Checklist for Master's and Doctoral Degree-seeking Applicants
See inside back cover for additional checklist items, and see appropriate sections in this catalog for full details.

<table>
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<th>(X)</th>
<th>WHAT TO DO</th>
<th>WHERE TO DO IT</th>
<th>COMMENTS</th>
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</thead>
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<tr>
<td>(   )</td>
<td>APPLICATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(   )</td>
<td>Submit application</td>
<td>The Graduate College Office</td>
<td>Deadlines for submission: see departmental pages for deadlines.</td>
</tr>
<tr>
<td>(   )</td>
<td>Pay $40.00 application fee (check or money order).</td>
<td>JC Kellam Admin Bldg Suite 280.</td>
<td></td>
</tr>
<tr>
<td>(   )</td>
<td>Pay $50.00 International evaluation fee (check or money order). All international applicants must pay this additional fee.</td>
<td>The Graduate College Office</td>
<td>Deadlines for submission: see departmental pages for deadlines.</td>
</tr>
</tbody>
</table>

| (   ) | TRANSCRIPTS |          |          |
| (   ) | Order 1 official set of transcripts from each school attended. | At each school attended. | Schools must mail transcripts to Graduate College so that they are received by the published deadlines. |

| (   ) | TEST SCORES |          |          |
| (   ) | Take Graduate Record Exam (GRE) - Graduate Non-business majors. | Application may be obtained at the Office of the Graduate College and at the testing centers of most universities and colleges or www.gre.org or 1-800-GRE-CALL. | Refer to the appropriate department section of the catalog. |
| (   ) | Take the Graduate Management Test (GMAT) - Business Administration and Accountancy majors. | See GRE information above for obtaining a test application or www.mba.com/mba/TaketheGMAT or 1-800-GMAT-NOW. | GMAT score must be received BEFORE the application is reviewed. Minimum score of 450 is preferred. |
| (   ) | Take the Test of English as a Foreign Language (TOEFL) - International applicant whose degree is from a foreign university or college. | See GRE information above for obtaining a test application or www.ets.org/toefl. | TOEFL score must be received BEFORE the application is reviewed. Minimum required score of 550 paper-based test or 213 computer-based test. |
| (   ) | Take the Test of Spoken English (TSE) - International applicant for the History programs. | See GRE information above for obtaining test application or www.ets.org/toefl. | TSE score must be received BEFORE the application is reviewed. Minimum score of 45 is required. |
| (   ) | Take the Test of Written English (TWE) - International applicant for the Public Administration majors. | See GRE information above for obtaining test application or www.ets.org/toefl. | TWE score must be received BEFORE the application is reviewed. Minimum score of 3.0 is required. |

(CONTINUED ON BACK COVER)
Texas State is a member of the Texas State University System.

Texas State University-San Marcos is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools
1866 Southern Lane Decatur, Georgia 30022-4097
Telephone Number 404-679-4501
to award bachelor's, master's, and doctor's degrees.

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 Texas State University-San Marcos on any basis prohibited by applicable law, including, but not limited to, race, color, age, national origin, religion, sex, sexual orientation, or disability. Publications will, upon request, be provided in alternative formats.

This catalog is a general information publication only. It is not intended to nor does it contain all regulations that relate to students. In the event of a conflict between the provisions of this catalog and the Rules and Regulations of the Board of Regents of the Texas State University System, the latter shall prevail. The provisions of the 2005-2007 Graduate Catalog do not constitute a contract, express or implied, between an applicant, a student, a faculty member, or a staff employee and Texas State University-San Marcos or the Texas State University System. Texas State reserves the right to withdraw courses at any time, to change fees or tuition, calendar, curriculum, degree requirements, admissions and graduation requirements or procedures, and other requirements affecting students. Changes will become effective whenever authorities determine and will apply to both prospective students and those already enrolled.
ACCREDITATIONS & MEMBERSHIPS

Texas State University-San Marcos is accredited by:

AACSB International-The Association to Advance Collegiate Schools of Business
Accreditation Board for Engineering and Technology/Computer Accreditation Commission
Accrediting Commission on Education for Health Services Administration
Accrediting Council on Education in Journalism and Mass Communications
American Association of Family and Consumer Sciences
American Bar Association
American Chemical Society
American Dietetic Association
American Speech-Language-Hearing Association
Association of University Programs in Health Administration
Commission on Accreditation/Approval for Dietetic Education of the American Dietetic Association
Commission on Accreditation of Allied Health Education Programs
Commission on Accreditation of Physical Therapy Education
Council for Accreditation of Counseling and Related Educational Programs
Council on Social Work Education
Education in Radiologic Technology
Foundry Education Foundation
Foundation for Interior Design Education and Research
National Academy of Early Childhood Programs
National Accrediting Agency for Clinical Laboratory Sciences
National Association for the Education of Young Children
National Association of Boards of Examiners for Nursing Home Administrators
National Association of School Psychologists
National Association of Schools of Music
National Association of Schools of Public Affairs and Administration
National Recreation and Park Association
Texas State Board for Educator Certification

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

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

Texas State is a member of the Texas State University System
Board of Regents
Texas State University System

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Ruth B. Welborn, Ph.D.......................................................... College of Health Professions
J. Michael Willoughby, Ed.D.............................................. The Graduate College
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General Information

Setting

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

History

Texas State University-San Marcos was established in 1899 by the Twenty-Sixth Legislature as “Southwest Texas State Normal School.” Opening its doors in 1903 with only 303 students, Texas State has expanded from a two-year normal school to a multipurpose university with an enrollment of over 20,000.

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

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

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

Authorization

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

"The noblest search is the search for excellence."

-Lyndon B. Johnson

Thirty-Sixth President of the United States, 1963-1969
Texas State University Class of 1930

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

Shared Values Statement

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

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

Organization

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

The purpose of the Graduate College is to provide the means for continued intellectual growth through advanced and specialized education. The ultimate aim is to develop leaders 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 there from, 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.
- Seminar methods are employed more frequently, requiring more class participation by the student.

Scholarships

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

Texas State Graduate Scholars Program and Texas State Celebrity Classic Scholarships. Scholarships are awarded competitively each year through the Texas State Graduate Scholars Program and the Texas State Celebrity Classic Scholarships.

A minimum enrollment of six graduate hours of course work (5000 level or above) per semester is required. Awards range from $1,000 to $2,500 per semester. Scholarship requirements include a cumulative undergraduate grade point average of 3.50 or higher and a minimum of 3.85 on the last 60 hours of course work leading toward the student's first bachelor's degree. Students who have met this requirement and have taken graduate courses must also have a 3.5 or higher GPA on all graduate course work.

College Graduate Scholarships. The seven academic colleges have scholarships available to qualified graduate students as selected by a committee from each college.

A minimum enrollment of six graduate hours of course work (5000 level or above) per semester is required. Awards range from $1,000 to $2,000 per semester. Scholarship requirements
include a minimum GPA of 3.50 on the last 60 hours of course work leading to the first bachelor’s degree. Additional eligibility requirements and application deadlines vary by college.

Mitte Foundation Scholarships for Graduate Students. Through the generosity of Roy and Joann Mitte, the Roy F. and Joann Cole Mitte Foundation Scholarship Program at Texas State University-San Marcos provides support for 25 graduate student scholarships.

A minimum enrollment of 12 graduate hours of course work (5000 level or above) per semester is required. Awards are $5,000 per year; $2,500 for each fall and spring semester. In most cases, applicants must be new graduate students who have been accepted to begin study in the fall semester. Scholarships may be renewed annually at the sole discretion of the Foundation.

In order for graduate students to be considered for the Mitte Foundation Scholarships, they must have a minimum cumulative GPA of 3.50 and a minimum GPA of 3.60 on the last 60 hours of course work leading toward the first bachelor’s degree. Applicants must also have a GRE score of 1150 or higher or a GMAT score of 650 or higher. Applicants must be U.S. citizens.

For additional information regarding scholarship eligibility, criteria, application deadlines, and the application process, contact the Office of the Graduate College at 512-245-2581 or visit our website at http://www.gradcollege.txstate.edu/scholarships.html. Information about additional scholarships, as well as teaching and research assistantships, may be available through the academic departments.

Multicultural Policy Statement

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

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 and Name Change

A student is required to use his or her correct legal name and social security number on university documents. The university assumes no responsibility if a student uses different names, social security numbers, or a variation of names and numbers.

A student’s name will appear on official records as it is stated on the application for admission. If a student has previously attended Texas State University-San Marcos under a different name, the student may be asked to provide proof of name change. A student must then provide a copy of a marriage certificate, divorce decree, or driver’s license, and social security card with the new name posted.
Disability Services

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

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

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

For more information on services for students with disabilities at Texas State call 512-245-3451 (voice/TTY) or write 601 University Drive, Suite 5-5.1 LBJ Student Center, San Marcos, TX 78666.

International Office

The International Office provides a variety of services to international students, faculty, and staff at Texas State. The office advises international students with respect to immigration regulations and cross-cultural adjustment. It is the primary campus resource for non-immigrant status and visa issue. The office oversees international outreach and recruitment, provides assistance with international exchange agreements, and provides leadership for the campus internationalization process. For information, call 512-245-7966, fax 512-245-8264, or send an e-mail to: International@txstate.edu.

Albert B. Alkek Library

The Alkek Library contains some 1.3 million volumes of books, documents, and bound periodicals. In addition, there are some 233,000 volume equivalents in microform and 31,000 AV titles, including nearly 1,800 software programs for the public computer lab. The library receives over 5,900 periodical and serial subscriptions in print and has access to more than 1,500 electronic journals and 170 electronic databases.

The library is open 104.5 hours per week during the fall and spring semesters. An online catalog that can also be accessed from off campus provides information on the library’s holdings.

Special Collections include the Southwestern Writers Collection, a literary archive reflecting the culture of the Southwestern United States and the Wittliff Gallery of Southwestern and Mexican Photography: http://www.library.txstate.edu/swwc/.

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

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

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

Financial Aid

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

Other than loans and work-study, financial assistance (scholarships and graduate assistantships) for graduate students is handled primarily through the Office of the Graduate College or through the academic departments. Students who are not Texas residents and receive a Texas State competitive scholarship of at least $1,000 may be eligible to pay resident tuition.

The Office of Student Financial Aid processes student loans and a limited number of need-based grants and scholarships for graduate students. The award is based on financial need, starting with the highest need factors and awarding aid until the funds are depleted.

Application for Financial Aid. A student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for aid during the academic year (Fall and Spring). The FAFSA is available online at www.fafsa.ed.gov.

To be considered for aid in the summer, the student must complete the FAFSA and an institutional Summer Application. Summer Applications are available (typically December through February) on the Office of Student Financial Aid web site at www.finaid.txstate.edu.

Meeting the application priority dates is important. There is a limited amount of aid to be distributed. 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 Aid by the following application dates:

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

To be eligible for financial assistance, a student must be enrolled at least half-time in a degree-granting or eligible certification-granting course of study, in good standing, making satisfactory academic progress for financial aid, and not in default or delinquent on any loan made to the student for attendance at any institution. The student must not owe a refund on federal funds previously received for attendance at any institution.

Satisfactory Academic Progress for Financial Aid. Federal regulations require financial aid recipients to be making satisfactory academic progress toward a degree or eligible certification program. Satisfactory academic progress is evaluated at the end of each academic year or grace period. More information can be found on the Office of Student Financial Aid web site at www.finaid.txstate.edu.

1. Graduate students working toward a master’s, doctoral or certification credential must have a cumulative Texas State GPA of a 3.0 after one academic year on all work while continuing to be enrolled at Texas State in a degree or eligible certification program.
2. Students must complete the minimum number of new hours during the academic year or grace period as listed:

<table>
<thead>
<tr>
<th>Total Registered Hours Fall and Spring or During Grace</th>
<th>Minimum New Hours Required to Complete*</th>
</tr>
</thead>
<tbody>
<tr>
<td>24+</td>
<td>18</td>
</tr>
<tr>
<td>20-23</td>
<td>15</td>
</tr>
<tr>
<td>16-19</td>
<td>12</td>
</tr>
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<td>12-15</td>
<td>09</td>
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<td>06-11</td>
<td>06</td>
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<td>03-05</td>
<td>03</td>
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<td>02</td>
<td>02</td>
</tr>
<tr>
<td>01</td>
<td>01</td>
</tr>
</tbody>
</table>

*Repeated courses are not counted or considered to be new hours in the “Minimum New Hours to Complete”.

3. There is also a maximum number of semester hours in which students must complete their degree or certification requirements as shown below. These hours include all hours at any institution of higher education regardless of whether financial aid was received.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Maximum Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>80</td>
</tr>
<tr>
<td>Doctoral without a Master’s Degree</td>
<td>160</td>
</tr>
<tr>
<td>Doctoral with a Master’s Degree</td>
<td>140</td>
</tr>
<tr>
<td>Certification</td>
<td>36</td>
</tr>
</tbody>
</table>

4. Students not meeting the above requirements may submit a written appeal for financial aid in those cases where there are documented extenuating circumstances. Appeals must be made in the following order:

   a. Financial Aid Counselor
   b. Assistant/Associate Director
   c. Director
   d. Financial Aid and Scholarship Advisory Committee

5. A student has five (5) working days from the time of notification (written or oral) of not meeting the satisfactory academic progress requirements 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.

Withdrawal. A student who withdraws will be required to repay all or a portion of the financial aid if the withdrawal is before 60% of the semester is completed. The withdrawal date is defined as the date on which all required documentation is completed and received by the Financial Aid Office (for financial aid recipients) or by the Registrar’s Office (for all other students).

Contact Information. The Office of Student Financial Aid is located in room 240, J.C. Kellam Administration Building. Information about office hours and deadlines can be obtained at our web site: www.finaid.txstate.edu, or by calling 512-245-2315. Students can obtain information about their specific application by calling 512-392-CATS. This service is available 24 hours a day, seven days a week. Students must activate their Texas State e-mail account to receive important information via e-mail from the Office of Student Financial Aid.
Veterans Benefits

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

Students applying for educational benefits under the U.S. Department of Veteran's Affairs for the first time must provide the Office of Veterans Affairs with a photocopy of member four (4) of DD Form 214, "Certificate of Release or Discharge from Active Duty." 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.

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

After exhausting available VA educational benefits, students should check with the Office of Veterans Affairs for information about the Hazlewood Exemption. Applications and information sheets for the Hazlewood Exemption may be obtained at the J.C. Kellam Administration Building, in room 111, or on our web site at http://www.txstate.edu/registrar/vaserl.htm.

Round Rock Higher Education Center (RRHEC)

Texas State has been serving the educational needs of North Austin and Williamson County through the Round Rock Higher Education Center (RRHEC) since 1998. In Fall 2005, a new campus will open in Round Rock, providing space for additional programs and expanded student services to meet the needs of a growing student population.

The Round Rock Higher Education Center offers 15 master's degree programs, 7 undergraduate programs, and 4 certificate programs through Texas State University-San Marcos. Most classes are scheduled during the late afternoon or evening, and some classes are available through the Internet. Students may be able to complete a degree in three years or less. RRHEC students must meet the same admission requirements as those attending on-campus. Students pay the same tuition for RRHEC classes, but fees may be slightly different.

For more information on programs or classes, consult the RRHEC web site http://www.rrhec.txstate.edu, call 512-219-5798, or email rrhec@txstate.edu.

Abandoned and Unclaimed Personal Property

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

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

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

Students' Rights, Privileges, and Expectations

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

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

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

Student Right-to-Know and Campus Security Act

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

The Graduate Council is the advisory group within the Graduate College. The Graduate Council governs the policies of the Graduate College, and these policies are administered by the Graduate Dean. Besides the Graduate Dean, who serves as chair, the Graduate Council is composed of a voting representative of each department offering only a graduate major or minor or support courses. The President of the University, the Provost and 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 College
Dr. Maria Acosta, Associate Professor, Mathematics (1998-2007)
Dr. Audwin Anderson, Associate Professor, Sociology (2000-2006)
Dr. John Baccus, Professor, Biology (2003-2006)
Dr. Andy Batey, Associate Professor, Engineering and Technology (1988-2008)
Dr. Michael Blanda, Professor, Chemistry and Biochemistry (2001-2007)
Dr. Mary Brennan, Associate Professor, History (2003-2006)
Dr. David Butler, Professor, Geography (2004-2007)
Dr. Tina Cade, Associate Professor, Agriculture (2003-2006)
Dr. Debra Charlton, Lecturer, Theatre and Dance (2005-2008)
Dr. Paul Cohen, Professor, English (2000-2007)
Dr. James R. Crawford, Chair and Professor, Physics (1999-2007)
Dr. Robert A. Davis, Associate Professor, Computer Information Systems and Quantitative Methods (2005-2008)
Dr. Elaine Eikner, Professor, Accounting (2003-2006)
Dr. Maria Diana Gonzales, Assistant Professor, Communication Disorders (2003-2006)
Dr. Robert Gorman, Professor, Political Science (2003-2006)
Dr. Mary Hoffman, Assistant Professor, Communication Studies (2005-2008)
Dr. Linda Homeyer, Associate Professor, Educational Administration and Psychological Services (2002-2008)
Dr. Catherine Jaffe, Professor, Modern Languages (1995-2007)
Dr. Khosrow Kaikhah, Associate Professor, Computer Science (2000-2007)
Dr. Vincent Luizzi, Chair and Professor, Philosophy (2001-2007)
Dr. Erik Nielsen, Interim Chair and Professor, Art and Design (1995-2007)
Dr. Dorinda Noble, Professor, Social Work (2005-2008)
Dr. Robert J. Olney, Associate Dean and Professor, Emmett and Miriam McCoy College of Business Administration, Management (1985-2008)
Dr. Randall Osborne, Chair and Professor, Psychology (2001-2007)
Dr. Cynthia Peterson, Associate Professor, Curriculum and Instruction (1999-2006)
Dr. Joy Pollock, Professor, Criminal Justice (2002-2008)
Dr. Sandhya Rao, Professor, Journalism and Mass Communication (2000-2006)
Dr. Oren Renick, Professor, Health Administration (2003-2006)
Dr. Russell Riepe, Professor, Music (1998-2007)
Dr. Barbara Sanders, Professor, Physical Therapy (2005-2008)
Dr. Ram Shanmugam, Professor, Health Services Research (2005-2008)
Dr. Dean Showalter, Associate Professor, Finance and Economics (2002-2008)
Dr. Stephen B. Springer, Director and Associate Professor, Occupational Education (1980-2008)
Dr. David Wiley, Professor, Health, Physical Education, and Recreation (2003-2006)
Dr. Sue Williams, Professor, Family and Consumer Sciences (1999-2008)
Dr. Gail Zank, Associate Professor, Marketing (2002-2008)

Ex-officio Members

Ms. Lloydean Eckley, Interim University Registrar
Dr. Perry D. Moore, Provost and Vice President for Academic Affairs
Dr. Denise M. Trauth, President, Texas State University-San Marcos
Admission Policies

General Admissions Policies

The requirements set forth on the following pages are the minimum for admission to the Graduate College. The Graduate College Catalog is also on our website at http://www.gradcollege.txstate.edu. 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 Office of the Graduate College. 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 advisor. The Dean of the Graduate College grants final admission approval. 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 Office of the Graduate College if they wish to pursue a master’s degree at Texas State, take certification course work, take Texas State certificate course work, take background courses, or take courses for personal enrichment.

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

**U.S. Citizen Deadlines**

<table>
<thead>
<tr>
<th>For enrollment in:</th>
<th>Application material must be received by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>June 15</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>October 15</td>
</tr>
<tr>
<td>Summer Session I</td>
<td>April 15</td>
</tr>
<tr>
<td>Summer Session II</td>
<td>June 1</td>
</tr>
</tbody>
</table>

**International Student Deadlines** - No international student applications will be processed after the published deadlines.

<table>
<thead>
<tr>
<th>For enrollment in:</th>
<th>Application material must be received by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>June 1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>October 1</td>
</tr>
<tr>
<td>Summer I</td>
<td>March 15</td>
</tr>
<tr>
<td>Summer II</td>
<td>May 1</td>
</tr>
</tbody>
</table>

Deadline dates are subject to change.

Some departments have different deadlines other than the ones indicated above. Prospective students are encouraged to contact their proposed major department for specific deadlines. 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 not accept applications after the above referenced dates. The Office of the Graduate College will make every effort to process late applications for departments not enforcing the published deadline, but there are no guarantees that a student’s file will be processed for the desired semester of entry if the student has missed the deadline.
Applications are for specific semesters. Prospective students should contact the Office of the Graduate College to update their application for enrollment in a subsequent semester if the student is unable to enter the semester for which his or her application is accepted. Students should do this as soon as they know that they will not be enrolling for the semester of acceptance. Some programs require reapplication.

**Admission of Master’s Degree-Seeking Students**

Students are eligible to apply for admission to a master’s program if they have completed, or will earn prior to the semester of admission to the Graduate College, a baccalaureate degree from an acceptable accredited institution. Additionally, students must have fulfilled the residency requirement at the school that granted the degree.

Once all required application documents have been received, the student’s application will be processed and the applicant’s file will be sent to the appropriate graduate program for departmental review. An admission recommendation should follow within three to four weeks from that time. The admission recommendation is submitted to the Dean of the Graduate College and the Office of the Graduate College will notify the applicant of his or her admission status. The number of applicants for a particular program influences the response time. Applicants are encouraged to contact the Office of the Graduate College at 512-245-2581 to check the status of their application.

Admission policies vary from program to program. Prospective students should check individual departments' sections of this catalog or contact departments for additional admission requirements.

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

1. An official application for admission.
2. A non-refundable application fee of $40.00 (check or money order payable to Texas State in U.S. currency), which is required of all degree-seeking students.
3. **Effective Fall 2005.** Non-Texas State graduates must submit one official transcript from each senior level post-secondary institution attended. These transcripts must be mailed directly from the institutions to the Office of the Graduate College. Transcripts will not be required from community colleges, with the exception of applicants to the following programs:

   Please check with the Texas college or university attended to determine if the school submits electronic transcripts to Texas State. The Office of the Graduate College will obtain Texas State transcripts from the registrar’s office. Applicants must have a 2.75* GPA on the last 60 semester hours of undergraduate work before the bachelor’s degree, or the last 60 hours of undergraduate work before the bachelor’s degree plus any graduate course work taken at an accredited college or university.

4. An acceptable score on the Graduate Record Examination (GRE) verbal and quantitative portions combined; or, for an M.B.A. or M.Acy. degree, an acceptable score on the Graduate Management Admission Test (GMAT).
* Minimum GPA for most programs; some programs have higher GPA requirements.

See the "Admission Documents" and "Categories of Admission" sections for more information on preferred scores and additional admission details as well as the departmental sections for additional application requirements.

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

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

1. A non-refundable international/evaluation fee of $50.00 (check or money order payable to Texas State in U.S. currency). International students who have earned a bachelor's degree at Texas State University-San Marcos do not have to pay the $50.00 international/evaluation fee.
2. An official diploma or degree certificate, along with an English translation, showing the type of degree earned and the date the degree was conferred.
3. Two (2) official transcripts: one translated in English and one in the student’s native language in sealed envelopes from each college or university attended, mailed directly from the schools to the Office of the Graduate College. Texas State graduates are not required to request Texas State transcripts. The Office of the Graduate College will request them for the student. However, students must order transcripts for any college or university not listed on the Texas State transcript.
4. A score of at least 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) if English is not the student’s native language. The score must be on file in the Office of the Graduate College before the student’s application can be evaluated. If the score is below the minimum required, but falls between 500-547 (paper-based) or 173-210 (computer-based), the student may apply to the Texas State Intensive English Language Program (TSIE). (See "Categories of Admission, ‘Texas State Intensive English Language Program (TSIE)’" section for more information.)
5. Additional examination results as follows:
   a. If seeking an M.A. or M.Ed. degree with a major in History, the student must have a score of at least a 45 on the Test of Spoken English (TSE) on file in the Office of the Graduate College prior to the evaluation of the application. Note: The TSE is required of international History applicants who are native as well as non-native speakers of English.
   b. If seeking an M.P.A. degree, the student must have a score of 3 on the Test of Written English (TWE), which must be on file in the Office of the Graduate College prior to the evaluation of the application. Note: The TWE is required of international M.P.A. applicants who are native as well as non-native speakers of English.
6. International students who plan to attend Texas State on an F-1 student visa must furnish proof of sufficient financial resources for their educational and personal expenses. Proof of a minimum of $19,702.00 (subject to change) 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; Texas State will issue a Form I-20 to qualified international applicants. A permanent resident alien is not
required to furnish proof of financial support and is not issued a Form I-20. Note: If a student attended Texas State as an undergraduate (baccalaureate) student, the individual must update his or her financial support verification with the International Office located at the Hill House on campus. Contact the Office of the Graduate College at 512-245-2581 for more information.

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

Application Requirements for International Students Transferring from Other Institutions in the United States. Because of new Bureau of Citizenship and Immigration Services (BCIS) regulations governing school transfers, students must plan carefully and allow adequate time for submission of application materials, evaluation of the application, and making other necessary arrangements. Failure to plan carefully may require students to leave the United States and return before transferring to Texas State. Please carefully read items 1 to 7 below.

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

2. Following the release date, the Texas State International Office will be able to issue a SEVIS Form I-20. According to BCIS regulations, students must transfer to Texas State within 60 days of the release date or within 60 days of completing studies at the current school.

3. Students are required to start classes at Texas State during the semester indicated in the admission letter issued by the Office of the Graduate College and within 5 months from the release date. Students unable to begin classes at Texas State within the 5-month limit are required to leave the United States and reenter within 30 days before the program start date indicated on the Texas State I-20.

4. New Texas State transfer students are required to contact a DSO at the Texas State International Office no later than 15 days after the program start date listed on the SEVIS Form I-20 and in the admission letter issued by the Office of the Graduate College.

5. After a new transfer student has enrolled in classes at Texas State, the DSO at Texas State will update the student’s file to reflect the student’s enrollment and current address. The student must report to the International Office within five days after the 12th day of class in order to complete the transfer process.

6. If the current school is a non SEVIS school, students should contact the Texas State International Office as soon as they have made their final decision to attend Texas State, but no later than 15 days after the program start date indicated on the SEVIS Form I-20 and in the admission letter.

7. Finally, BCIS regulations and procedures change frequently. Therefore, students should contact the DSO’s at their current school and at Texas State for any updates in transfer procedures.

If you have any questions regarding transfer procedures, please contact the Texas State International Office at International@txstate.edu or call 512-245-7966.
Application Requirements for Former Texas State Graduate Degree-Seeking Students. If an individual (U.S. and non-U.S. citizen) last attended Texas State as a graduate degree-seeking student or has already obtained an Texas State graduate degree and now plans to seek another graduate degree at Texas State, he or she must:

1. Submit a new application for admission.
2. Submit a non-refundable application fee of $40.00 (check or money order payable to Texas State in U.S. currency).
3. Verify with the Office of the Graduate College that all transcripts and test scores are still on file. Submit any documents that are missing or any additional documents required for the new degree program.
4. Submit one (1) official transcript from any institution showing work taken since the student's last attendance at Texas State.
5. If the student is a non-U.S. citizen, update financial support verification with the International Office located at the Hill House on campus.

Application Requirements for Former Texas State Non-Degree Seeking Students. If a student last attended Texas State as a non-degree seeking student (certification, Texas State certificate, non-degree seeking student, etc.) and he or she now intends to seek a graduate degree at Texas State, then the student must meet all requirements listed above under “Application Requirements for U.S. Citizens” as well as “International Application Requirements (Non-United States Citizens)” if the student is not a U.S. Citizen.

If a student previously attended Texas State and does not meet the above definitions for former Texas State students, the individual should contact the Office of the Graduate College for specifics regarding admission.

Students on Probation/Suspension at their Former Schools. Students who are currently on probation or suspension at other colleges or universities are not eligible for admission consideration by the Texas State Graduate College.

Admission of Doctoral Degree-Seeking Students

Admission policies vary from program to program. Prospective students should check individual departments' sections of this catalog or contact departments for additional admission requirements.
Admission Documents

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

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

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

Application for Admission

An application for admission to the Graduate College must be made on the official Graduate College Application for Admission. The application may be obtained from the Office of the Graduate College or on our website at http://www.gradcollege.txstate.edu. This application is not the same as the application that undergraduate students complete. In addition to the required general application for admission to the Graduate College, some departments or programs require applicants to complete a separate “program application.” Prospective students are encouraged to contact their proposed major department for specifics.

Application Fee

A non-refundable application fee of $40.00 (check or money order payable to Texas State in U.S. currency) is required for all degree-seeking students. International students also will need to pay a non-refundable international/evaluation fee, which is $50.00 (check or money order payable to Texas State in U.S. currency). No application will be considered until the necessary fees are paid. A $10 non-refundable application fee is required of individuals seeking certification, certificate, or non-degree status.

Official Transcripts

An applicant for a graduate degree program at Texas State must have one official transcript from each school attended sent to the Office of the Graduate College. The transcript cannot be hand-carried nor mailed by the applicant; it must be sent directly from the institutions to the Office of the Graduate College. The transcript must reflect all college work attempted and any degree(s) conferred. Former or currently enrolled Texas State students are not required to request a transcript; the transcript will be requested by the Office of the Graduate College. Transcripts from foreign institutions must be accompanied by English translations, if appropriate, and must carry any additional legend that will assist in their evaluation.
Graduate Record Exam (GRE)

All applicants under the degree-seeking admission status are required to take the general portion of the Graduate Record Examination (GRE) except for prospective M.B.A. or M.Acy. students (see GMAT information below). The Graduate College uses only the verbal and quantitative scores combined. Subject examinations are not accepted. Several programs (including but not limited to Agricultural Education, Aquatic Biology, Biology, Communication Disorders, Computer Science, Counseling and Guidance, Developmental and Adult Education, Educational Administration, Geography, Healthcare Administration, Health Psychology, History, International Studies, Mass Communication, Physical Therapy, Professional Counseling, Social Work, Software Engineering, School Psychology, and Wildlife Ecology) require you to have your GRE (verbal and quantitative combined) score on file prior to admission to the Graduate College. In programs that do not require the GRE prior to admission consideration, a student will be permitted to enroll for only one semester (Fall, Spring, or Summer) prior to having the GRE on file in the Office of the Graduate College. Following a student's initial enrollment, he or she will not be eligible to participate in registration until the official score has been received.

If a student's official GRE score is not on file, the student will not be able to register. Some certification programs, such as Counseling and School Psychology, require the GRE scores be on file (unless the student holds a master's degree) before admission can be granted to students under post-graduation status.

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

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

Graduate Management Admission Test (GMAT)

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

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

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

All international applicants and US citizens whose native language is not English must meet proficiency requirements in the English language and are required to have the official results of the Test of English as a Foreign Language (TOEFL) sent before the application for admission will be considered. The paper-based minimum score of 550 or computer-based score of 213 is required for admission as a graduate student. For students with a TOEFL score between 500-547 (paper-based) or 173-210 (computer-based) there are options to take academic classes while enrolled in TSIE classes. Refer to the Texas State Intensive English section in the Categories of Admissions chapter of this catalog for more information about those options. Native speakers of English may receive an exemption from taking the TOEFL. The TOEFL requirements may be waived if an applicant already possesses a degree from an American university located in the United States. However, the TOEFL requirements vary among programs. The Educational Testing Service must mail the score directly to the Office of the Graduate College. Some applicants may be required to provide further evidence of proficiency in the English language depending upon program requirements.

Official TOEFL scores more than two years old are not released by the Educational Testing Service; therefore, if an applicant has taken the TOEFL more than two years before the semester for which he or she is applying, the applicant must retake the TOEFL so that a current valid score can be submitted. TOEFL score reports that bear the designation of "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; the University Testing Center at Texas State University-San Marcos; the Office of the Graduate College; or http://www.ETS.org/TOEFL.

Test of Spoken English

All international applicants to the History programs are required to have the official results of the Test of Spoken English (TSE) sent to the Office of the Graduate College before the application for admission will be considered. A minimum score of 45 is required for admission. The Educational Testing Service must mail the score directly to the Office of the Graduate College.

If an applicant has taken the TSE some years ago and an official TSE score can no longer be reported by the Educational Testing Service, the applicant must retake the TSE so that a current valid score can be submitted. TSE score reports that bear the designation of "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 or http://www.ETS.org/TOEFL.

Test of Written English

All international applicants to the Master of Public Administration program 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 Educational Testing Service must mail the score directly to the Office of the Graduate College.

If an applicant has taken the TWE some years ago and an official TWE score can no longer be reported by the Educational Testing Service, the applicant must retake the TWE so that a current valid score can be submitted. TWE score reports that bear the designation of "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 or http://www.ETS.org/TOEFL.

International/Evaluation Fee

If you are a non-U.S. citizen, or if your application is considered for admission based on foreign credentials, you must submit a non-refundable international/evaluation fee of $50.00 (check or money order made payable to Texas State in U.S. currency) with the Application for Admission to the Graduate College. No application will be considered until the necessary fee is paid. International students who have earned a bachelor's degree at Texas State University-San Marcos do not have to pay the $50.00 international evaluation fee.

F-1 Visa

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

Mandatory Health Insurance for International Students

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

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

A student is considered accepted to the Graduate College only after the Office of the Graduate College has issued an official letter of acceptance to the student under one of the admission categories listed below.

Master’s 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. Admission to the Graduate College is granted by the Dean of the Graduate College at the recommendation of the graduate advisor or the department chair for the degree program which the student wishes to enter. The Dean of the Graduate College may refuse admission to any applicant, regardless of whether or not the applicant meets the admission requirements, if the Dean of the Graduate College judges that such action is in the individual’s or the University’s best interest. Refer to the Admission Policies section of this catalog for application requirements for degree-seeking applicants.

Regular Admission. Regular degree-seeking admission, for most programs, may be granted if an applicant:
1. Has a minimum grade-point average (GPA) of 2.75 or higher on a 4.0 scale calculated on:
   a. The last 60 semester hours of undergraduate work before the bachelor’s degree, or,
   b. The last 60 semester hours of undergraduate work before the bachelor’s degree plus any graduate course work taken at an accredited college or university,
2. OR, has 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. Meets any special requirements imposed by the graduate program for which an application is made.

Some graduate programs have higher GPA/GRE requirements and international students (non-U.S. citizens) have additional requirements. Applicants should refer to the individual departmental sections of the catalog or consult with the prospective department directly for answers to their questions. Only courses with letter grades or numerical equivalents will be used in calculating the grade-point average. Only work earned in resident credit is evaluated, and the resident credit must be earned at the school granting the degree(s). Regents’ external degrees will be reviewed on an individual basis by departments for admission consideration.

Conditional Admission. The graduate advisor in the degree program that an applicant seeks to enter may recommend to the Dean of the Graduate College that the individual be “conditionally” admitted even though he or she may or may not meet the minimum requirements for admission. This recommendation is based on evidence that an applicant can successfully pursue graduate study and is governed by the stated admission policies in the prospective program. (Conditional admission is not available for the M.B.A., M.Acy., Counseling and Guidance, Professional Counseling, Aquatic Resources Ph.D., Education Ph.D., or Geography Ph.D. programs.)

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

**Graduating Seniors.** If a student is a senior at Texas State, has a superior academic record and lacks 12 or fewer semester hours toward graduation, the student may apply to register during the final semester of undergraduate study for courses to be applied to the student’s prospective master’s degree. The following requirements must be met:

1. The student must fulfill all admission requirements as stated for regular admission.
2. The graduate advisor in a student’s proposed major program must submit a recommendation to the Dean of the Graduate College requesting that the student be admitted into the proposed major program of study.

As a graduating senior, a student is eligible only for “regular” admission to a master’s degree-seeking program. A student cannot be given “conditional” admission if he or she does not yet have a baccalaureate degree.

Grades for graduate courses taken as a graduating senior, prior to receiving a bachelor’s degree, will be calculated on the Texas State transcript as part of the final GPA for the bachelor’s degree. Although the graduate courses taken as a graduating senior will be used to fulfill graduate degree requirements, the graduate GPA calculation on the transcript will not include any graduate courses taken prior to receiving the bachelor’s degree.

**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.

**NOTE:** Effective Fall 1981, courses taken as a non-degree seeking student are not valid as credit toward a graduate degree program at Texas State.

