## Checklist for Degree-seeking Applicants

See inside back cover for additional checklist items, and see appropriate sections in this catalog for full details.

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<td><strong>APPLICATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( ) Submit application.</td>
<td>The Graduate School Office JC Kellam-Suite 280</td>
<td>Deadlines for submission: see departmental pages for deadlines.</td>
</tr>
<tr>
<td>( ) Pay $25.00 application fee (check or money order).</td>
<td>The Graduate School Office JC Kellam-Suite 280</td>
<td></td>
</tr>
<tr>
<td>( ) Pay $50.00 International evaluation fee (check or money order). All international applicants must pay this additional fees.</td>
<td>The Graduate School Office JC Kellam-Suite 280</td>
<td>Deadlines for submission: see departmental pages for deadlines.</td>
</tr>
<tr>
<td><strong>TRANSCRIPTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( ) Order 2 official copies of transcripts from each school attended.</td>
<td>At each school attended</td>
<td>Schools must mail transcripts to SWT Graduate School so that they are received by the published deadlines.</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>if SWT graduate at SWT Registrar's Office JC Kellam-first floor</td>
<td>SWT graduates only need to have two official transcripts from SWT if they reflect all college work attempted including work taken at other schools.</td>
</tr>
<tr>
<td><strong>TEST SCORES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( ) Take Graduate Record Exam (GRE)-Graduate Non-business majors.</td>
<td>Application may be obtained at SWT Graduate School Office and at testing center of most universities and colleges.</td>
<td>Refer to the appropriate department section of the catalog.</td>
</tr>
<tr>
<td>( ) Take the Graduate Management Admission Test (GMAT)-Business Administration and Accountancy majors.</td>
<td>See GRE information above for obtaining test application.</td>
<td>GMAT score must be received BEFORE application is reviewed. Minimum score of 400 required.</td>
</tr>
<tr>
<td>( ) Take the Test of English as a Foreign Language (TOEFL)-International applicants whose degree are from foreign university or college.</td>
<td>See GRE information above for obtaining test application.</td>
<td>TOEFL score must be received BEFORE application is reviewed. Minimum score of 550 required.</td>
</tr>
<tr>
<td>( ) Take the Test of Spoken English (TSE)-International MBA, MAcy and History programs.</td>
<td>See GRE information above for obtaining test application.</td>
<td>TSE score must be received BEFORE application is reviewed. Minimum score of 45 required.</td>
</tr>
<tr>
<td>( ) Take the Test of Written English (TWE)-International Public Administration majors.</td>
<td>See GRE information above for obtaining test application.</td>
<td>TWE score must be received BEFORE application is reviewed. Minimum score of 3.0 required.</td>
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(CONTINUED ON BACK COVER)
Southwest Texas State University

GRADUATE CATALOG
1997-99

Southwest Texas State University is a member of or accredited by:
Accrediting Commission on Education for Health Services Administration
American Assembly of Collegiate Schools of Business
American Association of Colleges for Teacher Education
American Chemical Society
American Speech, Language, and Hearing Association
Association of State Colleges and Universities
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Council of Graduate Schools in the United States
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1866 Southern Lane Decatur, Georgia 30033-4097
Telephone Number 404-679-4501
to award bachelor's, master's and doctor's degrees.

Bulletin of SWT (USPS 075-160)
Southwest Texas State University
San Marcos, Texas  78666-4605
Vol. LXII, No. 1, January 1997

Published four times a year in January, February, March, and April. Periodical postage paid at San Marcos, Texas.

POSTMASTER: Send notification (Form 3579) regarding undeliverable catalogs to Southwest Texas State University, 601 University Drive, San Marcos, Texas 78666-4605.

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Dean of Student Affairs

John H. Garrison, Ph.D..........................................................Dean of Students

University Calendar

An up-to-date university calendar will be available in the official SWT Schedule of Classes (published prior to advance registration for each long semester.)
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General Information

Setting

Located in San Marcos at the foot of the Texas Hill Country, where blackland prairies turn into beautiful hills, Southwest Texas State University (SWT) 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.

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 expanded from a two-year normal school to a multi-purpose university with an enrollment of over 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.

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

University Mission

Southwest Texas State University's mission is to provide effective teaching supported by research for the advancement of knowledge and service to the community. SWT is a comprehensive public university committed to providing an intellectually stimulating and socially diverse climate for its graduate and undergraduate students, faculty, and staff. At SWT, we believe the primary purpose of higher education is to promote learning and stimulate inquiry in an atmosphere of freedom.

Statement of Purpose

Southwest Texas State University is a comprehensive institution of higher education offering undergraduate and masters level instruction, as well as doctoral programs in geography, dedicated to effective teaching, the advancement of knowledge and artistic expression, and to service as a resource for the surrounding region. The University
believes that all students should develop broad knowledge upon which to build specialties, the ability to marshal their thoughts, and the skill to express their thoughts effectively in oral and written form. To meet these general goals, Southwest Texas State University commits itself as follows:

1. To provide undergraduate students with a broad base of communal knowledge, derived from a clearly defined sequence of courses in the freshman and sophomore years designed to build college-level competencies, complemented by specialized courses of study selected from a comprehensive range of undergraduate programs.

2. To provide graduate students the opportunity to enhance their knowledge in a variety of specialized programs through research, creative expression, or advanced study.

3. To contribute to the greater body of knowledge in specific disciplines through research, scholarship, and creative expression.

4. To serve as a professional, educational, and cultural resource to the local area and the larger community by providing consultation, advice, and special services.

5. To provide a well-qualified faculty through effective recruiting practices, dedication to affirmative action, careful assessment of teaching effectiveness, institutional support for research activity and artistic expression, clear standards for academic advancement, and opportunities for professional development, while fostering an environment that protects academic freedom in inquiry and expression.

6. To attract an outstanding, ethnically diverse student body by presenting higher standards for admission, by implementing creative strategies for recruiting and retaining a heterogeneous and qualified student body, and by maintaining adequate programs to counsel students academically and otherwise, assess academic progress, and evaluate student performance, while providing social and professional development by offering a full range of effective student services.

7. To create an environment for learning and professional development by providing appropriate physical facilities, equipment, and educational support services for students, faculty, and staff.

Statement of Core Values

We, the faculty, staff, and students at SWT, affirm that our university exists to enrich our minds and to humanize our hearts so that we might contribute to the betterment of humanity. We are dedicated to providing a curriculum and educational experience that develop our capacities not only to analyze critically and think creatively, but also to reason ethically and feel compassionately.

To guide us as we learn to evaluate the consequences of our actions—not to indoctrinate either intellectually, morally, or religiously—we articulate the following as core values.

Core Values

The lifelong pursuit of academic excellence.

We value the seeking of knowledge, including the freedom to engage in meaningful debate and the responsibility to continually explore new possibilities for learning.
The nurturing of individuals.
We value the opportunity to develop the potential of every individual of our diverse community.

The cultivation of character.
We value the modeling and teaching of honesty, integrity, diligence, courage, compassion, fairness, and respect.

A Continuing Process
We see the articulation of this statement as ongoing. Its publication should serve to keep dialogue continually alive; and it should be formally reviewed every two years to decide whether publication should be renewed and, if so, in what form.

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

After the MA degree was authorized, the Coordinating Board and the Texas College and University System approved the following graduate programs at SWT:

- Master of Education degree in 1950,
- Master of Business Administration degree in 1968,
- Master of Science degree with majors from the School of Science in 1972,
- Master of Arts in Teaching degree in 1972,
- Master of Public Administration degree in 1973,
- Master of Science in Health Professions degree in 1973,
- Master of Arts in Interdisciplinary Studies degree in 1978,
- Master of Science in Interdisciplinary Studies degree in 1978,
- Master of Science degree with a major in Computer Science in 1979,
- Master of Arts degree with a major in Computer Science in 1979,
- Master of Education degree with a major in Counseling & Guidance in 1979,
- Master of Arts degree with a major in Speech Communication in 1980,
- Master of Arts degree with a major in Theatre Arts in 1980,
- Master of Arts degree with a major in Educational Administration in 1980,
- Master of Education degree with a major in Educational Administration in 1980,
- Master of Education degree with a major in Special Education in 1981,
- Master of Education degree with a major in Agricultural Education in 1981,
- Master of Music degree for the majors in Music-Performance and Music-Music Education, replacing the Master of Education in 1981,
- Master of Applied Geography degree in 1983,
- Master of Education degree with a major in School Psychology in 1985,
- Master of Science in Communication Disorders degree in 1986,
- Master of Arts degree with a major in Developmental Education in 1988,
- Master of Education degree with a major in Computer Science in 1988,
- Master of Science in Criminal Justice degree in 1989,
- Master of Fine Arts degree with a major in Creative Writing in 1990,
- Master of Accountancy degree in 1993,
- Master of Science degree with a major in Physical Therapy in 1993,
- Master of Social Work degree in 1994,
- Master of Science in Technology degree with a major in Industrial Technology, replacing the major in Industrial Arts in 1995,
- Master of Arts degree with a major in School Psychology, replacing the Master of Education in 1995,
Master of Arts degree with a major in Professional Counseling, replacing the Master of Arts in Counseling and Guidance in 1995,
Master of Arts degree with a major in Sociology, replacing the Master of Arts in Teaching in 1996,
Doctor of Philosophy degree with a major in Geography-Environmental Geography in 1996,
Doctor of Philosophy degree with a major in Geography-Geographic Education in 1996,
Master of Science degree with a major in Aquatic Biology in 1996,
Master of Arts degree with a major in Mass Communication in 1996.

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, 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, ample opportunity to continue their 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:

* The graduate student is expected to assume greater responsibility and to exercise more initiative.
* 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.
Seminar methods are employed more frequently, requiring more class participation by the student.

Mitte Foundation Scholarship for Graduate Students

Through the generosity of Roy and Joann Mitte, the Roy F. and Joann Cole Mitte Foundation Scholarship Program at Southwest Texas State provides support for 25 renewable graduate student scholarships. These $5,000 annual scholarships are renewable for up to three years.

In order for graduate students to be considered for the Mitte Foundation Scholarships they must have earned their baccalaureate with a minimum cumulative grade point average (GPA) of 3.5 and a minimum of 3.75 GPA on the last 60 hours of course work leading toward the degree. For further information regarding the application process, contact the Graduate School at 512-245-2581.

Multicultural Policy Statement

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

Student Identification By Social Security Number

The university requires that its students and applicants for admission furnish their social security numbers. The university uses these social security numbers to verify identities. Disclosure of these social security numbers is mandatory. The university's record-keeping system was established prior to January 1, 1975, pursuant to the authority given the Board of Regents, Texas State University System, in Section 95.21 of the Texas Education Code. These numbers are also solicited under the statutory authority of 42 U.S.C.A. Section 405 (c) (2) (C).

Correct Data

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

Your name will appear on your official records as it is stated on your application for admission. If you previously attended Southwest Texas State University under a different name, you may be asked to provide proof of your name change.

Disability Services

Southwest Texas State University does not discriminate on the basis of disability in the recruitment and admission of students to the university. Students with disabilities must meet the same admission requirements as other students.
The Office of Disability Services (ODS) at SWT assists students with disabilities to independently achieve their educational goals and enhance their leadership development by providing reasonable and appropriate accommodations. ODS facilitates access to university programs, services and activities in the most integrated setting appropriate. In order to qualify for services, a student must provide ODS with verification of disability. Students with learning disabilities must provide an evaluation which has been completed within the last five years. To ensure a timely review of documentation and provision of support services, students are requested to provide verification of disability at least thirty days prior to attendance at the university. Students needing sign language or oral interpreting services for admissions counseling or academic advising should contact ODS one week prior to the event to ensure interpreter availability.

The university has established a grievance procedure for the prompt and equitable resolution of complaints related to illegal discrimination on the basis of disability. This grievance procedure is described in UPPS No. 04.04.46, Illegal Discrimination. A copy is available in the university library, Office of Disability Services, and most other university offices. Students who have concerns or complaints should contact the Director of Disability Services at 512-245-3451 (voice/TTY) or the university ADA Coordinator at 512-245-2278.

For more information on services for students with disabilities at SWT call 512-245-3451 (voice/TTY) or write 601 University Drive, Room 307 LBJ Student Center, San Marcos, TX 78666.

International Office

The International Office provides a broad range of services to international students and faculty who are at SWT and to U.S. students who wish to study or work abroad during their collegiate years. The International Office coordinates a special orientation session for all entering international students before the fall, spring, and summer terms. Thereafter, the office acts as the official foreign student adviser for all continuing visa and other immigration issues which may arise for these students. The office is also a source of the information, advising/counseling, and social services relevant to international students. SWT’s international faculty can rely on the International Office for information and support about immigration issues, housing, and cultural adjustment. The office also maintains a resource library of study abroad and work abroad opportunities for SWT students and provides a thorough process through which SWT students can choose the appropriate experience for their academic programs.

Those interested in planning a short term program to taking continuing education classes should write the Director of Continuing Education, 601 University Drive, San Marcos, Texas 78666, or call 512-245-2507, FAX 512-245-3752.

Albert B. Alkek Library

The Alkek Library contains some 1,079,000 volumes of books, documents, and bound periodicals. In addition, there are some 196,000 volume equivalents in microform and 19,000 AV titles, which includes over 1,200 software programs for the public microcomputer area. The library receives over 5,500 periodical and serial titles.

The library is open 104.5 hours per week during the fall and spring semesters. Reference service is available during all library hours. An on-line catalog which can also be accessed from off campus via modem provides information on the library's holding. Automated services include CD ROM and other electronic indexes.

Interlibrary loan and document delivery services are provided. Cooperative borrowing agreements with other libraries are maintained. Through TexShare, a
statewide library resource sharing program SWT faculty, students, and staff can obtain a TexShare library card which grants library privileges at most of the public university libraries in Texas. Through CORAL, borrowing privileges are also available at most libraries in San Antonio.

Library support facilities include a microcomputer lab with 60 Macintosh and IBM compatible workstations, typewriters, coin-operated photocopying machines, public telephones, public vending machines, and a lounge.

More information about the library is available through the Alkek Library's Home Page found at: http://www.library.swt.edu.

Financial Aid

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:

For the purposes of awarding financial aid only, satisfactory academic progress will be determined after a graduate or 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 meet the specific financial aid program eligibility requirements. These satisfactory academic progress guidelines apply regardless of whether or not financial aid is received. A graduate or post-graduate student is considered to be making satisfactory progress for financial aid purposes when the following conditions are met:

1. A minimum cumulative grade-point average of 3.0 is maintained on all graduate or post-graduate work attempted at SWT. When a course is repeated once, the last grade earned (W's excluded) is the only grade used in computing the GPA. If a course is repeated more than once, the second grade and all subsequent grades are used in computing the GPA. 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 "IF" and will be counted in calculation of your GPA. Grades of "W," "PR," 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. 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 an 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. A maximum of 6 semester hours of thesis enrollment is counted in the GPA calculation for academic progress for financial aid purposes.

7. A graduate or post-graduate student not meeting the above satisfactory academic progress requirements is ineligible for financial aid. Under normal circumstances, a written appeal to waive the above conditions can be made in the following order:
   a. to the Financial Aid Counselor,
   b. to the Assistant/Associate Director,
   c. to the Director,
   d. to the Financial Aid and Scholarship Committee.

8. A student has five working days from the time of notification (written or oral) of not meeting satisfactory academic progress to submit a written appeal to the next level. If no written appeal is submitted within the prescribed period, the student forfeits rights to any further appeal.

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 provide assistance 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 federal funds previously received for attendance at any institution.

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>
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<th>Fall/Spring Semester</th>
<th>April 1</th>
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<tr>
<td>Summer</td>
<td>March 1</td>
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</table>

If you apply and/or complete your financial aid records after these dates, you face the increased possibility that funds will not be available. Additionally, funds will not be available at registration.

Financial assistance staff may be reached at 512-245-2315 or on the second floor, J. C. Kellam building, Monday through Friday.

Veterans Benefits

Students attending SWT while receiving educational assistance under one of the public laws for veterans and/or their dependents, must contact the SWT Office of Veterans Affairs, J.C. Kellam building, in room 150, or at 512-245-2641 to complete the required forms.

Students applying under the U.S. Department of Veteran's Affairs laws for the first time must provide the Office of Veterans Affairs with a photocopy of member four (4) of DD Form 214, "Certificate of Release or Discharge from Active Duty." Reserve and
National Guard members applying for Chapter 1606 benefits must provide DD 2384 form: "Notice of Basic Eligibility." Active duty military and dependents are exempt from the above requirements. Transferring students who have previously used their VA educational benefits need only submit a change of place of training form.

Benefit payments are made at the end of each month. Any student enrolling under any of the provisions for VA educational benefits should bring sufficient funds to defray the initial cost of tuition, fees, and living expenses for approximately three (3) months.

As a graduate student receiving veteran benefits, you must file with the Office of Veterans Affairs 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 Office of Veterans Affairs of any adds, drops, course or program changes.

After exhausting your VA educational benefits please check with the Office of Veterans Affairs for information about the Hazlewood Exemption. Applications and information sheets for the Hazlewood Exemption may be obtained at the J.C. Kellam building, in room 150.
Graduate Council

The Graduate Council governs the policies of the Graduate School. These policies are administered by the Dean of the Graduate School. 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

Dr. J. Michael Willoughby, Dean of the Graduate School
Dr. Aditi Angirasa, Associate Professor, Agriculture (1996-1999)
Dr. Andy Batey, Associate Professor, Technology (1988-1999)
Dr. Eric C. Blankmeyer, Professor, Finance and Economics (1992-1999)
Dr. Frederick Blevens, Chair, Mass Communication (1997-2000)
Dr. Charles H. Dolezal, Chair, Curriculum and Instruction (1975-1999)
Dr. Ann Marie Ellis, Associate Professor, Sociology (1992-1999)
Dr. Joseph L. Humphrey, Professor, Accounting (1992-1999)
Dr. James D. Irvin, Professor, Chemistry (1984-1998)
Dr. William R. Jackson, Associate Professor, Physics (1988-1998)
Dr. Catherine Jaffe, Associate Professor, Modern Languages (1995-1998)
Dr. Charles M. Johnson, Chair, Health Services and Research (1996-1999)
Dr. Walter E. Johnston, Professor, Computer Information Systems and Quantitative Methods (1996-1999)
Dr. William D. Liddle, Associate Professor, History (1995-1998)
Dr. Daniel Lochman, Professor, English (1993-1999)
Dr. Roseanne M. Mandziuk, Associate Professor, Speech Communication (1990-1998)
Dr. Fred March, Chair, Theatre (1996-1999)
Dr. Thomas McCabe, Associate Professor, Computer Science (1992-1998)
Dr. Carolyn Sue McCullough, Chair, Educational Administration and Psychological Services (1996-1999)
Dr. Wayman C. Mullins, Professor, Criminal Justice (1992-1999)
Dr. Robert J. Olney, Associate Dean, School of Business (1985-1999)
Dr. Gregory B. Passty, Acting Dean, School of Science (1987-1998)
Dr. Bobby Patton, Professor, Health, Physical Education and Recreation (1993-1998)
Dr. Francis L. Rose, Chair, Biology (1993-1997)
Dr. Barbara Sanders, Chair, Physical Therapy (1996-1999)
Dr. Fred Shelley, Associate Professor, Geography and Planning (1996-1999)
Dr. Barry Slansky, Assistant Professor, Communication Disorders (1996-1999)
Dr. Michael L. Smith, Professor, Social Work (1996-1998)
Dr. Wayne Sorensen, Chair, Health Administration (1994-1997)
Dr. George M. Weinberger, Professor, Political Science (1985-1999)
Dr. Byron A. Wolverton, Professor, Music (1978-1998)

Non-voting Members

Dr. Erik Nielson, Professor, Art and Design (1995-1998)
Dr. Stephen B. Springer, Director, Occupational Education (1980-1999)
Dr. D. Theron Stimmel, Professor, Psychology (1984-1998)
Dr. G. Sue Thompson, Associate Professor, Family and Consumer Sciences (1988-1999)

Ex-officio Members

Dr. Robert D. Gratz, Vice President for Academic Affairs
Dr. Margaret L. Phillips, University Registrar
Dr. Jerome H. Supple, President, Southwest Texas State University
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 does not necessarily ensure acceptance into a graduate program. Applicants must receive departmental recommendation for admission after the application files are completed in the SWT Graduate School. In addition, many departments have established admission standards more stringent than the minimum requirements. Some departments recommend that applicants arrange a personal interview with the appropriate departmental graduate adviser. Final admission approval is granted by the Dean of the Graduate School. 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.

Application Deadlines

Students who hold an acceptable four-year baccalaureate degree must submit an application to the SWT Graduate School if they wish to pursue a master's degree at SWT, take certification course work, take background courses, or take courses for personal enrichment. Application materials should be submitted to the SWT Graduate School no later than the following deadline dates to ensure processing for the desired semester: Deadline dates are subject to change.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>June 15</td>
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<tr>
<td>Spring Semester</td>
<td>October 15</td>
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<tr>
<td>Summer Session I</td>
<td>April 15</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>June 1</td>
</tr>
</tbody>
</table>

Applications received after the published deadline dates will be processed on a time-available basis only. Many departments strictly enforce the published deadlines and will accept no applications after the above referenced dates. The SWT Graduate School will make every effort to process late applications for departments not enforcing the published deadline, but there are no guarantees that your file will be processed for your desired semester of entry if you have missed the deadline.

Application Deadlines For International Students

Deadline dates subject to change.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>June 15</td>
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<tr>
<td>Spring Semester</td>
<td>October 15</td>
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<tr>
<td>Summer Session I</td>
<td>March 15</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>May 1</td>
</tr>
</tbody>
</table>

No international student applications will be processed after the published deadlines.

Applications are for specific semesters. Contact the SWT Graduate School to update your application for enrollment in a subsequent semester if you are unable to
enter the semester for which you were accepted. You should do this as soon as you know that you will not be enrolling for your semester of acceptance. Some departments require reapplication.

Admission of Degree-Seeking United States Citizens

1. Complete an official application for admission.
2. Submit a non-refundable application fee of $25.00 (check or money order in U.S. currency) for all students.
3. Submit two official transcripts:
   a. Non-SWT Graduates - From each college or university (including SWT if attended). These must be mailed directly from the institutions to the SWT Graduate School.
   b. 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 institutions. Official transcripts must still be ordered from any colleges not listed on the SWT transcript. Former or currently enrolled SWT students may request free transcripts to be sent directly to the SWT Graduate School by calling 512-245-2728.
4. Have an acceptable score on the General portion of the Graduate Record Examination (GRE) verbal and quantitative portions combined; or, if you will be seeking an MBA or M.Acy. degree, an acceptable score on the Graduate Management Admission Test (GMAT), must be on file in the SWT Graduate School prior to the evaluation of a student's file.
5. Accepted by the proposed major department.
6. Accepted by the Dean of the Graduate School.
7. Have completed, or will earn during the semester you are admitted to graduate school, an acceptable baccalaureate degree from an accredited institution. Additionally, you must have fulfilled the residency requirement at the school which granted your degree.

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

Admission of Degree-Seeking Non-United States Citizens (International Students)

An international applicant is defined as an applicant who is not a citizen of the United States. All non-U.S. citizens fall under regulations of the Immigration and Naturalization Service of the United States Department of Justice. University rules applying to non-U.S. citizens must comply with federal law; hence, admission requirements for international students, including permanent residents, differ from those for United States citizens.

In addition to the Admission Requirements for U.S. Citizens listed above, non-U.S. Citizens must:
1. Submit a non-refundable international/evaluation fee of $50.00 (check or money order in U.S. currency).
2. Submit an official diploma or degree certificate, along with an English translation, showing the type of degree earned and the date the degree was conferred.
3. Submit two official transcripts in English translation from each college or university attended, mailed directly from the schools to the SWT Graduate School. 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. Other transcripts must be ordered from any colleges or universities not listed on the SWT transcript. Former or currently enrolled SWT students may request free transcripts to be sent directly to the SWT Graduate School by calling 512-245-2728.

4. If English is not your native language, have a score of at least 550 on the Test of English as a Foreign Language (TOEFL) on file in the office of the Graduate School before your application is evaluated.

5. Additional examinations as follows:
   a. If you will be seeking an M.B.A. or M.Acy., or an M.A. or M.Ed. with a major in History degree, you must have a score of at least a 45 on the Test of Spoken English (TSE) must be on file in the SWT Graduate School prior to the evaluation of your application. Note: The TSE is required of international M.B.A. or M.Acy., and History applicants who are native speakers of English as well as non-native speakers of English.
   b. If you will be seeking an MPA degree, you must have a score of 3 on the Test of Written English (TWE) must be on file in the SWT Graduate School prior to the evaluation of your M.P.A. application. Note: The TWE is required of international M.P.A. applicants who are native speakers of English as well as non-native speakers of English.

6. International students who plan to attend SWT on an F-1 student visa must furnish proof of sufficient financial resources for their educational and personal expenses. Proof of a minimum of $13,500.00 support for the academic year is required. Proof of additional funds is required for persons attending summer sessions. After all academic and financial requirements have been met, SWT will issue a form I-20 to qualified international applicants. A permanent resident alien is not required to furnish proof of financial support and is not issued a form I-20. Contact the SWT Graduate School for more information at 512-245-2581.

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

Admission of Degree-Seeking Former SWT Students

1. 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:
   a. As a United States citizen, meet all requirements as identified above under the United States citizen category; or,
   b. As a non-United States citizen, meet the application, transcript, degree, English proficiency (TOEFL/TSE/TWE), GRE/GMAT, and departmental and graduate dean approval requirements as identified above under the non-United States citizen category. You must also update your financial support verification with the International Student Admissions Specialist in the SWT Office of Admissions.

2. If you last attended SWT as a graduate degree-seeking student or you have 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, meet the following criteria:
   a. Submit a new application for admission.
   b. Submit non-refundable application fee of $25.00 (check or money order in U.S. currency) for all students.
   c. Have two official SWT transcripts which show your graduate work (and two official transcripts of any other school showing work taken since your last
attendance at SWT) forwarded to the SWT Graduate School. Former or currently enrolled SWT students may request free transcripts to be sent directly to the SWT Graduate School by calling 512-245-2728.

d. Have an official GRE (verbal and quantitative combined), GMAT for prospective M.B.A. or M.Acy. students score forwarded to the SWT Graduate School. Have all required test scores for your proposed program on file.

e. Meet departmental and graduate dean approval. International students who are applying to the M.B.A., M.Acy., or History program must meet the TSE requirements. International applicants applying to the M.P.A. and Political Science program must meet the required scores on the TOEFL (not waived for holders of U.S. degrees). M.P.A. applicants must meet the required TWE score.

Non-United States citizens must update their financial support verification with the director of the International Office, 512-245-7966.

3. 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 must 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.

4. If you previously attended SWT and do not meet the above definitions (1, 2, or 3), you will need to contact the SWT Graduate School for specifics regarding your admission.

Admission policies vary from program to program. Be sure to check individual departments for additional admission requirements.

Admission of Students Who Are on Probation/Suspension at their Former Schools

Students on probation or suspension at other colleges or universities are not eligible for admission consideration to the Southwest Texas State University Graduate School.
Admission Documents

All admission materials must be filed with the SWT Graduate School. The mailing address is as follows:

The Graduate School
Southwest Texas State University
601 University Drive
San Marcos, TX 78666-4605
Phone: 512-245-2581
Fax: 512-245-8365

Applications should be forwarded to this address and not to any specific department. All materials submitted become the property of the university and cannot be released, except in accordance with the federal Family Educational Rights and Privacy Act or the state Public Information Act. Incomplete application files are kept for only one year 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 in the back of this catalog or the application may be obtained from the SWT Graduate School. This application is not the same as the application which undergraduate students complete. In addition to the required general application for admission to the Graduate School, some departments or programs require applicants to complete a separate "program application." You are encouraged to contact your proposed major department for specifics.

Application Fee

A non-refundable application fee of $25.00 (check or money order in U.S. currency) is required for all degree-seeking students only. International students also will need to pay a non-refundable international/evaluation fee, which is $50.00 (check or money order in U.S. currency). No application will be considered until the necessary fees are paid.

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 Graduate School. The transcripts cannot be hand-carried nor mailed by you, they must be sent directly from the institutions to the SWT Graduate School. The transcripts must reflect all college work attempted and any degree(s) conferred. Former or currently enrolled SWT students may request free transcripts to be sent directly to the Graduate School by calling 512-245-2728.

Transcripts from foreign institutions must be accompanied by English translations, if appropriate, and must carry any additional legends which will assist in their evaluation.

Graduate Record Exam

All applicants under the degree-seeking admission status are required to take the general portion of the Graduate Record Examination (GRE). The Graduate School only
uses the verbal and quantitative scores combined, except for prospective MBA or M.Acy. students (see GMAT information below). Subject examinations are not accepted. Several programs (including but not limited to Agriculture Education, Aquatic Biology, Biology, Communication Disorders, Computer Science, Counseling and Guidance, Criminal Justice, Developmental & Adult Education, Educational Administration, Geography, Health Professions-Health Care Administration, Mass Communication, Physical Therapy, Professional Counseling, Public Administration, Social Work, and School Psychology) require you to have your GRE (verbal and quantitative combined) score on file prior to admission to the Graduate School. The official results of the GRE must be received in the SWT Graduate School before the end of the first long semester of your initial enrollment in Graduate School. If you begin during the summer, you must have the GRE on file before the end of the next long semester regardless if you enroll during the long semester.

The dean of the Graduate School may deny you permission to enroll if you have not taken the GRE prior to your second semester of enrollment. If your official GRE score is not on file, you will not be able to register. Additionally, some certification programs, such as Counseling and Guidance and School Psychology, require that GRE scores be on file before admission can be granted to post-graduates.

If you have taken the GRE some years ago and your official GRE score is no longer able to be reported by the Educational Testing Service, you must retake the GRE so that you can have a current valid score submitted. GRE score reports which bear the designation applicant's copy or institutional examinations are not considered official scores for admission purposes.

Information bulletins and test application forms may be obtained from the Educational Testing Service, P.O. Box 6000, Princeton, New Jersey 08541-6000, U.S.A.; from the University Testing Center at Southwest Texas State University; or from the office of the SWT Graduate School. Please allow adequate time for the examination results to reach the university.

**Graduate Management Admission Test**

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

If you have taken the GMAT some years ago and your official GMAT score is no longer able to be reported by the Educational Testing Service, you must retake the GMAT so that you can have a current valid score submitted. GMAT score reports which bear the designation applicant's copy are not considered official scores for admission purposes.

Information bulletins and test application forms may be obtained from the Educational Testing Service, P.O. Box 6103, Princeton, New Jersey 08541-6103, U.S.A.; from the University Testing Center at Southwest Texas State University; or from the SWT Graduate School. 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 (TOEFL) sent before the application for admission will be considered. A minimum score of 550 is required for admission as a graduate. Native speakers of English may receive an exemption from taking the TOEFL. The TOEFL requirement may
be waived if you already possess a degree from an American university located in the United States. However, the TOEFL requirements vary among programs. The score must be mailed directly to the SWT Graduate School by the Educational Testing Service. Some applicants may be required to provide further evidence of proficiency in the English language depending upon program requirements.

Official TOEFL scores more than two years old are not released by the Educational Testing Service; therefore, if you have taken 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 scores are not considered official scores for admission purposes.

The TOEFL is administered at various centers in the United States and abroad at least six times each year. Application forms and information bulletins may be obtained from the Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, or from the University Testing Center at Southwest Texas State University, or from the SWT Graduate School.

Test of Spoken English

All international applicants to the M.B.A., M.Acy, and the History programs are required to have the official results of the Test of Spoken English (TSE) sent to the SWT Graduate School before the application for admission will be considered. A minimum score of 45 is required for admission. The score must be mailed directly to the SWT Graduate School by the Educational Testing Service.

If you have taken the TSE some years ago and your official TSE score is no longer able to be reported by the Educational Testing Service, you must retake the TSE so that you can have a current valid score submitted. TSE score reports which bear the designation applicant's copy are not considered official scores for admission purposes.

The TSE application forms and information bulletins may be obtained from the Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151.

Test of Written English

All international applicants to the Master of Public Administration programs are required to have the official results of the Test of Written English (TWE) sent before the application for admission will be considered. A minimum score of 3 is required for admission. The TWE is not waived for students who complete degrees in the United States or who are from a country where English is the native language. The score must be mailed directly to the SWT Graduate School by the Educational Testing Service.

If you have taken the TWE some years ago and your official TWE score is no longer able to be reported by the Educational Testing Service, you must retake the TWE so that you can have a current valid score. TWE score reports which bear the designation applicant's copy are not considered official scores for admission purposes.

The TWE application forms and information bulletins may be obtained from the Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151.

International Fee

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

F-1 Visa

International students who will attend SWT on an F-1 student visa must furnish proof of sufficient financial resources for educational and personal expenses. SWT will not issue an I-20 Form until all of the financial and academic requirements for admission has been met and the dean of the Graduate School has approved the graduate adviser's recommendation for admission. An international student on an Immigrant Visa is not required to furnish proof of financial support and is not issued an I-20 Form.

Mandatory Health Insurance for International Students

International students are responsible for any medical expenses incurred while in the United States. As a nonresident, you may not be eligible for any of the public assistance medical plans offered in the U.S. All non-immigrant international students are required to have medical insurance as a condition of enrollment at SWT. You can purchase the group medical insurance made available by the university or provide a comparable medical insurance plan of your own. International students may obtain insurance coverage for a spouse and/or dependent children. For more information, contact the SWT Student Health Center at 512-245-2161.

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

A student is considered accepted to the SWT Graduate School only after the SWT Graduate School 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 the Graduate School at the recommendation of the graduate adviser or the department chair in the degree program which you wish to enter. The dean of the Graduate School may refuse admission to any applicant, regardless of whether or not you meet the admission requirements, if the dean of the Graduate School judges that such action is in the best interests of you or of the university.

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

1. Have a minimum grade-point average (GPA) of 2.75 or higher on a 4.0 scale calculated on:
   a. the last 60 semester hours of undergraduate work before your bachelor's degree, or,
   b. the last 60 semester hours of undergraduate work before your bachelor's degree plus any graduate course work taken at an accredited college or university,
2. OR, have a GPA less than 2.75, but at least 2.50, (as calculated above and a Graduate Record Examination (GRE) General score (verbal and quantitative combined) 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 or M.Acy. program if you:

1. Have an 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 45 if you are an international student), AND,
2. Meet any special requirements imposed by the M.B.A. or M.Acy. graduate program. See the detailed section in the departmental pages under the School of Business heading regarding calculation of the admission index.

Some graduate programs have higher GPA/GRE requirements and international students (non-U.S. citizens) have additional requirements. Refer to the individual departmental sections of the catalog. Please consult with your prospective department directly should you have any questions.

Conditional Admission. The graduate adviser in the degree program which you seek to enter may recommend to the dean of the Graduate School that you be "conditionally" admitted 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. (Conditional admission is not available for the M.B.A., M.Acy., Counseling & Guidance, or Professional Counseling programs.)

If you are conditionally admitted to a graduate degree program your graduate adviser, with approval of the dean of the Graduate School, will impose certain requirements. Each semester your conditional status will be reviewed by the graduate adviser or department chair. When you have completed the conditions of your admission, your graduate adviser or department chair will recommend to the dean of the Graduate School that you be unconditionally admitted to study for the degree or that you be denied admission to continue studies for the degree. If you have not satisfied your conditions of admission within the specified time limit, the dean of the Graduate School may discontinue your enrollment.

Graduating Seniors. If you are a senior and have a superior academic record and lack 12 or fewer semester hours toward graduation you may apply to register during your final semester of undergraduate study for courses to be applied to your prospective master's degree. The following requirements must be met:
1. Fulfill all admission requirements as stated under regular admission.
2. The graduate adviser in your proposed major program must submit a recommendation to the dean of the Graduate School requesting you be admitted into the Graduate School.

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 may you enroll in a post-graduate (certification) program.

Non-Degree Seeking Applicants

Applicants must hold an acceptable four-year baccalaureate degree from an acceptable accredited institution and must have fulfilled the residency requirement of their degree-granting institution. (Also see "Applicants Seeking Certification" section below.)

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 courses solely for personal enrichment or to fulfill background requirements. To enroll as a special student, you must:
1. Submit an official application for admission to the office of the Graduate School;
2. Complete and sign a Special Student form which is available in the office of the Graduate School. You will also need to obtain departmental concurrence when applicable. This procedure needs to be done each semester that you wish to register.
3. No graduate business course may be taken as a "special student."

These requirements should be taken care of well in advance of registration day.

International Special Student Admission. 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 as stated above.
2. You must meet any general international student admission requirements, such as English proficiency, financial support verification, and the admission/evaluation fees, required by SWT for international students.
3. You must be enrolled full-time in any long semester. 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 be enrolled full-time during the summer.

NOTE: Courses taken as a special student beginning fall, 1981, are not valid as credit toward a graduate degree program at SWT.

Visiting Student Admission. If you are currently pursuing a graduate degree at another institution, you may enroll in graduate courses at SWT with the permission of the dean of the Graduate School and the graduate adviser. 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. Submit an official application for admission to the SWT Graduate School and a Visiting Student Form.
2. Obtain approval from the institution granting your degree giving you permission to transfer the course(s) and approval from the department(s) at SWT offering the course(s) on the Visiting Student Form.
3. Return the Visiting Student Form signed and completed with all signatures for the SWT Graduate Dean's approval to the SWT Graduate School office three weeks prior to registration.
4. Complete a new Visiting Student Form prior to enrollment each semester.

International students wishing entry under the visiting student admission category must further fulfill immigration requirements as follows:

1. Must submit a letter from your primary university adviser stating that you are maintaining your immigration status. This letter is to be submitted to the Senior Admissions Coordinator in the SWT Graduate School.
2. You must meet the Graduate School's admission requirements for the visiting student category as stated above.
3. Have an official TOEFL score of 550 sent to the SWT Graduate School from the Educational Testing Service.
4. You may also be expected to meet additional admission requirements, including the English proficiency requirement and the international/evaluation fee.

Applicants Seeking Certification

If you are seeking certification only, such as the lawyer's assistant program (rather than seeking a graduate degree), and hold at least a baccalaureate degree, you may gain admission as a "Post-Graduate." Applicants must hold an acceptable four-year baccalaureate degree from an acceptable accredited institution and must have fulfilled the residency requirement of their degree-granting institution.

You must apply for entrance through the Graduate School whether you plan to take graduate level and/or undergraduate level courses. As a post-graduate student, you must:

1. Submit an official application for admission to the SWT Graduate School.
2. Submit a copy of your transcript which shows your highest college degree earned.
3. Fulfill any other departmental program admission requirements, such as GPA or entrance score requirements. The Counseling and Guidance, Professional Counseling, and the School Psychology programs, for example, require an applicant to have a current Graduate Record Examination score submitted in advance. Please consult with your prospective program/department for specifics.
**Categories of Admission**

**Educator's Certification:**

Applicants may apply for admission to the university to pursue elementary, secondary, or all-level teacher certification, or one of several professional educator certificates.

**Teacher Certification.** If you are seeking initial or additional teacher certification and hold at least a baccalaureate degree, you must apply for admission through the SWT Graduate School even though some of your certification courses will be at the undergraduate level. Admission to the university, however, does not include or imply admission to the teacher education program. You should adhere to the following procedure:

1. Submit an official application for admission with the SWT Graduate School as a post-graduate non-degree student.
2. Submit a copy of your transcript which shows your highest college degree earned.
3. Apply for the appropriate certification deficiency plan in the Office of Teacher Certification and Placement (located in the Education Building on campus). You may contact the office at 512-245-3050. If you are seeking initial teacher certification, you must meet the same criteria as those imposed on undergraduate students. A fee is required for the preparation of a deficiency plan.

**Professional Certification:**

Professional certificates are available in the following education areas: mid-management administrator, counselor, superintendent, reading specialist, supervisor, visiting teacher, and educational diagnostician. Each of these certificates requires a master's degree and teaching experience in elementary or secondary schools. Refer to each individual department sections of this catalog for specific information or contact the department.

If you are seeking a professional certificate, you must apply for admission through the SWT Graduate School and adhere to the following procedure:

1. Submit an official application for admission to the SWT Graduate School.
2. Submit a copy of your transcript which shows your highest college degree earned.
3. Apply for the appropriate certification deficiency plan:
   a. Consult with the program advisers of the Department of Educational Administration and Psychological Services if you are interested in any of the following certificate or related degree programs: mid-management administrator, counselor, or superintendent.
   b. Consult with the Chair of the Department of Curriculum and Instruction or the Certification Officer if you are interested in certification as an educational diagnostician or a reading specialist.
   c. Most professional certificates are earned as a result of completing a graduate degree program; very few deficiency plans are required for these certificates. If you hold a master's degree and want to add a professional certificate, you should contact the appropriate department chair or program advisers.

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

If you hold a valid teacher certificate from another state, you need to contact the Division of Records at the Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701 (telephone: 512-463-8976).
Changing From Non-Degree 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 must complete a "Request for Change of Program or Admission Status" form and submit it to the SWT Graduate School to change your status. This procedure must be done in ample time to meet the admission deadlines, usually at least six weeks in advance (see "Admission Policies, 'Admission Deadlines'" section).

After you are regularly admitted to a graduate degree program, you may be permitted to utilize some of the courses taken under the postgraduate category toward your graduate degree. At the recommendation of your graduate adviser and with approval of the Dean of the Graduate School, up to six (6) semester hours of graduate work taken under the post-graduate status may be counted toward your graduate degree.

Applicants Seeking A Second Baccalaureate Degree

If you wish to seek a second baccalaureate degree, you must contact the SWT Office of Admissions for an undergraduate application.

After you obtain a second baccalaureate degree and you wish to apply for admission to the SWT Graduate School, your grade-point average will be calculated on your last 60 undergraduate semester hours, including those on the second baccalaureate degree (except for applicants to the Master of Business Administration or Master of Accountancy programs). This is the only circumstance in which undergraduate credit hours taken beyond the initial baccalaureate degree are used in admission evaluation. Additionally, if 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 A Second Master's Degree

If you wish to pursue a second or subsequent master's degree, please contact the SWT Graduate School for additional information. No courses applied toward one degree may be applied toward another master's degree.

SWT/ESL

SWT/ESL offers a non-credit university intensive English as a Second Language program for international students who want to improve their command of English before entering an educational institution in the United States. Currently, intermediate and advanced classes in ESL reading, writing, grammar, and oral skills are offered during the fall, spring, and summer sessions.

In cooperation with the Graduate School, the SWT/ESL University Bridge Program allows academically eligible international graduate students, who have not met the university's English language requirement, to complete that requirement while at the same time be enrolled in university credit-bearing classes.

For information about admission procedures, program costs, starting dates, and class times, contact the Director of SWT/ESL at 512-245-7810; fax 512-245-3752 or e-mail js23@a1.swt.edu; or the Senior Admissions Coordinator at the Graduate School.
Reappplication Policy Procedure

**Degree-Seeking Students.** If a student has not enrolled at any time within 4 consecutive semesters, they must contact the Graduate School. Some programs require a student to submit a new application. Should a student not enroll for 6 years, they must comply with the entire application process. Prior admission to a program does not insure reacceptance to that program. Any appeal with extenuating circumstances should be directed to the graduate dean for his review.

**Post-Graduate Students.** If a student has not enrolled any time within 4 consecutive semesters, they may be required to reapply for admission to the Graduate School.

Graduate Student Advisement

Professional academic counseling for students is handled through the student's major department after the student has received formal acceptance through the Graduate School. This method of advisement ensures that students will receive sound academic counseling from faculty in their chosen field of study.

A degree plan will be developed for each student. Subsequent changes on the official degree outline must be requested through the student's major department if change is in major or student's minor department if change is in minor and approved by the SWT Graduate School. Students receiving Veteran Administration educational assistance must provide the SWT Office of Veteran Affairs with a copy of the master's degree outline.
Registration and Course Credit

Registration

The SWT Graduate School will notify you officially by mail regarding your admission. Since applications are for specific semesters, you should notify the SWT Graduate School as soon as possible if you will not be enrolling in the semester for which you were accepted.

Registration course schedules are published in advance of each semester. You may obtain information regarding registration each semester from the Office of the Registrar at 512-245-2367 or the SWT Graduate School at 512-245-2581. 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 Termination. The Dean of the Graduate School may terminate the registration of any student who fails to comply with Graduate School and/or other appropriate university regulations.

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.

An international student on an F-1 visa 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 credit hours, as required by immigration regulations, to be considered full time.

The permissible load of employees of the university will be determined by the department or operating unit. Teaching Assistants should refer to the "Grading and Academic Policies" information.

Overloads. Course loads exceeding the maximum hour loads listed above require written approval. Only the Dean of the Graduate School may authorize an overload. To request an overload, you must request your major department to submit a written request to the dean of the Graduate School at least three days before registration for the Graduate Dean's review and approval. No overloads exceeding 15 semester hours total can be granted during the entire 10-12 week summer period.

Course Load Verification

Verification of students enrolled in the Graduate School varies by semester. If you are enrolled during the fall or spring semester, 9 hours is considered full-time, 6 hours is 3/4-time, and 5 hours is half-time. If you are enrolled during a six-week summer session, 5 hours is considered full-time, 4 hours is 3/4-time, and 3 hours is half-time. If you are receiving VA benefits, you must check with the Veteran's Affairs Office for enrollment requirements at 512-245-2641.
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 are not considered for regular admission.

Correspondence Study

Correspondence coursework cannot be used toward a graduate degree at SWT.

Adds and Drops/Schedule Changes

A "W" grade will be assigned automatically by the registrar if a student officially withdraws from the university or officially drops one or more classes during the first 14 days of the fall or spring semester (or the first week of a summer session). This period shall be designated as the automatic "W" period.

After the automatic "W" period, faculty assign grades to students who officially drop classes or withdraw from the university. Faculty assign the "W" grade only to those students who have a passing average at the time the drop/withdraw action is officially completed. Otherwise, faculty assign the "F" grade.

You must contact the Office of the Registrar regarding adding/dropping courses and withdrawing from the university. Schedule change and withdrawal dates are published each semester in the official University Calendar.

Auditing a Course

You must be accepted by the SWT Graduate School. After you have registered through Computer Assisted Touch-tone Services (CATS), you must contact the Registrar's Office in person by the 4th class day in the summer or by the 12th class day in fall or spring. Check the University calendar for the exact date. You will pay the same fees as if the course were taken for credit and the course will be entered on your transcript record, but you will not receive credit for the course.

Senior citizens, 65 or older, may audit courses without payment of a fee if space is available. Registration is permitted just prior to the start of the semester, with reduction made by the Tuition Adjustment Clerk, Accounting Office (JCK 540) before calling CATS.

Course Credit

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.

You must be 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 to:

1. Receive credit for course work performed in a preceding semester or summer session.
2. Receive credit for work performed at another college or university.
Repeating Courses

A student may repeat a course but cannot receive credit for the course more than once unless the course description in the catalog specifically provides that the course may be repeated for credit. When a course is repeated once, the last grade earned ("W" and "I" grades excluded) is the only grade included in computing the student's cumulative record of hours attempted and grade points earned. When a course is repeated more than once, the second grade and all subsequent grades are included in computing the student's cumulative record of hours attempted and grade-points earned. If the last grade in a repeated course is lower than an earlier grade, the last grade is used to determine whether the course fulfills university requirements.

Course Level

All courses required for the master's degrees offered at Southwest Texas State University should be at the 5000 level or above. At the request of your graduate adviser, in exceptional cases with the prior written approval of the department chair and the dean of the Graduate School, 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. Upon completion the student will need to have the instructor of the course send a memo to the Graduate School verifying that additional course work was completed. A graduate student enrolled in an undergraduate course(s) for graduate credit will be required to meet higher standards of performance, both quantitatively and qualitatively, than are required for undergraduates. Any undergraduate course work taken in this manner will be considered equal to the course work required for a graduate-level (5000+) course. At least one-half of the hours earned for a major, minor, or a cognate area must be numbered 5000 or above. 7000 level courses are only open to doctoral students.

Extension Courses

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 Correspondence and Extension Studies and does not constitute acceptance as a regular student at SWT.

Degree Credit for Extension Course Work. Extension work which is credited toward a graduate degree must be approved by the department chair and the dean of the Graduate School. You must meet the admission requirements as identified under the "Categories of Admission 'Degree-Seeking Applicants'" section and be accepted in a degree program before extension work can receive degree credit.

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 may be earned through extension courses at another accredited institution. Students admitted on "Conditional Admission" or students on "Probation/Suspension" will not receive credit for transfer work taken under the aforementioned status.
Texas Certified Public Manager (CPM) Program

The Texas Certified Public Manager (CPM) Program is offered by the Southwest Texas State University Public Service Academy through the Office of Continuing Education. The CPM Program offered by SWT, is accredited by the National Consortium of Certified Public Managers. It offers a systematic training program to enhance the quality, efficiency, effectiveness and professionalism of government managers. Individuals may enroll at any time during the year; programs are held approximately every two months. Admission to the University is not required. Courses offered through the CPM Program may not apply for degree credit in the Political Science Department.

For additional information about the CPM Program, contact the Director of the CPM Program at 512-245-3453, fax 512-245-7543 or e-mail hb02@swt.edu or access the world wide web (URL) at http://www.swt.edu. When in the SWT Web, check the index for the Certified Public Manager Program.

Post-Graduate Credit

Up to 6 hours of graduate-level courses taken as a post-graduate certification with a grade of "B or better" may be petitioned for degree credit, after a student is granted regular degree-seeking admission. (No 6000-level Political Science courses may be used for graduate degree credit.)

Transfer Credit

A maximum of 6 semester hours of credit earned at another institution may be accepted as transfer credit and applied toward the master's degree provided:

1. The credit was earned in graduate courses completed in residence at an accredited institution.
2. The courses are appropriate to your degree program at SWT.
3. Courses have not been, and will not be, used for credit on another degree.
4. 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 the Graduate School asking for acceptance of the transfer work as part of your SWT degree.
5. OR, if the credits are to be earned after your admission to the SWT Graduate School, obtain prior written approval from the dean of the SWT Graduate School 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 SWT Graduate School. You may also be requested to provide a catalog from your school which gives course descriptions for any transfer work requested. Students admitted on "Conditional Admission" or students on "Probation/Suspension" will not receive credit for transfer work taken under the aforementioned status.
Undergraduate-Level Background Course Work. Undergraduate courses taken to fulfill background requirements will be accepted only if such courses are of the same level as those specified on the official degree outline.

Letter of Good Standing. You must initiate a request for a letter of good standing well in advance of the time of your anticipated enrollment if you plan to take courses at another university to complete a part of your graduate program at Southwest Texas State University. Transfer credit cannot 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 from your departmental graduate adviser to take a course elsewhere.
2. Have your graduate adviser submit a written request to the dean of the Graduate School 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 the Graduate School approves the request, a letter of good standing will be sent by the dean of the Graduate School to the university where you will enroll.
3. Have an official transcript of your work forwarded to the SWT Graduate School as soon as you complete the course work.

Withdrawal

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

The student 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 fax. Contact the Registrar's Office for proper procedure at 512-245-2367. Students living in university residence halls must also contact the Residence Life Office in person to withdraw.

Dropping a Class

Dropping a class is an official action whereby a student drops a course(s), yet remains enrolled in at least one other course. Refer to the Schedule of Classes for details on dropping a class information.

Deadlines. The deadline for dropping classes or withdrawing from the university is two weeks preceding the beginning of final examinations during the fall and spring semesters (one week preceding final examinations during the summer sessions). When a student drops one or more classes or withdraws from the university, either a "W" or an "F" grade will be assigned for each course as follows:
1. A "W" grade will be assigned automatically by the University Registrar if a student officially withdraws from the university or officially drops one or more classes during the first 14 days of the fall or spring semester (or the first week of a summer session). This period shall be designated as the automatic "W" period.
2. After the automatic "W" period, faculty assign grades to students who officially drop classes or withdraw from the university. Faculty assign a "W" grade only to those students who have a passing average at the time the drop/withdraw action is officially completed. Otherwise, faculty assign an "F" grade.
Grading and Academic Policies

Academic Information for Teaching Assistants (TA's)

A prospective teaching assistant should be admitted 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 6 semester hours or two classes. The usual semester hour teaching load during a six-week or eight-week summer session is one course (up to a maximum of 4 hours). A twelve-week summer session carries a normal teaching load of 6 hours. Any exceptions to these teaching loads must be approved by the dean of the Graduate School or the Vice President for Academic Affairs.

**Course Load.** The TA 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 6 semester hours. TA's taking more than 9 semester hours of course work must have approval from the dean of the Graduate School or from the Vice President for Academic Affairs. During the summer session, a minimum of 3 semester hours of course work is required. A TA taking more than 6 semester hours per summer session must have approval from the dean of the Graduate School or from the Vice President for Academic Affairs.

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

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

Academic Honesty Statement

Learning and teaching take place best in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Specific sanctions for academic dishonesty are outlined in *SWTexan*.

