnetic Field Theory, Part II. (3-0) A continuation of the introduction to electromagnetic field theory presented in Physics 4310. Topics covered include Maxwell's equations and applications, special theory of relativity, electrodynamics.
Prequisite: Physics 4310, or approval of instructor.
5336 Methods and Techniques of Physical Science. (2-4) Methods of instruction and laboratory techniques of topics recommended by the Texas Education Agency to be included in a physical science course in public schools. See Chemistry 4336-5337.

5337 Methods and Techniques of Physical Science. (2-4) Methods of instruction and laboratory techniques of topics recommended by the Texas Education Agency to be included in a physical science course in public schools. See Chemistry 4336-5336.

5340 Advanced Dynamics, Part II. (3-0) Classical mechanics at an advanced level. Topics covered include special relativity in classical mechanics, Hamilton equation of motion, canonical transformations, and Hamilton-Jacobi theory.

Prerequisite: Physics 4313, or approval of the instructor.

5370' Problems in Advanced Physics. (3-0) Open to graduate students on an individual basis by arrangement with the Department of Physics.

5370A Electrodynamics. (3-0) Survey of classical electrodynamics and field theory.

5370B Classical Dynamics. (3-0) Survey of the more advanced formalisms used in describing motion of particles and systems including Lagrange's equations, Hamilton's equations, and Hamilton-Jacobi theory.

5370C Solid State Physics. (3-0) Survey of the major topics in solid state physics including the theory of electric conduction, thermal properties of matter, crystallography, and optical properties of material.

5370D Nuclear Physics. (3-0) Survey of principles and concepts of physics of the nucleus.

5370E Microprocessor Applications. (3-0) Laboratory oriented course in the principles and applications of microprocessors. Student is expected to design an original application at end of course.

5370F Digital Electronics. (3-0) Laboratory oriented course in the principles and applications of digital electronics. Student is expected to design an original application at end of course.

5395' Fundamentals of Research. (2-6) Course is available to graduate students only at the invitation of the department.

5399 or 5699 Thesis.

1 May be repeated once with different emphasis and prior approval of the department.
2 May be repeated with prior approval of the department.
Interdisciplinary Studies

Interdepartmental Studies

Degree Programs

The Interdisciplinary Studies program leading to the degrees of Master of Arts in Interdisciplinary Studies or Master of Science in Interdisciplinary Studies is designed for the mature student whose educational needs will be met best by a nontraditional course of study. Interdisciplinary studies programs may be comprised of courses selected from any department at SWT which offers a graduate degree program. The MAIS degree is available through those departments which offer the Master of Arts degree, and the MSIS degree is available through those departments which offered the Master of Science degree. Students in Occupational Education may pursue an MSIS degree. The Director of Occupational Education should be contacted if you plan to study through the Occupational Education program. Also see the section on Occupational Education in the School of Applied Arts and Technology for further information.

Each interdisciplinary studies student will be referred to a graduate adviser and assigned a committee to help plan a 39 hour minimum, three-module program: effective communications (9 hours), academic area (21 hours), and exit module (9 hours). Up to 9 hours of requirements in the academic area may be met by experience, judged either by means of refereed testing after enrollment in specific courses or by the Work/Life-Experience Evaluation Board. The exit module may be a combination of research and thesis, an internship-practicum, or a cluster of courses. Any degree plan is tentative until it has been approved by the Dean of Graduate Studies and Research.

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 Dean of Graduate Studies and Research or an interdisciplinary studies graduate adviser through a department or through Occupational Education.
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SOUTHWEST TEXAS STATE UNIVERSITY
GRADUATE SCHOOL
SAN MARCOS, TEXAS 78666-4605
Application for Admission

S.S. # ______________________ Date of Birth ______/______/____ Place of Birth ______ (mo.) (day) (yr.)

Name ______________________ (Last) ______________________ (First) ______________________ (Middle) ______________________

Former/Other Names ______________________

Current Address ______________________ (Street) ______________________ (City) ______________________ (State) ______________________ (Zip) ______________________

(Street) (Apt.) (City) (County) (State) (Zip)

Current Telephone ______________________

Sex: □ Male □ Female Marital Status: □ Single □ Married Are you a veteran? □ Yes □ No

Check block that describes your ethnic origin (required for state and federal reports):
1 □ Caucasian (Non-Hispanic) 2 □ American Indian or Alaskan Native 3 □ Black (Non-Hispanic) 4 □ Asian or Pacific Islander
5 □ Hispanic 6 □ International 7 □ Other - Specify: ______________________

Are you a U.S. citizen? □ Yes □ No If not, what is your status? ______________________

Residency: How long have you lived at the above permanent address? ______________________

Have you resided in the State of Texas for the past 12 months? □ Yes □ No

Has your parent, guardian or spouse resided in the State of Texas for the past 12 months? □ Yes □ No

Which do you qualify for? □ Texas Resident Fees* □ Non-Resident/International Student Fees

* I affirm that to the best of my knowledge and belief I am eligible to be classified as a Texas resident for tuition purposes. I will notify the SWT Office of Graduate Studies if circumstances change so as to disqualify me for this classification. I understand that violation of this oath of residency will result in disciplinary action.

Are you currently enrolled? □ Yes □ No Name of school ______________________

Undergraduate degree held □, or to be received □ Date ______________________ Specify type of degree ______________________

Have you ever attended SWT? □ Yes □ No Institution granting undergraduate degree ______________________

Date first attended SWT ______________________ Date last attended SWT ______________________

All degree-seeking applicants are required to take the General (Aptitude) test of the Graduate Record Examination. However, applicants wishing to pursue a Master of Business Administration degree must take the Graduate Management Admission Test rather than the GRE. The official GRE score report must be received in the Office of Graduate Studies and Research no later than the first semester in which you enroll in the Graduate School. The official GMAT score report must be received in the Office of Graduate Studies before your application can be evaluated.