If an applicant wishes to take courses but does not want graduate degree credit, he or she may enroll as a non-degree seeking student. For example, an applicant may wish to take courses solely for personal enrichment or to fulfill background requirements. To enroll as a non-degree seeking student, an applicant must:

1. Submit a Graduate College Application for Admission to the Office of the Graduate College.
2. Pay a $10.00 non-refundable application fee (check or money order payable to Texas State in U.S. currency).
3. Submit an official transcript that shows the bachelor’s degree was earned.
4. Complete and sign the Non-degree Seeking Student Form that is available in the Office of the Graduate College or the Graduate College web site: http://www.gradcollege.txstate.edu/applicationproc.html. The applicant will also need to obtain departmental concurrence when applicable.
5. This procedure needs to be done each semester that a student wishes to register.

These requirements should be taken care of well in advance of registration day.
International Non-degree Seeking Applicants. In addition to meeting the above requirements, international students seeking entry under the non-degree seeking student admission category must:

1. Pay a $50.00 non-refundable international/evaluation fee (check or money order payable to Texas State in U.S. currency). International students who have earned a bachelor’s degree at Texas State University-San Marcos do not have to pay the $50.00 international evaluation fee.

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

3. Provide financial support verification if student needs an F-1 visa.

4. Submit an official TOEFL score. For students with a TOEFL score between 500-547 (paper-based) or 173-210 (computer-based), there is the option to take academic classes while enrolled in TSIE classes. Refer to the Texas State Intensive English Language Program section in this chapter for more information about those options.

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

Visiting Student Applicants

If a student is currently pursuing a graduate degree at another institution, the student may enroll in graduate courses at Texas State with the permission of the Dean of the Graduate College and the graduate advisor.

Courses taken at Texas State under the Visiting Student status may not be counted toward a graduate degree at Texas State should the student later decide to enter a degree program.

A visiting student must:

1. Submit a Graduate College Application for Admission to the Office of the Graduate College.

2. Pay a $10.00 non-refundable application fee (check or money order payable to Texas State in U.S. currency).

3. Complete a Visiting Student Form.
   a. Obtain approval from the institution granting the degree giving the student permission to transfer the course(s).
   b. Obtain approval from the department(s) at Texas State offering the course(s) on the Visiting Student Form.

4. Return the Visiting Student Form signed and completed with all signatures for the Texas State Graduate Dean’s approval to the Office of the Graduate College three weeks prior to registration.

5. Complete a new Visiting Student Form prior to enrollment each semester.
International Visiting Student Admission. In addition to the requirements above, international students seeking entry under the visiting student admission category must:

1. Submit a letter from their primary university advisor stating that they are maintaining their immigration status. This letter is to be submitted to the International Office.
2. Submit a copy of their official TOEFL score of 550 (paper-based) or 213 (computer-based) to the Office of the Graduate College.

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

Texas State Certificate Program Applicants

Texas State has been approved to offer Certificate Programs as listed below. Each program requires the applicant to hold at least a four-year baccalaureate degree from an acceptable accredited institution and to have fulfilled the residency requirement of their degree-granting institution.

Applicants must adhere to the following application procedure:

1. Submit a Graduate College Application for Admission to the Office of the Graduate College.
2. Pay a $10 non-refundable application fee (check or money order payable to Texas State in U.S. currency).
3. Submit an official transcript that shows the bachelor’s degree was earned.

International Certificate Applicants. In addition to meeting the above requirements, international students seeking entry into a Texas State certificate program must:

1. Pay a $50.00 non-refundable international/evaluation fee (check or money order payable to Texas State in U.S. currency). International Students who have earned a bachelor’s degree at Texas State University-San Marcos do not have to pay the $50.00 international evaluation fee.
2. Submit two copies of official transcripts indicating that a baccalaureate degree was awarded: one copy translated in English and one copy in the student’s native language from every college or university attended. If the applicant’s transcript does not indicate the degree earned, he or she will need to submit a copy of the diploma or degree certificate, along with an English translation, showing the type of degree earned and the date the degree was earned.
3. Provide financial support verification if student needs an F-1 visa.
4. Submit official TOEFL score. For students with a TOEFL score between 500-547 (paper-based) or 173-210 (computer-based), there is the option to take academic classes while enrolled in TSIE classes. Refer to the Texas State Intensive English Language Program section in this chapter for more information about those options.
5. If a student gains entrance to the U.S. under an F-1 student visa, then the student must be enrolled full-time in the Fall and Spring semesters. Some immigration requirements do not apply during the summer. If a student’s initial enrollment is during the Summer semester and the student gained entrance under an F-1 visa, then he or she must be enrolled full-time during the Summer semester.
Please note some programs require departmental approval.

<table>
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<tr>
<th>Certificate Program</th>
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<td>Biostatistics</td>
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<tr>
<td>Computer Information Systems</td>
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<tr>
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<td>Computer Science</td>
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<tr>
<td>Epidemiology</td>
<td>Health Services Research</td>
<td>Not required</td>
</tr>
<tr>
<td>Geographic Information Systems</td>
<td>Geography</td>
<td>Requires departmental approval</td>
</tr>
<tr>
<td>Health Informatics</td>
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<td>Not required</td>
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<td>Healthcare Administration</td>
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</tr>
<tr>
<td>Water Resources Policy</td>
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<td>Requires departmental approval</td>
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</tbody>
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**Certification or Licensure Program Applicants**

**Licensure or Non-Teacher Certification.** If an applicant is seeking certification or licensure rather than seeking a graduate degree, and holds at least an acceptable baccalaureate degree, the applicant may gain admission as a "Post-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. As a post-graduate student, the applicant must:

1. Submit a Graduate College Application for Admission to the Office of the Graduate College.
2. Pay a $10.00 non-refundable application fee (check or money order payable to Texas State in U.S. currency).
3. Submit an official transcript that shows the highest college degree earned.
4. Fulfill any other departmental program admission requirements, such as GPA or entrance score requirements. Applicants should consult with the prospective program/department for specifics.

**International Licensure or Non-Teacher Certification Program Applicants.** In addition to meeting the above requirements, international students seeking entry under the post-graduate licensure or non-teacher certification program must:

1. Pay a $50.00 non-refundable international/evaluation fee (check or money order payable to Texas State in U.S. currency). International students who have earned a bachelor’s degree at Texas State University-San Marcos do not have to pay the $50.00 international evaluation fee.
2. Submit two copies of official transcripts indicating that a baccalaureate degree was awarded: one copy translated in English and one copy in the student’s native language from every college or university attended. If the applicant’s transcript does not indicate
the degree earned, he or she will need to submit a copy of the diploma or degree certificate, along with an English translation, showing the type of degree earned and the date the degree was earned.

3. Provide financial support verification if student needs an F-1 visa.
4. Submit official TOEFL score. For students with a TOEFL score between 500-547 (paper-based) or 173-210 (computer-based), there is the option to take academic classes while enrolled in TSIE classes. Refer to the Texas State Intensive English Language Program section in this chapter for more information about those options.
5. Be enrolled full-time in any long semester. Some immigration requirements do not apply during the summer. If a student’s initial enrollment is during the summer and the student gained entrance under an F-1 visa, then he or she must be enrolled full-time during the summer.

Teacher Certification

Applicants may apply for admission to the University to pursue certification in grades PK-4, 4-8, 8-12, PK-12, or one of several professional educator certificates.

Teacher Certification. If an applicant is seeking initial or additional teacher certification and holds at least a baccalaureate degree, the individual must apply for admission through the Graduate College. Admission to the University, however, does not include or imply admission to the teacher education program. Applicants should adhere to the following procedure:

1. Submit a Graduate College Application for Admission as a post-graduate non-degree student to the Office of the Graduate College.
2. Pay a $10.00 non-refundable application fee (check or money order payable to Texas State in U.S. currency).
3. Submit an official transcript that shows your highest college degree earned.
4. Contact the Office of Educator Certification and Placement to schedule an information session. Applicants may contact the office at 512-245-3050.
5. Apply for the appropriate Certification Plan in the Office of Educator Certification and Placement (located in the Education Advising Center in the Education Building on campus). 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 Certification Plan.

NOTE: Applicants must have an overall GPA of at least 2.5 on all college/university work or a 2.75 GPA on the last 60 hours of transcript work or an advanced degree from a regionally accredited institution. If one of the above conditions for admission is met, a Certification Plan will be prepared upon receipt of a $75.00 fee.

International Teacher Certification Applicants. In addition to meeting the above requirements, international students seeking entry under the post-graduate teacher certification admission category must:

1. Pay a $50.00 non-refundable international/evaluation fee (check or money order payable to Texas State in U.S. currency). International students who have earned a bachelor’s degree at Texas State University-San Marcos do not have to pay the $50.00 international evaluation fee.
2. Submit two copies of official transcripts indicating that a baccalaureate degree was awarded: one copy translated in English and one copy in the student’s native language from every college or university attended. If the applicant’s transcript does not indicate the degree earned, he or she will need to submit a copy of the diploma or degree
Professional and Master Teacher Certification:

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

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

1. Submit a Graduate College Application for Admission as a post-graduate non-degree student to the Office of the Graduate College.
2. Pay a $10.00 non-refundable application fee (check or money order payable to Texas State in U.S. currency).
3. Submit an official transcript that shows your highest college degree earned.
4. For principal, superintendent, and counselor certification, contact the Educational Administration and Psychological Services Department (EAPS) at 512-245-3083 for admission information and eligibility requirements.
   For master math teacher admission information and eligibility requirements, contact the Math Department at 512-245-2551.
   For master reading teacher admission information and eligibility requirements, contact the Curriculum and Instruction Department at 512-245-2042.
   For reading specialist and educational diagnostician certification, please apply for a Certification Plan in the College of Education Academic Advising Center. A fee of $75.00 is required, as well as a copy of the teaching certificate and teacher service records.

International Professional and Master Teacher Certification Applicants. In addition to meeting the above requirements, international students seeking entry under the post-graduate certification or licensure student admission category must:

1. Pay a $50.00 non-refundable international/evaluation fee (check or money order payable to Texas State in U.S. currency). International students who have earned a bachelor's degree at Texas State University-San Marcos do not have to pay the $50.00 international evaluation fee.
2. Submit two copies of official transcripts indicating that a baccalaureate degree was awarded: one copy translated in English and one copy in the student's native language from every college or university attended. If the applicant's transcript does not indicate the degree earned, he or she will need to submit a copy of the diploma or degree certificate, along with an English translation, showing the type of degree earned and the date the degree was earned.

3. Provide financial support verification if student needs an F-1 visa.
4. Submit official TOEFL score. For students with a TOEFL score between 500-547 (paper-based) or 173-210 (computer-based), there is the option to take academic classes while enrolled in TSIE classes. Refer to the Texas State Intensive English Language Program section in this chapter for more information about those options.
5. If a student gains entrance to the U.S. under an F-1 student visa, then the student must be enrolled full-time in the Fall and Spring semesters. Some immigration requirements do not apply during the summer. If a student's initial enrollment is during the Summer semester and the student gained entrance under an F-1 visa, then he or she must be enrolled full-time during the Summer semester.
certificate, along with an English translation, showing the type of degree earned and the date the degree was earned.

3. Provide financial support verification if student needs an F-1 visa.

4. Submit official TOEFL score. For students with a TOEFL score between 500-547 (paper-based) or 173-210 (computer-based), there is the option to take academic classes while enrolled in TSIE classes. Refer to the Texas State Intensive English Language Program section in this chapter for more information about those options.

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

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

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

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

If a student has been granted admission as a post-graduate student and wishes to apply for admission to a degree program, the student must complete an Application for Admission Form and submit it to the Office of the Graduate College to change his or her status. The student will need to submit all documents and comply with instructions as identified earlier under the degree-seeking admission requirements. This procedure must be completed in ample time to meet the admission deadlines, usually at least six weeks in advance (see "Admission Policies, 'Application Deadlines'" section).

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

**Change of Majors**

Students changing majors are required to complete an application, pay the appropriate application fee, and comply with all requirements for the new major. The procedure must be completed in ample time to meet the admission deadline for the new major, usually at least six weeks in advance of registration.

Students on probation may not change majors without a recommendation and special request from the prospective department. The Dean of the Graduate College will review the request when making the final decision.
Applicants Seeking a Second Baccalaureate Degree

If a student wishes to seek a second baccalaureate degree, the application is available electronically at: http://www.applytexas.org or can be obtained by contacting the Undergraduate Admissions Center.

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

Applicants Seeking a Second Master’s Degree

If a student wishes to pursue a second or subsequent master’s degree, the individual must complete another Graduate College Application for Admission, pay the appropriate application fee, and comply with all requirements for the additional major. The procedure must be completed in ample time to meet the admission deadline for the additional major, usually at least six weeks in advance of registration. No courses applied toward one degree may be applied toward another master’s degree. For additional information, please contact the Office of the Graduate College.

Texas State Intensive English Language Program (TSIE)

Texas State Intensive English Language Program (TSIE) offers a non-credit University intensive English-as-a-Second-Language (ESL) program for international students who want to improve their academic language ability. The program offers five levels in ESL oral skills, reading, writing, and grammar during fall, spring, and summer sessions.

The Graduate College, in cooperation with TSIE, provides the following options for academically eligible students who have not yet achieved a TOEFL score of 550 (paper-based) or 213 (CBT), but have a score between 500 - 547 (173 - 210). Check the Graduate College and TSIE web sites periodically for updates regarding required scores for the Next Generation TOEFL. These options provide students with the opportunity to complete English proficiency requirements while enrolled in academic classes.

1. Bridge/conditional admission - degree-seeking program
2. Non-degree seeking admission
   a. For students who need to take classes to fulfill background requirements prior to admission into a degree-seeking program
   b. For students seeking teacher or other certification
   c. For students in certificate programs.

For information about admission procedures, program costs, starting dates, class times, etc., contact the Graduate College Admissions Coordinator for international applicants or the Director, Texas State Intensive English Language Program. Visit the Texas State Intensive English Language Program office in ASB North 400, at the website (www.txstate.edu/ie) or through e-mail (tsie@txstate.edu), fax (512-245-3752), or phone (512-245-7810).
Reapplication Policy Procedure

Degree-Seeking Students. If a student has not enrolled at any time within four consecutive semesters, he or she must contact the Office of the Graduate College. Some programs require a student to submit a new application. Should a student not enroll for five years, he or she must reapply and complete the entire application process. Prior admission to a program does not insure re-acceptance to that program.

Any reapplication with extenuating circumstances requires the graduate advisor to submit an appeal directed to the Dean of the Graduate College for final decision.

Post-Graduate Students. If a student has not enrolled any time within four consecutive semesters, he or she must reapply for admission to the Graduate College.

Graduate Student Advisement

Professional academic counseling for students is handled through the student’s major department (or minor department if applicable) after the student has received formal acceptance to the Graduate College. This method of advisement ensures that students will receive sound academic counseling from faculty in their chosen field of study. A list of graduate advisors can be found on the Graduate College web site: http://www.gradcollege.txstate.edu/advisors.html.

An official degree audit will be developed for each student. Subsequent changes on the official degree audit must be requested through the student’s major department if the change is in the major requirements or the student’s minor department if the change is in the minor. The changes must be approved by the Dean of the Graduate College. Students receiving Veterans Administration educational assistance must provide the Texas State Office of Veteran Affairs with a copy of the graduate degree audit.
Registration and Course Credit

Registration

The Office of the Graduate College will notify applicants officially by mail regarding admission. Since applications are for specific semesters, an applicant should notify the Office of the Graduate College as soon as possible if he or she will not be enrolling in the semester for which the applicant was accepted.

Registration course schedules are published in advance of each semester. Students may obtain information regarding registration each semester from the Office of the Registrar at 512-245-2367 or at http://www.txstate.edu/registrar/, or the Office of the Graduate College at 512-245-2581. Registration in the Graduate College beyond the first semester depends on satisfactory progress in fulfilling any admission conditions that may have been imposed and maintaining satisfactory academic progress.

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

Course Load and Overloads

Course Load. At the graduate level, the full-time course load during a long semester is nine semester hours; the maximum load is 15 hours. The full-time course load during each summer session is five graduate-level hours; the maximum load is six hours.

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

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

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

Course Load Verification

Verification of students enrolled in the Graduate College varies by semester. If you are enrolled during the fall or spring semester, nine hours is considered full-time, six hours is ¾-time, and five hours is half-time. If you are enrolled during a six-week summer session, five hours is considered full-time, four hours is ¾-time, and three hours is half-time. If you are receiving VA benefits, you must check with the Veterans 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 College. These courses do not apply toward a graduate degree program at Texas State and are not considered for regular admission.
Extended and Distance Learning

The Office of Extended and Distance Learning is the University’s primary focal point for courses and programs offered at a distance to the San Marcos campus and for those offered on evenings and weekends on campus. A variety of support services is available to students who, for whatever reason, are not able to commute and participate in campus-based educational programs.

All graduate courses and programs offered to distance learners carry the same course number, title, and description as those offered at the San Marcos campus. Courses offered at a distance are identified each semester in the Texas State Schedule of Classes and on Cats Web. Programs offered at a distance may be found on Texas State’s Virtual Campus website: [www.txstate.edu/distanceed/](http://www.txstate.edu/distanceed/).

Several educational and cultural experiences are available to Texas State graduate students who enroll each semester in Extended and Distance Learning courses and programs. College credit, for example may be earned through instruction that is offered Online as well as through Correspondence Studies, Study Abroad Programs, International Student Exchange Programs, Extension Studies, English as a Second Language Program, and the Round Rock Higher Education Center. Graduate students may receive course work from a variety of distance delivery systems including the World Wide Web, Interactive TV, Videotape, and face-to-face instruction at various off-campus locations in Texas and abroad.

Correspondence Study

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

Enrollment in a correspondence course does not constitute acceptance to Texas State University nor to any of its graduate programs. Correspondence course work cannot be used toward a doctoral degree at Texas State.

Extension Courses

Extension classes are offered both on and off the Texas State campus. All courses are from the regular Texas State curriculum. Registration for an extension class is completed through the Office of Correspondence and Extension Studies and does not constitute acceptance as a regular student at Texas State. All students must meet TASP requirements prior to enrolling.

Degree Credit for Extension Course Work. The department chair and the Dean of the Graduate College must approve extension work for it to be credited toward a graduate degree. 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. Extension course work cannot be used toward a doctoral degree at Texas State.

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

Extension Transfer Credit. Up to three semester hours of the total allowable six hours of transfer credit for a degree may be earned through extension courses 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.
Add and Drops/Schedule Changes

Information regarding schedule changes can be found in the Schedule of Classes as well as on the Registrar's web site at http://www.txstate.edu/registrar. Schedule changes and withdrawal dates are published each semester in the official University calendar that can be found at the following web site: http://www.txstate.edu/registrar/Academic_cal_all.htm.

For assistance, contact the Office of the Registrar.

Auditing a Course

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

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

Course Numbers

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

Course Credit and Level

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

A student must be enrolled in the course during the semester or summer session in which he or she receives credit for that class. A student may not enroll in a class to:

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

Course Level. All courses required for the graduate degrees offered at Texas State should be at the 5000 level or above. 7000 level courses are open only to doctoral students and students seeking an M.S. degree in Geography.

Undergraduate Course Credit for a Master's Degree. Under extenuating circumstances, a student's graduate advisor may request that undergraduate-level courses numbered 3000 or 4000 be
applied toward the master's degree (up to nine hours). The request for credit may be considered, provided:

a. The student is not on conditional admission and is in good academic standing.

b. The request is submitted on the “Undergraduate Course Approval Form” and is approved by the department chair and the Dean of the Graduate College prior to enrollment.

c. The student receives a grade of “B” or better in the course work requested for graduate credit.

d. Upon completion of the course, the course instructor sends a memo to the Office of the Graduate College 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. The student is responsible for seeing that the instructor notifies the Office of the Graduate College of the satisfactory completion of the course requirements by the student.

e. At least one-half of the hours earned for a major, minor, or a cognate area are of 5000 or 6000 level course work and above.

Any undergraduate course work taken under the above conditions will be considered equal to the course work required for a master's-level (5000 or 6000) course.

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.

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

Texas Certified Public Manager (CPM) Program

The Texas Certified Manager (CPM) Program is offered by the Texas State University-San Marcos William P. Hobby Center for Public Service through the Office of Continuing Education. The CPM Program offered by Texas State is accredited by the National Consortium of Certified Public Managers. It offers a systematic training program to enhance the quality, efficiency, effectiveness, and professionalism of government managers. Individuals may enroll at any time during the year; programs are held 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 without the approval of the appropriate program advisor.

For additional information about the CPM Program, contact the director of the CPM Program at 512-245-3453; fax 512-245-7543; e-mail hb02@txstate.edu; or access the program website at http://www.txstate.edu/cpm.
Post-Graduate Credit

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

Transfer Credit

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

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

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

**Dropping a Class**

Dropping a class is an official action whereby a student drops one or more courses, yet remains enrolled in at least one other course. Refer to the *Schedule of Classes* for details on dropping a class or visit the following web site: [http://www.txstate.edu/registrar/dropinst.htm](http://www.txstate.edu/registrar/dropinst.htm).

**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 if a student officially withdraws from the University or officially drops one or more classes by the “automatic W” Drop/Withdraw deadline.
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.

**Withdrawal**

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

The student must contact the University Registrar in person, by letter, or by fax to withdraw officially from the University. Visit the Registrar’s Office website at [http://www.txstate.edu/registrar/](http://www.txstate.edu/registrar/) or contact the Registrar’s Office at 512-245-2367 for the proper procedures. Students living in university residence halls must also contact the Residence Life Office in person, by letter, or by fax.
Grading and Academic Policies

Academic Information for Graduate Assistants (GA's)

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

Academic Expectations. The graduate/doctoral assistant must maintain a minimum 3.0 grade-point-average with no grade below "C."

Course Load. The graduate/doctoral assistant will discover that there is little flexibility in regard to the amount of coursework in which he or she may enroll. The minimum course load required during a semester is nine semester hours. Students who enrolled in nine hours during the spring semester and plan to enroll the following fall semester are not required to enroll in the summer; otherwise a nine hour summer enrollment is required. Graduate/doctoral assistants taking more than 12 semester hours of course work must have approval from the Dean of the Graduate College. Graduate/doctoral assistants taking more than six semester hours per summer session must have approval from the Dean of the Graduate College.

Allowable Work Hours. During the fall and spring semesters, a graduate/doctoral assistant may work up to 50% FTE (20 hours per week). An exception request with justification from the graduate advisor or department chair approved by the Dean of the Graduate College must be on file for employment over 50%. The Graduate Dean may approve up to a maximum of 75% FTE. During the summer, a graduate/doctoral assistant may be approved by the Graduate Dean to work up to 100% FTE (40 hours per week).

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

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

Honor Code

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

WE ARE CONSCIENTIOUS. We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.
WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

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

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

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

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

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

ADDRESSING ACTS OF DISHONESTY
Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member’s decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion.

Class Attendance

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

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

Religious Holy Days. In accordance with Texas Education Code §51.911, the University allows students who are absent from classes for the observation of a religious holy day to take an examination or complete an assignment scheduled for the day within a reasonable time after the absence.

Coordinating Board rules now provide for an appeal of a disagreement between the student and a faculty member over an absence related to a religious holy day. If a student and an instructor disagree about the nature of the absence being for the observance of a religious holy day, or if there is disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the president or her designee. The president or her designee must take into account the legislative intent of Educational Code §51.911. The student and instructor shall abide by the decision of the president or her designee.
Course Grades

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

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

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

Change of Grade. An individual course grade may be changed when the involved faculty member certifies to the Registrar that an error was made in computing the original grade. The grade change must be approved by the department chair/school director and the appropriate college dean. Students who wish to protest a grade earned in a course should first discuss the grade with the instructor. If no resolution is reached, the student may appeal the grade to the department chair/school director. If no satisfactory conclusion can be reached at this level, the student may appeal to the college dean whose decision is final. In accordance with Texas State’s records retention policies, a student appeal for a change of grade must be filed no later than two years after the grade is issued.

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  C = 2 points  F = 0 points
B = 3 points  D = 1 point

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

Probation and Suspension

A graduate or post-graduate student as defined in this catalog, is required to maintain a 3.0 cumulative grade-point average for all Texas State 4000-, 5000-, 6000-, and 7000-level courses (excluding required background courses) listed on a student’s Degree Audit for a graduate degree. Cumulative GPA’s are computed at the end of the fall semester, the spring semester, and the second summer session (both summer sessions combined are treated as equivalent to one semester in determining satisfactory academic progress).

If a student’s cumulative GPA falls below 3.0 during any semester of enrollment at Texas State, the student will be placed on academic probation. In the next semester of enrollment, the student must raise his or her cumulative Graduate College GPA to 3.0 or above or be suspended from the Graduate College. When the student has achieved a cumulative GPA of at least 3.0 at the end of the semester of probation, the student will be notified that he or she has been removed from probation status.
Readmission. After being on suspension status for six months, a student may petition his or her graduate advisor and the Dean of the Graduate College for permission to reenroll in the Graduate College. Each readmission decision is made on an individual basis. If a student is readmitted after being suspended, the student must maintain a 3.0 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 College with the application subject to the approval of the Dean of the Graduate College. A recommendation from the advisor of the new major program must also be submitted to the Dean of the Graduate College for final approval.

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

Residence Requirement

In general, 24 semester hours of graduate work must be completed in residence at Texas State University-San Marcos if a student is working on a master’s degree.

Doctoral students should refer to the appropriate departmental section of this catalog for residence requirements.
Degree Information

Degree Audit

On the admission application, a student must identify the following choices: major, minor, cognate, no minor option, or area of concentration or specialization (depending on what is required in the program of study), degree type (M.A., M.Ed., M.S., etc.), thesis or non-thesis track. During the first semester of admission, the student should meet with his or her graduate advisor to discuss options and plan the degree program. Because graduate degree programs are individualized according to degree type and student goals, a student's particular degree program may exceed the number of hours identified for the major in this catalog.

After receiving a verified Degree Audit proposal from the student's graduate advisor, usually during the student's first semester after admission, the Office of the Graduate College will approve and finalize the official Degree Audit. Two copies of the outline will be sent to the student, one for the student to sign and return to the Office of the Graduate College, and one for his or her records. The Degree Audit will guide the student in selecting courses for registration each semester. If the student enrolls prior to receipt of his or her official Degree Audit, the student should consult with his or her advisor prior to registration to ensure that the course(s) will count toward the degree. Additionally, the student should request an updated Degree Audit the semester before he or she plans to graduate to make sure course work requirements have been met.

Any deviations from the student's official Degree Audit must have prior approval by the graduate advisor and the Dean of the Graduate College. Requests for changes to a student's Degree Audit must be submitted by the student's advisor to the Dean of the Graduate College on the Degree Audit Change Request Form that can be obtained from the Office of the Graduate College.

Background Course Requirements

Students should refer to the appropriate departmental pages in this catalog for specific information about background requirements or contact the graduate advisor for their program of study.

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

Application for Graduation

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

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

Reapplication for the Degree. If a student fails to complete the degree requirements in time for his or her planned graduation, the student must reapply for the next (or later) graduation by contacting the Office of the Graduate College. Reapplication for the degree must be filed in the Office
Comprehensive Examination

All candidates for graduate degrees must pass one or more comprehensive examinations, either written, oral, or both, covering at least the field of concentration and the thesis or dissertation if one is written. Students with a double major must take a comprehensive examination in each major. The examination for a master’s degree may not be taken until the student has completed at least 18 semester hours of graduate degree credit and may not be taken before the final term or semester if the student has a grade deficiency. Students may take the comprehensive exam without being enrolled in coursework. However, an international student holding an F-1 Visa must contact the International Office at 512-245-7966 to verify being in status with the Bureau of Citizenship and Immigration Services. Doctoral students should check with their respective departments to see when the comprehensive examinations should be taken.

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

Grade-Point Requirements for Graduation

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

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

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

Hour Requirements

Most graduate degree programs require a minimum of 30 semester credit hours with a maximum of 80. If you are also obtaining certification, you may be required to complete additional hours.

Recommendation for the Degree

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

Master’s Degree Time Limit

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

Doctoral students should refer to the appropriate departmental section of this catalog for specific time limit requirements.

Catalog

A student will graduate under the catalog that is current during the semester of his or her graduation unless the Dean of the Graduate College at his or her own discretion finds good cause to grant a waiver. To seek a waiver to graduate under the catalog in effect when a student began his or her Texas State graduate program, the student must make an appeal to his or her graduate advisor to submit a written request to the Dean of the Graduate College. A program may automatically initiate this request. Students who have any questions should contact the Office of the Graduate College at 512-245-2581.

Thesis Requirements for a Master's Degree

If a student elects to follow the thesis option for the degree, a committee to direct the written thesis will be assigned by the department chair in conference with the student. The thesis must demonstrate the student's capability for research and independent thought. Preparation of the thesis must be in conformity with Kate L. Turabian's, A Manual for Writers, or in conformity with the specific guidelines in the student's major department. The thesis handbook may be accessed at http://www.gradcollege.txstate.edu/Thesis&DissertationGuide/index.htm.

Thesis Proposal. The student must submit an official Proposed Research form in triplicate to his or her Thesis Committee. Blank copies of the thesis proposal form may be obtained from the Office of the Graduate College or on the Graduate College web site at http://www.gradcollege.txstate.edu/Thesis&DissertationGuide/Proposed%20Research%20Form.pdf. After obtaining committee members' signatures and the department chair's signature, the student must submit three copies to the Dean of the Graduate College for approval before proceeding with research on the thesis. It is recommended the thesis proposal form be submitted to the Dean of the Graduate College by the end of the student's enrollment in 5399A.

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

Thesis Enrollment and Credit. Enrollment for the thesis will be recorded as course number 5399A for a student's initial thesis enrollment and 5399B for each subsequent thesis enrollment in the field in which the subject matter of the thesis falls, e.g., Biology 5399A, English 5399A, English 5399B, etc. If the student does not complete the thesis during the summer or in a regular semester in which he or she is enrolled for thesis, then the student will receive a grade of "PR," in progress.

A student will be required to enroll in and pay the fee for at least three hours of the thesis course during any semester or term during which the student desires thesis supervision or guidance. Failure to register for the thesis course during a semester in which supervision is received may result in postponement of graduation. After initial enrollment in 5399A, the student will continue to enroll in 5399B as long as it takes to complete the thesis. If a student has not previously enrolled in thesis and plans to work on and complete the thesis in the summer, which does not happen often, the student will enroll in both 5399A and 5399B, since the thesis courses run all summer. 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 six-semester hours credit ("CR") will be awarded only after
the thesis is filed in the Texas State Alkek Library, the binding fee is paid, and the librarian has electronically returned the thesis card to the Office of the Graduate College.

All candidates for graduate degrees who have selected the thesis option must be registered for the thesis course during the semester or Summer I (during summer the thesis course runs ten weeks for both sessions) in which 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 of enrollment in a thesis course, a student may be eligible for a fee reduction if enrolling only in a thesis course and if the student is a Texas resident. The fee reduction must be processed prior to billing and payment. No refunds will be allowed once payment has been received. Please contact the Office of the Graduate College immediately for information on the fee reduction.

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

The following must be submitted to the Office of the Graduate College no later than 18 days before the date of commencement at which the degree is to be conferred:

1. One (1) copy of the thesis in final form on standard paper.
2. Two (2) signature pages (on the same bond paper as required for the thesis that is to be bound by the Alkek Library) bearing original signatures of the committee members.

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

1. Pick up the thesis and signature pages. The Office of the Graduate College will electronically send the thesis card to the Alkek Library.
2. Take two (2) copies of the thesis and two (2) signature pages to the circulation desk in the Alkek Library. Pay the binding fee. The Alkek Library will bind additional copies.
3. Submit the thesis to the Alkek Library no later than 5:00 p.m. on the Thursday one week preceding graduation.

Dissertation Requirements for Doctoral Degrees

Specific dissertation requirements can be found in the appropriate departmental section of this catalog.