Change of Grade

An individual course grade may be changed when the involved faculty member certifies to the university registrar that an error was made in computing the original grade. The grade change must be approved by the department chair and the appropriate school dean or the dean of the Graduate School. Students who wish to appeal a grade should first discuss the grade with the instructor. If no resolution is reached, the student may appeal the grade to the department chair. If no satisfactory conclusion can be reached at this level, the student may appeal to the school dean. The dean's decision is final.
Class Attendance

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

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

Course Numbers

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

Course Symbols

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

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

Withdrawal Grade. A "W" grade is assigned only if a student drops a course by the announced deadline, which is usually one week after the mid-term in a long semester and three days after the mid-term in a summer session. Also see "Registration and Course Credit 'Withdrawal'" section.
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:

- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points
- IF = 0 points
- "I", "CR", "PR", or "W." are neither hours nor grades.

Neither hours nor grades are calculated for "I," "CR," "PR," or "W."

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 Degree Outline for a 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. In your next semester of enrollment you must raise your cumulative graduate school GPA to 3.0 or above or be suspended from the Graduate School. 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.

Readmission. After being on suspension status for six months, you may petition your graduate adviser and the dean of the Graduate School 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. Individual graduate programs may also 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 the Graduate School.

Financial Aid. If you are receiving financial aid, you must also meet the satisfactory academic progress requirements for financial aid. See the "General Information" 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

Degree Outline

You will need to declare a major (and a minor if a minor is required for your program of study) when you apply for admission. You also need to identify the type of degree, e.g., Master of Arts, Master of Education, etc., and if you wish to pursue a thesis or non-thesis plan of study. In the semester that you are admitted to graduate degree study, most departments expect you to confer with your graduate adviser and plan a degree program. This is an excellent opportunity to discuss your degree options. Graduate degree programs are prepared with the individual student in mind. It is therefore possible for the individual degree outline to exceed the number of degree hours identified in this catalog.

The SWT Graduate School approves and finalizes your official degree outline. A copy will be mailed to you from the SWT Graduate School when the outline has been prepared. After you have received your copy of the degree outline, you must sign the official degree outline on file in the Graduate School Office. The outline should be used in determining in which courses to enroll each time you register. Any course taken prior to receiving a copy of the official degree outline is taken at your own risk. Any change in the degree outline must be requested on the official Graduate School forms submitted by the departmental graduate adviser to the SWT Graduate School for final approval.

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 or contact the graduate adviser for your program of study.

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.

Application for the Degree

You must indicate your intent to graduate during registration for your final semester (Summer Session I for August graduation). The intent to graduate should be indicated during telephone registration, and you must pay a diploma fee in addition to your usual registration fees. You must complete the degree application forms in the SWT Graduate School within the period announced in the University Calendar. Additionally, if you plan to graduate in absentia and want the diploma and cover mailed, you must pay an in absentia fee to cover special handling of your diploma. See the "Fees and Expenses 'Certificate and Diploma Fees'" section for the specific charges. If you only want the diploma mailed or you plan to pick it up, you do not need to pay the in absentia fee.

Letter of Completion. If you fail to apply for graduation by the published deadline date, a letter of completion may need to be issued and your diploma will be mailed the following semester.

Reapplication for the Degree. If you fail to complete the degree requirements in time for your planned graduation, you must reapply for the next (or later) graduation by
following the same procedure identified above and pay an "insert fee" for changing the diploma insert. Reapplication for the degree must be filed in the SWT Graduate School within the period announced in the university calendar for degree application.

**Comprehensive Examination**

All candidates for the master's degree must pass a comprehensive examination, either written, oral, or both, covering at least the field of concentration and the thesis if a thesis is written. Students with a double major must take a comprehensive examination in each major. 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. Students may take the comprehensive exam without being enrolled in coursework.

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 SWT Graduate School at least ten days before the commencement at which the degree is to be conferred. The department is responsible for submitting the report to the SWT Graduate School.

**Grade-Point Requirements for Graduation**

To be eligible for graduation, you must have a GPA of at least 3.0 or those imposed by your major or minor as listed on your degree outline. Higher minimum requirements may also be required by some degree programs. Effective Fall 1991, no grade earned below "C" on any graduate course may apply toward a graduate degree at SWT.

**Background Work.** Background work is not computed in the graduation GPA requirement, nor is graduate-degree credit granted for background work for the degree on which you are working.

**Incomplete Grades.** Incomplete grades must be cleared through the SWT Graduate School 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 80. If you are obtaining certification also, you may be required to complete additional hours.

**Recommendation for the Degree**

Candidates are certified for graduation by the dean of the Graduate School 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 in 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. Requests for a time extension must be submitted to your graduate adviser, who in turn submits a recommendation to the Dean of the Graduate School.

Catalog

You will graduate under the catalog that is current during the semester of your graduation unless the dean of the Graduate School in his or her own discretion, finds good cause to grant a waiver. To seek a waiver to graduate under the catalog in effect when you began your SWT graduate program, you must make a request to your graduate adviser to submit a written request to the dean of the Graduate School. A program may automatically initiate this request. If you have any questions contact the Graduate School at 512-245-2581.

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 capability 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 Graduate School. After obtaining your committee members' signatures and your department chair's signature, you must submit three copies to the dean of the Graduate School for approval before you proceed with research on your thesis.

Thesis Committee. The thesis committee must be comprised of three regular graduate faculty members.

Thesis Enrollment and Credit. Enrollment for the thesis will be recorded as course number 5399A for your initial thesis enrollment and 5399B for your subsequent thesis enrollments in the field in which the subject matter of the thesis falls, e.g., Biology 5399A, English 5399A, English 5399B, 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 "PR," in progress. No other letter grades are assigned for the thesis.

You enroll for 3 hours of thesis in any semester or summer session according to your progress on the thesis (initial or continuing). After your initial enrollment in 5399A, you will continue to enroll in 5399B as long as it takes for you to complete your thesis. If you have not previously enrolled in thesis and you plan to work on and complete the thesis in one semester, which does not happen often, you will enroll in both 5399A and 5399B during that semester. Preliminary discussions regarding the selection of a topic and assignment to a supervisor will not require enrollment for the thesis course. A maximum total of 6 semester hours credit will be awarded only after the thesis is filed in the SWT Alkek Library and the binding fee is paid. You will receive a grade of "CR" after the thesis has been filed for your final two 5399 courses. 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. 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.

Fee Reduction. During the final semester to enroll in a thesis course, you may be eligible for a fee reduction if you enroll in only a thesis course. The fee reduction must be processed prior to billing and payment. No refunds will be allowed once payment has been received. Please contact the Graduate School Office immediately for information on the fee reduction.

Thesis Deadlines & Approval Process. The completed thesis must be submitted to the Chair of the Thesis Committee no later than 36 days before the date of commencement at which the degree will be conferred.

One (1) copy of the thesis in final form and two (2) signature pages bearing original signatures of the committee members must be submitted to the Graduate School office no later than 18 days before the date of commencement at which the degree will be conferred. After the Graduate Dean approves the thesis the process is as follows:

1. Pick up the thesis, signature pages, and a thesis card from the Graduate School office.
2. Take two (2) copies of the thesis, two (2) signature pages, and the thesis card to the circulation desk in the Alkek Library. Pay the binding fee and have the thesis card stamped.
3. Return the thesis card to the Graduate School office no later than noon on the Monday preceding graduation.

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

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<th>MAJOR</th>
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Required

Optional

None
Fees and Expenses

Deposits and Registration Fees

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

The payment of fees entitles you to admission to classes; and admission to auditorium and athletic attractions; subscription to The Daily University Star; use of the Student Center facilities, health services, 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 official fee charts listed below 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, payable at the time of registration, 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.

Registration Fees, 1997-1998

Residents of Texas

Fall Semester 1997 and Spring Semester 1998
(per semester)

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*Add $34 for tuition, $26 for general fee and $6.00 for computer service fee and $2.00 for the library fee for each hour over 20. All other fees remain the same.
### Residents of Texas
Summer Term, 1998
(per term)

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*Add $34 for tuition, $26 for general fee and $6.00 for computer service fee and $2.00 for the library fee for each hour over 7. All other fees remain the same.

### Non-Resident Students
United States Citizens
and Foreign Students
Fall Semester 1997 and Spring Semester 1998
(per semester)

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*Add $248 for tuition, $26 for general fee and $6.00 for computer service fee and $2.00 for the library fee for each hour over 20. All other fees remain the same. Non-residents students on competitive academic scholarships of $1,000 or more may be eligible for in-state tuition.
Non-Resident and Foreign Student
Summer Terms - 1998
(per term)

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*Add $246 for tuition, $26 for general fee and $6.00 for computer service fee and $2.00 for the library fee for each hour over 7. All other fees remain the same. Non-residents students on competitive academic scholarship of $1,000 or more may be eligible for in-state tuition.

Fees for Special Graduate Courses - Fall 1997
(In Addition to Registration Fees)

A $5 per course fee may be charged for all courses not listed.

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### 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.

Laundry Service Fees for PE Uniforms .......... $14.00 per long term

7.00 per summer session

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

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<th>Category</th>
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<td>5.00 per summer session</td>
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### Other Special Fees

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<td>Correspondence Instruction (not for graduate credit) (3-hour course)</td>
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<tr>
<td>(Pro rata portion of fee charged for each additional hour) Fee for Extension of Correspondence Course</td>
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### Deficiency Plan Fee
- For Southwest Texas State University Graduates: $15.00
- For Non-Southwest Texas State University Graduates: $30.00

### Delinquent Installment Fee: $15.00

### Installment Service Fee: $10.00

### Instrument Maintenance Fee: $30.00

### International Fee: $50.00

### Late Registration Charge: $10.00

### Musical Instrument Insurance Fee: $5.00

### Physical Therapy Application Fee: $20.00

### Reinstatement Fee: $50.00

### Residence Hall Deposit: $100.00

### Returned Check Fee: $25.00

### Schedule Change Fee (maximum): $10.00

### Special Late Registration Fee: $50.00

### Student Health Center Fee for Overdue Accounts: $5.00

### Transcript Fee (official copy): $5.00

### Certificate and Diploma Fees

#### Certificate Fee (payable when applying for certificate)
- Provisional (permanent): $10.00
- Professional: $10.00

#### Graduation Processing Fee: $20.00

#### In Absentia Fee (special handling to mail diplomas): $4.00
Additional Fees and Information

International/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 must submit a non-refundable international/evaluation fee of $50.00 (check or money order U.S. currency) with the application for admission to the Graduate School. No application will be considered until the necessary fee is paid.

F-1 Visa

International students who will attend SWT on an F-1 student visa must furnish proof of sufficient financial resources for educational and personal expenses. SWT will not issue an I-20 Form until all the financial and academic requirements for admission have been met and the dean of the Graduate School has approved the graduate adviser's recommendation for admission. An international student on an Immigrant Visa is not required to furnish proof of financial support and is not issued an I-20 Form.

Auditing Fees

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

Concurrent Enrollment at Another Public Institution of Higher Education

When a student is enrolled at two state colleges or universities the same semester, he or she may be eligible for reduced tuition charges at the second institution. The student must register at the institution with the lowest tuition rate first. The student must supply the original student copy of the paid receipt showing number of hours and amount paid for tuition at the first institution BEFORE paying fees at the second institution. University policy does not allow for refunds, as the law specifies that concurrent enrollment adjustments be made at the time of registration. Please see the tuition adjustment clerk in room 540 of the J. C. Kellam building before calling the telephone registration system (CATS.)

Extension Instruction

The fee for extension instruction is calculated per course/per student and ranges from $100 to $250. 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. Register by phone. Immediately after completing the telephone process contact the Graduate Office to request a "Fee Reduction Verification of Enrollment" form.
2. The Graduate Office will verify student eligibility to obtain reduction and then forward the Fee Reduction Verification of Enrollment form to the Accounting Office, which will adjust the bill.
3. The adjustment must be made BEFORE paying fees since the University policy does not allow for refunds.

Fees for Summer Offerings Other Than Traditional Six-Week Sessions

The tuition and fees semester credit hour rate for any course 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.

Financial Obligations, Student

Students are expected to meet financial obligations to the university within the designated time allowed. Registration fees are payable before class begins. Students are not entitled to enter class or laboratory until their fees and deposits have been paid. Failure to pay the amount owed in the allotted time or payments made with checks that are returned to SWT unpaid by the bank may result in any or all of the following: 1) dismissal from the university, 2) withholding of future registration privileges, 3) withholding the issuance of future grades or of an official transcript, 4) withholding the conferring of a degree, 5) the invalidation of a meal card (There will be no refund for meals missed during the time the ID was invalidated.), and 6) bar against re-admission for the student.

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

Late Registration Fee

A late fee will be charged if a student registers during the late registration period.
Motor Vehicle Registration Fees

All faculty, staff, and students who operate or park a vehicle on campus at any time must display a valid SWT Parking Permit on that vehicle. The Parking Rules and Regulations are enforced 24 hours a day, 365 days a year. Each operator is responsible for obtaining a copy of the published rules and regulations, becoming familiar with them, and abiding by them. The current edition of the rules and regulations can be obtained at the Parking Control Office, the University Police Department, and various offices throughout campus. A visitor must display a visitor permit obtained from any of the traffic control booths, the Parking Control Office, or the University Police Department (open 24 hours a day).

Fees for vehicle registration will be published each year in the Schedule of Classes and in the official rules and regulations. On campus residents must make application with the Residence Life Office to bring a car on campus.

Additional information concerning the registration, purchase, and issuance of permits can be directed to: The Parking Control Office, Wood and Edward Gary streets. The Parking Control Office number is 512-245-2887.

Off-Campus Courses

Off-campus students are required to pay tuition and fees at the same rate as on-campus students.

Payment of Fees

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

1. Full payment is due prior to the start of the semester.
2. One-half payment of tuition and fees is due prior to the start of the semester, one quarter payment prior to the start of the sixth class week and the final one quarter payment before the beginning of the eleventh class week. See the Billing Calendar for specifics dates.

An installment method of payment may not be used by a student enrolling for courses of shorter duration than a full semester (i.e. second eight-weeks courses) unless he/she enrolls for such courses at regular registration. Summer session tuition and fees must be paid in full prior to the start of the semester.

A student is not registered until the fees are paid. Payment may be made by check or money order payable to Southwest Texas State University. Visa/Mastercard payments are also accepted upon presentation of the credit card.

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 denomination coin wrappers and signed by the payer.

Returned Checks. If checks are returned unpaid for any reason other than the admitted error of the bank, the student must pay in cash immediately, and a $25.00 service fee will be charged for each returned check. Students whose checks have been dishonored may be required to pay in cash thereafter.
Residency for Tuition Purposes

The determination of residency classification for tuition purposes is governed by statutes enacted by Texas Legislature and rules and regulations promulgated by the Texas Higher Education Coordinating Board. Following are statutes covering some of the more common residency situations. They are neither exhaustive nor complete and should not be interpreted as such. Full regulations are given in the Coordinating Board publication *Rules and Regulations for Determining Residence Status*. This publication and further information is available from the Office of Admission.

A student's status as a resident, non-resident or foreign student will be determined by the Office of Admission prior to enrollment. The student is responsible for registering under the proper residence classification. Any change in residency status must be reported to the Office of Admission.

**Minor and Dependents.** Statute: Section 54.052(a)(3) of the Texas Education Code "Dependent" means an individual who is claimed as a dependent for federal income tax purposes by the individual's parent or guardian at the time of registration and for the tax year preceding the year in which the individual registers.

Section 54.052(c) of the Texas Education Code An individual who is under 18 years of age or is a dependent and who is living away from family and whose family resides in another state or has not resided in Texas for the 12-month period immediately preceding the date of registration shall be classified as a nonresident student.

Section 54.052(d) of the Texas Education Code An individual who is under 18 years of age or is a dependent and whose family has not resided in Texas for the 12-month period immediately preceding the date of registration shall be classified as a nonresident student, regardless of whether he has become the legal ward of residents of Texas or has been adopted by residents of Texas while he is attending an educational institution in Texas, or within a 12-month period before his attendance, or under circumstances indicating that the guardianship or adoption was for the purpose of obtaining status as a resident student.

Section 54.055 of the Texas Education Code An individual who is 18 years of age or under or is a dependent and whose parents were formerly residents of Texas is entitled to pay the resident tuition fee following the parents' change of legal residence to another state, as long as the individual remains continuously enrolled in a regular session in a state-supported institution of higher education.

**Foreign Students.** Statute: Section 54.057(a) of the Texas Education Code An alien who is living in this country under a visa permitting permanent residence or who has filed with the proper federal immigration authorities a declaration of intention to become a citizen has the same privilege for qualifying for resident status for fee purposes under this Act as has a citizen of the United States. (Note: In the case of a dependent student, both the student and a parent must have permanent resident status. Persons granted permanent resident status while in Texas must wait a minimum of 23 months from date of issue to request resident status for tuition purposes.)

**Married Students.** Statute: Section 54.056 of the Texas Education Code A student who is a resident of Texas and who marries a nonresident is entitled to pay the resident tuition fee as long as the student does not adopt the legal residence of the spouse in another state.
Independent Individuals Over 18. Statute: Section 54.052(e) of the Texas Education Code An Individual who is 18 years of age or over who has come from outside Texas and who is gainfully employed in Texas for a 12-month period immediately preceding registration in an educational institution shall be classified as a resident student as long as he continues to maintain a legal residence in Texas.

Section 54.052(f) of the Texas Education Code An individual who is 18 years of age or over who resides out of the state or who has come from outside Texas and who registers in an educational institution before having resided in Texas for a 12-month period shall be classified as a nonresident student.

Section 54.052(g) of the Texas Education Code An individual who would have been classified as a resident for the first five of the six years immediately preceding registration but who resided in another state for all or part of the year immediately preceding registration shall be classified as a resident student. (Note: The parent(s) of the dependents must return to the state to live in order for the dependent to be considered a resident.)

Reclassification. Section: 54.054 of the Texas Education Code A nonresident student classification is presumed to be correct as long as the residence of the individual in the state is primarily for the purpose of attending an educational institution. (Students seeking reclassification should contact the Office of Admission for further information.)

Exceptions. A nonresident may qualify to pay in-state tuition if:
1. The student or his/her spouse or parent is a member of the Armed Forces or a commissioned officer of the Public Health Service and is stationed in Texas. (Military and Public Health Service personnel who maintain their official home of record or legal residence as Texas are considered to be Texas residents.)
2. The student or his/her spouse or parent is employed at least half-time by Southwest Texas State University in a teaching or research assistant position related to his/her major, or the student or his/her spouse or parent is employed at least half-time by a Texas public institution of higher education as teacher or professor.
3. The student holds a competitive scholarship from SWT of at least $1000 for the academic year or summer awarded by an official SWT scholarship committee.
4. The student or his/her spouse or parent has located in Texas as an employee of a business or organization that became established in this state as part of the program of state economic development and diversification. (Note: Contact the Office of Admission for list of qualified employers.)

Schedule Change

A fee of $2.00 will be charged for each change of a student's schedule during the schedule change period immediately following registration except when such change is dictated by circumstances deemed by the University Registrar to be beyond the student's control. A $10.00 fee will be charged to drop a course after the schedule change period.

Student Health Center Late Fee

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.
Refund of Fees

Refund of General Property Deposit

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

Refund of Registration Fees

Withdrawals. Any student who has paid registration fees and officially withdraws by submitting a withdrawal card to the Registrar's Office in the J. C. Kellam building, room 111, is entitled to a refund of tuition and fees under the following condition as listed below.

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

\[
\text{refund} = \text{(amount paid for tuition and fees)} - \text{(semester charge for tuition and fees times percentage owed)}
\]

If the percentage of total charges owed to the university at the time of the withdrawal exceeds the amount actually paid, the student remains liable for the unpaid balance. The schedule of the percentage owed the university is published in the official Schedule of Classes each semester.

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

<table>
<thead>
<tr>
<th>Regular Long Semester</th>
<th>First and Second Eight Weeks of Long Semester and Summer Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first twelve class days</td>
<td>100%</td>
</tr>
<tr>
<td>After the twelfth class day</td>
<td>None</td>
</tr>
</tbody>
</table>

Payment of Refunds. An immediate refund will not be made at the time a student withdraws or reduces hours during a semester. Any refund will be applied to remaining obligations. If a student has paid in full, a check will be mailed on request within thirty days. A withdrawal refund check will be mailed to the student's permanent mailing address. A drop refund check will be mailed to the student's local mailing address. No refunds will be made when the amount is less than $5.00. Reducing semester credit hours to zero is considered a withdrawal, and the withdrawal refund policies apply.
Refund for Summer Course Offerings Other Than Traditional Six-Week Sessions

For information regarding refunds on special course offerings, telephone the refund clerk in the cashier's office at 512-245-2544.

Refund of Motor Vehicle Registration Fees

Refunds apply to unused self-adhering decals. Persons should request refunds at the Parking Control Office. Refunds will be applied first to any unpaid university obligations. The university will not refund when the amount involved is less than $5.00. The accounting office will mail a check for the refunded amount within 30 days. University fees will be deducted from the refund. The parking permit refund schedule is as follows:

Refunds listed below apply to permits purchased during the current semester:

a. Withdrawal from the university prior to the first regularly scheduled class day will result in a 100% refund.
b. Withdrawal during the first twelve class days of the fall or spring semesters will result in an 80% refund.
c. Withdrawal after the twelfth class day and by the 24th class day will result in a 67% refund.
d. Withdrawal during the first four class days of the Summer semesters will result in an 80% refund.

Refund in the Event of Death

In the event a student dies and a refund of tuition, fees, room and board, deposits, or other moneys 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 feasible 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 University Registrar the name and address of another person to be the recipient of such refunds.
Major and Degree Offered:
Agricultural Education, M.ED.

Major Programs

The masters program offered through the department prepares students to work as professionals in the agricultural industry or in positions of leadership and management in secondary schools and in adult education. The department offers an emphasis in teaching or leadership with research possibilities. In either emphasis, a thesis or non-thesis degree may be selected. The curriculum consists of 36 hours, with 21 in agricultural education and 15 in an integrated minor. The thesis counts as 6 hours toward the 21 hour agricultural education requirement. In addition, three hours are required in research and analysis as part of the 21 hours. The major and supportive courses are to be taken with the advice and consent of the student's advisory committee, which consists of three or more faculty selected with the help of the graduate adviser.

Admission Policy

Admission to the graduate program in agriculture requires a Bachelor's degree and a 2.75 GPA over the last 60 hours of undergraduate course work leading to the degree. The GRE must be on file prior to the application being reviewed for admission. Conditional admission is available to students with a 2.50 GPA on the last 60 hours and a GRE of 950.

Courses Offered

Agriculture (AG)

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.

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. (3-0) A conference course. Problems will be selected to meet the needs of the individual student. May be repeated for additional credit when problem differs.
Agricultural Education (AGED)

5314 Problems in Teaching Vocational Agriculture. (3-0) The student is given the opportunity to work on problems of special interest and need in teaching high school vocational agriculture. May be repeated for additional credit when problem differs.

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

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

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

5321 Diffusion of Innovations. (3-0) Dynamics of cultural change as theoretical framework for planned technological change, methods of implementing change, the effects of change, and the prediction of change.

5330 Research Methods in Vocational Education. (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.

5371 Topics in Agricultural Mechanics. (3-2) Study of selected topics not currently available in existing courses. Topics to be considered will be taken from the following: 5371A Advanced Farm Power and Machinery, 5371B Water Utilization and Management in Agriculture, 5371C Energy Use and Management in Agriculture, 5371D Agricultural Structures Design, and 5371E Advanced Welding Processes and Designs. May be repeated for additional credit when problem differs.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

Graduate Faculty

Angirasa, Aditi Kumar, Associate Professor of Agriculture. A.B., Punjab University; M.S., California State Polytechnic University; M.S., University of California at Davis; Ph.D., Texas A&M University.

Davis, Bob, Professor of Agriculture and Chair of the Department of Agriculture. B.S., M.S., Texas A&M University; Ph.D., North Carolina State University.

Shell, Lon Ray, Professor of Agriculture. B.S., M.S., Ed.D., Oklahoma State University.
Major and Degree Offered:
Criminal Justice, M.S.C.J.

Major Programs

The Department of Criminal Justice offers a Master of Science in Criminal Justice degree, and the department also participates in the Master of Science in Interdisciplinary Studies program. The graduate program within the Department of Criminal Justice is designed to assist professionals in assuming educational and administrative responsibility in the design and management of an effective, efficient, and 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.

The Master of Science in Criminal Justice degree provides a 36-semester hour program with thesis and a non-thesis options. Both the thesis and the non-thesis options require the completion of Criminal Justice 5310, Criminal Justice 5311, Criminal Justice 5315, Criminal Justice 5320, Criminal Justice 5321, Criminal Justice 5325, Criminal Justice 5330, Criminal Justice 5340, and Criminal Justice 5350 for a total of 27 hours. In addition to this common core, thesis option candidates are required to complete 3 hours of designated electives (chosen from the approved options) and a thesis worth a total of 6 semester credit hours. The non-thesis option requires completion of Criminal Justice 5360 and 6 hours of designated electives (chosen from the approved options).

Candidates for the Master of Science in Criminal Justice degree who choose the non-thesis option will be required to complete a professional quality paper as a component of the degree program. This paper must be approved by a committee composed of three of the department's graduate faculty.

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

Admission Policy

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

There are two regular admission procedures available to a student, i.e., regular admission through MSCJ graduate director approval and regular admission through MSCJ graduate faculty review.

(a) Regular admission through MSCJ graduate director approval: a student with a GPA of 2.75 or above (on a 4.0 scale) in the last 60 semester hours of undergraduate work before the baccalaureate, and a GRE score of 900 or better (verbal and quantitative portions combined) will be eligible for regular admission by approval of the MSCJ graduate program director if space is available.

(b) Regular admission through MSCJ graduate faculty review:

1. A student with a GPA between 2.5 and 2.75 (on a 4.0 scale) in the last 60 semester hours of undergraduate work before the baccalaureate, and a GRE score of 900 or better (verbal and quantitative portions combined) will be eligible for admission considerations through MSCJ graduate faculty review.

2. A student with a GPA of 2.75 or above (on a 4.0 scale) in the last 60 hours of undergraduate work before the baccalaureate, and a GRE score of less than 900 (verbal and quantitative portions combined) will be eligible for admissions consideration through MSCJ graduate faculty review.

3. A student with a GPA of 3.25 or above (on a 4.0 scale) on the last 60 hours of undergraduate work may be recommended for admission by faculty approval prior to taking the GRE test. Students admitted under these conditions must post a satisfactory GRE score during the first semester of MSCJ work.

Conditional Admission

A student who has a GPA of less than 2.5 (on a 4.0 scale) in the last 60 hours of undergraduate work before the baccalaureate, and a GRE score of less than 900 (verbal and quantitative portions combined) may apply for conditional admission consideration. Applications for conditional admission are reviewed by the MSCJ graduate faculty for a recommendation on admission and additional requirements. The dean of the Graduate School makes the final conditional admissions decision. When the requirements for conditional admission have been met, the student is eligible for regular admission.

Stemwork

Any student accepted into the MSCJ program (unconditional or conditional) may be required to take undergraduate coursework in Criminal Justice.

Admission Appeal Process

If a student is denied admission to the MSCJ program and would like to appeal the decision, the student should contact the Graduate Director of the Department of Criminal Justice to determine the correct procedure.
Courses Offered

Criminal Justice (CJ)

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

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

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

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

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

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

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

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

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

5360 Independent Studies in Criminal Justice (3-0). Student will work directly with a faculty member and develop in-depth knowledge in a specific topic area of Criminal Justice. Students in the non-thesis degree option will complete their professionalism paper while enrolled in this course. May be repeated once for additional credit.

5399A Thesis. This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Criminal Justice 5399B.

5399B Thesis. This course represents a student’s continuing thesis enrollment. The student continues to enroll in this course until the thesis is submitted for binding.

Graduate Faculty

Becker, Ronald F., Associate Professor of Criminal Justice. B.S., Sam Houston State University; M. Ed., Texas A&M University; J.D., St. Mary’s School of Law.
Henson, Verna, Instructor of Criminal Justice. BSCJ, University of Houston; M.A., A.B.D., University of Missouri.

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

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

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

Mullins, Wayman C., Professor and Acting Chair of the Department of Criminal Justice. B.A., M.A., Ph.D., University of Arkansas.

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

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

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. B.S., M.A., Ph.D., Sam Houston State University.

Supancic, Michael, Assistant Professor of Criminal Justice. B.A., University of Texas; M.A., University of California, Davis; Ph.D., The University of Texas at Austin.
Department of Family & Consumer Sciences

The Department of Family & Consumer Sciences offers neither a major nor a degree. The department does offer the Dietetic Internship certification program.

Certification Program

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

This program incorporates 1100 hours of supervised practice with three graduate courses in food service management, medical nutrition therapy and community nutrition. It is currently granted developmental accreditation by the American Dietetic Association. Students must maintain a 3.0 grade point average in the coursework. A grade of D or F in any of the graduate classes will result in dismissal from the program.

Admission Requirements: Minimum requirements include a bachelor's degree from an accredited college or university, verification of completion or intent to complete a Didactic Program in Dietetics prior to the beginning of the Dietetic Internship, admission to the SWT Graduate School, minimum undergraduate GPA of 2.8, and a personal or telephone interview with the Dietetic Internship Admissions Committee at 512 245-2155.

Courses Offered

Family and Consumer Sciences (FCS)

5302D International Family & Consumer Sciences-London. (3-0) International Family Consumer Sciences is intended to emphasize Family and Consumer Sciences' core, Southwest Texas State University's International Perspective, and Family and Consumer Sciences involvement in global affairs. Course may be repeated for credit when topics vary.

5302F Advanced Administration. (3-0) An in-depth analysis of the planning and administration of family and child development programs. Major topics include program development, staffing, financial management, public policy and legal and professional regulations and standards. Repeatable.

Prerequisite: Graduate standing.

5360 Practicum for Dietetic Internship. (0-8) This course fulfills the performance requirements of the American Dietetic Association (ADA) for entry-level dietitians. Students are assigned to practitioners and facilities for health care, public health, and institutional food service to observe and engage in the practice of dietetics. Interns work under the close supervision of preceptors who are professional dietitians and other nutrition professionals. In addition, interns will be supervised by the university based program director and faculty. This course will be repeated twice to meet the minimum 900 hours of experience required to complete a dietetic internship. In addition to practicum hours, students will attend regularly scheduled seminars and complete assignments.

Prerequisites: Graduate standing and admission to the Dietetic Internship at SWT.
5361 Advanced Food Systems Administration. (3-0) Techniques and procedures for management, service, and marketing of meals in commercial and noncommercial food service facilities.
Prerequisite: Graduate standing or permission of instructor.

5362 Advances in Medical Nutrition Therapy. (3-0) Advanced study of medical nutrition therapy with emphasis on application of principles and techniques of nutritional assessment and current clinical nutrition practices in the prevention and treatment of disease. Current scientific literature will be used extensively to discuss most recent advances in the area of medical nutrition therapy.
Prerequisite: Graduate standing or permission of instructor.

5363 Advanced Community Nutrition. (3-0) Assessment of the nutritional needs of the community and of programs that service the needs. Experiences include survey techniques, nutrition education, and management of programs to meet specific nutritional needs through community agencies.
Prerequisite: Graduate standing or permission of instructor.

Graduate Faculty

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

Friedman, B.J., Associate Professor and Chair of the Department of Family and Consumer Sciences. B.S., Illinois State University; R.D., Elkhart General Hospital; M.A., Ph.D., The University of Texas at Austin.

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

Laman, Jene Terry, Professor of Family and Consumer Sciences. B.A., M.F.A., University of North Texas.

Moore, Nelwyn Barnard, Professor of Family and Consumer Sciences. B.S., M.Ed., Southwest Texas State University; Ph.D., The University of Texas at Austin.

Stalnaker, Sylvia Daude, Associate Professor of Family and Consumer Sciences. B.A., Southwest Texas State University; M.S., Ph.D., Texas Woman's University.

Thompson, G. Sue, Associate Professor of Family and Consumer Sciences. B.S., Baylor University; M.S., Texas Tech University; Ph.D., University of Tennessee.

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

Wuest, Beth S., Assistant Professor of Family and Consumer Sciences. B.S., North Dakota State University; M.A., Michigan State University; Ph.D., University of Minnesota.
Department of Technology

Degree Programs

Majors and Degrees Offered:

Industrial Technology, M.S.T.
Interdisciplinary Studies, M.S.I.S.

Additionally, the Occupational Education Division participates in the University's Master of Science in Interdisciplinary Studies (M.S.I.S.) degree program.

Major Programs

The Department of Technology offers the Master of Science in Technology (M.S.T.) with a major in Industrial Technology, and the Master of Science in Interdisciplinary Studies (M.S.I.S.) with a major in Interdisciplinary Studies.

The M.S.T. replaces the older M.A. and M.Ed. degrees. The department is no longer accepting new students into these programs. Students currently pursuing either the M.A. or M.Ed. may complete those degrees, or contact a graduate adviser for guidance in transferring to the M.S.T. program. All new students undertaking a graduate course of study in Technology will be directed into the M.S.T. degree track.

The M.S.T. is designed to support careers and to provide for career advancement in the management of technical and engineering activity in industry, and in Technology Education.

The M.S.T. is a 36 semester hour degree comprised of a 24 semester hour major in Industrial Technology and a 12 semester hour minor/cognate outside Technology. Within the Industrial Technology major students may elect to pursue either a manufacturing or general concentration, and there is a thesis as well as a non-thesis option available.

The M.S.I.S. degree is coordinated through the Division of Occupational Education. This degree program is offered by the university and is not meant to replace any currently existing traditional program of study but does draw courses from other departments offering graduate-level work. This degree is highly individualized and is designed to provide the adult with various course options. The M.S.I.S. degree consists of a minimum of 39-semester hours. Degree requirements include an entry module (9 hours in effective communications), an academic module (21 hours), and an exit module (9 hours). Further information may be obtained by contacting the Director of Occupational Education or referencing the "Interdisciplinary Studies" section of this catalog.

The Industrial Technology Major (M.S.T.). The major is comprised of 12 semester hours of Core course, 6 semester hours of Concentration course and 6 semester hours of Technology electives. The Core curriculum is required of all students and includes the following courses:

TECH 5310 Computer Aided Drafting and Design
TECH 5385 Readings in Technology
TECH 5390 Research in Technology
TECH 5394 Data Acquisition and Analysis
Students may choose either a manufacturing or general concentration. The manufacturing concentration includes the following courses:

- TECH 5364 Statistical Applications in Mfg Process Ctrl
- TECH 5391 Computer Integrated Manufacturing

Students electing the general concentration will work with their faculty adviser to choose 6 semester hours which support career objectives. Students may use the remaining 6 semester hours of Technology electives to pursue either the thesis or non-thesis degree options. Those electing the non-thesis option may enroll in any 6 semester hours of Technology course work they desire. Those electing the thesis option must satisfy the thesis requirements of the Graduate School as published in the Graduate Catalog. For those electing the thesis option, the final 6 semester hours of their major will be:

- TECH 5399A and 5399B Thesis

Technology majors will not be permitted to enroll in TECH 5399A until their research proposal has been approved by the dean of the Graduate School.

Minor/Cognate. Students may elect to pursue either a 12 semester hour minor or cognate area. A minor is distinguished from a cognate in that all course work must be taken in a single supervising academic department. Some departments offer academic minors, others do not. Students should consult the Graduate Catalog to determine what minors are available.

Student choosing to pursue a cognate may take courses from as many as four different academic departments.

Essentially, a minor is intended to provide the student with a greater depth of content coverage, while a cognate offers greater flexibility and a broader range of course selections. Some students will find a minor the more attractive option, others will prefer a cognate.

Minor in Industrial Technology. Graduate students majoring in other academic departments who wish to minor in Industrial Technology may do so provided they have adequate background. Generally speaking, a minor is comprised of 12 semester hours of graduate level course work. Interested students should contact a Technology graduate adviser regarding background requirements and course selections.

Background Courses. Generally speaking, those with undergraduate degrees in Technology or Engineering will face minimal background work. Individuals holding undergraduate degrees in fields other than Technology or Engineering will find it necessary to complete selected undergraduate background courses to remedy deficiencies. Background requirement will be determined on a case by case basis through consultation with a faculty adviser. New students are encouraged to seek academic advising early regarding background courses.

Admissions. The Department of Technology accepts students into its program who meet the general requirements set by the Graduate School. Students not meeting these standards may, with departmental approval and approval of the Graduate Dean, be accepted into the program on a conditional basis. Contact a technology adviser for details.
Industrial Arts. (M.A., M.Ed.) NOTE: New students are no longer being accepted into these degree programs. A student currently pursuing either the M.A. or the M.Ed. may complete those degrees or contact a graduate adviser for guidance in transferring to the M.S.T.

Career & Technology Education Certification (CATE) - (formerly Vocational Education Certification)

The Department of Technology offers CATE teaching certification programs in the areas of CATE trade & industrial education, health science technology education, marketing education, business/office education, and career investigation. Additionally, certification is offered for CATE professional vocational supervisors, CATE professional counselors, and job placement coordinators. Students who choose one of these CATE 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 CATE teachers and administrators, including two to three years prior occupational experience for teachers, and three years prior CATE 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 students have taught in their CATE area for two years in the public schools.

CATE Trade and Industrial Education. This certification qualifies individuals to teach CATE trade & industrial education programs in the Texas junior and senior high schools. CATE trade & 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 that 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: CATE 5301, CATE 5303, CATE 5305, CATE 5306, CATE 5307, CATE 5308, CATE 5312, and CATE 5314.

CATE Health Science Technology Occupations. This certification qualifies individuals to teach CATE health science technology programs in the Texas public schools. CATE health occupation programs are designed so that each public school student completing them 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: CATE 5301, CATE 5303, CATE 5305, CATE 5306, CATE 5307, CATE 5308, CATE 5312, and CATE 5314.

CATE Business/Office Education. Certification qualifies individuals to teach the former vocational office education courses and then have the option of "crossing-over" to teach the traditional business education courses since the two departments have been blended. The CATE courses provide secondary students with training in the lab or co-op delivery systems for entry-level positions in office-related occupations. Students also have the opportunity to participate in the student leadership organizations that are Business Professionals of America and Future Business Leaders of America.

Certification courses include: CATE 5380, CATE 5381, plus 6 semester hours recommended by the teacher educator.

CATE Marketing Education. Certification qualifies individuals to teach vocational marketing education programs at the secondary level. Marketing education is designed
to prepare, maintain, and advance students in marketing and management-related 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; (3) supervised on-the-job training; and (4) coordinated student leadership activities through membership in DECA.

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

CATE Career Investigation/Occupational Orientation. CATE Career investigation/occupational orientation is a guidance activity designed as a pre-CATE 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 career investigation/occupational orientation teachers in the secondary schools.

Certification courses include: CATE 5305, CATE 5301, CATE 5303, CATE 5355, and Agricultural Education 5331.

CATE Administrator and CATE Counselor Certification

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

CATE 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 that assist children, youth, and adults in selecting and pursuing a CATE 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 CATE supervisors as well as CATE counselors and job placement coordinator certification must contact the certification coordinator in these areas for initial approval, work experience and teaching experience evaluation, and course work deficiencies.

Professional Improvement

Other courses offered for career advancement and professional improvements include: CATE 5313A, Teaching Career and Technology Education Students with Special Needs; CATE 5313B, Microcomputers in Career and Technology Education; CATE 5313C, Teaching Entrepreneurship in Career and Technology Education; and CATE 5313D, Leadership and Leadership Activities for Career and Technology Education Teachers.
Courses Offered

Technology (TECH)

5310 Computer-Aided Drafting and Design. (3-0) A study of the various aspects of computer-aided drafting and design. Standard CADD software packages for both main frame and microcomputer systems are examined. Topics include 2D, 3D, and solid modeling modes with primary concentration on microcomputer applications.

5311 Computer Aided Engineering. (2-2) Application of computer hardware and software to the design of products and systems; geometric modeling; engineering computational methods; overview of engineering analysis software which may include finite element analysis, manufacturing simulation and solidification modeling, and rapid prototyping.
Prerequisite: Technology 5310.

5315 Engineering Economic Analysis. (3-0) This course deals with economic analytical techniques used in engineering decision making. Topics include time value of money, comparing alternatives, depreciation, replacement and income tax considerations.
Prerequisite: MATH 1315 or 1319 or consent of instructor.

5361 Contemporary Construction Methods and Techniques. (3-0) Deals with current topics and trends in the construction industry. Construction engineering, including materials, soil and structure testing, estimating, scheduling, utilities, surveying, and site layout are covered. Prepared, construction-related computer programs are utilized and evaluated.

5364 Statistical Applications in Manufacturing Process Control. (3-0) Provides the student with in-depth exploration of inferential statistics as applied to manufacturing process control and quality assurance. Topics covered include frequency distributions, quality control charts, and experimental design. Prior experience with introductory level statistics is assumed.
Prerequisite: Technology 3364 or Management 4330 or consent of instructor.

5374 Designing with Combination Logic. (2-2) A detailed study of combination logic is presented emphasizing the use of Karnaugh's Maps for circuit minimization. General principles relating to the theory of digital circuit design are complemented by actual combination logic circuit construction. Theory and application are combined in a final project where each student has the opportunity to apply what has been learned to the solution of a discipline-related problem.

5375 Sequential Logic Circuit Design. (2-2) Course deals with the design of various types of flip-flops, leading and trailing type triggering, clock circuits, register operation, register transfer and in general the principles of sequential logic circuit design. Concepts of digital circuit design including DeMorgan's Theorem and Karnaugh's mapping techniques are built upon with both theoretical and practical application.

5382 Industrial Ecology. (3-0) Industrial pollutants and their relationship to governmental law and regulation are covered in this technical course. Course includes evolution and current trends of industrial ecology, storage, transportation, disposal of hazardous industrial products, by-products and waste; air and water quality standard, environmental legislation, and regulations that apply to industrial systems.

5384 Problems in Technology. (3-0) Graduate students investigate a special topic by developing a technical problem, researching the topic, and presenting the findings. Plans will be developed on an individual basis with strict faculty supervision. May be repeated for additional credit with permission of the chair of the department.

5385 Readings in Technology. (3-0) A study of the ethical and moral viewpoints typically associated with American society as related to the development and introduction of new technology and engineering. Past, present and future issues will be studied with selected readings focusing on industrial related problems and issues.
5387 Planning Advanced Technology Facilities. (3-0) An in-depth study of technical problems encountered in designing, equipping, arranging, and specifying facility requirements for industrial and technical training facilities.

5390 Research in Technology. (3-0) Examination of scientific method including theory formulation, deductive reasoning, hypothesis generation, observation, inductive reasoning, and theory revision. Categories of research are compared and contrasted as regards methodology. In-depth study of experimental research as it relates to significant industrial problems including considerations of design, internal and external validity, and appropriate analytical technique. Introduction to data analysis and its proper interpretation. May be repeated for additional credit with permission of the chair of the department.

5391 Computer-Integrated Manufacturing. (3-0) Deals with the various aspects of computer-integrated manufacturing, concentrating primarily on NC/CNC turning, boring, drilling, and milling equipment. Standard programming packages for both main frame and microcomputer systems are examined with primary concentration on direct and indirect microcomputer interfacing. Minimal exposure to robotic arms and manipulators is included.

5394 Data Acquisition and Analysis for Technology. (3-0) A study of experimental design, instrumentation and data analysis in industrial research. Various experimental design to higher order factorial and randomized blocks designs. Typical examples of designs are studied ranging from the one dimensional instrumentation are introduced. The 5390/5394 sequence qualifies students to pursue the thesis.

Prerequisite: TECH 5390

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Technology 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

5692 Administration and Supervision of Driver Education. (6-0) Review basic driver education; advanced techniques of teaching simulation; multi-car range; multi-media 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.

Career & Technical Education (CATE)

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

5301 Methods of Teaching Career and Technology Subjects. (3-1) Introduction to fundamentals of teaching as applied to career and technology education subjects. Repeatable for credit.

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

5303 Aims and Objectives of Career and Technology Education. (3-0) The Career and Technology Education (CATE) teachers' relationship to the operation of the public education system at the local, state, and national levels, with emphasis on CATE programs and legislation. Study of the purpose and structure of general education and CATE, the development of CATE in the U.S., the need for CATE, the organizational structure of CATE, financial support and control of CATE, and the professional qualifications of its teachers. Current trends of career and technology education, and the effects on the CATE programs.
5304 Organization and Management of Marketing Education Programs. (3-0) Organization and administrative structure in the United States; objectives, programs, practices, teacher selection and supervision, evaluative criteria for business education departments.

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

5306 Analysis and Course Making. (3-0) Gathering, organizing, and preparing of teachable material based on sound occupational practices. Includes a study of factors involved in development of career and technology education 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. Courses of study will be revised or prepared as completely as time will permit.

5307 Selection, Placement, and Follow-Up in Cooperative Education. (3-0) Organizing and operating cooperation training programs in the community. Includes procedures for selecting career and technology education occupations and training stations suitable for providing training to high school youth, placement of students in suitable employment for part-time training, coordinating students' school and on-the-job training activities, organizing the classroom facilities, preparation of necessary reports, and preparation and maintenance of an effective record system.

5308 Problems in Cooperative Training. (3-0) Review of basic standards for cooperative education training programs and underlying reasons for such standards with emphasis on solutions of actual problems in program operation. Includes study of procedures and techniques involved in various surveys, interpretation of survey data, program promotion, and organization and coordination of all types of part-time and evening classes.

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

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

5313A Teaching Career and Technology Education Students with Special Needs. (3-0) In-depth studies 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 CATE teachers.

5313B Microcomputers in Career and Technology Education. (3-0) Techniques and procedures for options, implementation, software, and applications of microcomputers in career and technology education. Preparation of reference lists for CATE teachers.

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

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

5314 Human Relations for Career and Technology Education Teachers. (3-0) Study of methods of establishing and maintaining relationships with students, co-workers, family, and persons in industry and the community. Includes a review of the principles of learning. Principles and skills in working with people will be developed through a study of 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.

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

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

5380 Management of Office Education Programs. (3-0) Develops procedures and policies for managing an office education classroom including cooperative training, student organization, public relations, and program evaluation.

5381 Instructional Strategies in Office Education Programs. (3-0) For laboratory and teacher-coordinators of Office Education programs. Development of strategies based on an assessment of individual student needs and office career objectives.

5382 Organizing and Implementing Cooperative Career and Technology Education (CATE) Programs. (3-0) Identification of the Career and Technology Education (CATE) students, placement of students in CATE occupations, evaluating prospective businesses and industries to determine the effectiveness and quality of training CATE students, and analyzing supply and demand data for CATE occupations which will insure job entry employment.

5390 Independent Study in Career and Technology Education. (3-0) In-depth study of important and timely topics relevant to the career and technology education educator desiring advanced skills in career and technology education. May be repeated for additional credit with permission of the chair of the department.

Graduate Faculty

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

Borchers, Ralph Edward, Assistant Professor of Technology. B.A., University of Wyoming; M.A., University of Northern Colorado; Ed.D., University of Wyoming.

Deleon, John E., Assistant Professor of Technology. B.S., M.A., Southwest Texas State University; Ph. D., Texas A&M 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.

Pierson, Michael James, Professor of Technology. B.S.Ed., Abilene Christian University; M.Ed., Southwest Texas State University; Ed.D., Texas A&M University.

Sriraman, Vedaraman, Assistant Professor of Technology. B. Tech., Regional Engineering College, India; M. Tech., Indian Institute of Technology; D.E., Lamar University.

Springer, Stephen Barry, Assistant Professor of Technology and Director of the Office of Occupational Education. B.A., St. Mary's University; M.Ed., Our Lady of the Lake University; Ed.D., Texas A&M University.

Windham, Billy Lee, Associate Professor of Technology. B.S.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.
School of Business

The mission of SWT's School of Business is to provide broad-based undergraduate- and masters-level educational programs that produce graduates with the skills, knowledge, and values to help them excel in a diverse, globally-competitive environment. The School focuses on creating a learning environment that places primary importance on teaching excellence supported by an appropriate blend of research and service. The School of Business maintains and develops programs at the undergraduate level for individual specializations in selected career fields; graduate programs are broad-based to provide integrated study for executive decision making. Southwest Texas State University's business programs are fully accredited by the American Assembly of Collegiate Schools of Business (AACSB).

The cornerstone of the School of Business is an 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 school offers two graduate degrees: the Master of Business Administration (MBA) and the Master of Accountancy (M.Acy.).

Goals of individuals seeking the Master of Business Administration 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 program report clearly defined benefits as a result of completing graduate education: 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 business education can provide the necessary skills, knowledge, and attitudes to enable the professional to cope effectively with the increasingly complex challenges confronting the manager of the future.

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

The Master of Accountancy program is designed to broaden the educational experience of individuals preparing for a career in the accounting profession. Students explore the social and environmental effects of accounting information on those who rely on it for their decision making needs, including investors, creditors, management, employees, suppliers, customers, the general public, and governmental entities in carrying out their regulatory functions. An important aspect of the program is its focus on the ethical implications of accounting decision making. The M.Acy. program can be used to satisfy the 150-hour education requirement for the Certified Public Accountant (CPA) exam in Texas which includes a 30-hour accounting component and 20 hours of business courses. These courses can be completed at the undergraduate level prior to entering the M.Acy. program or after the student enters the program.

All graduate business courses are offered in the late afternoon and evening to accommodate the needs of the employed student. Classes are small to provide an atmosphere that encourages active discussion with the average class size fewer than 30 students. A limited number of core courses and electives are offered during the summer.
Degree Programs

Majors and Degrees Offered:
Business Administration, MBA
Accountancy, M.Acy.

Admission Policy

All Applicants. Admission to the Master of Business Administration program and the Master of Accountancy program is selective and designed to identify those applicants who have the ability, interest, and maturity to manage the rigors of the programs. Applicants must hold a baccalaureate degree from a regionally accredited university 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 GPA of the first baccalaureate degree and adding the GMAT score. See "Admission Documents" section of this catalog for further information regarding the GMAT.

International Applicants. Additionally, all international applicants are required to have the official results of the Test of Spoken English (TSE) sent to the SWT Graduate School before an application for admission will be considered. A minimum TSE score of 45 is required. Furthermore, international applicants must fulfill the Test of English as a Foreign Language (TOEFL) requirement as identified in the "Admission Documents" section of this catalog.

Major Programs

Master of Business Administration, MBA

The Master of Business Administration degree may be earned under a non-thesis or a thesis plan. Under the non-thesis plan, the student must satisfy the 24 semester hours of background courses, 27 hours of graduate-level core courses, and 9 hours of electives. Under the thesis plan, the student must satisfy the 24 hours of background courses, 27 semester hours of graduate-level core courses, 3 hours of electives, and 6 hours of thesis. 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.

Background Courses. The purpose of the background courses is to provide a strong base of knowledge for advanced business studies. Background courses may be waived for students who have successfully completed and achieved a grade of "C" or higher on previous course work addressing current developments in the content area.

The areas of instruction covered by the background courses are specified by the American Assembly of Collegiate Schools of Business (AACSB), the national accrediting council in business administration, and include the following courses:
Background courses are offered on campus on both a day and night basis. These courses cannot be used to fulfill the 36 hours of MBA core and elective courses. The equivalent undergraduate courses also may be taken at any accredited four-year college or university. Information regarding transfer work is identified in the "Undergraduate-level background course work" sub-section under the "Registration and Course Credit 'Transfer Credit'" section of this catalog.

Applicants who have not met the admission standards specified above and who must satisfy background course requirements may be admitted as special students to take undergraduate courses only. While under the special student enrollment, students may take or retake the CMAT 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 Core Courses. In addition to satisfying the background courses, all MBA students must complete 27 semester hours of graduate core courses. Students must satisfy all prerequisites (including the background course or its equivalent) of a graduate course before enrolling. Business Research Methods, MGT 5390, should be taken in the first semester that a student begins the graduate core course requirements. Administrative Policy, MGT 5313, should be taken in the student's last semester because it serves as the capstone course for integrating the course material in the MBA program.

Elective Courses. In addition to the 27 semester hours of core courses, students who choose the non-thesis plan must complete 9 hours of graduate-level electives, and students who choose the thesis plan must complete 3 hours of graduate-level electives. Electives are available in accounting, computer information systems, economics, finance, management, marketing, quantitative methods, and disciplines outside the field of business. Elective hours taken outside of business must be approved by the School of Business Graduate Policies Committee and the Dean of the Graduate School before the student enrolls in the course.

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

1. The background courses (or their equivalents) in either the baccalaureate degree program or as background requirements in the MBA degree program;
2. Nine MBA core courses as listed below under "Core Courses";
3. Course work as determined by thesis or non-thesis options:
   a. For students who select the non-thesis plan, three MBA graduate-level elective courses (9 hours), or
   b. For students who select the thesis plan, one MBA graduate-level elective course (3 hours) and a thesis (6 hours credit);
4. The comprehensive examination;
5. Acceptance of the thesis if the thesis degree plan is selected.
Courses Offered

Background MBA Courses (These courses cannot be used toward degree credit in any graduate program.)

ECO 5302 Economic Theory and Policy. (3-0) An intensive study of microeconomics and macroeconomics concepts; the price system as it functions under competition, monopoly, monopolistic competition and oligopoly; national income measurement and determination; business cycles; money and banking; monetary policy; fiscal policy and economic stabilization.