□ GRE Date taken or planned: ______________________ If taken, have scores been sent to SWT? ______________________ Date taken or planned: ______________________ (Date)

□ GMAT Date taken or planned: ______________________ If taken, have scores been sent to SWT? ______________________ Date taken or planned: ______________________ (Date)

Basis of enrollment that you are currently applying for:

• Do you plan to work on a master's degree at SWT? □ Yes □ No □ Thesis? □ Or, Non-Thesis?

Proposed master's degree: Major: ______________________ Minor: ______________________

• Do you plan to seek certification at SWT? □ Yes □ No If yes, under which status?

Initial certification Specify area: ______________________

Adding teaching field, endorsement, or delivery system. Identify field: ______________________ Changing level of certification. Specify: ______________________

□ Certification only □ Special Student □ Other: ______________________

Term Applying for: □ Fall 19__ □ Spring 19__ □ Summer I 19__ □ Summer II 19__

Items in heavily-lined boxes are office use only

This application is considered incomplete until all items are completed.

Signature of Applicant ______________________ Date ______________________

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under, any program or activity sponsored or conducted by Southwest Texas State University on any basis prohibited by applicable law, including, but not limited to, race, color, national origin, religion, sex, or handicap.

I hereby certify that all of the above statements made by me are true and complete and that I have not omitted any relevant information.

I also certify that I will inform the SWT Graduate School of any changes in place of residence of myself or any other changes in the above record which occur. I understand that the University may also require that I submit additional information in consideration of this application. I acknowledge that deliberate omissions or falsifications subject me to the University's disciplinary sanctions.

I hereby certify that I have not appeared for any test other than listed below in furtherance of my application for admission to the Graduate School of Southwest Texas State University. I further certify that any violation of the above oath shall be cause for disciplinary action.

GRE
GMAT
TOEFL
TSE

Discontinued

Office Use Only

Ethnic Citizenship

Tuition Level

Residency Class

Graduate Admission Category

Graduate Degree Track

Graduate Admission Program

Conditional Extended Admission Special Student

Visiting Student Regular

Post-Grad (Cert) Refused

GPA (on last 60)

OA

GPA (60 + Gp/prof)

GRE

GMAT

TOEFL

TSE

Discontinued

Date
Graduate School Checklist Explanations

Application. You must file an official application for admission with the Graduate School within the deadlines announced (see inside front cover). Two official transcripts showing all work attempted should be ordered from each college you attended. Your personal copies are not acceptable. Allow enough time for your transcripts to arrive within the stated deadline dates. Timing is very important; applications received after the published deadlines are extremely difficult to process in time for registration although the Office of Graduate Studies and Research will make every effort to process late applications.

Admission is granted by the Dean of Graduate Studies and Research at the recommendation of your prospective department. The minimum admission requirement for most programs is a 2.75 GPA on your last 60 semester hours of your baccalaureate degree. You should have a minimum GRE General score of 900 if your GPA is less than 2.75 but not less than 2.50. Some degree programs have higher admission requirements. You may be considered for conditional admission, however, if you do not meet the minimums. Also, admission to the graduate school is not the same as admission to a specific program. The departmental graduate adviser may decline to accept an applicant if there is reason to believe an applicant might not be qualified for a particular program.

GRE/GMAT. Applicants for the School of Business are required to take the Graduate Management Admission Test, and applicants for all other degree programs are required to take the Graduate Record Examination. You must take the appropriate test (GRE or GMAT) even if you have a superior grade-point average. Prospective Business Administration majors must have the GMAT on file prior to being considered for admission. Other degree program applicants, if you have not yet taken the GRE or if the score is no longer able to be reported, must take the GRE at the first national test date it is offered during the first semester enrolled in Graduate School at Southwest Texas State University.

Outline. Your degree outline is drafted by your department and forwarded to the Office of Graduate Studies and Research for approval once you have been admitted. Your official degree outline is prepared next, and you will receive written notification when to sign it and receive your own copy in the Office of Graduate Studies and Research. Any course taken prior to the signing of the official degree outline is taken at your own risk.

Thesis. You must confer with your departmental graduate adviser and select a thesis committee and topic if your program calls for a thesis. A “thesis proposal” bearing the signatures of the members of your thesis committee and your graduate adviser must be submitted to the Dean of Graduate Studies and Research for approval in your first semester of thesis work. Failure to obtain approval before beginning research can cause major problems for you. You must also be registered for Thesis 5399 or 5699 in any semester in which supervision or guidance is received, and you must be registered in thesis in your semester of graduation.

Graduation. You must pay a required $12.00 diploma fee in your proposed semester of graduation. You must also complete the necessary diploma forms in the Office of Graduate Studies and Research at the beginning of the semester, or during the first summer session if you will be graduating in August. See the official university calendar for deadlines. Failure to pay the required fee and complete the necessary forms will result in postponement of graduation. The entire process must be repeated the next semester of anticipated graduation at which time you will pay an additional $3.00 fee if you fail to graduate for any reason. Results of the required Comprehensive Examination and clearance of all “I” or “P” grades must be in the Office of Graduate Studies and Research no later than 10 days prior to graduation. You will be required to have a 3.0 GPA minimum in your major and in your minor. It is advisable for you to periodically check with the Office of Graduate Studies and Research during your final semester to ensure all is in order for your graduation. You will receive by mail a general checklist of clearances to be made and additional graduation procedures to be followed within the last few weeks of the semester. You will also need to pay a $4.00 adsentia fee for special handling of your diploma if you graduate “in absentia”.

Information. Further information regarding the SWT Graduate School may be obtained from the Office of Graduate Studies and Research, Area Code 512-245-2581.