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

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<thead>
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</tr>
</thead>
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<td>Accounting</td>
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<td>M.Acy.</td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>Master of Education</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>Anthropology</td>
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<td>Applied Sociology</td>
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<td>Aquatic Biology</td>
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<tr>
<td>Aquatic Resources</td>
<td>Doctor of Philosophy</td>
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<td>Biochemistry</td>
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<td>Biology</td>
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<tr>
<td>Biology</td>
<td>Master of Education</td>
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<td>Business Administration</td>
<td>Master of Business Administration</td>
<td>M.B.A.</td>
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<td>Chemistry</td>
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<td>Chemistry</td>
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<td>Communication Disorders</td>
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<tr>
<td>Communication Disorders</td>
<td>Master of Science in Comm. Disorders</td>
<td>M.S.C.D.</td>
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<tr>
<td>Communication Studies</td>
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<tr>
<td>Computer Science</td>
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<td>Computer Science</td>
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<td>M.S.</td>
</tr>
<tr>
<td>Counseling &amp; Guidance</td>
<td>Master of Education</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>Master of Fine Arts</td>
<td>MFA</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Master of Science in Criminal Justice</td>
<td>M.S.C.J.</td>
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<tr>
<td>Developmental and Adult Education</td>
<td>Master of Arts</td>
<td>M.A.</td>
</tr>
<tr>
<td>Education-Adult, Professional &amp; Community Education</td>
<td>Doctor of Philosophy</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Education-School Improvement</td>
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<td>Ph.D.</td>
</tr>
<tr>
<td>Educational Administration</td>
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<td>Master of Education</td>
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<td>Educational Technology</td>
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<tr>
<td>Elementary Education-Bilingual/Bicultural</td>
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<td>Elementary Education-Bilingual/Bicultural</td>
<td>Master of Education</td>
<td>M.Ed.</td>
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<tr>
<td>Elementary Education-Early Childhood Education</td>
<td>Master of Arts</td>
<td>M.A.</td>
</tr>
<tr>
<td>Elementary Education-Early Childhood Education</td>
<td>Master of Education</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>Family and Child Studies</td>
<td>Master of Science</td>
<td>M.S.</td>
</tr>
<tr>
<td>Geography</td>
<td>Master of Applied Geography</td>
<td>M.A.Ge.</td>
</tr>
<tr>
<td>Geography</td>
<td>Master of Science</td>
<td>M.S.</td>
</tr>
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<td>MAJORS</td>
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<td>THESIS</td>
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<tr>
<td>Geography-Land/Area Development &amp; Management</td>
<td>Master of Applied Geography</td>
<td>M.A.Geo. Optional</td>
</tr>
<tr>
<td>Geography-Geographic Information Systems</td>
<td>Master of Applied Geography</td>
<td>M.A.Geo. Optional</td>
</tr>
<tr>
<td>Geography-Resource &amp; Environmental Studies</td>
<td>Master of Applied Geography</td>
<td>M.A.Geo. Optional</td>
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<tr>
<td>Geography-Environmental</td>
<td>Doctor of Philosophy</td>
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<tr>
<td>Geography-Geographic Education</td>
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<td>Ph.D. Dissertation</td>
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<tr>
<td>Geography-Geographic Information Science</td>
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<td>Ph.D. Dissertation</td>
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<td>Health and Physical Education</td>
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<tr>
<td>Healthcare Administration</td>
<td>Master of Healthcare Administration</td>
<td>M.H.A. Optional</td>
</tr>
<tr>
<td>Healthcare Human Resources</td>
<td>Master of Science</td>
<td>M.S. Optional</td>
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<tr>
<td>Health Education</td>
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<td>M.Ed. Optional</td>
</tr>
<tr>
<td>Health Psychology</td>
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<tr>
<td>Health Services Research</td>
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<td>History</td>
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<td>History</td>
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<td>Industrial Technology</td>
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<td>Interdisciplinary Studies</td>
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<td>M.A.I.S. Optional</td>
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<td>Interdisciplinary Studies</td>
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<td>M.S.I.S. Optional</td>
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<td>Legal Studies-Legal Administration</td>
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<td>Legal Studies-Environmental Law</td>
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<td>Middle School Mathematics Teaching</td>
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<td>Music</td>
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<td>Music-Music Education</td>
<td>Master of Music</td>
<td>M.M. None</td>
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<td>MAJORS</td>
<td>DEGREES</td>
<td>THESIS</td>
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<td>Physical Education</td>
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<td>Public Administration</td>
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<td>Reading Education</td>
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<td>Recreation &amp; Leisure Services- Recreation</td>
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<td>Management</td>
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<td>Recreation &amp; Leisure Services- Therapeutic</td>
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<td>MSRLS</td>
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<td>Recreation</td>
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<td>Sociology</td>
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<td>M.A.</td>
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<td>Secondary Education</td>
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<td>M.Ed.</td>
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<td>Social Work-Direct Practice</td>
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<td>M.S.W.</td>
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<td>Social Work-Administration/ Supervision</td>
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<td>M.S.W.</td>
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<td>Practice</td>
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<td>Sociology</td>
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<tr>
<td>Software Engineering</td>
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<tr>
<td>Spanish</td>
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<td>Special Education</td>
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<td>Technical Communication</td>
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<td>M.A.</td>
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<tr>
<td>Theatre</td>
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<td>M.A.</td>
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<tr>
<td>Wildlife Ecology</td>
<td>Master of Science</td>
<td>M.S.</td>
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# Graduate Minors

Minor Hours Requirements Stated Below

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

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<tr>
<td>Agricultural Education (6 hours)</td>
<td>History (6 hours)</td>
</tr>
<tr>
<td>Anthropology (9 hours)</td>
<td>Industrial Technology (15 hours)</td>
</tr>
<tr>
<td>Aquatic Biology (6 hours) <em>(for Biology majors only)</em></td>
<td>Legal Studies (9 hours)</td>
</tr>
<tr>
<td>Biochemistry (6 hours) <em>(for College of Science majors only)</em></td>
<td>Literature (6 hours)</td>
</tr>
<tr>
<td>Biology (15 hours)</td>
<td>Marine Biology (6 hours) <em>(only for Biology M.A./M.S. majors)</em></td>
</tr>
<tr>
<td>Chemistry (6 hours)</td>
<td>Materials Physics (9 hours)</td>
</tr>
<tr>
<td>Cognate (hours vary by major) <em>(open to selected majors)</em></td>
<td>Mathematics (15 hours)</td>
</tr>
<tr>
<td>Communication Studies (12 hours)</td>
<td>Methods &amp; Materials (hours vary by major specialization) <em>(for Elementary Education and Special Education majors only)</em></td>
</tr>
<tr>
<td>Composite Minor (hours vary by major specialization) <em>(open to selected majors)</em></td>
<td>Music (15 hours)</td>
</tr>
<tr>
<td>Computer Science (9 hours)</td>
<td>Music-Music Education (15 hours)</td>
</tr>
<tr>
<td>Counseling and Guidance (13 hours)</td>
<td>Philosophy (6 hours)</td>
</tr>
<tr>
<td>Criminal Justice (9 hours)</td>
<td>Physical Education (15 hours)</td>
</tr>
<tr>
<td>Developmental &amp; Adult Education (15 hours) <em>(Entrance requirements apply – see department section)</em></td>
<td>Physics (6 hours)</td>
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<tr>
<td>Developmental &amp; Adult Education (9 hours) <em>(Jr. College Education)</em></td>
<td>Political Science (15 hours)</td>
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<tr>
<td>Educational Administration (15 hours) <em>(Entrance requirements apply – see department section)</em></td>
<td>Psychology (12 hours)</td>
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<td>Elementary Education (12 hours)</td>
<td>Reading Education (18 hours)</td>
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<td>Elementary Education-Bilingual/Bicultural (12 hours)</td>
<td>Recreation &amp; Leisure Services (12 hours)</td>
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<tr>
<td>Elementary Education-Early Childhood Education (12 hours)</td>
<td>Secondary Education (15 hours)</td>
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<tr>
<td>Elementary Education-Gifted &amp; Talented (15 hours)</td>
<td>Sociology (9 hours)</td>
</tr>
<tr>
<td>Geography (9 hours)</td>
<td>Software Engineering (9 hours)</td>
</tr>
<tr>
<td>Healthcare Administration (15 hours)</td>
<td>Spanish (6 hours)</td>
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<tr>
<td>Health Education (15 hours)</td>
<td>Special Education (15 hours)</td>
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<tr>
<td>Healthcare Human Resources (15 hours)</td>
<td>Theatre (6 hours)</td>
</tr>
<tr>
<td>Health Services Research (15 hours)</td>
<td>Women &amp; Gender Studies (9 hours)</td>
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# Career Support Areas for Public Administration Majors Only

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<td>Administration of Allied Health Services (9 hours)</td>
<td>International Relations (9 hours)</td>
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<tr>
<td>Administration of Criminal Justice System (9 hours)</td>
<td>Legal &amp; Judicial Administration (9 hours)</td>
</tr>
<tr>
<td>General Public Administration (9 hours)</td>
<td>Public Finance Administration (9 hours)</td>
</tr>
<tr>
<td>Government Information Systems (9 hours)</td>
<td>Social Policy (9 hours)</td>
</tr>
<tr>
<td>Human Resources in Public Administration (9 hours)</td>
<td>Urban &amp; Environmental Planning (9 hours)</td>
</tr>
</tbody>
</table>
Tuition and Fees

The following are general descriptions of the various tuition and fees charged for registration for academic courses. Refer to http://www1.txstate.edu/catsweb/catsstud.htm, for the most current information on the amounts charged for tuition and fees. The University reserves the right to change tuition and fees, in keeping with the actions of the Texas Legislature, the Texas State University System Board of Regents, and University administration.

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

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

Tuition (State-mandated)

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

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

Designated Tuition

Supplements the operating costs of the University (such as for renovation projects, bond debt retirement, faculty and staff salary increases, and deferred maintenance.)

Graduate Tuition Increment – Supplements various aspects of graduate courses of study, including (but not limited to): graduate assistantships, program support, and graduate scholarships.

Student Service Fee

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

Student Center Fee

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

Shuttle Bus Fee

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

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

Student Publications Fee

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

Recreational Sports Fee

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

ID Card Services Fee

Pays for expanded functionality of ID card services as approved by the Board of Regents at the November 2002 meeting. ID card fee will be implemented in Fall 2006.

International Education Fee

Pays for scholarships for Texas State students studying abroad.

Medical Service Fee

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

Off-Campus Fee

Assessed for students enrolled in one or more courses off-campus. The current rate is $23 per SCH. Note that for students enrolled in both on-and off-campus courses, the off-campus fee is in addition to all other fees.

Course Fees

May be assessed for individual courses, depending upon the nature of the course. The amount of course fees vary on a per course basis. These fees are published in each Schedule of Classes or at http://www1.txstate.edu/catsweb/catsstud.htm.
General Property Deposit

All students are required to make a general property deposit of $50.00, payable at the time of registration, which must remain on deposit with the University. This deposit, less any outstanding charges for property loss, damage, breakage or university rule violation, will be returned upon written request to the student graduating or withdrawing from the University. Deposit refunds not requested within four years from date of last attendance are forfeited into a student scholarship account.

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

- Degree Seeking Admission Application Fee: $40
- Post-graduate Students Admission Application Fee: $10
- International/Evaluation Fee for International Students: $50
- Correspondence Instruction (not for graduate credit):
  - (3-hour course): $189
  - (Pro rata portion of fee charged for each additional hour)
- Fee for Extension of Correspondence Course: $35
- Certification Plan Fee:
  - First Plan: $40
  - Additional Plans (each $25)
- Delinquent Installment Fee: $15
- E-Payment Charge: 1%
  - (for handling and other costs of electronic payment services)
- Installment Fee (per installment): $10
- Late Registration Fee: $10
- Matriculation Fee: $15
- Musical Instrument Maintenance Fee: $30
- Musical Instrument Insurance Fee: $10
- Off-campus Course Fee (per SCH): $23
- Physical Therapy Application Fee: $25
- Property Deposit: $50
- Reinstatement Fee: $50
- Residence Hall Deposit: $100
- Returned Check Fee: $25
- Schedule Change Fee (maximum): $10
- Special Late Registration Fee: $50
- Student Health Center Fee for Overdue Accounts: $5
- Transcript Fee (official copy): $5
Laundry Service Fees for Physical Education Uniforms

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

Laundry Service Fee for PE Uniforms ..................................$14 per long term
                                                          ..................................7 per summer session

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

Students ............................................................................$14 per long term
                                                          ..................................7 per summer session
Faculty, staff, or spouse of faculty or staff .......................$40 for twelve months
                                                          ..................................15 per long term
                                                          ..................................5 per summer session
Children of faculty or staff 18 years of age or younger .....$10 per long term
                                                          ..................................5 per summer session
Additional Fees and Expenses

International/Evaluation Fee

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

F-1 Visa

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

Auditing Fees

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

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 or doctoral degree candidate for graduation may be eligible for a one-time fee reduction under V.T.C.A, Education Code, Section 54.054, if the student is registered for thesis or dissertation credit only and provided such credit is the final credit hour requirement for the degree in progress. Only Texas residents can qualify for this fee reduction.

Procedure. If a student meets the above qualifications, these are the steps to follow during registration:

1. Register by phone or CatsWeb. Immediately after completing the registration process, contact the Office of the Graduate College to request a "Fee Reduction Verification of Enrollment" form.
2. The Office of the Graduate College will verify student eligibility to obtain reduction and then forward the Fee Reduction Verification of Enrollment form to the Cashier's Office, which will adjust the bill.
3. The adjustment must be made BEFORE paying fees since the University policy does not allow for refunds.
Tuition and 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. The 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. (At the time of publication, these policies were under review and may change. Refer to the Cashier's website at http://www.vpfss.txstate.edu/gao/cashiers.htm for current information.)

Financial Obligations, Student

Students are expected to meet financial obligations to the University within the designated time allowed. Registration fees are payable before classes begin. Students are not entitled to enter a class or laboratory until their fees and deposits have been paid. Failure to pay the amount owed on or before the University-specified due date(s) or payments made with checks that are returned to Texas State unpaid by the bank may result in any or all of the following: 1) dismissal from the University, 2) withholding of future registration privileges, 3) withholding the issuance of future grades or of an official transcript, 4) withholding the conferring of a degree, 5) bar against re-admission for the student, 6) warrant holds with the State of Texas, and 7) referral of debt to collection agency. Delinquent accounts may be referred to a collection agency and the student is responsible for all attorney and collection fees (which may equal at least 33 1/3 % of the unpaid balance).

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

Late Registration Fee

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

Campus Parking/Vehicle Registration

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

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

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

1. Full payment is due prior to the start of the semester.
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 Schedule of Classes for specific 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 Texas State University-San Marcos. Visa, MasterCard, and American Express payments are also accepted upon presentation of the credit card or on the web at: http://www.txstate.edu/pay_tuition.

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.

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

Returned Checks. If a check or checks are returned unpaid for any reason other than the admitted error of the bank, the student must pay in cash, cashier’s check or money order immediately and a $25 service fee is assessed for each returned check.

If a registration check is returned unpaid, the student must make payment (check amount along with $25 service fee) within ten working days. If the student does not make restitution within the notified time period, the University reserves the right to initiate withdrawal procedures. Students will not be officially withdrawn from the University by the Cashier’s Office unless they are notified in writing. It is the student’s responsibility to initiate a formal withdrawal from the University at the Registrar’s Office.

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

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

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

The determination of residency classification for tuition purposes is governed by statutes enacted by the Texas Legislature and rules and regulations promulgated by the Texas Higher Education Coordinating Board. 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 Undergraduate Admissions Center.

A student’s status as a resident, non-resident, or foreign student will be determined prior to enrollment. The student is responsible for registering under the proper residence classification. Any change in residency status must be reported to the Undergraduate Admissions Center. Application for reclassification must be submitted to the Undergraduate Admissions Center prior to the official census date of the relevant term.

**Minors and Dependents.** Statute: Section 54.052 (a)(1)(2)(3). “Residence” means “domicile”. “Resided in” means “domiciled in”. “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) 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 non-resident student.

Section 54.052(d) 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 non-resident 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 54.0551. An individual who is 18 years of age or under or is a dependent and who, along with the individual’s parents, was formerly a resident of this state is entitled to pay tuition at the rate provided for Texas residents if: (1) the individual and the parent who is the individual’s managing conservator or who is the individual’s joint managing conservator with whom the individual primarily resides change their legal residence from this state to another state; and (2) the other parent who is the individual’s possessory conservator or who is the individual’s joint managing conservator with whom the individual does not primarily reside continues to reside in this state and is not delinquent on the payment of any child support.

**Foreign Students.** Statute: Section 54.057 (a). An alien who is living in this country under a visa permitting permanent residence or who has applied to or has a petition pending with Citizenship and Immigration Services to attain lawful status under federal immigration law has the same privilege of qualifying for resident status for tuition and fee purposes under this subchapter as has a citizen of the United States. (NOTE: A list of qualifying visa categories is available from the Undergraduate Admissions Center. Persons applying for permanent resident status may not be considered for reclassification for tuition purposes until they have filed a Petition for Alien Relative (I-130) or an Immigrant Petition for Alien Worker (I-140) with the Bureau of Citizenship and Immigration Services and have resided in Texas a minimum of 12 consecutive months. Undocumented aliens are considered non-residents for tuition purposes, unless they meet the criteria outlined in the TEC 54.052(j)).

**Married Students.** Statute: Section 54.056 A student who is a resident of Texas and who marries a non-resident 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) 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) 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 non-resident student.

Section 54.052(g) 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 dependents must return to the state to live, in order for the dependent to be considered a resident.)

Reclassification. Section: 54.054 A non-resident 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. After residing in Texas for at least 12 months, a non-resident student may be reclassified as a resident student as provided in the rules and regulations adopted by the Coordinating Board, Texas College and University System. Any individual reclassified as a resident student is entitled to pay the tuition and fee for a resident of Texas at any subsequent registration as long as he continues to maintain his legal residence in Texas. (NOTE: Application for reclassification must be submitted to the Undergraduate Admissions Center prior to the official census date of the relevant term. Students seeking reclassification should contact the Undergraduate Admissions Center for further information.)

Exceptions. A non-resident may qualify to pay in-state tuition if:
1. The student or student's spouse or parent is a member of the Armed Forces or a commissioned officer of the Public Health Service and is stationed in Texas. (Military and Public Health Service personnel who maintain their official home of record as Texas or who meet the criteria for establishing a domicile in Texas are considered to be Texas residents. Contact the Undergraduate Admissions Center for specific requirements.)
2. The student or student's spouse or parent is employed at least half-time as a teaching or research assistant in a position related to the assistant's degree program at a Texas public institution of higher education.
3. The student or student's spouse or parent is employed at least half-time on a regular monthly salaried basis as a teacher or professor at a Texas public institution of higher education.
4. The student holds an approved competitive scholarship from Texas State of at least $1000 for the academic year or summer awarded by an official Texas State scholarship committee.
5. The student or student's spouse or parent has located in Texas as an employee of a business or organization that became established in this state as part of the state economic development and diversification program. (Note: Contact the Undergraduate Admissions Center for a list of qualified employers.)
6. The student is a New Mexico resident who resides in a county bordering Texas.
7. The student is a Louisiana resident who resides in a parish bordering Texas.
8. The student is a resident of Mexico who has demonstrated a financial need.

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 any charges, will be returned to the student upon request. Any general property deposit which remains without call for a period of four years from the date of last attendance at Texas State 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 withdrawn through the Registrar’s Office, is entitled to a refund of tuition and fees under the conditions listed below. The amount actually paid, either in full or by installment, must be greater than the percentage of the total semester’s charges owed to the University at the time of the withdrawal. The amount of the refund is calculated as follows:

\[
\text{(Amount paid for tuition and refundable fees)} - \left(\text{semester charge for tuition and refundable fees times percentage owed}\right) = \text{refund, if positive amount.}
\]

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

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

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

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

Payment of Refunds. An immediate refund will not be made at the time a student withdraws or reduces hours during a semester. Any refund will be applied to remaining obligations. If a student has paid in full, a check will be mailed 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 Course Offerings Other Than Traditional Fall, Spring, or Summer Terms

For refunds on special course offerings, which vary in length from traditional semesters/terms, refer to the Cashier’s office web page at www.vpfss.txstate.edu/acct/cashiers.html for current information.
Refund in the Event of Death

In the event a student dies and a refund of tuition, fees, room and board, deposits, or other 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 funds.
College of Applied Arts
Department of Agriculture

Major and Degree Offered:
Agricultural Education, M.Ed.

Major Program

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

Admission Policy

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. GRE scores 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 preferred GRE score of 950 (verbal and quantitative combined).

Courses Offered

Agriculture (AG)

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

5370 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5318</td>
<td>Administration and Supervision of Vocational Education</td>
<td>(3-0)</td>
<td>The administration of comprehensive vocational education programs with emphasis on the operation and implementation of programs governed by state and national laws.</td>
</tr>
<tr>
<td>5319</td>
<td>Adult Education Program Development and Methods</td>
<td>(3-0)</td>
<td>The rationale, planning, implementing, conducting, and evaluation of adult education programs in formal and non-formal settings will be discussed.</td>
</tr>
<tr>
<td>5320</td>
<td>History and Principles of Vocational Education</td>
<td>(3-0)</td>
<td>Study of history, basic principles, and philosophy of different programs of vocational education existing today.</td>
</tr>
<tr>
<td>5321</td>
<td>Diffusion of Innovations</td>
<td>(3-0)</td>
<td>Dynamics of cultural change as theoretical framework for planned technological change, methods of implementing change, the effects of change, and the prediction of change.</td>
</tr>
<tr>
<td>5322</td>
<td>Research Methods in Vocational Education</td>
<td>(3-0)</td>
<td>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.</td>
</tr>
<tr>
<td>5323</td>
<td>Guidance</td>
<td>(3-0)</td>
<td>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.</td>
</tr>
<tr>
<td>5324</td>
<td>Curriculum Development of Vocational Programs</td>
<td>(3-0)</td>
<td>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.</td>
</tr>
<tr>
<td>5335</td>
<td>Advanced Farm Power and Machinery</td>
<td>(3-0)</td>
<td>Advanced study in areas related to the usage of farm power units and machinery in the production and processing of food and fiber. Emphasis will be placed on modern technology associated with various equipment utilized in mechanized agriculture.</td>
</tr>
<tr>
<td>5336</td>
<td>Agricultural Structures Design</td>
<td>(3-0)</td>
<td>Principles of design and construction for structures associated with agricultural production. Emphasis will be placed on processes, materials and standards associated with different areas of production agriculture.</td>
</tr>
<tr>
<td>5337</td>
<td>Advanced Welding Processes and Designs</td>
<td>(3-0)</td>
<td>Advanced study in areas related to welding processes and equipment utilized in the design, construction and repair of agricultural structures and equipment. Emphasis will be placed on processes and methods, which may be applicable to agriculture production situations as well as in the processing of agricultural products.</td>
</tr>
<tr>
<td>5399A</td>
<td>Thesis</td>
<td></td>
<td>This course represents a student's initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Agricultural Education 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.</td>
</tr>
<tr>
<td>5399B</td>
<td>Thesis</td>
<td></td>
<td>This course represents a student's continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.</td>
</tr>
</tbody>
</table>

**Graduate Faculty**

- **Angirasa, Aditi K.**, Professor of Agriculture. B.A., Punjab University; M.S., California State Polytechnic University; M.S., University of California at Davis; Ph.D., Texas A&M University.
- **Cade, Tina M.**, Associate Professor of Agriculture. B.S., M.S., Kansas State University; Ph.D., Texas A&M University.
- **Rahe, C. Hardin**, Professor of Agriculture and Chair of the Department of Agriculture. B.S., Tarleton State University; M.S., Ph.D., Texas A&M University.
Department of Criminal Justice

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

Major Program

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

The M.S.C.J. degree provides a 36-semester hour program with thesis and non-thesis options. Both the thesis and the non-thesis options require the completion of Criminal Justice 5310, Criminal Justice 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 three hours of designated electives (chosen from the approved options) and a thesis worth six semester credit hours. The non-thesis option requires completion of Criminal Justice 5370 and six hours of designated electives (chosen from the approved options).

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

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

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

Admission Policy

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

Regular Admission

In order to be considered for regular admission to the M.S.C.J. program, the applicant must have 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 have a preferred GRE score of 900 or higher. Students who have a 3.25 or higher GPA (on a 4.0 scale) in the last 60 semester hours of undergraduate work may have their application considered without the GRE score on file, although the GRE test must be taken in the first long semester after admission to the program and the scores must be reported to the Office of the Graduate College. A
student will be permitted to enroll for only one semester (fall, spring, or summer) prior to having the GRE score on file in the Office of the Graduate College.

Additional Course Requirements

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

Admission Appeal Process

If a student is denied admission to the M.S.C.J. program and would like to appeal the decision, the student should contact the graduate advisor of the 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 nonconforming behavior. The principal contributions of architects and theorists of systems of social justice are examined with emphasis on major Western European schools of thought. Special emphasis given to the development of the scientific method and its role in the contemporary system of justice.

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

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. Repeatable for credit.

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

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

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

5380B Police in Society. (3-0) This special topics course will explore issues of modern policing, including current issues such as community policing and problem-solving policing.

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

5399A Thesis. This course represents a student's initial thesis enrollment. Credit is not awarded until student has completed the thesis in Criminal Justice 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

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. Graded on a credit (CR), progress (PR), no credit (F) basis.

Graduate Faculty

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

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

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

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

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

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

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

Pollock, Joycelyn, Professor of Criminal Justice. B.A., Whitman College; M.A., Ph.D., SUNY-Albany; J.D., University of Houston
Stone, William E., Professor of Criminal Justice. B.S., M.S., Ph.D., Sam Houston State University.

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

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

Major and Degree Offered:
Family and Child Studies, M.S.

Major Program

The Department of Family and Consumer Sciences offers the Master of Science degree with a major in Family and Child Studies. The graduate program provides students with the knowledge and expertise to attain professional positions and advancement opportunities in family and child programs. The curriculum is designed to provide advanced training in areas of child development, research methodology, theory related to families and children, current issues affecting families and children, and family and child program design, administration, and evaluation.

The Master of Science degree provides a 36-semester hour program with a thesis and non-thesis option. Both the thesis and the non-thesis options require the completion of a common core of 18 semester credit hours and a 3 hour Practicum in Family and Child Studies. Students choosing the thesis option are required to complete a 6-hour thesis requirement. A non-thesis option requires the completion of an additional 3-hour practicum. Thesis students will have 9 semester credit hours of elective courses chosen by the student to create a concentration; non-thesis students will have 12 semester hours of electives for a concentration.

The core curriculum required of all students includes the following courses:

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

Comprehensive Exam

Thesis Option: The student is required to present an oral defense of the completed thesis to the Thesis Committee.

Non-Thesis Option: The student is required to make an oral presentation regarding the practicum experience to graduate faculty.

Admission Policy

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

- The applicant's grade point average (GPA) must be 2.75 on a scale of 4.0 calculated on the last 60 semester hours of undergraduate work leading up to the bachelor's degree.

- An acceptable score on the general portion of the Graduate Record Examination (verbal and quantitative combined) for students with a minimum GPA of 2.75 or higher.
• If the applicant has a GPA of less than 2.75, but at least a 2.50, a (GRE) score of 900 or above is preferred.
• Recommendation from three persons capable of evaluating the applicant’s ability and potential.
• Statement of interest and goals for graduate study from the applicant.

Note: Leveling courses are required for applicants with limited academic credentials in Family and Child Studies.

Conditional Admission

A student who has a GPA of less than 2.75 in the last 60 hours of undergraduate work and a GRE score of less than 900 may apply for conditional admission consideration. Applications for conditional admission are reviewed by the Family and Child Studies graduate faculty for recommendations regarding admission and additional requirements. The Dean of the Graduate College makes the final conditional admission decision. When the requirements for conditional admission have been met, the student is eligible for regular admission.

Certificate Program

Dietetic Internship. The Dietetic Internship at Texas State 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 the Registration Exam, which is required to become a Registered Dietitian.

This program incorporates a minimum of 1100 hours of supervised practice with three graduate courses that address topics related to dietetic practice. The program is currently accredited by the Commission on Accreditation for Dietetics Education of the American Dietetic Association. Students must maintain a 3.0 grade point average in their 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 Graduate College, and a minimum undergraduate GPA of 3.00.

Courses Offered

Family and Consumer Sciences (FCS)

5302M Parent-Child Relationships. (3-0) The study of cultural values and beliefs regarding children and the reflection of these in childrearing practices and early care and education programs and practices in selected countries around the world. The interactive influence of culture and national policies on early childhood programs and practices will also be studied.

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

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

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

5302E Infant and Early Childhood Mental Health. (3-0) This course provides an interdisciplinary understanding of the social and emotional development of infants and young children within the context of the family. Focus will be on the role of the infant mental health specialist in strengthening the development of young children and the parent-child relationship.
Prerequisite: Graduate Standing.

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

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

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

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

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

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

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

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

5354 Programs and Practices in Family and Child Studies. (3-0) Planning and implementation of family and child programs. Needs assessments, models, delivery systems, and evaluation procedures for programs for families with diverse needs. Includes single parents, adolescent parents, and parents of children with developmental disabilities.

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

5356 Advanced Program Administration. (3-0) Study of family and child services systems. Management theory and strategies, strategic planning, program development and implementation, personnel management, and public policy are emphasized.
5357 **Comparative Studies in Child Development.** (3-0) The study of cultural values and beliefs regarding children and the reflection of these in childrearing and early care and education programs and practices in the U.S. and selected countries. The interactive influence of culture and national policies will also be studied.

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

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

Prerequisite: FCD 5358

5399A **Thesis.** (3-0) This course represents a student's initial thesis enrollment. Focus is on identification of thesis topic, review of literature, and research design. No thesis credit is awarded until student has completed the thesis in FCD 5399B. Graded on a credit (CR), progress (PR), no credit (F) basis.

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

Prerequisite: FCD 5399A.

**Nutrition (NUTR)**

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

Prerequisites: Admission to Texas State Dietetic Internship. Graded on a credit (CR), no credit (F) basis.

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

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

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

5364 **Sports Nutrition.** (3-0) An advanced course focusing on the physiological and biochemical importance of nutrition to physical performance, health, and fitness. Emphasis on evaluating physiological efficacy, regulation, and safety of ergogenic aids and other commercially available supplements. The course requires significant reading and interpretation of scientific literature.
Graduate Faculty

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

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

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

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

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

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

Vattem, Dhiraj, Assistant Professor of Family and Consumer Sciences. B.S., Delhi University; M.S., Central Food Technological Research Institute; Ph.D., University of Massachusetts.

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

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

Yazedjian, Ani, Assistant Professor of Family and Consumer Sciences. B.A., University of Florida; M.S., Ph.D., University of Illinois at Urbana-Champaign.
Occupational Education Program

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

Major Programs

The Master of Science in Interdisciplinary Studies (M.S.I.S.) degree is coordinated through the Occupational Education Program. 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 (nine hours in effective communications), an academic module (21 hours), and an exit module (nine hours). Further information may be obtained by contacting the Director of Occupational Education, referencing the “Interdisciplinary Studies” section of this catalog or the Occupational Education web site at www.oced.txstate.edu.

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

Career & Technology Education Certification (CATE)

Occupational Education offers teaching certification programs in the areas of Trade and Industrial Education, Marketing Education, and Business Education. Students who choose one of the CATE certification sequences are prepared for employment in the public schools of Texas provided they have the proper work experience and other criteria completed. Students completing all courses and meeting all Texas Education Agency (TEA) experience and academic requirements will receive a provisional certificate.

Trade and Industrial Education. This certification qualifies individuals to teach trade and industrial education programs in the Texas junior and senior high schools. Trade and 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.

Business Education. Certification qualifies individuals to teach high school courses in business education. The courses provide secondary students with training through lab or work-based delivery systems for entry-level positions in office-related occupations. Students also have the opportunity to participate in the student leadership organizations, Business Professionals of America and Future Business Leaders of America.

Marketing Education. Certification qualifies individuals to teach 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 work-based training; and (4) coordinated student leadership activities through membership in DECA, an association of marketing students.

**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 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**

**Career & Technical Education (CATE)**

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

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

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

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 Instructional Materials Development Technology. (3-0) Research findings and theoretical concepts related to instructional materials development. Topics included are: history of curricular innovation, needs assessments, intervention models, cognitive architecture, curriculum development paradigms, and evaluation models.
5307 Selection, Placement, and Follow-Up in Cooperative Education. (3-0) Organizing and operating cooperation training programs in the community. Includes procedures for selecting career and technology education occupations and training stations suitable for providing training to high school youth, placement of students in suitable employment for part-time training, coordinating students' school and on-the-job training activities, organizing the classroom facilities, preparation of necessary reports, and preparation and maintenance of an effective record system.

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

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

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

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

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

5313E Special Topics in Career and Technology Education: Human Problems in the Workplace. (3-0) Understanding intervention, prevention of diverse human problems among students and employees will be the focus of this course. Such problems include substance abuse and dependency; child abuse; domestic violence; stress; depression and anxiety, and others.

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

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

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

5321 Work-based Learning in Career and Technology Education. (3-0) The course is intended for teacher coordinators of work-based programs in trades and industrial cooperative education. There is an emphasis on selection of occupations and training stations, student recruitment, instructional coordination in numerous on-the-job experiences, state and local reports, and recordkeeping requirements. Research conducted on local districts.
5322 Teaching/Training as a Profession. (3-0) Designed to emphasize the professional requirements of teaching and training in various settings. Topics include organizations and management of facilities, effective inventory systems, and designing challenging course outlines that embrace reform efforts. Research conducted on industry expectations.

5323 Technology Applications. (3-0) This course covers the use and integration of computers and multimedia in the classroom or office. Topics include computing hardware and software, word processing, spreadsheets, databases, desktop publishing, graphics, presentation software, the Internet, e-mail, and web-page creation. Opportunity is provided for review of SBEC examination in Trade and Industry.

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

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

5380 Management of Business Office Education Training Programs. (3-0) For instructors in educational and industry settings. An in-depth analysis of governmental policies relating to teaching and training, coordinating a work-based learning program, assisting individuals with transition to the world of work or further schooling, site visit to inspect facilities of a classroom or training facility, and the use of technology.

5381 Instructional Strategies in Business Office Education Training Programs. (3-0) For instructors in educational and industry settings. Preparing in-depth individualized units of instruction including selection of curriculum, incorporating technology in teaching and training, and methods of assessment.

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

Occupational Education (OCED)

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

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

Prerequisites: OCED 5300 and approval of research proposal.
5302 Applied Interdisciplinary Research Part 2. (3-0) This course is the final course in the interdisciplinary research series. It requires the development of a comprehensive final research report including extensive tables and graphs. Students must also be prepared to present the findings of the research to the Occupational Education faculty and students at the Graduate Research Forum.

Prerequisite: OCED 5301.

Graduate Faculty

Pevoto, Barbara, Associate Professor of Occupational Education. B.S., M.Ed., Ed.D., University of Houston.

Pierson, Michael James, Professor of Occupational Education. B.S.Ed., Abilene Christian University; M.Ed., Texas State University-San Marcos; Ed.D., Texas A&M University.

Springer, Stephen Barry, Associate Professor of Occupational Education and Program Chair of Occupational Education. B.A., St. Mary’s University; M.Ed., Our Lady of the Lake University; Ed.D., Texas A&M University.
Emmett & Miriam McCoy College of Business Administration

The Emmett & Miriam McCoy College of Business Administration is a learning community dedicated to pursuing and sharing values, knowledge and skills that enable students to compete in a dynamic business environment. Serving primarily students from Texas, the McCoy College uses an applied approach focusing on creating a learning environment that places primary importance on teaching excellence complemented by intellectual contributions and supported by service.

The M.B.A. program at Texas State emphasizes the knowledge and tools needed for professional success and is designed for those individuals who expect to pursue careers in the management of organizations in either the public or private sector. The curriculum provides broad-based, generalized education with the flexibility to meet individual needs rather than a narrow, predetermined specialization.

Students interested in careers related to international business may choose to seek the M.B.A. degree with a Latin American Business emphasis. The emphasis in Latin American Business provides a concentration of study in international business and language, as well as an introduction to cultural, historical and political issues that are essential to doing business in a global economy. Enrollment in the M.B.A. with a Latin American Business emphasis is open to all students in the M.B.A. degree program.

The M.B.A. with an Engineering and Technology emphasis is offered in cooperation with the Department of Engineering and Technology, an academic division of the College of Science. Graduates have established an excellent record of placement, and M.B.A. students pursuing the engineering and technology specialization should find enhanced career opportunities with companies oriented significantly toward engineering and technology.

The M.Acy. program is designed to broaden the educational experience of individuals preparing for a career in the accounting profession. Students explore the social, ethical, and environmental effects of accounting information on those who rely on it for their decision making needs. The M.Acy. program can be used to satisfy the 150-hour education requirement for the Certified Public Accountant (CPA) exam in Texas.

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

Certificate Programs Offered:
Computer Information Systems
Latin American Business

Application Deadlines

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

<table>
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<tr>
<th>Attending</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>June 1</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>October 1</td>
</tr>
<tr>
<td>Summer Term</td>
<td>April 1</td>
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</tbody>
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Deadline dates are subject to change.
Admission Policy

All Applicants. All applicants must hold a baccalaureate degree from a regionally accredited university. Admission to all graduate business degree programs is competitive and designed to identify those applicants who have the ability, interest, and maturity to manage the rigors of the programs as well as potential for future professional growth. The Admissions Committee will carefully consider all aspects of an applicant’s professional and academic background. The Admissions Committee will be looking for applicants with strong academic performance throughout their undergraduate experience and competitive scores on the Graduate Management Admission Test (GMAT).

Also very important to the Admissions Committee are qualitative elements such as letters of recommendation, quality of written essays, relevant work experience, extracurricular and community activities, honors and achievements, and other personal characteristics that will enhance diversity in academic programs.

International Applicants. All international applicants (non-U.S. citizens) must fulfill the Test of English as a Foreign Language (TOEFL) requirement as identified in the “Admission Documents” section of this catalog. Fluency in reading, speaking, and writing English is expected of all accepted students.

Major Programs

Master of Business Administration, M.B.A.

The M.B.A. degree (a 54-hour program) consists of three requirements: background courses, graduate core courses, and elective courses. In addition, the M.B.A. degree may be earned under a non-thesis or a thesis plan. Under the non-thesis plan, the student must satisfy the 18 semester hours of background courses, 24 semester hours of graduate-level core courses, and 12 semester hours of electives. Under the thesis plan, the student must satisfy the 18 hours of background courses, 24 semester hours of graduate-level core courses, 6 semester hours of electives, and 6 semester hours of thesis. An in-depth analysis of a case designed to integrate the M.B.A. core areas is required in both plans and satisfies the University’s requirement for a comprehensive examination.

Students seeking the M.B.A. degree with a Latin American Business emphasis are required to complete the 18 hours of background classes, Intermediate Spanish or Portuguese, 24 hours of graduate-level core course, six hours of non-core required courses, and six hours of elective courses. An in-depth analysis of a case designed to integrate the M.B.A. core areas is required and satisfies the University’s requirement for a comprehensive examination.

The M.B.A. degree with an Engineering and Technology emphasis consists of three requirements: background courses, core graduate business and engineering and technology courses, and graduate engineering and technology electives. Students must satisfy 18 semester hours of background courses, 27 hours of graduate-level core courses, and nine hours of elective courses. An in-depth analysis of a case designed to integrate the M.B.A. core areas is required and satisfies the University’s requirement for a comprehensive examination.

Background Courses. The purpose of the background courses is to provide theory of the discipline and 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 following courses comprise the background:

- Accounting: ACC 5303* or equivalent
- Business Law: BLAW 5308* or equivalent
- Economics: ECO 5302* or equivalent
Finance
MIS
Statistics

FIN 5307* or equivalent
CIS 5306* or equivalent
QMST 5309* or equivalent

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

Background courses cannot be used to fulfill the 36 hours of M.B.A. 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 non-degree seeking students to take undergraduate courses only while admission deficiencies are corrected. See “Categories of Admission ‘Non-Degree Seeking Applicants’” section for further information regarding enrolling as a non-degree seeking student.

Students seeking the M.B.A. with a Latin American Business emphasis and the M.B.A. with an Engineering and Technology emphasis complete the same background courses as M.B.A. students. In addition, the Latin American Business emphasis requires Intermediate Spanish I and II or Intermediate Portuguese I and II (or their equivalents).

Graduate Core Courses. In addition to satisfying the background courses, all M.B.A. students must complete 24 semester hours of graduate core courses. Students must satisfy all prerequisites (including the background course or its equivalent) of a graduate course before enrolling. Advanced Statistical Methods for Business, QMST 5334, 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 M.B.A. program.