ACC 5303 Fundamental Accounting Concepts. (3-0) A conceptual, nonprocedural presentation of introductory financial and managerial accounting. The emphasis is on understanding basic elements of financial statements, the effect of business events on the statements, and the use of accounting information in decision making.

MGT 5304 Management Concepts. (3-0) A survey of theories and concepts with emphasis on the management process, organizational behavior, communication theory, production management, business ethics, and international management.

MKT 5305 Marketing Concepts. (3-0) A functional analysis of the key elements of marketing and distribution. Topics include market planning, products, channels, pricing, promotion, ethics and international marketing.

CIS 5306 Management Information Systems. (3-0) Principles of systems analysis and design of computer-based management information systems. Included are an introduction to the development of a computer-based management information system and a career-oriented application of systems analysis and design.

FIN 5307 Financial Concepts and Analysis. (3-0) Development of the theoretical basis and presentation of the techniques for the acquisition and management of the firm's financial resources. Topics include working capital management, capital budgeting, and internal and external financing decisions.

Prerequisite: ACC 5303 or equivalent.

BLAW 5308 Managerial Environment. (3-0) An introduction to the fundamentals of business law, including the history of law, court systems, constitutional law, contracts, sales, consumer rights, environmental law, administrative law, antitrust and agency law.

QMST 5309 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.

MBA Core Course Requirements

MGT 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 a student's MBA program.

MGT 5314 Organizational Behavior and Theory. (3-0) Organizational behavior and structure as influenced by environmental variables and system relationships.

Prerequisite: MGT 5304 or equivalent.

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

Prerequisite: ECO 5302 or equivalent.

MKT 5321 Marketing Management. (3-0) A study of the planning and coordination of marketing functions, marketing policies, and the analysis of marketing administration.

Prerequisite: MKT 5305 or equivalent.
QMST 5332 Quantitative Methods. (3-0) A study of management science/operations research emphasizing theory and applications of evaluative, predictive, and optimizing models as applied to the management of product and service-oriented operations.

Prerequisite: QMST 5309 or equivalent.

QMST 5334 Advanced Statistical Methods for Business. (3-0) The application and interpretation of advanced statistical methods. Topics such as Anova, Multiple Regression Analysis with its extension, Chi-square and non-parametric procedures are examined from conceptual and decision-making points of view. Heavy use of statistical software for data analysis.

Prerequisite: QMST 5309 or equivalent.

ACC 5361 Financial and Managerial Reporting and Analysis. (3-0) Use of accounting information as an aid in executive decision making and control for domestic and international business operations.

Prerequisite: ACC 5303 or equivalent.

ECO 5378 Macroeconomics 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 ECO 5378 or ECO 5316.

Prerequisite: ECO 5302 or equivalent.

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

Prerequisite: FIN 5307 or equivalent.

MGT 5390 Business Research Methods. (3-0) Designed to aid graduate students in analyzing reports, evaluating research and in planning research reports. Involves the selection of research problems, sources of data, analysis, presentation, report writing, directed reading, class reports, and a research problem.

Students should take this course in the first semester of graduate core course studies.

MBA Elective Courses

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

Prerequisite: ECO 5302 or equivalent.

MGT 5310 Organizational Change Management. (3-0) Presents an overview of the process of change in an organization and stresses the key issues involved in reengineering and renewing organizations. Problems dealing with stress and conflict during major change will be explored along with practical ideas on building effective teams to make change possible and sustainable.

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

Prerequisite: MKT 5305 or equivalent.

MGT 5312 Seminar in Management. (3-0) Development of philosophy, strategy and tactics in managing an enterprise. Administrative processes common to all enterprises, such as entrepreneurship, business and society, leadership and group behavior in organizations, business ethics, and international management.
ECO 5319 Economics of Labor Markets. (3-0) An analysis of labor markets, including the supply of labor, household production theory, human capital investment, the demand for labor, labor unions, discrimination, and wage differentials.

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

ECO 5324 Government Regulation of Business. (3-0) Concentrates on the evolving structure of American industry and the government regulations and agencies which affect the competitive conditions under which all contemporary business must operate.

Prerequisite: ECO 5302 or equivalent.

MGT 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, contract negotiations, labor disputes, and arbitration.

MGT 5330 Seminar in Personnel Administration. (3-0) A study of current developments and practices in industrial relations, including executive development programs; employee communication; 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.

QMST 5335 Introduction to Forecasting and Simulation. (3-0) Introduction to the concepts and principles of forecasting and simulation techniques as applied to planning and decision making in organizations. Topical coverage includes time series forecasting, casual forecasting, discrete-event simulation, and continuous-event simulation techniques.

Prerequisites: QMST 5332 and 5334.

FIN 5337 International Finance. (3-0) Examination of economic incentives and rationale for multinational firms, exchange rate risk exposure and management, investment decision strategy, and the general economic impact of multinational firm activity.

FIN 5347 Topics in Finance. (3-0) Selected topics in investment management. Course may be repeated if topics vary. Course may be repeated with different topic.

FIN 5347A Investment Analysis. (3-0) A critical analysis of decision-making parameters relevant to sound investment principles.

FIN 5347B Portfolio Theory and Capital Markets. (3-0) Integration of basic knowledge of investments and an introduction to the strategies for creating and managing portfolios.

FIN 5347C Real Estate Investment. (3-0) An application of capital budgeting to real estate investment decisions.

CIS 5354 Decision-Support Models in Management. (3-0) This course is designed to give students the skills to design, implement, analyze, and present the results of an executive decision model. Students will gain hands-on experience both by preparing applications-oriented projects/cases and also by designing selected parts of a DSS using Graphical User Interface (GUI) tools.

Prerequisites: A strong working knowledge of personal computers and the Windows operating environment.

CIS 5355 Database Management Systems. (3-0). Explores the concepts, principles, issues and techniques for managing corporate data resources using database management systems. The course includes techniques for analysis, design, and development of database systems, creating and using logical data models, database query languages, and procedures for evaluating database management software. Students will use a relational database management system to develop a management information system.
CIS 5356 Business Telecommunications. (3-0) Explores the technology that is revolutionizing the manner in which business and government conduct their operations and the effects new developments in communication media have on computing systems. This course reflects the current state-of-the-art in data communication networking.

ECO 5357 The Economics of Money and Credit. (3-0) A detailed study of the monetary process and the interaction between money and economic activity. The transmission of monetary policy through the financial markets and financial institutions to the domestic and international business communities and general economy also will be specified.

ACC 5362 Cost and Managerial Accounting Theory. (3-0) A study of recent developments and topics in the area of cost and managerial accounting. Includes a discussion of quantitative techniques and their applicability to accounting problems.

ACC 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.

ACC 5364 Income Tax for Executive Decisions. (3-0) An examination of the effect of income tax on business decisions, including property transactions, how income tax affects forms of business organizations differently, basic and special deductions, tax traps, distributions to owners, and formation and reorganization of corporations.

ACC 5365 Accounting and Auditing in Nonprofit Organizations. (3-0) A study of the objectives and standards underlying accounting and auditing practices in nonprofit organizations including governmental entities, colleges and universities, hospitals, and other nonprofit organizations. Topical coverage includes the system of fund accounting, financial report preparation and analysis, and related audit and ethical considerations.

ACC 5366 Taxation of Corporations and Shareholders. (3-0) An examination of the federal tax laws affecting corporations and their owners, particularly with respect to corporate formation, operations, distributions, liquidation, and reorganization. Attention is given to the special problems and opportunities of S corporations, closely held corporations, and corporate groups.

ACC 5367 Seminar in Auditing. (3-0) A continuing study of the underlying theory of auditing with an emphasis on professionalism, ethics, and legal liability. Coverage will also extend to the responsibilities and standards for external auditing, internal auditing, governmental auditing and international auditing, including exposure to current developments in these areas. Practical applications will focus on risk assessment, the use of analytical procedures and the use of the computer as an audit tool.

FIN 5367 Seminar in Finance. (3-0) Examination of current theoretical and practical issues of finance. Topics may include portfolio theory, dividend policy and valuation; mergers and acquisitions; international financial management; and financial impact of accounting practices, principles, and disclosure.

BLAW 5368 Current Topics in Business Law. (3-0) A study of significant legal opinions and rules of interest to the business community. Course may be repeated with different topic.

BLAW 5368A Judicial and Legislative Trends in the Legal Environment of Business. (3-0) An examination of recent court cases and legislation enacted or that may be pending before Congress in order to understand the impact of current laws on business activity.
BLAW 5368B Ethical Conduct in Business. (3-0) An examination of the ethical dimensions of management decision making. Problems are viewed through the lens of a value system determined, in part, by the legal system.

BLAW 5368C The Employment Relationship. (3-0) A study of trends in the rapidly evolving "law of the workplace," with emphasis on how lawmakers attempt to balance the rights and responsibilities of employers and workers.

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

MGT 5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in MGT 5399B.

MGT 5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

Economics (ECO)

5376 Economic Education I. (3-0) Designed to develop basic economic concepts that teachers of K-12 students can understand and use. May not be counted as elective MBA course.

5377 Economic Education II. (3-0) Designed to help teachers of K-12 students solve meaningful problems by applying basic economic analysis to various topics. May not be counted as elective MBA course. May be repeated for additional credit with the approval of the Center for Economic Education.

Prerequisite: Economics 5376 or consent of instructor.

Master of Accountancy, M.Ac.y.

The number of semester hours required to complete the Master of Accountancy (M.Ac.y.) degree will depend on whether the student has satisfied the background course requirements prior to entering the program. The degree program consists of a minimum of 30 semester hours for the undergraduate accounting major and a maximum of 60 semester hours for the nonbusiness undergraduate major.

The Master of Accountancy degree does not have a thesis requirement. For students who did not major in business at the undergraduate level, the degree program consists of 18 semester hours of background graduate courses, 12 additional hours of undergraduate accounting courses, 21 hours of graduate-level core courses (nine of which are accounting courses), and 9 hours of graduate-level accounting electives. For students with an undergraduate degree in business, the background course requirements are reduced accordingly. For students with an accounting degree, the program consists of 30 hours of graduate courses, 21 hours of core courses, and 9 hours of accounting electives. All graduates will have the 30 accounting hours required to sit for the CPA Exam in Texas.

Background Courses. The purpose of background courses is to provide a strong base of knowledge for advanced business and accounting studies. Background courses may be waived for students who have successfully completed and achieved a grade of "C" or higher on previous course work addressing current developments in the content area. The background course requirement is comprised of the following courses:
Graduate Level
Accounting       ACC 5303* or 6 undergraduate hours
Business Law     BLAW 5308* or 3 undergraduate hours
Economics        ECO 5302* or 6 undergraduate hours
Finance          FIN 5307* or 3 undergraduate hours
Management       MGT 5304* or 3 undergraduate hours
Statistics       QMST 5309* or 3 undergraduate hours

*Students must be admitted to the M.Acy. program before enrolling in graduate-level background courses.

Undergraduate Level
ACC 3313 Intermediate Accounting I  3 semester hours
ACC 3314 Intermediate Accounting II 3 semester hours
ACC 3327 Income Tax Accounting     3 semester hours
ACC 4313 Auditing                   3 semester hours

Background courses are offered on campus on both a day and night basis. These courses cannot be used to fulfill the 30 hours of M.Acy. core and elective courses. The equivalent undergraduate courses also may be taken at any accredited four-year college or university. Information regarding transfer work is identified in the "Undergraduate-level background course work" sub-section under the "Registration and Course Credit 'Transfer Credit'" section of this catalog.

Applicants who have not met the admission standards specified above and who must satisfy background course requirements may be admitted as special students to take undergraduate courses only. While under the special student enrollment, students 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 Core Courses. In addition to satisfying the background courses, all M.Acy. students must complete 21 semester hours of graduate core courses, 9 hours of which are in accounting courses. Students must satisfy all prerequisites of a graduate course before enrolling. These prerequisites include the background course or its equivalent and undergraduate accounting courses, if applicable. Business Research Methods, MGT 5390, should be taken in the first semester that a student begins the graduate core course requirements. Accounting Policy, ACC 5368, should be taken in the student's last semester because it serves as the capstone course for integrating the course material in the M.Acy. program.

Elective Courses. In addition to the 21 semester hours of core courses, students must complete 9 hours of graduate-level accounting electives. Students must satisfy all prerequisites of an elective course before enrolling, including any undergraduate accounting prerequisites. Students should review carefully the undergraduate accounting prerequisites for desired graduate accounting elective courses and register for the appropriate prerequisites which also can fulfill their undergraduate background course requirements.

Degree Requirements. In summary, the requirements for the M.Acy. degree program consist of satisfactory completion of the following:

1. The background graduate-level courses (or their equivalents completed in a baccalaureate degree program).
2. The background undergraduate-level accounting courses (or their equivalents) completed either in a baccalaureate degree program in business or as part of the background course requirements in the M.Acy program. These courses are needed to fulfill the State's 30-hour accounting requirement to sit for the CPA Exam in Texas.
(3) Seven M.Acy. core courses, three of which are in accounting.
These courses are listed below under "Core Courses";
(4) Three graduate accounting elective courses as listed below under "Elective Courses."

Courses Offered

Background Graduate Business Courses (These courses cannot be used toward degree credit in any graduate program.)

ECO 5302 Economic Theory and Policy. (3-0) An intensive study of microeconomics and macroeconomics concepts; the price system as it functions under competition, monopoly, monopolistic competition and oligopoly; national income measurement and determination; business cycles, money and banking; monetary policy; fiscal policy and economic stabilization.

ACC 5303 Fundamental Accounting Concepts. (3-0) A conceptual, presentation of introductory financial and managerial accounting with applications. The emphasis is on understanding basic elements of financial statements, the effect of business events on the statements, and the use of accounting information in decision making. May not count as an elective M.Acy. course.

MGT 5304 Management Concepts. (3-0) A survey of theories and concepts with emphasis on the management process, organizational behavior, communication theory, production management, business ethics, and international management.

FIN 5307 Financial Concepts and Analysis. (3-0) Development of the theoretical basis and presentation of the techniques for the acquisition and management of the firm's financial resources. Topics include working capital management, capital budgeting, and internal and external financing decisions.
Prerequisite: ACC 5303 or equivalent.

BLAW 5308 Managerial Environment. (3-0) An introduction to the fundamentals of business law, including the history of law, court systems, constitutional law, contracts, sales, consumer rights, environmental law, administrative law, antitrust and agency law.

BLAW 5309 Commercial Law and Professional Responsibility for Accountants. (3-0) A study emphasizing the accounting profession's legal, technical, and ethical considerations associated with conducting commercial transactions. This course is suggested for students who are preparing for the CPA exam.

QMST 5309 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.

M.Acy. Core Course Requirements

MGT 5314 Organizational Behavior and Theory. (3-0) Organizational behavior and structure as influenced by environmental variables and systems relationships.
Prerequisite: MGT 5304 or equivalent.

QMST 5334 Advanced Statistical Methods for Business. (3-0) The application and interpretation of advanced statistical methods. Topics such as Anova, Multiple Regression Analysis with its extension, Chi-square and non-parametric procedures are examined from conceptual and decision-making points of view. Heavy use of statistical software for data analysis.
Prerequisite: QMST 5309 or equivalent.
ACC 5361  Financial and Managerial Reporting and Analysis. (3-0) Use of accounting information as an aid in executive decision making and control for domestic and international business operations.  
Prerequisite: ACC 5303 or equivalent.

ACC 5365  Accounting and Auditing in Nonprofit Organizations. (3-0) A study of the objectives and standards underlying accounting and auditing practices in nonprofit organizations including governmental entities, colleges and universities, hospitals, and other nonprofit organizations. Topical coverage includes the system of fund accounting, financial report preparation and analysis, and related audit and ethical considerations.  
Prerequisite: ACC 5361 or consent of the instructor.

ACC 5368  Accounting Policy. (3-0) An integrative, case method approach to financial, managerial, and nonprofit accounting with particular emphasis on the use of accounting information for decision making and related ethical considerations. Should be taken in the last semester of the student's M.Acy. program.

FIN 5387  Managerial Finance. (3-0) Concentrates on the finance function, analysis and budgeting of funds, management of current assets, short- and intermediate-term financing requirements, long-term debt policy and capital structure, capital budgeting, and the concept of cost of capital. Risk and return trade-offs also are studied.  
Prerequisite: FIN 5307 or equivalent.

MGT 5390  Business Research Methods. (3-0) Designed to aid graduate students in analyzing reports, evaluating research and in planning research reports. Involves the selection of research problems, sources of data, analysis, presentation, report writing, directed reading, class reports, and a research problem.  
Students should take this course in the first semester of graduate core course studies.

M.Acy. Elective Courses

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

ACC 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: ACC 5361 or consent of the instructor.

ACC 5366  Taxation of Corporations and Shareholders. (3-0) An examination of the federal tax laws affecting corporations and their owners, particularly with respect to corporate formation, operations, distributions, liquidation, and reorganization. Attention is given to the special problems and opportunities of S corporations, closely held corporations, and corporate groups.  
Prerequisites: ACC 5361 and ACC 3327 or consent of the instructor.

ACC 5367  Seminar in Auditing. (3-0) A continuing study of the underlying theory of auditing with an emphasis on professionalism, ethics, and legal liability. Coverage will also extend to the responsibilities and standards for external auditing, internal auditing, governmental auditing and international auditing, including exposure to current developments in these areas. Practical applications will focus on risk assessment, the use of analytical procedures and the use of the computer as an audit tool.  
Prerequisites: ACC 5361 and ACC 4313 or equivalent.
Graduate Faculty


Bell, James David, Professor of Management and Associate Dean of the School of Business. B.S., M.Ed., Kent State University; Ph.D., University of Akron.

Bible, Jonathan David, Associate Professor of Business Law. B.A., M.A., J.D., The University of Texas at Austin.

Blankmeyer, Eric Cole, 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, Professor of Management. B.B.A., Baylor University; MBA, Texas Tech University; Ph.D., Texas A&M University.

Cook, James Randolph, Professor of Computer Information Systems. B.B.A., MBA, West Texas State University; Ph.D., Texas Tech University. C.D.P., C.C.P.

Davis, Charles Hamilton, Assistant Professor of Quantitative Methods. B.S., United States Military Academy; M.S., University of Brussels; MBA, Southwest Texas State University; Ph.D., The University of Texas at Austin.

Eikner, A. Elaine, Assistant Professor of Accounting. A.B., Drury College; M.A., Southwest Missouri State University; Ph.D., University of Arkansas.

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

Garnett, Robert Hendrie, Associate Professor of Finance. B.B.A., MBA, 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., MBA, Ph.D., Texas Tech University. C.P.A.

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

Johnston, Walter Edward, Professor of Quantitative Methods. B.S., M.S., Ph.D., Texas A&M University.
Keeffe, Michael James, Associate Professor of Management and Chair of the Department of Management & Marketing B.A., MBA, Southwest Texas State University; Ph.D., University of Arkansas.

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

Koogler, Paul Robert, Professor of Accounting, B.S.B.A., M.Acct., Ph.D., University of Arizona. C.P.A.

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

McClung, Bruce Alan, Assistant Professor of Economics. B.A., Southwest Texas State University; Ph.D., Texas A&M University.

McCee, John Walter, Professor of Business Law. B.A., M.P.A., J.D., Indiana University.

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

Meixner, Wilda Furr, Professor of Accounting. B.B.A., Sul Ross State University; MBA, Southwest Texas State University; Ph.D., Texas A&M University. C.P.A.

Middlebrook, Billy James, Professor of Management. B.S., B.A., Ohio State University; MBA, George Washington University; Ph.D., University of North Texas.

Milhomme, Albert Jean, Assistant Professor of Marketing. M.S., University of California at Berkeley; Ph.D., The University of Texas at Austin.

Minifie, Jan Roberta, Associate Professor of Management. B.S., Bowling Green State University; MBA, Ph.D., University of South Carolina.

Moffeit, Katherine Southerland, Associate Professor of Accounting. B.B.A., University of Central Arkansas; MBA, University of Texas at Arlington; Ph.D., University of North Texas. C.P.A.

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

Montondon, Lucille Marie, Associate Professor of Accounting. B.S., Lamar University; MBA, Ph.D., University of Houston.

Morgan, Celia Ann, Professor Emeritus of Economics. B.B.A., The University of Texas at Austin; M.A., Ph.D., University of Houston.


Morris, Roselyn Everts, Assistant Professor of Accounting. B.S., Texas Christian University; M.S., Ph.D., University of Houston. C.P.A.

Murphy, Edward V., Assistant Professor of Economics. B.A., Texas A&M University; M.A., Ph.D., George Mason University.
Natesan, N. Chinna, Assistant Professor of Marketing. B.S., MBA, Loyola College, University of Madras, India; Ph.D., University of Arkansas.

Nienhaus, Brian Jacob, Assistant Professor of Management. B.A., Eastern Michigan University; Ph.D., University of Michigan.

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

Olney, Robert John, Professor of Management, Associate Dean of the School of Business, and Director of Graduate Business Programs. B.S.B.A., John Brown University; M.Ed., Northeastern Oklahoma State University; Ph.D., University of Oklahoma.

Patterson, Larry Truman, Professor of Marketing and Acting Chair of the Department of Accounting. B.B.A., MBA, Ph.D., Texas Tech University.

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

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

Reichert, Carolyn A., Assistant Professor of Accounting. B.A., B.S., Ohio State University; Ph.D., Pennsylvania State University.

Ross, John Kelzy, Associate Professor of Management. B.B.A., Texas Wesleyan College; MBA, University of Dallas; Ph.D., University of North Texas.

Sanders, Donald Edward, Associate Professor of Business Law and Acting Chair of the Department of Finance & Economics. B.B.A., Texas Tech University; J.D., The University of Texas at Austin.

Savage, Vernon Howard, Professor of Economics. B.A., M.A., University of North Texas; Ph.D., The University of Texas at Austin.

Shah, Vivek Pramod, Professor of Quantitative Methods. B.S., University of Bombay; MBA, Tarleton State University; Ph.D., University of North Texas.

Showalter, Dean M., Assistant Professor of Economics. B.A., Coe College; M.A., Ph.D., University of Kentucky.

Sivitanides, Marcos Panicou, Associate Professor of Computer Information Systems. B.A., MBA, Ph.D., The University of Texas at Austin.

Smith, Howard Gromel, Associate Professor of Accounting. B.A., State University of New York; B.A., MBA, California State University at Fullerton; Ph.D., Texas Tech University. C.P.A.

Smith, Karen Hill, Assistant Professor of Marketing. B.B.A, M.S., Baylor University; Ph.D., The University of Texas at Austin.
Stephenson, Stanley Doane, Professor of Quantitative Methods and Chair of the Department of Computer Information Systems and Quantitative Methods. B.S., Memphis State University; M.S., Oklahoma State University; Ph.D., University of Hawaii.

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

Stutzman, James Richard, Associate Professor of Finance. B.A., The University of Texas at Austin; M.A., MBA, Ph.D., University of Houston.

Taylor, Ruth Arleen, Professor of Marketing. B.S., University of Houston; M.Ed., Texas Christian University; Ph.D., University of North Texas.

Temponi, Cecilia, Assistant Professor of Management. B.S., University of Zulia; M.S., Louisiana State University; MBA, St. Mary's University; Ph.D., University of Texas at Arlington.

Trinidad, Jose A., Assistant Professor of Finance. B.A., University of Bridgeport; MBA, Rutgers University; Ph.D., Drexel University.

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

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

Yeary, James Donald, Professor Emeritus of Accounting. B.B.A., M.S.A., Texas Tech University; Ph.D., Oklahoma State University., C.P.A.
School of Education
Department of Curriculum and Instruction

Degree Programs

Majors and Degrees Offered:
  Elementary Education, M.A., M.Ed.
  Reading Education, M.Ed.
  Secondary Education, M.A., M.Ed.
  Special Education, M.Ed.

Major 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.

The Master of Education degree offerings from each department consist 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. It is also possible to earn the degree of Master of Arts with majors in Elementary Education and Secondary Education with a minimum of 30 semester hours including the thesis.

The various majors in teacher education, other than those in Special Education and Reading 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.

Background. 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.

Majors

Elementary Education. The 36-hour Master of Education with a major in Elementary Education usually consists of 24-27 hours in Elementary Education and an academic minor of 9-12 hours, a composite minor grouped under the title of methods and materials; or a cognate for the certification track (Camp Program). Emphasis in bilingual education, early childhood, or gifted and talented is also offered within this major. It is also possible to earn the degree of Master of Arts in Elementary Education with a minimum of 30 semester hours including the thesis.

Reading Education. The 39 hour program consists of 27 hours of Reading and Language Arts coursework, 3 hours of Multicultural coursework, and 9 hours of coursework in a student-selected cognate. Cognate areas are: Bilingual Education, Early Childhood Education, Educational Diagnostician, Elementary Education, English, English
as a Second Language, Developmental and Adult Education, and Educational Administration. Students who complete the program, pass the appropriate ExCET exam, and have three years teaching experience qualify for the all-level, professional Reading Specialist certificate.

**Secondary Education.** The 36-hour Master of Education with a major in Secondary Education usually consists of 21-24 semester hours in secondary education and 12-15 semester hours in an academic minor or a composite program. Degree outlines in Secondary Education focus on general Secondary Education or gifted and talented. Students who do not have a teaching certificate will be required to complete specific background courses before beginning graduate course work. It is also possible to earn the degree of Master of Arts with a major in Secondary Education. It consists of a minimum of 30 semester hours including thesis.

**Special Education.** The 36-hour Master of Education with a major in special education consists of 24-semester hours in special education. A 12-semester hour minor is required.

**Endorsements, Certificates, and Delivery Systems:**

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

**Bilingual Education Endorsement.** The following courses constitute an endorsement in Bilingual Education: Curriculum and Instruction 5312, Curriculum and Instruction 5378L, Linguistics 5311, Linguistics 5315.

**Early Childhood Education Endorsement.** The following courses constitute an endorsement in Early Childhood Education: Early Childhood Education 4310, Early Childhood Education 5318, Early Childhood Education 5319, Early Childhood Education 5330, and Curriculum and Instruction 4378K.

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

**Generic Special Education Delivery System.** These courses constitute a delivery system 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.

**Gifted and Talented Endorsement.** These courses constitute an endorsement in gifted and talented: Curriculum and Instruction 5308, Curriculum and Instruction 5309, Curriculum and Instruction 5310, Curriculum and Instruction 5311, and Curriculum and Instruction 5378.

**Severely Emotionally Disturbed and Autistic Endorsement.** These courses constitute an endorsement in severely emotionally disturbed and autistic: Special Education 5311, Special Education 5313, and Special Education 5314.
Courses Offered

Curriculum and Instruction (CI)

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 areas of emphasis according to this coding: 5178I Elementary, 5178J Secondary, 5178K Early Childhood, 5178L Bilingual. 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 coding: 5278I Elementary, 5278J Secondary, 5278K Early Childhood, 5278L Bilingual. May be repeated once for additional credit at discretion of the chair of the department.

5303 Teaching Math in the Elementary School. (3-0) This course is an in-depth study of the mathematics content and methodology derived from principles of learning and research. The course will explore the skills needed in cooperative planning, provide methods of organizing mathematical principles into lessons for pupils, and examine techniques for evaluating pupil progress.

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 of activities for the gifted/talented with emphasis on program content, materials, resources, guidance, and development of related curriculum materials.

5310 Creativity: Theories, Models, and Applications. (3-0) An awareness of the concepts in creative thinking and creative crafting are developed. Topics addressed include instruments and techniques for identifying creative potential, theories of creativity, theoretical models, strategies for enhancing creativity in content areas, and evaluation of resources and materials.

5311 Practicum in Gifted Education. (3-0) The application of knowledge, skills, and competencies from the basic courses are applied in a university or school setting. A diagnostic-prescriptive approach is used. Strategies utilized include designing and evaluating instructional materials, assessing competencies and planning appropriate instruction.

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.

5318 Educational Uses of Microcomputers. (3-0) This course provides hands-on experience with a variety of educational uses of microcomputers in elementary and secondary schools. Review of relevant research and discussion of current issues will also be included. Class assignments will involve the use of the Apple microcomputer.

5319 Social-Emotional Development of the Gifted. (3-0) Students will review current research on the affective characteristics, personality traits, and affective growth and adjustment of gifted children. Content includes understanding giftedness, guidance concerns, social, and emotional development and educational characteristics of gifted students, self-concept and adjustment concerns, expanding career options, the affective needs of special gifted populations, and problems pertinent to this population.

5320 Advanced Instructional Technology. (3-0) The course will provide the student with a systematic approach to the design of instruction and will specifically emphasize the incorporation of appropriate media (i.e., audio-video, computer-based, etc.). Emphasis on the selection of appropriate media for delivering instruction based on instructional objectives, the learner, and local resources.

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.

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: 5378E Elementary, 5378J Secondary, 5378K Early Childhood, 5378L Bilingual. May be repeated once for additional credit at discretion of the chair of the department.

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

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.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Curriculum and Instruction 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

Early Childhood Education (ECE)

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

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

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

5380 Independent Study in Early Childhood. (3-0) In-depth study of selected topics of current needs of interest in early childhood education. Work done on independent study basis with faculty member and only with permission of department. Repeatable once with departmental approval.

Reading (RDG)

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 Teaching Reading in the Elementary and Middle Schools. (3-0) This course is for teachers and specialists interested in reading from the early preparatory period
through the middle grades. The course includes: curriculum in reading, instructional assessment, selection of materials, and alternative instruction and management procedures for obtaining reading success.

Prerequisite: Reading 5320.

5323 Principles and Techniques of Reading Assessment. (3-0) Methods for ongoing assessment of learner progress in reading, preschool - adults, including learners with reading difficulties. Provides for observation, demonstrations, and supervised practice in the use of standardized, informal, and holistic assessment techniques.

Prerequisites: Reading 5320. Reading 5322 or Reading 5324.

5324 Teaching Reading in Middle and Secondary Schools. (3-0) Covers topics for teaching developmental reading in middle and secondary schools. Topics include extension of reading skills beyond primary grades; classroom assessment and development of reading strategies; developing flexibility, critical thinking, lifelong reading attitudes, and interests; strategies for content reading and study skills, remedial reading strategies; and supervision of secondary reading programs.

Prerequisite: Reading 5320.

5331 Literacy Methods for Linguistically and Culturally Diverse Students. (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.

Prerequisite: Reading 5320.

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 5322, and consent of instructor.

5340 Connecting Reading and Writing in the Classroom. (3-0) Course includes an in-depth study of the interrelationship between reading and writing and their connections to oral language and thinking. Practical applications include the organization and components of the workshop classroom, integration of skills and holistic instruction, appropriate assessment of children's adolescent literature, and thematic planning for both elementary and secondary teachers.

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.

5380 Independent Study in Reading Research. (3-0) In-depth analysis and interpretation of selected research topics of great current interest in reading and
language arts. Topics and instructors will vary from semester to semester. May be repeated with different topics for additional credit.

5395 Teaching 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.

Prerequisite: Reading 5320.

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 (SPED)

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

5311 Survey of Serious Emotional Disturbance. (3-0) Examination of historical perspectives; conceptual models for explaining emotional disturbance; characteristics of seriously emotionally disturbed children and youth; and various academic and instructional strategies used with seriously emotionally disturbed students.

5313 Intervention Strategies for Serious Emotional Disturbance. (3-0) Specific strategies for effective educational assessment and instructional programming for seriously emotionally disturbed students.

5314 Management of Autistic Behavior. (3-0) Examination of etiological theories, characteristics, specialized assessment methods, and specific instructional strategies pertaining to the management of autistic children/youth.

5320 Development and Intervention in the Early Childhood/Handicapped Classroom. (3-0) Overview of childhood development relating to the handicapped infant and pre-schooler. Development, diagnostic procedures, and specialized intervention approaches for this population.

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.

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.

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.

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

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

Graduate Faculty

Battle, Jennifer Lee Sutton, Assistant Professor of Curriculum and Instruction. B.A., southern Methodist University; M.A., University of Wyoming; Ph.D., The University of Texas at Austin.

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

Byrum, David Carol, Assistant Professor of Curriculum and Instruction. B.A., Christopher Newport College; M.A., University of Southern Mississippi; Ph.D., University of Oklahoma.

Caverly, David Charles, Professor of Curriculum and Instruction. B.Ed., University of Toledo; M.Ed., Kent State University; Ph.D., Indiana University.

Dolezal, Charles Henry, Professor of Curriculum and Instruction and Chair of the Department of Curriculum and Instruction. B.S., M.Ed., Ph.D., The 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.

Dunn, Margaret E., Associate Professor of Curriculum and Instruction. B.A., Southwest Texas State University; M.A., Southwest Texas State University; Ph.D., Texas A&M University.

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

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

Hall, Elizabeth Ann, Associate Professor of Curriculum and Instruction. B.S., Louisiana State University; M.Ed., Southwest Texas State University; Ph.D., The University of Texas at Austin.
Hammond, Dick Earl, Professor of Curriculum and Instruction. A.B., M.A.T., M.S., Indiana University; Ed.D., University of Arkansas.

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

Huling, Leslie Leigh, Professor of Curriculum and Instruction and Associate Dean of the School of Education. B.A., Angelo State University; M.S., University of North Texas; Ed.D., Texas Tech University.

Joseph, Dennis George, Associate Professor of Curriculum and Instruction. B.A., M.Ed., Nicholls State University; Ed.D., University of Houston.

Mandeville, Thomas Frances, Associate Professor of Curriculum and Instruction. B.A., Illinois Benedictine College; M.Ed., Southwest Texas State University; Ph.D., The University of Texas at Austin.

McDonald, Robert Burns, Assistant Professor of Curriculum and Instruction. B.S., Stephen F. Austin State University; M.S., Corpus Christi State University; Ph.D., The University of Texas at Austin.

Menchaca, Velma Dora, Assistant Professor of Curriculum and Instruction. B.S., Pan American University; M.Ed., Southwest Texas State University; Ph.D., Texas A&M University.

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

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

Nicosia, Ralph Timothy, Professor of Curriculum and Instruction. B.S., M.Ed., Ed.D., University of North Texas.

Ramos, Nancy Jane, Assistant Professor of Curriculum and Instruction. B.A., M.A., University of Texas At San Antonio; Ed.D., Texas A&M University-Kingsville.

Resta, Virginia Kay, Assistant Professor of Curriculum and Instruction. B.S., Northeastern Oklahoma State University; M.A., University of New Mexico; Ph.D., University of New Mexico.

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

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

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

Webber, Jo Ann, Associate Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., The University of Texas at Austin.
Werner, Patrice Holden, Associate Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., University of North Texas.

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

Witham, Joan Harmon, Assistant Professor of Curriculum and Instruction. B.S., Indiana State University; M.Ed., Salem State College; Ph.D., Purdue University.
Department of Educational Administration and Psychological Services

Degree Programs

Majors and Degrees Offered:
- Counseling and Guidance, M.Ed.
- Developmental and Adult Education, M.A.
- Educational Administration, M.A., M.Ed.
- Management of Vocational/Technical Education, M.Ed.
- Professional Counseling, M.A.
- School Psychology, M.A.

Major Programs

Applicants to the Professional Counseling, Counseling and Guidance, Educational Administration, and Developmental and Adult Education programs in the Department of Educational Administration and Psychological Services (with the exception of School Psychology) should submit all application materials by the published application deadlines. To be considered for admission, all required application materials and transcripts must arrive in the SWT Graduate School by October 15 for the spring semester, April 15 for the summer session I, June 1 for the summer session II, and June 15 for the fall semester.

The graduate sequence for School Psychology begins in the fall semester of each year with the application deadline on April 15. Special permission to enroll in summer courses prior to fall admission may be granted by the program advisers.

Other admission requirements are covered below and in the "Admission Policies" section of this catalog.

Counseling Programs. The Master of Education degree with a major in Counseling and Guidance consists of a minimum of 36 semester hours which meets the academic requirements for two areas of emphasis, school counseling and student affairs counseling. The Master of Arts with a major in Professional Counseling consists of a minimum of 48 semester hour with a 60 hour program pending Coordinating Board approval. The student may choose from four areas of emphasis, including community counseling, school counseling, marriage and family counseling, and student affairs counseling. The community counseling emphasis (pending approval) meets academic requirements for the Licensed Professional Counselor (LPC) credential. The marriage and family counseling emphasis meets academic requirements for Licensed Marriage and Family Therapist credentials. The student affairs emphasis prepares students to work in post-secondary and higher education student support services. These areas of emphasis have required course sequences which build skills from basic to advanced through didactic and experiential activities.

The following GPA, GRE, and admission policies apply to degree-seeking as well as non-degree-seeking and certification-only counseling programs applicants. Admission to the counseling programs will be based on the following requirements: (1) a 3.0 GPA on the last 60 undergraduate semester hours earned before receipt of the bachelor's degree and (2) a score of 900 or higher on the General portion of the Graduate Record Examination (verbal and quantitative combined). Applications will be reviewed for admission to the program when the official transcripts and GRE scores arrive in the SWT Graduate School. Students wishing to pursue counseling programs as a minor for
another graduate program of study must meet the counseling programs admission requirements. Should you have any questions regarding the admission policy to the counseling programs, please contact the Chair of the Department of Educational Administration and Psychological Services, or the academic adviser.

**Developmental and Adult Education.** This 39-hour Master of Arts degree is designed to provide graduate students the knowledge, skills, and experience to develop and lead developmental and adult education programs. For example, learning assistance centers and tutorial and remedial instruction programs at two- and four-year colleges and universities; adult literacy and education programs; workplace basic skills programs, alternative, compensatory, or supplemental instruction programs for school-aged youth; education services in non-profit organizational settings; community-based educational programs; and pre-college to college transition programs.

Required coursework emphasizes developmental and adult education theory; special characteristics and needs of underprepared and adult learners; program development and grant proposal writing, including needs assessment, design, implementation, management, and evaluation; research methodology; teaching basic writers; and teaching learning strategies and critical thinking. Graduation requirements include a supervised internship practicum and a thesis.

A 15-semester hour graduate minor in developmental and adult education is available to students in other majors, such as the Master of Education degree with a major in reading, mathematics, or special education, a master's with a major in English, or other approved majors. The course sequence for the developmental and adult education minor consists of Educational Psychology 5320, Educational Psychology 5365, Educational Psychology 5371, Educational Psychology 5375, and Educational Administration 5389B. The course sequence for a Certificate of Advanced Study, available to those already holding advanced degrees, is the same as for the minor.

In addition to meeting the basic Graduate School admission requirements, to be considered for admission to the developmental education program, you must submit the following for review by the program's admission committee:

1. Application form supplied by the Graduate Program in Developmental and Adult Education;
2. Three letters of reference from professional sources; and
3. Copy of Graduate Record Examination (GRE) scores (verbal and quantitative).

**Educational Administration.** Two graduate degrees are offered within a structured program for preparation of those interested in becoming educational leaders: a 36-hour Master of Education degree leading to mid-management certification and a 30-hour plus thesis Master of Arts degree. Both degrees are predicated on the development of skills in behavioral science, administrative procedures, instructional leadership, and curriculum improvement. Specific objectives address leadership, managerial principles, legal, sociological and psychological aspects of administration and curriculum implementation. The first five courses (15 hours) in the program are to be taken in sequence. They are: Educational Administration 5339, Educational Administration 5340, Educational Administration 5345, Educational Administration 5347, and Educational Administration 5348. Following the successful completion of these five courses, the student will be given a qualifying assessment. The student's ability to continue within the program, as well as a determination of the specific courses required to complete the program, will be based on the results of this assessment. To be eligible for the comprehensive exam or thesis, the student must attain a 3.25 GPA.

Students may also elect to complete a 36 semester hour Master of Arts degree, without a thesis, in Educational Administration with an emphasis in Instructional Leadership. This program of study is designed for those desiring to remain in the classroom while enhancing their instructional leadership skills, for example by serving as a master teacher, department chair, curriculum leader, mentor teacher, etc. You must specify this emphasis on the Graduate School application under specialization.
The following GPA, GRE, and admission deadline policies apply to degree seeking Educational Administration applicants. Admission to the Educational Administration program will be based on the following requirements: (1) a 2.75 GPA on the last 60 undergraduate semester hours earned before the receipt of the bachelor's degree; and (2) a score of 900 or higher on the General portion of the Graduate Record Examination (verbal and quantitative combined). Applicants will be reviewed for admission to the program when the official transcripts and GRE scores arrive in the Graduate School office. Students wishing to pursue Educational Administration as a minor for another graduate program of study must meet the Educational Administration admission requirements. Should you have any questions regarding the admission policy to the educational administration program, please contact the Chair of the Department of Educational Administration and Psychological Services or the academic adviser.

Students wishing to study junior college education may do so through a minor in Educational Administration in conjunction with the Developmental and Adult Education program. The junior college education area of study is designed for those students who have a major in a content area such as history, sociology, and political science and want to teach that content area at the junior college level.

Management of Vocational/Technical Education. This major is a highly specialized composite degree program. It has flexibility of course work that 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. This non-thesis Master of Education degree requires a minimum of 36 semester hours. NOTE: MVTE cannot be used as a minor.

School Psychology. The School Psychology program is fully approved by the National Association of School Psychologists. The program curriculum leads to a Master of Arts degree with a major in school psychology and composite minor in psychology and special education. School Psychology may not serve as a minor for other programs. Graduates of the program are eligible to apply for the following credentials: Licensed Psychological Associate and/or Licensed Specialist in School Psychology from the Texas State Board Examiners of Psychologists; and Nationally Certified School Psychologist from the National School Psychology Certification Board.

Students must apply for admission to the School Psychology program through the Department of Educational Administration and Psychological Services in addition to submitting the general Graduate School application. Please contact the department for a program application. Admission to the School Psychology program will also be based on the following requirements: (1) A 2.75 grade-point average calculated on the last 60 undergraduate semester hours earned before receipt of the bachelor's degree and (2) a score of 900 or higher on the General portion of the Graduate Record Examination (verbal and quantitative combined) is required. Applications will be reviewed for admission to the program when the Graduate School application, official transcripts, and GRE scores arrive in the office of the Graduate School. The School Psychology program is a specialist level 66 hour master of arts degree, including a 6 credit hour, year-long internship.

Certification and Licensure Programs

Academic preparation for certification and licensure requirements is available in addition to majors and concentrations associated with degree programs. These include certification in School Counseling, Principal (Mid-Management), or Superintendent, and licensure as a Psychological Associate, Marriage and Family Therapist, or Professional Counselor. Inquiries regarding any of these certification programs should be directed to the appropriate program adviser. To be considered for admission to a certification or licensure program, all required materials must arrive in the SWT Graduate School before
the deadline dates outlined above in the "major programs" section. Satisfactory performance on the Examination for the Certification of Educators in Texas (ExCET) test is required for provisional or professional certificates. Other conditions are also required by the state of Texas. It is the responsibility of the student to be aware of and to meet these conditions.

Certification in Educational Administration. The program in Educational Administration offers two distinct certification areas as Texas public school administrators: Principal (Mid-Management), a 24 to 48-hour program, and the Superintendency, requiring 15 semester hours in addition to the Principal (Mid-Management) certification. These certificates fulfill requirements for administrative positions such as elementary, middle, or secondary principal, and central office positions.

Certification and Licensure in Counseling and Guidance and Professional Counseling. The M.Ed. with a major in Counseling and Guidance with an emphasis in School Counseling meets state academic requirements for the School Counselor certification. Students must meet other state requirements as well, including passing the ExCET examination. The Community Counseling and Marriage and Family Counseling emphases in the M.A. with a major in Professional Counseling meet academic and practicum requirements for the Texas State Board of Examiners of Professional Counselors. A degree plan for a student in the School Counseling emphasis in the M.A. with a major in Professional Counseling may also be developed to meet Licensed Professional Counselor or Marriage and Family Therapist academic and practicum requirements.

Student Fitness and Performance

Program Standards. Students enrolled in all programs in the Department of Educational Administration and Psychological Services must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and techniques that are generally accepted by others in the professional fields and conform to the codes of ethics of relevant professional associations and the state of Texas. A student's acceptance in any program does not guarantee his or her fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program.

Evaluating Student Fitness and Performance. Members of the faculty, using their professional judgments, evaluate student fitness and performance continuously. Students usually receive information and counseling related to their fitness and performance from faculty members, their advisers, and their supervisors. The criteria used by the faculty to make such judgments include instructors' observation of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a judgment that the student has failed to meet academic standards rather than a judgment made on the basis of the student's violation of valid rules of conduct. Disciplinary matters are referred to the Director of Student Justice.

Required Withdrawal From a Program. If a faculty member believes that a student is not making satisfactory progress or meeting program or university standards, he or she should discuss the situation with the student. If the faculty member believes the student's performance cannot improve to acceptable standards, the faculty member
should refer the student to the Program Faculty Review Committee. The Program Faculty Review Committee consists of three faculty from the student's discipline, appointed by the department chair in consultation with the faculty.

The committee will notify the student of the reasons why he or she is not making satisfactory progress or meeting program standards and will give the student an opportunity to meet with the committee to respond and to present information and witnesses to the committee. The committee will also meet with the faculty member who referred the student to the committee. After considering the matter, and within 10 working days of meeting with the student, the committee will report to the student and the department chair recommending that the student either be allowed to remain in the program or be removed from the program. The committee may make other recommendations, such as placing restrictions or conditions on the student's continuing in the program. Within 10 working days of receipt of the faculty recommendations, the student will notify the Chair of the Department of Educational Administration and Psychological Services of the acceptance or appeal to the committee's recommendation.

If the student appeals the committee's recommendations, the department chair, after considering the committee's recommendation and after meeting with the student, will determine whether the student will be allowed to remain in the program. The Chairperson need not meet with the student before making a decision if the chairperson has given the student a reasonable opportunity to meet and the student has either failed or refused to meet. The student will be notified of the chairperson's decision in writing within ten working days of the chairperson's meeting with the student.

If the student is dissatisfied with the chair's decision, he or she may appeal to the Dean of the School of Education. However, in order for an appeal to be considered, the student must submit a written notice for an appeal to the department chair within ten working days of receiving the chair's decision. The dean will consider the matter based on results compiled by the department chair and notify the student of his or her decision within ten working days of his receipt of the appeal from the chair.

Courses Offered

Educational Administration (EDA)

5101 Research. (1-0) Individual research in various problems related to education. Data, analysis, and conclusions will be reported. May be taken up to three times, for a total of 3 hours credit, at the discretion of the chair of the department.

5339 Understanding Self: Developing a Personal Vision of Leadership. (3-0). Successful leadership in organizational settings requires an understanding of human behavior. This understanding begins with the knowledge of self and leads to the understanding of others. The focus of this course is on the individual student. The intent is to enhance the student's self-awareness of values, beliefs, and attitudes related to successful school leadership.

5340 Shaping Organizations and Using Inquiry: Management and Leadership. (3-0) This course includes an understanding of the basic structural components of educational organizations and the theoretical frameworks which describe organizational behavior. Students will focus on the process of action research, planning decision making, change in organizations and leadership.

Concurrent or Prerequisite: EDA 5339.

5345 Understanding People: Professional Development. (3-0) This course includes fundamental issues related to the development of personnel, entry-level knowledge of staff appraisal, adult learning and development, and staff development.

Prerequisite: EDA 5340.
5347 Understanding Environments: Social, Political, Economic, Legal and Technological. (3-0) Concepts of the internal and external environment of educational organizations are explored. Entry level concepts are presented in areas of school environments. 

Concurrent or Prerequisite: EDA 5345.

5348 Understanding Curriculum and Instructional Leadership. (3-0) Concepts of curriculum and instructional leadership models for schools will be developed. Factors such as curriculum leadership and instructional improvement are considered part of the internal environment of schools.

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 these codes: 5378B Administration, 5378D Junior College, 5378H Supervision. May be repeated once for additional credit at the discretion of the chair of the department.

5389H Internship Practicum. (3-0) Offered separately for supervisors and 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. This is a two semester offering. A letter following the course number will indicate the area as follows: 5389H 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.

6342 Curriculum Design. (3-0) Theory and practice in planning for curriculum needs assessment, development, implementation and evaluation.

Prerequisites: All Level I core courses or permission of instructor. Course may not be taken concurrently with EDA 5348.

6343 Continuous School Improvement. (3-0) Applies the concept and principles of Total Quality Improvement to schools and classrooms and integrates Total Quality Improvement with other school improvement models.

Prerequisite: All Level I core courses or permission of instructor.

6344 Campus Leadership. (3-0) Develop student skills as a practitioner in elementary and secondary schools, focusing on the role and functions of the principal as a leader. Activities lead participants to practice skill development in evaluation processes, student activity programs, staffing patterns, site-based decision-making, community relations, accounting procedures, and other skills as a campus leader would assume.

Prerequisites: All Level I core courses, and EDA 6342, 6343, 6348, or permission of the instructor.

6345 Administration and Staff Personnel. (3-0) This course examines the organization and administration of professional staffs, positions, and relationships, professional ethics, welfare, professional involvement in policy and curriculum, faculty development.

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) This course examines the constitutional provisions, statutory laws, court decisions, and regulations governing public schools, with special reference to state and federal relationships.

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

6351 Instructional Models. (3-0) Characteristics of effective teaching are identified and correlated with learning theories and their corresponding instructional models. Matching instruction to the needs of learners and integrative approaches are emphasized.

Prerequisites: All Level I and II courses or permission of instructor.

6352 School as Center of Inquiry. (3-0) Prepares the educational leader to be an intelligent consumer of research and to assume a leadership role in schoolwide action research.

Prerequisites: All Level I and II courses or permission of the instructor.

6353 Campus Services. (3-0) Campus Services is a course designed to prepare the prospective administrator to administer the special services that public schools provide for students. In order to build a sufficient knowledge base and to establish adequate information resources, extensive out of class work will be required.

Prerequisites: All Level I and Level II courses or permission of the instructor.

6354 Public Relations and Educational Politics. (3-0) This course is designed to teach the prospective administrator an understanding of the various public and private entities that are a part of the educational enterprise. Students will be given the opportunity to learn about school public relations in detail, school-community relations, intraschool political relationships and national, state and local politics that affect the local school operation.

Prerequisites: All Level I and II courses or permission of the instructor.

6358 Integrative Seminar. (3-0) This course integrates key theories, concepts, and principles learned during the student's course of study. The student will complete a paper including an action research plan designed to solve an educational problem present within a specific educational setting. The student will defend the paper during an oral examination.

Prerequisites: Levels I, II, III, and IV or permission of instructor.

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:

6378B Administration, 6378H Supervision. May be repeated for credit.

6388 Field-Based Practicum. (3-0) The practicum provides the student the opportunity to develop leadership and management skills needed by practitioners in elementary and secondary schools. Students will develop a practicum proposal based on their personal strengths and weaknesses. Students will practice and develop their administrative skills with hands-on activities. Students will take either six or nine hours of the field-based practicum to meet the requirements for the Principal certification.

Prerequisites: All Level I, II and III courses or permission of the instructor.

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

Educational Psychology (EDP)

5158 Group Counseling Practicum. (1-0) This practicum provides the opportunity for the student enrolled in Dynamics and Processes of Group Counseling course the
opportunity to experience a parallel learning setting which amplifies and illustrates the material presented in the didactic setting.

5207 Counseling and Personality Theories Pre-Practicum. (3-0) This course is to be taken concurrently with EDP 5307. It is designed to amplify the theoretical principles taught in the didactic course. This course is preoperational and utilizes experiential activities to focus on the student's integration of theoretical constructs prior to entering the skill-building phase.

5250 Basic Communication and Interviewing Skills. (2-0) An intensive laboratory experience to facilitate the acquisition of foundational skills essential to the counseling profession. Didactic and experiential activities will provide an understanding of and skill development in basic communication and interview skills.

5258 Dynamics & Processes in Group Counseling. (2-0) This course is a didactic study of group dynamics, processes, and applications. Group stages, tasks and skills of group members and leaders, and the importance of developing an understanding of the therapeutic value of group is covered.

5305 Standardized Testing. (3-0) Problems and principles of administration, scoring and interpreting group and individually administered tests; utilization of test data for diagnostic, placement, predictive, and evaluative purposes; elementary statistical procedures; laboratory activities in test administration, scoring, and interpretation.

Prerequisites: EDP 5307, 5350, 5368 and 5391 or permission of the instructor.

5307 Counseling 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 Counseling Diverse Populations. (3-0) An intensive introduction to the literature, constructs, and skills required to counsel persons from populations considered diverse. The course focuses on multi-cultural factors such as ethnicity, gender roles, social identification, and physical challenges (i.e., hearing impaired) along with the appropriate counseling interventions.

Prerequisites: EDP 5307, 5350 or 5385, 5368, and 5391 or equivalent.

5320 Teaching Basic Writers. (3-0) Survey of current strategies/models for teaching basic writers; philosophy of and rationale for the use of each model; evaluation methods appropriate for basic writing students and basic writing programs; guidelines for selecting strategies/models for intended populations.

5322 Governance and Legal Issues in Higher Education. (3-0) This course provides for the identification and understanding of the legal issues which influence institutions of higher education. There is also a focus on how postsecondary institutions are governed by Boards of Regents as well as by both state and federal governments.

5323 Program Development and Evaluation. (3-0) This course covers the theoretical bases for assessment techniques, statistics, research design, models for designing, managing and evaluating student affairs programs including information management and computer applications in higher education and methods of needs analysis applicable to college student populations.