Students seeking the M.B.A. with a Latin American Business emphasis complete the same core courses as M.B.A. students with the following exceptions:

1. Instead of MKT 5321, Marketing Management, students seeking the Latin American Business emphasis complete MKT 5330, International Marketing.
2. Instead of six hours of elective courses, students seeking the Latin American Business emphasis complete two non-core required courses (ECO 5320, Latin American Economics, and MGT 5375, International Management – Latin America).

Students seeking the M.B.A. with an Engineering and Technology emphasis complete the same core courses as M.B.A. students with the following two exceptions:

1. Instead of completing ECO 5316, students seeking the M.B.A. with an Engineering and Technology emphasis complete TECH 5315, Engineering Economic Analysis.
2. Instead of taking a three-hour elective course, students seeking the M.B.A. with an Engineering and Technology emphasis complete an additional core course, TECH 5364, Statistical Applications in Manufacturing Process Control.

Engineering and Technology courses and their descriptions are listed under the Department of Engineering and Technology section within the College of Science.

Elective Courses. In addition to the 24 semester hours of core courses, M.B.A. students who choose the non-thesis plan must complete 12 hours of graduate-level electives, and students who choose the thesis plan must complete six hours of graduate-level electives. Electives are available in
accounting, information systems, economics, finance, management, marketing, quantitative methods, and disciplines outside the field of business. A maximum of six elective hours may be taken outside of business but must be approved by the Emmett & Miriam McCoy College of Business Administration Graduate Policies Committee and the Dean of the Graduate College before the student enrolls in the course.

Students seeking the M.B.A. with a Latin American Business emphasis complete six hours of graduate-level electives. One elective course in international business is selected from ECO 5310, FIN 5337, or BLAW 5368G, and one elective course in Latin American area studies is selected from HIST 5323, HIST 5324, HIST 5325, SPAN 5307, or SPAN 5308B.

Students seeking the M.B.A. with an Engineering and Technology emphasis complete nine hours of graduate-level electives. Recommended technology electives are TECH 5382, Industrial Ecology; TECH 5385, Readings in Technology; and TECH 5387, Planning Advanced Technology Facilities. The courses and their descriptions are listed under the Department of Engineering and Technology section of this catalog. Other graduate-level technology courses are acceptable as electives. However, courses other than the three listed above may require certain background work. Students must secure permission of their major advisor before enrolling in any other elective course.

Degree Requirements. In summary, the requirements for the M.B.A. 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 M.B.A. degree program;
2. Eight M.B.A. core courses as listed below under “Core Courses” and for students who select the M.B.A. with a Latin American Business emphasis, two non-core required courses (six hours).
3. Elective course work as determined by thesis/non-thesis options, the Latin American Business emphasis or the Engineering and Technology emphasis:
   a. For students who select the non-thesis plan, four M.B.A. graduate-level elective courses (12 hours); or
   b. For students who select the thesis plan, two M.B.A. graduate-level elective courses (six hours) and a thesis (six hours credit);
   c. For students who select the M.B.A. with a Latin American Business emphasis, two graduate elective courses (six hours);
   d. For students who select the M.B.A. with an Engineering and Technology emphasis, three graduate-level engineering and technology elective courses (nine hours).
4. The comprehensive examination;
5. Acceptance of the thesis if the thesis degree plan is selected.

Courses Offered

Background M.B.A. 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.

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 The Legal, Ethical, and Regulatory Environment of Business. (3-0) A broad based course on the fundamentals of business law, as viewed from the managerial standpoint. Topics include court systems, constitutional law, contracts, sales, consumer rights, employment, antitrust, agency, and ethical considerations.

QMST 5309 Statistical Methods for Business Analysis. (3-0) A study of probability, statistical inference, and regression analysis, and the use of these tools for the purpose of decision making in business and economics.

M.B.A. 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 student’s M.B.A. program.

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

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. (M.B.A. with Technology Emphasis students complete TECH 5315.)

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.

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.

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.

Prerequisite: CIS 5306 or equivalent.

ACC 5361 Accounting Analysis for Managerial Decision Making. (3-0) Use of accounting information for improving managerial decision making. Emphasis is on understanding the practice of business management, budgeting, cost behavior, and operational, internal, and management control.

Prerequisite: ACC 5303 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.

M.B.A. Elective Courses (Students must complete the appropriate background course or its equivalent before enrolling in 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.

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

MGT 5311 Quality Issues in Modern Organizations. (3-0) Learn existing and latest developments in quality management and the role of quality for scalable enterprises. Implementation and deployment of quality approaches throughout organizations is emphasized. Assessment of effectiveness in the interactions of the managerial and technical systems of an organization is also studied.

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.

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.

ECO 5320 The Latin American Economies. (3-0) A study of the structural characteristics of the Latin American economies, with emphasis on analyzing their salient economic problems and opportunities in the present and future.

FIN 5322 Investment Analysis. (3-0) This course provides an introduction to the basic concepts of investments and investment management. It is designed to develop a framework within which to view the investment process in a global environment and an understanding of the institutional setting in which investment decisions are made.
Prerequisite: FIN 5387.

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.

MGT 5330 Seminar in Human Resource Management. (3-0) A study of current developments and practices in human resource management, including employment laws; planning, recruitment and selection; training and development programs; wage and benefits administration; performance management, human relations and productivity; labor relations; safety and health; and current contributions to human resource management theory.
MKT 5330 International Marketing. (3-0) An application of marketing concepts to the global business environment. Examines marketing in the light of international economic, social, cultural, business, and environmental factors.

MKT 5331 Integrated Marketing Communications. (3-0) An analysis of consumer behavior in the marketplace and its application to the preparation & presentation of a complete integrated marketing communications plan for a local, regional, and/or national client.

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

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

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

Prerequisite: FIN 5387

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

Prerequisite: FIN 5387.

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.

Prerequisite: FIN 5387.

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

Prerequisite: FIN 5387.

CIS 5355 Database Management Systems. (3-0) Explores the concepts, principles, issues, and techniques for managing corporate data resources using database management systems. The course includes techniques for analysis, design, and development of database systems, creating and using logical data models, database query languages, and procedures for evaluating database management software. Students will use a relational database management system to develop a management information system.

CIS 5356 Business Telecommunications. (3-0) Explores the technology that is revolutionizing the manner in which business and government conduct their operations and the effects new developments in communication media have on computing systems. This course reflects the current state-of-the-art in data communication networking.

CIS 5358 IT Systems Project Management. (3-0) An in-depth study of the project management body of knowledge as applied to information Technology with an emphasis on the management of scope, costs, schedules, quality, and risks. Includes program management, system methodologies, material procurement, and human, cultural, and international issues and their impact on the organization.

ACC 5360 Studies in Financial Accounting. (3-0) The study of specialized financial accounting topics, existing and prospective, necessary for an advanced understanding of financial reporting. Topics include: pensions and post-retirement benefits, deferred taxes, derivatives, share-based payments, interim and segment reporting and emerging issues of the Emerging Issues Tax Force.

Prerequisite: ACC 3314 with a grade of “C” or higher.

CIS 5360 E-Commerce: Strategies, Technologies, and Applications. (3-0) This course is designed to familiarize students with current and emerging e-commerce technologies. Topics include Internet technology for business advantage, reinventing the future of business through e-commerce, business opportunities in e-commerce, and social, political, global, and ethical issues associated with e-commerce.
ACC 5362 Cost and Managerial Accounting Theory. (3-0) A study of recent developments and topics in the area of cost and managerial accounting. Includes a discussion of quantitative techniques and their applicability to accounting problems.
Prerequisite: ACC 3313 or ACC 5361 or concurrent enrollment in ACC 3313.

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 3314 with a grade of "C" or higher.

CIS 5364 Data Warehousing and Mining. (3-0) Familiarizes students with current and emerging data warehousing and mining technologies that are likely to play a strategic role in business organizations. Topics include data mining techniques, data warehouse development life cycle, data warehouse navigation, data quality, and performance issues.
Prerequisites: QMST 5334 and MKT 5321.

ACC 5365 Governmental and Nonprofit Accounting. (3-0) A study of the objectives and standards underlying accounting practices in nonprofit organizations including governmental entities, colleges and universities, hospitals, and other nonprofit organizations.
Prerequisite: ACC 3313 or ACC 5361. Students taking ACC 3363 may not take ACC 5365 for graduate credit.

ACC 5366 Advanced Tax Concepts. (3-0) Federal income tax provisions affecting business decisions, with an emphasis on C Corporations, Limited Liability Companies, and Partnerships. An introduction to the choice, formation, organization, operation and distribution rules or the preceding business entities.
Prerequisite: ACC 3327 with a grade of "C" or higher.

CIS 5366 Software Quality and Measurement in Information Systems. (3-0) Course will provide students with a better understanding of the importance of process of creating quality software focused on specific and measurable customer/user requirements. It will begin with a discussion of a customer focused software development process and will address the challenge of balancing ever-changing user requirements with time schedules and budgets.

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.
Prerequisite: ACC 4313 with a grade of "C" or higher.

CIS 5368 Information Security. (3-0) This course covers the analysis, design, development, implementation, and maintenance of information security systems. Topics include legal, ethical, professional, personnel issues; risk management; technology; cryptography; and physical security.

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.

BLAW 5368D Business Dispute Resolution. (3-0) Course describes civil and religious law systems, both in the U.S. and abroad, alternative dispute resolution programs.
BLAW 5368E Environmental Law and Policy. (3-0) Course attempts to integrate the study of environmental law with concepts from other disciplines necessary to an assessment of that law, primarily economics.

BLAW 5368F Business Law for Entrepreneurs. (3-0) Course explores steps that an entrepreneur who is contemplating leaving an employer can take to make the departure amicable.


MGT 5375 International Management-Latin America. (3-0) A study of the cultural, economic, regulatory, and political factors impacting international business. Emphasis is placed on theory and research of management phenomena in Latin America and on issues mediating commercial and governmental relations between the United State and Latin American countries.

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.

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

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

MGT 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. Graded on a credit (CR), progress (PR), no credit (F) basis.

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. Graded on a credit (CR), progress (PR), no credit (F) basis.
Master of Accountancy, M.Acy.

The M.Acy. degree consists of three requirements: background courses, graduate core courses, and elective courses. The Master of Accountancy degree does not have a thesis requirement. For students who did not major in business at the undergraduate level, the degree program consists of 15 semester hours of background graduate courses, 15 additional hours of undergraduate accounting courses, 12 hours of graduate-level core courses and 18 hours of business and 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 usually consists of 30 hours of graduate courses: 12 hours of core courses and 18 hours of business and accounting electives. All graduates will have the 30 upper-level accounting hours required to sit for the CPA Exam in Texas. An in-depth analysis of an integrative case designed to address the knowledge base needed by accounting professionals is required and satisfies the University’s requirement for a comprehensive examination.

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

### Graduate Level
- Accounting: ACC 5303* or equivalent
- Business Law: BLAW 5308* or equivalent
- Economics: ECO 5302* or equivalent
- Finance: FIN 5307* or equivalent
- Statistics: QMST 5309* or equivalent

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

### Undergraduate Level
- ACC 3301: Ethics and Professional Issues in Acc 3 semester hours
- 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 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 non-degree seeking students to take undergraduate courses only. While under the non-degree seeking 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 non-degree seeking student.

Graduate Core Courses. In addition to satisfying the background courses, all M.Acy. students must complete 12 semester hours of graduate core accounting courses. Students must satisfy all prerequisites of a graduate course before enrolling. These prerequisites include the background course or its equivalent and undergraduate accounting courses, if applicable. 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 12 semester hours of core courses, students must complete 18 hours of graduate-level accounting and business electives. Students must satisfy all prerequisites of an elective course before enrolling, including any undergraduate accounting prerequisites. Students should review carefully the undergraduate accounting prerequisites for desired graduate accounting elective courses and register for the appropriate prerequisites which also can fulfill their undergraduate background course requirements.

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

1. The 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. Four M.Acy. core courses in accounting. These courses are listed below under “Core Courses.”
4. Two graduate accounting elective courses as listed below under “Accounting Elective Courses”.
5. Three graduate business elective courses as listed below under “Business Elective Courses”.
6. One graduate business or accounting elective.
7. The comprehensive examination.

**Courses Offered**

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

**ACC 3301 Ethics and Professional Issues in Accounting.** (3-0) Introduction of ethical reasoning, integrity, objectivity, independence, core values, and professional issues in accounting. Students will apply the concepts of theories to accounting cases.

Prerequisite: ACC 2362 or ACC 5303

**ACC 3313 Intermediate Accounting I.** (3-0) An in-depth study of accounting concepts and standards with emphasis on current theory and practices relating to corporate financial statements particularly stressing asset and liability measurement and related problems of income determination and presentation.

Prerequisite: ACC 5303 with a grade of “C” or higher.

**ACC 3314 Intermediate Accounting II.** (3-0) A study of accounting problems related to the determination of stockholders’ equity, earnings per share, the preparation of a Statement of Cash Flows, financial statement analysis, and accounting for changing prices. Specialized areas including accounting for leases, pensions, and income taxes.

Prerequisite: ACC 3313 with a grade of “C” or higher.

**ACC 3327 Income Tax Accounting.** (3-0) A study of the tax concepts and issues involved in an individual’s employment and personal life and in sole proprietorships, property transactions, tax administration, and tax practice. Regulatory and ethical issues are incorporated into the discussions.

Prerequisite: ACC 5303.
ACC 4313 Auditing. (3-0) A study of the underlying theory of financial auditing including professional ethics, auditing standards and procedures, and the role of auditor judgment in developing working papers and reports.

Prerequisites: ACC 3314 with a grade of “C” or higher and QMST 5309.

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.

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 The Legal, Ethical, and Regulatory Environment of Business. (3-0) A broad based course on the fundamentals of business law, as viewed from the managerial standpoint. Topics include court systems, constitutional law, contracts, sales, consumer rights, employment, antitrust, agency, and ethical considerations.

QMST 5309 Statistical Methods for Business Analysis. (3-0) A study of probability, statistical inference, and regression analysis, and the use of these tools for the purpose of decision making in business and economics.

M.Acy. Core Courses

ACC 5360 Studies in Financial Accounting. (3-0) The study of specialized financial accounting topics, existing and prospective, necessary for an advanced understanding of financial reporting. Topics include: pensions and post-retirement benefits, deferred taxes, derivatives, share-based payments, interim and segment reporting and emerging issues of the Emerging Issues Task Force.

Prerequisite: ACC 3314 with a grade of “C” or higher.

ACC 5366 Advanced Tax Concepts. (3-0) Federal income tax provisions affecting business decisions, with an emphasis on C Corporations, Limited Liability Companies, and Partnerships. An introduction to the choice, formation, organization, operation and distribution rules or the preceding business entities.

Prerequisite: ACC 3327 with a grade of “C” or higher.

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

Prerequisite: ACC 4313 with a grade of “C” or higher.

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.
M.Acy. Elective Courses

Accounting Electives: Choose six hours from:

ACC 5362 Cost and Managerial Accounting Theory. (3-0) A study of recent developments and topics in the area of cost and managerial accounting. Includes a discussion of quantitative techniques and their applicability to accounting problems.
Prerequisite: ACC 3313 or ACC 5361 or concurrent enrollment in ACC 3313.

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 3314 with a grade of “C” or higher.

ACC 5365 Governmental and Nonprofit Accounting. (3-0) A study of the objectives and standards underlying accounting practices in nonprofit organizations including governmental entities, colleges and universities, hospitals, and other nonprofit organizations.
Prerequisite: ACC 3313 or ACC 5361. Students taking ACC 3363 may not take ACC 5365 for graduate credit.

ACC 5369 Special Studies in Accounting. (3-0) Directed study and research on selected accounting topics, including the development of accounting thought and research in: advanced tax topics, international accounting, professional ethics and managerial and financial accounting. Courses will be offered as independent instruction.
Prerequisite: Consent of instructor and department chair.

ACC 5370 Internship in Accounting (0-20) Experimental learning during which the student works in accounting. This work experience may be in public, industry, or government accounting units. The student is immersed in a variety of intensive work assignments with increasing levels of responsibility. Graded on a credit (CR), no credit (F) basis.
Prerequisite: Specified by employer with consent of instructor and department chair.

ACC 5371 Advanced Accounting Information Systems. (3-0) A survey of advanced accounting information systems technologies used to enhance business process operations, management of risks and controls, and management of information resources. Topics relevant to information technology as it pertains to the accounting profession and the changing nature of accounting information systems will be examined.
Prerequisite: ACC 3385.

ACC 5372 Tax Research. (3-0) An examination of the sources of tax authority, which include its primary sources (legislative, judicial, and administrative), as well as secondary sources. The course also develops procedures for identifying the applicable tax issues, locating appropriate tax authority, and communicating the results of tax research.
Prerequisite: ACC 5366 or concurrent enrollment.

Business Electives

Choose 9 hours from:
(Other courses may be taken with approval of advisor.)

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

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.
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.

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.

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 concepts 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.

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.

MKT 5330 International Marketing. (3-0) An application of marketing concepts to the global business environment. Examines marketing in the light of international economic, social, cultural, business, and environmental factors.

FIN 5337 International Finance. (3-0) Examination of economic incentives and rationale for multinational firms, exchange rate risk exposure and management, investment decision strategy, and the general economic impact of multinational firm activity.
Prerequisite: FIN 5387

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.

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 5358 IT Systems Project Management. (3-0) An in-depth study of the project management body of knowledge as applied to information Technology with an emphasis on the management of scope, costs, schedules, quality, and risks. Includes program management, system methodologies, material procurement, and human, cultural, and international issues and their impact on the organization.

CIS 5360 E-Commerce: Strategies, Technologies, and Applications. (3-0) This course is designed to familiarize students with current and emerging e-commerce technologies. Topics include Internet technology for business advantage, reinventing the future of business through e-commerce, business opportunities in e-commerce, and social, political, global, and ethical issues associated with e-commerce.

CIS 5368 Information Security. (3-0) This course covers the analysis, design, development, implementation, and maintenance of information security systems. Topics include legal, ethical, professional, personnel issues; risk management; technology; cryptography; and physical security.
MGT 5375 International Management-Latin America. (3-0) A study of the cultural, economic, regulatory, and political factors impacting international business. Emphasis is placed on theory and research of management phenomena in Latin America and on issues mediating commercial and governmental relations between the United States and Latin American countries.

Accounting or Business Elective: Choose three hours from any graduate business, including accounting, courses.

Computer Information Systems Certificate Program

The Department of Computer Information Systems and Quantitative Methods offers an intensive program leading to a Certificate in Computer Information Systems (CIS). The program is directed at students who wish to gain information technology (IT) exposure without having to pursue a full degree program in computer information systems. The primary objective of the program is to offer an option to non-IT professionals and non-CIS majors to develop an initial expertise in the use of information technology in the development of computer-based business information systems. The program should be of interest to students who wish to consider the use of information technology in the development of information systems in their own professional disciplines as well as those seeking a change in their professional careers towards the growing field of computer-based management information systems.

Students seeking a Certificate in Computer Information Systems must successfully complete eighteen (18) semester hours of course work in information technology (IT). These include twelve (12) semester credit hours of required core CIS courses and six (6) semester credit hours of IT-related elective courses. Required courses include CIS 3374, CIS 3382, CIS 3389, and CIS 4373. Elective courses may be selected from CIS 3317, CIS 3325, CIS 4318, and CIS 4348.

Students interested in pursuing the certificate program should contact the Chair of Computer Information Systems and Quantitative Methods for information.

Latin American Business Certificate Program

The Latin American Business (LAB) Certificate Program is an innovative program offered by the Emmett & Miriam McCoy College of Business Administration. Both interdisciplinary and Latin American in its orientation, the LAB Certificate Program offers Texas State students the opportunity to establish a comprehensive knowledge base in international business, Latin American studies, and the Spanish language to meet the challenges of doing business in Latin America. This program recognizes the accomplishments of students who have successfully completed a program of study designed to create expertise in conducting business in Latin America.

Requirements for the LAB Certificate Program include 21 hours of course work. Required courses include: MKT 3377, MGT 3375, ECO 3320, SPAN 3311, SPAN 3312, and two of the following: BLAW 3363, ECO 3317, FIN 4331, ECO 4390, GEO 3308, HIST 3324, POSI 4358 or SPAN 3371.

More information concerning this program is available in the Emmett & Miriam McCoy College of Business Administration Advising Center.
Admission Policy Certificate Programs

Enrollment in the Computer Information Systems and the Latin American Business Certificate Programs is open to:

- Non-Traditional/Special-status post-baccalaureate students who satisfy individual course prerequisites, and who are in good academic standing (not on probation) at Texas State.
- Business majors, who have been admitted to the Emmett & Miriam McCoy College of Business Administration and assigned an appropriate major code other than 521 (major code for CIS), satisfy individual course prerequisites, and who are in good academic standing (not on probation) at Texas State.
- Non-business majors, who have attained junior/senior standing, satisfy individual course prerequisites, and who are in good academic standing (not on probation) at Texas State.

Graduate Faculty

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

Bible, Jonathan David, 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.

Butler, Janet, Assistant Professor of Accounting. B.S., University of Nebraska (Omaha); M.Acc., Ph.D., University of Georgia.

Carbacho Burgos, Andres, Assistant Professor of Economics. B.A., Carleton College; M.A., Ph.D., University of Massachusetts Amherst.

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

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

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

Davis, Robert A., Associate Professor of Computer Information Systems. B.S., The University of North Carolina-Pembroke; M.B.A., Ph.D., University of South Carolina.

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

Eure, Jack Douglas, Jr., Professor of Marketing. B.B.A., M.B.A., University of North Texas; Ph.D., Louisiana State University.
Flaherty, Daniel Joe, Professor of Accounting. B.B.A., Texas A&M University; M.B.A., Georgia Southern University; Ph.D., Texas A&M University; C.P.A., C.I.A., C.M.A., D.F.M., C.F.E., C.C.E.A.

Gowens, Paul Ray, Professor of Economics. B.A., M.S., Baylor University; Ph.D., University of Mississippi.

Hindi, Nitham, Professor and Chair of the Department of Accounting. B.S., University of Jordan; M.A., University of Alabama; D.B.A., Mississippi State University, C.M.A.

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

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

Keeffe, Michael James, Associate Professor of Management. B.A., M.B.A., Texas State University-San Marcos; Ph.D., University of Arkansas.

Kirby, Eric Gilbert, Associate Professor of Management. B.A., Western Michigan University; M.B.A., Oakland University; Ph.D., University of Kentucky.

Kirby, Susan Lee, Associate Professor of Management. B.S., M.B.A., Arizona State University; Ph.D., University of Kentucky.

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

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

McAlister, Debbie Thorne, Associate Professor of Marketing and Chair of the Department of Marketing. B.B.A., Abilene Christian University; M.S., Texas A&M University; Ph.D., The University of Memphis.

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


McGlashan, Kay Ellen, Assistant Professor of Management. B.B.A., Ph.D., Texas A&M University.

Mehta, Mayur Ravishanker, Professor of Computer Information Systems and Chair of the Department of Computer Information Systems and Quantitative Methods. B.Tech., Indian Institute of Technology; M.B.A., Ph.D., University of North Texas.

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

Middlebrook, Billy James, Professor of Management. B.S., B.A., Ohio State University; M.B.A., George Washington University; Ph.D., University of North Texas.
Milhomme, Albert Jean, Professor of Marketing. M.S., University of California at Berkeley; Ph.D., The University of Texas at Austin.

Minifie, Jana Roberta, Professor of Management. B.S., Bowling Green State University; M.B.A., Ph.D., University of South Carolina.

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

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

Morris, Roselyn Everts, Professor of Accounting and Associate Dean of the Emmett & Miriam McCoy College of Business Administration. B.S., Texas Christian University, M.S., Ph.D., University of Houston. C.P.A.

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

Payne, Janet Dierker, Associate Professor of Finance. B.B.A., Sam Houston State University; M.S., Ph.D., Georgia State University.

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

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

Rutledge, Robert William, Professor of Accounting. B.A., University of Washington Seattle; M.S., University of Central Florida; Ph.D., University of South Carolina.

Sanders, Donald Edward, Associate Professor of Business Law. B.B.A., Texas Tech University; J.D., The University of Texas at Austin.

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

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

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

Smart, Denise Torvik, Professor of Marketing and Dean of the Emmett & Miriam McCoy College of Business Administration. B.S., South Dakota State University; M.B.A., University of South Dakota; Ph.D., Texas A&M University.
Smith, Howard Gromel, Associate Professor of Accounting. B.A., State University of New York; B.A., M.B.A., California State University at Fullerton; Ph.D., Texas Tech University. C.P.A.

Smith, Karen Hill, Associate 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. 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; M.B.A., Ph.D., Texas A&M University.

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

Tanner, Glenn Arthur, Associate Professor of Finance. B.B.A., Southern Methodist University; M.B.A., University of North Texas; Ph.D., University of Washington.

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

Thompson, Steven, Associate Professor of Accounting. B.B.A., M.S. Accy, Ph.D., University of Houston.

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

Wardrope, William Jeffrey, Associate Professor of Management. B.A., University of Central Oklahoma; M.A., Oklahoma State University; Ph.D., University of Nebraska-Lincoln.

Yi, Ha-Chin, Assistant Professor of Finance. B.S., University of Minnesota Twin Cities; M.B.A., University of South Carolina; Ph.D., University of Kentucky.

Zank, Gail Marie, Associate Professor of Marketing. B.S., Marquette University; M.B.A., Ph.D., Texas A&M University.
College of Education

Ph.D. in Education

Doctoral Majors and Degrees Offered

Education – Adult, Professional, and Community Education, Ph.D.
Education – School Improvement, Ph.D.

Ph.D. Program

The doctoral program in Education with majors in Adult, Professional, and Community Education and in School Improvement is designed for individuals in a variety of educational roles who wish to develop and refine their abilities to provide leadership for educational excellence. The program prepares education professionals to individually and collaboratively engage in reflective and ethical practice as they foster the development of individual learners as well as existing and emerging learning communities, including schools, post-secondary institutions, workplaces, and community-based organizations.

The program consists of a total of 63 hours of which 51 are specified course work. The 51 hours of course work will consist of core courses (18 hours), concentration courses (12 hours), research courses (9 hours), elective courses (9 hours), and a directed applied study course (3 hours). The program requires a minimum of 12 hours of dissertation credit.

The program admits students in the fall semester only, and the students enroll each year as a cohort group. All students in a given cohort (including full-time and part-time students) will enroll together in each core course. All students in a given cohort who choose the same major will enroll together in each concentration course. The cohort concept will not apply to elective, research, and dissertation courses.

For admission requirements, please refer to the “Admission Policies” section of this catalog.

Educational Goal

The College of Education’s educational goal is to provide graduates with the experience to:

a. Act as change agents;
b. Apply the fundamental principles of facilitating student-centered, life-long learning;
c. Accommodate the diverse needs of those they teach;
d. Use technology as a tool for communication, research, teaching and learning;
e. Make ethically sound decisions and articulate the values and principles that guide decision making;
f. Engage in professional development and support the professional development of others;
g. Conduct and use research to strengthen the ties between educational theory and practice.

Objectives of the Graduate College for the Doctoral Program

The purpose of doctoral education in the Graduate College is to provide the means for continued intellectual growth through advanced and specialized education that emphasizes original research. The ultimate aim of doctoral study is to develop leaders in basic and applied research in their fields of specialization. More explicitly, the Graduate College has adopted the following objectives for
doctoral study that will add both breadth and depth to the academic and professional preparation received at the undergraduate and master's degree levels:

- To impart a thorough understanding of research methods and techniques in specialized fields;
- To afford students with the opportunity to undertake original research in their areas of specializations, both independently and in collaboration with the faculty;
- To provide students with the ability and resources to integrate their research into the community of scholars and professionals in a particular academic discipline;
- To challenge students intellectually, to develop their powers of independent thought, and to direct them toward positions of intellectual leadership in their personal and professional lives.

**Characteristics of Doctoral Study**

Doctoral study affords students of exceptional academic ability ample opportunity to continue their intellectual growth and development and to integrate themselves into the professional community of scholars in a manner emphasizing the completion, presentation, and publication of original, creative research. Doctoral study presupposes the previous acquisition of a master's degree and a command of skills and techniques needed to conduct intensive independent research and investigation.

Doctoral instruction differs from instruction at the undergraduate and master's levels in at least the following respects:

- Doctoral students are expected to assume responsibility for the planning, completion, and presentation of original scholarly research;
- With the assistance of the faculty, doctoral students are expected to undertake research projects that will lead to professional presentation and publication;
- More extensive reading, emphasizing primary source material in a specialized field, is expected;
- Students are expected to become thoroughly familiar with the current literature in their fields, with emphasis on recently published developments in research methods and results;
- Doctoral courses are seminars that stress active roles for students in intellectual exchange with both faculty and peers and in the critique of published research;
- Doctoral course work underscores integrating student research into the norms of an academic discipline.

**General Admission Policies**

Individuals applying to this program should have current or past experience in educational roles, although this experience may encompass a broad range of settings, including schools, colleges and universities, business and industry, government, health and human service agencies, and community-based organizations.

The Ph.D. Advisory Committee will consider the following factors in deciding whether to admit an applicant to the program; strengths in one area may offset shortcomings in another:

- Evidence of a completed master's degree from an accredited university in an area related to proposed studies, with a grade point average of 3.5 or better on a 4.0 scale for courses applied to the master's degree.
- Demonstration of interest in a career as an educator and potential to contribute to the advancement of education through professional leadership, as indicated by:
An essay of approximately 500 words in length describing the applicant’s background and professional goals. This should include the rationale for pursuing a doctoral degree.

A possible interview with program faculty.

A preferred Graduate Record Examination (GRE) score of 1000 (quantitative and verbal combined).

Three letters of recommendation, addressing the applicant’s professional and academic background.

The requirements set forth above and on the following pages are the minimum for admission to the Graduate College at the doctoral level. Meeting these requirements does not necessarily ensure acceptance into a doctoral program. Applicants must receive departmental recommendation for admission after the application files are completed in the Office of the Graduate College. The Dean of the Graduate College grants final admission approval. The University reserves the right to deny admission to any prospective or former students who have criminal records, including any conviction of a felony, offenses involving moral turpitude, or other offenses of a serious nature.

Application Deadline

Students who hold acceptable master's degrees from accredited colleges or universities in education or related fields must submit a Doctoral Program Graduate College Application for Admission to the Office of the Graduate College if they wish to pursue a doctoral degree at Texas State. All application materials must be submitted to the Office of the Graduate College no later than April 15.

The College of Education has a separate application that must also be completed. The application is available at www.txstate.edu/edPh.D.

Application for Admission

An application for admission to doctoral study must be made on the official form that may be obtained from the Office of the Graduate College or by downloading it from the Graduate College website, http://www.gradcollege.txstate.edu. This application is not the same as the application that undergraduate students or master’s students complete.

Admission Requirements for United States Citizens

The application process for admission to the Ph.D. program in Education is a two-part process. Part I requirements must be submitted to the Office of the Graduate College and Part II requirements must be submitted to the Office of the College of Education Ph.D. Department.

Part I

1. Complete a Doctoral Program Graduate College Application for Admission. The application may be obtained by contacting the Office of the Graduate College or by downloading it from the website (http://www.gradcollege.txstate.edu).
2. Submit a non-refundable application fee of $40.00 (check or money order payable to Texas State in U.S. currency), which is required of all degree-seeking students.
3. Have completed a master’s degree from an accredited college or university in an area related to proposed field of study, with a preferred grade point average (GPA) of 3.5 or better on a 4.0 scale for courses applied to the master’s degree.
4. Submit one official transcript:
   a. **Non-Texas State Graduates** – From **each** college or university attended. These must be mailed directly from the institutions to the Office of the Graduate College. Please check with the Texas college or university you have attended to determine if they submit electronic transcripts to Texas State.
   b. **Texas State Graduates** – Only need to order transcript from any colleges not listed on the Texas State transcript. The Office of the Graduate College will obtain the Texas State transcript from the Registrar’s office.

5. Submit official results of the Graduate Record Examination (GRE) taken within the last five years with a preferred score of 1000 or higher, verbal and quantitative combined. This score must be on file in the Office of the Graduate College **prior** to the evaluation of your application.

**Part II**

1. Complete the College of Education Ph.D. in Education Application form. You may obtain an application by contacting the Doctoral Program Director or by downloading it from the website ([http://www.txstate.edu/edphd](http://www.txstate.edu/edphd)).
2. Submit an essay of approximately 500 words that describes your background and professional goals including your rationale for pursuing a doctoral degree.
3. Submit a current resume.
4. Submit three reference forms. The reference forms may be downloaded from the College of Education Doctoral Program website, [www.txstate.edu/edphd](http://www.txstate.edu/edphd).

**Admission Requirements for 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 Bureau of Citizenship and Immigration Services of the U.S. Department of Homeland Security. 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 payable to Texas State in U.S. currency) in addition to the $40.00 application fee.
2. Submit two official transcripts and diploma or degree certificate, one translated in English and one in the students’ native language, showing the type of degree earned and the date the degree was conferred.
3. If English is not your native language, have an official score of at least 550 (paper-based) or 213 (computer-based) on the Test of English as a foreign language (TOEFL). An official TOEFL score (from Educational Testing Service) must be on file in the Office of the Graduate College before your application is evaluated.
4. International students who plan to attend Texas State on an F-1 student visa must furnish proof of sufficient financial resources for their educational and personal expenses. Proof of a minimum of $19,702.00 (subject to change) 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, Texas State will issue an I-20 Form to qualified international applicants. A permanent resident alien is not required to furnish proof of
International Students Transferring from Other Institutions in the United States. Because of new Bureau of Citizenship and Immigration Services (BCIS) regulations governing school transfers, students must plan carefully and allow adequate time for submission of application materials, evaluation of the application, and making other necessary arrangements. Failure to plan carefully may require students to leave the United States and return before transferring to Texas State. Please carefully read items 1 to 7 below.

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

2. Following the release date, the Texas State International Office will be able to issue a SEVIS Form I-20. According to BCIS regulations, students must transfer to Texas State within 60 days of the release date or within 60 days of completing studies at the current school.

3. Students are required to start classes at Texas State during the semester indicated in the admission letter issued by the Office of the Graduate College and within 5 months from the release date. Students unable to begin classes at Texas State within the 5-month limit are required to leave the United States and reenter within 30 days before the program start date indicated on the Texas State I-20.

4. New Texas State transfer students are required to contact a DSO at the Texas State International Office no later than 15 days after the program start date listed on the SEVIS Form I-20 and in the admission letter issued by the Office of the Graduate College.

5. After a new transfer student has enrolled in classes at Texas State, the DSO at Texas State will update the student’s file to reflect the student’s enrollment and current address. The student must report to the International Office within five days after the 12th day of class in order to complete the transfer process.

6. If the current school is a non SEVIS school, students should contact the Texas State International Office as soon as they have made their final decision to attend Texas State, but no later than 15 days after the program start date indicated on the SEVIS Form I-20 and in the admission letter.

7. Finally, BCIS regulations and procedures change frequently. Therefore, students should contact the DSO’s at their current school and at Texas State for any updates in transfer procedures.

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

Admission for Former Texas State Students

If a person last attended Texas State as a graduate student (degree-seeking, certification, or non-degree seeking student) and now plans to seek a doctoral degree at Texas State, the student must follow the admission requirements listed under the “Admission Requirements for United States Citizens” or the “Admission Requirements for Non-United States Citizens (International Students).” Non-immigrant students (F-1 Visa status) must update their financial support verification with the Director of the International Office, 512-245-7966, to be issued a new I-20.
Transfer Credit

With approval of the Doctoral Program Director and the Dean of the Graduate College, a Ph.D. student may transfer from another accredited doctoral program up to nine semester hours of course work that are directly applicable to the Ph.D. program at Texas State, provided:

1. The credit was completed in residence at an accredited institution.
2. The course work is at the doctoral level.
3. The course work has not been, and will not be, used for credit toward another degree.
4. The course work was taken prior to admission to the Texas State doctoral program.
5. The Office of the Graduate College is provided with written verification of the student's status at that university. Additionally, the student must have the Doctoral Program Director submit a written request to the Dean of the Graduate College for acceptance of the transfer work as part of the Texas State degree.