5328 Introduction to School Counseling. (3-0) Competencies and skills to establish, maintain and evaluate a comprehensive developmental school guidance program will be taught, including the four major areas of responsive services, individual planning, system support and developmental guidance curriculum. School counseling students should take this course first in their sequence of courses.

5330 Assessment Applications in School Counseling. (3-0) The course emphasizes a hands-on approach to the assessments most often used by school counselors. The assessment measures used by others for insurance purposes and for qualification for special programs will be discussed so that an understanding of the interpretations for counseling is obtained.
5340 Loss and Grief Recovery Counseling. (3-0) An in-depth study of loss and its aftermath, grief. Emphasis is given to the counseling literature, loss, and grief in the arts, personal loss experience, and particular counseling interventions.
Prerequisites: EDP 5350 and EDP 5307.

5342 Advanced Multicultural Counseling Competencies. (3-0) The course is designed for students that have already obtained a personal awareness of the importance of both counselor and client race, ethnicity, gender, disability, and sexual orientation, and the sociopolitical effects of these issues on the counseling process. This course takes students to the next step: to apply this awareness to obtaining specific counseling competencies with diverse populations. The course is heavily experiential as the students practice using guidelines and detailed methods for working with diverse clients in a therapeutic setting.

5350 Introduction to Professional Counseling. (3-0) An introduction to the counseling profession as practiced in a variety of clinical and human service settings. Emphasis is placed on the philosophical and psychological foundations of mental health counseling, personal/professional traits and skills of effective counselors, professional ethics, licensure, credentialing and professional regulation, and contemporary professional issues.

5351 Current Issues in Marriage and Family Therapy. (3-0) The practice of techniques used by systems theorists in relation to current issues in marriage and family therapy.
Prerequisite: EDP 5367.

5355 Career Counseling (3-0) Historical concepts, foundations and present status of career development theory. Use of occupational information and measurement instruments in career counseling. Current career counseling techniques for special populations.
Prerequisites: EDP 5207.

5359 Individual Counseling Techniques II. (3-0) Within the framework that the relationship is what heals in counseling, students will have an opportunity to familiarize themselves with individual counseling techniques that are intentionally chosen based on the needs of the client. Based on students’ own life experiences, as well as knowledge of different theories, there will be a major emphasis on students developing insight into their own theoretical orientation. The course will be taught using both didactic and experiential methods.

5360 Techniques in Marriage and Family Therapy. (3-0) Included will be the diagnosis and assessment of family functioning and the practice of techniques used by systems theorists in marriage and family therapy.
Prerequisite: EDP 5367, 5207, and 5158.

5361 Legal and Ethical Issues in Professional Counseling. (3-0) The course will provide a comprehensive examination of legal and ethical issues which impact the practice of mental health counseling in agency, private practice, and school settings. This course satisfies the Texas Board of Examiners of Professional Counselors requirements.

5362 Practicum in Professional Supervision: Theories and Applications. (3-0) The practicum will provide the student with experience in supervising practicum or intern students as well as in integrating the theoretical foundations and current issues of professional supervision. Emphasis is placed on current ethical, multicultural, gender, age and lifestyle concerns in the supervisory relationship. The course meets the academic requirements for the supervisory status for the Licensed Professional Counselor in the State of Texas and prepares Licensed Specialists in School Psychology to assume supervisor duties.

5365 Administration of Developmental and Adult Education. (3-0) An overview of the field of developmental and adult education and of the various types of programs designed to meet the needs of the underprepared learner. Special emphasis on needs
assessment, program design, implementation, management, and evaluation. Grant proposal writing is a central focus of the course.

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.

Prerequisites: Educational Psychology 5354 and 5358.

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.

Prerequisites: EDP 5368, 5350 or 5385, and 5391 or equivalent.

5368 Developmental Issues in Counseling Children, Adolescents and Adults. (3-0) Emphasis will be on understanding the interaction between the developmental needs of each of these age groups and counseling techniques and procedures used to deliver mental health services to each of these groups.

5369 Techniques in Counseling Adolescents and Children. (3-0) The focus will be on the practice of techniques used in counseling intervention with children and adolescents in both the school setting and in private practice. Group, individual and systems techniques will be practiced as well as assessment and techniques for consulting with parents.

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.

5371 Teaching Learning Strategies and Critical Thinking. (3-0) Theory and pedagogy of learning strategies, problem solving, and critical thinking in the college and adult classroom. Topics will include variables in teaching and learning, methods of assessment, and approaches to instruction.

5372 Diagnosis and Treatment of Individual and Family Systems Behaviors. (3-0) This course addresses the diagnosis and assessment of individual and family functioning and the planning and implementation of a treatment program.

Prerequisite: EDP 5367.

5373 Play Therapy Process and Techniques. (3-0) The course is designed to prepare the student to effectively provide developmentally appropriate counseling for children aged 3-10 and the skills to apply the same techniques to adolescents and families.

5375 The Underprepared Learner in American Postsecondary and Adult Education. (3-0) A profile of the underprepared postsecondary student and an overview of the types of programs and instructional strategies appropriate for use with that target population.

5376 Psychoeducational Assessment. (3-0) Administration, scoring and interpretation of individually administered standardized tests of intelligence, special abilities and achievement. The theoretical and statistical bases of the tests used, integrative report writing, and description of learning are also covered.

Prerequisites: Twelve semester hours of advanced education or psychology, graduate standing, and consent of the instructor.
5377 Social, Emotional and Behavioral Assessment. (3-0) Investigation into the evaluation of personality, mental status, role expectation and behavior. The theoretical bases, construction, administration, scoring and interpretation of structured and projective personality tests with integrative report writing emphasizing the assessment of emotional disturbance and behavior disorders.

Prerequisites: EDP 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 these codes: 5378A School Psychology, 5378C Counseling. May be repeated once for additional credit at the discretion of the chair of the department.

5379 Child and Adolescent Psychopathology: Advanced Assessment and Interventions. (3-0) Advanced investigation into assessment of personality dynamics and diagnosis of psychopathology as defined by the current edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders. Integration of advanced projective techniques and structured instruments into comprehensive reports emphasizing intervention recommendations.

Prerequisites: EDP 5376, EDP 5377, or the equivalents, graduate standing, and consent of the instructor.

5385 Ethics, Standards and Procedures in Professional School Psychology. (3-0) Presentation of historical foundations, role and functions, and procedures used by psychologists in the school setting. Emphasis upon ethical and legal issues, professional standards, state and federal law and organization and operation of the schools as applied to the mental health and education of exceptional learners.

Prerequisites: Twelve semester hours of advanced education or psychology, graduate standing, and consent of the instructor.

5386 Consultation and Professional Issues in School Psychology. (3-0) Models of consultation as they apply to the professional development and ethical position of the school psychologist are included. The course emphasizes the consultative role in relation to school administrators, guidance and counseling personnel, teachers, parents, students, and referral sources.

Prerequisites: Completion of most of the course work in the School Psychology program, including at least one practicum, and consent of the instructor.

5389A Practicum In School Psychology. (3-0) The first practicum is primarily assessment oriented, often in a school setting, with supervision by on-site and university supervisors. The experience includes orientation to the roles, responsibilities, and functions of various agency and school personnel. This practicum also involves consultation with teachers, parents, administrators, case conferences and participation in interdisciplinary team meetings.

Prerequisites: Completion of EDP 5385, EDP 5376, graduate standing in the School Psychology Program, and consent of the instructor.

5389C Internship Practicum. (3-0) A practicum that includes at least four hours per week counseling clients in the campus-based counseling clinic, and a weekly three hour seminar. May be repeated up to three times (9 credit hours) based on the recommendation of the counseling faculty and the department chair.

Prerequisites: EDP 5366, recommendation of 5366 supervisor, and consent of 5389C supervisor.

5389S Internship - Student Affairs. (3-0) The internship experience provides opportunities to apply academic knowledge of student development theory, organizational theory, group dynamics, as well as counseling theory and skills to specific projects and activities in a particular student affairs area. The internship will familiarize students with the day-to-day student affairs operations and activities. The connection between theory and practice is emphasized. The course may be repeated up to three times.
5389W Practicum in School Psychology. (3-0) The second practicum experience may occur in a school or agency setting. The practicum emphasis is on evaluation of emotional, behavioral and learning difficulties; consultation with school or agency staff, parents and community resources; and direct counseling interventions with individual and/or group techniques. Repeatable for credit.

Prerequisites: Completion of EDP 5385, EDP 5376, graduate standing in the School Psychology Program, and consent of the department chair.

5389Y Site Based Internship (3-0) An on-site practicum-internship experience that occurs in a school or agency setting with supervision by on-site and university supervisors. The experience includes orientation to the roles, responsibilities, functions, and organization of the agency, and counseling and consultation with a variety of clients. May be repeated based on the recommendation of the counseling faculty.

Prerequisites: EDP 5389C, recommendation of 5389C supervisor, and consent of 5389Y supervisors.

5390 Higher Education and Student Affairs I. (3-0) This course covers the history of student affairs in higher education, the context in which student affairs exists in institutions of higher education, the theories used in student affairs work and its philosophical foundations, and the mission, goals and programs of selected functions in student affairs, and significant issues related to these functions.

5391 Research Seminar. (3-0) Problems in education with emphasis on research procedures. A research project is required of each student.

5392 Higher Education and Student Affairs II. (3-0) The course covers significant issues, functions, and problems that student affairs administration manage in their work setting which include professionalism and ethical decision-making, the role of professional organizations and associations, management and leadership theories, human resource development, governance and legal issues, finance and budgeting, and assessment and evaluation.

5393 The American College Student. (3-0) This course is an in-depth study of the characteristics and needs of American college students and how student subcultures affect the campus environment. There is an analysis of student growth and development issues, student subcultures, and the needs and services required for student success.

5394 Psychosocial and Cultural Aspects of Instruction and Remediation. (3-0) This course will provide an overview of the teaching/learning process. The course will examine how the rapidly changing cultural diversity of the nation as a whole affects our classrooms and schools. Students will be provided with an understanding of normal language development, emergent literacy issues, second language acquisition, and the principles of assessment and instruction in reading, writing and math. Alternative assessment procedures will be discussed.

5396 Biological Bases of Behavior. (3-0) Advanced techniques for comprehensive assessment will be studied with emphasis on standardized individual instruments as well as procedures and instruments not generally included in most test batteries. An overview of neuropsychological and other tests will be given with practice in administering, scoring, and interpreting test results, and developing recommendations for remediation.

Prerequisites: Completion of EDP 5376, EDP 5377, SPED 5365, graduate standing, and consent of the instructor.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Educational Psychology 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

6300A Professional Internship in School Psychology. (3-0) The professional internship occurs near the end of formal training in school psychology. Typically, the first internship is a full time (minimum of 600 clock hours) supervised experience in a
school setting. Interns are considered full members of the interdisciplinary team and serve with regular and special education staff.

**6300B Professional Internship in School Psychology.** (3-0) Professional Internship may be a continuation of the supervised school based experience or a placement in an appropriate alternative setting (e.g., child guidance clinic, counseling center, etc.). A minimum of 600 clock hours of experience is required and usually takes place in one academic semester.

**Graduate Faculty**

**Beck, John James, Jr.,** Professor of Educational Administration and Dean of the School of Education. B.S., Southwest Texas State University; B.S., University of Washington; M.A.T., Ph.D., University of Nebraska.

**Boone, Michael,** Associate Professor of Educational Administration. B.S., Kansas State University at Pittsburg; M.A., Ed.D., Washington State University.

**Carns, Ann Worrell,** Assistant Professor of Counseling. B.S., M.Ed., Ed.D., University of North Texas.

**Carns, Michael Ray,** Associate Professor of Counseling. B.S., Kansas State University at Manhattan; M.A., Southwest Texas State University; Ph.D., University of North Texas.

**Duffey, Thelma,** Assistant Professor of Counseling. B.A., M.Ed, Trinity University; M.A., Ph.D., St. Mary's University.

**Garcia, John L.,** Assistant Professor of Counseling. B.S., David Lipscomb College; M.Ed., Ed.D., Vanderbilt University.

**Gordon, Stephen,** Associate Professor of Educational Administration. B.S., Bowling Green State University; M.E., Wright State University; Ed.D., University of Georgia.

**Homeyer, Linda,** Assistant Professor of Counseling. B.A., Central Michigan University; M.S., East Texas State University; Ph.D., University of North Texas.

**Jones, Lesley,** Associate Professor of Counseling. B.A., University of California-Santa Barbara; M.S., Indiana University; Ph.D., The Ohio State University.

**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.

**Kerl, Stella,** Assistant Professor of Counseling. B.A., University of Washington; M.A., Ph.D., The University of Texas at Austin.

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

**Kutcher, Joyce,** Assistant Professor of Counseling. B.A., SUNY Binghamton; M.S., Long Island University; Ed.D., Vanderbilt University.

**Lyman, Barbara Gallow,** Associate Professor of Developmental Education. B.A., Anna Maria College; M.A., Brandeis University; Ph.D., Louisiana State University.
McCullough, C. Sue, Associate Professor of School Psychology and Chair of the Department of Educational Administration and Psychological Services. B.A., Butler University; M.A., Ed.D., Ball State University.

Payne, Emily Miller, Assistant Professor of Developmental Education. B.A., The University of Texas at Austin; M.A.T., Ed.D., New Mexico State University.

Reese, Marianne, Assistant Professor Educational Administration. B.S., Suffolk University; M.S., Rutgers University; Ph.D., The University of Texas at Austin.

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

Scribner, Alicia Paredes, Assistant Professor of School Psychology. B.S., M. Ed., Ph.D., Temple University.

Seifert, Edward Herman, III, Professor of Educational Administration. B.S.Ed., Ed.S., Central Missouri State University; M.S.Ed., Northwest Missouri State University; Ed.D., Oklahoma State University.

Sellars, Diana Elizabeth, Assistant Professor of Developmental Education. B.A., University of North Texas; M.A., Ph.D., The University of Texas at Austin.

Simpson, Grant, Jr., Associate Professor of Educational Administration. B.S., Trinity College; M.A., The University of Texas at Austin; Ph.D., Texas A&M University.

Willoughby, Jack Michael, Professor of Educational Administration and Dean of the Graduate School. B.S., Texas A&M University; M.Ed., Southwest Texas State University; Ed.D., University of Southern Mississippi.
Department of Health, Physical Education, and Recreation

Degree Programs

Majors and Degrees Offered:
   Health and Physical Education, M.A.
   Health Education, M.Ed.
   Physical Education, M.Ed.

Major 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 21-24 hours in health and physical education.

The Master of Education with a major in Physical Education has several options. The graduate student in Physical Education may choose to focus in one of three areas: Exercise Science, Sport and Leisure Management, or Educational Foundations. Within these programs are options of having a thesis (30 hours) program or a non-thesis (36 hours) program both of which do not have a minor but have required support courses. Traditional programs, thesis (30 hours) or non-thesis (36 hours), with minors or split minors are also available.

The Exercise Science emphasis is designed for the physical education professional (teacher/coach), athletic trainer, and physical therapist who want to focus on topics of study such as exercise physiology, biomechanics, motor learning, research applications to sport and human performance, etc.

The Sport and Leisure Management emphasis is designed for those individuals who desire more training in the area of recreation administration or sport management such as athletic administration. Recreation professionals seeking an advanced degree or coursework for certification as a Certified Leisure Professional (CLP) or a Certified Therapeutic Recreation Specialist (CTRS) typically enroll in this option.

The Educational Foundations emphasis gives public school and collegiate physical education teachers a broader understanding of teaching skills which foster the possibility of obtaining education administrative certification.

The Master of Education with a major in Health Education consists of at least 36 semester hours, including a major of 21 hours and a 15 hour minor, or split minor of 9 and 6 hours. The graduate student in Health Education may select courses in one of two areas of emphasis: School Health or Community Health and may select a thesis or non-thesis option. The thesis option would be a thirty-six (36) hour program with twenty-one hours (21) of course work plus six (6) hours of thesis in Health Education and nine (9) hours in the minor.
Background

Health Education. As background prerequisites, a health education major is expected to have a minimum of 18 semester hours of health education course work on the bachelor's degree.

Physical Education. A physical education major is expected to have a minimum of 21 semester hours of physical education course work, exclusive of physical education activity courses. Prospective graduate students interested in pursuing careers in certain areas (e.g., exercise science) are evaluated on an individual basis.

Financial Aid

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, there are extensive opportunities for teaching assistantships. To be considered for positions as assistant instructors, applicants must have unconditional admission to the Graduate School.

Courses Offered

Health Education (H ED)

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

5315 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: 5330A Advanced teaching strategies. 5330B Curriculum development. 5330C Other topics as needed. May be repeated once with different emphasis for additional credit.

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. May be repeated once with different emphasis for additional credit.

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

5340 Human Ecology. (3-0) Deals with biological relations between man, other living organisms, and their environment. Concerned with relationships between distribution of human groups with 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. Repeatable once with a different emphasis.

Prerequisite: Health Education 5346.

5360 A, B, C, D Internship/Applied Project in Health Promotion. (0-3) Designed to integrate classroom learning with a professional field-based experience in a health promotion agency or organization. Internships will be approved and supervised by health education faculty. A letter following the course indicates the distance from San Marcos and is reflected in the course fee.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Health Education 5399B.

Prerequisite: Successful completion of Health Education 5346.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

Physical Education (PE)

5302 Issues in Athletic Training and Sports Medicine. (3-0) Course is designed to provide the certified athletic trainer or coach with information that will enhance his/her ability to function effectively as a contemporary, professional athletic trainer or coach and to enhance his/her awareness of current administrative, professional, and legal issues pertaining to athletic training and sports medicine.

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.

5306 Advanced Physiology of Exercise. (3-0) An intense study of the physiological adjustments to exercise. Laboratory experiences are provided.

5309 Biomechanics for Exercise and Sport Sciences. (3-0) Qualitative and quantitative techniques and concepts for analysis and understanding of human motion in exercise and sport sciences.

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 Physical Education. (3-0) Current problems in physical education, intramurals, curriculum, public relations, and athletics. May be repeated once for additional credit at discretion of the chair of the department.

5344 Analysis of Teaching in Physical Education. (3-0) This course is designed for graduate students interested in preservice and/or inservice education. Students will become familiar with the research literature in teacher effectiveness and will attain advanced skills in observation/analysis of teaching.

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

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. Repeatable once.

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. See Recreation 5356.

5360 Administrative Problems in Physical Education. (3-0) Problems of organization and administration of 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-) 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. (3-2) Includes a study of advanced techniques in camping for schools with special emphasis on trip craft skills, back-packing skills, and survival techniques.

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.

5398 Internship in Physical Education. (0-3) Designed as an in-depth supervised work experience which will require application of classroom theory and research in an on-the-job setting. Internships will be approved and supervised by the department. A letter following the course number indicates area of emphasis: 5398A, Sports & Leisure Management; 5398B, Exercise Science.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Physical Education 5399B.

Prerequisite: Successful completion of Physical Education 5346.
5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

Recreation (REC)

5318 Selected Topics in Recreation and Leisure Services. (3-0) Topics: 5318B Campus Recreation, 5318C Commercial and Entrepreneurial Recreation, 5318A Others topics as needed. May be repeated with different topics for additional credit.

5321 Issues and Trends in Recreation and Leisure Services. (3-0) A seminar style course where students investigate current events on the provision of services. This course will address that need.

5337 Independent Study in Recreational Administration. (3-0) Individual study related to recreational administration under direct supervision of a faculty member. May be repeated for additional credit at the discretion of the chair of the department.

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

5350 Legal and Ethical Issues in Recreation and Leisure Services. (3-0) A seminar style course that focuses on legal and ethical issues related to recreation and leisure services. Tort law, participant rights, accessibility, and credentialing and others are topics to be address in this course.

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. See Physical Education 5356.

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

5399A Thesis. (3-0) This course represents a student's initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in REC 5399B.

5399B Thesis. (3-0) This course represents a student's continued thesis enrollment. No thesis credit is awarded until the thesis is submitted for binding.

5698 Internship in Recreation and Leisure Services. (0-6) Designed as an in-depth supervised work experience that requires application of classroom theory and research in organizational setting. May be repeated with different topics for additional credit.

Graduate Faculty

Burkhartt, John Edward, Professor of Physical Education and Chair of the Department of Health, Physical Education, and Recreation. B.A., Simpson College; M.A., Ph.D., University of Iowa.

Calsbeek, Franklin, Professor Emeritus of Health Education. B.S., Augustana College; M.S., University of Illinois; Ed.D., University of Oregon.

Furney, Steven Reed, Professor of Health Education. B.S., Texas A&M University; M.Ed., University of Houston; M.P.H., University of Texas School of Public Health; Ed.D., University of Tennessee.

Gonzalez, G. Leticia, Assistant Professor of Physical Education. B.S., Texas A&M University; M.Ed., Tarleton State University; MBA, Ph.D., University of Iowa.
Hays, Joan Camille, Professor of Physical Education. B.S., University of Utah; M.S., University of Wisconsin; Ph.D., The University of Texas at Austin.

Hoffmann, Keith Farrell, Associate Professor of Physical Education. B.S.Ed., Southwest Texas State University; M.S.Ed., Texas A&M University-Kingsville; Ed.D., University of North Texas.

James, S. Gay, Assistant Professor of Health Education. B.S., M.S., Southwest Texas State University; Ph.D., The University of Texas at Austin.

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

Lord, Michal Anne, Assistant Professor of Recreation Administration. B. S., The University of Texas at Austin; M.A., Texas Women's University; Ph.D., The University of Texas at Austin.

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

Paese, Paul Carmine, Professor of Physical Education and Associate Dean of the School of Education. B.S., M.Ed., Bowling Green State University; Ph.D., Ohio State University.

Patton, Robert Edward, Professor of Physical Education. B.S.Ed., M.Ed., Southwest Texas State University; Ed.D., University of North Texas.

Rutledge, Cynthia Dee, Assistant Professor of Physical Education. B. S., Texas Tech University; M.S., Texas A & M University; Ed.D., University of Northern Colorado.

Schmidt, Darlene H., Associate Professor of Physical Education. B.S., Western Illinois University; M.A.T., New Mexico State University; Ph.D., The University of Iowa.

Schuett, Michael A., Assistant Professor Recreation Administration. B.A., North Central College; M.S., Eastern Washington University; Ph.D., University of Illinois.

Walker, John L., Assistant Professor of Physical Education. B.S., M.A.I.S., Southwest Texas State University; Ed. D., University of Houston.

Wiley, David Clark, Associate Professor of Health Education. B.S., M.S. East Texas State University; Ph.D., The University of Texas at Austin.
The Department of Art and Design offers neither a graduate major, minor, nor degree. Graduate hours are offered, however, in support of graduate programs.

Courses Offered

**Communication Design (ARTC)**

5313 Communication Design Advanced Problems. (3-3) An independent study in communication design, which requires students to pursue complex design problems. Goals and objectives will be outlined in a written format. May be repeated with different emphasis for additional credit.
Prerequisite: Permission of instructor required.

**Art History (ARTH)**

5301 Special Topics Advanced. (3-0) An independent study course designed to examine specific topics and address issues in art history or art criticism. May be repeated with different emphasis for additional credit.

**Studio Art (ARTS)**

5301 2-D Advanced Special Problems. (3-3) An independent study in 2-D studio art which requires a student to pursue a personal conceptual direction and to develop the technical and critical skills necessary for creating a cohesive body of artwork. May be repeated with different emphasis for additional credit.
Prerequisite: Permission of instructor required.

5302 3-D Advanced Special Problems. (3-3) An independent study 3-D in studio art which requires a student to pursue a personal conceptual direction and to develop the technical and critical skills necessary for creating a cohesive body of artwork. May be repeated with different emphasis for additional credit.
Prerequisite: Permission of instructor required.

**Art Theory & Practice (ARTT)**

5376 Research in Art Theory and Practice for Children. (3-3) Individualized study focusing on art skill and knowledge development related to children’s art learning experiences. May be repeated with different emphasis for additional credit.
Prerequisite: Teaching experience or admission to graduate degree program and permission of instructor required.

5377 Research in Art Theory and Practice for Adolescents and Adults. (3-3) Individualized study focusing on art skill and knowledge development related to adolescent and/or adult art experiences. May be repeated with different emphasis for additional credit.
Prerequisite: Teaching experience or admission to graduate degree program and permission of instructor required.
Graduate Faculty

Carraro, Francine Betty, Associate Professor of Art and Design. B.A., Hendrix College; M.F.A., Southern Methodist University; Ph.D., The University of Texas at Austin. (Art History, Humanities)

Colombik, Roger B., Associate Professor of Art and Design. B.F.A., University of Illinois; M.F.A., Southern Illinois. (Sculpture, 3D Design)

Conroy, Michel Louise, Professor of Art and Design. B.F.A., Webster University; M.F.A., Louisiana State University. (Ceramics)

Greer, Carole Anne, Associate Professor of Art. B.S., Kansas State University; M.F.A., University of North Texas. (Drawing, Printmaking, and Painting)

Gregory, Diane Carol, Associate Professor of Art and Design. B.S.Ed., M.Ed., Ph.D., University of Missouri at Columbia. (Art Education)

Kolbe, William Deforest, Professor Emeritus of Art and Design. B.S., Wisconsin State University; M.S.A.E., Illinois Institute of Technology. (Painting, Watercolor)

Laman, Jean B., Professor of Art and Design. B.A., M.F.A., University of North Texas. (Weaving, Fibers, and 3D Design)

Meek, William E., Assistant Professor of Art and Design. B.F.A., University of North Texas; M.F.A. candidate, Kent State University. (Communication Design)

Nelson, Erik August, Professor of Art and Design. B.A., M.A., University of South Florida; Ph.D., The University of Texas at Austin. (Art Education, Printmaking, and Photography)

Penn, Beverly Beecham, Associate Professor Art and Design. B.F.A., University of Texas at El Paso; M.A., New Mexico State University; M.F.A., State University of New York College at New Paltz. (Metals, Jewelry, and 3D Design)

Reid, Randall T., Associate Professor of Art and Design. B.F.A., Louisiana Tech University; M.F.A., Texas Tech University. (Drawing, Design)

Row, Brian Gillow, Professor of Art and Design and Chair of the Department of Art and Design. B.F.A., M.F.A., University of Colorado. (Sculpture, Drawing)

Shields, J. David, Assistant Professor of Art and Design. B.F.A., Louisiana Tech University; M.F.A., Savannah College of Art and Design. (Communication Design)

Todd, Mark E., Professor of Art and Design. B.F.A., M.A., M.F.A., University of Iowa. (Design, Drawing, and Painting)

Weller, Eric Corville, Professor of Art and Design. B.F.A., M.F.A., University of Colorado. (Drawing, Photography)
Williams, Tommy Carroll, Associate Professor of Art and Design. B.S., West Texas State University; M.Ed., Ph.D., University of Oklahoma. (Art History, Humanities)

Wilson, Ryce Neal, Professor of Art and Design. B.F.A., M.F.A., The University of Texas at Austin. (Painting, Watercolor, and Drawing)

Wortham, Marshal R., Professor of Art and Design. B.A., The University of Texas at Austin; M.F.A., Cranbrook Academy of Art. (Communication Design, 3D Design)
Department of Mass Communication

Degree Programs

Major and Degree Offered:
Mass Communication, M.A.

Major Programs

The degree synthesizes theory, research, practice, roles and responsibilities, and critical issues in order to develop in students an intellectual breadth essential to effective performance and leadership in mass communication. The degree seeks to provide an understanding of the social role of mass communication for those in related areas as well.

Today's information-dependent market demands communication specialists who apply communication skills as a primary job requirement, communication managers who understand and use the potentials of mass communication, and communication generalists for whom understanding of mass communication makes them more effective in marketing, sales, new product development, politics and strategic planning, or simply understanding their world.

The program, then, offers students a course of study designed to broaden their understanding of the theories of mass communication and current research that influences the direction of the field. It is structured to hone the skills that will allow students to produce effective mass communication products, and it builds on strengths of the university and mass communication faculty to allow targeted study of particular areas of focus.

Other specific program objectives include providing a clear understanding of ethics and law; offering concentrated training in mass communication skills and process; allowing professional communicators to become more effective and to teach others to be more effective communicators; enabling students with a skills focus in undergraduate work to become readers and users of research; and helping students whose undergraduate major may not have been mass communication to gain a skills and theory base for potential mass communication careers.

Admission Policy

Admission is selective and all applicants who meet requirements of the Graduate School will be considered by a graduate admissions committee. The achievement of the university's minimum requirements should not be considered an assurance of admission to the Mass Communication M.A. program. Students are also required to complete a separate departmental application for admission to the program. In addition to university requirements for admission to graduate study, department requirements for unconditional admission are as follows:

1. Leveling courses to be determined by the mass communication graduate faculty for students who do not have a journalism or a mass communication major in their undergraduate studies. Leveling work may include courses in mass communication, reporting, editing, media law and history, and/or specialty areas such as public relations, broadcasting or advertising. The graduate faculty also may require
leveling in other content areas of social sciences if weaknesses are detected in the undergraduate program.

2. A passing score on the departmental Grammar, Spelling and Punctuation test (or score of 600 on the TOEFL for international students).

3. A minimum combined score of 1000 on the verbal and quantitative portions of the Graduate Record Examination general test, with no less than 500 on either section.

4. An undergraduate GPA of 3.0 (4.0 scale) in the last 60 credit hours of work leading to the bachelor's degree.

5. Students who do not meet the GRE/GPA minimum may be admitted conditionally under specific GPA and/or course requirements. Those who do not meet the GSP/TOEFL standard may take only leveling courses until a satisfactory score is achieved.

Degree Requirements

The 36-hour project track includes the core of 18 hours, 6 hours of designated electives (a graduate statistics course and one mass communication course selected by the student and the graduate adviser), 9 hours of electives from graduate courses outside the department, and a 3-hour project. The electives allow students to select courses in areas that support their special research or job-related needs and interests.

The project is a major communication effort, the purpose of which is to demonstrate command of the skills necessary to work at advanced levels in mass communication. For example it may be a complete advertising or public relations campaign for a client, a magazine prospectus or a broadcast documentary. Any major mass communication project that would be useful to a client might be approved as a project idea.

The 33-hour thesis track requires the core of 18 hours, a 3-hour graduate statistics course, 6 hours of electives, and a 6-hour thesis. The thesis is a scholarly study of communication behavior, the purpose of which is to broaden understanding of what mass media do, how they do it, and with what effect. It may be quantitative, relying on an experimental design, content analysis, survey data or another appropriate approach; or it may be qualitative, relying on historical research or another appropriate methodology.

The thesis consists of original research that contributes to the body of mass communication knowledge—a scholarly presentation of information about how media, media workers, or media consumers behave. The project involves applying theory, research and skills to the solution of a special mass communication problem; in other words, a communication product that might be used by a client.

Although the traditional 6-hour thesis is an integral feature of this degree proposal, a 3-hour project is a more appropriate alternative for some graduate students. Both the thesis and the project incorporate extensive research and documentation but the project option awards the project less academic credit and requires more course work than the thesis option.

The SWT program requires 9 to 15 hours of electives to accommodate diverse student needs and abilities. These may constitute a cognate area or comprise individually desirable courses. As part of these electives, each student is required to take 3 to 6 hours of tools courses (statistics, historical research methods, etc., as appropriate for the thesis/project).

Students plan their specific courses in consultation with the mass communication graduate adviser and appropriate members of the mass communication graduate faculty. Though electives normally will be from the same resource area, they may be from different areas or include mass communication, if that best suits the student's needs.
Thus the only courses not common to both tracks are the electives, Mass Communication 5307 - Project for the project track and Mass Communication 5399A and 5399B - Thesis for the thesis track.

Facilities

The Department of Mass Communication is the sole departmental tenant of Old Main, the most storied academic building on campus. The structure, often featured in university literature and in the school's logo, contains student publications, radio station, faculty offices, five large lecture rooms, television editing facilities, and two computer laboratories. Old Main enrolled its first students in 1903 and was the building in which Lyndon Johnson earned his bachelor's degree and edited the campus newspaper. The building also is home to the offices of the dean of the School of Fine Arts and Communications, the academic division that includes Mass Communication, Speech Communication, Theatre, Art and Design, and Music.

Faculty

The Department of Mass Communication has 17 full time and part time faculty, 11 of whom hold the Ph.D. or Ed.D. The graduate faculty are extremely diverse in background, education, and research interest.

Financial Aid

Graduate assistantships offered at competitive stipends with waiver of out-of-state tuition are available to qualified applicants. Assistantship responsibilities include teaching mass communication fundamentals, serving as supervisor of the annual American Advertising Federation competition, working in supervisory roles at student media outlets or assisting faculty with research. Most assistantships are assigned in April for the fall semester, but assistantships may be available for students who wish to begin the graduate program in the spring or summer.

Courses Offered

Mass Communication (MC)

5301 Mass Media and Society. (3-0) A seminar devoted to analysis and discussion of significant contemporary issues in mass communication, including a study of the history of the development of mass communication media.

5302 Research Methods in Mass Communication. (3-0) Investigation of the tools and techniques of both qualitative and quantitative research methods used in the study of mass communication, including surveys, content analyses, experimental designs and case studies.

Prerequisite: Statistics or appropriate tools course.

5303 Theories of Mass Communication. (3-0) Examination of the literature of mass communication theory, and discussion of theoretical approaches and models.

5304 Special Topics in Mass Communication. (3-0) Seminar examining leading work in and about mass communication to give students and in-depth look at special topics. May be repeated for credit up to 4 times when topics change.

Prerequisite: MC 5303 or consent of graduate coordinator.
5304A Seminar in Media Regulation and Responsibility. (3-0) Study of laws and regulations as they pertain to media operations and the internal and external codes that guide media behavior.

5304B Seminar in Advertising/Public Relations Issues. (3-0) Analysis and discussion of the development and role of advertising and public relations in the field of mass communication.

5304C Seminar in Media Management. (3-0) Analysis and discussion of issues involved in media ownership and operation, including monopoly and competition, labor relations, human resource management and staffing, the politics of workplace supervision, and market relations.

5304D International Communication Issues. (3-0) Study of international mass communication theory and its role in the development of political, social and cultural structures.

5305 Intensive Research for Communication Specialists. (3-0) Planning and conducting a research/investigative project emphasizing one or several common mass communication research and information-gathering techniques.
Prerequisite: MC 5302 or consent of graduate coordinator.

5307 Project. (3-0) A major communication effort, the purpose of which is to demonstrate command of the skills necessary to work at advanced levels in mass communication. For example, it may be broadcast documentary.
Prerequisite: Completed course work.

5399A Thesis. A scholarly study of communication behavior, the purpose of which is to broaden understanding of what mass media do, how they do it, and with what effects. It may be quantitative, relying on historical research or another appropriate methodology. No thesis credit is awarded until student has completed the thesis in MC 5399B.
Prerequisite: Completed course work.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.
Prerequisite: MC 5399A and completed course work.

Graduate Faculty

Blevens, Frederick R., Professor and Chair of the Department of Mass Communication. B.S., M.A., Ball State University; Ph.D., University of Missouri.

England, M. Timothy, Assistant Professor of Mass Communication. B.A., Western Kentucky University; M.A., Indiana University; Ph.D., University of Tennessee.

Fluker, Laurie H., Assistant Professor of Mass Communication. B.A., Wiley College; M.F.A., Southern Methodist University; Ph.D., The University of Texas at Austin.

Henderson, Jeffrey Weldon, Professor of Mass Communication and Director of Student Publications. B.S., M.A., Sul Ross State University.


Marron, Maria, Assistant Professor of Mass Communication. B.A., University College of Dublin (Ireland); M.A., The Ohio State University; Ph.D., Ohio University.

Nelson, David C., Professor of Mass Communication and Assistant Dean of the College of General Studies. B.A., M.A., Ph.D., Purdue University.

Panol, M. Zenaida Sarabia, Assistant Professor of Mass Communication. B.J., Silliman University; M.A., University of the Philippines; Ed.D., Oklahoma State University.

Peirce, Kate, Associate Professor of Mass Communication. B.A., M.S., Florida State University; Ph.D., The University of Texas at Austin.

Rao, Sandhya, Assistant Professor of Mass Communication. B.A., B.S., M.S., Bangalore University (India); Ph.D., Bowling Green State University.

Renfro, Bruce, Associate Professor of Mass Communication. B.A., M.A., Ph.D., The University of Texas at Austin.

Renfro, Paula, Professor of Mass Communication. B.A., M.A., Baylor University; Ph.D., The University of Texas at Austin.
Department of Music

The principal functions of graduate education in music are considered to be the continued development of:

* Individual talents, interests, and philosophies which can be used creatively both to preserve and extend our cultural heritage;
* Professional competence in such disciplines as music teaching, composition and performance, interpretation, and evaluation of knowledge;
* Scholarly competence in the organization, interpretation, and evaluation of knowledge;
* Professional competence in the communication and dissemination of knowledge;
* Individuals with the potential to solve contemporary problems in various aspects of music.

Degree Programs

Majors and Degree Offered:
- Music—Music Education, M.M.*
- Music, M.M.*

Major Programs

The Department of Music offers graduate work in music education, performance, conducting, music theory, composition, and music history and literature leading to the Master of Music degree. Both majors, Music-Music Education and Music*, are 36-hour programs with a core of 24 semester hours plus an additional 12 semester hours of support classes within one of the emphases listed below. In addition, opportunities are provided for independent study with professors in their areas of specialization.

All four of the emphases under the major, Music-Music Education, require final research projects. The Kodály Pedagogy graduate program, approved by the Organization of American Kodály Education (OAKE), leads to certification.

The remaining eight emphases fall under the Music* major. A final graduate recital is presented for the performance specialization as well as for both the choral and instrumental conducting areas. A thesis is mandatory for the music theory course of study. A thesis for the history and literature curriculum is not obligatory, but remains an option. If a thesis is not elected upon consultation with the Director of Graduate Studies in Music, 6 hours must then be dedicated to a final project to be composed of research papers. The composition specialty entails the development of a portfolio of original scores including solo and chamber pieces; however, a major work must be submitted with an accompanying critical analysis to make up the requisite final project.

*The reconfiguration of the degree into these two distinct majors is pending Coordinating Board approval.
Areas of Emphasis

The following specializations are offered under the two basic major programs:

**Music—Music Education**
- Choral Music
- Instrumental Music
- General Music
- Kodály Pedagogy

**Music**
- Voice Performance
- Woodwind, Brass, or Percussion Performance
- Keyboard, String or Guitar Performance
- Choral Conducting
- Instrumental Conducting
- Theory
- Composition
- History and Literature

Departmental Policies

Applicants for the M.M. degree are expected to have an undergraduate degree in music in order to have the necessary background for graduate study in this field. Before prospective graduate students are approved for a performance emphasis, they must audition for the applied faculty in the appropriate area. A piano proficiency examination is required upon entering the conducting and theory programs; details of this proficiency are available from the Director of Graduate Studies in Music. Graduate students in theory and composition must take Eighteenth-Century Counterpoint (MU 4336) and Orchestration (MU 4334) as background work if these classes or their equivalents were not taken in an undergraduate program. In consultation with the Director of Graduate Studies in Music, each full-time student is normally expected to enroll in appropriate ensemble(s) generally offered in the fall and spring semesters; ensemble hours are not a part of the 36 semester hours needed for graduation.

Minors

Graduate students majoring in other departments who wish to minor in an area of music must consult the Director of Graduate Studies in Music for information concerning the requirements.

Financial Aid

Scholarships which may include waiver of out-of-state tuition and graduate assistantships (with teaching duties in the department) are available to qualified applicants. For further information about financial assistance and the degree programs, please contact the Director of Graduate Studies in Music.

Courses Offered

Music (MU)

5136 Graduate Music Workshop. (1-0) (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. May be repeated for additional credit. No more than four hours can be used for a degree.
5141 Kodály Level I - Conducting. (1-0) Advanced conducting techniques emphasizing patterns and communication of the character of music. Emphasis on conducting folk songs and classical canons.

5143 Kodály Level I - Materials. (1-0) Examination of song literature appropriate for children with emphasis on folk literature.

5145 Kodály Level II - Conducting. (1-0) Advanced conducting techniques emphasizing patterns and communication of the character of music. Emphasis on independence of the left and right hands to communicate tempo, dynamics, cues, and character.

5147 Kodály Level II - Materials. (1-0) Examination of song literature appropriate for children with emphasis on folk literature. Students will also explore suitable instrumental literature through performance on the recorder.

5149 Kodály Level III - Conducting. (1-0) Advanced conducting laboratory with application to 2-, 3-, and 4-part choral works.

5151 Kodály Level III - Research and Retrieval. (1-0) Research of international folk music as applied to philosophy as applied to Kodály music education program.

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.

5236 Graduate Music Workshop. (2-2) (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. May be repeated for additional credit. No more than four hours can be used for a degree.

5240 Kodály Level I - Musicianship and Sol-fa. (2-0) Development of sight-singing and aural skills associated with advanced musicianship.

5242 Kodály Level I - Pedagogy. (2-0) The teaching of music utilizing an American adaptation of the Kodály approach to music education as applied to kindergarten and first graders.

5244 Kodály Level II - Musicianship and Sol-fa. (2-0) Development of sight-singing and aural skills associated with advanced musicianship. Emphasis on analysis of melodic content: intervals, range, and scales.

5246 Kodály Level II - Pedagogy. (2-0) The teaching of music utilizing an American adaptation of the Kodály approach to music education as applied to second and third grade children.

5248 Kodály Level III - Musicianship and Sol-fa. (2-0) Development of sight singing and aural skills associated with advanced musicianship. Emphasis on advanced studies in rhythm, counterpoint, and harmony.

5250 Kodály Level III - Pedagogy. (2-0) The teaching of music utilizing an American adaptation of the Kodály approach to music education as applied to upper elementary, junior high, and high school.

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

5313 Independent Study in Music. (3-0) Study of special interest that offers professional improvement and growth in the field of music. May be repeated once with different emphasis for additional credit.

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

5317 Independent Study in Music. (3-0) Study of special interest that offers professional improvement and growth in the field of music. May be repeated once with different emphasis for additional credit.

5320 Music Literature, Viennese Classical. (3-0) Style analysis of music literature from 1750 to 1830 with emphasis on Haydn, Mozart, and Beethoven.
5322 Instrumental Techniques and Materials. (3-0) Evaluation of teaching methods, materials, and literature of wind and string instruments. Prerequisite: Music 3217.

5323 Vocal Music Education Methods. (3-0) Study of the anatomy of the human voice and evaluation of the scientific data and historical beliefs concerning voice pedagogy with emphasis in teaching voice in the class, private studio, as well as within a variety of choral settings.

5324 Seminar in Music Teaching and Learning. (3-0) Evaluation of teaching methods, learning processes, and research in music education as a basis for improving music pedagogy.

5325 Research in Music Education. (3-0) Examination of methodologies, techniques, and procedures for interpreting and conducting research in music education. Relevant studies in music education will be critiqued with an emphasis on preparation of a research proposal.

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

5334 Introduction to Graduate Study in Music. (3-0) Techniques and materials of research, emphasizing bibliography, library usage, collection and interpretation of data.

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

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.

5365 Computing in Music. (3-0) Development of concepts and skills related to current computer technology in music. Exploration and use of computer software, MIDI, and other productivity tools for application to music education, music administration, music research, and music composition.

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. May be repeated for additional credit when topic varies.

5399A Thesis. This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Music 5399B. Students working toward the M.M. degree with a thesis are expected to enroll in thesis each semester in which faculty supervision is received.

5399B Thesis. This course represents a student's continuing thesis enrollment. The student continues to enroll in this course until the thesis is submitted for binding. Cannot be taken unless a Thesis Proposal has been submitted. Students working toward the M.M. with thesis are expected to enroll in thesis each semester in which faculty supervision is received.
Music Ensemble (MUSE)

5113J Vocal Jazz. (3-0) This group specializes in jazz, pop, country, and show vocal styles. Ensemble members have the opportunity to perform solos, duets, and ensemble selections in these genres in performances throughout this region. May be repeated for credit.

5113K Chamber Singers. (3-0) A select ensemble of approximately 40 singers chosen by audition from the entire university student body (one credit per semester). May be repeated for credit.

5113L Women's Choir. (3-0) A select concert-touring choir of approximately 30 members chosen by audition from the entire university student body (one credit per semester). May be repeated for credit.

5117F, 5117J Jazz Ensemble. (5-0) The Jazz Bands play special arrangements of contemporary popular music in various styles. Open to all qualified university students (one credit per semester). May be repeated once for credit.

5117C Jazz Lab Band. (3-0) The Jazz Bands play special arrangements of contemporary popular music in various styles. Open to all qualified university students (one credit per semester). May be repeated once for credit.

5117H Jazz Combo. (3-0) A performing ensemble designed to develop improvisational skills and individual musical creativity through performance of standard literature. May be repeated once for credit.

5121# Chamber Music. (3-0) A performing ensemble that specializes in the study and performance of chamber music. May be repeated for credit.

5121$ Woodwind Quintets. (3-0) An ensemble dedicated to the performance of woodwind quintets. Membership is composed of music majors and non-majors who are also enrolled for private woodwind lessons. Admission is by approval of the director. May be repeated for credit.

5121% Guitar Ensemble. (0-3) This course offers experience in reading and performing literature for small ensemble. Open to music majors whose primary instrument is guitar. May be repeated for credit.

5121& String Seminar. (0-2) A seminar and performing ensemble composed of music majors and non-majors who are also enrolled for private string lessons. Admission is by approval of the director. May be repeated for credit.

5121@ Opera Coaching. (3-0) A seminar and performing ensemble composed of music majors and non-majors who are also enrolled for private voice lessons. Admission is by approval of the director. May be repeated for credit.

5121A Symphonic Band. (4.5-0) Meets during the spring semester. A select concert-touring band of approximately 60-70 members chosen by audition from the entire SWT student body. May be repeated for credit.

5121B Concert Band. (3-0) Meets during the spring semester. Open to all university students with chair placement determined by audition. May be repeated for credit.

5121C Bobcat Marching Band. (3-0) Meets during the fall semester. Auditions open to all SWT students, regardless of major. Performs at home football games, pep rallies, and at least one out-of-town game. May be repeated for credit.

5121E Wind Ensemble. (4.5-0) Meets during the fall and spring semesters. A select concert-touring ensemble of approximately 40-45 members chosen by audition from the entire SWT student body. May be repeated for credit.

5121F Jazz Lab Band I. (4.5-0) The Jazz Bands play special arrangements of contemporary popular music in various styles. Open to all qualified university students. May be repeated for credit.

5121G Jazz Lab Band II. (3-0) The Jazz Bands play special arrangements of contemporary popular music in various styles. Open to all qualified university students. May be repeated for credit.
5121H University Chorale. (4.5-0) A select concert-touring choir of approximately 45-55 members chosen by audition from the entire university student body. May be repeated for credit.

5121I Concert Choir. (3-0) A select choir designed for undergraduate singers chosen by audition from the entire university student body. May be repeated for credit.

5121J Chorus. (3-0) A concert choir open to all university students with placement determined by audition. May be repeated for credit.

5121K Performance Seminar. (3-0) A seminar and performing ensemble composed of music majors and non-majors who are also enrolled for private lessons. May be repeated for credit.

5121L Flute Ensemble. (3-0) A performing ensemble of music majors and non-majors who are also enrolled for private flute lessons. Admission is by approval of the director. May be repeated for credit.

5121M Trumpet Ensemble. (3-0) A performing ensemble of music majors and non-majors who are also enrolled for private trumpet lessons. Admission is by approval of the director. May be repeated for credit.

5121N Madrigal Singers. (3-0) A performing ensemble of music majors and non-majors who are also enrolled for private voice lessons. Admission is by approval of the director. May be repeated for credit.

5121O Tuba-Euphonium Ensemble. (3-0) A performing ensemble of music majors and non-majors who are also enrolled for private tuba and euphonium lessons. Admission is by approval of the director. May be repeated for credit.

5121P Symphony Orchestra. (4.5-0) Meets during the fall and spring semesters. Open to all qualified university students by audition. The repertory for this group consists of standard orchestra literature, as well as oratorio, concerto, and opera accompaniments. May be repeated for credit.

5121Q Percussion Ensemble. (3-0) A performing ensemble for serious percussion students. Membership is determined by audition or conference with the director. May be repeated for credit.

5121R Composition Ensemble (Mysterium for Modern Music). (3-0) This group of instrumentalist and vocalists perform exclusively 20th-century music in all styles and media. Admission is by approval of the director. May be repeated for credit.

5121T Trombone Ensemble. (3-0) A performing ensemble of music majors and non-majors who are also enrolled for private trombone lessons. Admission is by approval of the director. May be repeated for credit.

5121U Horn Ensemble. (3-0) A performing ensemble of music majors and non-majors who are also enrolled for private horn lessons. Admission is by approval of the director. May be repeated for credit.

5121V Saxophone Ensemble. (3-0) A performing ensemble of music majors and non-majors who are also enrolled for private saxophone lessons. Admission is by approval of the director. May be repeated for credit.

5121W Woodwind Ensemble. (3-0) A performing ensemble of music majors and non-majors who are also enrolled for private woodwind lessons. Admission is by approval of the director. May be repeated for credit.

5121X Brass Ensemble. (3-0) An ensemble dedicated to the performance of brass choir music. Membership is composed of music majors and non-majors who are also enrolled for private brass lessons. Admission is by approval of the director. May be repeated for credit.

5121Y Conducting Seminar. (3-0) A seminar dedicated to the study of musical conducting. Membership is composed of majors and non-majors who are also enrolled for private lessons. May be repeated for credit.

5121Z Accompanying Seminar. (3-0) A seminar dedicated to the study of the art of piano accompanying. Membership is composed of majors and non-majors who are also enrolled for private piano lessons. May be repeated for credit.
5131P Panorama Steel Drum Band. (3-0) A performing ensemble specializing in Caribbean steel drum band music. May be repeated once for credit.

5131S Salsa Band. (3-0) A performing ensemble specializing in Latin and South American music. May be repeated once for credit.

Music Performance (MUSP)

5101X Graduate Organ. (0-.5) Private study of organ through performance. May be repeated for additional credit.

5105A Flute. (1-.5) Private study of flute through performance. May be repeated for additional credit.

5105B Oboe. (1-.5) Private study of oboe through performance. May be repeated for additional credit.

5105C Clarinet. (1-.5) Private study of clarinet through performance. May be repeated for additional credit.

5105D Bassoon. (1-.5) Private study of bassoon through performance. May be repeated for additional credit.

5105E Saxophone. (1-.5) Private study of saxophone through performance. May be repeated for additional credit.

5105F Trumpet. (1-.5) Private study of trumpet through performance. May be repeated for additional credit.

5105G French Horn. (1-.5) Private study of french horn through performance. May be repeated for additional credit.

5105H Trombone. (1-.5) Private study of trombone through performance. May be repeated for additional credit.

5105I Euphonium. (1-.5) Private study of euphonium through performance. May be repeated for additional credit.

5105J Tuba. (1-.5) Private study of tuba through performance. May be repeated for additional credit.

5105K Violin. (1-0) Private study of violin through performance. May be repeated for additional credit.

5105L Viola. (1-0) Private study of viola through performance. May be repeated for additional credit.

5105M Cello. (1-0) Private study of cello through performance. May be repeated for additional credit.

5105N Contrabass. (1-0) Private study of contrabass through performance. May be repeated for additional credit.

5105O Percussion. (1-.5) Private study of percussion through performance. May be repeated for additional credit.

5105P Guitar. (.5-0) Private study of guitar through performance. May be repeated for additional credit.

5105Q Harpsichord. (1-.5) Private study of harpsichord through performance. May be repeated for additional credit.

5111V Piano. (0-.5) Private study of piano through performance. May be repeated for additional credit.

5115Y Voice. (0-.5) Private study of voice through performance. May be repeated for additional credit.

5116A Composition. (0-1) Intensive work in free composition, including supervised private instruction and performance of student compositions. May be repeated for additional credit.

5116B Electronic/Computer Music Composition. (0-1) Introduction to recording and tape manipulation techniques of music concrete, electroacoustical music techniques involving digital and analog synthesizers and the MIDI environment. Application through the creation of electronic tape compositions and live electronic music. May be repeated for additional credit.
5201X Graduate Organ. (1-0) Private study of organ through performance. May be repeated for additional credit.
5205A Flute. (1-0) Private study of flute through performance. May be repeated for additional credit.
5205B Oboe. (1-0) Private study of oboe through performance. May be repeated for additional credit.
5205C Clarinet. (1-0) Private study of clarinet through performance. May be repeated for additional credit.
5205D Bassoon. (1-0) Private study of bassoon through performance. May be repeated for additional credit.
5205E Saxophone. (1-0) Private study of saxophone through performance. May be repeated for additional credit.
5205F Trumpet. (1-0) Private study of trumpet through performance. May be repeated for additional credit.
5205G French Horn. (1-0) Private study of french horn through performance. May be repeated for additional credit.
5205H Trombone. (1-0) Private study of trombone through performance. May be repeated for additional credit.
5205I Euphonium. (1-0) Private study of euphonium through performance. May be repeated for additional credit.
5205J Tuba. (1-0) Private study of tuba through performance. May be repeated for additional credit.
5205K Violin. (1-0) Private study of violin through performance. May be repeated for additional credit.
5205L Viola. (1-0) Private study of viola through performance. May be repeated for additional credit.
5205M Cello. (1-0) Private study of cello through performance. May be repeated for additional credit.
5205N Contrabass. (1-0) Private study of contrabass through performance. May be repeated for additional credit.
5205O Percussion. (1-0) Private study of percussion through performance. May be repeated for additional credit.
5205P Guitar. (1-0) Private study of guitar through performance. May be repeated for additional credit.
5205Q Harpsichord. (1-0) Private study of harpsichord through performance. May be repeated for additional credit.
5211V Piano. (0-2) Private study of piano through performance. May be repeated for additional credit.
5215 Y Voice. (0-2) Private study of voice through performance. May be repeated for additional credit.
5216A Composition. (0-2) Intensive work in free composition, including supervised private instruction and performance of student compositions. May be repeated for additional credit.
5216B Electronic/Computer Music Composition. (0-2) Introduction to recording and tape manipulation techniques of music concrete, electroacoustical music techniques involving digital and analog synthesizers and the MIDI environment. Application through the creation of electronic tape compositions and live electronic music. May be repeated for additional credit.
5305C Clarinet. (1-0) Private study of clarinet through performance. May be repeated for additional credit.
5305D Bassoon. (1-0) Private study of bassoon through performance. May be repeated for additional credit.
5305E Saxophone. (1-0) Private study of saxophone through performance. May be repeated for additional credit.
5305F Trumpet. (1-0) Private study of trumpet through performance. May be repeated for additional credit.
5305G French Horn. (1-0) Private study of saxophone through performance. May be repeated for additional credit.
5305H Trombone. (1-0) Private study of trombone through performance. May be repeated for additional credit.
5305I Euphonium. (1-0) Private study of euphonium through performance. May be repeated for additional credit.
5305J Tuba. (1-0) Private study of tuba through performance. May be repeated for additional credit.
5305K Violin. (1-0) Private study of violin through performance. May be repeated for additional credit.
5305L Viola. (1-0) Private study of viola through performance. May be repeated for additional credit.
5305M Cello. (1-0) Private study of cello through performance. May be repeated for additional credit.
5305N Contrabass. (1-0) Private study of contrabass through performance. May be repeated for additional credit.
5305O Percussion. (1-0) Private study of percussion through performance. May be repeated for additional credit.
5305P Guitar. (1-0) Private study of guitar through performance. May be repeated for additional credit.
5305Q Harpsichord. (1-0) Private study of harpsichord through performance. May be repeated for additional credit.
5311V Piano. (1-0) Private study of piano through performance. May be repeated for additional credit.
5315Y Voice. (1-0) Private study of voice through performance. May be repeated for additional credit.
5316A Composition. (0-3) Intensive work in free composition, including supervised private instruction and performance of student compositions. May be repeated for additional credit.
5316B Electronic/Computer Music Composition. (0-3) Introduction to recording and tape manipulation techniques of music concrete, electroacoustical music techniques involving digital and analog synthesizers and the MIDI environment. Application through the creation of electronic tape compositions and live electronic music. May be repeated for additional credit.

Graduate Faculty

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

Brand, Manny, 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)

Brunner, Peggy Gregory, Associate Professor of Music. B.M., M.M., The University of Texas at Austin. (Voice)
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Davidson, Ian Bruce, Instructor of Music. B.M., DePauw University; M.M., The University of Texas at Austin. (Oboe and Intro to Fine Arts)

Fink, Cary Michael, Assistant Professor of Music. B.M., Indiana University; M.M., University of Nebraska at Lincoln; Artist Diploma, The Academy of Vocal Arts, Philadelphia. (Voice)

Gangel, William Dean, Associate Professor of Music. B.M., M.M., Southern Methodist University. (Guitar)

Gonzalez, Genaro, Jr., Professor of Music. B.M., M.M., University of North Texas. (Percussion)

Hager, Harry Stephen, Associate Professor of Music. B.M.E., West Virginia University; M.M., Michigan State University. (Horn)

Hudiburg, Howard Busby, Jr., Assistant Professor of Music. B.M., The University of Texas at Austin; M.M., Southwest Texas State University. (Orchestra, Bass)

Hudson, James Gregory, Assistant Professor Music and Director of Bands. B.M., Northeast Missouri University; M.M., University of Nebraska at Lincoln. (Music Education and Music Technology)

Hurt, Charles Richard, Professor of Music. B.S., University of Tennessee; M.M., Northwestern University. (Trombone, Low Brass)

Johnson, John Paul, Associate Professor of Music. B.M., Westminster College; M.M., Ph.D., University of Wisconsin at Madison. (Conducting, Music Education)

Laumer, Jack Charles, Professor of Music. B.A., Saint Olaf College; M.M., Manhattan School of Music. (Trumpet)

Ledbetter, Lynn, Assistant Professor of Music. B.M., University of Houston; M.M., D.M.A., The University of Texas at Austin. (Violin)

Mills, John R., Instructor of Music. B.A., The University of Texas at Austin; M.M., Southwest Texas State University. (Music Theory and MIDI)

Morris, Grace Marie, Assistant Professor of Music. B.M., Appalachian State University; M.M.E., Northern Arizona University; Ed.D., University of Illinois. (Music Education)

Mosello, Adah Toland, Professor of Music. B.M., M.M., Eastman School of Music, University of Rochester; D.A., Ball State University. (Flute)

Neely, James Bert, Professor of Music. B.M., M.M., The University of Texas at Austin; D.Mus., Indiana University. (Intro to Fine Arts)

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

Polk, James Edwin, Instructor of Music. B.A., Huston-Tillotson College; M.M., Southwest Texas State University; Honorary Doctorate, Huston-Tillotson College. (Jazz Ensembles, Improvisation, and Composition)
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)

Rodriguez, Raul I., Instructor of Music. B.M.E., M.M., University of North Texas. (Tuba and Music Theory)

Rudnick, Tracey E., Librarian II. B.A., University of California at Davis; M.M., M.L.I.S., The University of Texas at Austin. (Music Technology)

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

Sergi, Leonore Glickman, Associate Professor of Music. Certificate of Completion, Stuttgart Musikhochschule. (Voice)

Skinner, Douglas Durland, Professor of Music. B.M., M.M.E., University of North Texas. (Saxophone, Jazz Ensembles)

Stansberry, John Clayton, Professor of Music. B.M.E., Drake University; M.M., Michigan State University. (Conducting, Music Education)

Stephenson, Judyth A., Instructor of Music. B.M., University of Oklahoma; M.A., University of Hawaii. (Conducting, Music Education)

Thomas, Naymond Elijah, Associate Professor of Music. B.M.E., University of Louisville; M.M., University of Colorado; D.M.A., University of Oklahoma. (Voice and Intro to Fine Arts)

Webb, Frances Odette Mitchum, Assistant Professor of Music. A.B., Coker College; M.M. Indiana University. (Piano)

Whalin, John Robert, Professor of Music. B.M., Oberlin College; M.M., D.Mus., Indiana University. (Piano and Intro to Fine Arts)

Winking, Keith Robert, Assistant Professor of Music. B.S., Quincy College; M.M., Southwest Texas State University; D.M.A., The University of Texas at Austin. (Jazz Ensembles)

Wolverton, Byron Adams, Professor of Music. B.M., M.A., University of Missouri; Ph.D., Indiana University. (History and Literature)

Woolsey, Timothy Dwight, Professor of Music. B.A., Trinity University; M.M., D.M.A., The University of Texas at Austin. (Piano)
Major Programs

A Master of Arts with a major in speech communication includes course work in organizational communication, communication training and development, political communication, media criticism, rhetorical theory, rhetorical criticism, interpersonal and small group communication, communication theory, and communication education. Thesis and non-thesis degree options are offered, and you may select from a wide range of minors offered in other departments.

Admission to the Speech Communication graduate program is selective, and all applicants will be reviewed by a graduate admission committee. While students must meet all of the requirements for admission to the SWT Graduate School, the achievement of these minimum requirements should not be considered as an assurance of admission to the Speech Communication M.A. program.

Applicants for admission to the M.A. degree program in Speech Communication should submit a 200-400 word statement describing the student's academic and professional goals to the department.

In the 36-semester hour non-thesis option, students take at least 24 semester hours of course work in speech communication, including 3 semester hours of work on a culminating research project. In the 30-semester hour thesis option, students select at least 18 semester hours of course work in speech communication and 6 semester hours of thesis credit. Students in both options may elect to designate a minor consisting of course work outside of the department, 6-9 semester hours for non-thesis and 6 semester hours for thesis. As another option, students may select a 6 semester hour support area of course work in relation to the major that may consist of courses in any discipline including speech communication. The student should consult with the department for information concerning specific degree requirements and options. All speech communication majors pursuing an M.A. degree are automatically assigned to the non-thesis option with a resource area. After the first semester of graduate school, the student may request the thesis option or select a minor; however, unless formal steps are taken toward changing to these options, all students will remain in the non-thesis, non-minor option.

All speech communication majors are required to take Communication 5301, Empirical Methods in Communication Research, and Communication 5323, Rhetorical Methodology. Background hours in speech communication generally are required for students with less than 18 undergraduate speech communication credits. Students who do not have an undergraduate background in speech communication theory and research methods may also be required to take undergraduate background hours before being admitted to the graduate program or before receiving approval for enrolling in graduate speech communication courses. While it is possible to complete the degree requirements within a twelve-month period, many majors elect to extend the period over two years. Speech communication graduate courses are usually offered during the evening.
Minors

A student who minors in speech communication should have completed at least 18 semester hours of coursework in speech communication. A minor in speech communication requires a minimum of 6 semester hours of graduate-level speech communication courses.

To gain a broad perspective of the speech communication discipline, speech communication minors are encouraged to take coursework from both rhetorical and behavioral perspectives. Three of the 6 semester hours are normally from Speech Communication 5301, Speech Communication 5316, Speech Communication 5318, Speech Communication 5319, Speech Communication 5325, Speech Communication 5329, Speech Communication 5330, Speech Communication 5331, and Speech Communication 5347. The remaining 3 semester hours normally are selected from Speech Communication 5321, Speech Communication 5323, Speech Communication 5326, Speech Communication 5327, Speech Communication 5343, and Speech Communication 5345. These specific hours and any additional hours for the minor must be approved by the graduate adviser in speech communication.

Students who wish to take coursework in speech communication that is not part of an approved minor should consult with the instructor of the course or the speech communication graduate adviser.

Facilities

In 1998 the Department moves to its new facilities in the completely renovated General Classroom building. This new location offers outstanding resources including twenty-four faculty offices, several graduate assistant suites, research labs, computer labs, conference rooms, several well-equipped classrooms and a state of the art teaching theatre.

Faculty

The department's speech communication faculty members are active in state, regional and national associations and publish widely in professional journals.

Financial Aid

Graduate assistantships offered at competitive stipends with waiver of out-of-state tuition are available to qualified applicants. Assistantship responsibilities include teaching speech fundamentals, serving as assistant director of forensics, or assisting faculty with research. Most assistantships are assigned in March for the fall semester, but assistantships may be available for students who wish to begin the graduate program in the spring or summer.

Courses Offered

Speech Communication (COMM)

5301 Empirical Methods in Communication Research. (3-0) An examination of empirical research methods in speech communication. Measurement procedures, statistics, experimental design, and descriptive research methods will be investigated as
well as a consideration of scholarly writing and library research. Required of speech communication majors.

5310 Teaching of Speech and Drama. (3-0) Designed to meet the needs of teachers in 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.

Prerequisite: Permission of department chair.

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 in the area. Includes an examination of contemporary theories and research methods.

5319 Organizational Communication. (3-0) Examines organizational communication theory and research in applied organizational contexts. Provides communication professionals with an analytical framework for improving communication.

5320 Directing 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. May be repeated with different emphasis for additional credit.

5321 Communication Assessment. (3-0) An in-depth study of communication assessment techniques employed in the field of oral communication. Statistical, experimental, and observational methods of assessing oral communication in the interpersonal, group, and classroom settings are included.

5323 Methods of Rhetorical Criticism. (3-0) A study of approaches to the analysis of public discourse directed toward establishing workable perspectives for students conducting rhetorical analysis. Required of speech communication majors.

5324 Seminar in Instructional Communication. (3-0) Examines communication instruction theory and research and their practical applications in various instructional settings.

5325 Seminar in Human Communication Theory. (3-0) An examination of non-rhetorical theories of speech communication, including: Seminar in family communication, seminar in communication and technology, seminar in instructional communication, and seminar in contemporary communication theory. May be repeated with different emphasis or topic for additional credit. The student should consult with the department office to ascertain which topics are being taught during a given semester.

5326 Classical Rhetorical Theory. (3-0) A study of the history and works of classical and renaissance rhetorical theorists.

5327 Contemporary Rhetorical Theory. (3-0) A survey of the major contemporary theoretical perspectives and conceptual debates in rhetoric. Focuses upon critical interpretations and applications of theory in addition to study of the primary theorists' writings.
5329 Studies in Organizational Communication. (3-0)
5329A Communication Training and Development. (3-0) Examines the theory and practice of developing and presenting communication training sessions for organizations.
   Prerequisite: Communication 5319 or permission of instructor.
5329B Communication and Negotiation. (3-0) Examines theory, research, and practice of conflict management and negotiation.
   Prerequisite: Communication 5319 or permission of instructor.
5329C Advanced Organizational Communication Theory and Practice. Examines contemporary problems in organizations. Provides communication managers and consultants with tools and procedures for diagnosing and changing communication.
   Prerequisite: COMM 5319 or permission of instructor.
5330 Seminar in Nonverbal Communication. (3-0) A review of current theory and research of nonverbal communicative behavior.
5331 Seminar in Persuasive Communication. (3-0) An analysis of behavioral theories of persuasion. Emphasis placed on understanding established theories of attitude formation and change, contemporary persuasion, research, and the application of persuasion theory.
5332 Seminar in Communication and Technology. (3-0) Focuses on research and theories about the relationships between technology and communication behavior in interpersonal, group, and organization contexts. Also considers relationships between communication, technology, and culture.
5342 Historical Rhetoric and Social Influence. (3-0) The analytical study of speeches, speakers, groups, movements, and rhetorical strategies in history. Includes emphasis on the following topics: American Public Address, Rhetoric of Woman's Suffrage, and other historical topics of interest. May be repeated with different emphasis or topic for additional credit.
5343 Contemporary Rhetoric and Social Influence. (3-0) The analytical study of speeches, speakers, groups, movements, and rhetorical strategies in contemporary society. Includes emphasis on the following topics: Seminar in media criticism, seminar in rhetoric and culture, seminar in rhetorical movements, and seminar in rhetorical genres. May be repeated with different emphasis or topic for additional credit. The student should consult with the department office to ascertain which topics are being taught during a given semester.
5345 Seminar in Political Communication. (3-0) Study of political communication in contemporary times. Course will cover the rhetoric of candidates and politicians, the structure of political campaigns, and campaign practices.
5347 Seminar in Small Group Communication. (3-0) An examination of theories and research evidence about communication in the small group.
5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Speech Communication 5399B.
5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

Graduate Faculty

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

Burkholder, Thomas Rowland, Associate Professor of Speech Communication. B.S.Ed., M.A., Emporia State University; Ph.D., University of Kansas.
Cheatham, Thomas Richard, Professor of Speech Communication and Dean of the School of Fine Arts and Communication. B.A., Wayland Baptist University; M.A., Ph.D., Purdue University.

Fitch, Suzanne P., Associate Professor of Speech Communication. B.A., M.A., University of Michigan.

Flauto, Frank, Assistant Professor of Speech Communication. B.A., M.A., Ph.D., Ohio University.

Fleuriet, Cathy, Associate Professor of Speech Communication and Associate Dean of the School of Fine Arts and Communication. B.S., University of Texas; M.A., Texas Tech University; Ph.D., The University of Texas at Austin.

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

Keely, Maureen, Assistant Professor of Speech Communication. B.A., M.A., University of Arizona; Ph.D., University of Iowa.

Mandziuk, Roseann Marie, Associate Professor of Speech Communication. B.A., Wayne State University; M.S., Illinois State University; Ph.D., University of Iowa.

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

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

Degree Programs

Major and Degree Offered
Theatre Arts, M.A.

Major Programs

A Master of Arts with a major in theatre arts offers emphasis in directing, design and technology, history-criticism, and playwriting. Theatre arts majors have the option of a research thesis or a creative project with a choice of fields for the minor or cognate courses.

Thirty- to 39-semester hours are required for the degree, depending on the area of emphasis and whether or not the thesis option is chosen. A minimum of 6 hours is taken in a minor or cognate area. All students take Theatre Arts 5301, Drama Research; Theatre Arts 5367, Dramatic Theory and Criticism; and at least one of the history/literature courses (Theatre Arts 5365, Theatre Arts 5368, or Theatre Arts 5369.) Most of the graduate theatre arts courses are offered in the early evening, except during the summer sessions.

Facilities

The Department of Theatre is housed in the beautiful and distinctive Speech and Drama Center. In addition to the main theatre and a studio theatre, the center houses completely equipped scene and costume shops, twenty-eight offices, seven classrooms, a computer drafting laboratory, and extensive audio-visual resources for both research and teaching.

Financial Aid

Graduate assistantships offered at competitive stipends with waiver of out-of-state tuition are available to qualified applicants. Most assistantships are assigned in April for the fall semester, but assistantships may be available for students who wish to begin the graduate program in the spring.

Courses Offered

Theatre Arts (TH A)

5301 Drama Research. (3-0) An examination of problems and research techniques in drama. Historical, critical, descriptive, and experimental research approaches will be surveyed and basic procedures in research report writing will be considered. Required of theatre arts majors.

5320 Directing Theatre Activities. (3-0) Designed to assist any teacher in directing theatre activities. During the course students will direct plays or scenes. May be repeated with different emphasis for additional credit.
5338 Advanced Stage Lighting. (3-2) Graduate lighting design is a continuation of the principles covered in Lighting Design (undergraduate). This course will concentrate primarily on the aesthetics of stage lighting, and will cover such topics as: viewer psychological and physiological responses as they pertain to visual perception; color; script analysis; use of light in creating both static and dynamic visual compositions; development and graphic representation of a theatrical lighting design. May be repeated with different emphasis for additional credit.

Prerequisite: Th A 2338.

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. May be repeated for credit provided that the student's major emphasis is costume.

5347 Advanced Costume Construction. (3-2) A graduate course on the advanced level that studies the construction of costumes for the stage. Advanced techniques in sewing, pattern drafting/design as well as accessories/crafts construction is included.

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 is required for one semester. May be repeated with different emphasis for additional credit.

5355 Scene Painting. (3-2) Theory and practice of scene and costume painting as developed in the Italian Renaissance and continuing into new media available today. May be repeated with different emphasis for additional credit.

5356 Advanced Theatre Drafting. (3-2) A study of computer drafting techniques and procedures used in the preparation of design and technical drawings for theatrical scenery, costumes, and lighting.

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

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. May be repeated with different emphasis for additional credit.

5363 Directing for Film & Television. (3-2) An in-depth examination of directing theories and procedures for film and television with practical exercises. May be repeated with different emphasis for additional credit.

5364 Stage Directing. (3-2) Development of skills in analysis, research, staging and production, with practical experience provided by directing scenes.

5365 Backgrounds of Modern Drama. (3-0) An analysis of those developments in dramatic literature which formed the basis of modern drama. Primary emphasis will be on nineteenth- and twentieth-century European and American drama.

5366 Directing Styles. (3-2) A study of directing different dramatic styles. Students will direct a one-act play during regular semesters.

Prerequisite: Th A 5364 or permission of instructor.

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

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. May be repeated with different emphasis for additional credit.

5370 Studies in Advanced Creative Dramatics for Children. (3-0) Studies of the methods of creative dramatics and their use in the classroom. May be repeated with different emphasis for additional credit.
5377 Studies in Advanced Theatre Directing. (3-0) A study of directors, theories, and problems of directing in the contemporary theatre. May be repeated with different emphasis for additional credit.

5387 Directing Practicum. (3-0) Study of and experience in choosing, preparing, and directing a theatre production from analysis to performance. Attention is given to theatre organization and management. May be repeated with different emphasis for additional credit.

5397 Diagnostic Creative Project. (3-2) To be taken in the first year of graduate training. This project involves the design of a relatively simple theatrical production that is produced by the University Theatre. Complete production plans are prepared under faculty guidance, followed by faculty evaluation and debriefing after production.

Prerequisite: Requires department approval.

5398 Final Creative Project. (3-2) To be taken the last year of training. This project requires the student to direct or design a major University Theatre production (often in the summer). The student must demonstrate mastery of directing or design discipline. A complete written report of the project must be approved by a faculty committee. The report is a part of the final examination for the degree of Master of Arts with a major in Theatre Arts for students in Directing and Design and Technology.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Theatre Arts 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

Graduate Faculty

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

Gardner, Claudette, Lecturer of Theatre. B.A., Baylor University; M.A., Trinity University.

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

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

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

March, Frederick Joe, Professor of Theatre and Chair of the Department of Theatre. B.A., M.A., Texas Tech University.

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

Peeler, William R., Professor of Theatre. B.A., Southwest Texas State University; M.F.A., University of Mississippi.

Simone, Edward J. Assistant Professor of Theatre. B.A. Saint Bonaventure University; M.A., Binghamton University; Ph.D., Texas Tech University.

Sodders, Richard Phillip, Professor of Theatre. B.S.Ed., Southwest Texas State University; M.A., Ph.D., Louisiana State University.
School of Health Professions
Department of Communication Disorders

Degree Programs

Majors and Degrees Offered:
Communication Disorders, M.A., M.S.C.D.

Major Programs

The Department of Communication Disorders offers the Master of Science in Communication Disorders (MSCD) with a major in communication disorders, and the Master of Arts (MA) with a major in communication disorders.

The degree length may vary, depending on the undergraduate background, but both the MSCD and the MA 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 or cognate. A thesis is also required for the Master of Arts degree students.

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 in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association (ASHA). The academic program is accredited by the Council on Academic Accreditation of the ASHA.

Candidates for the Communication Disorders master's degree are encouraged to take the National Examination in Speech-Language Pathology prior to graduation. The Communication Disorders department chair must have the national examination score on file prior to approving the application for the Certificate of Clinical Competence in Speech-Language Pathology.

Admission Policy

Admission to the SWT graduate program in Communication Disorders is selective and competitive. The graduate sequence begins in the fall semester of each year. The typical program is two academic years and one summer session in length. The deadline for applying each year is March 1.

To be considered for regular admission, applicants must have an undergraduate degree in communication disorders, at least two letters of recommendation from professors in their previous major, meet the requirements for Graduate School regular admission, a minimum of 3.0 GPA (on a 4.0 scale) for undergraduate academic courses in communication disorders, and a combined verbal/quantitative score of 900 or higher on the general portion of the Graduate Record Examination. Meeting admission requirements for the Graduate School and the Department of Communication Disorders does not guarantee admission to the graduate sequence in communication disorders.

Individuals who have undergraduate degrees in majors other than communication disorders can apply and obtain non-degree seeking "Special Student" status from the
Department of Communication Disorders and the Graduate School to complete the required background work. The number of hours of background work required is determined in consultation with the Communication Disorders graduate adviser and is dependent on the courses taken at the undergraduate level. Upon completion of the required background work, applicants may then apply for admission to the regular graduate sequence for a fall semester. Completion of the background requirements in the Department of Communication Disorders at SWT does not guarantee admission to the graduate program in Communication Disorders. All application material must be received by the SWT Graduate School by April 1 of each year.

**Practicum**

In order to obtain the required clinical hours for certification, graduate students must enroll for clinical practicum each semester enrolled for study toward the master's degree. Students desiring to earn supervised clock hours in audiology must enroll in Communication Disorders 5321. Graduate Students earning clinical hours in both speech-language pathology and audiology during the same semester must enroll for both CDIS 5344 and CDIS 5321 concurrently. Students participating in off-campus clinical practicum must enroll in Communication Disorders 5344 or Communication Disorders 5389. Academic hours for clinical practicum do not count toward the degree.

**Facilities.** The university operates the Speech-Language-Hearing Clinic on a twelve-month basis and is nationally known as a treatment center for communication disorders. Graduate students utilize the clinic for research in addition to clinical training experiences. Interaction among physicians, parents, families, classroom teachers, clinicians, and clients is maintained.

**Courses Offered**

**Communication Disorders (CDIS)**

5301 **Advanced Independent Study in Communication Disorders.** (3-0) Discussions of various areas of speech language pathology. Attention to individual needs of the student. Emphasis on independent study in habilitation and rehabilitation of communication disorders. Faculty permission required.

5321 **Clinical Practicum in Audiology.** (1-3) Supervised clinical practicum in audiology. Focus is on both diagnostic and rehabilitative audiological management of diverse populations. Must be taken every semester that a student participates in supervised audiology practicum. May be repeated for credit but not count toward graduate degree credit.

Prerequisites CDIS 4420 and CDIS 4370 or equivalents; 25 ASHA observation hours; instructor approval.

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 **Advanced Study in Language Disorders.** (3-0) Advanced study in the language disorders of children. Emphasis will be placed on assessment/intervention techniques for pragmatic language disorders. Assessment of infant pre-linguistic development and language problems of adolescents. Literature review will be emphasized.

5336 **Neuromotor Disorders of Speech: Description and Rehabilitation.** (3-0) The course reviews the neuroanatomic mechanisms underlying speech production and
surveys the etiology, symptomatology, epidemiology, course, and prognosis of speech disorders resulting from impairment of the central and/or peripheral nervous system. Emphasis is placed on apraxia and the dysarthrias. Clinical application in assessment and rehabilitation of patients with neurogenically-based motor speech deficits is stressed.

Prerequisite: CDIS 4412 or equivalent.

5337 Vocal Rehabilitation. (3-0) Assessment of vocal function and disorders; rehabilitation of the patient with vocal abnormalities due to vocal abuse, psychological, and/or organic etiologies, including laryngectomy.

5339 Head and Neck and Swallowing Disorders. (3-0) A review of anatomic and physiologic disturbances in swallowing and laryngectomy. Course will review techniques for evaluation and radiograph examination of deglutition, as well as other procedures for the study of swallowing. Disorders typical of particular types of neurologically impaired and post-surgical head and neck cancer patients will be discussed. Therapy procedures will be described in detail.

5340 Cognitive Rehabilitation in Traumatic Brain Injury. (3-0) This introductory-level course will review neuropathology and neurophysiology of traumatic brain injury, introduce relevant terms and models in cognitive rehabilitation, provide a framework for assessment and treatment, and discuss the functional impact of TBI on the patient and others.

Prerequisites: CDIS 5336, 5342.

5342 Aphasia and Related Disorders. (3-0) The course develops an understanding of the etiology, symptomatology, assessment, remediation, and recovery patterns of acquired communication disorders which result from impairment of the central nervous system, with a focus on the aphasias and traumatic brain injuries. Coexisting problems caused by damage to cortical/subcortical structures will also be addressed. Recent advances in relevant clinical research and technology will be surveyed.

Prerequisite: PT 3412 or equivalent.

5344 Advanced Clinical Practicum. (1-8) Clinical practicum for graduate students focusing on assessment and remediation of communication disorders in children and adults. Required each semester enrolled. May be repeated for credit but not count toward graduate degree credit.

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.

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. May be repeated for credit but not count toward graduate degree credit.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Communication Disorders 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.
Graduate Faculty

Harris, Marsha R., Assistant Professor of Communication Disorders. B.A., University of Houston; M.S., Southern Methodist University; Ph.D., University of Texas at Dallas.

Hill, Carol F., Assistant Professor of Communication Disorders. B.S.E., Abilene Christian University; M.S., Baylor University; Ph.D., The University of Texas at Austin.

Mallard, Arch Richard, III, Professor of Communication Disorders and Chair of the Department of Communication Disorders. B.A., M.A., University of North Texas; Ph.D., Purdue University.

Slansky, Barry, Assistant Professor of Communication Disorders. B.S., M.S., Indiana University of Pennsylvania; Ph.D., University of Wisconsin-Madison.

Notes
Degree Programs

**Majors and Degrees Offered:**

Health Professions—Health Care Administration, M.S.H.P.

**Major Programs**

The Department of Health Administration offers the degree of Master of Science in Health Professions (MSHP) with a major in health professions—health care administration.

**Purpose.** The major in health professions—health care 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.

Principle areas of study include health and disease; sociological, economic, legal and political forces which affect health care; and management and organizational behavior including such specializations as financial management, human resource management, planning, marketing, and data generation and analysis.

**Majors.** The 49-53 semester hour MSHP degree with a major in health professions—health care administration usually includes 30 hours of core courses and either a field experience of 4-8 hours or 6 hours of thesis, depending on the student's previous health administration experience. A cognate of 15 hours is required. The 15 hours include a course in research methods, operations research, epidemiology, and six hours of electives.

**Prerequisites.** Course prerequisites for health professions—health care administration majors include the following: statistics (HP 3302), microeconomics (ECO 2301 or ECO 2320), accounting (Health Administration 4375), healthcare finance (Health Administration 4376), management information systems (Health Administration 4340), medical terminology (HIM 2360). These prerequisites may be accepted 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.** In addition to the basic Graduate School academic admission requirements, all applicants are required to have an official Graduate Record Examination score submitted to the SWT Graduate School prior to being considered for admission. Program applicants must receive a minimum Graduate Record Examination composite (General) score of 800 (verbal and quantitative combined) if the grade-point average is 2.75 or above on a 4.0 scale, calculated on the last 60 semester hours of undergraduate work taken before the baccalaureate degree; or a GRE composite (General) score of 900 (verbal and quantitative combined) if the grade-point average is
between 2.50 and 2.75 on a 4.0 scale, calculated on the last 60 semester hours of undergraduate work taken before the baccalaureate.

Courses Offered

Health Administration (HA)

5111 Topics in Health Administration. (1-0) An in-depth study of a singular topic or a related problem being faced by practicing managers in the rapidly changing healthcare industry. Special emphasis will be placed on the topic's current relevance and its utilitarian value to the participant. May be repeated if topic differs.

5211 Topics in Health Administration. (2-0) An in-depth study of a narrow range of topics or related problems being faced by practicing managers in the rapidly changing healthcare industry. Special emphasis will be placed on the topic's relevance and its utilitarian value to the participant. May be repeated if topic differs.

5304 Healthcare Financial Theory. (3-0) A study of financial and economic theories impacting the healthcare industry. Special emphasis will be placed on emerging financial research and potential policy ramifications in the future.

5308 Healthcare Seminar. (3-0) Designed to assist students in integrating and synthesizing previous course work in healthcare administration. This is a capstone course which will assist students in understanding concepts they will experience in the internship or residency. Current trends and problems in healthcare administration will be emphasized.

5311 Trends in Health Administration. (3-0) An in-depth study of a singular trend or related problem being faced by practicing managers in the rapidly changing healthcare industry. Special emphasis will be placed on the topic's current relevance and its utilitarian value to the participant. Examples of trends which are typically offered include trends in rural health, managed care ethical issues, and in total quality management. This course may be repeated for credit with a different subject area.

5316 Healthcare Financial Applications. (3-0) Designed to introduce healthcare financial management applications in budgetary control and financial planning used in a variety of healthcare settings. Course requires a working knowledge of electronic spreadsheets.

5321 Healthcare Law. (3-0) An in-depth analysis of healthcare law and its effect on the relationships between the patient, the patient's family, the provider, and other interested third parties. Analysis of cases is the primary method of study.

5346 Health Planning: Methods and Practice. (3-0) Study and application of Systems Theory to planning in the healthcare sector. Roles of the social, education, economic, and political sectors on healthcare delivery. Study of the current status and impact of healthcare planning legislation on the implementation of healthcare services.

5354 Healthcare Organization and Delivery. (3-0) A survey of the organization and delivery of health services organizations with focus on the history of the development of the community hospital and its relationship to other elements of the health and medical care delivery system. The roles of the governing body, medical staff, executive management receive major attention.

5355 Personnel Administration in Healthcare Facilities. (3-0) A study of personnel administration in the healthcare facility and the environment in which it functions. Emphasis will be on the role of the Personnel Office in forecasting, developing, and managing human resources, in addition to a review of current legislation affecting the personnel function.

5361 Healthcare Management. (3-0) Designed specifically to improve the effectiveness of the technically-oriented healthcare professional who desires to move into a management or supervisory position in a healthcare facility. Course deals with the
essentials of managing human resources in the environment in which the healthcare professional will work.

5371 Marketing of Health Services. (3-0) A study of marketing functions and principles as they relate to the healthcare delivery system. Analysis of marketing concepts such as market segmentation, marketing planning, marketing audit, marketing positioning, and marketing mix will be discussed.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Health Administration 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

5440 Healthcare Administrative Internship. (0-12) Designed to integrate the classroom with practical field experience. The student applies for placement in a healthcare institution which includes rotation through selected departments and culminates with a major project. The internship is a part-time experience, approximately 8-12 hours per week. Students with technical, but not managerial, experience are counseled to include the internship in their degree plan.

5441 Healthcare Administrative Residency. (0-40) Designed for students who have had no previous background in healthcare administration. The administrative residency includes rotations through all the major departments, culminating in a major project. The student registers for this course twice for a total of 8 hours credit. May be repeated for credit.

Graduate Faculty

Brady, Timothy S., Assistant Professor of Health Administration. B.A., Texas Lutheran College; MBA, University of New Mexico.

Burke, George Cass, III, Professor of Health Administration. B.A., Southern Methodist University; M.A., George Washington University; Dr.P.H., University of Texas Health Science Center at Houston.

Green, Don Carroll, Professor Emeritus of Respiratory Care. B.S., M.S., Sam Houston State University; Ph.D., Texas A&M University.

Mooney, Robert Thurston, Associate Professor of Health Administration. B.S., M.Ed., Texas A&M University.

Nowicki, Michael, Associate Professor of Health Administration. B.A., Texas Tech University; M.A., The George Washington University; Ed.D., University of Kentucky.

Renick, C. Oren, Associate Professor of Health Administration. B.A., M.A., J.D., Mississippi College; Th.M., New Orleans Baptist Theological Seminary; M.P.H., Tulane University.

Sorensen, Wayne B., Associate Professor of Health Administration and Chair of the Department of Health Administration. B.S., University of Minnesota; M.H.A., Baylor University; Ph.D., University of Iowa.

Summers, Jim, Associate Professor of Health Administration. B.A., University of North Texas; M.A., Ph.D., Tulane University.
Welborn, Ruth Buckhannon, Professor of Health Administration and Associate Dean of the School of Health Professions. B.S.N., University of Texas Medical Branch; M.A., University of Texas at San Antonio; Ph.D., Texas A&M University.
Department of Health Services and Research

Degree Programs

Majors and Degrees Offered:
- Health Professions-Healthcare Human Resources M.S.H.P.
- Health Professions-Allied Health Research, M.S.H.P.

Certificate Program:
- Long Term Health Care Administration Post-Baccalaureate Certificate

Health Professions-Healthcare Human Resources

The major in health professions-healthcare human resources is designed to prepare professionals in the management and development of human resources for the rapidly changing health care environment. Students entering this major may have career interests in human resource departments, working directly with employee development, training, and personnel functions; in program design and evaluation of employee performance and organizational effectiveness; and as community health specialists, concerned with improving health through management and coordination of community resources.

The keystone of the healthcare human resources 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 afternoons, evenings, and weekends) chosen to avoid conflict with the student's employment.

Major. The degree length may vary depending on student career goals, but generally will require between 38 and 40 semester hours of courses including healthcare human resources and supporting disciplines. Depending upon the choice of supporting course options, the major normally ranges from 24 to 31 semester hours. The degree can either be thesis or non-thesis, with most students choosing non-thesis and completing an internship. Students selecting a major in healthcare human resources may choose degree options supportive of a variety of career possibilities, some of which include a minor in other graduate programs or a variety of cognates or supporting courses chosen to reinforce particular career paths. Students should seek consultation about the many career options available. Just a few of the fields from which supporting courses can be selected include health care administration, business, psychology, mass communication, education, public administration, speech communication, and health education. Supporting areas or cognates are typically three courses, but can be as few as two or as many as four courses.

Prerequisites. Course prerequisites for health professions-healthcare human resources majors include the following, depending on the student's academic background and experience: statistics (HP 3302) and computer applications (HP 3351). These prerequisites may be accepted from other universities and must be taken prior to the graduate course for which they are required, but need not necessarily be taken prior to admission to the program.
Minor or Cognate. For students desiring a minor in healthcare human resources, a full minor of 15 semester hours, or a split minor between 6 to 12 semester hours may be taken. If a student wishes to take healthcare human resources courses as a cognate then the choice of courses and their sequence will be defined through consultation between the student and faculties from both programs.

Admission Policy. In addition to the basic Graduate School academic admission requirements, it is recommended that all applicants have an official Graduate Record Examination score submitted to the SWT Graduate School prior to being considered for admission. Conditional admission will be considered, allowing the student to complete the GRE examination during their first semester. Program applicants must receive a minimum Graduate Record Examination composite (General) score of 800 if the grade-point average is 2.75 or above on a 4.0 scale, calculated on the last 60 semester hours of undergraduate work taken before the baccalaureate degree; or a GRE composite (General) score of 900 (verbal and quantitative combined) if the grade-point average is between 2.50 and 2.75 on a 4.0 scale, calculated on the last 60 semester hours of undergraduate work taken before the baccalaureate.

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. Health Research involves a variety of intersecting disciplines, including: statistics, management science, medical informatics, epidemiology, program evaluation, behavioral and policy research, and market research. 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.

Major. The degree length may vary depending on student career goals and course of study for the 42-44 semester hour program, but generally will require between 27-34 semester hours in allied health research, with additional courses in a minor or supporting area. The choice of supporting courses will be greatly influenced by the career objective of the student, and should be discussed with an adviser. Students may select from among several degree options, some of which include a minor in other graduate programs or a variety of cognates or supporting courses chosen to reinforce particular career paths. Programs students can select supporting courses from include health administration, geography, technology, speech communication, math, business, and many others. Supporting areas or cognates are typically three courses, but can be as few as two or as many as four courses.

Prerequisites. Course prerequisites for health professions-allied health research majors include the following: statistics (HP 3302) and computer applications (HP 3351). It is important to note that these prerequisites may be accepted 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.

Minor or Cognate. Selected courses from health professions-allied health research are available as a minor or cognate option to students from other programs who desire stronger preparation in quantitative skills such as statistics, epidemiology, forecasting, modeling, management science, or marketing research. The choice of
courses and their sequence will be defined through consultation between the student and faculties from both programs. A minor of 15 semester hours, a split minor with 6 or 9 semester hours, or a cognate between 6 to 12 semester hours may be taken in health professions-allied health research. Undergraduate prerequisites for a full 15-hour minor include at least one course in statistics and one in computer applications. Prerequisites for split minors or cognates are negotiable depending on the selection of health research courses.

**Admission Policy.** In addition to the basic Graduate School academic admission requirements, it is recommended that all applicants to the major have an official Graduate Record Examination score submitted to the SWT Graduate School prior to being considered for admission. Conditional admission will be considered, allowing the student to complete the GRE examination during their first semester. Program applicants must receive a minimum Graduate Record Examination composite (General) score of 800 if the undergraduate grade-point average is 2.75 or above on a 4.0 scale, calculated on the last 60 semester hours of work taken before the baccalaureate degree; or a GRE composite (General) score of 900 if the grade-point average is between 2.50 and 2.75 on a 4.0 scale, calculated on the last 60 semester hours of undergraduate work taken before the baccalaureate.

**Post-Baccalaureate Certificate in Long Term Health Care Administration.** The Long Term Health Care Administration Certificate program is a post-baccalaureate non-degree program designed for the student who has a baccalaureate or higher degree and desires to complete the requirements to become a nursing facility administrator. The curriculum provides opportunities for the student to gain specific competencies in management of the long term care environment with a primary focus on nursing facilities as well as assisted living/personal care facilities. The program is approved by the Texas Board of Nursing Facility Administrators (TBNFA) and the National Association of Boards of Examiners for Nursing Home Administrators (NAB).

Students admitted to the HHR and HR graduate programs may enroll in Long Term Health Care Administration courses, counting up to 6 semester hours toward their graduate degree in healthcare human resources or allied health research while completing requirements for their certificate and licensure in Long Term Health Care Administration. Students interested in the certificate program should seek further departmental advising. Department and Graduate School approval must be obtained prior to enrollment in Long Term Health Care Administration courses to be used for graduate credit.

**Courses Offered**

**Healthcare Human Resources (HHR)**

**5111 Problems in Health Sciences.** (1-0) An in-depth study of the single topic or a related problem being faced by practicing educators in the rapidly changing healthcare industry. Special emphasis will be placed on the topic’s current relevance and its utilization value to the participant. May be repeated if topic differs.

**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 healthcare industry. Emphasis will be placed on the topic’s current relevance and its utilitarian value to the participant. May be repeated if topic differs.
5302 Health Service Program Design and Implementation. (3-0) Emphasis placed on the planning, development, evaluation, and implementation of a specific health service-related program.

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 Healthcare Human Resources and healthcare delivery. Different areas of concentration will be selected. May be repeated with permission of the chair of the department if the topic studied is different.

5322 Human Resource Development in the Health Sciences. (3-0) Designed to prepare the health professional to plan, develop, and implement a human resource development program; to coordinate activities within a human resource development program; and to direct a human resource development program.

5324 Community and Patient Health Education. (3-0) Designed to assist the healthcare specialist develop and manage formalized community and patient health educational programs.

5332 Creative Application of Health Systems Media. (3-0) Healthcare managers, in-service trainers, and program developers will apply techniques which integrate technology and print media in the creative design of informational and marketing materials for healthcare settings. Skill will be gained in the use of prepared media for healthcare personnel and consumers.

5341 Human Resource Development Evaluation and Research. (3-0) Course will focus on acquisition and analysis of health research data needed to determine the effectiveness of a health services program, product, or procedure. Basic evaluation concepts and procedures for solving evaluation problems will be applied to situations unique to healthcare institutions.

5344 Training Needs Analysis. (3-0) The course will take the healthcare professional through a step-by-step process of determining and analyzing learning needs in a healthcare institution. Various approaches will be explored to determine the number and kinds of learning needs in an individual institution.

5350 Human Resource Development in the Health Sciences II. (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.

5363 Inter-personal Relations in Healthcare. (3-0) Theories and techniques from several disciplines will be applied to enhance employee performance in the healthcare setting. Emphasis will be to increase sensitivity to the psychological needs of patients, their families, and employees through programs which improve the quality of work life, optimize interdepartmental relations, promote behavioral change and reduce professional territoriality.

5391 Research Methods in Allied Health Sciences. (3-0) A course which integrates fundamental concepts and issues of statistics and research methods. Similarities and differences for different ends of the research-evaluation continuum are examined. Both quantitative and non-quantitative concepts are examined as they apply to the educator or manager.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Healthcare Human Resources 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.
5440 Practicum Internship A. (8-0) 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: Healthcare Human Resources 5302 and approval of the chair or the graduate adviser in the department.

Health Research (HR)

5111 Seminar in 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. May be repeated if topic differs.

5211 Problems in 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. May be repeated if topic differs.

5311 Seminar in Health Services Research. (3-0) An in-depth study of a singular trend or related problem being faced by practicing managers in the rapidly changing healthcare industry. Special emphasis will be placed on the topic's current relevance and its utilitarian value to the participant. Examples of trends which are typically offered include trends in rural health, managed care, ethical issues, and in total quality management. This course may be repeated for credit with a different subject area.

5331 Experimental Design and Biomedical Research. (3-0) An introduction to analysis of variance procedures applicable to health research, beginning with simple factor designs and proceeding to higher order factorial designs and analysis of covariance. ANOVA procedures will be examined along with appropriate experimental designs for biomedical research.
Prerequisite: Health Professions 3302.

5333 Regression Analysis and Biostatistics. (3-0) An introduction to multivariate analysis techniques appropriate to the health sciences. Multiple statistical packages such as the Biomedical package (BMD) will be utilized. The analysis of health data using least-squares analysis for the study of multiple regression and analysis of variance will be examined. Time series analysis will be studied for its utility in forecasting needs within health agencies.
Prerequisite: Health Research 5331 or consent of the instructor.

5339 Advanced Multivariate Health Data Analysis. (3-0) Advanced multivariate analysis techniques are examined for their utility to the health sciences. Statistical computer packages, such as the Biomedical Statistical Package (BMD), will be used for the study of each statistical procedure. Applied to health data will be procedures such as multivariate analysis of variance, canonical correlation, factor analysis, and discriminate analysis.
Prerequisite: Health Research 5333 or approval of instructor.

5341 Operations Research in Health Administration. (3-0) Adaptation and application of procedures and principles of operations research to the specific needs and requirements of health service institutions. Specific attention will be given to the improvement of effectiveness and efficiency of management functions and the delivery of health services. Emphasis will be placed on techniques to optimize allocation of resources, inventory control, customer service/cost factors, and project management within health institutions.
Prerequisite: Healthcare Human Resources 5391 or Health Research 5331.
5343 Financial Modeling and Simulation for Health Decisions. (3-0) An examination of financial modeling and decision support systems as aids to decision making in healthcare. Applications of Monte Carlo simulation, modeling, and risk analysis are examined for their utility in healthcare service improvement.

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.

5367 Statistical Packages for Analysis of Health Data. (3-0) 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.

5369 Health Information Systems. (3-0) Critical examination of concepts and theories of medical information systems and their integrated support in functional areas of health institutions, such as pharmacy, clinical laboratory, radiology, food service, wards and clinics, patient administration, patient appointment scheduling and logistics.

5383 Healthcare Marketing Research. (3-0) Examination of methods for internal and external environmental analysis, including patient demographics and economic factors. Patient satisfaction surveys, institutional image analysis, competition analysis, and sources of health marketing research data will be introduced.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Health Research 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

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, implement, and evaluate a specific area of study. May be repeated once with permission of the chair.

Graduate Faculty

Blakey, Sherry Lynn, Assistant Professor of Health Services & Research. B.S., Southern Methodist University; M.A., University of Missouri; M.L.S., University of Nebraska; Ph.D., Wayne State University.

Boone, Joy Louise, Associate Professor of Health Services & Research. B.S. in O.T., University of Kansas; M.A., University of Alabama; Ed.D., University of Houston.

DeMouy, Richard W., Assistant Professor of Health Services & Research. B.A., Adams State College; M.S., Virginia Polytechnic Institute; Ph.D., Clemson University.

French, Deanie, Professor of Health Services & Research. B.S., M.S., Ph.D., The University of Texas at Austin.

Johnson, Charles Michael, Associate Professor of Health Services & Research and Chair of the Department of Health Services and Research. B.S., East Texas State University; M.S., Ph.D., Texas A&M University.

Juarez, Rumaldo Z., Professor of Health Services & Research and Dean of the School of Health Professions. B.S., M.S., Texas A&M University; Ph.D., Pennsylvania State University at University Park.
Knox, Martha Elizabeth, Associate Professor of Health Services & Research. B.S., M.A., Ed.D., Texas Woman's University.

Upchurch, Marian Lee, Associate Professor of Health Services & Research. B.S., Northwestern University; M.P.H., University of North Carolina; Ph.D., University of Texas Health Science Center at Houston.
Department of Physical Therapy

Degree Programs

Majors and Degrees Offered:
Physical Therapy, M.S.P.T.

Major Programs

The Department of Physical Therapy offers the Master of Science in Physical Therapy (MSPT) with a major in physical therapy. The degree length may vary but is designed for completion in two years with 69-72 academic hours. A thesis option is available. The program meets the requirements for accreditation by the Commission on Accreditation of Physical Therapy Education. Graduates are eligible to take the licensure examination upon completion of the degree.

Physical therapy is a profession concerned with the prevention of disability through the evaluation, maintenance, and improvement of function of the musculoskeletal, neuromuscular, cardiovascular, and respiratory systems. Therapists practice in hospitals, rehabilitation centers, school systems, nursing homes, public health services, home health agencies, sports clinics, athletic training and research facilities, private offices, and the military.

Admission Policy

Admission is selective and competitive. The graduate sequence begins in the first summer semester of each year. The typical program is two academic years including two summer sessions. To be considered for admission, applicants must have an undergraduate degree, meet the requirements for Graduate School admission, a minimum of 3.0 GPA (on a 4.0 scale), a minimum of a 3.0 GPA in all science courses, and have a combined verbal/quantitative score of 1000 or higher on the general portion of the Graduate Record Examination (GRE), and report the analytical score for the GRE. All application materials must be received by the SWT Graduate School by October 15 of each year. Admission to the graduate program is also based on completion of all prerequisite courses with a minimum of a 3.0 GPA, including: introduction to psychology; abnormal or developmental psychology; statistics; personnel management; medical terminology; general zoology; human physiology and anatomy; vertebrate physiology (must be upper division course); general chemistry I and II; and general physics I and II. A separate physical therapy departmental application is also required to assess the qualifications of an applicant and includes information such as: a biographical statement, volunteer or paid experience in physical therapy, extracurricular and community activities, as well as completed reference checklists from specified sources. An additional application fee of $20.00 is also required by the department. A personal interview is required prior to acceptance. Meeting admission requirements for the Graduate School and the Physical Therapy Program does not guarantee admission to the graduate sequence in physical therapy.

Clinical Education. All students are required to complete part-time clinical education experiences in physical therapy facilities within the Central Texas area and in the SWT Physical Therapy Clinic. The full-time clinical experiences may be completed in
facilities within or outside of the Central Texas area. The additional costs of travel during the part-time experiences, as well as the cost associated with temporary relocation during the full-time experiences, are the responsibility of the student.

Courses Offered

Physical Therapy (PT)

**5110 Directed Clinical.** (0-8) Structured experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting. May be repeated for credit.
Prerequisites: PT 5310, PT 5311, PT 5212, PT 5313, and PT 5214.

**5122 Professional Issues.** (1-0) Introduction to the historical, current and future issues faced by the physical therapy profession.

**5150 Clinical Practicum.** (0-8) Part-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting. May be repeated for credit.
Prerequisites: PT 5310, PT 5311, PT 5212, PT 5214, PT 5620, PT 5521, PT 5110, and PT 5122.

**5160 Clinical Education I.** (0-8) Full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting.
Prerequisites: Successful completion of all previous coursework.

**5212 Evaluation Techniques.** (1-3) Exploration of theory and practice of physical therapy evaluation with emphasis on variety of specialty skills and areas.

**5214 Patient Management.** (2-2) An in-depth study into the principles of evaluation with focus on practical application of evaluation principles. Quantification techniques to be explored extensively concerning evaluation procedures. Extensive study of the background and trends of physical therapy as a profession including research into current professional problems and issues.

**5241 Research in Physical Therapy I.** (2-0) A two course sequence that introduces the physical therapy students to research methodologies. This initial course emphasizes the application of basic principles of the scientific methods for: (1) critically reviewing physical therapy literature and (2) developing research proposals.
Prerequisites: HP 3302 or equivalent and permission of the instructor.

**5242 Management Issues.** (2-0) Study of basic management theories, principles and practices as they relate to the health care delivery system, reimbursement resources and issues, and internal and external forces that impact health care delivery.
Prerequisites: Successful completion of all previous coursework.

**5250 Body Systems II.** (2-2) An in-depth review of the concept of fitness and wellness as well as the pathophysiology of the cardiovascular system and metabolic system with emphasis on implications for physical therapy treatment. Basic principles of care in respiratory therapy, chest physical therapy, electrocardiography, exercise testing, cardiac rehabilitation, and exercise prescription will be included.
Prerequisites: PT 5310 and permission of instructor.

**5252 Special Topics in Physical Therapy.** (1-4) Provides opportunity for students to explore as many as three of the seven recognized specialty areas in physical therapy, sports, orthopedics, cardiopulmonary, electrophysiological testing, pediatrics, geriatrics, or neurology.
Prerequisite: Permission of instructor.
5253 Research in Physical Therapy II. (2-0) A two course sequence that introduces the physical therapy student to research and statistical methodologies. This second course emphasizes the statistical analyses of primary and secondary data and introduces quantitative methodologies for synthesizing data from disparate studies.
Prerequisite: PT 5241.

5310 Body Systems I. (3-0) Exploration of the physiology of disease introducing the student to the pathophysiological processes of tissue inflammation and repair, infection, degenerative processes including normal aging processes, disturbances in all body systems including circulatory, metabolic, endocrine, respiratory, integumentary, gastrointestinal, and the relevant pharmacology.

5311 Neuroscience I. (2-3) Neuroanatomical and neurophysiological foundations for understanding movement. Basic sciences of neuroanatomy and neurophysiology will be covered and related to current neuroscience theories of the regulation of posture and movement and how motor abilities are influenced by disease, trauma, learning and developmental changes.

5313 Physical Agents. (3-2) Physics and physiological effects of light, heat, cold, ultrasound, high frequency electrical currents, and water are presented as they relate to treatment for indicated pathological conditions. Principles of differential diagnosis to be used in selecting/recommending the appropriate modality. Principles and methods of teaching and supervising supportive personnel in relation to these modalities.