If the student has been admitted to the doctoral program at Texas State or is currently enrolled as a doctoral student and wishes to take a course(s) at another accredited university to apply toward the doctoral degree at Texas State, the student will need to:

1. Receive prior permission from the Doctoral Program Director to take a course(s) elsewhere.
2. Have the Doctoral Program Director submit a written request to the Dean of the Graduate College. The request from the coordinator should identify the course(s) by name, number, the semester to be taken, and the name of the institution. If the Dean of the Graduate College approves the request, then an official letter of good standing will be sent to the university where the student will enroll.
3. Have an official transcript forwarded to the Office of the Graduate College as soon as the work has been completed.

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

Financial Aid

Doctoral Assistantships are available to qualified candidates. Please contact the Doctoral Program Director, College of Education, for more information about assistantships and the degree program.

Academic Information for Doctoral Assistants (DA's)

A prospective doctoral assistant (DA) should be admitted as a degree-seeking student in the Graduate College. DA's may be either teaching assistants (TA's), instructional assistants (IA's) or research assistants (RA's). A DA may not be employed in another position by the University or a state agency.

The College of Education will offer doctoral graduate assistantships each year to selected applicants. These Doctoral Assistantships are funded for 9 or 12 months and may be continued for four years, depending upon annual review of performance. DA's are half-time employees of the University and, as such, work 10 to 30 hours per week for a department.
Teaching Load. The usual semester-hour teaching load during the fall or spring semester is six semester hours or two classes. The usual semester hour teaching load during a six-week or eight-week summer session is one course (up to a maximum of four hours). A twelve-week summer session carries a normal teaching load of six hours. The Dean of the Graduate College must approve any exceptions to these teaching loads.

Course Load. The DA will discover that there is little flexibility in regard to the amount of course work required for enrollment. The minimum course load required for a fall or spring semester is nine semester hours. There is no credit requirement for the summer. DA’s taking more than 12 semester hours of course work must have approval from the Dean of the Graduate College or from the Vice President for Academic Affairs. A DA taking more than six semester hours per summer session must have approval from the Dean of the Graduate College.

Academic Expectations. DA’s are expected to maintain a minimum 3.0 grade-point-average. These policies are designed to protect the DA from bearing an unfair teaching load and course load while completing graduate study at Texas State.

Residency Requirement

Doctoral students must satisfy a one-year residency requirement defined as 18 graduate credit hours (as part of the 51 required hours of course work) taken in residence at Texas State during consecutive fall, spring, and summer semesters. This will typically be completed in the first year as students complete their first 18 hours of core courses as a cohort.

Course Work

Academic Program Mentor

Upon admission, the student will be assigned an Academic Program Mentor. The Academic Program Mentor will work with the student to develop a program of study, provide general academic advisement to the student, and help administer the student’s qualifying examination. The Doctoral Program Director will submit all recommendations for the program of study and results of the examinations to the Dean of the Graduate College for approval. The Dean of the Graduate College has final approval on all recommendations from the Doctoral Program Director.

Upon advancement to candidacy, a dissertation advisor and Dissertation Committee will be selected.

Background Course Requirements

Generally, background courses are placed on the Degree Audit as a requirement when a student is deficient in certain course work. For specific information on background requirements, contact the College of Education’s Doctoral Program Director.

Course work identified on the official Ph.D. Degree Audit as background is not used in the computation of the student’s advancement-to-candidacy GPA. Any course required for background is not awarded graduate degree credit.
Semester Hour Requirements

The student must complete 51 semester hours of graduate work to meet the minimum requirements for advancement to candidacy and then a minimum of 12 hours of dissertation courses to complete the degree for a minimum of 63 hours. In some cases, a student may need to complete additional hours before being allowed to advance to candidacy. The student must have satisfied the residency requirement of 18 graduate credit hours.

Degree Audit

Students must declare a major for their program of study. The Ph.D. in Education offers majors in School Improvement or Adult, Professional, and Community Education. In the first semester that a student enrolls for doctoral study, the student should confer with the academic mentor.

The Dean of the Graduate College approves and finalizes the official Degree Audit. A copy of the official Degree Audit is prepared for each student, and a copy will be sent to each student from the Office of the Graduate College when the outline has been prepared. The outline should be used in determining enrollment each semester. Any course taken prior to the official Degree Audit being approved is taken at the student's own risk. Any change in the Degree Audit must be requested on an official Graduate College Degree Audit Change Request form and be submitted by the Doctoral Program Director to the Dean of the Graduate College for final approval.

Course Work Requirements

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>Core</td>
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<td>Concentration</td>
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<tr>
<td>Directed Applied Study</td>
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<td>Research</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Dissertation</td>
<td>12</td>
</tr>
<tr>
<td><strong>Degree Total</strong></td>
<td><strong>63</strong></td>
</tr>
</tbody>
</table>
Core Courses: 18 hours

ED 7511 Theory into Practice
ED 7111 Collaborative Inquiry Project, Phase I: Field-Based Assessment and Planning
ED 7512 Leadership
ED 7112 Collaborative Inquiry Project, Phase II: Field-Based Implementation
ED 7113 Collaborative Inquiry Project, Phase III: Field-Based Evaluation
ED 7513 Adult Learning and Professional Growth
ED 7113 Collaborative Inquiry Project, Phase III: Field-Based Evaluation

Concentration Courses: 12 hours

Adult, Professional, and Community Education

ED 7321 Historical Foundations and Contemporary Issues in Lifelong Learning
ED 7322 Human Resource and Professional Development
ED 7323 Community/Organizational Leadership and Management
ED 7324 Problems and Strategies in Program Planning Seminar

School Improvement

ED 7331 Foundations of School Improvement
ED 7332 Facilitating School Improvement
ED 7333 Curriculum and Instructional Leadership
ED 7334 Models of Educational Assessment

Applied Study: 3 hours

ED 7341 Directed Applied Study

Research Courses: 9 hours

Six hours from:
ED 7351 Beginning Quantitative Research Design and Analysis
ED 7352 Beginning Qualitative Design and Analysis
And three hours from:
ED 7353 Intermediate Quantitative Research Design and Analysis
OR
ED 7354 Intermediate Qualitative Design and Analysis

Electives: (9 hours)

Courses from several College of Education departments are approved as prescribed electives and are listed below. The College of Education and the Dean of the Graduate College may approve additional electives. Students should contact the Doctoral Program Director for additional electives.

CI 7378 Independent Study*
CI 7389 General Topics in Curriculum and Instruction
CI 7389A Topics in Instructional Technology
CI 7389B Topics in Reading Leadership
COMM 7329A Graduate Seminar in Instructional Communication
DAE 7344 Multicultural Perspectives in Post secondary Ed. and Adult Ed.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DAE 7345</td>
<td>Current Issues in Adult, Continuing, and Professional Education</td>
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<tr>
<td>DAE 7371</td>
<td>Teaching Learning Strategies and Critical Thinking</td>
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<tr>
<td>DAE 7375</td>
<td>The Under prepared Learner in Am. Postsecondary &amp; Adult Ed.</td>
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<tr>
<td>DAE 7378</td>
<td>The Community College</td>
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<td>ED 7345</td>
<td>Human Resources and Instructional Management</td>
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<tr>
<td>ED 7347</td>
<td>The Superintendency</td>
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<td>ED 7349</td>
<td>School Finance and Business Management</td>
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<tr>
<td>ED 7355</td>
<td>Non-Parametric Research Design and Analysis</td>
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<tr>
<td>ED 7357</td>
<td>Advanced Study in Action Research</td>
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<tr>
<td>ED 7358</td>
<td>Theoretical and Conceptual Frameworks in Qualitative Research</td>
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<td>ED 7361</td>
<td>Understanding People: Professional Development</td>
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<td>ED 7362</td>
<td>Supervision of Instruction</td>
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<td>ED 7363</td>
<td>Curriculum Design</td>
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<td>ED 7364</td>
<td>Team Development in Education</td>
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<td>ED 7365</td>
<td>Cross-cultural Leadership in Education</td>
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<td>ED 7371</td>
<td>Anthropology and Education</td>
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<td>ED 7372</td>
<td>The Emotions of Leading, Teaching, and Learning</td>
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<td>ED 7373</td>
<td>Grant Development and Management</td>
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<tr>
<td>EDP 7378</td>
<td>Independent Study*</td>
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<tr>
<td>EDP 7389</td>
<td>General Topics in Educational Administration and Psychological Services</td>
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<tr>
<td>EDP 7389A</td>
<td>Leadership in a Diverse Society</td>
</tr>
<tr>
<td>HHR 7335</td>
<td>Internet Based Multimedia Distance Education in Health and Public Service</td>
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<tr>
<td>HR 7375</td>
<td>Aquatic Health Ecology and Human Disease</td>
</tr>
<tr>
<td>REC 7378</td>
<td>Independent Study*</td>
</tr>
<tr>
<td>REC 7389</td>
<td>General Topics in Health, Physical Education, and Recreation</td>
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<tr>
<td>REC 7389A</td>
<td>Current Issues in the Admin of Recreation and Leisure Services</td>
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<tr>
<td>REC 7389B</td>
<td>Current Issues in Recreation and Leisure Services</td>
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*Repeatable for credit with the Doctoral Program Director’s permission.

Dissertation Courses: (12 hours minimum)

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ED 7399A</td>
<td>Dissertation Seminar**</td>
</tr>
<tr>
<td>ED 7399B</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

**This course is taken the first semester of dissertation enrollment in order to complete the dissertation proposal process. Students will enroll in ED 7399B for each subsequent semester of dissertation enrollment.

Advancement to Candidacy

Application for Advancement to Candidacy

Doctoral students will need to be advanced to candidacy within five years of initiating Ph.D. course work. Students need to indicate their intent to advance to candidacy during the semester they complete the 51 hours of required course work. The Application for Advancement to Candidacy form may be obtained from the Doctoral Program website, www.txstate.edu/edphd. The Doctoral Program Director will then submit the completed forms to the Dean of the Graduate College for review.
Advancement to Candidacy Time Limit

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

Requests for a time extension must be submitted to the Doctoral Program Director, who in turn, submits a recommendation to the Dean of the Graduate College.

Grade-Point Requirements for Advancement to Candidacy

To be eligible for advancement to candidacy, the student must have a minimum GPA of 3.0. No grade earned below a “B” on any graduate course may apply toward a Ph.D. at Texas State. Incomplete grades must be cleared through the Office of the Graduate College before a student can be approved for advancement to candidacy.

Qualifying and Comprehensive Examinations

The doctoral students in the Ph.D. in Education program are required to pass both a qualifying and a comprehensive examination. Arrangements for qualifying examinations are made through the Director of the Ph.D. Program; arrangements for the comprehensive examination are made through the director and the dissertation advisor. The results of the examinations must be filed in the Office of the Graduate College before the Dean of the Graduate College gives final approval of advancement to candidacy. The College of Education is responsible for submitting the reports to the Office of the Graduate College.

Qualifying Examination. After completing the core courses, students must pass the qualifying examination. To be eligible to take the qualifying examination, students must have a minimum 3.5 GPA on core course work. The qualifying examination will consist of performance-based assessment activities to be chosen by the student’s professors of core courses and the Academic Program Mentor.

Comprehensive Examination. After completing the concentration courses, students must pass the comprehensive examination. The comprehensive examination will consist of a review of a portfolio documenting the student’s learning throughout the core and concentration courses, and a synthesis paper in which the student must integrate knowledge from core and concentration courses to solve a problem that the student is likely to encounter in a professional work setting.

Dissertation Proposal

The dissertation proposal must be approved by the Dean of the Graduate College and successfully defended before a student can be advanced to candidacy. Information about the dissertation procedures can be found in the “Dissertation Research and Writing” section of this catalog.
Recommendation for Advancement to Candidacy

The Dissertation Committee recommends the applicant for advancement to candidacy to the Doctoral Program Director, the Dean of the College of Education, and the Dean of the Graduate College. The Dean of the Graduate College certifies the applicant for advancement to candidacy once all requirements have been met.

Dissertation Research and Writing

All doctoral students are required to complete a dissertation. The dissertation must be an original contribution to scholarship and the result of independent investigation in a significant area. Preparation of the dissertation must follow the latest edition of Publication Manual of the American Psychological Association.

Dissertation Enrollment Requirements

Enrollment. Students must maintain continuous enrollment in dissertation course work from the time they advance to candidacy until the defense of their dissertations. A student must register for at least three credit hours every semester (including summer) until the dissertation is approved. The student is expected to enroll in ED 7399A for initial enrollment in dissertation course work. The student will enroll in ED 7399B from then until the dissertation is completed.

Hours. Students must complete a minimum of 12 semester hours of dissertation research and writing credit.

Fee Reduction

Qualifications. A doctoral 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 dissertation credit only and provided such credit is the final credit hour requirement for the degree in progress. Only Texas residents qualify for this fee reduction.

Procedure. If a student meets the above qualifications, these are the steps to follow during registration:

1. Register. Immediately after completing the registration process, contact the Office of the Graduate College to request a “Fee Reduction Verification of Enrollment” form.
2. The Office of the Graduate College will verify student eligibility to obtain reduction and then forward the “Fee Reduction Verification of Enrollment” form to the 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

Dissertation Time Limit

Students are expected to complete the dissertation within five years of advancement to candidacy. The Dissertation Committee will review the student’s progress annually.
Dissertation Advisor and Committee

A Dissertation Committee must be formed to oversee the research and writing of the dissertation. The Dissertation Committee will include a dissertation advisor and a minimum of three additional committee members.

The members must be chosen from qualified Ph.D. faculty. The dissertation advisor and the committee members must be selected in consultation with the student. The dissertation advisor will chair the Dissertation Committee and must be from the College of Education. The Doctoral Program Director, the Dean of the College of Education, and the Dean of the Graduate College must approve the dissertation advisor and committee members.

Committee Changes

Any changes to the Dissertation Committee must be submitted for approval to the Dissertation Advisor, the Doctoral Program Director, the Dean of the College of Education, and the Dean of the Graduate College. Changes must be submitted no less than sixty days before the final dissertation defense. The "Ph.D. Research Advisor/Committee Change Request Form" may be obtained from the Doctoral Program website, www.txstate.edu/edphd.

Dissertation Proposal

Students must submit the dissertation proposal and one copy of the official "Ph.D. Dissertation Proposal Form" to the Dissertation Advisor. After obtaining committee members' signatures, the student must submit the dissertation proposal and form to the Program Director for signature. The Program Director will then forward the dissertation proposal and form through the Dean of the College of Education, to the Dean of the Graduate College for final approval. Final approval must be received before proceeding with research on the dissertation. The Ph.D. Dissertation Proposal Form may be obtained from the Office of the Graduate College or the Doctoral Program website, www.txstate.edu/edphd.

Defense of the Dissertation Proposal

Students must defend the dissertation proposal in a meeting that begins with a public presentation and continues with an oral examination by the Dissertation Committee. The examination will address the proposed dissertation topic (problem definition and scope), research method, and relevant literature. The Dissertation Committee must sign the "Defense of the Dissertation Proposal Form" to indicate approval and then submit the form for the signature of the Doctoral Program Director and the Dean of the College of Education. The approved Defense of the Dissertation Proposal Form must be forwarded to the Dean of the Graduate College. The dissertation proposal must be approved and the Defense of the Dissertation Proposal Form must be on file in the Office of the Graduate College before any student can be advanced to candidacy.

Final Oral Dissertation Examination

Students must pass the final oral examination that covers the dissertation and the general field of the dissertation. To schedule the final oral examination, students should apply to their Dissertation Advisor the semester before completing the dissertation. A completed comprehensive examination report must be submitted according to the schedule posted by the Dean of the Graduate College and no later than ten days before the date of graduation.
Approval and Submission of the Dissertation and Abstract

The approval of the dissertation and abstract requires positive votes from the Dissertation Advisor and from a majority of the Dissertation Committee members. Once the committee has approved the dissertation, one copy of the dissertation, six original signature pages, and the dissertation abstract must be submitted to the Dean of the Graduate College for final approval. All dissertation abstracts must be published in Dissertation Abstracts International. Refer to the Graduate College Dissertation Packet for specific guidelines.

Courses Offered

Curriculum and Instruction (CI)

CI 7378 Independent Study. (3-0) Individual problems or topics will be designed and completed to emphasize selected areas of study in the Department of Curriculum and Instruction. May be repeated for additional credit at the discretion of the program coordinator.

CI 7389 General Topics in Curriculum and Instruction. (3-0) Topics vary and include the study of specific issues related to leadership in Elementary Education, Secondary Education, Instructional Technology, Reading Education, Early Childhood Education, and Special Education.

CI 7389A Topics in Instructional Technology. (3-0) This topic offers an in-depth study of systematic instructional design emphasizing the selection and use of appropriate media for delivering instruction to maximize student learning. Special emphasis in this topic is on the leader’s role in influencing the use of technology.

CI 7389B Topics in Reading Leadership. (3-0) This topic offers opportunities to study the application of leadership principles to the development and implementation of systematic and productive reading programs.

Communications (COMM)

COMM 7329A Graduate Seminar in Instructional Communication. (3-0) This course will focus on where the three disciplines of pedagogy (teaching), educational psychology (learning), and communication intersect. We will examine numerous communication variables and the programs of research yielded from these variables. We will also examine and practice a variety of instructional communication methods and strategies.

Developmental and Adult Education (DAE)

DAE 7344 Multicultural Perspectives in Postsecondary Education and Adult Education. (3-0) This seminar covers a broad range of topics related to diversity within postsecondary and adult education. Course readings and projects relate to a wide variety of settings including colleges and universities, adult literacy programs, the workplace, and community based organizations. Students who have completed DAE 5344 may not take this course for doctoral credit.

DAE 7345 Current Issues in Adult, Continuing and Professional Education. (3-0) A seminal style course focusing on current issues in continuing and professional education including research, and professional practice. Specific emphasis will vary depending on changes in contemporary issues. Students who have completed DAE 5345 may not take this course for doctoral credit.
DAE 7371 Teaching Learning Strategies and Critical Thinking. (3-0) Theory and pedagogy of learning strategies, problem solving, and critical thinking skill in the college and adult classroom. Topics include variables in teaching and learning, methods of assessment, and approaches to instruction. Students who have taken EDP 5371 or DAE 5371 cannot take this course for doctoral credit.

DAE 7375 The Underprepared Learner in American Postsecondary and Adult Education. (3-0) A profile of the underprepared postsecondary student and an overview of the programs and instructional strategies appropriate for use with that target population. Students who have taken EDP 5375 or DAE 5375 cannot take this course for doctoral credit.

DAE 7383 The Community College. (3-0) Introduction to the community college and to its roles and functions in American education. Special attention will be directed to evolution, development and patterns of organization, purposes, programs, personnel and current issues of the community college. Students who have taken EDP 5383 or DAE 5383 cannot take this course for doctoral credit.

Education (ED)

ED 7111 Collaborative Inquiry Project, Phase I: Field-Based Assessment and Planning. (1-0) This course involves the selection of a problem for study in the field. Students will gather and analyze needs assessment data and design an action plan for field-based research. This course is taken concurrently with ED 7111.

ED 7112 Collaborative Inquiry Project, Phase II: Field-Based Implementation. (1-0) This course requires students to implement an action plan to solve a problem in the field that has been selected in ED 7111.

Prerequisites: ED 7111 and ED 7111 or instructor’s permission.

ED 7113 Collaborative Inquiry Project, Phase III: Field-Based Evaluation. (1-0) This course involves the collection and analysis of data as part of a field-based action research project. Students will gather, analyze, and interpret a variety of data and prepare a written report on a field-based research project.

Prerequisites: ED 7111, ED 7112, ED 7511, or instructor’s permission.

ED 7321 Historical Foundations and Contemporary Issues in Lifelong Learning. (3-0) Examines historical and philosophical foundations for the study and practice of adult, professional, and community education in formal and non-formal settings; and contemporary issues surrounding lifelong learning and education in a “learning society.”

Prerequisites: Core courses or instructor’s permission.

ED 7322 Human Resource and Professional Development. (3-0) Examines the methods, practices, and issues of facilitating learning related to occupational, professional, and volunteer roles.

Prerequisites: Core courses or instructor’s permission.

ED 7323 Community/Organizational Leadership and Management. (3-0) Examines issues and strategies related to the operation and delivery of educational programs in post-secondary, adult, and community settings.

Prerequisites: Core courses or instructor’s permission.

ED 7324 Problems and Strategies in Program Planning Seminar. (3-0) Addresses principles and procedures, issues and trends, utilization of assessment, goal setting, and other effective strategies for developing learning opportunities and programs responsive to human, professional, and community needs.

Prerequisites: Core courses or instructor’s permission.

ED 7331 Foundations of School Improvement. (3-0) Examines school improvement efforts from philosophical, political, psychological, cultural, ethical, and technological foundations.

Prerequisites: Core courses or instructor’s permission.
ED 7332 Facilitating School Improvement. (3-0) Examines school culture, schools as learning communities, the change process, and research-based school improvement models, with experiential applications.
Prerequisites: Core courses or instructor’s permission.

ED 7333 Curriculum and Instructional Leadership. (3-0) Examines the relationship between curriculum, instructional improvement, and teacher development, with experiential applications.
Prerequisites: Core courses or instructor’s permission.

ED 7334 Models of Educational Assessment. (3-0) Includes assessment of student learning at the individual, classroom, school, and system level; teacher assessment; and program assessment.
Prerequisites: Core courses or instructor’s permission.

ED 7341 Directed Applied Study. (3-0) Integrates and applies learning from program of study to practice. Formats may include a practicum, internship, action research, program development, evaluation study, case study, or dissertation pilot study.
Prerequisites: Core and Concentration courses or instructor’s permission.

ED 7345 Human Resources and Instructional Management. (3-0) This course focuses on the twin areas of human resource administration and instructional improvement. Topics addressed include legal requirements for personnel management, staff supervision, appraisal, and development, curriculum planning and alignment and student assessment. Students taking the course will complete an original research project under the instructor’s direction.

ED 7347 The Superintendency. (3-0) This course addressed issues critical to superintendents in Texas. These include leadership, leadership assessment, school board relations, and other governance issues, management strategies, the role of public education in a democratic society, and professional ethics. Students taking the course will complete an original research project under the instructor’s direction.

ED 7349 School Finance and Business Management. (3-0) This course focuses on the financing of public schools. Students will examine the school budgeting process, sources of school revenues, principals of taxation, methods of school fund accounting, and techniques of business management. Students taking the course will complete an original research project under the instructor’s direction.

ED 7351 Beginning Quantitative Research Design and Analysis. (3-0) Includes descriptive statistics; sampling techniques; statistical inference including the null hypothesis, significance tests, and confidence intervals; and causal-comparative analyses, including t-test and ANOVA.
Prerequisites: Core and Concentration courses or instructor’s permission.

ED 7352 Beginning Qualitative Design and Analysis. (3-0) Introduces the qualitative paradigm. Includes distinctive features, alternative qualitative traditions, purposeful sampling, common data collection methods, inductive analysis, the role of the researcher, and evaluating qualitative research.
Prerequisites: Core and Concentration courses or instructor’s permission.

ED 7353 Intermediate Quantitative Research Design and Analysis. (3-0) This course focuses on issues in the design and implementation of quantitative research. Topics include ANOVA, ANCOVA, and MANOVA, correlation analysis, regression analysis, nonparametric tests, and relationships between experimental designs and statistical analysis techniques.
Prerequisite: ED 7351 or instructor’s permission.

ED 7354 Intermediate Qualitative Design and Analysis. (3-0) Focuses on issues in design and implementation of qualitative research. Topics include influence of alternative traditions, literature in qualitative research, access to the field and ethical issues, researcher-participant relationships, purposeful sampling strategies, inductive analysis procedures, developing theory, and reporting research.
Prerequisite: ED 7352 or instructor’s permission.
ED 7355 Non-Parametric Research Design and Analysis. (3-0) This course is designed to address problems in education in situations where the sample size collected is small, categorical in nature, of non-parametric research design and statistical methods are covered in detail.

ED 7357 Advanced Study in Action Research. (3-0) This course examines underlying theory, practice, skills, and issues in action research. Conducting research in the area of action research is also addressed. This course is an appropriate elective for majors in School Improvement or Adult, Professional and Community Education.

ED 7358 Theoretical and Conceptual Frameworks in Qualitative Research. (3-0) Advanced study in the historical, philosophical, conceptual, and theoretical underpinnings of qualitative research.

ED 7361 Understanding People: Professional Development. (3-0) Fundamental issues related to development of personnel. Knowledge of staff appraisal, adult learning and development, and staff development. Focus on professional development in K-12 schools. Students who have completed EDA 5345 may not take this course for doctoral credit.

ED 7362 Supervision of Instruction. (3-0) Concepts of curriculum and instructional models for schools will be developed. Factors such as curriculum leadership and instructional improvement are considered as part of the internal environment. An emphasis will be placed on supervision knowledge, skills, and tasks. Students who have completed EDA 5348 may not take this course for doctoral credit.

ED 7363 Curriculum Design. (3-0) Theory and practice in planning for curriculum needs assessment, development, implementation, and evaluation. Focus on K-12 school curricula. Students who have completed EDA 6342 may not take this course for doctoral credit.

ED 7364 Team Development in Education. (3-0) This course addresses the development and use of educational teams to improve educational organizations, teaching, and learning. Because of its focus on education, it is recommended only for doctoral students preparing for careers in educational settings.

ED 7365 Cross-cultural Leadership in Education. (3-0) Students will work as a team to undertake a research study of leadership across cultures in the U.S. and Mexico. Students must be accepted in the Education Ph.D. program. Fluency in Spanish is preferred.

ED 7371 Anthropology and Education. (3-0) This course introduces the student to the basic concepts in anthropology and education and sketches the application of these concepts. It explores the research in anthropology and education with relevance to both K-12 schools and other, more general educational settings. The course is an appropriate elective for Education Ph.D. majors.

ED 7372 The Emotions of Leading, Teaching, and Learning. (3-0) This course offers an introduction to theories of emotion, leading, teaching, and learning as interconnected fields. Students in this course will achieve a theoretical grounding that will deepen their understandings of the relationship of emotion to all of these important human endeavors. This course will be of interest of practitioners, researchers, and/or theorists.

ED 7373 Grant Development and Management. (3-0) Course focuses on developing competitive grant proposals and understanding grant management resources. Strategies will encompass locating funding sources, evaluating proposals, developing proposals and budgets, and methods of meeting accountability requirements. Emphasis on online resources and professional networks for developing successful school improvement and adult, professional, and community education grant projects. Students who have completed DAE 5373 may not take this course for doctoral credit.

ED 7378 Problems in Education. (3-0) Individual problems or topics will be designed and completed to emphasize selected areas of study. May be repeated for additional credit at the discretion of the program coordinator.

ED 7399A Dissertation. (3-0) Original research and writing in Adult, Professional, and Community Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each long semester for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.
ED 7399B Dissertation. (3-0) Original research and writing in School Improvement, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

ED 7511 Theory into Practice. (5-0) This course focuses on the learning society, lifelong learning, and understanding self-as-learner. Epistemological foundations of learning theory and practice will be examined. Students will clarify their personal educational values, theories, and goals; and examine and confront biases. Students will engage in research, writing, and presentations on applied theory using technology.

ED 7512 Leadership. (5-0) Theories, functions, and ethics of leadership will be studied as a basis for understanding organizational culture and politics. The use of technology for leadership, the leader's role in diversity, the change process, group development and dynamics, and resource management will also be studied.

Prerequisites: ED 7111 and ED 7511 or instructor’s permission.

ED 7513 Adult Learning and Professional Development. (5-0) This course includes principles and practices of adult teaching and learning; the reflective practitioner; ethical and moral issues; problem-based learning; collaborative learning; scholarly research, writing and presentation; technology to enhance professional development; diversity and equity in adult teaching and learning.

Prerequisites: ED 7111 and ED 7511 or instructor’s permission.

Educational Administration

EDA 7100 Educational Leaders' Continuing Professional Development. (1-0) This course provides state-of-the-art continuing professional development for in-service, non-degree seeking educational leaders. New topics will be addressed with each offering. The course may be repeated as necessary.

EDA 7351 Instructional Models. (3-0) Characteristics of effective Pre-K through 12 teaching are identifies and correlated with learning theories and their corresponding instructional models. Matching instruction to the needs of learners and integrative approaches are emphasized. Students who have completed EDA 6351 may not take this course for doctoral credit.

Educational Administration and Psychological Services (EDP)

EDP 7378 Independent Study. (3-0) Individual problems or topics will be designed and completed to emphasize selected areas of study in the Educational Administration and Psychological Services Department. May be repeated for additional credit at the discretion of the program coordinator.

EDP 7389 General Topics in Educational Administration and Psychological Services. (3-0) Topics vary and include the study of leadership issues related to counseling and guidance, educational administration, school psychology, and adult and developmental education. Not repeatable for credit.

EDP 7389A Leadership in a Diverse Society. (3-0) The purpose of this course is to sensitize future leaders to the way in which societal power dynamics, the leader’s racial identity and awareness, and the racial/cultural characteristics of the many constituencies all are key components of a leader’s role in maximizing organizational effectiveness.

EDP 7389G Research Methods and Measurement in Education. (3-0) An introduction to research design and statistical analysis in education, including the application of basic probability theory, designing non-experimental and experimental research, statistical description, correlation, the basis of statistical inference, and hypothesis testing.
Recreation (REC)

REC 7378 Independent Study. (3-0) Individual problems or topics will be designed and completed to emphasize selected areas of study in the Health, Physical Education, Recreation, and Dance Department. May be repeated for additional credit at the discretion of the program coordinator.

REC 7389 General Topics in Health, Physical Education, Recreation, and Dance. (3-0) Topics vary and include the study of leadership issues related to Recreation and Leisure Services, Health Education, and Physical Education. Not repeatable for credit.

REC 7389A Current Issues in the Administration of Recreation and Leisure Services. (3-0) Topics vary and include the study of leadership issues related to Recreation and Leisure Services. Philosophical and historical foundations of recreation, leisure, and play with the intent of providing students a leadership base upon which to interpret the recreation and leisure services profession.

REC 7389B Current Issues in Recreation and Leisure Services. (3-0) The purpose of this course is to develop an increased understanding of current issues in the fields of health, physical education, and recreation in order to be more effective leaders of educational organizations.

Healthcare Human Resources (HHR)

HHR 7335 Internet Based Multimedia Distance Education in Health & Public Service. (3-0) Issues and policies important in the analysis and improvement of Internet based distance education. U.S. law and international policies related to accessibility of Internet resources for special populations will be examined. Students will have hands on activities in the preparation of multimedia modules for distance education.

Health Research (HR)

HR 7375 Aquatic Health Ecology and Human Disease. (3-0) Examines health consequences of human-environment interaction and aquatic pollution. Includes examination of bacterial and toxic aquatic agents and their relation to human disease. The control of communicable and noninfectious diseases from water resources will be examined. Epidemiologic principles important to research in water-borne human disease will be studied.

Graduate Faculty

Core Doctoral Faculty/Dissertation Committee Chair

Beck, John James, Jr., Professor of Educational Administration and Dean of the College of Education. B.S., Texas State University-San Marcos; B.S., University of Washington; M.A.T., Ph.D., University of Nebraska.

Brooks, Ann, Professor of Adult Education. B.A., University of Nebraska; M.A.T., School for International Training; M.A., Fielding Graduate Institute; Ed.D. Columbia University.

Carpenter, Stan, Chair and Professor of Educational Administration and Psychological Services. B.S., Tarleton State University; M.S., East Texas State University, Commerce; Ph.D., University of Georgia, Athens.

Caverly, David Charles, Professor of Curriculum and Instruction. B.Ed., University of Toledo; M.Ed., Kent State University; Ph.D., Indiana University.
Gordon, Stephen P., Professor of Educational Administration and Psychological Services. B.S.E., Bowling Green State University; M.Ed., Wright State University; Ed.D., University of Georgia.

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

Lloyd, Lisa, Associate Professor of Health, Physical Education, and Recreation. B.E.S.S., Texas State University-San Marcos; M.A., University of Alabama; Ph.D., University of Alabama.

Murray, Tinker Dan, Professor of Physical Education. B.S., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., Texas A&M University.

Payne, Emily Miller, Associate Professor of Developmental and Adult Education, and Director of the Center for Initiatives in Education. B.A., The University of Texas at Austin; M.A.T., Ed.D., New Mexico State University.

Price, Larry, Associate Professor of Research Methods and Statistics. B.S., M.A., Texas State University-San Marcos; Ph.D., Georgia State University.

Ross-Gordon, Jovita M., Professor of Educational Administration and Psychological Services. B.S., M.A., Northwestern University; Ed.D., University of Georgia.

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

Smyth, John, Professor and Mitte Chair in School Improvement. B.Com., University of Melbourne; Diploma of Education, Monash University; B.Ed., University of Queensland; M.Ed.Admin, University of New England; Ph.D. (Education) University of Alberta; M.Pol.Law, LaTrobe University.

Stiegelbauer, Suzanne, Associate Professor of Educational Administration and Psychological Services. B.S., Nazareth College, NY; M.A., University of Illinois, Urbana; M.A., Ph.D., The University of Oregon.

Waite, Duncan, Professor of Educational Administration and Psychological Services. B.A., University of Michigan; M.A., Ph.D., University of Oregon.

Webber, Jo, Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., The University of Texas at Austin.
Associate Doctoral Faculty
Dissertation Committee Member/Teaching Faculty

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

Bond, Nathan, Associate Professor of Curriculum and Instruction. B.A., Baylor University; M.A., Ph.D., The University of Texas at Austin.

Boone, Michael, Professor of Educational Administration. B.A., Kansas State University at Pittsburgh; M.A., Ed.D., Washington State University.

Buswell, Deborah, Assistant Professor of Physical Education. B.S.Ed., The University of Maine; M.S.Ed., Baylor University; Ph.D. Texas Woman’s University.

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

Davis, Barbara Hatter, Associate Professor of Curriculum and Instruction. B.A., Texas State University-San Marcos; M.A., University of Texas at San Antonio; Ed.D., Texas Tech University.

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

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.

Garcia, John L., Associate Professor of Educational Administration and Psychological Services. B.S., David Lipscomb College; M.Ed., Ed.D., Vanderbilt University.

Goodwin, Marilyn, Associate Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., The University of Texas at Austin.

Guajardo, Miguel, Assistant Professor of Educational Administration and Psychological Services. B.S., M.Ed., Ph.D., The University of Texas at Austin.

Gustafson, Thomas, Assistant Professor of Recreation Administration. B.S., University of Houston; M.A., Ph.D., Indiana University.

Hodges, Russell, Associate Professor of Developmental and Adult Education. B.A., Centenary College; M.Ed., Northeast Louisiana University; Ed.D., Grambling State University.

Leavell, Judy, Associate Professor of Curriculum and Instruction. B.A., B.S., M.A., Ph.D., The University of Texas at Austin.

McGhee, Marla, Associate Professor of Educational Administration and Psychological Services. B.M.Ed., M.M.Ed., Texas Tech University; Ph.D., The University of Texas at Austin.
Nelson, Sarah, Assistant Professor of Educational Administration and Psychological Services. B.S.Ed., M.Ed., Ph.D., The University of Texas at Austin.

Paese, Paul Carmine, Professor of Physical Education and Associate Dean of the College of Education. B.S., M.Ed., Bowling Green State University; Ph.D., Ohio State University.

Pankey, Robert B., Professor and Chair of the Department of Health, Physical Education and Recreation. B.S., University of Missouri; M.S., Southern Illinois University; Ed.D., Texas A&M University-College Station.

Peterson, Cynthia L., Associate Professor of Curriculum and Instruction. B.A., University of San Diego; M.L.S., Louisiana State University; Ph.D., The University of Texas at Austin.

Plotts, Cynthia, Associate Professor of Educational Administration and Psychological Services. B.S., Ph.D., The University of Texas at Austin.

Radcliffe, Richard, Associate Professor of Curriculum and Instruction. B.B.A., University of Michigan; M.B.A., Michigan State University; Ph.D. University of Denver.

Reese, Marianne, Associate Professor of Educational Administration and Chair of the Department of Curriculum and Instruction. B.S., Suffolk University; M.S., Rutgers University; Ph.D., The University of Texas at Austin.