5351 Physical Therapy Project. (3-0) Provides the student the opportunity to conduct a supervised investigation and write a manuscript. The investigation may include a research paper, a review of the literature, a case study, a clinical perspective, or a professional perspective.
Prerequisite: Permission of instructor.

5399A Physical Therapy Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in PT 5399B.
Prerequisite: Permission of instructor.

5399B Physical Therapy Thesis. This course represents a student's continuing thesis enrollment. The student continues to enroll in this course until the thesis is submitted for binding.
Prerequisite: PT 5399A

5461 Clinical Education II. (0-8) Full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting.
Prerequisites: PT 5110, PT 5150, and PT 5160.

5462 Clinical Education III. (0-8) Full-time clinical experience in which the student will be provided the opportunity to apply the theory and skills acquired during didactic course work in the clinical setting.
Prerequisites: PT 5160 and PT 5461.

5521 Neuroscience II. (3-6) In-depth study of human growth and development which will be related to developmental, neurologic and pathologies of pediatric clients. Emphasis will be placed on screening and assessments of infants, children, and adolescents for the formulation and implementation of comprehensive treatment plans for a wide variety of settings.
Prerequisites: PT 5311 and permission of instructor.

5531 Neuroscience III. (3-6) An in-depth study of neurological trauma and diseases which affect movement and behavior of the adult. Content will emphasize medical and physical therapy evaluation, treatment planning, and education of individuals with neurologic dysfunction and their families in order to minimize impairments and functional limitations, and to enhance their quality of life within the financial constraints of the health care system.
Prerequisites: PT 5521 and permission of instructor.
5620 Spine Evaluation and Treatment. (4-6) Static structural and dynamic aspects of the vertebral column, thorax and skull; kinematics and kinetics of joints of the back, thorax, and skull. Bony landmarks, muscular, ligamentous attachments and blood and nerve supply studied through lecture, lab dissection of human cadavers and independent study. The effects and affects of forces on muscular and ligamentous attachments and function will be emphasized during discussions and case study presentations on the pathophysiology and medical-surgical concepts surrounding the regions under study. Clinical decision making involving the integration of knowledge and skill to identify problems, establish goals, and develop comprehensive physical therapy programs related to the region of study to include the planning of preventative health programs classically involving physical therapists.

Prerequisites: PT 5310, PT 5311, PT 5212, and PT 5214.

5630 Lower Extremity Evaluation and Treatment. (4-6) Structural aspects of the hip, knee, ankle, and foot; kinematics, kinetics, bony landmarks, muscular, ligamentous attachments, and blood and nerve supply studied. The effects and affects of forces will be emphasized during discussions and case study presentations on the pathophysiology and medical-surgical concepts of the region. Clinical decision making involving the integration of knowledge and skill to identify problems, establish goals, and develop comprehensive program related to the region which include the planning of preventative programs.

Prerequisite: PT 5620.

5640 Upper Extremity Evaluation and Treatment. (4-6) Structural aspects of the shoulder, elbow, wrists, and hand; kinematics, kinetics, bony landmarks, muscular, ligamentous attachments, and blood and nerve supply studied. The effects and affects of forces on muscular and ligamentous attachments and function will be emphasized during discussions and case study presentations on the pathophysiology and medical concepts of the region. Clinical decision making involving the integration of knowledge and skills to identify problems, establish goals, develop comprehensive programs, and plan preventative programs.

Prerequisites: PT 5620 and PT 5630.

Graduate Faculty

Bezner, Janet, Assistant Professor of Physical Therapy. B.S.P.T., University of Texas Medical Branch; M.S.P.T., Texas Woman's University; Ph.D., The University of Texas at Austin.

Hunter, Diana, Associate Professor of Physical Therapy. B.S.P.T., Texas Woman's University; M.S.H.P., Southwest Texas State University; Ph.D., The University of Texas at Austin.

Melzer, Barbara, Associate Professor of Physical Therapy. B.S.P.T., University of North Dakota; M.S., University of Minnesota, Ph.D., The University of Texas at Austin.

Nemeth, William C., Associate Professor of Physical Therapy. B.A., M.D., University of Arizona.

Norwood, Stephen., Associate Professor of Physical Therapy. B.A., Rice University; M.D., University of Texas Southwestern Medical School.

Pennington, Gerard, Associate Professor of Physical Therapy. B.A., University of Mississippi; M.D., University of Mississippi Medical Center.
Sanders, Barbara, Professor of Physical Therapy and Chair of the Department of Physical Therapy. B.S.P.T., M.S., University of Kentucky; Ph.D., The University of Texas at Austin.

Notes
Department of Social Work
Walter Richter Institute of Social Work Research

Degree Programs

Majors and Degrees Offered:
Social Work-Administration/Supervision Practice, M.S.W.
Social Work-Direct Practice, M.S.W.

Major Programs

The Department of Social Work offers two degree programs: the Bachelor of Social Work (BSW) and the Masters of Social Work (MSW). The MSW degree prepares students for advanced specialized practice. Social work practice at both the BSW and MSW level share a common core of knowledge, values, and skills. A commitment to social justice and professional ethics as articulated in the National Association of Social Workers Code of Ethics and the Texas Board of Social Work Examiners Code of Ethics is essential to professional social work practice and is emphasized throughout the curriculum.

The MSW Program

The goal of the MSW program is to prepare graduates for advanced specialized professional social work practice. The program is particularly appropriate for experienced practitioners and/or administrators who are currently employed in the public sector and who desire an MSW degree for career advancement.

The MSW program offers regular and advanced standing tracks, as well as full-time and part-time study. The regular track for full-time students consists of a two year (five semester) program with 62 hours of coursework. Students in the regular track begin study with a fall semester enrollment. The advanced standing program (which entails enrollment directly into second year content—see Admissions below) consists of 36 hours of coursework organized across one calendar year of three semesters. Students in the advanced standing program begin study with summer semester enrollment. Students committed exclusively to part-time study should expect to spend four years in the regular track or two years in the advanced standing track in pursuit of the MSW degree.

The first year curriculum in the regular track focuses on the generic knowledge and skills required for generalist social work practice while the second year focuses on specialized practice. During the second year of the regular program, or in the advanced standing program, students select a concentration of study—either (a) direct practice with individuals, families, and groups or (b) administration/supervision practice.

Degree Requirements

Regular admission students must complete a total of 62 credit hours to receive the MSW degree. Advanced standing students must complete a total of 36 credit hours. Students are required to prepare an integrative paper suitable for publication, including
an integrative review of appropriate practice theory and application of empirical research methods to a social work practice problem prior to graduation.

Practicum

All regular admission students (full-time and part-time) must complete 20 semester credit hours of field placement (internship). Advanced standing students must complete 12 semester credit hours of field placement. This component of the curriculum consists of intensive supervision of the intern by a licensed master social worker in a social service agency. In the first year, regular admission students will complete a concurrent field placement which incorporates a field placement seminar. Students are enrolled in other classes during concurrent first year field. The second year field, for both full-time regular and full-time advanced standing students, consists of a block placement (full-time for one semester), scheduled for the final spring semester. During the block field placement students may not be enrolled in other classes. During this field placement students must complete a final project. A report of this project must be submitted to the graduate faculty committee in a form that is acceptable for publication in a refereed professional journal.

Admissions

Students who have received a degree from a Bachelor of Social Work Program accredited by CSWE may be eligible for advanced standing. All other students must enroll in the first year of the regular program. Both regular and advanced standing students may enroll as full-time or part-time students. Applicants must meet all Graduate School admission requirements to be eligible for regular admission to the MSW program. Admission to the MSW program will be granted to applicants through use of weighted multiple admission criteria addressing the following items:

1. The applicant's grade point average from prior last 60 undergraduate hours before the bachelor's degree and graduate hours;
2. The applicant's score on the Graduate Record Examination (verbal and quantitative combined);
3. The applicant's paid and volunteer work history;
4. Letters of recommendation from individuals competent to assess the applicant's capacity to pursue graduate social work education;
5. The applicant's demonstrated commitment to public sector social work; and
6. Demonstrated successful completion of course content in (a) statistics and (b) human anatomy and/or physiology (these can be taken as a special student) prior to enrollment in graduate level coursework.

Applicants desiring admission into the advanced standing program must meet all Graduate School admission criteria for regular admission and in addition, must meet the following criteria:

1. BSW degree (or equivalent) from CSWE-accredited program;
2. Minimum GPA in undergraduate social work of 3.0 on a 4.0 scale;
3. Minimum overall GPA of 3.0 for the last two full academic years of study prior to application and;
4. Significant direct practice experience.
A personal interview may be required of applicants prior to final acceptance into the program. Applicants who demonstrate a strong career commitment to the public sector social work will be given favorable consideration in the admissions process.

The Graduate School application, transcripts, test scores and application fee should be submitted to the Graduate School Office. All other documents should be submitted to the MSW Admissions Committee, Department of Social Work.

Courses Offered

Social Work (SOWK)

5310 Social Welfare Policy and Services. (3-0) This course is a study of the social welfare system of the United States. Emphasis is placed on the manifest and latent functions of social welfare policy and the extent to which policies reinforce or reduce the oppression of diverse populations in society. Topics include: the history of social welfare in U.S.; the development of policy; implementation of policy; evaluation of policy; and value issues related to policy.
Prerequisite: Instructor approval.
5311 Human Behavior and the Social Environment I. (3-0) This is the first of a two-course sequence that explores individual and family dynamics from an ecological/systems and developmental framework focusing on human functioning from birth through adolescence. Major consideration is given to building a knowledge and value base for practice with individuals and families, descriptive and analytical reasoning, and assessment skills. The application of this content to populations at risk and diverse groups is included.
Prerequisite: Instructor approval.
5312 Social Work Intervention in Drug Addiction & Abuse. (3-0) This course focuses on commonly used and abused drugs as well as to the dynamics and treatment of addiction. Emphasis is placed on social work intervention aimed at prevention and treatment of addiction.
Prerequisite: Graduate Standing.
5313 Social Work Practice I. (3-0) Social Work practice from a generalist perspective with an emphasis on the micro and mezzo levels including data collection, assessment, intervention planning, and evaluation. Students study social work theory and practice methodology applied to problem solving with individuals, families, and groups.
Prerequisite: Admission to the MSW program.
5314 Social Work Practice II. (3-0) A skill development course with emphasis on generalist social work practice at the mezzo and macro levels (i.e., working in and with task groups, grassroots organizations, and formal agencies).
Prerequisite: Admission to the MSW program.
5315 Social Work Intervention in Child Abuse & Neglect. (3-0) An analytical consideration of the various child welfare services available to abused and neglected children in their own homes, in substitute care, and through the community. Emphasis is on skill development in social work intervention with abused and neglected children and their families.
5316 Social Work Practice III: Interviewing and Counseling. (3-0) This course develops the student's interpersonal and communication skills with clients and other professionals. The major emphasis is on helping the student translate concepts into behavior and they must demonstrate competence in specific interviewing, assessment, and planning skills. Students are taught to collect data to support assessment, intervention planning, and evaluation of practice. Development of interpersonal skills necessary for all levels of social work intervention is emphasized along with mezzo and macro implications for clients.
Prerequisites: SOWK 5313 and 5314.

5317 Social Work Research. (3-0) This is a course designed to build foundation scientific research skills. Students develop critical thinking, knowledge of program and practice evaluation, and a philosophy of generalist social work practice. It is an introductory course on social and behavioral science research methods and their application to professional social work practice. It prepares students to read, interpret, and critique research with skepticism and rigor and to perform adequately in a variety of research and practice roles and activities.
Prerequisites: Instructor approval.

5318 Human Behavior and the Social Environment II. (3-0) This is the second of a two-course sequence that explores individual and family dynamics from an ecological/systems and developmental framework focusing on human functioning from young adulthood through death. Major consideration is given to elaborating on the knowledge and value base for practice with individuals and families, descriptive and analytical reasoning, and assessment skills acquired in the first semester. Application of this content to populations at risk and diverse groups is emphasized.
Prerequisites: SOWK 5311.

5319A Advanced Human Behavior and the Social Environment: Psychopathology. (3-0) An examination of the relationship of the individual, family, and group to the social environment with emphasis on the mental health and adaptive capacity of the individual. Major attention is given to theories pertaining to the etiology and course of mental and emotional disorders (including substance abuse and related compulsive disorders.) The importance of cultural or minority group affiliation on the dynamics of mental health is considered.
Prerequisites: SOWK 5318, advanced standing, or instructor approval.

5319B Advanced Human Behavior and Social Environment: Organizational Theory. (3-0) This course examines the organization and inter-organizational contexts within which social services are delivered; how funding, mandate and organizational arrangements influence service delivery; and factors to consider in efforts to modify existing organizational arrangements.
Prerequisites: SOWK 5318, advanced standing, or instructor approval.

5320A Advanced Social Work Practice I: Intervention with Individuals and Groups. (3-0) This course focuses on the development of advanced skills at the micro level of practice. Multidimensional assessment, group process, intervention modalities, and evaluation of practice methodology are emphasized.
Prerequisites: Advanced standing or completion of first year graduate curriculum in MSW.

5320B Advanced Social Work Practice I: Administration/Supervision. (3-0) A skill development course with emphasis on advanced social work practice at the mezzo- and macro-levels (i.e., working in and with task groups, grassroots organizations and formal agencies.) The goal is to develop knowledge, understanding, and advanced level skills for the practice of social work in organizational contexts. A key focus is to help students develop a critical appreciation of how organizational systems influence social work practice by preparing them to assume roles as supervisors and social welfare administrators.
Prerequisites: Advanced standing or completion of first year graduate curriculum in MSW.
5321 Survey of Graduate Social Work Content. (0-3) An overview of graduate foundation content in social work. It includes a focus on social welfare policies, human diversity issues, social work values and ethics, and their relationship to social work practice in the public sector.

Prerequisite: Advanced standing.

5322 Advanced Social Policy; Social Welfare and Social Justice. (3-0) Advanced study of social legislation pertaining to social welfare of disadvantaged persons in society. Emphasis on policy analysis, development, and advocacy. Topics include history of international social welfare; development, implementation, and evaluation of welfare policy; policy practice value issues; ways to influence social policy regarding social and economic justice.

Prerequisite: Instructor approval.

5323A Advanced Social Work Research: Practice Evaluation. (3-0) This is a course designed to build knowledge and skills for the systemic evaluation of one's own professional practice. It is designed to enhance the student's ability to practice effectively as a social worker by teaching skills necessary to design, implement, and empirically assess one's interventions with clients.

Prerequisites: SOWK 5317 or instructor approval.

5323B Advanced Social Work Research: Program Evaluation. (3-0) This is a course designed to build knowledge and skills for the systematic evaluation of social welfare programs. It is designed to enhance the student's ability to practice effectively as a social work administrator by teaching skills necessary to design, implement, and assess program evaluation activities.

Prerequisites: SOWK 5317 or instructor approval.

5324A Advanced Social Work Practice II: Intervention with Family Systems. (3-0) This course focuses on specialized direct practice with family systems. It explores current theory, research, and practice models for working with families. It emphasizes the development of a systems orientation to assessment and intervention. It targets the importance of self-awareness in professional practice, particularly regarding issues of human diversity.

Prerequisites: SOWK 5320A.

5324B Advanced Social Work Practice II: Resource Development. (3-0) This is a skill development course with emphasis on developing the knowledge and skills to extend organizational resources for the purpose of enhancing social welfare programming. Emphasis is placed on teaching students the various roles and skills they can employ to support and extend the organizational resources necessary for effective social work practice.

Prerequisites: SOWK 5320B.

5339 *Selected Topics in Social Work. (3-0) Relevant social work topics will be generated and explored in depth according to student and professional needs. The topic will be determined prior to registration. Topics may include: social work in schools, social work with groups, health care issues, mental health issues and family preservation.

Prerequisite: Graduate standing.

5360 Directed Study in Social Work. (3-0) A one semester course of independent reading and study, individual instructional and discussion sessions, and individual projects. Open to superior students by invitation of the professor and with the consent of the Director of the MSW Program. This course may not be repeated for credit.

Prerequisite: Graduate standing.
5410 Foundation Field I (Concurrent). (1-20) Supervised direct social work practice provides opportunities to apply classroom knowledge to work with individuals, families, groups, and communities. The course includes an integrative seminar that serves as a connecting link between classroom theory and practice reality. Students work in agencies for 20 hours per week (during the second semester of the first academic year) or a total of 300 clock hours. Beginning level generalist social work practice skills are emphasized.

Prerequisites: SOWK 5310, 5311, 5313, 5314/Instructor approval.

5411 Foundation Field II (Concurrent). (1-20) This course is the second level of the foundation practicum. Supervised, direct social work practice provides students with the opportunity to apply their classroom knowledge to their work with individuals, families, groups, and communities. The course includes an accompanying integrative seminar that serves as a connecting link between classroom theory and practice reality. Students will work in assigned agencies for 20 hours per week (during the two summer sessions following the first academic year) or a total of 300 clock hours. Advanced level generalist social work practice will be emphasized.

Prerequisites: SOWK 5410/Instructor approval.

5612A Direct Practice Field I. (1-20) Supervised advanced direct social work practice provides opportunities to apply classroom knowledge to interventions with individuals, families, and groups. Full time students will be enrolled concurrently in SOWK 5613A. When enrolled in SOWK 5612A and SOWK 5613A, students will work in assigned agencies for 40 hours per week (during the second semester of the second academic year) or a total of 600 clock hours. Part time students may enroll in SOWK 5612A and SOWK 5613A over two continuous semesters. Students will carry a case load of individuals, families, or groups appropriate to the assigned agency.

Prerequisites: Advanced standing or SOWK 5411 and SOWK 5322A, 5323A, 5324A/Instructor approval.

5612B Administration/Supervision Field I. (1-20) Supervised advanced social work administration and supervision practice, provides students with the opportunity to apply classroom knowledge to work in public and non profit social agencies. Full time students will be enrolled concurrently in SOWK 5613B. When enrolled in SOWK 5612B and SOWK 5613B, students will work in assigned agencies for 40 hours per week (during the second semester of the second academic year) or a total of 600 clock hours. Part time students may enroll in SOWK 5612B and SOWK 5613B, over two continuous semesters. The experience will include administration and staff supervision under the direct supervision of and experienced social work administrator. Students will be assigned administrative, supervisory, staff development, and agency policy development duties consistent with their needs for professional growth.

Prerequisites: Advanced standing or SOWK 5411 and SOWK 5322B, 5323B, 5324B/Instructor approval.

5613A Direct Practice Field II. (1-20) Supervised advanced direct social work practice provides opportunities to apply classroom knowledge to interventions with individuals, families, and groups. Full time students will be enrolled concurrently in SOWK 5612A. When enrolled in SOWK 5612A and SOWK 5613A, students will work in assigned agencies for 40 hours per week (during the second semester of the second academic year) or a total of 600 clock hours. Part time students may enroll in SOWK 5612A and SOWK 5613A over two continuous semesters. Students will carry a case load of individuals, families, or groups appropriate to the assigned agency.

Prerequisites: SOWK 5320A, 5312A, and 5322A (For part time students: SOWK 5612A and instructor approval.)

5613B Administration/Supervision Field II. (1-20) Supervised advanced social work administration and supervision practice provides students with the opportunity to apply their classroom knowledge to work in public and non profit social agencies. Full-time students will be enrolled concurrently in SOWK 5612B. When enrolled in SOWK 5612B and SOWK 5613B, students will work in assigned agencies for 40 hours per week
(during the second semester of the second academic year) or a total of 600 clock hours. Part-time students may enroll in SOWK 5612B and SOWK 5613B, over two continuous semesters. The experience will include administration and staff supervision under the direct supervision of an experienced social work administrator. Students will be assigned administrative, supervisory, staff development, and agency policy development duties consistent with their needs for professional growth.

Prerequisites: SOWK 5322B, 5323B, and 5324B (For part-time students, SOWK 5612B and instructor approval.)

* Social Work Graduate Electives

**Graduate Faculty**

Brown, J. Karen, Associate Professor of Social Work and Chair of the Department of Social Work. B.A., Southwestern University; M.S.S.W., University of Tennessee; Ph.D., The University of Texas at Austin.

Chahin, T. Jaime, Assistant Professor of Social Work and Associate Vice-President for Human Resources & University Affairs. B.A., Texas A&M University-Kingsville; M.S.W., Ph.D., University of Michigan.

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

Dale, Orren, Associate Professor of Social Work. B.A., Southwestern College; M.S.S.W., University of Missouri; D.S.W., Tulane University.

Gleason-Wynn, Patricia, Assistant Professor of Social Work. B.S.W., Niagara University; M.S.S.W., Ph.D., University of Texas-Arlington.

Harris, Carol, Lecturer of Social Work. B.S., M.S.W., University of Houston.

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

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

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

Murray, Cheryl Y., Assistant Professor of Social Work. B.A., M.S.S.W., Ph.D., The University of Texas at Austin.

Posada, Sandra, Lecturer and Director, Field Practicum of Social Work. B.A., St. Mary's University of San Antonio; M.S.W., University of Houston.

Rondero, Virginia, Lecturer of Social Work. B.A., M.S.W., California State University, Sacramento.

Smith, Michael L., Professor of Social Work. A.B., Ohio University; M.S.W., Ohio State University; M.S., University of Southern Mississippi; M.S.P.A., Ph.D., Florida State University.
School of Liberal Arts
Department of English

Degree Programs

Major and Degrees Offered:
  English, M.A.
  Creative Writing, M.F.A.

Major Programs

The Department of English offers two graduate degrees:

1. The Master of Arts degree with an English major comprises two tracks. A 30-hour thesis track requires 18 hours of graduate English courses, 6 hours of credit for a thesis, and 6 hours in an approved graduate minor or area of emphasis (an individually tailored cognate comprising at least two courses related by period, genre, or subject). A 36-hour non-thesis track typically requires 27 hours in graduate English and 9 hours in an approved minor or area of emphasis. Students choose among minors offered by many graduate programs or areas of emphasis such as African-American literature, Chicano/Chicana literature, children's literature, composition theory and practice, literary theory and criticism, linguistics, studies in the American Southwest, and gender studies.

Applicants to the English M.A. program gain regular admission if they have completed

- a minimum of 24 hours of undergraduate English, including at least 12 hours in advanced courses, with a 3.25 or higher CPA (4.0 scale),
- a minimum of 6 hours (or equivalent) in a foreign language.

Other applicants may seek conditional admission by forwarding additional materials:

- and acceptable GRE scores (900 minimum on the verbal and quantitative portions) reported to the Graduate School,
- two letters of recommendation and a writing sample of non-fiction prose, preferably literary analysis, sent to the Director of the MA Program in English.

Students earning an M.A. with a major in English are required to complete the following courses:

- Literary Scholarship (5301)
- at least 1 course in medieval literature (c.500 A.D. to 1500)
- at least 1 course in Renaissance literature (1500 to 1660)
- at least 3 courses in literature after the Renaissance, at least one British and at least one American.
The Master of Fine Arts degree with a Creative Writing Major requires 48 semester hours including 12 hours of writing workshops, 15 hours of literature, 3 hours of form and theory, 3 hours of literary technique, 6 hours of thesis credit, and 9 hours in a minor or cognate. Creative writing cannot be used as a minor. All application material must be received by the SWT Graduate School by March 15 for the fall semester and November 1 for the spring semester.

The M.F.A. program offers talented writers a chance to develop their skills in fiction or poetry in a formal academic program. Writers interested in the M.F.A. degree should contact the program's director for specific admission requirements.

The English Minor

Students with majors other than English may select English as a minor. Minors should have completed at least 21 hours of undergraduate English, including at least 9 hours of advanced courses, with a GPA of 2.75 or higher (4.0 scale).

The Department of English participates in the Interdisciplinary Studies graduate program through its effective communications courses.

Assistantships, Scholarships, and Financial Aid

Graduate students in the M.A. program may apply for appointments of up to two years as instructional or teaching assistants; students in the M.F.A. program may apply for appointments of up to three years. Instructional assistants have completed fewer than 18 graduate hours in English and have limited duties; teaching assistants, who have completed more than 18 graduate hours in English, have a wider range of teaching duties. Assistants ordinarily have assignments in composition courses or surveys of literature. Applications are available from graduate advisers; completed applications, together with all supporting materials, are due February 15 for appointments beginning in the Fall semester.

Graduate students may apply for a number of departmental scholarships, including the G. Jack Gravitt Scholarship, Charles Mosley Scholarship, Norman Peterson Scholarship, Mamie Smith Memorial Scholarship, Thomas L. Brasher Memorial Scholarship, Dr. Leonard Wright Scholarship for Future Teachers, and Therese Kayser Lindsey Graduate Scholarships. Contact a graduate program director for applications or additional information.

The Therese Kayser Lindsey Endowment for Literature

The Lindsey Endowment, dedicated April 11, 1978, is a gift of Mrs. Louise Lindsey Merrick to the Southwest Texas State University Foundation, made in memory of her mother, Therese Kayser Lindsey. A noted poet and patron of the arts, Mrs. Lindsey attended Southwest Texas State Normal School, completing her degree in 1905. She published four volumes of poetry and helped organize the Poetry Society of Texas.

The endowment supports the mission of the department by sponsoring colloquia, conferences, and readings by writers and scholars such as Alice Walker, Margaret Atwood, Sandra Cisneros, Larry McMurtry, Charles Johnson, Denise Levertov, W. S. Merwin, Allen Ginsberg, Stanley Fish, Hugh Kenner, Helen Vendler, and Elaine Showalter.
Additional Information

For additional information about the university, department, graduate majors in English, and specific emphases of graduate courses, visit the Department's home page at http://www.English.swt.edu. For specific questions, contact the Director of the M.A. Program of the Director of the M.F.A. in Creative Writing.

Courses Offered

English (ENG)

Graduate courses listed as "repeatable" ordinarily count toward 9 hours of English degree credit unless otherwise indicated. Exceptions require written justification and departmental approval. Specific emphases of repeatable courses vary by semester and instructor, but they may focus on literary and rhetorical forms and genres; authors, periods, or literary movements; perspectives from social, intellectual, and cultural studies; or literary themes. The Department provides descriptions of specific courses prior to each semester's enrollment period.

5182 Practicum in Composition. (1-0) Approaches to the teaching of college composition. Required as a condition of employment for graduate teaching assistants in the Department of English.

5300 Language Problems in a Multicultural Environment. (3-0) An introduction to the study of multicultural language and linguistics with descriptive, psychological, social, and semantic emphases.

5301 Literary Scholarship. (3-0) An introduction to scholarly resources, methods, theories and responsibilities that guide the study and interpretation of literature in English. Literary texts chosen for detailed examination vary with the expertise of the instructor. Required in first year of M.A.

5310 Studies in English Language and Linguistics. (3-0) A study of the English language, with special attention to phonology, morphology, syntax, semantics, dialectology, sociolinguistics, normal language acquisition, and/or writing and spelling systems. Repeatable with different emphases for up to 9 hours of English credit.

5315 Graduate Writing Workshop. (3-0) A studio course in which the primary texts are student manuscripts. Concentrations in fiction or poetry examine principles and techniques of creating, evaluating, and revising writing in these genres. The course requires class members to review writing produced by other workshop members. 12 hours of M.F.A. credit required.

5318 Effective Communication. (3-0) An interdisciplinary study of communication in which the student learns to interrelate reading, listening and writing. Emphasis on writing. Credit applies only to degrees in Interdisciplinary Studies; no credit for English graduate degrees.

5319 Effective Communication. (3-0) An interdisciplinary study of communication in which the student learns to interrelate reading, listening and writing. Emphasis on reading. Credit applies only to degrees in Interdisciplinary Studies; no credit for English graduate degrees.

5320 Form and Theory of Fiction. (3-0) An examination of traditional and current theory and practice in fiction. Major emphasis will be placed on the British/American tradition, but some attention will be given to the practice and theory of fiction in other literatures. For M.F.A. credit only.

5321 Contemporary Fiction. (3-0) Readings selected from canonical and/or experimental fiction. Recent emphases include experimental novels, novels into film, James Joyce, and Saul Bellow. Repeatable with different emphases for up to 9 hours of English credit.
5322 Form and Theory of Poetry. (3-0) An examination of traditional and current theory and practice in poetry. Major emphasis will be placed on the British/American tradition, but some attention will be given to the practice and theory of poetry in other literatures. For M.F.A. credit only.

5323 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. Repeatable with different emphases for up to 9 hours of English credit.

5325 Reflections of Life in the Lore and Literature of the Southwest. (3-0) Selected Texas and Southwestern writers with emphasis on fiction. Repeatable with different emphases for up to 9 hours of English credit.

5331 Studies in American Poetry. (3-0) Selected poets with a survey of their works. Recent emphases include Walt Whitman, Emily Dickinson, Southern poetry, Denise Levertov, and Robert Bly. Repeatable with different emphases for up to 9 hours of English credit.

5332 Studies in American Prose. (3-0) Selected authors with special attention to novels. Recent emphases include William Faulkner, Ernest Hemingway, Richard Wright, Zora Neal Hurston. Repeatable with different emphases for up to 9 hours of English credit.

5345 Southwestern Studies I: Defining the Region. (3-0) An interdisciplinary course that surveys the physical, cultural, and social history of the Southwest, emphasizing architecture, art, literature, philosophy, politics, popular culture, and technology. Historical focus from the 15th to the mid-19th century.

5346 Southwestern Studies II: Consequences of Region. (3-0) Second course in a survey of physical, cultural, and social history of the Southwest, emphasizing regional and ethnic expressions of culture. This course moves from the broad overview of the first semester to more specific problems in the region and to the artistic products of regional culture. Historical focus is from the Civil War to the present.

5353 Studies in Medieval English Literature. (3-0) Emphasis on authors, contexts, and genres of the medieval period. Recent emphases include Anglo-Saxon culture, language, and literature; Chaucer; non-Chaucerian medieval literature; pilgrimage literature. Repeatable with different emphases for up to 9 hours of English credit.

5354 Studies in English Renaissance Literature. (3-0) Emphasis on authors, genres and contexts of the Renaissance. Recent emphases include Shakespeare, Renaissance epic, Tudor humanism, and John Milton. Repeatable with different emphases for up to 9 hours of English credit.

5359 Studies in Eighteenth Century Literature. (3-0) Major writers of the period with emphasis on scholarship and aesthetics as well as cultural and historical background. Recent emphases include Johnson and his circle, Restoration and eighteenth-century drama, and the eighteenth-century novel. Repeatable with different emphases for up to 9 hours of English credit.

5364 Studies in the English Romantic Movement. (3-0) The works of the Early Romantics or Late Romantics in context with attention to nineteenth- and twentieth-century scholarship. Recent emphases include Blake, Coleridge, the Wordsworths, Shelley, and Keats. Repeatable with different emphases for up to 9 hours of English credit.

5366 Studies in Victorian Poetry. (3-0) Major Victorian poets with emphasis on scholarship and aesthetics as well as cultural and historical background. Recent emphases include Tennyson, the Brownings, the Pre-Raphaelites, and Hopkins. Repeatable with different emphases for up to 9 hours of English credit.

5368 Studies in Victorian Prose. (3-0) Major Victorian prose writers with emphasis on scholarship and aesthetics as well as cultural and historical background. Recent emphases include George Eliot, non-fiction Victorian prose, and Charles Dickens. Repeatable with different emphases for up to 9 hours of English credit.
5371 Studies in Modern British Poetry. (3-0) Selected poets with a survey of their works. Recent emphases include Yeats, Wilde, Synge, W. H. Auden and Post-World-War II British Poetry. Repeatable with different emphases for up to 9 hours of English credit.

5381 Studies in Modern British and American Drama: 1900-Present. (3-0) A survey of major British and American dramatists and their European or world context. Repeatable with different emphases for up to 9 hours of English credit.

5383 Rhetorical Theory for Teachers. (3-0) A study of rhetorical theory as it bears on current approaches to the teaching of composition. Repeatable with different emphases for up to 9 hours of English credit.

5384 Critical Theory for Teachers. (3-0) A study of critical theory as it bears on current approaches to the teaching of literature. Repeatable with different emphases for up to 9 hours of English credit.

5388 Studies in Literature for Children or Adolescents. (3-0) A study of contemporary works, including literature and criticism. Typical emphases are generic and/or thematic and include picture books and illustration, the contemporary novel, and the frontier of North American and Australian children's literature. Repeatable with different emphases for up to 9 hours of English credit.

5395 Problems in Language and Literature. (3-0) Recent emphases include literary technique and literary theory. Repeatable with different emphases for up to 9 hours of English credit.

5399A Thesis. First semester of thesis enrollment. No thesis credit awarded until student has completed the thesis in English 5399B. Departmental approval required.


Prerequisite: Graduate School approval of thesis proposal.

Graduate Faculty

Bell-Metereau, Rebecca Louise, Professor of English. A.B., A.M., Ph.D., Indiana University.

Blair, John Michael, Associate Professor of English. B.A., M.A., Florida State University; Ph.D., Tulane University.

Blanchard, Lydia Ann, Professor of English and Chair of the Department 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.

Busby, Mark Bayless, Professor of English and Director of the Center for the Study of the Southwest. B.A., M.A., East Texas State University; Ph.D., University of Colorado, Boulder.

Chavkin, Allan Richard, Professor of English. B.A., Dickinson College; A.M., Ph.D., University of Illinois.

Cohen, Paul Nathan, Professor of English. B.A., University of Baltimore; M.A., Ph.D., Rutgers, The State University of New Jersey.

Deduck-Evans, Patricia Anne, Professor of English. B.A., State University of New York at Plattsburg; A.M., Ph.D., Indiana University.
Garza-Falcón, Leticia, Assistant Professor of English and Director of the Center for Multicultural and Gender Studies. B.A., California State University at Haywood; M.A., Pan American University; Ph.D., The University of Texas at Austin.

Gravitt, Garland Jack, Professor of English and Dean of the School of Liberal Arts. 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., The University of Texas at Austin.

Grimes, Tom J., Associate Professor of English and Director of the M.F.A. Program in Creative Writing. B.A., Queens College, New York; M.F.A., University of Iowa.

Gross, Dalton Harvey, Professor of English. B.A., Luther College; M.A., Ph.D., Southern Illinois University.

Gross, Mary Jean, Assistant Professor of English. B.A., M.A., Southern Illinois University; Ph.D., The University of Texas at Austin.

Hankins, June Chase, Associate Professor of English and Assistant Chair of the Department of English. B.A., Southwestern University; M.A., University of Arkansas; Ph.D., Texas A&M University.

Hansen, Mark, Assistant Professor of English. B.A., New York University; M.A., Ph.D., University of California, Irvine.

Heaberlin, Dickie Maurice, Professor of English. B.A., M.A., University of North Texas; Ph.D., The University of Texas at Austin.

Hennessey, Michael John, 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, Associate 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, Professor of English. B.A., University of Leicester; Ph.D., University of Cambridge.

Jones, Roger Dean, Associate Professor of English. B.A., M.A., Sam Houston State University; Ph.D., Oklahoma State University.

Laird, Edgar Stockton, Professor of English. B.A., M.A., Southwest Texas State University; Ph.D., Rutgers, The State University of New Jersey.

Leder, Priscilla Gay, Associate Professor of English. B.A., University of Arizona; M.A., California State University at Fullerton; Ph.D., University of California at Irvine.

Lochman, Daniel Thomas, Professor of English and Director of M.A. Program in English. B.A., M.A., Loyola University; Ph.D., University of Wisconsin.
Mejia, Jaime A., Assistant Professor of English. B.A., University of North Texas; M.A., Pan American University; Ph.D., Ohio State University.

Monroe, Debra F., Associate Professor of English. B.A., University of Wisconsin-Eau Claire; M.A., Kansas State University; Ph.D., University of Utah.

Morrison, Susan, Assistant Professor of English. B.A., Swarthmore College; A.M., Ph.D., Brown University.

Nelson, Claudia, Assistant Professor of English. A.B., Bryn Mawr College; Ph.D., Indiana State University.

Olson, Marilynn Strasser, Associate Professor of English. B.A., Michigan State University; M.A., Ph.D., Duke University.

Parkin-Speer, Diane, Professor of English. B.A., Lewis and Clark College; M.A., Bowling Green State University; Ph.D., University of Iowa.

Peirce, Kathleen, Associate Professor of English. B.A., M.F.A., University of Iowa.

Randolph, Robert Morrison, Professor of 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., University of North Texas.

Rosenberg, Teya, Assistant Professor of English. B.A., Memorial University of Newfoundland; M.A. Carleton University; Ph.D., University of Alberta.

Skerpan, Elizabeth Penley, Associate Professor of English. A.B., Miami University; M.A., Ph.D., University of Wisconsin.

Tangum, Marion Mast, Associate Professor of English and Associate Vice-President of Academic Affairs. B.A., Trinity University; M.A., University of Texas at San Antonio; Ph.D., The University of Texas at Austin.

Wilson, Miles Scott, Professor of English. B.A., Pomona College; M.F.A., University of Oregon.

Wilson, Steven Michael, Associate Professor of English. B.A., University of Oklahoma; M.A., Texas Christian University; M.F.A., Wichita State University.
Department of Geography and Planning

Degree Programs

Majors and Degree Offered:
- Geography, M.A.Geo.
- Geography-Land/Area Development and Management, M.A.Geo.
- Geography-Resource & Environmental Studies, M.A.Geo.
- Geography-Cartography/Geographic Information Systems, M.A.Geo.

Major Programs

The Department of Geography and Planning offers the Master of Applied Geography degree requiring 39 semester hours. All candidates must complete a core consisting of GEO 5300, 5301, 5309, and either 5335 (directed research) or 5399A and B (thesis). Students also take 6 hours of graduate course electives in any discipline(s) including geography. The remaining 18-21 hours (21 if non-thesis) of the degree are taken in one of the four majors listed above. Students may also pursue the geography major with a specialization in Geographic Education.

1. The general geography major permits 18-21 hours of geography electives. The geographic education specialization requires GEO 5340, at least 6 hours to be selected from GEO 5313, 5315, 5316, 5323, 5349, 5370, and 5395, and 6-9 hours of geography electives.

2. The land/area development and management major requires GEO 5312 and 5338, at least 6 hours to be selected from GEO 5313, 5314, 5337, 5339, 5349, 5360 and 5418, and 3-6 hours of geography electives.

3. The resource & environmental studies major requires GEO 5313 and 5314, at least 6 hours to be selected from GEO 5312, 5316, 5334, 5337, 5338, 5339, 5351, 5352, 5370, 5418 and 5430, and 3-6 hours of geography electives.

4. The cartography/geographic information systems major requires GEO 5408, 5417 and 5418, and 3-6 hours of geography electives.

Students are also subject to the policies and procedures outlined in the departmental graduate student handbook which must be acquired from the departmental graduate program coordinator.

Admissions Policy

1. Admission decisions will be made twice per year: once in the spring semester for entry during the following fall semester, and once in the fall semester for entry during the following spring semester.

2. The applicant must send a completed Graduate School application, a $25.00 application fee, two official transcripts from each university or college attended, and the official score of the Graduate Record Exam to the Graduate School. The applicant must also submit a letter which identifies his or her major and possible areas of research at the M.A.Geo. level and also arrange for two letters of recommendation. The letter of application and letters of recommendation must be sent to the Graduate Program Coordinator in the Department of Geography and Planning.
3. Students seeking admission must have at least a 3.0 grade-point average during their last sixty hours of undergraduate course work before the bachelor's degree and must have the GRE (Graduate Record Examination) on file in the Graduate School, with a score of at least 1,000, on the verbal and quantitative portion combined, prior to review for admission.

4. The above material must be received no later than October 1 for admission in the following spring, and March 1 for admission in the following fall.

5. Admission recommendations on each applicant are made by the Graduate Committee. In deciding on whether any applicant is to be admitted, the Committee will take into consideration the current size of the program, the applicant's academic record and academic potential (including the GRE and GPA), the applicant's proposed research area or topic, and the degree to which members of the Graduate Faculty in the Department support the application.

6. Students who are admitted but do not enroll at the expected time without notifying the Graduate Coordinator and the Graduate School by the end of the appropriate registration period must re-apply to the program following the above procedure should they desire to begin the program at a later date.

**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 sub-fields as environmental management, land use planning, location analysis, land management, transportation systems planning, applied physical geography, geographic aspects of environmental law, cartography, and computer analysis. The degree is intended to provide terminal training to prepare the student for middle management employment, but the research and analysis skills which are taught in the program are also excellent background for the student who intends to proceed to doctoral work.

**Financial Aid**

Graduate assistantships are available to qualified candidates. Please contact the Graduate Program Coordinator, Department of Geography and Planning, for more information about financial assistance and the degree programs.

**Courses Offered**

**Geography (GEO)**

5190 *Independent Study*. Individual study under direct supervision of a professor. May involve geographic field trips. Geography 5190, Geography 5290, & Geography 5390 may be taken for a total of 6 semester hours of credit.

Prerequisite: To be taken with the consent of the instructor.

5290 *Independent Study*. Individual study under direct supervision of a professor. May involve geographic field trips. Geography 5190, Geography 5290, & Geography 5390 may be taken for a total of 6 semester hours of credit.

Prerequisite: To be taken with the consent of the instructor.
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) on the computer. Prerequisite: GEO 3301 or equivalent.

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.

5317 Seminar in Applied Human Geography. (3-0) A focus on the methods and techniques used in the collection, analysis, and evaluation of information relating to problems within the human geographical information relating to problems pertaining to particular geographic locations or special environmental settings.

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.

5334 Applied Water Resources Management. (3-0) Application of techniques employed in water management including flood hazards, water supply assessment, and water management strategies. Students will apply principles to specific watersheds and water problems including the analysis of various physical, land use, and legal parameters.

5335 Directed Research. (3-0) A course designed to allow the student to pursue a topic of applied geographic research under the direct supervision of a professor. Generally, the topic will be something that is not customarily dealt with in an organized class. Group research is encouraged. Topics should be selected that involve library research and field investigation. Progress is monitored regularly by the supervising professor. Repeatable once for additional credit with approval of the graduate adviser.
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. 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.

5342 Seminar: Theory and Methods of Geographic Education. (3-0) A critical analysis of previous and current literature concerning problems in pedagogy, philosophy, learning theory, research methods, teaching methodologies, and techniques of geographic education. A research paper will be required of each student on a topic related to the course content.

5344 Seminar in Geographic Curriculum. (3-0) A survey and discussion of major curricula in geographic education. Geography will be viewed as a school subject that is part of the social studies, as an element of interdisciplinary studies, and as a stand-alone subject.

5349 Population Geography. (3-0) An in-depth study of the spatial distribution and movement of human populations. Course will emphasize current issues and analytical techniques. Topics will include the impact of population growth, spatial diffusion processes, migration trends and theories, explanation of regional demographic differences, and techniques such as population projections.

5351 Regional Waste Management. (3-0) The principles of effective solid waste planning and management will be examined as they relate to such activities as waste generation, storage and collection, transfer and transportation, processing and volume reduction, resource conservation and recovery, the disposal of wastes, and the handling of special wastes, particularly those of a toxic and hazardous nature.


5360 Seminar in Planning Problems. (3-0) A critical and in-depth examination of several problem areas currently facing the planner.

5370 Seminar in Applied Physical Geography. (3-0) Critical analysis of theories, models and techniques of physical geographic research with the focus on application to real-world problems.
5380 Internship. (3-0) Application of techniques of applied geography in an actual on-the-job setting. Internships will be arranged and supervised by the internship director. May be repeated once for additional credit.

5390 Independent Study. Individual study under direct supervision of a professor. May involve geographic field trips. Geography 5190, Geography 5290, & Geography 5390 may be taken for a total of 6 semester hours of credit.

Prerequisite: To be taken with the consent of the instructor.

5395 Problems in Applied Geography. (3-0) Designed to consider a selected topic relating to applied geography. Emphasis on the practical application of geographic tools, with individual or group participation in a specific project. Course topics may vary depending on student and faculty interests and may apply to any of the three graduate tracks: physical-environmental, land area development and management, or cartography. Repeatable for up to 6 hours.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Geography 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

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. Included will be methods by which maps can be used to display applied geographic data.

5415 Digital Remote Sensing and Terrain Modeling. (3-1) This course will introduce the students to the principles and practices of digital image processing and classification using satellite images and digital terrain models.

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.

5418 Geographic Information Systems I. (2-4) Course is concerned with the analysis and interpretation of maps stored in digital form. Students are introduced to concepts and practices involving computerized cartographic and geographic data input, storage and retrieval, data manipulation and analysis, graphic and tabular report generation, and cartographic modeling.

5419 Geographic Information Systems II. (2-4) This course aims to develop more advanced GIS concepts and application issues, further spatial data manipulation and analysis skills, and provide hands-on experience with GIS hardware and software programs. The emphasis will be on practical application of skills to real world issues.

Prerequisite: GEO 5418.

5430 Field Methods. (2-4) Course will emphasize common field techniques necessary in the construction of accurate maps. Various kinds of data collection techniques will be presented that will facilitate geographic research.

5680 Internship. (6-0) Application of techniques of applied geography in an actual on-the-job setting. Internships will be arranged and supervised by the internship director.

Graduate Faculty

Augustin, Byron D., Professor of Geography and Planning. B.A., Hastings College; M.A., University of Kansas; D.A., University of Northern Colorado.

Boehm, Denise Blanchard, Assistant Professor of Geography and Planning. B.S., Auburn University; M.S., Florida State University; Ph.D., University of Colorado at Boulder.
Boehm, Richard G., Professor of Geography and Planning. B.S.Ed., M.A., University of Missouri at Columbia; Ph.D., The University of Texas at Austin.

Brown, Brock J., Assistant Professor of Geography and Planning. B.A., M.Ed., Wichita State University; M.A., Ph.D., University of Oklahoma.

Caldwell, Sally, Instructor in Geography and Planning and Internship Coordinator. B.A., M.A., Southern Methodist University; Ph.D., University of North Texas.

Colten, Craig E., Associate Professor of Geography and Planning. B.A., M.A., Louisiana State University; Ph.D., Syracuse University.

Day, Frederick A., Associate Professor of Geography and Planning. B.A., Syracuse University; M.A., Ph.D., Ohio State University.

Dixon, Richard W., Lecturer in Geography and Planning. B.A., Rutgers University; M.A.G., Southwest Texas State University; Ph.D., Texas A&M University.

Earl, Richard A., Assistant Professor of Geography and Planning. B.A., University of California at Los Angeles; M.A., California State University at Northridge; Ph.D., Arizona State University.

Estaville, Lawrence E., Professor of Geography and Planning, and Chair of the Department of Geography and Planning. B.A., M.A., McNeese State University; M.A., University of Southwestern Louisiana; Ph.D., University of Oklahoma.

Eyton, J. Ronald, Professor of Geography and Planning. Ph.B., M.A., University of North Dakota; Ph.D., University of Illinois, Urbana.

Fitzsimons, Dennis E., Associate Professor of Geography and Planning. A.B., M.A., San Diego State University; Ph.D., University of Kansas.

Harrison, James D., Professor of Geography and Planning. B.A., M.A., University of Denver; Ph.D., University of Oklahoma.

Kimmel, James R., Assistant Professor of Geography and Planning. B.S., M.S., Baylor University; M. Phil., Yale University; Ph.D., The University of Texas at Austin.

Larsen, Robert D., Professor of Geography and Planning. B.S., University of Wisconsin at Superior; M.S., Ph.D., University of Wisconsin at Madison.

Macey, Susan M., Associate Professor of Geography and Planning. B.A., M.A., University of Queensland, Australia; Ph.D., University of Illinois at Urbana-Champaign.

Petersen, James F., Professor of Geography and Planning. B.A., M.A., California State University at Chico; Ph.D., University of Utah.

Rudnicki, Ryan, Associate Professor of Geography and Planning. B.A., University of Connecticut; M.S., Ph.D., Pennsylvania State University.

Shelley, Fred M., Associate Professor of Geography and Planning and Graduate Program Coordinator. A.B., Clark University; M.A., University of Illinois at Urbana; Ph.D., University of Iowa.
Tiefenbacher, John P., Assistant Professor of Geography and Planning. B.S., Carroll College; M.S., University of Idaho; Ph.D., Rutgers University.

Tuason, Julie A., Assistant Professor of Geography and Planning. B.A., University of California at Berkeley; M.A., Ph.D., Rutgers University.

Visser, Sent, Associate Professor of Geography and Planning. B.A., M.A., University of Auckland, New Zealand; Ph.D., Ohio State University.

Zhan, F. Benjamin, Assistant Professor of Geography and Planning. B.Eng., Wuhan Technical University (China); M.Sc., ITC (The Netherlands); Ph.D., State University of New York at Buffalo.
Department of History

Degree Programs

Major and Degrees Offered:
History, M.A., M.Ed.

Major Programs

The department of History offers the Master of Arts and the Master of Education degrees. Normally, the Master of Arts consists of 30 hours of graduate history courses, including thesis, or 24 hours of graduate history courses, including thesis, plus 6 graduate hours in a minor field or the student may choose not to have a minor. The Master of Education consists of at least 21 hours of graduate history courses and 15 graduate hours in a minor field or a split minor of 9 graduate hours from one field and 6 graduate hours from a second field. A grade of "B" or better must be earned in all the history coursework counting towards either degree.

Program Goals. The graduate program in history is designed to prepare students for careers in professional history (teaching or research and writing) and to provide a general liberal arts education for students who desire to enter several fields, including business, journalism, law, and government service. Emphasis is more or less equally placed on the acquisition of historical information and the skills and tools of research.

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.

International students: All international students must score at least 550 on the TOEFL test and 45 on the TSE test. Both tests are required for admission to this department's graduate program.

Financial Aid

A limited number of assistantships are available to qualified graduate students. Prospective students interested in applying for an assistantship should contact the Graduate Director in the History Department.

Individuals interested in a more detailed description of the graduate program in history should request a copy of the Graduate Student Handbook from the History Department.
Courses Offered

History (HIST)

5308 Ancient and Medieval Europe. (3-0) A seminar based on selected topics from the ancient and medieval civilizations of Europe and the Mediterranean region. May be repeated with a different emphasis.

5309 Early Modern European History, 1450-1815. (3-0) A seminar based on selected topics in Early Modern European history. May be repeated with a different emphasis.

5310 Modern European History. (3-0) A seminar based on selected topics in the history of Europe since 1870. May be repeated with a different emphasis.

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 British History. (3-0) A seminar based on selected topics in British history. May be repeated with a different emphasis.

5323 History of Brazil. (3-0) A seminar based on selected topics in the history of Brazil from the colonial period to the present. May be repeated for credit as the topic varies.

5324 Latin American History. (3-0) A seminar based on major topics in Latin American history from the colonial period to the present. Emphasis will vary from political, social, economic, and cultural history in a cross-cultural context. May be repeated for credit as the topic varies.

5325 History of Mexico. (3-0) A seminar based on selected topics in the history of Mexico from the pre-Columbian period to the present. May be repeated for credit as the topic varies.

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. May be repeated with different emphasis.

5345 Topics in American History. (3-0) A study of selected topics in American history. May be repeated with a different emphasis.

5347 Texas History. (3-0) A seminar based on selected topics in the history of Texas.

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. May be repeated for credit as topic varies.

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.

5360 American Historiography. (3-0) A study of the literature of American history with some attention to the philosophies of history and the principles of historical research.

5361 General Historiography. (3-0) A study of literature, philosophy, and methodology of European and Latin American History.

5362 Military History. (3-0) A seminar based on selected topics in military history.

5366 Antebellum American History. (3-0) A seminar based on major topics in Antebellum America. Emphasis will vary, and may focus on topics of economic, political, racial, or gendered interest. May be repeated for credit as the topic varies.
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.

5381 Chinese Communism. (3-0) The Chinese Communist movement from 1919 to the present. Will focus on (1) urban and rural aspects of Chinese Communism; (2) the rise to power of the Chinese Communist Party on mainland China in 1949; and (3) the construction of the Party-State and Socialism in the People's Republic of China.

5390 Problems in Historical Research. (3-0) This course is open to graduate students on an individual basis by arrangement with the department. May be repeated with the approval of the chair of the department.

5395 World History. (3-0) A seminar based on selected problems and/or topics in world history. May be repeated with different emphasis.