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

Slater, Charles, Associate Professor of Educational Administration and Director of the Education Ph.D. Program. B.A., University of Minnesota; M.A.T., Occidental College; Ph.D., University of Wisconsin.

Waite, Susan, Assistant Professor of Curriculum and Instruction. B.S.Ed., M.A.Ed., Western Carolina University; Ed.D., University of Georgia.

Walker, John L., Associate Professor of Physical Education. B.S., M.A.I.S., Texas State University-San Marcos; Ed.D., University of Houston.

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.
Department of Curriculum and Instruction

Majors and Degrees Offered:
- Educational Technology, M.Ed.
- Elementary Education, M.A., M.Ed.
- Elementary Education-Bilingual/Bicultural, M.A., M.Ed.
- Elementary Education-Early Childhood 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. Programs have been designed for the certified teacher to receive a master's degree in an area of education that will enhance their current role in an educational setting. Additionally, the Department of Curriculum and Instruction offers programs that allow a post-baccalaureate student the ability to earn a teaching certificate prior to the granting of the master's degree. Some majors and certificates can be completed through programs offered full-time during the day or part-time in the evenings. Before proceeding into any field of education at Texas State, the degree applicant should inquire as to certification requirements associated with or prerequisites to the degree. Applicants 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. You will find more information on specific programs as well as contact information on the College of Education or Department of Curriculum and Instruction web sites.

The Master of Education degree offerings from the department consist of a minimum of 36 hours without a required thesis. Semester hour requirements vary within the major and minor areas. It is also possible to earn the degree of Master of Arts (M.A.) with majors in Elementary Education and Secondary Education with a minimum of 30 semester hours including the thesis.

Background. Students seeking either a master's degree or certification combined with a master's degree can typically begin their studies without completing background, or leveling classes. An exception to this would be approximately 6-9 hours of college level math, speech communication, computer literacy and 6 hours of English composition necessary for students seeking initial teacher certification.

Majors

Educational Technology. The 39-hour Master of Education with a major in Educational Technology consists of 27-semester hours in educational technology and 12-semester hours in Educational Administration. Graduates will be prepared to teach technology applications, use technology to support student learning of subject-area content, and provide professional development, mentoring, and basic technical and instructional assistance to other professional educators on their campuses and/or in their districts.

Elementary Education. The 36-hour Master of Education with a major in Elementary Education usually consists of 24 to 27 hours in elementary education and an academic minor of nine to twelve hours, a composite minor grouped under the title of methods and materials; or a cognate for the certification track. A specialization in 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. A student may also pursue the Master of Education with a major in Elementary Education degree with a 12-semester hour focus in educational technology.

**Elementary Education-Bilingual/Bicultural.** The 36-hour Master of Education with a major in Elementary Education-Bilingual/Bicultural usually consists of 24 to 27 semester hours in bilingual and elementary education and a minor of nine to twelve hours in an approved academic area, such as reading, early childhood, secondary education (gifted and talented), educational administration, special education, or a composite area.

**Elementary Education-Early Childhood Education.** The 36-hour Master of Education with a major in Elementary Education-Early Childhood Education usually consists of 24 to 27 semester hours in elementary and early childhood education and a minor of nine to twelve hours in an approved academic area, such as reading, secondary education, gifted and talented, educational administration, or special education, or a composite area.

**Reading Education.** The 39 hour major consists of 30 hours including courses in language and literacy development, reading and writing theory and research, teaching literacy from PK through grade 16, teaching with children’s/young adult/adult literature, teaching reading and writing in a multilingual/multicultural environment, literacy assessment, internship, and a 9 hour cognate. Reading Education majors are prepared to meet the International Reading Association professional standards for Reading Specialist/Literacy Coach or the Reading Administrator. Certified teachers with three or more years of teaching experience who successfully complete the major and pass the Professional Reading Specialist TExES (Texas Examination of Educators Standards) examination qualify for the PK-12 Professional Reading Specialist certificate. A 12-hour academic minor is available for those students majoring in other areas. Neither the major nor the minor leads to initial certification as a teacher.

**Secondary Education.** The 36-hour Master of Education with a major in secondary education usually consists of 24 semester hours in secondary education and 12 to 15 semester hours in an academic minor or a composite program. Students who do not have a teaching certificate may be required to complete specific background courses before beginning graduate course work. A student may also pursue the Master of Education with a major in Secondary Education with a 12-semester hour specialization in educational technology. It is also possible to earn the degree of Master of Arts with a major in Secondary Education. The Master of Arts consists of a minimum of 30 semester hours including thesis.

**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. A student may specialize in either generic Special Education or Educational Diagnostician.

### Initial Certification Options

Individuals wishing to seek initial teacher certification as a post-baccalaureate student may seek any of the following certification options:

- Early Childhood – 4th Generalist
- 4th – 8th grade Generalist
- 4th – 8th grade Science
- 4th – 8th grade English Language Arts/Reading
- Early Childhood – 4th Bilingual Generalist
- 4th – 8th grade Math
- 4th – 8th grade Math/Science
- 4th – 8th grade English Language Arts/Reading/Social Studies

Each of these specializations may be sought as certification only or certification along with the master’s degree.
Supplementary Certificates (Endorsements)

These certifications may be added to a teaching certificate.

Supplementary certificates (formerly called Endorsements) are offered in addition to majors and specializations associated with the degree programs in Bilingual/Bicultural, Educational Diagnostician, Educational Reading Specialist, and Special Education. Satisfactory performance on a State Board for Educator Certification test is required for provisional or professional certificates in education. State law requires that no one convicted of a felony be certified to teach in Texas.

**Bilingual Education Certificate.** The following courses are required for Bilingual Education: CI 5331, 5336, 5374, and 5387.

**Educational Diagnostician Certificate.** This professional certificate is based on a master's degree and two years documented teaching experience. Courses required are: SPED 5313, 5326, 5327, 5334, 5360, 5375, 5385, 5389, COUN 5305, 5376, 5386, and 5394.

**Generic Special Education Certificate.** These courses are required for generic special education: SPED 5311, 5313, 5326, 5327, 5334, 5360, 5375, and 5389.

**Gifted and Talented.** These courses are required for gifted and talented education: CI 5308, 5309, 5310, 5311, and 5378l.

**Courses Offered**

**Curriculum and Instruction (CI)**

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

5304 Teaching Mathematics and Science in the Elementary School. (3-0) The importance of problem solving in elementary mathematics and science is explored. Class activities emphasize the role of mathematics in collecting, recording, analyzing, and communicating scientific observations.

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

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.

5309 Methods and Materials for Teaching Gifted and Talented. (3-0) The emphasis of this course is on providing participants with models, methods, and knowledge of materials to enable them to develop an appropriate gifted curriculum for their class, school, or district. Students will critique materials and write curriculum units for their own use with gifted students while learning about program content, materials, resources, and development of related curriculum.

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. (0-6) The application of knowledge, skills, and competencies from the basic courses is 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. Graded on a credit (CR), no credit (F) basis.

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 students according to an organizing framework of scientific knowledge of human growth and development; emphasis on the physical processes, the affective processes, and peer relationships.

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 students by a direct study of individuals in the classroom; emphasis on increasing scientific knowledge of culture, self-development, and self-adjustive areas of development.

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

5319 Social-Emotional 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.

5322 Middle School Instructional Strategies and Practices. (3-0) Description and analysis of curriculum, sources, organization, and development for middle level students. Preparation of developmentally responsive curriculum including direct, inquiry, cooperative learning, and constructivist strategies that adhere to state and national standards and assessments. Overview of expectations, routines, and procedures for classroom management.

5323 Middle School Philosophy and Learning. (3-0) Middle school philosophy focusing on young adolescents' cognitive, emotional, social, and physical needs. Instructional delivery strategies and assessments that are developmentally responsive and adhere to state and national standards. Positive learning environments that include family and community collaboration. Philosophical and historical foundations of the middle school movement.

Prerequisite: Cl 5322.

5326 Curriculum & Management in the Elementary & Middle School. (3-0) Course deals with principles of curriculum development, the K-8 curriculum, planning various types of lessons and units across the curriculum in grades K-8, integrating instruction across the curriculum, and organizing and managing materials, classroom activities, and student behavior. Students will prepare curriculum materials and units.

5327 Principles and Practices in the Elementary School. (3-0) Defines and interprets the newer trends in elementary school practices; the philosophy and objectives of the elementary school, and procedures for implementing these objectives; classroom organization and management; the principles of unified learning as applied to school experiences, procedures for planning and developing experiences, meeting individual needs, and evaluation.
5328 Elementary Social Studies: Curriculum Problems. (3-0) Development and purposes of the social studies curriculum; contributions of the social sciences to the social studies curriculum; relation of the social studies to the total elementary program; curriculum construction, supervision, and evaluation; current issues and trends.


5330 Multicultural Teaching and Learning. (3-0) Course topics include multicultural education theory and principles; research; current issues and trends; culturally responsive curriculum, teaching methods and materials, and teaching English language learners. Students will explore their cultures and other cultures to develop knowledge and sensitivity needed to teach in a multicultural-multilingual society.

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

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

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

Prerequisite: Cl 5333

5370 Classroom Management, Discipline, and Legal Issues. (3-0) Course topics include the development of an appropriate management and discipline system based on in-depth study of current theory and research. Students will study Texas School Law as it relates to classroom teachers and students. Some field work, school and state agency visitation may be required.

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

5374 Bilingual/ESL Content Area Instruction. (3-0) Students study the integration of native language instruction and English as a Second Language (ESL) instruction in the academic content areas (mathematics, social sciences, and language arts) for English Language Learners (ELL).

Prerequisites: Cl 5387 and Cl 5336

5375 Problems in Elementary Education. (3-0) A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give elementary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.

5376 Problems in Secondary Education. (3-0) A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give secondary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.

5377 Problems in Bilingual Education. (3-0) A workshop in innovative techniques or materials offered either on campus or off campus in approved sites. Designed to give elementary classroom teachers college credit for in-service type training; course gives an opportunity for teachers to upgrade their skills and knowledge.
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 Education. (3-0) Study of problems in the education of children in the schools. Topics include basic research procedures needed in the preparation of thesis or other research reports and development or skill in reading, analysis, and application of educational and behavioral research. A research paper is required of each student. CI 5390 must be completed prior to the semester of the comprehensive exam.

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. Graded on a credit (CR), progress (PR), no credit (F) basis.

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. Graded on a credit (CR), progress (PR), no credit (F) basis.

Early Childhood Education (ECE)

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

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

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

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

Educational Technology (EDTC)

5310 Introduction to Educational Technology. (3-0) This course provides hands-on experience with a variety of educational uses of microcomputers in early childhood, elementary, middle, and high schools. Review of relevant research and discussion of current issues will also be included.

5315 Advanced Educational Technology. (3-0) This course deals with both instructional and multimedia design principles. Students will design, implement, and evaluate an extended technology project to solve an instructional problem.
Prerequisite: EDTC 5310

5320 Models of Integration of Educational Technology. (3-0) Students will examine trends and issues related to the integration of technology in instruction based on learning theory, learners' needs, teaching strategies/practices, social and psychological factors, and state/national standards.
Prerequisite: EDTC 5310
Managing Educational Technology. (3-0) This course is designed to help the Educational Technologist manage the various needs and technologies in the school setting. Emphasis will be placed on planning for integration and management, hardware issues, software issues, and personnel issues.

Prerequisite: EDTC 5310, EDTC 5315

Implementing Technology in Education. (3-0) This course is designed to introduce students to those leadership skills required for implementing technology in an education program.

Instructional Design for Educational Technology. (3-0) This course will focus on the use of instructional design principles in Educational Technology to solve instructional problems. Topics covered include developing teacher training materials, courses, individualized instruction, websites, multimedia projects, workshops, and online instruction in the education setting.

Prerequisite: EDTC 5310, EDTC 5315

Issues in Educational Technology. (3-0) This course will provide students with information on current issues and trends to enhance their ability to function effectively as educational technology leaders at the school, district, or agency level. Students will prepare proposals and plans for their internship.

Prerequisites: EDTC 5310, 5315, 5320, 5325, 5330; EDA 5339, 5340, 5345.

Educational Technology Internship. (0-5) The Educational Technology Internship allows the intern to apply theory into practice in a real world setting. The intern is provided site-based opportunities for applying leadership skills in training teachers to use technology in an educational setting. Graded on a credit (CR), no credit (F) basis.

Prerequisite: Within last six hours of coursework.

Reading (RDG)

Teaching with Children's and Young Adult Literature in K-12 Curriculum. (3-0) Course focuses on current research and methods for using children's and young adult literature, including multicultural literature, in grades K-12. Students will explore genres and evaluate and select literature for instruction across the curriculum.

Prerequisites: Reading Majors - RDG 5320, 6330, 5322, and 5324; Reading Minors - RDG 5320 or 6330, and RDG 5322 or 5324.

Psychology in Teaching Reading and Writing. (3-0) Course topics include reading and writing theories and models, theoretical bases of literacy instruction, stages of literacy development, the relationship between oral language and literacy, and classic and current quantitative and qualitative literacy research. Students will write a research review on an approved topic.

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.

Literacy Assessment Internship. (3-15) Students will demonstrate competencies assessing literacy from K-12 using formal and informal assessment tools, writing case studies, understanding related research, and state and national assessment requirements, and demonstrating leadership for literacy assessment and assessment-based instruction at the internship site.

Prerequisites: RDG 5310, 5320, 5322, 5324, 5331, 5340, and 6330.
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.

5331 Literacy Methods for Linguistically and Culturally Diverse Students. (3-0) Course topics include linguistic and literacy challenges unique to students whose native language or dialect is not standard English, and innovative methods for teaching literacy to linguistically diverse students.

Prerequisite: Reading Majors - RDG 5320, 6330, 5322, and 5324; Reading Minors - RDG 5320 or 6300, and RDG 5322 or 5324.

5336 Reading Specialist Internship. (1-3) Internship students work in approved educational settings to demonstrate competencies related to the roles of the Reading Specialist including literacy teacher, leader, consultant, and researcher.

Prerequisites: RDG 5320, 5322, 5323, 5324, 5310, 5331, 5340, and 6330.

5340 Connecting Reading and Writing in the Classroom. (3-0) Course focuses on the relationships between reading and writing; the connections between written language, oral language, and thinking; and the organization of integrated reading and writing instruction in grades K-12, including “workshop” techniques and thematic teaching.

Prerequisite: Reading majors – RDG 5320, 5322, 5324, and 6330; Reading Minors – RDG 5322 or 5324, and 6330.

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: Reading 5322.

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.

6330 Psychology of Language. (3-0) Course topics include first and second language and dialect acquisition and development; theories and stages of language development; characteristics, systems, and functions of language; language diversity; and language disorders. Students read and interpret research and study language development of K-12 children from varying linguistic backgrounds.

Special Education (SPED)

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

5311 Teaching Language Arts to Students with Disabilities. (3-0) Course provides effective, research-based instruction for struggling readers, including basic literacy and adaptations to facilitate students’ access to the general education curriculum. Basic literacy content will be presented, including information about phonological awareness, word study and spelling, fluency, comprehension, and writing across content areas.

Prerequisite: SPED 5326.
5313 Education Students with Emotional/Behavioral Disorders. (3-0) Specific strategies and issues associated with effective instruction of students with emotional/behavioral disorders. Content includes an overview of definitions and characteristics, etiological factors, assessment for diagnosis and intervention planning, treatment options, including methods and materials for effective instruction, collaborative interagency services, and current issues.
Prerequisites: SPED 5360, 5334, or concurrent enrollment, or instructor permission.

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.
Prerequisite: SPED 5360 or concurrent enrollment.

5325 Development Perspectives of the Mildly Disabled. (3-0) In-depth study of language, cognitive, psychosocial, and motor development, from infancy to adulthood, in the mildly disabled. Special emphasis on the relationship between these developmental problems and the learning process.

5326 Educating Students with Mild Disabilities. (3-0) Course provides information about modifications for students with mild disabilities. Characteristics of special education categories discussed with primary emphasis on learning disabilities. Role of classroom management and classroom teacher's role with students with mild disabilities addressed. Methods for individualizing instruction under a variety of classroom conditions presented.

5327 Educating Students with Mental Retardation and Other Severe Disabilities. (3-0) This course provides an overview of student characteristics and appropriate instructional techniques pertaining to individuals with mental retardation and other severe disabilities. Techniques will include specialized assessment and instructional strategies, functional curriculum development, transition planning, positive behavior supports, medical management, physical management, and assistive technologies.
Prerequisite: SPED 5360.

5334 Assessment and Evaluation of Students with Disabilities. (3-0) The course provides information about formal and informal assessment for the identification of cognitive aptitude, academic achievement, social, emotional, and motor development, as well as the implications of these results for instruction and remediation.

5360 Survey of Exceptionality. (3-0) Course provides for the examination of types, characteristics, and etiologies of various exceptionalities; identification of federal laws as they relate to various populations; and serves as an introduction to the education of exceptional students in the home, school, and community.

5375 Behavioral Expectations and Management in the Home and School. (3-0) Plan and utilize behavioral techniques including functional assessment/analysis, behavioral recording, differential reinforcement, antecedent manipulation, generalization training, and self-management.
Prerequisites: SPED 5360, 5334, 5326, 5327, 5375, 5313. With faculty approval can take up to two of these concurrently with 5389.

5385 Educational Diagnostician Ethics, Standards, and Procedures. (3-0) Course provides information about professional roles, ethics, standards, laws, rules, and regulations pertaining to educational diagnosticians. Procedures for selecting, administering, and interpreting standardized instruments utilized for evaluation of exceptional learners will also be addressed.

5389 Special Education Practicum. (3-0) Design and implement educational programs for students with disabilities including assessment, planning, instruction, progress reporting, and development of annual goals and objectives. Supervised.
Prerequisites: SPED 5311, 5313, 5327, 5375. A student may take two of the prerequisites concurrently with SPED 5389.
Graduate Faculty

Allsup, Roxanne Cuellar, Assistant Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., Texas A&M University.

Assaf, Lori, Assistant Professor of Curriculum and Instruction. B.A., University of San Diego; M.Ed., Ph.D., The University of Texas at Austin.

Ash, Gwynne, Assistant Professor of Curriculum and Instruction. B.A., Trinity University; M.A., Texas A&M University; Ph.D., The University of Georgia.

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

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

Bond, Nathan, Associate Professor of Curriculum and Instruction. B.A., Baylor University; M.A., Ph.D., The University of Texas at Austin.

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

Davis, Barbara Hatter, Associate Professor of Curriculum and Instruction. B.A., Texas State University-San Marcos; M.A., University of Texas at San Antonio; Ed.D., Texas Tech University.

De la Colina, María, Assistant Professor of Curriculum and Instruction. B.A., Pan American University; M.A.I.S., University of Texas at Brownsville; Ph.D., Texas A&M University.

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

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

Garza, Ruben, Assistant Professor of Curriculum and Instruction. B.A., Texas State University-San Marcos; M.A., Ph.D., The University of Texas at Austin.

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

Goodwin, Marilyn W., Associate Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., The University of Texas at Austin.

Hatcher, Barbara Ann, Professor of Curriculum and Instruction and Assistant Dean of the Graduate College. B.S., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ed.D., University of North Texas.
Huling, Leslie Leigh, Professor of Curriculum and Instruction and Associate Dean of the College 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.

Leavell, Judy Amacker, Associate Professor of Curriculum and Instruction. B.A., B.S., M.A., Ph.D., The University of Texas at Austin.

Lee, Kathryn, Assistant Professor of Curriculum and Instruction. B.B.A., M.Ed., Texas State University-San Marcos.

Lien, Violetta F., Assistant Professor of Curriculum and Instruction. B.S., Texas State University-San Marcos; M.Ed., Ph.D., The University of Texas at Austin.

Martin, Eugene, Professor of Curriculum and Instruction. B.S., Southern Illinois University Carbondale; M.Ed., Miami University; Ed.D., University of Maryland College Park.

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

O'Neal, Sharon F., Associate Professor of Curriculum and Instruction. B.S., The University of Texas at Austin; M.A., University of Alabama in Birmingham; Ph.D., The University of Texas at Austin.

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

Peterson, Cynthia Lee, Associate Professor of Curriculum and Instruction. B.A., University of San Diego; M.L.S., Louisiana State University; Ph.D., The University of Texas at Austin.

Radelcliffe, Richard A., Associate Professor of Curriculum and Instruction. B.B.A., University of Michigan; M.B.A., Michigan State University; Ph.D., University of Denver.

Reese, Marianne, Associate Professor of Educational Administration and Chair of the Department of Curriculum and Instruction. B.S., Suffolk University; M.S., Rutgers University; Ph.D. The University of Texas at Austin.

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

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

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

Waite, Susan Field, Assistant Professor of Curriculum and Instruction. B.S.Ed., M.A.Ed., Western Carolina University; Ed.D., University of Georgia.
Webber, Jo Ann, Professor of Curriculum and Instruction. B.S., M.Ed., Ph.D., The University of Texas at Austin.

Werner, Patrice Holden, 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.
Department of Educational Administration and Psychological Services

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

Major Programs

The Department of Educational Administration and Psychological Services offers five graduate degree programs with a variety of areas of specialization. Academic preparation for meeting state and national certification and licensure requirements is also available. Each program has its own admission and matriculation standards that are detailed in each program's student handbook available in the department and online at http://www.eaps.us. Each program has a faculty member who serves as Program Coordinator.

EAPS Program Admission Procedures

Admissions deadlines are listed below. To be considered for admission, all required application materials and transcripts must arrive in the Texas State Office of the Graduate College by the prescribed dates. Graduate applications are available from the Office of the Graduate College or online at http://www.gradcollege.txstate.edu. Separate program application materials must be requested from the Program Coordinators in the EAPS department or may be obtained online at http://www.eaps.us. All department application materials need to be received by the respective deadlines listed below.

Admission Deadlines

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<tr>
<td>FALL Semester</td>
<td>April 15</td>
<td>April 15</td>
<td>June 15</td>
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<td>February 15</td>
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<tr>
<td>SPRING Semester</td>
<td>October 15</td>
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<td>SUMMER I or II</td>
<td>April 15</td>
<td>April 15</td>
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* - fall and summer I admission only.
## Admission Requirements for Degree Programs

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<td>Documents Required:</td>
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<tr>
<td>Preferred GRE- General (Verbal + Quantitative)</td>
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<tr>
<td>GPA (last 60 undergraduate hours leading to the bachelor's degree)</td>
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<td>Copy of Official Teaching Certificate</td>
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<td>Yes***</td>
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<tr>
<td>Copy of Official Teaching Service Record</td>
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<td>No</td>
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*Waived for certification-only students already holding a Master’s degree.

**Students wishing to pursue Counseling or Educational Administration programs as a minor for another area of graduate study must apply and meet each program’s admission requirements.

***Students wishing to pursue Educational Administration as a major must have at least one year of full-time (not substitute) teaching experience. Official teaching certificate and teaching service record will be required along with other admission documents.

Admission materials are required by the application deadline in order to have a complete file ready for consideration for admission. Only complete files will be considered. The documentation for the GRE and GPA (official transcripts) and the Graduate College Application for Admission are sent to the Office of the Graduate College. Any other items are sent to the appropriate Program Coordinator in the Department of Educational Administration and Psychological Services. The Counseling Program application is on our web page (www.eaps.txstate.edu).

### Counseling Programs (COUN)

The Master of Education (M.Ed.) with a major in Counseling and Guidance consists of a minimum of 49 semester hours for Child and Adolescent Counseling specialization and 46 semester hours for Student Affairs specialization. The Child and Adolescent Counseling specialization meets academic requirements for certification as a school counselor. The Student Affairs specialization prepares the student to work in post-secondary and higher education student support services.

The Master of Arts (M.A.) with a major in Professional Counseling consists of a minimum of 61 semester hours and offers a choice of three areas of specialization: community counseling, marriage
and family counseling, and student affairs. All areas of specialization meet academic requirements for the Licensed Professional Counselor (LPC) credential. The marriage and family counseling specialization also meets academic requirements for the Licensed Marriage and Family Therapist (LMFT) credentials. The student affairs specialization prepares students to work in post-secondary and higher education student support services combined with the community counseling preparation for licensure (LPC).

These three areas of specialization in the Professional Counseling major and the two areas of specialization in the Counseling and Guidance major have required course sequences that build skills through five levels, from basic to advanced, via didactic and experiential activities. The curriculum includes core foundations in theories, interventions, assessment, and research. In addition, core tenets that are emphasized throughout the program include diversity, ethics, professional development, and self-awareness. There is a strong emphasis on experiential learning integrated with the application of didactic, research-based knowledge. Internship is required as the capstone experience. The Master of Arts specializations in Community Counseling, Marriage & Family Counseling, and Student Affairs Counseling are nationally accredited by the Council for Accreditation of Counseling and Related Programs (CACREP).

**Developmental and Adult Education (DAE)**

The 39-hour Master of Arts (M.A.) degree in Developmental and Adult Education provides the knowledge and experience to develop and lead developmental and adult education programs in many educational settings: developmental reading, writing, and mathematics instruction programs in two-and four-year colleges; college learning assistance centers; pre-college transition programs; alternative, compensatory, or supplemental programs for school-aged youth; adult literacy, adult basic education, and GED programs; community-based adult education programs; business- and industry-based training and development programs; education programs in non-profit organizations; and continuing education and extension programs in colleges and universities.

For both the thesis and non-thesis option, required coursework emphasizes developmental and adult education theory; issues in the history and philosophy of developmental and adult education; adult learning and development; program administration and leadership, including needs assessment, design, implementation, management, and evaluation; grant proposal writing; research methodology; teaching basic writing; and teaching learning strategies and critical thinking for lifelong learning. A supervised internship and a comprehensive exam are also required. Thesis option students enroll in an additional six hours of thesis while non-thesis students enroll in an additional six hours of coursework approved by the graduate advisor.

A 15-hour graduate minor in Developmental and Adult Education is available in conjunction with a master’s program that allows a minor area of study. The course sequence for the Developmental and Adult Education minor consists of DAE 5320, DAE 5365, DAE 5371, DAE 5375, and DAE 5384. The course sequence for a Certificate of Advanced Study, available to those already holding master’s degrees, is the same as for the minor.

Students wishing to study Community College Education may do so through a minor in the Developmental and Adult Education program. The Community College Education area of study is designed for those students who have a major in a content area such as History, Sociology, Political Science, or Vocational - Technical Education and want to teach that content area in the community college.
Educational Administration (EDA)

Two graduate degrees in Educational Administration are offered within a structured program for preparation of those interested in becoming educational leaders: a 36-hour Master of Education degree leading to principal/assistant principal 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 should be taken in sequence. They are EDA 5339 (EDA 5339 must be taken during the first semester of graduate study), EDA 5340, EDA 5345, EDA 5347, and EDA 5348. Following the successful completion of four courses in Level I, the student will be given a qualifying assessment. Results of the assessment are used to determine a student’s progress and for program monitoring purposes. 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 a specialization 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 specialization on the Graduate College Application for Admission.

The following GPA, GRE, and admission 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, (2) a preferred score of 900 or higher on the General portion of the Graduate Record Examination (verbal and quantitative combined), and (3) all applicants for the Educational Administration program must have at least one year of full-time teaching experience. Applicants will be required to submit one copy of their official teaching certificate and one copy of their official teaching service record. Applicants will be reviewed for admission to the program when the official transcripts, GRE scores, teaching certificate, and teaching service record are received by the Office of the Graduate College.

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 Program Coordinator.

School Psychology (PSY)

The School Psychology program is fully approved by the National Association of School Psychologists as a Specialist level 68-semester hour Master of Arts (M.A.) degree that includes a six credit hour, 1200-clock hour internship. The curriculum meets state and national standards. It includes didactic and experiential coursework in psychological foundations, educational foundations, interventions, assessment, consultants, research, and program planning and evaluation.

School Psychology may not serve as a minor for other programs. Graduates of the program are eligible to apply for the following credentials: Licensed Specialists in School Psychology and/or Licensed Psychological Associate from the Texas State Board Examiners of Psychologists; and Nationally Certified School Psychologists from the National School Psychology Certification Board.
Certification and Licensure Programs

Academic preparation for certification and licensure requirements is available in addition to majors and emphases associated with degree programs. These include certification in School Counseling, Principal, or Superintendent, and licensure as Marriage and Family Therapist, Professional Counselor, or Licensed Specialist in School Psychology. Inquiries regarding any of these certification or licensure programs should be directed to the appropriate program Certification Advisor. To be considered for admission to a certification or licensure program, students must meet the same admission and deadline requirements as the degree-seeking students, which are detailed above. Satisfactory performance on the TExES certification examination is required for provisional or professional certificates. Other conditions and professional tests are required by the state of Texas to be certified or licensed. It is the responsibility of the student to be aware of and to meet these conditions.

Educational Administration Certification includes two distinct certifications as Texas public school administrators: Principal/Assistant Principal, a 21 to 39 hour program, and Superintendent, which requires 15 additional hours above the Principal/Assistant Principal certification. These programs fulfill academic requirements for administrative positions such as elementary, middle, or secondary principal/assistant principal and central office positions.

Certification in Counseling and Guidance includes Certification as a School Counselor. The M.Ed. and M.A. School Counseling emphasis meets state academic requirements for School Counseling Certification.

Licensure in Professional Counseling includes Licensed Professional Counselor (LPC) and Licensed Marriage and Family Therapist (LMFT). The Professional Counseling program meets the academic and practicum requirements of the Texas State Board of Examiners of Professional Counselors and the Texas State Board of Examiners of Marriage and Family Therapists.

Licensure as a Specialist in School Psychology includes a re-specialization plan to meet the standards of the Texas State Board of Examiners of Psychologists for providing school psychological services in the public schools. Applicants must have graduated from a master’s or doctoral program in psychology or a related field in order to be eligible for licensure re-specialization.

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 that student’s 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 advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructors’ observations 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 program standards rather than a judgment made on the basis of the student's violation of valid rules of conduct. Disciplinary matters are referred to the Director of Student Justice.

**Student Review Process** - 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 that 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 members 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 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 committee recommendations, the student will notify the Chair of the Department of Educational Administration and Psychological Services of the student's acceptance or appeal of the committee's recommendations.

After considering the matter, and within 10 working days of meeting with the student, the committee will report to the department chair recommending the student either be allowed to remain in the program or be removed from 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. Within 10 working days of receipt of the faculty committee recommendations as provided by the department chair, the student will notify the Chair of the Department of Educational Administration and Psychological Services of the student's acceptance or appeal of the committee's recommendations.

If the student is dissatisfied with the chair's decision, he or she may appeal to the Dean of College 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)**

**5100 Educational Leaders' Continuing Professional Development.** (1-0) This course provides state-of-the-art continuing professional development for in-service, non-degree seeking educational leaders. New topics will be addressed with each offering. The course may be repeated if necessary.

**5339 Understanding Self: Developing a Personal Vision of Leadership.** (3-0) Successful leadership in organizational settings requires an understanding of human behavior. This understanding begins with the knowledge of self and leads to the understanding of others. The focus of this course is on the individual student. The intent is to enhance the student's self-awareness of values, beliefs, and attitudes related to successful school leadership.
5340 Shaping Organizations and Using Inquiry: Management and Leadership. (3-0)
This course includes an understanding of the basic structural components of educational organizations and the theoretical frameworks that describe organizational behavior. Students will focus on the process of action research, planning, decision-making, change in organizations, and leadership.

Concurrent or Prerequisite: 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 Supervision of Instruction. (3-0) Concepts of curriculum and instructional leadership models for schools will be developed. Factors such as curriculum leadership and instructional improvement are considered part of the internal environment of schools.

Prerequisite: EDA 5347.

5378B Problems in Administration. (3-0) Individual problems not related to thesis or research problems. Designed to place emphasis on selected areas of study. May be repeated once for additional credit at the discretion of the department chair.

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

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

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

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

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

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

6345 Human Resources and Instructional Management. (3-0) The course will focus on the skills needed for a school superintendent to manage the human resources and instructional processes of a public school district. State and national standards for superintendent proficiencies in human resource management, curriculum planning, and instructional leadership are addressed.

6347 The Superintendency. (3-0) The basic issues of problems confronting the superintendent, are examined, 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 Texas law.

6349 School Finance and Business Management. (3-0) School funding 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 is examined in detail.
6351 Instructional Models. (3-0) Characteristics of effective teaching are identified and correlated with learning theories and their corresponding instructional models. Matching instruction to the needs of learners and integrative approaches are emphasized.
Prerequisites: All Level I and II courses or permission of instructor.

6352 School as Center of Inquiry. (3-0) Prepares the educational leader to be an intelligent consumer of research and to assume a leadership role in school-wide action research. This course is a prerequisite for EDA 6358.

6358 Integrative Seminar. (3-0) This course integrates key theories, concepts, and principles learned during the student's course of study. The student will complete a paper including an action research plan designed to solve an educational problem present within a specific educational setting. The master's student will defend the plan during the oral examination.
Prerequisites: Levels I, II and EDA 6352 or permission of instructor.

6387 Field-Based Practicum. (0-3) The practicum provides students the opportunity to develop leadership skills needed by principals of elementary and secondary schools. Students will develop a practicum proposal in cooperation with their site-mentor and university supervisor. The course focus is on the development of administrative skills in a real world setting.
Prerequisites: 27 hours of course work including EDA 6352 or permission of instructor.

6388 Field-Based Practicum. (0-3) This course is a continuation of EDA 6387 and permits students to complete practicum projects begun in the fall semester. Students will continue to hone their administrative skills under the mentorship of a campus administrator and a university supervisor.
Prerequisites: EDA 6358 and 6387 or permission of 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. Graded on a credit (CR), no-credit (F) basis.

Educational Psychology (EDP)

5178 Independent Study. (1-0) Individual problems or research topics designed to place emphasis on selected areas of study. May be repeated for additional credit at the discretion of the department chair.

5300 Interviewing, Counseling, and Consulting in School Psychology. (3-0) This is an experiential course that focuses upon the acquisition of skills for conducting interviews, counseling, consulting, and collaborating with children, adolescents, and adults. The emphasis is upon the development of basic communication skills that can be applied by the school psychologist in a variety of multicultural contexts.

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. Graded on a credit (CR), no credit (F) basis.

5376 Psycho-Educational 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: Enrollment in a graduate program 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: PSY 5376 or its equivalent, graduate standing, and consent of the instructor.

5378 Problems – School Psychology. (3-0) Individual problems not related to thesis or research problems. Designed to place emphasis on selected areas of study. May be repeated for credit.

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

5380 Individual and Group Counseling Techniques for School Psychology. (3-0) Acquisition and practice of techniques used in counseling interventions with children and adolescents in school settings. Individual and group counseling techniques will be emphasized, along with a review and refinement of techniques for interviewing and consulting with parents.

Prerequisites: COUN 5207, 5307, PSY 5300, and COUN 5368.

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.

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.

5389 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.

5389A Practicum in School Psychology. (3-0) Three practical experiences occur in a school or agency setting with supervision by on-site and university supervisors. Emphasis is on assessment, orientation to the role of the school psychologist, evaluation of learning, emotional, behavioral difficulties; consultation with school or agency staff, parents and community resources; and direct counseling interventions with individual and/or group techniques. Must be repeated for a total of nine credit hours. Graded on a credit (CR), no credit (F) basis.

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

5391 Research Seminar. (3-0) Research, measurement, and design procedures for addressing issues in school psychology, counseling, and education. A research project is required of each student.

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 nations 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) Investigation and assessment of disorders that involve abnormal or atypical brain development or function, particularly those disorders likely to be encountered in the practice of school psychology. Includes an overview of neuropsychological and other tests with emphasis on development of a comprehensive assessment and intervention model through interpretation and critique or case studies.

Prerequisite: Completion of PSY 5376, PSY 5377, graduate standing, and consent of the instructor.

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

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

6300A Professional Internship in School Psychology. (3-0) The professional internship occurs near the end of formal training in school psychology. The first semester of internship requires a full time (minimum 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. Graded on a credit (CR), no credit (F) basis.

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. Graded on a credit (CR), no credit (F) basis.

Counseling (COUN)

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

Co-requisite: COUN 5358.

5178 Independent Study. (1-0) Individual problems or research topics designed to place emphasis on selected areas of study. May be repeated twice for additional credit at the discretion of the department chair.