5398 General Research Seminar. (3-0) A seminar designed to enhance research and writing skills in history. May be repeated for credit as topic varies.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in History 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

Graduate Faculty

Andrews, Gregory Alan, Associate Professor of History. B.A., M.A., Northeast Missouri State University; Ph.D., Northern Illinois University. (Early 20th century U.S.; labor, political economy; modern Mexico)

Bourgeois II, Eugene J., Associate Professor of History and Director of the Honors Program. B.A., M.A., Louisiana State University at Baton Rouge; Ph.D., University of Cambridge, England. (Tudor-Stuart England; English local history)

Brennan, Mary Charlotte, Associate Professor of History. B.A., Edgecliff College of Xavier University; M.A., Xavier University; Ph.D., Miami University. (Post-1945 U.S., U.S. diplomatic)

Brown, Ronald Conklin, Professor of History and Acting Dean of General Studies. B.A. Wabash College; M.A., Ph.D., University of Illinois. (Western U.S.; business; labor; technology; oral history)

Bynum, Victoria Elizabeth, Associate Professor of History. B.A., California State University, Chico; M.A., Ph.D., University of California at San Diego. (U.S., antebellum South; race and gender)

Cagniart, Pierre Francoise, Associate Professor of History. License, Universite de Reims; Maîtrise, Universite de Paris-Pantheon; Maîtrise, Universite de Paris-Sorbonne; Ph.D., The University of Texas at Austin. (Ancient world; Roman military)

Curtin, Mary Ellen, Assistant Professor of History. B.A., University of Rochester; M.A., Ph.D., Duke University. (African-American; U.S.; social; women)

De la Teja, Jesus F., Associate Professor of History. B.A., M.A., Seton Hall University; Ph.D., The University of Texas at Austin. (Texas; Spanish borderlands; colonial Mexico; Mexican-American)
Dunn, Dennis John, Professor of History and Director of the Center for International Education. B.A., M.A., John Carroll University; Ph.D., Kent State University. (Russia; East Europe; 20th century U.S.-Russian relations)

Garner, Lydia Magalhaes, Assistant Professor of History. B.A., The University of Texas at Arlington; M.A., Ph.D., The Johns Hopkins University. (Latin American, social, political, and economic; Brazil)

Jager, Ronald Burke, Professor Emeritus of History. B.A., University of Miami; L.L.B., M.A., University of Houston; Ph.D., The University of Texas at Austin. (Late 19th century; Gilded Age; 20th century U.S.)

Josserand, Frank Butler, Professor of History. A.B., M.A., Baylor University; Ph.D., The University of Texas at Austin. (Germany; 19th-20th century Europe)

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)

Makowski, Elizabeth Mary, Assistant Professor of History. B.A., M.A., University of Wisconsin-Milwaukee; Ph.D., Columbia University. (Medieval Europe; canon Law; religious women)

Margerison, Kenneth Hilton, Jr., Professor of History and Chair of the Department of History. A.B., University of North Carolina; M.A., Ph.D., Duke University. (18th-century France, French Revolution)

Pohl, James William, Professor of History. B.A., M.A., University of North Texas; Ph.D., The University of Texas at Austin. (Military)

Swinney, Everette, Distinguished Professor Emeritus of History. B.A., Ohio Northern University; M.A., Pennsylvania State University; Ph.D., The University of Texas at Austin. (Civil War and Reconstruction; American historiography; quantitative history)

Wilson, James Arthur, Professor of History. B.A., M.A., Ph.D., University of Arizona. (American West; American Southwest; Texas)

Yick, Joseph Kong Sang, Associate Professor of History. B.A., The University of Texas at Austin; M.A., Ph.D., University of California at Santa Barbara. (Modern China, Chinese communism)
Department of Modern Languages

Degree Programs

Major and Degrees Offered:
Spanish, M.A., M.A.T.

Minor Offered:
Spanish

Major Programs

Master of Arts in Teaching. The Master of Arts in Teaching is designed specifically to meet the needs of Spanish 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 36-semester hour Master of Arts in Teaching degree entails 15 semester hours concentration in Spanish, 9 hours of linguistics, 6 hours in a minor or supporting area, 6 hours of internship and foreign study, and a minimum reading knowledge of a second foreign language. Students may choose among minors in the humanities, social sciences, or other disciplines, or they may develop special emphases in literary periods or areas such as Chicano/Chicana literature, humanities, women's studies, Hispanic art, or Linguistics. M.A.T. students take a comprehensive exam with written and oral components prior to graduation.

Master of Arts. The 30-hour Master of Arts degree is available to students who wish to engage in a more traditional program of literary and language studies. This degree entails 24 hours in Spanish, including the thesis, and 6 to 12 hours in a supporting area. Students may choose among minors in the humanities, social sciences, or other disciplines, or they may develop special emphases in literary periods or areas such as Chicano/Chicana literature, critical theory, humanities, linguistics, or women's studies. M.A. students take a comprehensive exam with written and oral components prior to graduation.

Admission to M.A.T. and M.A. Programs

Majors in the Spanish M.A.T. or the M.A. program receive unconditional admission if they have completed 12 hours of advanced undergraduate Spanish with at least six of those hours in literature and with a 3.0 or higher GPA (4.0 scale).

Spanish Minor

Students with majors other than Spanish may select Spanish as a minor. Students should have completed at least 12 hours of advanced undergraduate Spanish with a GPA of 2.75 or higher (4.0 scale).
Assistantships, Scholarships, and Financial Aid

Graduate students in the M.A.T. and the M.A. programs may apply for appointments as Instructional Assistant or Teaching Assistants. Instructional Assistantships have limited teaching duties and may be offered to students who have completed fewer than 18 graduate hours in Spanish; Teaching Assistantships have teaching duties, usually in first-year language courses, and may be offered to students who have completed at least 18 graduate hours. Application forms for Instructional Assistantships and Teaching Assistantships are available from the graduate adviser. Completed applications, together with all supporting materials are due each April 1 for appointment beginning in the following fall semester. For information on financial aid and applications materials for SWT's Graduate School Scholars program, contact the Graduate School.

Courses Offered

Applied Linguistics and Languages Learning (LING)

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. May be repeated once with different topic for additional credit.

Prerequisites: Formal application for the course in the semester before it is to be taken and approval by the department chair.

Spanish (SPAN)

5304 Studies in the Spanish Language. (3-0) Studies in the history and structure of modern Spanish. May be repeated once with different topic for additional credit.

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. May be repeated once with different topic for additional credit.

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 America: Emphasis on Nobel Prize winners, Gabriela Mistral, Pablo Neruda, and Miguel Angel; b) Mexican and Mexican-American: literary interrelationships. May be repeated once with different topic for additional credit.

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. May be repeated once with different topic for additional credit.
5309 Advanced Conversation, Composition, and Grammar. (3-0) 5309A Conversation. 5309B Composition and Grammar. May be repeated once with different topic for additional credit.

5310 Topics in Hispanic Literature. (3-0) Topics vary and include the study of specific genres, periods, authors, and ethnic and women's contributions to Hispanic literature. May be repeated for credit with different emphasis.

5390 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. May be repeated once with different topic for additional credit.

Prerequisite: Approval by the department chair. Application must be submitted prior to the registration period each semester.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Spanish 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

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.

Graduate Faculty

Brister, Louis Edwin, Professor of German. B.A., Mississippi State University; M.A., Ph.D., The University of Texas at Austin.

Candau, Antonio, Assistant Professor of Spanish. Licenciado en Filologia Hispanica, University of Valladolid, Spain; Ph.D., University of Massachusetts at Amherst.

Champion, James Joseph, Professor of Spanish. B.S., Michigan State University; M.S., Ph.D., University of Michigan.

Echeverría, Miriam Balboa, Professor of Spanish. B.A., Universidad de Concepcion, Chile; M.A., Ph.D., University of Washington.

Fischer, Robert Allen, Professor of French and Chair of the Department of Modern Languages. B.A., M.A., University of Cincinnati; Ph.D., Pennsylvania State University.

Forrest, Jennifer, Assistant Professor of French. B.A., University of California at Los Angeles; M.A., Ph.D., Yale University.

Jaffe, Catherine, Associate Professor of Spanish. B.A., Georgetown University; Ph.D., University of Chicago.

McCoy, Ingeborg Ruberg, Professor of German. B.A., Southwest Texas State University; M.A., Ph.D., The University of Texas at Austin.

Ruiz, Maria de Jesus Paez de, Professor of Spanish. B.A., University of Puerto Rico; M.A., Ph.D., Louisiana State University.
Sconza, M. Jean, Associate Professor of Spanish. B.A., M.A., Pacific Union College; Ph.D., University of California, Berkeley.

Ugalde, Sharon Elizabeth, Professor of Spanish. B.A., University of California at Davis; M.A., Ph.D., Stanford University.
While the Department of Philosophy offers no graduate courses, members of the department's graduate faculty are available to serve as advisers on thesis committees.

**Graduate Faculty**

**Geuras, Dean John,** Professor of Philosophy. A.B., Columbia University; M.A., Ph.D., University of Colorado.

**Gordon, Jeffrey Lee,** Professor of Philosophy and Director of Freshman Seminar. B.A., Northwestern University; M.A., Ph.D., University of Colorado.

**Hutcheson, Peter Wesley,** Associate Professor of Philosophy. B.A., University of West Florida; Ph.D., University of Oklahoma.

**Joy, Glenn Clarence,** Professor of Philosophy. B.A., Seattle Pacific College; M.A., Ph.D., The University of Texas at Austin.

**Luizzi, Vincent Lawrence,** Professor of Philosophy and Chair of the Department of Philosophy. B.A., University of Rochester; J.D., Boston University School of Law; Ph.D., University of Pennsylvania.
Department of Political Science

Degree Programs

Majors and Degrees Offered:
Political Science, M.A., M.Ed.
Public Administration, M.P.A.

Minor or Certification Offered:
Humanities

Certification Offered:
Lawyer's Assistant Program

Major Programs

The graduate programs in the Department of Political Science offer a choice of degrees. 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).

Political Science

The Master of Arts degree normally 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.

Public Administration

The Master of Public Administration degree is a 39-semester hour program consisting of a core of 30 hours including 3 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. A 3-hour public service internship is required for pre-service students in the MPA program. The 3 hours of internship are in addition to the 39-hour MPA degree program. The Lawyer's Assistant Program is a 24 semester hour postgraduate certificate program including internship. The 30-hour MPA core includes the following courses: Political Science 5304A, 5304B; Political Science 5311; Political Science 5314; Political Science 5315; Political Science 5318; one course selected from Political Science 5321, Political Science 5322, or Political Science 5323; Political Science 5330; one course selected from Political Science 5340, Political Science 5341, or Political Science 5343; and Political Science 5397.
**Background.** Background work (Political Science 5350, a special seminar that provides a comprehensive background in American political institutions) will be required for MPA students with no hours of upper-division credits in Public Administration or Political Science. For MPA students who have no statistics background, 3 hours of credit in applied statistics will be required. Students must complete the statistics requirement prior to enrolling in Political Science 5304A or 5304B. Students must earn a grade of "B" or better in each required background course.

**Comprehensive Examination.** An oral comprehensive examination over course work and the applied research project will be required for completion of the MPA degree requirements.

**Applied Research Project.** The applied research project (Political Science 5397) is a required research paper for the MPA degree. Students who intend to register for Political Science 5397 must prepare a prospectus to include a statement of the problem, research design, specification of data, research questions, and a representative bibliography and submit same to the supervising instructor prior to registration for the course. Approval for registration for the course must be obtained in writing from the instructor the semester before enrollment. The research paper produced must be approved by a two-member committee.

Students who do not satisfactorily complete the course work requirements by the specified semester deadlines must consult with their instructor regarding procedures to be followed. Deadlines are furnished in the instructor syllabus each semester. Students who have dropped the course or received a failing grade will be required to register for the course.

**Prerequisite:** A grade of "B" or better in Political Science 5304B.

**Admission Policies**

International students, as defined in the front section of this catalog, must have a score of 550 or better on the TOEFL before being considered for admission. This requirement is not waived for an international student who has a degree from a university in the United States.

**Political Science Program.** Unconditional admission to the graduate M.A. and M.Ed. program which is based on a 2.85 or higher grade point average on the last 60 hours of undergraduate or graduate coursework, may be admitted without a minimum score on the GRE. Students with a 2.5-2.85 must take the GRE and have score a 900 or better in order to be considered for conditional admission. The applicant must have a minimum of 12 hours of undergraduate Political Science. This minimum is reduced to 6 hours of Political Science for applicants with a grade point average of 3.00 or above on the last 60 hours of undergraduate coursework.

Any student considered for conditional admission, whether the minimum grade-point average admission requirement identified in the "Admission Policies" section of this catalog is met or not, must have a GRE General score of 900 or better before the application file can be reviewed for admission to the Master of Arts or to the Master of Education degree programs.

**Public Administration Program.** No student will be considered for admission to the MPA program without a Graduate Record Examination score.

**Regular admission — MPA student:** Any student with a grade-point average of 2.75 or above (on a 4.0 scale) on the last 60 semester hours of undergraduate work before the baccalaureate and a GRE score of 900 (verbal and quantitative portions combined), or any student with a grade-point average of at least 2.50 but less than 2.75 (on a 4.0 scale) on the last 60 semester hours of undergraduate work before the baccalaureate and a GRE score of 1000 (verbal and quantitative portions combined), normally will be granted regular admission status.
Students with complete admission documents (transcripts, application, and test scores) who do not meet the above minimum requirements may apply for conditional admission.

**Conditional admission—MPA student:** Applications for conditional admission are reviewed by the graduate adviser in consultation with the Conditional Admissions Review Committee in the Political Science Department. In order to apply for conditional admission, a student must:

a. submit an application for admission to the Graduate School to the SWT Graduate School;

b. have completed the General portion of the GRE and have the official score reported to the SWT Graduate School;

c. submit a request for consideration of conditional admission to the MPA Director, Public Administration Program, Southwest Texas State University, San Marcos, Texas 78666-4616, stating the reasons for consideration of admission;

The graduate adviser will recommend the stipulations and requirements for conditional admission. Students who are admitted conditionally must make a grade of "B" or better in each course for their first 12 hours of course work including background courses. When the conditions have been met the graduate adviser will recommend regular admission status to the Dean of the Graduate School.

**International student admission—MPA program:** International students, as defined in the front section of the Graduate Catalog, must have an Admission Index Score (AIS) of 1325 or better to be considered for regular admission to the MPA program. The AIS is an equally weighted score that is composed of the GRE (verbal and quantitative portions combined), the TOEFL (current Test of English as a Foreign Language score must be at least 550), and the conversion of the grade-point average on the last 60 semester hours of undergraduate credit taken before receipt of the baccalaureate degree. The grade-point-average is calculated by multiplying the 60 semester hours by the quality points assigned for the respective letter grade, i.e., "A," four points; "B," three points; "C," two points; and "D," one point. The AIS must be equivalent to the requirements for regular admission and applied in the same manner.

Submission of the TOEFL and Test of Written English (TWE) scores is required for admission to all graduate programs. This requirement is not waived for an international student who has a degree from a university in the United States.

A score of 550 or above is required on the TOEFL, and a score of 3 or above is required on the TWE. International students should be aware that the TOEFL and TWE scores are reported only for a period of two years after examination. If the student has completed these examinations prior to two years before application for admission, new scores will have to be submitted.

**Humanities Minor or Certification**

Humanities courses may serve as a graduate minor for students seeking a master's degree from SWT or as the core of an 18-hour Graduate Humanities curriculum. Teachers not seeking a graduate degree may enroll as post-graduates. These courses may be counted toward M.A. credit in the political science major only with prior approval of the graduate adviser in the student's major discipline.

**Certificate 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 (on a 4.0 scale) on the last 60 semester hours of undergraduate work. This certificate program is designed to prepare students to perform
as highly qualified legal assistants (also referred to as "paralegals") with both a theoretical knowledge of substantive law as well as practical skills. A legal assistant is not licensed to practice law but is trained to handle certain law related responsibilities under the supervision and direction of a licensed attorney. Applicants to this program must also successfully complete an interview with the Director of the Lawyer's Assistant Program.

Conditional Admission — Any student with a grade-point average of at least 2.5 but less than 2.75 (on a 4.0 scale) on the last 60 semester hours of undergraduate work may apply for conditional admission. Applications for conditional admission are reviewed by the Conditional Admissions Review Committee in the Political Science Department. Applicants must plead special circumstances which would otherwise qualify them for admission to the program. The Committee will recommend the stipulations and requirements for conditional admission.

To receive a certificate in the program, all students must successfully complete a 24-semester hour curriculum while maintaining an overall "B" average, and, must receive a "B" or better in each required course.

Required courses:
- Political Science 5379-6379
- Political Science 5387-6387
- Political Science 5394-6394
- Political Science 5386-6386
- Political Science 5389-6389

Electives (you will select 9 hours):
- Political Science 5377-6377
- Political Science 5390-6390
- Political Science 5392-6392
- Political Science 5395-6395
- Political Science 5378-6378
- Political Science 5391-6391
- Political Science 5393-6393
- Political Science 5396-6396

Texas Certified Public Manager (CPM) Program

Please see page 33.

Courses Offered

Humanities (HUM)

5301 The Quest for Order and Happiness: The Individual, The State, and The Ethical Life I. (3-0) This interdisciplinary course is the first in a two course sequence which explores the age-old quest for order and happiness and how, in pursuit of these related values, individuals as members of political and social communities have sorted out the often conflicting demands of individual conscience and political duty. Texts studied include those from the classical Greco-Roman, the medieval Judeo-Christian, and the Renaissance periods.

5302 The Quest For Order and Happiness: The Individual, The State, and The Ethical Life II. (3-0) This interdisciplinary course is the second in a two course sequence which explores the age-old quest for order and happiness and how, in pursuit of these related values, individuals as members of political and social communities have sorted out the often conflicting demands of individual conscience and political duty. Texts studied include literary, philosophical and historical works from the birth of Liberal Individualism in the 17th century, the Enlightenment, post-Enlightenment, Modern and Contemporary periods.
Political Science (POSI)

5300 Topics in Ancient and Medieval Political Thought. (3-0) Selected topics in Greek and Roman political theory, patristic understanding of politics, and the political theory of the Middle and High Middle Ages. Includes study of the writings and thought of Thucydides, Plato, Aristotle, Cicero, Seneca, Augustine, Gelasius, Al-Farabi, Avicenna, Averroes, Maimonides, John of Salisbury, Aquinas, Marsilius of Padua, William of Occam, and others.

5301 Problems in American Foreign Relations. (3-0) Seminar based on selected topics in American foreign policy and United States involvement in international relations. May be repeated once with different emphasis and professor for additional credit.

5302 Topics in Modern and Contemporary Political Thought. (3-0) Selected topics of political theory from the Renaissance, Reformation, Post-reformation, Enlightenment, and contemporary periods. Includes study of the writings and thought of Machiavelli, Luther, Calvin, Hooker, Bacon, Grotius, Hobbes, Descartes, Spinoza, Locke, Montesquieu, Hume, Rousseau, Kant, Smith, Burke, Bentham, Mill, Hegel, DeTocqueville, Marx, Nietzsche, Husserl, Heidegger, Strauss, Voegelin, and others.

5304 Political Research and Methodology. (3-0) Topical seminar exploring problems and approaches in the research, scope and methods of political science. Special attention given to research design and statistical analysis.

5304A Problems in Political Theory and Methodology: Statistics. (3-0) Selected topics in political science and public administration methodology with special emphasis on quantitative techniques.

5304B Problems in Political Theory & Methodology: Research. (3-0) A course which emphasizes qualitative and conceptual aspects of research. Topics include: social science research paradigms, defining the research question, linking theory to methods, field research the focus group technique, literature review and research prospectus development.

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.

5314 Organization Theory. (3-0) Analysis of the theoretical perspectives of organizations, with particular reference to public organizations and public administration.

5315 Problems in Public Personnel Administration. (3-0) Analyses and evaluations of major personnel management problems in government; employee-management relations; inter-agency and inter-governmental relationships. Impact of automation. Evaluation of personnel systems.

5316 Labor-Management Relations. (3-0) An examination of the historical development of public employee unions and the reaction of public employers and the effect of collective bargaining agreements on personnel policy development. The legal position of public laws concerning collective bargaining arguments as well as an analysis of organizing procedures and strategy on the part of public managers will be covered.

5317 Management Practices in Public Personnel Administration. (3-0) Examines recent developments in Public Personnel Administration. Special attention will be paid to the use of the Personnel Office as a center for job assignment, employee development, organizational development, and affirmative action. In addition, students will become familiar with specific personnel practices including the development of pay plans, job classifications, and employee manuals.
5318 Public Management and Ethics. (3-0) Analysis of Public Management principles and functions in the context of ethics and accountability, including bureaucratic discretion, constitutional values, and professionalism.

5319 Seminar in Constitutional Theory. (3-0) In-depth analysis of selected issues in constitutional theory including the theory of judicial review, and constitutional interpretation. Examines the debate on constitutional interpretation in light of cases dealing with the First Amendment Freedom of Speech, press & religion, and with substantive due process and the equal protection clause.

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, intrastate 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.

5325 Roots of American Constitutionalism. (3-0) An examination of the origins and evolution of the ideas which inform the American constitutional system, includes examination of the strands of thought in the classical, Christian, medieval, Renaissance, and Enlightenment periods that combined with the British liberal tradition, laid the groundwork for the American experiment. Examines the pre-independence evolution of the American Constitutional tradition that informed the constitutional debates.

5326 Topics in Democratic Theory. (3-0) An examination of selected issues in democratic theory including various models of democracy, the pluralist/elitist debate, the role of liberal individualism in democracy, the tension of individual rights and collective responsibilities, the place of religion in the public realm, and the tension between freedom and equality.

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.

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 American public law and judicial processes. Addresses the policy environment in which the American judicial system operates.

5333 Ecology and the Politics of Scarcity. (3-0) An examination of major issues, theoretical, involved in the crisis areas of declining energy resources, arable land, water and food, amidst increasing population and pollution of the environment.

5340 Problems in American Public Policy. (3-0) Problems arising in the areas of political decision-making, executive-legislative relationships, functions of government, and regulatory activities of the government. May be repeated once with different emphasis and professor for additional credit.

5341 Seminar in the Policy Process. (3-0) Critical examination of the policy process with emphasis on analytical applications in the administrative and management environment.

5343 Seminar in Program Evaluation. (3-0) An advanced course in the application of quantitative methods to the evaluation of public policies and programs with emphasis on the administrative and management environment.

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, legislation, the presidency, and political behavior. May be repeated once with different emphasis and professor for additional credit.

5360 Problems in International Politics. (3-0) A course dealing with selected topics in the field of international politics. May be repeated once with different emphasis and professor for additional credit.

5364 Problems in International Organization. (3-0) This course is an analysis of the structure, functions, and role of international organizations in the international system. It assesses the reasons for the emergence of international organization as a means of international interaction, evaluates the historical evolution of this phenomenon from the Ancient Greeks through the Middle Ages to the Concert of Europe, as well as its modern manifestations in the League of Nations and United Nations. The course addresses the role of international regions, regional organizations, functional agencies, and bilateral organizations. The procedures and processes of international argument and policy making are studied through participation in a Model Security Council.

5365 Problems in International Law. (3-0) This course examines the nature, functions, scope, and practice of international law. It addresses several major areas of the law including legal sources, diplomatic practice, territorial jurisdiction, legal personality, the law of state responsibility, asylum law, human rights, and the law of war. The major legal principles and theories, as well as the political context in which they operate are studied. The course is heavily research oriented and includes a moot court arbitration.

5370 Internship in Government. (3-0) Practical experience in the on-going work of a selected governmental unit. The student will be assigned to a unit of federal, state, regional, or local government. A research paper and a journal dealing with the internship experience must be written under the direction of a faculty member. Evaluation will be based on the research paper, journal, and work performance. May be repeated once with different emphasis for additional credit.

5380 Problems in the International Political Economy. (3-0) Deals with selected topics in international political economy. May be repeated once with different emphasis and professor for additional credit.

5382 Seminar in International Relations Theory. (3-0) A course dealing with selected topics in geopolitics and world political geography. May be repeated once with different emphasis and professor for additional credit.

5384 Topics in Modern Democratic Systems. (3-0) This course in comparative politics examines the development and interaction of political institutions, policy processes, political culture, public opinion, legal settings and theoretical underpinnings of modern democratic governments. Countries of focus vary with instructor, and include governments of Western, Central and Eastern Europe, Canada, Japan and Australia.

5385 Topics in Third World Politics. (3-0) This course in comparative politics examines the range of political systems of various regions of the Third World, including Latin America, the Middle East, Asia and Africa. Themes include the politics of the colonial era, the nature of traditional political systems, modernization and development, political institutionalization, interest groups articulation and participation. Topics vary by region.

5397 Applied Research Project. (3-0) Problem-oriented applied research project for Master of Public Administration degree. Student will prepare a prospectus to include a statement of the problem, research design, specification of data, questions to be
answered concerning problem, and a representative bibliography, and submit it to the supervising instructor prior to registration for the course.

Prerequisite: A grade of "B" or better in Political Science 5304B.

5398 Directed Reading and Research. (3-0) Advanced reading and/or research on various topics in political science under the direction of a graduate faculty member. May be repeated once with different emphasis and professor for additional credit.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Political Science 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

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 the 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

Political Science (POSI)

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. May be repeated with different emphasis for additional credit.

5379-6379 Legal Drafting. (3-0) Study of legal drafting styles, forms and techniques, including legal document drafting, objective, informative document drafting, and persuasive-style drafting of trial and appellate briefs.

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.

**5389-6389 Law Office Internship.** (3-0) Includes lecture and seminar discussion of topics relating to problems, procedures, and ethics in the legal-working environment. Student is involved in a voluntary on-the-job internship consisting of approximately 10-15 hours a week to gain actual experience in the legal-working environment. Course is required unless the student has prior law-related experience and has, with the permission of the program director, elected to take a practicum in lieu of the internship.

**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. May be repeated with different emphasis.

**5396-6396 Law Office Management.** (3-0) Course will cover management concepts, with emphasis on time keeping, minimum fee schedules, billing, library and retrieval systems, ethics, and other management practices applicable to utilization of Legal Paraprofessionals in law-related positions.

**Graduate Faculty**

Balanoff, Howard Richard, Professor of Political Science. B.A., City University of New York; M.U.P., Ed.D., Texas A&M University.

Brittain, Vicki Sue, Associate Professor of Political Science. B.A., Southwestern College; J.D., Washburn University of Topeka.

Burns, Timothy William, Assistant Professor of Political Science. B.A., Boston College; M.A., Ph.D., University of Toronto.

Cardenas, Leonardo, Jr., Professor of Political Science. B.S., M.A., St. Louis University; Ph.D., The University of Texas at Austin.

DeSoto, William Henry, Assistant Professor of Political Science. B.A., M.A., Ph.D., University of Wisconsin, Madison.
Farlow, Daniel Edward, Distinguished Professor Emeritus of Political Science. B.S., M.A., Sam Houston State University.

Garofalo, Charles Paul, Associate Professor of Political Science. B.A., University of Florida; M.A., Ph.D., Emory University.

Gorman, Robert Francis, Professor of Political Science. B.A., Seattle University; M.A., Ph.D., University of Oregon.

Grasso, Kenneth Lawrence, Associate Professor of Political Science. B.A., St. John's University; M.A., Ph.D., Fordham University.

Hardin, Dale Wayne, Associate Professor Emeritus of Political Science. A.B., J.D., George Washington University.

Hindson, Theodore Thomas, Associate Professor of Political Science. B.A., LaSalle University; M.A., Ph.D., University of Notre Dame.

Hofer, Martha Kay, Associate Professor of Political Science. B.A., M.A., University of North Texas; Ph.D., University of Nebraska at Lincoln.

Hull, Terry Linn, Assistant Professor of Political Science and Director of the Lawyer's Assistant Program. B.B.A., J.D., The University of Texas at Austin.

Kens, Paul Adam, Associate Professor of Political Science. B.A., Northern Illinois University; J.D., Ph.D., The University of Texas at Austin.

Leder, Arnold, Associate Professor of Political Science. B.A., City University of New York Brooklyn College; M.A., Washington University; Ph.D., Indiana University.

Mihalkanin, Edward Styles, Assistant Professor of Political Science. B.A., Bradley University; M.A., Ph.D., The American University.

Opheim, Cynthia Slaughter, Professor of Political Science and Chair of the Department of Political Science. B.A., Angelo State University; M.A., Texas Tech University; Ph.D., The University of Texas at Austin.

Robertson, Naomi, Assistant Professor of Political Science. B.A., Alabama State University; B.S., Southern Illinois University; M.P.A., Golden Gate University; Ph.D., Florida Atlantic University.

Rodriguez, Cecilia Ann, Assistant Professor of Political Science. B.A., M.A., Ph.D., University of Dallas.

Shields, Patricia Mary, Professor of Political Science and Director of the Master of Public Administration Program. B.S., University of Maryland; M.A., Ph.D., Ohio State University.

Stouffer, Willard Brewer, Jr., Professor of Political Science. B.A., Northwestern University; M.A., Miami University; Ph.D., Duke University.

Sullivan, Alfred Burke, Professor of Political Science. B.A., Dartmouth College; M.A., University of Rhode Island; Ph.D., University of Utah.
Weinberger, George Martin, Professor of Political Science. B.A., Temple University; M.P.A., D.P.A., University of Georgia.

Notes
Department of Psychology

Program:

The Department of Psychology does not presently offer a major. However, a large number of graduate programs include psychology as a minor or a split minor.

Interdisciplinary Studies. 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) or Master of Science in Interdisciplinary Studies (MSIS) degrees should choose a member of the graduate faculty in the Department of Psychology as a member of their degree committee.

Courses Offered

Psychology (PSY)

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 Reading 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.

5360 Selected Topics in Psychology. (3-0) An in-depth study of a set of selected topics of great current interest in psychology. May be repeated once for credit if topic differs.

5361 Seminar in Addiction Studies. (3-0) An in-depth analysis of theories, research and issues related to alcohol and drug abuse treatment and prevention. May be repeated once, as topics change, with permission of the Chair.

5366 Individual Study. (3-0) Students design and execute original research or engage in extensive fieldwork in the field of psychology under the supervision of a faculty member.

Prerequisite: PSY 5391 and permission of the instructor.
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.

5385 Industrial Social Psychology. (3-0) Research findings and theoretical concepts concerned with social-structured problems in organizations. Topics covered include: the system concept, characteristics of social organization, organizational effectiveness, leadership communications, and decision making.

5391 Research Seminar. (3-0) Problems in psychology; emphasis on research procedures. A research project is required of each student.

Graduate Faculty

Archer, Richard Lloyd, Professor of Psychology. B.A., University of Kansas; Ph.D., Duke University.

Carpenter, David N., Lecturer of Psychology. B.A., M.A., Texas A&M University-Kingsville.

Czyzewska, Maria, Associate Professor of Psychology. M.S., Ph.D., University of Warsaw, Poland.

Dailey, William, Instructor of Psychology. B.A., M.A., Ph.D., The University of Texas at Austin.

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., The University of Texas at Austin.

Friedman, Stan, Lecturer of Psychology. B.A., Duquesne University; M.S., Illinois State University; Ph.D., The University of Notre Dame.

Frost, Christopher James, Associate Professor of Psychology. B.A., Baylor University; M.A., Ph.D., Boston University.

Ginsburg, Harvey Joe, Professor of Psychology. B.S., Ph.D., University of Houston.

Hulsey, Timothy L., Assistant Professor of Psychology. B.A., Texas A&M at Corpus Christi; M.A., Trinity University; Ph.D., The University of Tennessee.

Kerkman, Dennis D., Assistant Professor of Psychology. B.A., University of Kansas; M.S., University of Georgia; Ph.D., University of Kansas.

Mendez, Roque, Associate Professor of Psychology. B.A., Ph.D., The University of Texas at Austin.
Merryman, Sandra Stroud, Associate Professor of Psychology. B.A., George Peabody College for Teachers; Ph.D., Indiana University.

Ogletree, Shirley Miller, Professor of Psychology and Chair of the Psychology Department. B.A., McPherson College; M.A., Ph.D., University of Michigan.

Pinon, Marites, Assistant Professor of Psychology. B.A., University of South Florida; M.A., Ph.D., University of Kansas.

Raffeld, Paul Charles, Associate Professor of Psychology and Director of the Testing, Research-Support and Evaluation Center. B.A., University of California at Los Angeles; M.A., California State University; Ph.D., University of Oregon.

Rogers, Robyn R., Lecturer of Psychology. B.S., M.Ed., University of Arkansas.

Snodgrass, Gregory, Associate Professor of Psychology and Director of Counseling and Career Planning. 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., The University of Texas at Austin; Ed.D., University of Illinois.
Department of Sociology

Degree Programs

Major and Degree Offered:
Sociology, M.A.

Major Programs

The Department of Sociology offers the Master of Arts with a major in sociology.

Purpose. The Master of Arts has three basic goals. The first goal is to prepare graduates for a career in one of a number of varied fields, including but not limited to corporate research, personnel work, administrative responsibility, and data analysis. The second goal is to enhance the competencies of persons who will teach in community colleges or public schools. The third goal is to provide a sound general background for those who anticipate further graduate training beyond the master's degree.

Admission Policy. In addition to the general requirements for admission to the SWT Graduate School specified in the "Categories of Admission" section of the catalog, the Department of Sociology requires a minimum grade point average of 3.00 on a 4.00 scale, calculated on the last 60 semester hours of undergraduate work before completion of the bachelor's degree.

Majors. The basic degree requirements are 36 semester hours. You must take Sociology 5307, Sociology 5308, Sociology 5310, and Sociology 5373A. You will also choose either the essay option (Sociology 5380) for 3 hours credit or the thesis option (Sociology 5399A/5399B—consult thesis regulations) for 6 hours credit. Six of the 36 hours must be in a minor. Sociology students may select from a variety of approved minors. The selection process should be accomplished in consultation with the departmental graduate adviser.

Minors. Sociology may be included as a minor field or supporting area for graduate studies in various master's programs.

Background

If you do not have undergraduate sociology courses in principles (introduction), social theory, statistics, and social research, you must complete undergraduate courses in each of these areas. Depending on the extent of your undergraduate education in sociology or related fields, you may be permitted to take up to 6 hours of selected graduate courses before completing these undergraduate requirements.

Financial Aid

The Department of Sociology provides financial aid by employing graduate students as instructional assistants and research assistants.
Courses Offered

Sociology (SOCI)

5100 Pro-Seminar in Sociology. (1-0) An examination of contemporary issues in sociology as a discipline. This course is required for all beginning MA students in the first long semester of enrollment.

5307 Advanced Statistics for the Social Sciences. (3-0) Application of advanced statistical theory and methods to the analysis of social data.
Prerequisites: Sociology 3307 or equivalent with grade of "B" or better.

5308 Seminar in Research Methods. (3-0) The application of research methods to social science with emphasis on direct, practical experience in research.

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. May be repeated once with different emphasis for additional credit.

5316 Seminar in Deviation and Social Problems. (3-0) A systematic analysis of contemporary social problems and various types of social deviation. Emphasis is on the socialization process as it relates to social problems and human deviation. The sociological explanation of underlying factors will be stressed.

5319 Seminar in Social Psychology. (3-0) A critical appraisal of the major theories and theorists found in Social Psychology with emphasis on their application to contemporary social and psychological issues.

5320 Seminar in Demography. (3-0) A seminar in the study of population with emphasis on sources of demographic data, techniques of demographic analysis, and population composition and forecasts.

5329 Seminar in Public Policy Research. (3-0) Applying sociological knowledge to social policy. The class examines contemporary domestic policy issues, identifies actors in the policy making process, examines how policy is made and how social problems are affected by various social policies.

5337 Seminar in the Family. (3-0) An analysis of selected topics with respect to contemporary family structure and processes.

5343 Seminar in Criminology. (3-0) An analysis of theories and research related to the crime problem with particular emphasis on the United States. Emphasis will include a study of the role of punishment, corrections, and the reform of offenders. Special consideration will be given to influential social conditions which play a part in crime causation and prevention.

5349 Seminar in Drugs and Society. (3-0) A sociological examination of the social context of drug abuse with emphasis on the social factors, processes, and institutions that impact drug abuse. Applications of sociological theories and research methods will be studied.

5353 Seminar in the Community. (3-0) A study of contemporary urban society with emphasis on understanding the social structure as a prerequisite to planning and problem solving at the community level.

5363 Seminar in Medical Sociology. (3-0) A seminar on selected topics of human health and health care organizations. Topics to be stressed include: social causes and consequences of morbidity and mortality, professionalization and socialization of health care practitioners, organization of health institutions, and demographic changes in health problems and needs.

5370 Seminar in Multi-Cultural Relations. (3-0) Examines the dynamics of dominant-subordinate social groups. Focuses on racial, ethnic, and class differences.

5371 Directed Study. (3-0) Course of independent study open to individual students only at the invitation of the faculty member with the approval of the department Chair and the graduate adviser.
5373 Workshop in Sociology. (3-0) Selected topics in sociology for intensive examination utilizing a variety of sociological resources and methods. 5373 General Workshop, 5373A Theory and Methods, 5373B Social Gerontology, 5373C Death and Dying. May be repeated once with different emphasis for additional credit.

5380 Sociological Essay. (3-0) Directed study of a specific sociological topic requiring the student to apply skills and knowledge gained in course work.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Sociology 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

Multicultural & Gender Studies

The Center of Multicultural & Gender Studies houses and administers both the Women's Studies minor and the U.S. Ethnic Studies minor at the undergraduate level. It helps prepare students to work and live in a pluralistic society by providing faculty with resources and information that encourages the infusion of an interdisciplinary curriculum that addresses race, class, gender, and ethnicity. Graduate level courses are offered that may be used as electives in some programs. A student should obtain approval from the program adviser and the Graduate School, prior to enrolling for the course(s) to ensure graduate degree credit can be earned.

Courses Offered

Women's Studies (WS)

5376 Images of Women. (3-0) This course, one of two multidisciplinary team-taught women's studies courses, is a survey of the changing images of women in the U.S. since 1800 through the eyes of historians, writers, artists, orators, the media, and educators.

5377 Realities of Women. (3-0) This course, one of two multidisciplinary team-taught women's studies courses, is a study of the realities faced by women in the U.S. today — including biological and psychological differences in males and females, politics and law, the work force, and the home. Gender roles in societies outside the U.S. will also be examined.

Graduate Faculty

Anderson, Audwin LaBarron, Assistant Professor of Sociology. B.A., M.A.T., Southwest Texas State University; Ph.D., Texas A&M.

Day, Susan Bland, Professor of Sociology. B.A., M.A., University of Oklahoma; M.Phil., Ph.D., University of Kansas.

Ellis, Ann Marie, Associate Professor of Sociology and Associate Dean of the School of Liberal Arts. B.A.E., M.A., University of Florida; Ph.D., University of North Texas.

Folse, Kimberly Anne, Assistant Professor of Sociology. B.A., M.Ed., Oregon State University; Ph.D., University of Alabama.
Forbes, Douglas, Assistant Professor of Sociology. B.S. Ed., M.A.T., Southwest Texas State University; Ph.D., The University of Texas at Austin.

Ford, Ramona Louise, Professor of Sociology. A.B., Baker University; M.A., Indiana University; M.A., New School for Social Research; Ph.D., Southern Illinois University.

Hartman, Laura L., Assistant Professor of Sociology. B.A., Arizona State University; M.A., Ph.D., The University of Texas at Austin.

Jorgenson, David Einar, Professor of Sociology. B.A., Texas Lutheran College; M.A., Texas Christian University; Ph.D., University of North Texas.

Matlock, Donald Thomas, Professor of Sociology and Chair of the Department of Sociology. B.S., M.S., University of North Texas; Ph.D., The University of Texas at Austin.

Newsom, Rollo Kern, Professor Emeritus of Sociology. B.S., The University of Texas at Austin; M.S., University of North Texas; Ph.D., The University of Texas at Austin.

Rowe, M. Edward, Assistant Professor of Sociology. B.S., M.S., Ph.D., University of North Texas.

Schultz, Clarence Carven, Professor Emeritus of Sociology. B.S., M.A., Southwest Texas State University; Ph.D., The University of Texas at Austin.

Short, Alvin Phillip, Professor of Sociology. B.S., Southwest Missouri State College; M.A., Ph.D., Emory University.

Trepagnier, Barbara A., Assistant Professor of Sociology. B.A., M.A., University of Houston; Ph.D., University of California at Santa Barbara.
Degree Programs

Major and degrees offered:
Aquatic Biology, M.S.
Biology, M.A., M.Ed., M.S.

Major Programs

Graduate students in the Biology Department must elect one of five degree options: the Master of Science with or without a thesis, the Master of Arts, the Master of Education with a major in Biology or the Master of Science with a major in Aquatic Biology with thesis. A cooperative Ph.D. program with Texas Tech University is available; contact the Biology Department Chairperson for information on this program.

Thesis Options. The thesis-oriented Master of Science and Master of Arts degrees require a minimum of 30 semester hours of course work including the thesis (5399A/B). Biology 5295 and two one-hour seminars (5110) OR three one-hour seminars (5110) are required.

Non-Thesis Options. A non-thesis Master of Science degree is available. A minimum of eight courses in biology and four courses in the minor are required. The total number of hours taken must equal or exceed 45 semester hours of coursework, and must include one semester of a special problems course (5390). The 45 hours include the requirement of either Biology 5295 and two one-hour seminars (5110) OR three one-hour seminars (5110).

The non-thesis Master of Education degree requires the completion of seven courses in biology. The required minor can be in a single discipline or can be split between a first and second minor. The total number of hours taken must equal or exceed 40 semester hours of coursework. Students working toward a Master of Education are also required to complete either Biology 5295 and two one-hour seminars (5110) or three one-hour seminars (5110).

Minors. A supporting minor for the master's degrees may be selected with the approval of the major adviser and the graduate committee.

Prerequisites and Admission Policy

All applicants must complete the GRE as outlined earlier in this catalog prior to being considered by the department. Students are encouraged to take the advanced GRE in biology or cell and molecular biology, depending on their area of interest. Applications must include a statement as to the academic interest area and future plans of the applicant. Non-citizens of the United States must have a major adviser willing to sponsor them prior to acceptance into the biology graduate program.

The Department of Biology requires that a student have a GPA of 2.75 on the last 60 undergraduate semester hours taken before receipt of the bachelor's degree, and a GRE score of 1000, verbal and quantitative combined, for unconditional admissions to be considered. Course deficiencies and their rectification are determined by the individual's advisory committees.
Students with grade-point averages between 2.5 and 2.75, as well as those whose GRE scores are unavailable or less than 1000, may petition the department for conditional admission. Admission in these cases will be decided by the departmental graduate committee and graduate adviser on the basis of interviews, letters of recommendation, research experience or other considerations that indicate the student's ability to complete the graduate degree requirements and must be approved by the graduate dean.

**Major Adviser For Thesis & Non-thesis Options**

Prospective students should contact faculty members or area-of-interest (see below) advisors who might serve as their major adviser prior to being admitted to the graduate program. A major adviser may not always be available. Note that admission into the Graduate School does not guarantee acceptance by the Biology Department.

All graduate students, both thesis and non-thesis, accepted in the Department of Biology are required to have a major adviser before the end of the first long semester of graduate enrollment. Students who have selected the thesis option must submit a thesis proposal approved by the thesis committee and signed by the departmental chairperson within the second long semester of enrollment.

**Areas of Emphasis**

Thesis problems are available in the following areas of emphasis and specialties: Aquatic Biology, Botany, Cell Biology and Genetics, Ecology, Marine Biology, Microbiology, Physiology, Science Education, Wildlife Biology, and Zoology.

**Financial Aid**

Financial assistance through the Department of Biology is available in the form of graduate laboratory instructorships. Support is limited to two years. Applications for instructorships are available from the department chairperson, and completed applications are due by March 1 to be considered for the following school year. A limited number of stipends and research assistantships are available (restricted to students in thesis programs).

**Courses Offered**

**Biology (BIO)**

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, or 2 semester hours and 5295, in addition to the standard requirements for the advanced degree. This course may be repeated for credit. (F,S)
- 5110A General. (1-0)
- 5110B Botany. (1-0)
- 5110E Ecology. (1-0)
- 5110L Limnology. (1-0)
- 5110M Microbiology. (1-0)
- 5110Q Physiology Seminar. (1-0)
- 5110W Wildlife Biology. (1-0)
5110Z Zoology. (1-0)

5295 Fundamentals of Research. (2-0) Designed to acquaint the beginning graduate student with materials and methods of research in the biological sciences. It is recommended that a graduate student take this course the first semester in residence. (F)

5301 Evolution. (3-2) Basic genetic principles applied to natural selection, adaptation, populations and speciation. Consideration is given to the origin of life, nature of chromosomal variation, evolution of genetic systems, and certain other selected topics. (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)

5318 Topics in Botany. (3-2) Selected topics in plant anatomy, cytology, ecology, morphology, mycology, phycology, physiology, and taxonomy. This course may be repeated once for credit.

5319 Topics in Ecology. (3-3) Selected topics in physiological, population or community ecology. This course may be repeated once for credit.

5319E Stream Ecology. (3-3) Class covers ecological theories, concepts and processes occurring at the population, community and ecosystem levels of organization in running water. Laboratory includes sampling methods, descriptive and comparative studies, experiments, critical discussion of literature and experience in writing manuscripts.
Prerequisite: Instructor's permission.

5319P Plankton. (3-3) Ecology and taxonomy of algae, zooplankton, and bacteria found in freshwater plankton ecosystems. (S, even years)
Prerequisite: Instructor's permission.

5335 Fisheries Management. (2-4) An introduction to principles and techniques in fisheries management. Includes the study of artificial reproduction, carrying capacity, productivity, sampling procedures, population estimates, mortality, survival, growth rates, and commercial and sport fisheries. (S, even years)
Prerequisite: Biology 4415-5415 or instructor's permission.

5336 Parasites and Diseases of Fish. (2-3) The study of animal and microbial parasites of fish. Lecture emphasizes aspects of fisheries medicine: the diagnosis of parasitic and microbial fish diseases and their control through various prophylactic and therapeutic measures. Laboratory involves examinations of local fish for animal parasites and emphasizes examination techniques and parasite identification.
Prerequisites: Biology 4313 or Biology 4315.

5350 Topics in Physiology. (3-0) Selected advanced topics in plant, microbial, and animal physiology. This course may be repeated once for credit.
Prerequisites: Biology 1420 and Biology 3490 or instructor's permission.

5350F Topics in Fish Physiology. (3-2) Selected advanced topics related to the physiology of fish.
Prerequisites: Biology 2430 or Biology 3421 or instructor's permission.

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. (S, odd years)
Prerequisites: Biology 3460 and Biology 4470, or Biology 5470 or instructor's permission.

5362 Environmental Impact Analysis. (3-0) Current government regulations regarding environmental impact, content of environmental impact statements, how to proceed with an impact study, application of ecological principles to impact studies, and
steps in the review process for environmental impact statements are considered. (SS, odd years)

Prerequisite: Instructor's permission.

5390 Problems in the Biological Sciences. Open to graduate students on an individual basis by arrangement with the faculty member concerned.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Biology 5399B. Students working toward the MA or MS with a thesis are expected to enroll in thesis each semester in which faculty supervision is received or laboratory facilities are used.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Cannot be taken unless a Thesis Proposal has been submitted. Students working toward the MA or MS with a thesis are expected to enroll in thesis each semester in which faculty supervision is received or laboratory facilities are utilized.

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 sciences recommended by the Texas Education Agency.

5410 Field Biology of Plants. (3-3) Ecological relationships and natural history of plants, including historical geology, geography, soils, and vegetational regions of Central Texas. (F, SS)

5411 Morphology of the Vascular Plants. (3-3) A phylogenetic survey of living and fossil vascular plants that focuses on external morphology and reproductive biology. Topics include phylogenetic reconstruction, the origin of vascular plants, seed reproduction, and the origin of angiosperms. Emphasis is on broad-scale evolutionary patterns and origin of major taxonomic groups. (S, even years)

Prerequisites: Biology 1410 and Chemistry 1410 and 1420.

5412 Plant Anatomy. (3-3) A descriptive and functional analysis of seed plants that focuses on internal structure. Topics include recognition and characterization of plant tissues, the structure of plant organs, and organ development. Emphasis is on pattern of tissue organization common to all seed plants and the functional basis for anatomical structure. (S, odd years)

Prerequisites: Biology 1410, Chemistry 1410 and 1420.

5413 Parasitology. (3-4) The biology and biological significance of the common parasites of man and animals. (S)

Prerequisite: Biology 1420.

5415 Ichthyology. (3-3) An introduction to the morphology, taxonomy, natural history, and evolution of fishes. Field trips will be made to collect specimens, and laboratory periods will be devoted to morphological and systematic analyses. (F, SS)

Prerequisite: Biology 1420.

5420 Natural History of the Vertebrates. (3-3) Environmental relationships and natural history of vertebrates. Emphasis is on evolution taxonomy, speciation, behavior, and morphology. Laboratory will include field trips for the study and collection of vertebrates in their natural habitats. Students will assemble a representative collection of vertebrates. (S, SS)

5421 Ornithology. (3-3) Introduction to anatomy, behavior, ecology, and identification of the birds of Texas. Laboratory will emphasize field studies of birds and their habitat requirements. (S)

5422 Mammalogy. (3-3) The taxonomy, distribution, ecology, behavior, and evolution of mammals with particular emphasis on wild mammals of the Southwest. Laboratory will emphasize anatomy, identification, preparation of specimens, and field exercises in methods of population analysis. Students will assemble a representative mammal collection. (S)
5423 Wildlife Management. (3-3) Applications of ecological principles and natural history concepts to the management of wildlife habitats and populations. Laboratory will involve demonstrations and practice exercises with wildlife management techniques and instrumentation, and field trips to observe wildlife management projects. (F)

5424 Topics in Wildlife Biology. (3-3) Concepts in wildlife biology are studied in depth with emphasis on their application to the management of wildlife species. May be repeated once for credit.

Prerequisites: Biology 4421, Biology 4422, and Biology 4423.

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)

Prerequisite: One year of mathematics.

5426 Immunology. (3-4) A study of the immune response, antigen/antibody reactions, major histocompatibility complex, and immunopathology. (S)

Prerequisite: Biology 2460 or 3442 and organic chemistry.

5430 Topics in Mycology. (3-0) Selected topics covering the Kingdom Fungi, including aquatic mycology, marine mycology, ascomycetes, basidiomycetes, macrofungi, and slime molds. May be repeated once for credit.

5434 Herpetology. (3-3) A course treating the origin and evolution of amphibians and reptiles; their reproductive and physiological tactics; taxonomy/systematics; and population biology. Emphasis will be placed on North American species and those groups inhabiting Texas. (F)

5435 Techniques in Wildlife Management. (3-3) The basic methodology of practical wildlife management. This involves techniques in monitoring and data collection related to population dynamics and habitat parameters of wildlife species. (S)

5440 Pathogenic Fungi. (3-4) 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 Cellular Physiology. (3-3) Advanced cellular biology, including membrane physiology, thermodynamics, energy transduction and distribution, and cellular movement in non-muscle and muscle cells. Laboratory includes discussion of current research and exercises in cellular physiology. (S)

Prerequisites: cell biology, organic chemistry.

5442 Experimental Techniques. (3-3) Use of methods and instruments applicable to biological investigations, including colorimetry, UV-spectrophotometry, fluorescence, flame and atomic absorption spectrophotometry, paper, gas, gel filtration and ion exchange chromatography, radioactive counting, and electrophoresis. (F)

5445 Pathogenic Microbiology. (3-4) Pathogenic bacteria and their relationship to disease, emphasizing identification of selected groups of pathogens, epidemiology, and the biological basis for resistance. (F,S)

Prerequisite: Biology 3440 or consent of the instructor.

5446 Microbial Ecology. (3-3) This course will illustrate the wide variety of bacteria in nature, their interactions with other organisms and the environments, and their roles in global cycling of elements such as carbon, nitrogen, and sulfur. The laboratories will feature enrichments for selected groups of microorganisms (sulfate reducers, nitrogen fixer) and analysis of these isolates by microscopy, gas chromatography, and radiochemical substrate utilizations.

5450 Physiological Ecology of Animals. (3-3) Course brings together the principal concepts of environmental physiology of animals. 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. (S)
**5454 Plant Ecology.** (3-3) Functional ecology of terrestrial plants, plant populations and communities. Laboratory emphasizes quantitative and experimental approaches to plant ecology and the use of field and laboratory physiology equipment. (S)

Prerequisites: Biology 4416, Biology 3465 and Biology 2460 or permission of the instructor.

**5463 Toxicology.** (3-3) The adverse effects of chemicals on living organisms, populations, and ecosystems. (SS, odd years)

Prerequisites: Biology 2430 or 3421, and Biology 2460 or Biology 4441/5441.

**5465 General Entomology.** (3-3) Principles of morphology, physiology, and taxonomy of insects. Laboratory time will be devoted to a taxonomic study of the common orders and families of insects. (F)

Prerequisite: Biology 1420.

**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)

Prerequisite: One year of chemistry or instructor's permission.

**5476 Advanced Genetics.** (3-3) Lecture includes molecular biology of development and cell differentiation, use of molecular genetic techniques in medical diagnosis, DNA recombination, transgenic mouse applications, immunogenetics and genetic mechanisms of carcinogenesis. Laboratory techniques include use of restriction endonucleases, electrophoresis, and DNA ligation and clone selection. (SS)

Prerequisites: Biology 3450 and Biochemistry, or permission of the instructor.

**5480 Cytology and Microtechnique.** (3-3) Study of cellular ultrastructure 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). (F)

**5481 Internship in Biological Laboratory Technologies.** (0-15) The student will participate in the work of a selected biology unit (private, commercial, or governmental). A research paper reporting the internship experience conducted at the biological unit under the supervision of a faculty member will be required. This course may be credited toward a biology major with prior approval of the graduate adviser and chair.

**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. (SS)

IN ADDITION: courses offered by other departments may be substituted with prior approval of the graduate adviser and graduate school dean.