5301 Community-based Counseling. (3-0) Community-based Counseling is presented as a basis for counselors who intend on working in community counseling agencies. This course includes theoretical and applied information based on a variety of settings, as well as a variety of intervention strategies, presented via didactic and experiential coursework.

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

5307 Theories of Counseling and Personality. (3-0) This course surveys systematically derived theories of counseling and personality from their origins in social discourse, philosophy, and psychology to the present time. Each theorist is presented biographically and the theory considered with regard to its clinical, cultural, and ethical relevance and application to diverse populations.

Prerequisite: COUN 5350 preferred.
5316 Counseling Diverse Populations I. (3-0) This seminar is designed to sensitize students to the roles societal power disparities, therapist's racial identity and awareness, and client racial/cultural identity play in counseling persons of diverse backgrounds. The dynamics of counseling clients who are African-American, Asian-American, female, gay/lesbian, Latino/a, Native-American, and persons with disabilities, will be examined.

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 Counseling in Schools: Orientation and Ethics. (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.

5340 Loss and Grief Recovery Counseling. (3-0) An in-depth study of loss and its aftermath, grief. Emphasis is given to the counseling literature, loss and grief in the arts, personal loss experience, and particular counseling interventions.

5344 Substance Abuse and Counseling: An Introduction. (3-0) This course focuses on chemical dependency across counseling settings, including school, agency, and private practice. This course includes theoretical and applied information on causative factors, assessment, and treatment strategies across a variety of settings and populations via didactic and experimental coursework.

5345 Psychodrama. (3-0) The course is both didactic and experimental. It provides a history of therapeutic drama beginning with the Greek theater of Dionysus. The work of J.L. Moreno is presented and the basic tenets of the theory studied. Students then engage in creating, producing, and acting out actual psychodramatic productions.

5346 Filial Therapy. (3-0) Theoretical and practical application of the filial model will be addressed as well as techniques in training parents in the overall principles and methodology of child-centered play therapy.

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

5351 Current Issues in Marriage and Family Therapy. (3-0) This course provides students with information regarding special issues in marriage and family therapy, including: grief and loss, domestic violence, substance abuse in the family, GLBT issues, divorce, and re-parenting.
Corequisite: COUN 5689 or COUN 5389.

5354 Basic Techniques in Counseling. (3-0) This course is designed to introduce the student to basic counseling skills via role-play and videotape. The course also provides a general model of effective counseling, including basic communication skills and theory techniques.
Prerequisite: COUN 5350 or COUN 5328

5355 Career Counseling. (3-0) Career choice and development are considered as critical aspects of persons in material cultures where occupation is a major component of one's identity. Career concerns often addressed in counseling are presented and discussed along with the area of vocational guidance, occupational information, and preference inventories.
5358 Dynamics & Processes in Group Counseling. (3-0) An intensive laboratory experience requiring highly active student participation in the form of honest, direct, and open communication combined with authentic self-exploration within the group setting. Through participation and required reading, students will gain first-hand familiarity with the basic principles of the dynamics that are characteristic of therapeutic groups.
   Prerequisites: COUN 5354 and COUN 5307. Corequisite: COUN 5158

5359 Abnormal Human Behavior. (3-0) The principles of understanding dysfunction in human behavior and systemic organization. This course includes diagnostic, preventive, and remedial methods and interventions.
   Prerequisite: COUN 5307

5360 Intermediate Methods in Marriage and Family Therapy. (3-0) Included in this course is the diagnosis and assessment of family functioning and the practice of techniques used by systems theorists in marriage and family therapy. Graded on a credit (CR), no credit (F) basis.
   Prerequisites: COUN 5367 and COUN 5354.

5362 Practicum in Professional Supervision: Theories and Applications. (3-0) Provides experience in supervising practicum or intern students and integrating the theoretical foundations and current issues of professional supervision. Emphasis includes ethical, multicultural, gender, age, and lifestyle concerns in supervisory relationships, and academic requirements for supervisory status for Texas Licensed Professional Counselor and Licensed Specialist in School Psychology credentials. Course can be repeated once for credit. Graded on a credit (CR), no credit (F) basis.

5366 Intermediate Methods in Individual and Group Counseling. (3-0) This advanced methods course applies counseling theories and techniques through formal lecture, didactic exchange, and supervised practice. Students practice skills in the helping relationship process, diagnosis, goal formulation, treatment planning, termination, referral, and record keeping. Students also refine their personal theoretical orientations to counseling. Graded on a credit (CR), no credit (F) basis.
   Prerequisite: COUN 5354 and COUN 5359.

5367 Marriage and Family Counseling: Current Theories. (3-0) This course is designed to examine the principles of communication and the goals of marriage and family counseling. Selected approaches and techniques used in marriage and family therapies will be examined.

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

5369 Child and Adolescent Counseling Methods. (3-0) Course focus is an overview of counseling interventions with children and adolescents in agency, school, and private practice. Group, individual, and systems techniques will be covered. Assessment of child psychopathology and techniques for consulting with parents will be included.
   Prerequisites: COUN 5354 and COUN 5368.

5370 Intermediate Methods in Counseling Adolescents. (3-0) This course will provide an overview of the physical, social, psychological, and behavioral characteristics of the adolescent in the context of the family. Emphasis will be placed on counseling interventions utilizing current research.
   Prerequisite: COUN 5369.

5372 Assessment and Treatment in Marriage and Family Counseling. (3-0) This course addresses the assessment of individual and family functioning and the planning and implementation of marriage and family treatment methods.
   Prerequisites: COUN 5367.
5373 Intermediate Methods in Play Therapy. (3-0) This course provides the philosophical basis for play therapy, including a review of play therapy’s history, various theoretical applications, play therapy techniques, therapeutic stages, ethical issues, and application to a variety of populations and diagnostic categories. As an intermediate methods class, students must demonstrate a minimum skill level. Graded on a credit (CR), no credit (F) basis.

Prerequisite: COUN 5369

5378 Problems in Counseling. (3-0) Individual problems not related to thesis. Designed to place emphasis on selected areas of study. May be repeated once for additional credit at the discretion of the department chair.

5381 Sandtray Therapy Methods. (3-0) This course provides students with the philosophical basis for sandtray therapy as a therapeutic intervention for children and families, including a review of its history, applications, techniques, stages, and ethical issues. Didactic and experiential methods are used.

Prerequisite: COUN 5369 or permission of instructor.

5388 Internship-Student Affairs. (3-0) Internship applies knowledge of student development and organizational theory in a particular student affairs area of operation with group specific activities or projects. The connection between theory and practice is emphasized. The course may be repeated up to three times. Graded on a credit (CR), no credit (F) basis.

5389 Site-Based Internship. (3-0) An on-site practicum-internship occurring in a school or agency setting with supervision by on-site and university supervisors. May be repeated based on the recommendation of the counseling faculty. Graded on a credit (CR), no credit (F) basis.

Prerequisites: COUN 5689, recommendation of COUN 5689 supervisor, and consent of COUN 5389 supervisors.

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

5391 Research Seminar. (3-0) Research, measurement, and design procedures for addressing issues in school psychology, counseling, and education. A research project is required of each student.

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

5393 The American College Student. (3-0) This course is an in-depth study of the characteristics and needs of American colleges student 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.

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

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

5689 Clinical Practicum. (3-3) Practicum includes counseling clients in university-affiliated counseling clinics, and a staffing seminar. May be repeated up to three times (18 credit hours) based on the recommendation of the counseling faculty. Graded on a credit (CR), no credit (F) basis. Graded on a credit (CR), no credit (F) basis.

Prerequisites: All required course work completed or departmental permission required.
Developmental and Adult Education (DAE)

5178 Independent Study. (1-0) Individual problems or research topics designed to place emphasis on selected areas of study. May be repeated for additional credit at the discretion of the department chair.

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.

5321 Adult Learning and Development. (3-0) This seminar will cover a range of topics of interest to professionals working with adult learners in a variety of settings, including characteristics and motivations of adult learners; theories of adult learning and intelligence; models of adult cognitive and psychosocial development.

5324 Qualitative Research Methods. (3-0) Seminar course that addresses the theory and applications of qualitative research in education and related social sciences. As a seminar project, students will develop and defend a research plan suitable for a thesis or graduate project proposal.

5334 Family Literacy. (3-0) Family literacy is an intergenerational program that integrates adult literacy and emergent literacy education. This online course will provide students with the knowledge and abilities to manage a family literacy program. Students will analyze related learning theories, population needs, program structures, and policy issues, including diversity and accountability.

5344 Multicultural Perspective in Postsecondary Education and Adult Education. (3-0) This seminar covers a broad range of topics related to diversity within postsecondary and adult education. Course readings and projects relate to a wide variety of settings including colleges and universities, adult literacy programs, the workplace, and community-based organizations. Students taking DAE 5344 may not take DAE 7344 for doctoral level credit.

5345 Current Issues in Adult, Continuing and Professional Education. (3-0) A seminar style course focusing on current issues in continuing and professional education including research and professional practice. Specific emphasis will vary depending on changes in contemporary issues. Students taking DAE 5345 may not take DAE 7345 for doctoral level credit.

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 under prepared learner. Special emphasis on needs assessment, program design, implementation, management, and evaluation. Grant proposal writing is a central focus of the course.

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. Students taking DAE 5371 may not take DAE 7371 for doctoral level credit.

5373 Grant Development and Management. (3-0) Course purposes include demystifying grant proposal writing and becoming acquainted with grant management resources. Students will locate funding sources, develop a proposal and budget, and explore accountability issues and processes for funded projects. Emphasis is on optimizing location and use of online grant information and developing professional networks. Students taking DAE 5373 may not take ED 7373 for doctoral level credit.

5375 The Underprepared Learner in American Postsecondary and Adult Education. (3-0) A profile of the underprepared postsecondary student and an overview of the programs and instructional strategies appropriate for use with that target population. Students taking DAE 5375 may not take DAE 7375 for doctoral level credit.

5378 Problems in Education. (3-0) Individual problems not related to thesis or research problems. Designed to place emphasis on selected areas of study. May be repeated once for additional credit at the discretion of the department chair.
5382 Foundations of Adult Education. (3-0) This course will provide an overview of the field of adult education in its various forms and settings. Topics include (1) historical origins of adult education as a field of study and practice, (2) philosophical perspectives, (3) organization and delivery of adult education, and (4) emerging developments and issues in the profession.

5383 The Community College. (3-0) Introduction to the community college and to its roles and functions in American education. Special attention will be directed to evolution, development, and patterns of organization, purposes, programs, personnel and current issues of the community college. Students taking DAE 5383 may not take DAE 7383 for doctoral level credit.

5384 Internship Practicum in Developmental & Adult Education. (3-0) The 150-clock hour internship is required of all Developmental and Adult Education majors. The experience, which involves instruction and/or administration in a developmental education or adult education setting, includes orientation to the roles, responsibilities, and functions of professionals in developmental and adult education. Graded on a credit (CR), no credit (F) basis.

Prerequisites: DAE 5375, 5365, 5321, and 5371.

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

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

Graduate Faculty

Albin, Drema Dial, Assistant Professor of Professional Counseling. B.A., M.A., Ph.D., The University of Texas at Austin.

Beck, John James, Jr., Professor of Educational Administration and Dean of the College of Education. B.S., Texas State University-San Marcos; B.S., University of Washington; M.A.T., Ph.D., University of Nebraska.

Boone, Michael, Professor of Educational Administration. B.A., Pittsburgh State University; M.A., Ed.D., Washington State University.

Brooks, Ann, Professor of Educational Administration and Psychological Services. B.A., University of Nebraska; M.A.T., School for International Training; M.A., Fielding Graduate Institute; Ed.D., Teachers College, Columbia University.

Carns, Michael Ray, Associate Professor of Professional Counseling. B.S., Kansas State University at Manhattan; M.A., Texas State University-San Marcos; Ph.D., University of North Texas.

Carpenter, D. Stanley, Professor and Chair, Educational Administration and Psychological Services. B.S., Tarleton State University; M.S., Texas A&M University-Commerce; Ph.D., University of Georgia.

Connolly, Colleen, Associate Professor of Professional Counseling. B.S., Texas A&M University Baylor College of Dentistry; M.A., Texas State University-San Marcos; Ph.D., St. Mary’s University.

Garcia, John L., Associate Professor of Professional Counseling. B.S., David Lipscomb College; M.Ed., Ed.D., Vanderbilt University.
Garrison, John, Associate Professor of Professional Counseling and Assistant Vice President/Dean of Students. B.A., McMurry University; M.A., University of North Texas; Ph.D., The University of Texas at Austin.

Gordon, Stephen P., Professor of Educational Administration and Psychological Services. B.S., Bowling Green State University; M.E., Wright State University; Ed.D., University of Georgia.

Guajardo, Miguel, Assistant Professor of Educational Administration and Psychological Services. B.S., M.Ed., Ph.D., The University of Texas at Austin.

Hodges, Russell, Associate Professor of Developmental and Adult Education. B.S., Centenary College; M.Ed., Northeast Louisiana University; Ed.D., Grambling State University.

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

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

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

Klose, Laurie, Assistant Professor of School Psychology. B.A., Baylor University; M.A., Ph.D., University of California, Berkeley.

Lasser, Jon, Assistant Professor of School Psychology. B.A., The University of Texas at Austin; M.S., University of Pennsylvania; Ph.D., The University of Texas at Austin.

McGhee, Marla, Associate Professor of Educational Administration. B.M.Ed., M.M.Ed., Texas Tech University; Ph.D., The University of Texas at Austin.

Moore, Pamela, Assistant Professor of Professional Counseling. B.A., The University of Texas at Austin; M.A., Ph.D., Texas Tech University.

Nelson, Sarah, Assistant Professor of Educational Administration and Psychological Services. B.S., M.Ed., Ph.D., The University of Texas at Austin.

Payne, Emily Miller, Associate Professor of Developmental and Adult Education, and Director of the Center for Initiatives in Education. B.A., The University of Texas at Austin; M.A.T., Ed.D., New Mexico State University.

Plotts, Cynthia, Associate Professor of School Psychology. B.A., Ph.D., The University of Texas at Austin.

Price, Larry, Associate Professor of Education. B.S., M.A., Texas State University-San Marcos; Ph.D., Georgia State University.

Reese, Marianne, Associate Professor Educational Administration and Chair of the Department of Curriculum and Instruction. B.S., Suffolk University; M.S., Rutgers University; Ph.D., The University of Texas at Austin.
Ross-Gordon, Jovita, Professor of Educational Administration and Psychological Services. B.S., M.A., Northwestern University; Ed.D., University of Georgia.

Schmidt, Eric, Associate Professor of Professional Counseling. B.S., Texas A&M University at College Station; M.Ed., Texas A&M at Corpus Christi; Ph.D., University of North Texas.

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


Slater, Charles, Associate Professor of Educational Administration. B.A., University of Minnesota; M.A.T., Occidental College; Ph.D., University of Wisconsin.

Smith, Joann, Assistant Professor of Professional Counseling and Associate Vice President for Student Affairs. B.S., Edinboro University of Pennsylvania; M.A., Wichita State University; Ph.D., Kansas State University.

Stedman, Deborah, Assistant Professor of Developmental and Adult Education. B.S., West Chester State University; M.Ed., Texas State University-San Marcos; Ph.D., Texas A&M University.

Stiegelbauer, Suzanne, Associate Professor of Educational Administration and Psychological Services. B.S., Nazareth College; M.A., University of Illinois; M.A., Ph.D., The University of Texas at Austin.

Studer, James D., Associate Professor of Professional Counseling. B.S., The Defiance College; M.A., Bowling Green State University; Ph.D., Ohio State University.

Waite, Duncan, Professor of Educational Administration. B.A., University of Michigan; M.A., Ph.D., University of Oregon.

Willoughby, Jack Michael, Professor of Educational Administration and Dean of the Graduate College. B.S., Texas A&M University; M.Ed., Texas State University-San Marcos; Ed.D., University of Southern Mississippi.

Wyatt, Carl Van, Associate Professor of Professional Counseling and Vice President for Information Technology. B.A., Rutgers University; M.A., Ph.D., Purdue University.
Mission Accomplished!

Our % of success rates has increased as our teachers have a better understanding of the culture.
Department of Health, Physical Education, and Recreation

Majors and Degrees Offered:
- Health Education, M.Ed.
- Physical Education, M.Ed.
- Recreation and Leisure Services-Recreation Management, M.S.R.L.S.
- Recreation and Leisure Services-Therapeutic Recreation, M.S.R.L.S.

Major Program

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, Master of Education, or Master of Science in Recreation and Leisure Services.

**Physical Education.** The Master of Education with a major in Physical Education has several specializations. 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 required support courses. Traditional programs, thesis (30 hours) or non-thesis (36 hours), with minors or split minors are also available.

- **Exercise Science Specialization** is designed for the physical education professional (teacher/coach), personal trainer, rehabilitation specialist, 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.

- **Sport and Leisure Management Specialization** is designed for those individuals who desire more training in the area of sport management (e.g., athletic administration) or recreation administration.

- **Educational Foundations Specialization** (Master’s only or Master’s and Certification, MAC Program) 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 MAC program leads to state certification in all level physical education.

**Health Education.** The Master of Education with a major in Health Education consists of 36 semester hours, including a major of 21 hours and a 15 hour minor, or split minor of nine and six hours. The graduate student in Health Education may select a thesis or non-thesis option. The thesis option is 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.

**Recreation and Leisure Services.** The Master of Science in Recreation and Leisure Services (M.S.R.L.S.) program is designed to prepare administrators, supervisors, educators, consultants, and researchers to assist people toward richer lives through leisure experiences. M.S.R.L.S. students may pursue a thesis (30 hours) or non-thesis (36 hours) option. The program will offer professional preparation in two distinct specialization areas: recreation management and therapeutic recreation. Recreation management encompasses the administration and supervision of recreation and leisure services. Recreational professional seeking coursework for certification as Certified Park & Recreation Professional (CPRP) would enroll in this option. Therapeutic recreation focuses on enabling individuals with special needs to experience the same leisure options as able-bodied individuals through the use of recreation as a treatment and education modality. Individuals seeking to become a Certified Therapeutic Recreation Specialist (CTRS) would enroll in this option.
Background

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

**Physical Education.** A physical education major is expected to have a minimum of 18 semester hours of physical education coursework, 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.

**Recreation and Leisure Services.** A recreation and leisure services major is expected to have a minimum of 18 semester hours of recreation coursework on the bachelor’s degree. Students in the recreation management emphasis must have undergraduate hours in marketing and management, demonstrate competency in those areas, or take the leveling courses MGT 5304 and MKT 5305 prior to REC 5330 and REC 5360.

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 College.

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 **Measurement and Evaluation in Health and Wellness Promotion.** (3-0) Study of measurement and evaluation procedures used in assessing the cognitive, affective, and psychomotor domains of health and wellness promotion. Application of these principles to program planning and evaluation is also examined.

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

5321 **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 a different emphasis for additional credit.

5331 **Seminar in Current Problems in Health Education.** (3-0) Current national and international trends and problems in health that affect the school age group. May be repeated once with different emphasis for additional credit.
5335 Health Education Leadership. (3-0) Structured experiences for developing administrative leadership for health education programs. Included are leadership philosophy, staffing, programming, budgeting, public relations, facilities, and evaluations.

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

5346 Literature and Research in Health Education. (3-0) Study critical analysis of health education 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 Division Coordinator. Repeatable once with a different emphasis.

Prerequisite: Health Education 5346.

5360 Internship/Applied Project in Health Promotion. (3-0) 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 indicate the distance from San Marcos and is reflected in the course fee. Graded on a credit (CR), no credit (F) basis.

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. Graded on a credit (CR), progress (PR), no credit (F) basis.

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. Graded on a credit (CR), progress (PR), no credit (F) basis.

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 athletic and physical education concerning the care and prevention of injuries with special emphasis on therapeutic and rehabilitation techniques. Taping and bandaging will be practiced in a laboratory situation.

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 Science. (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 program for the handicapped and special populations.
5344 Analysis of Teaching in Physical Education. (3-0) This course is designed for graduate students interested in pre-service and/or in-service 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) Basis 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 for credit.

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

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.

5398A Internship in Sport & Leisure Management. (3-0) Designed as an in-depth supervised work experience that will require application of classroom theory and research in an on-the-job setting. Internships will be approved and supervised by the department. Graded on a credit (CR), no credit (F) basis.
5398B Internship in Exercise Science. (3-0) Designed as an in-depth supervised work experience that will require application of classroom theory and research in an on-the-job setting. Internships will be approved and supervised by the department. Graded on a credit (CR), no credit (F) basis.

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. Graded on a credit (CR), progress (PR), no credit (F) basis.
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. Graded on a credit (CR), progress (PR), no credit (F) basis.

Recreation (REC)

5310 Philosophical Foundations of Recreation & Leisure Services. (3-0) To introduce and explore the meanings of leisure, leisure behavior, and leisure services from historical, philosophical, sociological, and political perspectives. Students will develop a philosophical view of leisure based on exploration of the history of leisure and the leisure profession as well as consideration of the nature of the individual and society.

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

5320 Selected Topics in Therapeutic Recreation. (3-0) An in-depth study of selected topics in Therapeutic Recreation. Topics will include (a) leisure enhancement in later life (b) public policy in therapeutic recreation, and (c) play leisurability and life satisfaction. Repeatable for credit.

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

5322 Leisure Enhancement in Later Life. (3-0) A seminar style course that will investigate national trends, issues, and contributions of leisure to the quality of life and well being of senior citizens. Topics to be discussed may include legal issues, regulatory standards, placement, and expectations.

5323 Public Policy in Therapeutic Recreation. (3-0) To provide student with an understanding of the legislative process at national and state levels; the role and influence of government & regulatory bodies, regarding implementation and monitoring of public policy; and the need for documentation and proactive position development and agenda setting.

5324 Play, Leisurability, and Life Satisfaction. (3-0) Course covers the theories of play; the importance, impact, and benefits of play in life satisfaction; society's influences on the nature of play; and the leisurability concept and process.

5330 Applications of Management in Recreation and Leisure Service Organizations. (3-0) Course will include topics: Needs assessment, cooperative ventures, master planning, strategic planning, strategic thinking, and management. All topics will be addressed from the perspective of recreation and leisure service organizations.

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

5340 Social Psychology of Recreation and Leisure. (3-0) To provide an introduction and overview of the personal, social and social-psychological contexts of leisure; utilizing current literature the course will focus on examining leisure and recreation behavior from psychological, sociological and social-psychological constructs that are contributing to a contemporary, interdisciplinary understanding of the leisure phenomenon.
5346 Literature and Research. (3-0) Directed reading, reports, and discussions of the current literature in the field of education, a critical analysis of research techniques and the locations and securing of information, together with the steps necessary to the solution of research problems in this field. See Physical Education 5346.

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

5360 Applications of Marketing and Finance in Recreation. (3-0) A study of marketing and financial concepts, principles, and techniques as they relate to recreation and leisure delivery systems. These include service development, pricing, distribution, promotional techniques, atmospherics, fund raising, alternative funding, proposals, and grants.

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

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

5399B Thesis. (3-0) This course represents a student’s continued thesis enrollment. No thesis credit is awarded until the thesis is submitted for binding. Graded on a credit (CR), progress (PR), no credit (F) basis.

Graduate Faculty

Awoniyi, Stephen A., Associate Professor of Recreation Administration. B.S., M.S., Ahmadu Bello University; M.S., California State University, Sacramento; Ph.D., Indiana University.

Buswell, Deborah J., Assistant Professor of Physical Education. B.S., University of Maine; M.S., Baylor University; Ph.D., Texas Woman’s University.

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.

Gustafson, Thomas F., Assistant Professor of Recreation Administration. B.S., University of Houston; M.S., Ph.D., Indiana University.

Hamilton, Michelle, Associate Professor of Physical Education. B.S., Michigan State University; M.A., Western Michigan University; Ph.D. Michigan State University.

James, Gay, Professor of Health Education. B.S., M.S., Texas State University-San Marcos; 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.

Lloyd, Lisa K., Associate Professor of Physical Education. B.E.S.S., Texas State University-San Marcos; M.A.Ed., University of Alabama; Ph.D., University of Alabama, Tuscaloosa, Al.

Murray, Tinker Dan, Professor of Physical Education. B.S., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., Texas A&M University.
Paese, Paul Carmine, Professor of Physical Education and Associate Dean of the College of Education. B.S., M.Ed., Bowling Green State University; Ph.D., Ohio State University.

Pankey, Robert B., Professor and Chair of the Department of Health, Physical Education, and Recreation. B.S., University of Missouri; M.S., Southern Illinois University; Ed.D., Texas A&M University-College Station.

Patton, Robert Edward, Professor of Physical Education. B.S.Ed., M.Ed., Texas State University-San Marcos; Ed.D., University of North Texas.

Ransone, John W., Professor of Physical Education and Athletic Training. B.S., Texas State University-San Marcos; M.A., Adams State College; Ph.D., University of New Mexico at Albuquerque.

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.

Soukup, Gregory, Assistant Professor of Physical Education. B.A., M.Ed., Ph.D., University of Houston.

Walker, John L., Associate Professor of Physical Education. B.S., M.A.I.S., Texas State University-San Marcos; Ed.D., University of Houston.

Wiley, David Clark, Professor of Health Education. B.S., M.S., East Texas State University; Ph.D., The University of Texas at Austin.
College of Fine Arts and Communication

Department of Art and Design

The Department of Art and Design offers neither a graduate major, minor, nor degree. Graduate courses 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.

Art History (ARTH)

5301 Special Topics Advanced. (3-0) An independent study course designed to examine specific topics and address issues in art history or art criticism. May be repeated with different emphasis for additional credit.

5302 Special Problems Advanced. (3-0) An independent study course involved with art history, aesthetics, and criticism. The emphasis of the course is on scholarship, research, and writing. May be repeated with different emphasis for additional credit.
   Prerequisite: Permission of instructor.

Studio Art (ARTS)

5301 2-D Advanced Special Problems. (3-3) An independent study in 2-D studio art, which requires a student to pursue a personal conceptual direction and to develop the technical and critical skills necessary for creating a cohesive body of artwork. May be repeated with different emphasis for additional credit.
   Prerequisite: Permission of instructor.

5302 3-D Advanced Special Problems. (3-3) An independent study in studio art, which requires a student to pursue a personal conceptual direction and to develop the technical and critical skills necessary for creating a cohesive body of artwork. May be repeated with different emphasis for additional credit.
   Prerequisite: Permission of instructor.

Art Theory & Practice (ARTT)

5376 Research in Art Theory and Practice for Children. (3-0) Individualized study focusing on art skill and knowledge development related to children’s art learning experiences. May be repeated with different emphasis for additional credit.
   Prerequisite: Teaching experience or admission to graduate degree program and permission of instructor required.
5377 Research in Art Theory and Practice for Adolescents and Adults. (3-0)
Individualized study focusing on art skill and knowledge development related to adolescent and/or adult art experiences. May be repeated with different emphasis for additional credit.
Prerequisite: Teaching experience or admission to graduate degree and permission of instructor required.

Graduate Faculty

Colombik, Roger B., Professor of Art and Design. B.F.A., University of Illinois; M.F.A., Southern Illinois. (Sculpture, 3D Design)

Conroy, Michel L., Professor of Art and Design. B.F.A., Webster University; M.F.A., Louisiana State University. (Ceramics)

Dell, Jeffrey, Assistant Professor of Art and Design. B.A., Hamline University; M.F.A., University of New Mexico.

Greer, Carole Anne, Professor of Art. B.S., Kansas State University; M.F.A., University of North Texas. (Drawing, Printmaking, and Painting)

Housefield, James, Associate Professor of Art and Design. B.A., Vanderbilt University; M.A., The University of Texas at Austin; Ph.D., Boston University.

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., Professor of Art and Design. B.F.A., University of North Texas; M.F.A., Kent State University. (Communication Design)

Nielsen, Erik August, Professor of Art and Design and Acting Chair of the Department of Art and Design. B.A., M.A., University of South Florida; Ph.D., The University of Texas at Austin. (Art Education, Printmaking, and Photography)

Penn, Beverly Beecham, Professor of Art and Design. 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., 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. B.F.A., M.F.A., University of Colorado. (Sculpture, Drawing)

Shields, J. David, Professor of Art and Design. B.F.A., Louisiana Tech University; M.F.A., Savannah College of Art and Design. (Communication Design)

Todd, Mark E., Professor of Art and Design. B.F.A., M.A., M.F.A., University of Iowa. (Communication Design)
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)
School of Journalism and Mass Communication

Major and Degree Offered:
Mass Communication, M.A.

Major Program

The School of Journalism and Mass Communication offers many opportunities for media professionals, academic researchers, educators, and recent graduates to expand their education and training within the mass communication field. The courses offered cultivate strong research and analytical skills that prove advantageous to the media professionals as well as to those interested in continuing their education at the doctoral level. Students will broaden their understanding of communication theories and current research and will be prepared for doctoral studies in journalism, mass communications, or related fields. The program also develops students' critical thinking abilities and practical skills that will enable them to take up media-related positions in the community. The program also enables students whose undergraduate major may not have been mass communication to gain a skills and theory base for potential mass communication careers.

The varied expertise of faculty and diverse backgrounds of both faculty and students provide a healthy learning environment in which participants learn through interaction and discussion. Courses offered in the program address a variety of cutting-edge topics such as the Internet, multimedia design, and production, as well as traditional topics such as mass communication theory and research methods. In addition, students select courses from outside the department to supplement their studies. Students may choose the thesis track, which requires 33 hours, or the non-thesis track, which requires 36 hours.

Admission Policy

Admission is selective and a Graduate Admissions Committee will consider all applicants who meet requirements of the Graduate College. The achievement of the University’s minimum requirements should not be considered an assurance of admission to the Mass Communication Master of Arts program. In addition to university requirements for admission to graduate study, department requirements for unconditional admission are as follows:

1. A preferred score of 600 on the paper based TOEFL or 250 on the computer based TOEFL for international students.
2. A preferred combined score of 1000 on the verbal and quantitative portions of the Graduate Record Examination (GRE) general test, with a preferred score of 500 or more on the verbal section.
3. A preferred level of 5 on the analytical writing section of the Graduate Record Examination (GRE).
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 have acceptable GPA or GRE scores may be admitted conditionally and must fulfill specific GPA and/or course requirements. Those who do not have acceptable TOEFL scores may take only leveling courses until a satisfactory score is achieved.
The following must be submitted directly to the graduate advisor for the School of Journalism and of Mass Communication:

1. A short (300-500 word) essay describing the applicant's academic and professional goals.
2. Two letters of recommendation from individuals competent to assess the applicant's capacity to pursue graduate education in mass communication. In case the applicant is changing the major area, at least one of the two letters must be from a professor in the student's previous major. If the applicant is transferring from another institution, at least one of the two letters must be from a professor in the student's previous institution.

Students can be admitted unconditionally even if they need leveling courses. For students who do not have a journalism or mass communication major in their undergraduate studies, the nine to 12 hours of leveling courses will be determined by the mass communication graduate faculty. Leveling work may include courses in writing, editing, media law and media history, and/or specialty areas such as public relations, broadcasting, or advertising.

Students are encouraged to meet the following application deadlines:

- Fall semester: April 15
- Spring semester: October 15
- Summer I: April 15
- Summer II: April 15

Applications are available from the Office of the Graduate College at www.gradcollege.txstate.edu, or telephone 512-245-2581. There is no separate departmental application. The application and a $40 application fee must be submitted to the Office of the Graduate College.

Degree Requirements

The Mass Communication graduate program offers its students the option of pursuing either a non-thesis track or a thesis track. In general, it is possible for the full-time student to complete the program in an 18-month period. However, most students take at least two years to complete the degree, especially if they are on a thesis track.

All students are required to take MC 5301 Mass Media and Society, MC 5302 Research Methods in Mass Communication, and MC 5303 Theories of Mass Communication.

Non-thesis Track

The 36-hour non-thesis track includes the core of nine hours, 18 to 21 hours of mass communication electives selected by the student and the graduate advisor, and six to nine hours of electives from graduate courses outside the department. The electives allow students to select courses in areas that support their special research or job-related needs and interests.

Non-thesis students are required to take and pass a written comprehensive exit examination.

Thesis Track

The 33-hour thesis track requires the core of nine hours, 12 hours of mass communication electives, six hours of electives from graduate courses outside the department and six-hours of thesis credit. The thesis will consist of original research that contributes to the body of knowledge in mass
communication - a scholarly presentation of information about mass communication processes and systems. The thesis is a scholarly study of communication behavior, the purpose of which is to broaden understanding of what mass media communicators do through what media channels, how they do it, and with what effects. It may be quantitative, relying upon an experimental design, content analysis, survey data or another appropriate approach, or it may be qualitative, relying upon historical research or another appropriate methodology.

The thesis track students are required to take and pass an oral comprehensive exit examination.

Minor/Cognate

The Master’s program includes six to nine hours of electives to accommodate diverse student needs and abilities. These may constitute a minor in one department or a cognate area of individually desirable courses from several departments.

Students plan their specific courses in consultation with the mass communication graduate advisor and appropriate members of the mass communication graduate faculty.

Facilities

The School of Journalism and Mass Communication is housed in historic Old Main. Situated on top of a hill, Old Main has become the University’s most recognizable symbol. The building houses student publications, the campus radio station, faculty offices, smart lecture rooms, television editing facilities, and state-of-the-art computer laboratories.

Graduate student assistants are provided office space and resource room facilities. The Alkek Library at the University offers excellent research facilities with its vast collection of books and other audio-visual resources. The library also offers the TexShare facility that allows students to borrow books from several other universities from within the state.

Faculty

The School of Journalism and Mass Communication has 20 full-time and part-time faculty, 14 of whom hold terminal degrees. The graduate faculty are active in international, national, regional, and state professional associations and publish widely in professional and scholarly journals.

Assistantships

Competitive graduate assistantships offered with stipends and waivers of out-of-state tuition are available to qualified applicants. Assistantship responsibilities include teaching mass communication fundamentals, working in supervisory roles at student media outlets, assisting in departmental computer labs, or assisting faculty with teaching. 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. The application for assistantship may be obtained from the departmental graduate advisor or from the following Web site: http://www.masscomm.txstate.edu/graduate/ast-app.html.
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 analysis, experimental designs and case studies.

5303 Theories of Mass Communication. (3-0) Examination of the literature of mass communication theory and discussion of theoretical approaches and models.

5304 Special Topics in Mass Communication. (3-0) Seminar examining leading work in and about mass communication to give students an in-depth study of special topics. May be repeated for credit up to four times when topics change.

Prerequisite: Consent of graduate advisor.

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.

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.

5304E Media Ethics. (3-0) The study of freedom and responsibilities of mass media practitioners and institutions, explored within the framework of ethical theories. Students will learn philosophical constructs as formulated by traditional philosophers as well as contemporary ethicists. Consideration of values, codes of ethics, moral development, professionalism, and institutional constraints as applied to media of information, persuasion, and entertainment.

5304H Creative Problem Solving in Mass Communication. (3-0) This class examines the psychology of creativity and its application in mass communication to media management, broadcasting, advertising, and public relations. Students learn a variety of ideation techniques and structured creative problem solving methods to better understand their own creative thinking process, and how to facilitate creative thinking in groups.

5304I Seminar in New Media Technology Issues. (3-0) This course will examine new technologies such as the Internet, computers, cable, DVD and other digital technologies. Issues discussed will include convergence, digital divide, the role communication will play in the new media environment, diffusion, and the impact of new media technologies on society and culture.

5304J Multimedia Design and Production. (3-0) This course will address the theories and practice of digital video production, including nonlinear editing, graphics creation, multi-channel audio mixing, and streaming video. The course is designed for the novice editor with the expectation that students complete a creative project for distribution by the electronic media.

5304K The Internet and Mass Communication. (3-0) The course will critically examine the theories, methods, and applications of communicating on the Internet. The course includes designing and writing for the web and techniques used in media management, advertising, public relations, print, and broadcasting. Students will demonstrate the strategies and principles learned through a final web project.

5304L Seminar in Visual Communication. (3-0) This course examines the principles, theories, and language of visual communication, with emphasis on evaluating and using images in mass media. Through a semester-long team project, students will investigate, study, and summarize the various principles and theories of visual communication.
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 and consent of graduate advisor.

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, an advertising or public relations campaign, or a newspaper series.
Prerequisite: Completed course work.