**Graduate Faculty**

**Aron, Gary Michael,** Professor of Biology. B.S., M.S., St. John's University; Ph.D., Pennsylvania State University. (Microbiology, Virology)

**Arsuffi, Thomas Lee,** Associate Professor of Biology. B.S., M.S., Kent State University; Ph.D., New Mexico State University. (Invertebrate and Fungal Ecology, Stream and Wetlands Ecology)

**Baccus, John Thomas,** Professor of Biology. B.S.Ed., M.S., Midwestern University; Ph.D., University of North Texas. (Wildlife Management, Mammology, Community Ecology)
Barnes, Paul W., Associate Professor of Biology. B.A., Augustana College; M.S., Ph.D., University of Nebraska, Lincoln. (Ecophysiology, Global Change, Plant Ecology)

Benjamin, Caroline Pitcher, Associate Professor of Biology. B.A., State University of New York at Binghamton; M.A., Ph.D., Indiana University. (Embryology, Developmental Biology)

Garcia, Dana Michelle, Assistant Professor of Biology. B.S., Texas A&M University; Ph.D., University of California at Berkeley. (Cell Biology, Physiology)

Groeger, Alan Walter, Associate Professor of Biology. B.S., Purdue University; M.S., Central Michigan University; Ph.D., University of Oklahoma. (Limnology, Aquatic Sciences)

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., The University of Texas at Austin. (Mycology, Phycology)

Koke, Joseph Ralph, Professor of Biology. B.S., M.S., University of Oregon; Ph.D., University of Alberta, Edmonton. (Cell Biology, Physiology)

Lemke, David Edward, Professor of Biology. B.S., Bucknell University; Ph.D., The University of Texas at Austin. (Plant Taxonomy)

Lewis, Melanie Carol, Professor of Biology and Supervisor of Student Teaching. B.S., Newcomb College of Tulane University; M.S., University of Houston; Ph.D., The University of Texas at Austin. (Earth Science, Science Education)

Longley, Glenn, Professor of Biology and Director, Edwards Aquifer Research and Data Center. B.S., Southwest Texas State University; M.S., Ph.D., University of Utah. (Limnology, Pollution Biology)

Manning, Richard W., Lecturer of Biology. B.S., University of Nebraska-Lincoln; M.S., University of Nebraska-Omaha; Ph.D., Texas Tech University. (Zoology, Mammalogy)

McLean, Robert James Cameron, Assistant Professor of Biology. B.Sc., University of Guelph; Ph.D., University of Calgary. (Bacterial Structure and Function, Micorbial Ecology)

Ostlund, Karen Louise, Professor of Biology. B.A., M.A., Ph.D., University of Minnesota. (Science Education)

Ott, James Randall, Assistant Professor of Biology. B.S., George Mason University; M.S., North Carolina State University; Ph.D., University of Maryland. (Ecology, Evolutionary Biology)
Rose, Francis L., Professor of Biology and Chair of the Department of Biology. B.S., M.S., University of Georgia; Ph.D., Tulane University. (Ecology and Physiology of Amphibians and Reptiles)

Rosenblum, Paul Martin, Associate Professor of Biology. B.A., Beloit College; M.A., Anna Maria College; Ph.D., Boston University. (Fish Physiology and Endocrinology)

Simpson, Thomas R., Lecturer of Biology. B.A., University of Dallas; M.S., Ph.D., Texas A&M University. (Zoology, Wildlife Management)

Tarsitano, Samuel Francis, Associate Professor of Biology. B.A., Queens College; Ph.D., City University of New York. (Functional Morphology of Vertebrates, Evolution)

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)

Upchurch, Garland R., Jr., Assistant Professor of Biology. B.S., University of Nebraska; M.S., Ph.D., University of Michigan. (Paleobotany, Paleocoeology, Global Change)

Walter, Ronald Bruce, Associate Professor of Biology. B.S., M.S., Ph.D., Florida State University. (Molecular Genetics)

West, Sandra Sturdivant, Associate Professor of Biology. B.S., M.S., University of Houston; Ph.D., Texas A&M University. (Science Education)

Whiteside, Bobby Gene, Professor of Biology. B.S., M.A., Ph.D., Oklahoma State University. (Ichthyology, Fisheries Management)

Williamson, Paula Sue, Associate Professor of Biology. B.S., Southwest Texas State University; M.A., Ph.D., University of California at Santa Barbara. (Plant Anatomy, Physiology, Systematics)
Department of Chemistry

Degree Programs

Major and Degrees Offered:
Chemistry, M.A., M.Ed., M.S.

Major 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 semester hours) requires a major of 21-24 hours (includes 6-semester hours of thesis credit) and an optional 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 major in biology.

The Master of Education degree requires 36 hours but no thesis.

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 synthesis;

- **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 400 MHz, NMR, UV, IR, X-ray, atomic absorption, liquid and gas chromatographs, mass spectrometer, osmometers, high-speed centrifuges, magnetic susceptibility apparatus, and a VAX computer system.
Admission Policy

1. Usually, students with 2.75 grade-point averages on undergraduate course work (calculated as identified earlier in this catalog) and GRE General scores of 950, verbal and quantitative combined, 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.

Financial Aid

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
Chemistry (CHEM)

5110 Seminar in Chemistry. (1-0) A course designed to acquaint the graduate student with current research areas in chemistry. May be repeated twice for total of 3 semester hours credit.

5321 Advanced Organic Chemistry. (3-0) Study of the relation of the following topics to structure and reactions of organic compounds: bonding, stereochemistry, acid-base concepts, physical organic chemistry, reactive species, and mechanisms.
Prerequisites: Chemistry 2420, Chemistry 3340 (or Chemistry 4465 and permission of instructor).

5325 Selected Topics in Physical Chemistry. (3-0) The topics offered periodically are: 5325A 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. 5325B 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.


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 Science. (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 4336-5336.

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. Huckel molecular orbital theory and Ligand field theory are included.
Prerequisite: Chemistry 3340.

5351 Polymer Chemistry. (3-0) Discusses polymer terminology, synthesis, and characterization.

5360 Selected Topics in Analytical and Inorganic Chemistry. (3-0) The topics offered periodically are: 5360A 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. 5360B 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. 5360D 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.

5361 Modern Inorganic Chemistry. (3-0) A study of contemporary topics in inorganic chemistry including kinetics and mechanisms of inorganic reactions, organometallic chemistry, homogeneous catalysis, rings, cage and cluster compounds, inorganic polymers, and bioinorganic chemistry.

5370 Problems in Chemistry. Open to graduate students on an individual basis by arrangement with the faculty member concerned. May be repeated once with different emphasis for additional credit.

5375 Biochemistry. (3-0) A course devoted to a study of the chemistry of carbohydrates, lipids, proteins, enzymes, and nucleo-proteins. A study of enzyme kinetics and thermodynamics of coupled reactions is included. (F,SSI)
Prerequisites: Chemistry 2420 or permission of the department.

5380A Physical Biochemistry. (3-0) A nonmathical introduction to the physical techniques of biochemistry with emphasis on the interpretation of experimental data from electrophoresis, chromatography, immunological methods, ultracentrifugation, radioisotopes, and spectroscopy.

5380B Neurochemistry. (3-0) An introduction to the biochemistry of nerve tissue. Topics include chemical composition metabolism, drug action and special senses.

5385 Metabolism. (3-0) A study of biodegradation and biosynthesis of carbohydrates, lipids, amino acids, proteins, and nucleic acids.
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.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Chemistry 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

Graduate Faculty

Blanda, Michael Thomas, Assistant Professor of Chemistry. B.A., Texas A &M University, Ph.D., Texas A&M University. (Organic Chemistry: Biomimetic, Host-guest Chemistry, Structure and Mechanism)
Carrano, Carl Joseph, Jr., Professor of Chemistry and Chair of the Department of Chemistry. B.S., University of California at Santa Barbara; Ph.D., Texas A&M University. (Inorganic Chemistry: Bioinorganic Chemistry of Iron and Vanadium)

Cassidy, Patrick Edward, Professor of Chemistry and Associate Vice President for Academic Affairs. 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., University of North Texas; Ph.D., The University of Texas at Austin. (Inorganic Chemistry: Determination of Structure and Bonding in Organometallic and Inorganic Compounds)

Easter, David Charles, Assistant Professor of Chemistry. B.S., California Institute of Technology; Ph.D., University of California, Los Angeles. (Physical Chemistry: Molecular Beam Laser of Multiphoton Ionization Spectroscopy; Properties and Dynamics of Molecular Clusters)

Feakes, Debra Arlene, Assistant Professor of Chemistry. B.S., Colorado School of Mines; Ph.D., Utah State University. (Inorganic Chemistry: Synthesis and Biological Applications of Polyhedral Borane Compounds)

Fitch, John William, III, Professor of Chemistry. B.S., Ph.D., The 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., The 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., University of North Texas; Ph.D., The 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, 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)

Supple, Jerome Henry, Professor of Chemistry and President of the University. B.S., M.S., Boston College; Ph.D., University of New Hampshire. (Organic Chemistry: Heterocycles, Stereochemistry, Metal Catalysis)

Yager, Billy Joe, Professor of Chemistry. B.S., Southwest Texas State University; M.S., Ph.D., Texas A&M University. (Physical Organic Chemistry: Solvent Effects on Organic Reactions)
Department of Computer Science

Degree Programs

Major and Degrees Offered:
Computer Science, M.A., M.S.

Major Programs

The program courses are designed to prepare students for doctoral research, college teaching, public school teaching, or careers in computer science. All course work in computer science applied to any graduate degrees must be at the graduate (5000) level. The Department of Computer Science offers the Master of Science and Master of Art degrees, all with computer science majors. The core courses in computer science consist of graduate level computer science courses designated by the graduate adviser.

Master of Science. The Master of Science degree requires:
1. Completion of at least 18 semester hours of course work in the computer science major, including the core.
2. One of these two options:
   a. Thesis option (30-semester hour degree): completion of an approved minor of at least 6 hours in the sciences (or the student not selecting a minor may replace the minor with 6 hours of computer science courses). A thesis is also required and must be accepted by a departmental supervisory committee of graduate faculty members, the department chair, and the graduate dean. The thesis program requires a minimum enrollment of 6 hours in thesis. Thesis credit requirement information is provided in the "Degree Information 'Thesis Requirements'" section of this catalog.
   b. Non-thesis option (36-semester hour degree): completion of a minimum of 9 additional major hours in computer science plus completion of an approved minor of at least 9 hours in the sciences (or the student not selecting a minor may replace the minor with 9 hours of computer science courses).

Master of Arts. The Master of Arts degree requires:
1. Completion of at least 18 semester hours of course work in the computer science major, including the core.
2. Completion of an approved 6 hour minor. The minor may or may not be from the sciences.
3. One of these two options:
   a. Thesis option (30-semester hour degree): completion of a thesis which is accepted by a departmental supervisory committee of graduate faculty members, the department chair, and the graduate dean. The thesis program requires a minimum enrollment of 6 hours in thesis. Thesis credit requirement information is provided in the "Degree Information 'Thesis Requirements'" section of this catalog.
   b. Non-thesis option (36-semester hour degree): completion of a minimum of 9 additional major hours in computer science plus an additional 3 hours of approved course work in the minor field.
Core Courses

Students must complete at least one course from each of the following groups:

A. CS 5306, 5310, 5332
B. CS 5318, 5338
C. CS 5346
D. CS 5329
E. CS 5391

Background Requirements

Students are required to fulfill background course work if they do not have adequate undergraduate computer science background. The background requirements may be reduced if evidence is presented which show that the applicant has taken equivalent courses elsewhere prior to enrollment at SWT. Background work must be completed before enrolling in graduate courses. The minimum undergraduate background requirements are:

1. Twenty-nine hours of Computer Science course work: Computer Science 1108, 1308, 1318, 2308, 2318, 3339, 3358, 3409, 4318 or 4328, and 6 hours of advanced Computer Science electives (3000-4000 level). These courses must be completed with no grade less than "C" and no more than two "Cs".

2. Twelve hours of Mathematics course work: six hours of discrete mathematics and six hours of calculus. These courses must be completed with no grade below "C".

Admission Policy

Applicants to the computer science program are generally required to:

1. Meet the Graduate School's grade-point average requirement of no less than 2.75 on a 4.0 scale.

2. Have a Graduate Record Examination (GRE) score of 1000, verbal and quantitative portions combined, with minimum scores of 300 on the verbal and 600 on the quantitative portions. Official GRE scores must be on file in the Graduate School before an application will be considered.

3. Meet any other requirements of the Graduate School.

4. Applicants must meet the following application deadlines for the semesters indicated:

   - Fall Semester: June 15
   - Spring Semester: October 15
   - Summer Session I: April 15
   - Summer Session II: June 1

5. International students have additional admission requirements and should reference the "Admission Policies" section of this catalog. International applicants must meet the following application deadlines for the semesters indicated:

   - Fall Semester: June 15
   - Spring Semester: October 15
   - Summer Session I: March 15
   - Summer Session II: May 1
No international student applications will be processed after the published deadlines.

Non-graduate Degree Credit

Individuals may apply for non-degree seeking "special student" admission from the Graduate School to enroll in computer science background courses before completing the GRE requirement. Please note, international students must meet specific admission requirements, including acceptable TOEFL scores. Please reference the "Categories of Admission" section of this catalog.

Contacts

To obtain more information about master's programs, to apply for graduate admission, or to apply for non-degree special student admission, contact:

The Graduate School
Southwest Texas State University
601 University Drive
San Marcos, TX 78666-4605
Telephone: 512 245-2581
FAX: 512 245-8365
E-mail: gradschool@swt.edu

For more information about the graduate program in computer science, contact:

Department of Computer Science
Attn.: Master's Program Adviser
601 University Drive
San Marcos, TX 78666-4616
Telephone: 512 245-3409
FAX: 512 245-8750
http://www.cs.swt.edu

Minor in Computer Science

A graduate minor in computer science requires 6-9 semester hours of graduate credits in addition to these background course requirements: Computer Science 1108, Computer Science 1318, Computer Science 2308, Computer Science 2318, Computer Science 3358, Mathematics 2358, and Mathematics 3398.

Certification

The university's undergraduate catalog provides information regarding the available teacher certification programs.
Courses Offered

Computer Science (CS)

5306 Advanced Operating Systems. (3-0) A study of modern operating systems including network, distributed, or real-time systems.
Prerequisites: Computer Science 3358 and 4328.

5310 Network and Communication Systems. (3-0) A study of network and communication systems. Verification and/or implementation of protocols will be required.
Prerequisite: Computer Science 3358.

5318 Design of Programming Languages. (3-0) Covers various aspects of the design of programming languages including principles, methodologies, and a panorama of techniques in formal syntax and formal semantics.
Prerequisite: Computer Science 3358.

5326 Advanced Studies in Human Factors of Computer Science. (3-0) Professional level presentation of techniques and research findings related to human-computer interactions.
Prerequisite: Computer Science 3358.

5328 Data Structures. (3-0) Advanced topics in data structures including searching in strings, tries, dynamic hashing and others. Emphasis is on recent developments and implementations.
Prerequisite: Computer Science 3358.

5329 Algorithm Design and Analysis. (3-0) Introduction to algorithm design and analysis, computational complexity, NP - completeness theory.
Prerequisite: Computer Science 3358.

5332 Data Base Theory and Design. (3-0) Computer system organization for the management of data; data models, data model theory, optimization and normalization; integrity constraints; query languages; intelligent database systems.
Prerequisites: Computer Science 3358 and Computer Science 4328.

5333 Topics in Database Systems. (3-0) Database related topics will be covered including object-oriented database, intelligent database, distributed database, CASE tools, and DBMS. The design of databases will be covered with an emphasis on the design of conceptual, logical, and internal models.
Prerequisite: Computer Science 5332.

5335 Research in Object-Oriented System Development. (3-0) The course covers the Object-Oriented Methodologies for System Analysis, Design, Implementation, Testing, and other aspects of system development. Emphasis will be on using OO Methodologies to manage the complexity of complicated software. Other topics like Modeling, OODB, and OO Languages will also be covered.
Prerequisites: Computer Science 3358 and 5332.

5338 Formal Languages. (3-0) Advanced topics in automata theory, grammars, Turing machines, decidability, and algorithmic complexity.
Prerequisites: Computer Science 3358 and Mathematics 3398.

5339 Computational Geometry. (3-0) A study of algorithms, applications, and implementation issues of computational geometry, with topics taken from hyperplane arrangements, convex hulls, Voronoi diagrams, triangulations, intersections, range searching, and other areas.
Prerequisites: Computer Science 3358 and Mathematics 3398.

5340 Computer Modeling and Simulation. (3-0) A study of simulation models, simulation languages and techniques for simulation of various kinds of physical systems.
Prerequisites: Undergraduate probability and statistics course plus Computer Science 3358.
5346 Advanced Artificial Intelligence. (3-0) Knowledge representation; knowledge engineering; reasoning; parallel and distributed AI; connectionist models; machine learning and intelligent databases; implementation of systems in high-level AI languages.

Prerequisite: Computer Science 3358.

5347 Expert Systems. (3-0) Object oriented and other intelligent programming techniques will be covered. The course will focus on production system control strategies, knowledge bases, knowledge acquisition, heuristic search, and uncertainty management.

Prerequisite: Computer Science 5346.


Prerequisites: Computer Science 3358 and 3409.

5349 Concurrent Programming. (3-0) Principles and practices of concurrent programming, including synchronization and communication issues, and a survey of languages suitable for implementing concurrent solutions.

Prerequisites: Computer Science 3358 and 4328.

5350 Dependability of Computer Systems. (3-0) Modern techniques for designing and analyzing computer systems for reliability, safety, and security. Emphasis will be placed on theoretical and practical aspects of modeling, design and implementation for critical applications.

Prerequisites: Computer Science 3358 and 3409.

5351 Parallel Processing. (3-0) Introduction to the design and analysis of parallel algorithms, parallel architectures and computers.

Prerequisites: Computer Science 3358, 3409, and 4328.

5352 Distributed Computing. (3-0) Study of advanced topics in distributed systems: concurrency control and failure recovery, management of replicated data, distributed consensus and fault tolerance, remote procedure calls, naming and security.

Prerequisites: Computer Science 3358 and 4328.

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 emphasis is on the use of real-time practical applications.

Prerequisite: Computer Science 5349.

5368U Graphical User Interfaces. (3-0) Covers both abstract and practical treatments of using graphics to implement interactive computer/human interfaces. Includes a survey of the major GUI standards and tools.

Prerequisite: Computer Science 3358.

5368Z Advanced Topics in Software Engineering. (3-0) The essentials of software engineering processes, methods and tools for the evolutionary design of complex interactive software are discussed. Overviews of other topics such as quality concepts, the SEI CMM, information technology, and network technology are covered. The student is required to complete a literature survey of the latest software engineering analysis and design processes.

Prerequisites: Computer Science 5391 and 5393.

5370 Knowledge Representation and Reasoning. (3-0) Semantic networks and their use for representing syntactic, semantic and domain knowledge; conceptual graphs; scripts; conceptual depending theory; data versus knowledge representation; database semantics and inference; representation of basic knowledge of mathematics and physics; representation of knowledge for problem solving; qualitative models and reasoning, approximate reasoning, and temporal reasoning.

Prerequisite: Computer Science 5346 or consent of instructor.
5371 Machine Learning. (3-0) An overview of machine learning; learning from examples; methodology of inductive learning; learning by analogy; learning by experimentation; role of heuristics in learning; learning from observations and conceptual clustering; learning by being told and knowledge acquisition.
Prerequisite: Computer Science 5346 or consent of instructor.

5372 Intelligent Interfaces. (3-0) A study of interfacing human and machine intelligence, modeling of intelligent interfaces, human interactive informational processes, direct manipulation, dialogue design, and knowledge-based supervisory control for real life applications.
Prerequisite: Computer Science 3358.

5373 Computer Vision. (3-0) Introduction to computer vision and applications; image processing and modeling, boundary detection; region growing, texture processing; motion understanding and optical flow; representation of two and three dimensional structures; graph-theoretic algorithms; scene labeling and constraint relaxation; representation of world knowledge and its use in scene interpretation.
Prerequisite: Computer Science 3358.

5374 Neural Networks. (3-0) A study of neural computing, including basic concepts, algorithms, and applications; back propagation and counter propagation networks; Hopfield networks; associative memories; massively parallel neural architectures; adaptive resonance theory; optical neural networks; connectist approaches.
Prerequisite: Computer Science 3358.

5375 Multimedia Computing. (3-0) A study of the digital representation and processing of the major multimedia data types: image, audio, and video. Compression techniques for the three data types, standards, and storage media.
Prerequisite: Computer Science 3358.

5388 Advanced Computer Graphics. (3-0) A study of the algorithms and data structures used in representing and processing visual data.
Prerequisite: Computer Science 3358.

5391 Survey of Software Engineering. (3-0) A study of the software life cycle with emphasis on system analysis and design. Methodologies based on data flows and on objects will be surveyed. A component on professional ethics is included.
Prerequisite: Computer Science 3358.

5392 Formal Methods in Software Engineering. (3-0) The use of design and specification languages in producing software systems. Emphasis is placed on proving correctness of designs and implementations.
Prerequisite: Computer Science 3358.

5393 Software Quality. (3-0) The latter half of the software life cycle is discussed. Topics include testing, performance evaluation, and software metrics. Appropriate software tools are studied and used.
Prerequisite: Computer Science 5392.

5394 Software Engineering Practicum. (2-2) Students produce a software project of significant size in a team environment. All aspects of the software engineering course sequence are integrated and put into practice.
Prerequisites: Computer Science 5392 and Computer Science 5393.

5395 Independent Study in Advanced Computer Science. (3-0) Open to graduate students on an independent basis by arrangement with the faculty member concerned.
Prerequisite: Computer Science 3358.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Computer Science 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.
Graduate Faculty

Ali, Moonis, Professor of Computer Science and Chair of the Department of Computer Science. B.Sc., M.Sc., Ph.D., Aligarh University. (Artificial Intelligence, Knowledge-Based Expert Systems, Intelligent Databases and Interfaces, Natural Language Processing, Neural Networks)

Amon, Tod Tracy, Assistant Professor of Computer Science. B.S., University of Colorado; Ph.D., University of Washington. (Digital Circuits, Analysis of Timing Behavior, Real-time Systems, Computer Architecture)

Davis, Wilbon Pinkney, Professor of Computer Science. B.S., M.S., Southwest Texas State University. (Software Engineering, Computer Graphics, Microprocessors)

Durrett, Herman John, Jr., Associate Professor of Computer Science. B.S., University of Houston; Ph.D., University of Colorado. (Human Factors, Microcomputers)

Early, Grady Gaston, Professor of Computer Science. B.A., Arlington State College; M.S., Ph.D., Texas A&M University. (Computer Science Education, Algorithm Analysis, Computing Theory)

Goss, Robert John, Assistant Professor of Computer Science and Director, Computing Services. B.S., State College of Arkansas; M.S., West Texas State University. (Computer Center Management)

Hazlewood, Carol Tewes, Assistant Professor of Computer Science. B.A., State University of New York at Binghamton; M.A., Syracuse University; Ph.D., The University of Texas at Austin. (Computational Geometry, Numerical Analysis)

Hwang, Caneo Jinshong, Professor of Computer Science. B.S., M.S., National Taiwan University; Ph.D., Louisiana State University. (Knowledge Engineering, Software Engineering, Database Systems)

Kaikhah, Khosrow, Lecturer in Computer Science. B.S., M.S., M.S., Ph.D., University of Rhode Island. (Artificial Intelligence, Expert Systems, Natural Language Processing, Human-computer Interaction)

McCabe, Thomas Francis, Associate Professor of Computer Science. B.A., Southwest Texas State University; M.S., Ph.D., Texas A&M University. (Computer Networks, Distributed Systems)

Ogden, Robert David, Associate Professor of Computer Science. B.S., Southern Methodist University; M.A., Ph.D., Washington University. (Fracta; Images, Scientific Computing, Information Theory)

Peng, Wuxu, Associate Professor of Computer Science. B.S., University of Science and Technology of China; Ph.D., Pennsylvania State University. (Distributed/Parallel Computing, Communication Protocols, Program Verification, Data Base Systems, Operating Systems)

Sawey, Ronald Marvin, Associate Professor of Computer Science. B.A., M.A., Ph.D., The University of Texas at Austin. (Operations Research, Mathematical Modeling)
Slomka, Jeffrey Alan, Assistant Professor of Computer Science. B.A., University of California at San Diego; M.S., University of Kentucky; M.S., Southwest Texas State University. (Computer Science Education, Data Structures)
Department of Mathematics

Degree Programs

Major and Degrees Offered:
Mathematics, M.A., M.Ed., M.S.

Major Programs

The Department of Mathematics offers the Master of Arts, Master of Science, and Master of Education degrees with a major in mathematics. Students are advised to contact the mathematics graduate adviser for full program details.

Master of Arts. 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.

Master of Science. The Master of Science degree consists of a minimum of 24 semester hours plus a thesis or a minimum of 36 hours without a thesis. Non-thesis Master of Science students who select the degree option which includes a minor will have a minimum of 27 hours in the major and a minimum of 9 hours in the minor.

Master of Science students may select a minor or non-minor degree option. Those choosing the non-minor option may select, in consultation with their graduate adviser, all their degree courses from the mathematics curriculum. The minor for a Master of Science degree must be from the science area.

Master of Education. 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. Mathematics majors pursuing the Master of Education may, as an option, select a 15-semester hour minor in developmental education.

Goals

The program courses are designed to develop studies appropriate to preparing students for doctoral research, community college teaching, public school teaching, or careers in applied mathematics or statistics.

Faculty

The faculty has specialists in algebra, analysis, applied mathematics, bifurcation theory, differential equations, differential geometry, non-linear functional analysis, number theory, mathematics education, quadratic forms and topology. The library collection is extensive in both journals and reference works with current journals available.

Financial Aid

Mathematics graduate students are encouraged to work as assistant instructors. The stipends for these assistantships are comparable to the national norms and generally
require teaching two courses per semester. Information may be obtained by writing the department Chair.

Courses Offered

Mathematics (MATH)

5102 Seminar in College Algebra. (1-0) Study and analysis of selected topics in college algebra as found in college teaching. This course does not count toward any degree in the Department of Mathematics.

5111 Selected Problems in Mathematics Instruction. (1-0) Seminar on individual study projects concerned with selected problems in the teaching of mathematics. May be repeated with different emphasis for additional credit. This course does not count toward any degree in the Department of Mathematics.

5301 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 and women who contributed to its progress. Cannot be used on a degree plan for MA or MS degree.
Prerequisite: A grade of at least C in Mathematics 2472.

5304 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 MA or MS degree.
Prerequisite: A grade of C in Mathematics 2472.

5305 Advanced Course in Probability and Statistics. (3-0) Advanced topics in probability and statistics. See Computer Science 5305. May be repeated once with different emphasis for additional credit.
Prerequisite: Mathematics 4305.

5306 Ring Theory. (3-0) A course in ring theory. Commutative and non-commutative rings, examples, and applications adapted to the needs of the class.
Prerequisite: A grade of at least C in Mathematics 4307.

5307 Modern Algebra. (3-0) Applications of Algebra. Topics in modern algebra. Material will be adapted to the needs of the class.
Prerequisite: A grade of at least C in Mathematics 4307.

5311 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.
Prerequisite: A grade of at least C in Mathematics 3323 and 3380.

5312 Functions of a Complex Variable. (3-0) Modern developments in the field of functions of a complex variable.
Prerequisite: A grade of at least C in Mathematics 4315.

5313 Field Theory. (3-0) Topics in field theory, separable extensions, and Galois Theory.
Prerequisite: A grade of at least C in Mathematics 4307.

5314 Number Theory. (3-0) Topics in algebra selected from quadratic forms, elementary number theory, algebraic or analytic number theory, with material adapted to the needs of the class.
Prerequisite: A grade of a least C in Mathematics 4307.
5317 Problems in Advanced Mathematics. (3-0) Open to graduate students on an individual basis by arrangement with the mathematics department. A considerable degree of mathematical maturity is required. May be repeated once with different emphasis for additional credit.

5319 The Theory of Integration. (3-0) A course in the theory of integration with special emphasis on Lebesque integrals. A course in the theory of real variables, with a knowledge of point set theory, is desirable as background for this course. A considerable amount of mathematical maturity is required.

Prerequisite: A grade of at least C in Mathematics 4315.

5329 General Topology. (3-0) Point-set topology with an emphasis on general topological spaces; separation axioms, connectivity, the metrization theorem, C-W complexes.

Prerequisite: A grade of at least C in Mathematics 4330.

5330 Topics in Topology. (3-0) Homotopy type, homotopy groups and homology groups and their relationship.

Prerequisite: A grade of at least C in Mathematics 4330 and either Mathematics 5329 or Mathematics 5331.

5331 Metric Spaces. (3-0) Point-set topology with an emphasis on metric spaces and compactness but including a brief introduction to general topological spaces.

Prerequisite: A grade of at least C in Mathematics 4330.

5332 Geometric Topology. (3-0) The fundamental group, covering spaces, classification of surfaces and some topics from the topology of manifolds.

Prerequisite: A grade of at least C in Mathematics 4330, and either Mathematics 5331 or Mathematics 5329.

5336 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. May be repeated once with different emphasis for additional credit.

Prerequisites: 6 hours of advanced mathematics pertinent to topic and consent of instructor.

5373 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: A grade of at least C in Mathematics 4315.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Mathematics 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.

Graduate Faculty

Acosta, Maria T., Associate Professor of Mathematics. B.S., University "La Gran Colombia"; M.S., State University of New York at Fredonia; M.S., Ph.D., University of Arizona. (Algebra)

Bandy, Carroll Luttrell, Professor of Mathematics. B.S., Arkansas Polytechnic College; M.S., University of Arkansas; Ph.D., University of Houston. (Topology, Differential Equations)

Borm, Alfred Ervin, Associate Professor Emeritus of Mathematics. B.S., M.A., The University of Texas at Austin; M.A., University of Washington; Ph.D., The University of Texas at Austin. (Algebra, Topology)
Chatfield, John Albert, Professor of Mathematics. B.S., M.A., Southwest Texas State University; Ph.D., The University of Texas at Austin. (Analysis, Integration Theory)

Curtin, Eugene, Associate Professor of Mathematics. B.S., M.S., University College Dublin; Ph.D., Brown University. (Differential Geometry)

Dix, Julio Enrique, Professor of Mathematics. B.A., Universidad Nacional de Colombia; M.S., Ph.D., University of Cincinnati. (Numerical Analysis)

Doerr, Roy Frederic, Assistant Professor of Mathematics. B.S.Ed., Southwest Texas State University; M.A., The University of Texas at Austin. (Mathematics Education)

Edgell, John James, Jr., Professor of Mathematics. B.S., Lamar State College of Technology; M.A., Sam Houston State University; Ph.D., The University of Texas at Austin. (Mathematics education)

Gu, Weizhen, Assistant Professor of Mathematics. B.S., Hangzhou University, China; M.S., Ph.D., Louisiana State University. (Graph Theory, Combinatorics)

Hazlewood, Donald Gene, Professor of Mathematics. B.A., The University of Texas at Austin; M.A., M.S., Ph.D., Syracuse University. (Analytic Number Theory)

Jia, Xing-De, Professor of Mathematics. B.S., M.S., Qufu Normal University; Ph.D., City University of New York. (Combinatorics, Number Theory)

Jones, Kevin Stavely, Associate Professor of Mathematics. B.A., B.S., M.A., Ph.D., The University of Texas at Austin. (Mathematics Education)

Kennedy, Paul Anthony, Associate Professor of Mathematics and Supervisor of Student Teaching. B.A., University of Houston; M.Ed., Southwest Texas State University; Ph.D., The University of Texas at Austin. (Mathematics Education)

McCabe, Terence William, Assistant Professor of Mathematics. B.S., M.A., Southwest Texas State University; Ph.D., University of North Texas. (Differential Equations)

Northcutt, Robert Allen, Professor of Mathematics. B.A., M.A., Ph.D., The University of Texas at Austin. (Ordinary Differential Equations)

Passty, Gregory Bohdan, Professor of Mathematics and Acting Dean, School of Science. A.B., M.A., Ph.D., University of Southern California. (Non-linear Functional Analysis)

Ratliff, Ernest Francis, Jr., Associate Professor of Mathematics and Director of Remediation Services. 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., The University of Texas at Austin; Ph.D., Texas Christian University. (General Topology)

Snyder, David Fred, Associate Professor of Mathematics. B.A., Ph.D., University of Tennessee. (Topology)
Spellmann, John Winston, Professor of Mathematics. B.A., Texas Lutheran University; M.A., Ph.D., Emory University. (Differential Equations)

Thickstun, Thomas Lusk, Professor of Mathematics. B.A., Ph.D., University of California, San Diego. (Topology)

Torrejon, Ricardo Marcelo, Professor of Mathematics. B.S., Universidad de Concepcion, Chile; M.A., Universidad del Estado, Chile; M.S., Ph.D., University of Iowa. (Differential Equations)

Warshauer, Max Leon, Professor of Mathematics. B.A., University of Chicago; Ph.D., Louisiana State University. (Quadratic Forms, Theoretical Computer Science)

Wayment, Stanley Glen, Professor of Mathematics and Chair of the Department of Mathematics. B.S., Brigham Young University; M.S., Stanford University; M.S., Ph.D., University of Utah. (Analysis)

Welsh, Stewart Chalmers, Professor of Mathematics. B.S., University of Strathclyde, Scotland; Ph.D., University of Glasgow, Scotland. (Bifurcation Theory, Differential Equations)
Department of Physics

Degree Programs

Major and Degrees Offered:
Physics, M.A., M.S.

Major Programs

Two degree options are available to students majoring in physics; each must include Physics 5312, 5331, and 5340.

Master of Science. The standard program that leads to a 30-hour Master of Science degree requires 6 hours of thesis and 15-18 additional semester hours in physics, 9-6 hours in another science (mathematics, computer science, chemistry, or biology) or, if a no minor option is selected, 9-6 hours in physics and/or other sciences with prior approval. The Physics Department offers an especially strong opportunity for thesis research in experimental solid state and materials physics.

The 36-hour 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 in physics.

Master of Arts. A second option differs from the standard Master of Science program only in that the minor of 9-6 hours can be in any graduate program offering a minor. This 30-hour program leads to the Master of Arts degree and is not available with a non-thesis option or a no minor option.

Admission Policy

Regular Admission. Unconditional admission is usually given to students who meet the university's requirements for regular admission and who have in addition a 2.75 GPA or better on a 4.0 scale for undergraduate upper-division (junior and senior level) physics and whose programs include credit for upper division courses in modern physics, mathematical physics or equivalent, classical mechanics, electromagnetic field theory, and quantum mechanics. Students who meet these expectations, except that the GPA as described above is less than 2.75 but is at least 2.50 and who have a Graduate Record Examination (GRE) General score of 900 (verbal and quantitative combined) or more on file in the graduate office when the application is considered, may also be granted unconditional admission.

Conditional Admission. Students who meet the above expectations except for credit in coursework for one of the areas specified may be granted conditional admission with the requirement of background course work to make up the deficiency.

Exceptions. Students not meeting the expectations for regular admission or conditional admission stated above but who do meet the university's requirements for regular admission may petition the department for admission.
Financial Aid

Assistantships are available on a limited basis, and applications should be submitted by June 1. Inquiries and/or applications for assistantships should be mailed to:

Chair, Department of Physics  
Southwest Texas State University  
San Marcos, Texas 78666-4616

Courses Offered

Physics (PHYS)

5110 Seminar in Physics. (1-0) A graduate student majoring in Physics is encouraged to take this course each semester, however, credit for this course does not count toward the 30 or 36 standard requirement for the advanced degree. This course may be repeated for credit.

5311 Nuclear Physics. (3-0) The study of radioactivity, nuclear structure, binding energies, and particle accelerators. (S)

5312 Quantum Mechanics II. (3-0) A study of quantum mechanics including combination of two or more quantum mechanical systems, addition of angular momentum, time independent perturbation theory, and time dependent perturbation theory.

5313 Theoretical Physics. (3-0) A survey of methods in theoretical physics as they apply to areas in classical mechanics, quantum mechanics, electrodynamics, and nuclear physics.

5314 Statistical Mechanics. (3-0) A study of statistical mechanics including a brief review of equilibrium thermodynamics, fundamentals of statistical mechanics, transport processes, fluctuations from equilibrium, phase transitions and critical phenomena, and quantum fluids.

5320 Solid State Physics. (3-0) An introductory course in the theory of solids.

5331 Electromagnetic Field Theory. (3-0) Introduction to electrodynamics at the graduate level. Topics include applications of special functions to problems in electrostatics and magnetostatics, time varying fields, Maxwell's equations, electromagnetic energy, Maxwell's stress Tensor, radiation, special theory of relativity.

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 4336-5336.

5340 Advanced Dynamics. (3-0) Classical mechanics at an advanced level. Topics covered may include special relativity in classical mechanics, Hamilton equation of motion, canonical transformations, and Hamilton-Jacobi theory.

5370 Problems in Advanced Physics. (3-0) Open to graduate students on an individual basis by arrangement with the Department of Physics. May be repeated with prior approval of the department.

5395 Fundamentals of Research. (0-6) Course is available to graduate students only at the invitation of the department. May be repeated with prior approval of the department.

5399A Thesis. This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Physics 5399B.

5399B Thesis. This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding.
Graduate Faculty

**Anderson, Robert Ernest**, Professor Emeritus of Physics. B.S., M.S., Texas A&M University-Kingsville; Ph.D., The 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.

**Gutierrez, Carlos, J.**, Assistant Professor Physics. B.S., University of Dallas, M.A., Ph.D., The Johns Hopkins University.

**Jackson, William Roy, Jr.**, Associate Professor of Physics. B.A., Columbia University; M.A., Ph.D., Rice University.

**Michalk, Victor Edward**, Professor of Physics. B.S., M.S., Texas A&M University-Kingsville; Ph.D., Texas A&M University.

**Olson, Donald Wallace**, Professor of Physics. B.S., Michigan State University; Ph.D., University of California, Berkeley.
Interdisciplinary Studies

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

Major Programs:

The university offers the Interdisciplinary Studies program leading to the degrees of Master of Arts in Interdisciplinary Studies or Master of Science in Interdisciplinary Studies and is designed for the mature student whose educational needs will be best met by a nontraditional course of study. Interdisciplinary studies programs may be comprised of courses selected from any department at SWT which offers graduate courses. 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 offer the Master of Science degree.

Occupational Education. 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.

Science, Mathematics, and Technology Education for Elementary and Middle School Teachers. Elementary and middle school teachers may pursue an MSIS degree. Dr. Karen L. Ostlund in the Department of Biology or Dr. Paul Kennedy in the Department of Mathematics should be contacted if you plan to study through the science, mathematics, and technology education interdisciplinary studies program. A review of elementary and middle school education programs at the undergraduate level indicates that elementary and middle school teachers are required to take a limited number of science, mathematics, and technology courses to complete the requirements of their degree programs. Therefore, a critical need of elementary and middle school teachers with an adequate background in the content of science, mathematics, and technology in order to understand and incorporate the new Texas Essential Knowledge and Skills (TEKS) and the National Education Standards in Mathematics and Science into the elementary and middle school curriculum. This graduate program addresses this need and facilitates the learning process by modeling inquiry as a method of discovering science, mathematics, and technology concepts. This method of modeling the TEKS and Standards while teaching the content will help teachers turn the theoretical TEKS and Standards into reality in their individual classrooms. Work/Life credit cannot be used for this program.

Program of Study. Each interdisciplinary studies student will be referred to a graduate adviser and assigned a committee to help plan a 39-semester hour minimum, three-module program: effective communications (9 hours), academic area (21 hours), and exit module (9 hours). All courses used in the interdisciplinary program will be drawn from the course inventory of Southwest Texas State University. 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 the Graduate school.

The interdisciplinary studies program does not replace the traditional academic program in any area. Persons whose educational goals are best met by established programs should enroll in those areas. Students who wish to consider a program of interdisciplinary studies should confer with the interdisciplinary studies graduate adviser in an academic department. Graduate credit is not awarded for portfolio based
experiential learning which occurred prior to matriculation into a graduate program at Southwest Texas State University. However, in exceptional individual cases, graduate students desiring an experiential learning option for up to nine hours may contact the Occupational Education Division office concerning the evaluation process.

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**GRADUATE SCHOOL APPLICATION FOR ADMISSION**

Please type or print all responses and return completed form to the SWT Graduate School. (This information is required for state and federal reports.)

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</table>

**Mailing Address:**
Southwest Texas State University
The Graduate School
San Marcos, TX 78666-4605
512-245-2581
Fax: 512-245-8365

**Mailing Address:**
Southwest Texas State University
The Graduate School
San Marcos, TX 78666-4605
512-245-2581
Fax: 512-245-8365

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**GRADUATE SCHOOL APPLICATION FOR ADMISSION**

Please type or print all responses and return completed form to the SWT Graduate School. (This information is required for state and federal reports.)

Semester applying for: [Select one]
Fall 19 _____
Spring 19 _____
Summer I 19 _____
Summer II 19 _____

**SSN:**
Date of Birth: / /
Sex:  F  M

**Legal Name:**
(Last/Family) (First) (Middle) (Suffix) (Previous/Other Names)

**Current Address:**
(P.O. Box or Street, Apt.) (City) (State) (Zip) (County/Country)

**Permanent Address:**
(Grades mailed here) (P.O. Box or Street, Apt.) (City) (State) (Zip) (County/Country)

**Current Phone:** ( )
** Permanent Phone:** ( )
** Work Phone:** ( )

Who do we contact in case of an emergency? Name: ____________________ Relationship: ____________________
Address: ____________________ Telephone: ________

---

**DEMOGRAPHIC INFORMATION**

Ethnic Origin: Check the blocks that best describe your predominant ethnic background.

- □  White
- □  Black
- □  Hispanic
- □  Asian
- □  American Indian
- □  Foreign (Nationality) ________________
- □  Other (Specify) _____________________

**CITIZENSHIP / RESIDENCY**

Place of Birth: ________________________________________
Native Language: ________________________________
Are you a U.S. citizen? □ Yes □ No

If not, are you a permanent resident? □ Yes □ No
(If yes, enclose a copy of your green card.)
If not a permanent resident, what is your visa status? __________________________________________

Have you resided in the state of Texas (other than as a college student) for the past 12 months? □ Yes □ No
If your mother attended SWT? □ Yes □ No
If your father attended SWT? □ Yes □ No

---

**EDUCATION HISTORY**

List in chronological order, all colleges and universities you have attended, including SWT.

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**BASIS OF ENROLLMENT FOR WHICH YOU ARE APPLYING AT THIS TIME:**

- □ A. If seeking a master's degree at SWT a $25.00 application fee is required. Please submit a check or money order payable to SWT.
  - Proposed major: ____________________ Specialization (if applicable): ____________________
  - Proposed minor: ____________________ Thesis □ Non-Thesis □
  - Proposed degree type: □ MA □ MACy □ MAGeo □ MAIS □ MAT □ MBA □ MED □ MFA □ MM
    □ MPA □ MS □ MSCD □ MSCJ □ MSHP □ MSIS □ MSPT □ MST □ MSW
  - Have you taken: GRE □ Yes □ No GMAT □ Yes □ No TOEFL □ Yes □ No TSE □ Yes □ No TWE □ Yes □ No
  - Have scores been sent to SWT? □ Yes □ No □ Yes □ No □ Yes □ No □ Yes □ No □ Yes □ No □ Yes □ No □ Yes □ No

- □ B. If not seeking a master's degree, please choose one of the following options:
  - □ 1 Certification (Specify field or area of study): ____________________
    Select one: □ Initial certification □ Changing level of certification □ Career ladder
    □ Adding teaching field, endorsement, or delivery system □ Professional certification
  - □ 2 Special Student (specify area of study): ____________________
  - □ 3 Visiting Student (from which university): ____________________

I certify that all of the statements on this form are true and correct and that I will inform the SWT Graduate School of any changes that occur in place of residence of myself or any other statements provided. I acknowledge that deliberate omission or falsifications of information will subject me to the University's disciplinary sanctions and the University reserves the right to request additional information as necessary. 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 race, color, age, national origin, religion, sex, or disability.

Applicant's signature: ____________________ Date: ____________________
APPLICATION DEADLINES
All application materials, including transcripts test scores, and fees should be submitted to the SWT Graduate School Office by the published deadline date for the semester and the program to which you are applying, as listed in the Graduate Catalog.

RESIDENCY FOR TUITION PURPOSES
Residency classification for minor and dependent students is based on the residence of the parent who has custody, or the parent who claims the student for tax purposes, or the parent with whom the student has resided for the 12 months immediately prior to enrollment. Independent students over 18 years of age generally obtain Texas residency for tuition purposes by physically residing and working in Texas for 12 consecutive months immediately prior to initial registration in a Texas institution of higher education. Independent students who come from out of state and who register in an educational institution before having resided in Texas for 12 months are classified as non-residents and presumed to be non-residents as long as they remain in Texas for educational purposes. Military or public Health Service personnel who maintain their official home of record of legal residence as Texas are considered to be Texas residents. Certain non-residents may qualify for a waiver of the out-of-state tuition. Contact the Office of Admissions at 512-245-2364 for further information on residency requirements.

MAJORS AND MINORS: You cannot major and minor in the same program. If you are unable to determine your program of study and/or thesis, or non-thesis options, please refer to the Graduate Catalog or contact the SWT Graduate School for more information. It is critical that we know your proposed program, type of degree, and thesis option in order to prepare your individualized program of study.

MAJOR OR MINOR AND DEGREE OPTIONS:

<table>
<thead>
<tr>
<th>MAJOR OR MINOR AND DEGREE OPTIONS</th>
<th>MAJOR OR MINOR AND DEGREE OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Education MEd (T,N)</td>
<td>Health Professions - Health Care Administration MSHP(T,N)</td>
</tr>
<tr>
<td>Aquatic Biology MS(T)</td>
<td>Industrial Technology MA(T), MEd (N)</td>
</tr>
<tr>
<td>Biology MA (T), MEd (N), MS (T,N)</td>
<td>Music Education MA(T), MEd(N), MS(T,N)</td>
</tr>
<tr>
<td>Chemistry MA (T), MEd (N), MS (T)</td>
<td>Music Education MA(T), MEd(N), MS(T,N)</td>
</tr>
<tr>
<td>Computer Science MA (T,N), MS (T,N)</td>
<td>Physical Education ED(T,N)</td>
</tr>
<tr>
<td>Counseling &amp; Guidance MA (T), MEd (N)</td>
<td>Physics MA (T), MEd (T,N)</td>
</tr>
<tr>
<td>Criminal Justice MA (T), MEd (N)</td>
<td>Political Science MA (T), MEd (N)</td>
</tr>
<tr>
<td>Development &amp; Adult Education MA (T), MEd (N)</td>
<td>Reading Education MA (T), MEd (N)</td>
</tr>
<tr>
<td>Educational Administration Elementary Education MA (T), MEd (N)</td>
<td>Secondary Education MA (T), MEd (N)</td>
</tr>
<tr>
<td>Elementary Education MA (T), MEd (N)</td>
<td>Sociology MA (T,N)</td>
</tr>
<tr>
<td>English MA (T,N)</td>
<td>Spanish MA (T), MAT (N)</td>
</tr>
<tr>
<td>Geography MAGeo (T,N)</td>
<td>Special Education MA (T)</td>
</tr>
<tr>
<td>Geo-Land/Area Development and Management MAGeo (T,N)</td>
<td>Speech Communication MA (T,N)</td>
</tr>
<tr>
<td>Geo-Cartography/Geographic Information Systems MAGeo (T,N)</td>
<td>Theatre Arts MA (T,N)</td>
</tr>
<tr>
<td>Health Education MA (T,N)</td>
<td>*Name Change Pending Coordinating Board Approval</td>
</tr>
<tr>
<td>Health Professions - Allied Health Research MSHP (T,N)</td>
<td></td>
</tr>
</tbody>
</table>

MAJORS ONLY AND DEGREE CHOICES:

<table>
<thead>
<tr>
<th>MAJOR OR MINOR AND DEGREE OPTIONS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Accounting MAcy (N)</td>
<td>Mass Communication MA(T,N)</td>
</tr>
<tr>
<td>Business Administration MBA (T,N)</td>
<td>Physical Therapy MA(T,N)</td>
</tr>
<tr>
<td>Communication Disorders MA (T), MSCD (N)</td>
<td>Professional Counseling MA (T,N)</td>
</tr>
<tr>
<td>Creative Writing MFA (T)</td>
<td>Public Administration MA (T,N)</td>
</tr>
<tr>
<td>Health &amp; Physical Education MA (T)</td>
<td>School Psychology MA (T,N)</td>
</tr>
<tr>
<td>Interdisciplinary Studies MAIS, MSIS (T,N)</td>
<td>Social Work Administration/Supervision Practice MSW (N)</td>
</tr>
<tr>
<td>Management of Vocational/Technical Education MEd (N)</td>
<td>Social Work-Direct Practice MSW (N)</td>
</tr>
</tbody>
</table>

MINOR OPTIONS OR REQUIRED FOR SPECIFIC MAJOR CHOICES:

Agricultural Education - minor must be Integrated Agriculture Biochemistry - minor only for science majors MA/MS Cognate - Contact graduate adviser to see if a cognate is appropriate for your program.

Counseling & Guidance - minor must be Composite-Counseling & Guidance Creative Writing - Cognate, Cognate-Fine Arts, Cognate- Southwest Focus, or other minor.

Educational Administration (Jr. College Educ) - optional minor

Elementary Education - Certification Track (Camp Program) - required minor Cognate Elementary Education - minor option Methods & Materials Humanities - optional minor Marine Biology - minor only for Biology majors seeking MA/MS Reading Education - required minor options Cognitive or Developmental & Adult Education School Psychology - minor must be Composite-School Psychology Secondary Education - minor option Composite Minor

CAREER SUPPORT AREAS FOR PUBLIC ADMINISTRATION ONLY:

<table>
<thead>
<tr>
<th>CAREER SUPPORT AREAS FOR PUBLIC ADMINISTRATION ONLY</th>
<th>CAREER SUPPORT AREAS FOR PUBLIC ADMINISTRATION ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of Allied Health Services Human Resources Administration</td>
<td>Public Finance Administration</td>
</tr>
<tr>
<td>Administration of Criminal Justice Systems</td>
<td>International Relations</td>
</tr>
<tr>
<td>General Public Administration</td>
<td>Legal &amp; Judicial Administration</td>
</tr>
<tr>
<td>Government Information Systems</td>
<td>Local Government Administration</td>
</tr>
</tbody>
</table>

KEY:

T - indicates thesis option.
N - indicates non-thesis option.
1 Reference Minor Options or Required for Specific Majors
2 Has no minor.
3 MS must have a minor in the sciences or a no minor option.
4 Must choose a minor from the Career Support Area.
5 MA has a no minor option
6 Has option to have no minor with a specialization in one of the following: Educational Foundations, Exercise Science, or Sport & Leisure Mgmt.

For more specific major options or specializations available see the Graduate School Catalog or contact the Graduate School office.

SWT offers a Ph.D. with a major in Geography-Environmental Geography and Geography-Geographic Education.
<table>
<thead>
<tr>
<th>WHAT TO DO</th>
<th>WHERE TO DO IT</th>
<th>WHEN TO DO IT/COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DEGREE OUTLINE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( ) Confer with graduate adviser regarding courses to register for if degree outline has not been received.</td>
<td>Department</td>
<td>Prior to or during registration of the semester admitted.</td>
</tr>
<tr>
<td>( ) Sign official degree outline.</td>
<td>The Graduate School Office</td>
<td>Upon notification from The Graduate School Office.</td>
</tr>
<tr>
<td><strong>THESIS OPTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( ) Submit 3 copies of thesis proposal with original signatures, if thesis option selected.</td>
<td>The Graduate School Office</td>
<td>Before beginning formal thesis.</td>
</tr>
<tr>
<td>( ) Submit thesis.</td>
<td>The Graduate School Office</td>
<td>Check The Graduate School Office deadlines.</td>
</tr>
<tr>
<td><strong>GRADUATION:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( ) Request update of degree outline.</td>
<td>The Graduate School Office</td>
<td>Semester before applying for graduation.</td>
</tr>
<tr>
<td>*( ) Pay diploma fee.</td>
<td>During CATS registration or Cashier's windows JC Kellam, first floor.</td>
<td>During telephone registration or by graduation application deadline.</td>
</tr>
<tr>
<td>( ) Apply for graduation.</td>
<td>The Graduate School Office</td>
<td>By graduation application deadline date (see Schedule of Classes).</td>
</tr>
<tr>
<td>( ) Complete courses with incomplete grades.</td>
<td>Department</td>
<td>No later than 10 days prior to graduation.</td>
</tr>
<tr>
<td>( ) Take and pass comprehensive examination.</td>
<td>Department</td>
<td>Generally during final semester with report due in The Graduate School Office 10 days prior to graduation.</td>
</tr>
<tr>
<td>( ) Check that degree requirements have been fulfilled.</td>
<td>The Graduate School Office</td>
<td>Approximately 3 to 4 weeks before date of graduation.</td>
</tr>
<tr>
<td>( ) Obtain master's regalia.</td>
<td>SWT Bookstore</td>
<td>Prior to commencement.</td>
</tr>
</tbody>
</table>

*Subject to change

(Non-U.S. citizens: Also see international student requirements in this catalog.)