5308 Seminar in Advertising and Public Relations. (3-0) This course analyzes advertising and public relations issues using an integrated communication framework. Students are introduced to the advertising and public relations decision-making process, learn what problems real organizations experience and evaluate how they resolve issues in such areas as client-agency relationships, strategic planning/management, globalization, channel integration, cyber marketing, evaluation, etc.
Prerequisite: Completed course work.

5309 Gender, Race, and Class and the Media. (3-0) This course takes a theoretical approach to the study of representations of gender, race, and class in the mass media and the lives of the media professionals who belong to marginalized groups. A historical overview will be followed by an in-depth look at current conditions.

5310 International Communication Issues. (3-0) This course examines the media systems worldwide in different socioeconomic contexts and studies the patterns of international information flow. The course includes theories governing international communication. Students learn how and why communication takes place between different nations and the impact of this communication on individual nations.

5311 Independent Study. (3-0) Study of a special interest that offers academic or professional improvement and growth in the field of Mass Communication. May be repeated once with different emphasis for additional credit.

5330 Internship in Mass Communication. (0-12) Students acquire on-the-job experience in an off-campus media setting where they can apply the skills and knowledge acquired through mass communication graduate course work. Requires 180 hours of work off-campus, a written report, and portfolio of work product. Graded on a credit (CR), no credit (F) basis.
Prerequisite: Consent of the graduate advisor and internship coordinator.

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, historical or rely upon another appropriate methodology. No thesis credit is awarded until student has completed the thesis in MC 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.
Prerequisite: Completed course work.

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. Graded on a credit (CR), progress (PR), no-credit (F) basis.
Prerequisite: MC5399A and completed course work.

7304 Special Topics in Mass Communication. (3-0) Topics vary and include the study of issues, theories, and research related to various areas of mass communication. Can be repeated for credit when topic changes.
Prerequisite: Doctoral level standing.

7304A Seminar in Advertising and Public Relations. (3-0) Analysis and discussion of the development and role of advertising and public relations in the field of mass communication.
Prerequisite: Doctoral level standing.

7304B International Communication. (3-0) A review of international communication theories and a critical examination of the world media systems and information flow patterns.
Prerequisite: Doctoral level standing.
7311 Directed Research in Mass Communication. (3-0) Independent study of a specific mass communication research area. May be repeated with different emphasis for additional credit. Prerequisite: Doctoral level standing.

Graduate Faculty

England, M. Timothy, Associate Professor of Mass Communication. B.A., Western Kentucky University; M.A., Indiana University; Ph.D., University of Tennessee.

Fluker, Laurie H., Associate Professor of Mass Communication. B.A., Wiley College; M.F.A., Southern Methodist University; Ph.D., The University of Texas at Austin.

Niekamp, Raymond, Assistant Professor of Mass Communication. B.S., Southern Illinois University at Carbondale; M.A., University of Minnesota; Ph.D., Penn State University.

Nelson, David C., Professor of Mass Communication and Associate Dean of the University College. B.A., M.A., Ph.D., Purdue University.

Peirce, Kate, Professor of Mass Communication. B.A., M.S., Florida State University; Ph.D., The University of Texas at Austin.

Rao, Sandhya, Professor and Graduate Advisor for 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.

Smith, Bruce L., Professor and Chair of the School of Journalism of Mass Communication. B.A., University of Minnesota Duluth; M.S., Miami University; M.B.A., Murray State University; Ed.D., Boston University.

Taylor, Elizabeth L., Assistant Professor of Mass Communication. B.S., University of Colorado; M.A., Ph.D., The University of Texas at Austin.

Trauth, Denise M., Professor of Mass Communication and President of the University. B.A., College of Mount St. Joseph, Ohio; M.A., Ohio State University; Ph.D., University of Iowa.

Vela, Rafael A., Assistant Professor of Mass Communication. B.A., Yale University; M.A., Ph.D., The University of Wisconsin-Madison.

Walsh, Frank E., Associate Professor of Mass Communication. B.A. (Journalism), B.A. (Political Science/History), M.A. (Journalism/History), J.D., University of Montana.

Weill, Susan M., Assistant Professor of Mass Communication. B.A., Millsaps College; M.S., Jackson State University; Ph.D., University of Southern Mississippi.
Department of Communication Studies

Major and Degree Offered:
Communication Studies, M.A.

Certificate Program:
Corporate Communication and Training

Major Program

A Master of Arts with a major in Communication Studies offers students maximum flexibility in designing their own customized programs. Thesis and research project degree options are offered, with possible resource area, cognate, or minor options for coursework in other departments. Courses may be selected in the major that develop expertise in one or more of the following areas: Organizational Communication, Rhetorical Studies, Communication Training and Development, Interpersonal Communication, or Instructional Communication. Students also may select courses from related disciplines, such as Mass Communication, Education, English, Psychology, Sociology, and Business. All students are encouraged to explore courses that provide a breadth of knowledge about human communication.

Organizational Communication: Students primarily interested in organizational communication investigate the function, flow, and structure of communication in organizations to enhance organizational effectiveness. Key courses include Organizational Communication and Advanced Organizational Communication Theory and Practice. Students also select courses that explore applications of communication in organizations, such as Communication and Negotiation, Seminar in Communication and Technology, and Communication Training and Development.

Rhetorical Studies: Students interested in rhetorical studies investigate how symbols have the power to shape perceptions and alter attitudes. Students may select from courses that offer a broad overview of rhetorical theory and rhetorical methods. Courses with applications to specific communication contexts include Seminar in Political Communication and Organizational Communication. Students may also explore special areas such as media, movements, and genres in Contemporary Rhetoric and Social Influence and Historical Rhetoric and Social Influence.

Communication Training and Development: Students who seek careers as communication trainers or human resource development specialists select from several courses that provide information and prescribe strategies to enhance communication performance. Specifically, students may take Communication Training and Development as well as Organizational Communication, and Advanced Organizational Communication Theory and Practice. Related coursework in Communication Assessment and Seminar in Instructional Communication provide additional insight into the communication training function.

Interpersonal Communication: Students who emphasize interpersonal communication take courses that focus on the role of communication in the development and maintenance of human relationships. Seminar in Interpersonal Communication provides a comprehensive review of theory and research that explores interpersonal relationships. Other courses that emphasize interpersonal communication theory and research include Gender and Communication, Seminar in Nonverbal Communication, Communication and Negotiation, Seminar in Small Group Communication, and Seminar in Communication and Technology.

Instructional Communication: Students who wish to pursue careers in teaching at the community college level will find a broad array of courses that will prepare them for a career in education. We offer courses that focus upon communication curricula typically found in community colleges (interpersonal communication, small group communication, public speaking, and
Seminar in Instructional Communication and Communication Assessment provide a classic description of the form and function of communication in instructional settings. In addition, students may select courses from our outstanding College of Education.

**Admission**

Admission to the Communication Studies graduate program is selective. The department minimum GPA requirement is a 3.0 over the last sixty hours of undergraduate course work; however, the department's Graduate Admissions Committee also will review all applicants who achieve the minimum requirements for admission to the Graduate College (GPA of 2.75) on an individual case basis. Submission of a GRE score at the time of application is highly encouraged. A student will be permitted to enroll for only one semester (Fall, Spring, or Summer) prior to having the GRE score on file in the Office of the Graduate College.

Background hours in communication studies generally are required for students with less than 18 undergraduate communication studies credits. Students who have not completed undergraduate courses in rhetorical methods and empirical methods will be required to complete those courses before being granted unconditional admission status.

Applicants for admission to the M.A. degree program in Communication Studies should submit a 200-400 word statement to the department describing the student's academic and professional goals. This statement should address the student's: (1) reasons for pursuing a master's degree in Communication Studies, (2) anticipated career path and desired outcomes, and (3) major areas of interest in the Communication Studies discipline.

**Degree Requirements**

In the 36-semester hour research project option, students take at least 24 semester hours of course work in Communication Studies, plus three 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 Communication Studies and six semester hours of thesis credit. Students in both options may elect to designate a minor consisting of course work outside of the department, six to nine semester hours for the research project option and six semester hours for the thesis option. As another option, students may select a six semester hour support area of course work in relation to the major that may consist of courses in any discipline including Communication Studies. As a third alternative, students may enroll in all 36 or 30 hours in Communication Studies. The student should consult with the department for information concerning specific degree requirements and options. All Communication Studies majors pursuing an M.A. degree are automatically assigned to the research project option with a resource area. After the first semester of course work, 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 research project and non-minor option.

All Communication Studies majors are required to take Communication 5301, Empirical Methods in Communication Research, and Communication 5323, Rhetorical Methods. While it is possible to complete the degree requirements within three long semesters, many majors elect to extend their coursework over two years. Communication Studies graduate courses are usually offered in the evening during a long semester.
Minor

A student who minors in Communication Studies should have completed at least 18 undergraduate semester hours of course work in Communication Studies. A minor in Communication Studies requires a minimum of 12 semester hours of graduate-level Communication Studies courses.

To gain a broad perspective of the Communication Studies discipline, Communication Studies minors are encouraged to take course work from both rhetorical and behavioral perspectives. Three of the 12 semester hours are normally from Communication 5301, 5318, 5319, 5325, 5329, 5330, 5331, and 5347. The remaining nine semester hours normally are selected from Communication Studies 5321, 5323, 5326, 5327, 5342, 5343, and 5345. The graduate advisor in Communication Studies must approve these specific hours and any additional hours for the minor. Students who wish to take course work in Communication Studies that is not part of an approved minor should consult with the instructor of the course or the Communication Studies Graduate Advisor.

Certificate in Corporate Communication and Training

The nine-hour Certificate Program in Corporate Communication and Training is designed to provide foundational instruction in organizational communication, communication training and human resource development, and other related coursework for individuals interested in corporate communication, training, and human resource development.

The requirements for this certificate consist of two core courses augmented by one approved elective course in communication. Students pursuing this certificate are required to complete COMM 5319 Organizational Communication and COMM 5329A Communication Training and Development. In addition, students must complete one of the following courses: COMM 5318 Seminar in Interpersonal Communication, COMM 5321 Communication Assessment, COMM 5324 Instructional Strategies, COMM 5325 Seminar in Human Communication Theory, COMM 5329B Communication and Negotiation, COMM 5332 Communication and Technology, COMM 5347 Seminar in Small Group Communication, or COMM 5350 Applied Communication Studies.

Admission into the Certificate Program in Corporate Communication and Training is separate from the M.A. degree program in Communication Studies. Students applying for the Certificate Program must have an undergraduate degree from an accredited institution and at least a 3.0 GPA in the last 60 hours of coursework. Credit earned in the Certificate Program does not automatically count as hours toward the M.A. degree in Communication Studies. All M.A. degree-seeking students must meet the entrance requirements described in the earlier section under “Admission”. Background hours in Communication Studies, including undergraduate course work in empirical research and methods, may be required for entrance to the Certificate Program. To apply for the Certificate Program in Corporate Communication and Training complete the Graduate College Application for Admission form and mail it to the Texas State Office of the Graduate College along with official undergraduate transcripts.

Facilities

In 1998, the Department moved to its new facilities in the completely renovated Centennial Hall. This new location offers outstanding resources including twenty-four faculty offices, several graduate assistant office suites, research labs, computer labs, conference rooms, several well-equipped classrooms, and a state of the art teaching theatre.
Faculty

The department’s communication studies faculty members are active in state, regional, national, and international associations and publish widely in professional and academic journals.

Financial Aid

Graduate Assistantships offered at competitive stipends with waiver of out-of-state tuition are available to qualified applicants. Assistantship responsibilities include teaching communication fundamentals, serving as assistant director of forensics, or assisting faculty with research. Most assistantships are assigned in March for the fall semester, but assistantships may be available for students who wish to begin the graduate program in the spring or summer.

Courses Offered

Communication Studies (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 communication studies majors.

5310 Methods of Teaching Communication Studies. (3-0) A study of the methods of the teaching speech communication principles and skills for secondary school teachers. Prerequisite: Admission to teacher certification program or permission of department chair.

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

5318 Seminar in Interpersonal Communication. (3-0) A review of current research in the area. Includes an examination of contemporary theories and research methods.

5319 Organizational Communication. (3-0) Examines organizational communication theory and research in applied organizational contexts. Provides communication professionals with an analytical framework for improving communication.

5320 Directing Communication Studies and Theatre Activities. (3-0) Designed to assist any teacher, whether of speech and drama or some other subject, in directing speech and drama activities. During the course, those in the class will actually direct debate, plays, declamation, and other activities. May be repeated with different emphasis for additional credit.

5321 Communication Assessment. (3-0) An in-depth study of communication assessment techniques employed in the field of oral communication. Statistical, experimental, and observational methods of assessing oral communication in interpersonal, group, and classroom settings are included.

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 communication studies 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 theories of human communication contexts including interpersonal, family, intercultural, organizational, and instructional communication. May be repeated with a different topic.
5327 Contemporary Rhetorical Theory. (3-0) A survey of the major contemporary theoretical perspectives and conceptual debates in rhetoric. Focuses upon critical interpretations and applications of theory in addition to study of primary theorists' writings.

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. (3-0) Examines contemporary problems in organizations. Provide communication managers and consultants with tools and procedures for diagnosing and changing communication.
Prerequisite: Communication 5319 or permission of instructor.

5330 Seminar in Nonverbal Communication. (3-0) A review of current theory and research of nonverbal communication behavior.

5331 Seminar in Persuasive Communication. (3-0) An analysis of behavioral theories of persuasion. Emphasis placed on understanding established theories of attitude formation and change, contemporary persuasion, research, and the application of persuasion theory.

5332 Seminar in Communication and Technology. (3-0) Focuses on research and theories about the relationships between technology and communication behavior in interpersonal group, and organization contexts. Also considers relationships between communication, technology, and culture.

5342 Historical Rhetoric and Social Influence. (3-0) The analytical study of speeches, speakers, groups, movements, and rhetorical strategies in history. Includes emphasis on the following topics: American Public Address, Rhetoric of Woman's Suffrage, and other historic topics of interest. May be repeated with different emphasis or topic for additional credit.

5343 Contemporary Rhetoric and Social Influence. (3-0) The analytical study of speeches, speakers, groups, movements, and rhetorical strategies in contemporary society. Includes emphasis on the following topics: rhetoric and culture, rhetorical movements, and rhetorical genres. May be repeated with a different topic.

5345 Seminar in Political Communication. (3-0) Study of political communication in contemporary times. Course will cover the rhetoric of candidates and politicians, the structure of political campaigns, and campaign practices.

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

5350 Applied Communication Studies. (3-0) An application of communication principles and skills. Topics covered may include organizational, interpersonal, nonverbal and group communication, conflict management, communication technology, and persuasion analysis. May not be taken for credit by student pursuing M.A. degree in Communication. May be repeated for additional credit with department approval.

5355 Media Criticism. (3-0) A rhetorical analysis of media from a Contemporary Cultural Studies perspective.

5356 Gender and Communication. (3-0) An examination of research and theories about gender communication, relationships, and qualitative research methods.

5390 Communication Internship. (0-10) Students acquire on-the-job experience in a position with an off-campus organization using skills and knowledge acquired through graduate course work; requires written reports and other projects as specified by the supervising instructor. Graded on a credit (CR), no credit (F) basis.
Prerequisite: Permission of instructor.
5395 Capstone Research Project. (3-0) Under the direction of a graduate faculty member, students develop and submit a research or applied project using knowledge and skills acquired through graduate course work. Required for students not pursuing the thesis path. May be taken only once for degree credit.

Prerequisite: Permission of instructor.

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

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. Graded on a credit (CR), progress (PR), no-credit (F) basis.

7315 Directed Research in Communication Studies. (3-0) Independent study of a specific communication research area. May be repeated with different emphasis for additional credit.

Prerequisite: Doctoral level standing.

7325 Topics in Communication Studies. (3-0) A review of classic and contemporary theory and research that investigate human communication covering a variety of topics.

Prerequisite: Doctoral level standing.

7325A Instructional Communication. (3-0) A review of instructional communication theory and research with an emphasis on the function of communication in instructional settings.

7325B Organizational Communication. (3-0) A review of organizational communication theory and research with an emphasis on organizational development from a communication perspective.

Prerequisite: Doctoral level standing.

Graduate Faculty

Beebe, Steven Arnold, Professor of Communication Studies, Chair of the Department of Communication Studies and Associate Dean of the College of Fine Arts and Communication. B.S.Ed., M.A., Central Missouri State University; Ph.D., University of Missouri.

Burnette, Ann E., Associate Professor of Communication Studies. B.A., M.A., University of Virginia; Ph.D., Northwestern University.

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

Fleuriet, Cathy, Associate Professor of Communication Studies and Associate Vice President for Institutional Effectiveness. B.S., University of Texas; M.A., Texas Tech University; Ph.D., The University of Texas at Austin.

Gratz, Robert David, Professor of Communication Studies and Special Assistant to the President. B.S., Lamar University; M.A., Ph.D., Bowling Green State University.

Hoffman, Mary F., Assistant Professor of Communication Studies. B.A., Winona State University; M.A., Colorado State University; Ph.D., University of Kansas.

Keeley-Vassberg, Maureen P., Associate Professor of Communication Studies. B.A., M.A., University of Arizona; Ph.D., University of Iowa.
Mandziuk, Roseann Marie, Professor of Communication Studies. B.A., Wayne State University; M.S., Illinois State University; Ph.D., University of Iowa.

Mottet, Timothy P., Associate Professor of Communication Studies. B.A., William Jewell College; M.S., Boston University; Ed.D., West Virginia University.

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

Williams, M. Lee, Professor of Communication Studies. B.A., Hardin-Simmons University; M.A., Ph.D., University of Oklahoma.
Department of Theatre and Dance

Major and Degree Offered:
Theatre, M.A.

Major Programs

A Master of Arts with a major in theatre offers specializations in directing, design and technology, history-criticism, and playwriting. Theatre 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 specialization and whether or not the thesis option is chosen. A minimum of six hours is taken in a minor or cognate area. All students take Theatre 5301 Drama Research, Theatre 5367 Dramatic Theory and Criticism, and at least one of the history/literature courses (Theatre 5365, Theatre 5369, or Theatre 5371). Some of the graduate courses are offered in the early evening, except during the summer sessions.

Facilities

The Theatre Program is housed in the distinctive Theatre Center. In addition to the main theatre and a studio theatre, the center houses completely equipped scene and costume shops, twenty-one offices, seven classrooms, a computer-drafting laboratory, and intensive audiovisual resources for both research and teaching.

Financial Aid

Graduate assistantships offered at competitive stipends with waiver of out-of-state tuition are available to qualified applicants. Most assistantships are assigned in March for the fall semester, but assistantships may be available for students who wish to begin the graduate program in the spring.

Courses Offered

Theatre (TH)

5301 Drama Research. (3-0) An examination of problems and research techniques in drama. Historical, critical, descriptive, and experimental research approaches will be surveyed and basic procedures in research report writing will be considered. Required of theatre majors.

5320 Directing Theatre Activities. (3-0) Designed to assist any teacher in directing theatre activities. During the course, students will direct plays or scenes. May be repeated with different emphasis for additional credit. Graded on a credit (CR), no credit (F) basis.

5338 Advanced Stage Lighting. (3-2) Graduate lighting design is a continuation of the principles covered in Lighting Design (undergraduate). This course will concentrate primarily on the aesthetics of stage lighting, and will cover such topics as: viewer psychological and physiological responses as they pertain to visual perception; color; script analysis; use of light in creating both static and dynamic visual compositions; development and graphic representation of a theatrical lighting design.

Prerequisite: TH 2338.
5345 Advanced Studies in Costume Design. (3-0) Costume problems for entire productions. May be repeated for credit if 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.

5354 Playwriting. (3-0) A seminar in the art and craft of playwriting, from initial idea through a completed draft of a play. May be repeated with different emphasis for additional credit.

5355 Scene Painting. (3-2) Theory and practice of scene and costume painting as developed in the Italian Renaissance and continuing into new media available today. May be repeated with different emphasis for additional credit.

5356 Advanced Theatre Drafting. (3-2) A study of computer drafting techniques and procedures used in the preparation of design and technical drawings for theatrical scenery, costumes, and lighting.

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

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. (3-2) An in-depth examination of directing theories and procedures for film with practical filming and editing exercises. May be repeated with different emphasis for additional credit.

5364 Stage Directing. (3-2) Development of skills in analysis, research, staging, and production, with practical experience provided by directing scenes.

5365 Backgrounds of Modern Drama. (3-0) An analysis of those developments in dramatic literature that formed the basis of modern drama. Primary emphasis will be on nineteenth-and twentieth-century European and American drama.

5366 Directing Styles. (3-2) A study of directing different dramatic styles. Students will direct a one-act play during regular semesters.

Prerequisite: TH 5364 or permission of instructor.

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

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

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

5370 Studies in Advanced Creative Dramatics for Children. (3-0) Studies of the methods of creative dramatics and their use in the classroom.

5371 Classical and Renaissance Drama. (3-0) Seminar in Greek, French Neoclassical, and English Renaissance theatre, with intensive examination of selected works by Sophocles, Euripides, Shakespeare, and Marlowe. Primary focus will be on analysis of the plays as performance texts, and on the historical cultural environments in which the plays were created and first performed.

5372 Theory and Practice of Dramaturgy. (3-0) Study of the practical application of historical research and textual analysis in the production of period plays and new works. Emphasis upon the dramaturg as an instrument of collaboration between members of the artistic team and as a facilitator of audience outreach.

Prerequisite: TH 3367 or 5367.
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. Graded on a credit (CR), no credit (F) basis.

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 departmental 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. 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 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 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

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. Graded on a credit (CR), progress (PR), no-credit (F) basis.

Graduate Faculty

Charlton, Debra L., Lecturer of Theatre. B.F.A., Texas State University-San Marcos; M.A., Ph.D., The University of Texas at Austin.

Costello, James Michael, Associate Professor of Theatre. B.F.A., Virginia Commonwealth University; M.F.A., Southern Methodist University.

Fleming, John, Associate Professor and Director of Graduate Studies in Theatre. B.S., University of Wisconsin at Madison; M.A., Ph.D., The University of Texas at Austin.

Hargett, Sheila Ann, Professor of Theatre. B.A., Texas State University-San Marcos; M.A., Louisiana State University; M.F.A., Southern Methodist University.


Mayo, Sandra M., Associate Professor of Theatre and Director of Multicultural and Gender Studies. B.S., M.A., State University of New York at Buffalo; M.Ph., Ph.D., Syracuse University.

Michell, Monica, Lecturer of Theatre. B.A., University of California at Irvine; M.F.A., The University of Texas at Austin.

Ney, Charles S., Professor of Theatre. B.F.A., Illinois Wesleyan University; M.F.A., Southern Methodist University; Ph.D., University of Illinois.
Ney, Michelle, Professor of Theatre and Head of the Department of Design-Technology. B.F.A., University of Illinois; M.F.A., The University of Texas at Austin.

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., Texas State University-San Marcos; M.F.A., University of Mississippi.

Sodders, Richard Phillip, Professor of Theatre and Chair of the Department of Theatre and Dance. B.S.Ed., Texas State University-San Marcos; M.A., Ph.D., Louisiana State University.
School of Music

The principal functions of graduate education in music are considered to be the continued development of:

- Individual talents, interests, and philosophies which can be used creatively both to preserve and extend our cultural heritage;
- Professional competence in such disciplines as music teaching, composition and performance, interpretation, and evaluation of knowledge;
- Scholarly competence in the organization, interpretation, and evaluation of knowledge;
- Professional competence in the communication and dissemination of knowledge;
- Individuals with the potential to solve contemporary problems in various aspects of music.

Majors and Degree Offered:
Music, M.M.
Music-Music Education, M.M.

Major Programs

The School of Music offers graduate work in music education, performance, 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 specializations listed below. In addition, opportunities are provided for independent study with professors in their areas of specialization.

All four of the specializations under the major, Music-Music Education, require final research projects. The Kodály Pedagogy graduate program, approved by the Organization of American Kodály Education (OAKE), leads to certification.

The remaining eight specializations 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 required for the history and literature, and theory curricula. The composition specialty entails the development of a portfolio of original scores including solo and chamber pieces; however, a major original work must be submitted with an accompanying critical analysis to make up the requisite final project.

Comprehensive Examination. All candidates within the graduate music program must pass a comprehensive oral (viva voce) examination. The students will be given a maximum of two attempts in order to pass this examination before being eligible for graduation. Candidates who fail to pass the comprehensive oral examination upon the first try may appeal for re-examination, the times and dates of which must be approved by the candidate's Comprehensive Examination Committee. Failure to pass the required comprehensive oral examination upon the second attempt shall prevent the student from being eligible for graduation.
Areas of Specialization

The following specialization are offered under the two basic major programs:

**Music – Music Education Specializations**

- Choral Music
- Instrumental Music
- General Music
- Kodály Pedagogy

**Music Specializations**

- Voice Performance
- Woodwind Brass or Percussion Performance
- Keyboard String or Guitar Performance
- Choral Conducting
- Instrumental Conducting
- Theory
- Composition
- History and Literature

**Thesis**

- None
- None
- None
- None
- None
- None
- None
- None

**Departmental Policies**

Applicants for the Master of Music degree are expected to have an undergraduate degree in music in order to have the necessary background for graduate study in this field. In order to be accepted into the graduate music program, the applicant will also be asked to meet successfully one or more of the following requirements: 1) interview; 2) audition; and 3) portfolio submission. Upon review of a candidate's transcript, additional background courses may be required that will not count towards the M.M. degree. Before prospective graduate students are approved for one of the Music Education specializations, they are expected to have certification to teach public school music and to have an interview with the appropriate Music Education coordinator. Those students who do not possess a teacher's certificate must satisfy a deficiency plan in Music Education if they are to pursue the M.M. degree with one of the specializations under Music – Music Education. Before prospective graduate students are approved for work towards the M.M. degree in a Performance or Conducting specialization under the Music emphasis, they must audition for the applied faculty in the appropriate area. Graduate students in Voice Performance must take a minimum of two credits of Diction (MU 2141 and MU 2142) and eight credits of French or German as required background studies if these classes or their equivalents were not taken in an undergraduate degree program. Graduate students in Theory and Composition must enroll in Counterpoint (MU 4336) and Orchestration (MU 4334) as requisite background studies if these classes or their equivalents are not taken in an undergraduate degree program. In addition, prospective Composition majors must submit a portfolio of original works and have an interview with the area coordinator. Graduate students in History and Literature must take a minimum of eight credits in one foreign language as required work if this study was not included in an undergraduate degree program. In consultation with the Director of Graduate Studies in Music, each full-time student is normally expected to enroll in the appropriate ensemble(s) generally offered in the fall and spring semesters. Credit hours of ensemble participation do not count toward the 36 semester hours of credit required for the M.M. degree program.
Minor

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)

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 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.

5240 Kodály Level I – Musicianship and Sol-fa. (2-0) Development of sight singing and aural skills associated with advanced musicianship.

5242 Kodály Level I – Pedagogy. (2-0) The teaching of music utilizing an American adaptation of the Kodály approach to music education as applied to kindergarteners and first graders.

5244 Kodály Level II – Musicianship and Sol-fa. (2-0) Development of sight singing and aural skills associated with advanced musicianship. Emphasis on analysis of melodic content: intervals, range, and scales.

5246 Kodály Level II – Pedagogy. (2-0) The teaching of music utilizing an American adaptation of the Kodály approach to music education as applied to second and third grade children.

5248 Kodály Level III – Musicianship and Sol-fa. (2-0) Development of sight singing and aural skills associated with advanced musicianship. Emphasis on advanced studies in rhythm, counterpoint, and harmony.

5250 Kodály Level III – Pedagogy. (2-0) The teaching of music utilizing an American adaptation of the Kodály approach to music education as applied to upper elementary, junior high, and high school.
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.

Prerequisites: 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 critiques 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.

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. Graded on a credit (CR), progress (PR), no-credit (F) basis.
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. Graded on a credit (CR), progress (PR), no-credit (F) basis.

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. Graded on a credit (CR), no credit (F) basis.

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 Jazz Ensemble. (5-0) The Jazz Band 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.

5117G 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 performance 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. Graded on a credit (CR), no credit (F) basis.

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. Graded on a credit (CR), no credit (F) basis.

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. Graded on a credit (CR), no credit (F) basis.

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. Graded on a credit (CR), no credit (F) basis.

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 Texas State student body. May be repeated for credit.

5121B Concert Band. (3-0) Meets during the spring semester. Open to all Texas State 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 Texas State 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 semester. A select concert-touring ensemble of approximately 40-45 members chosen by audition from the entire Texas State 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. Graded on a credit (CR), no credit (F) basis.

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 Plute 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 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 instrumentalists and vocalists perform exclusively 20th-century music in all styles and media. Admission is by approval of the director. May be repeated for credit.

5121S Opera Workshop. (3-0) A performing ensemble dedicated to the performance of opera and the development of the techniques for operatic acting and staging. Open to all qualified university students by audition. A major performance with orchestra is scheduled annually. 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 major and non-majors who are 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. Graded on a credit (CR), no credit (F) basis.
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 music majors and non-majors who are also enrolled for private lessons. May be repeated for credit. Graded on a credit (CR), no credit (F) basis.

5121Z Accompanying Seminar. (3-0) A seminar dedicated to the study of the art of piano accompanying. Membership is composed of music majors and non-majors who are also enrolled for private piano lessons. May be repeated for credit.

5131G Guitar Ensemble. (0-3) May be repeated for credit.

5131M Mariachi de SWT. (3-0) A performing ensemble specializing in Mexican folk music. May be repeated once 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 composition. May be repeated for additional credit.
5116B Electronic/Computer Music Composition. (0-1) Introduction to recording and tape manipulation techniques of music concrete, electro acoustical music techniques involving digital and analog synthesizers and the MIDI environment. 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 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. (1-0) Private study of piano through performance. May be repeated for additional credit.

5215Y Voice. (1-0) 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, electro acoustical 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.

5301X Graduate Organ. (1-0) Private instruction in music through performance. May be repeated for additional credit.

5305A Flute. (1-0) Private study of flute through performance. May be repeated for additional credit.

5305B Oboe. (1-0) Private study of oboe through performance. 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 French horn 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, electro acoustical 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

Crisara, Francine, Associate Professor of Music. B.M., State University of New York at Potsdam; M.M., Ithaca College; D.M.A., The University of Texas at Austin. (Opera)

Cruz, Mark A., Lecturer of Music. A.M., Oklahoma City Community College; B.M., Oklahoma City University; M.M., Texas State University-San Marcos. (Guitar Performance)

Davidson, Ian Bruce, Associate Professor of Music. B.M., DePauw University; M.M., D.M.A., The University of Texas at Austin. (Oboe)

Fink, Cary Michael, Associate Professor of Music. B.M., Indiana University; M.M., University of Nebraska at Lincoln; Artist Diploma, The Academy of Vocal Arts, Philadelphia. (Voice)

Gonzales, Cynthia I., Assistant Professor of Music. B.M., M.M., University of North Texas. (Theory)

Gonzalez, Genaro, Jr., Professor of Music. B.M., M.M., University of North Texas. (Percussion)

Hager, Harry Stephen, Professor of Music. B.M.E., West Virginia University; M.M., Michigan State University. (Horn)

Hale, Daris Word, Lecturer of Music. B.M., M.M., The University of Texas at Austin. (Bassoon, Woodwind Methods)

Hehmsoth, Henry H., Lecturer of Music. B.M., M.M., The University of Texas at Austin. (Computer Technology)

Holmes, Christopher A., Lecturer of Music. B.M., M.M., Oberlin Conservatory of Music; M.M., Temple University. (Voice)

Hudiburg, Howard Busby, Jr., Associate Professor of Music. B.M., The University of Texas at Austin; M.M., Texas State University-San Marcos. (Orchestra, Brass)

Hurt, Charles Richard, Professor of Music. B.S., University of Tennessee; M.M., Northwestern University. (Trombone, Low Brass)

Jones, Adah Toland, Professor of Music. B.M., M.M., Eastman School of Music, University of Rochester; D.A., Ball State University. (Flute)

Laumer, Jack Charles, Professor of Music. B.A., Saint Olaf College; M.M., Manhattan School of Music. (Trumpet)
Ledbetter, Lynn, Associate Professor of Music. B.M., University of Houston; M.M., D.M.A., The University of Texas at Austin. (Violin)

Lopez, John A., Associate Professor of Music. B.M., M.M., Texas State University-San Marcos. (Percussion, Multicultural Ensembles)

Martin, Eric J., Lecturer of Music. B.M., University of North Texas; M.M., Texas State University-San Marcos. (Percussion)

Martin, Joey M., Associate Professor of Music. B.M., M.M., Southwestern Oklahoma State University; D.M.A., The University of Texas at Austin. (Choral Conducting, Music Education)

Mendoza, Freddie, Lecturer of Music. B.M., The University of Texas at Austin; M.M., Texas State University-San Marcos. (Jazz Studies)

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

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

Polk, James Edwin, Associate Professor of Music. B.A., Huston-Tillotson College; M.M., Texas State University-San Marcos; Honorary Doctorate, Huston-Tillotson College. (Jazz Ensembles, Jazz improvisation, Jazz 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., Associate Professor of Music. B.M.E., M.M., University of North Texas. (Tuba)

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, History and Literature, Organ)

Schueller, Rodney C., Assistant Professor of Music. B.M., University of Iowa; M.M., Indiana University; D.M.A., Michigan State University. (Instrumental Music Education)

Schüler, Nico, Assistant Professor of Music. M.A., Greifswald University (Germany); Ph.D., Michigan State University. (Musicology, Music Theory)

Skinner, Douglas Durland, Professor of Music. B.M., M.M.E, University of North Texas. (Saxophone)

Stansberry, John Clayton, Professor of Music. B.M.E., Drake University; M.M., Michigan State University. (Instrumental Conducting, Music Education)

Stein, Marlowe Robin, Assistant Professor of Music. B.A., M.A., University of Wyoming; D.A., University of Northern Colorado. (Music Education)
Stuessy, Joe, Professor of Music. B.M., Southern Methodist University; M.A., Ph.D., University of Rochester. (Theory, Composition)

Thomas, Naymond Elijah, Professor of Music. B.M.E., University of Louisville; M.M., University of Colorado; D.M.A., University of Oklahoma. (Voice)

Webb, Frances Odette Mitchum, Assistant Professor of Music. B.A., Coker College; M.M., Indiana University. (Piano)

Winking, Keith, Robert, Professor of Music. B.S., Quincy College; M.M., Texas State University-San Marcos; D.M.A., The University of Texas at Austin. (Trumpet)

Woolsey, Timothy Dwight, Professor of Music. B.A. Trinity University; M.M., D.M.A., The University of Texas at Austin. (Piano)

Wood, Juli, Assistant Professor of Music. B.M.E., B.M., The University of Texas at San Antonio; M.M., Stephen F. Austin State University. (Voice)
College of Health Professions
Department of Communication Disorders

Major and Degrees Offered:
Communication Disorders, M.A., M.S.C.D.

Major Programs

The Department of Communication Disorders offers the Master of Science in Communication Disorders (M.S.C.D.) with a major in communication disorders, and the Master of Arts (M.A.) with a major in communication disorders.

The time to degree may vary, depending on the undergraduate background of a student, but both the M.S.C.D. and the M.A. require a minimum of 36 academic hours, with 27 hours in the communication disorders major, nine hours in an approved minor area of study or cognate, plus a clinical practicum each semester enrolled.

The major in communication disorders is clinically oriented and is designed to prepare clinicians for employment in hospitals, clinics, private practice, and public schools. The program meets the minimum education and clinical requirements for state licensure as a speech-language pathologist and for the Certificate of Clinical Competence in Speech-Language Pathology awarded by the American Speech-Language-Hearing Association (ASHA). The academic program is accredited by the Council on Academic Accreditation (CAA) of the ASHA.

Candidates for the Communication Disorders master's degree are encouraged to take the National Examination in Speech-Language Pathology before 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 Texas State graduate program in Communication Disorders is selective and competitive. The graduate sequence begins in the fall semester of each year. The typical program is two academic years and one summer session in length. The deadline for applying each year is March 1.

To be considered for regular admission, applicants must have an undergraduate degree in communication disorders, meet the requirements for Graduate College regular admission, have a minimum of 3.0 GPA (on a 4.0 scale) for undergraduate academic courses in communication disorders, and have a preferred combined verbal/quantitative score of 900 or higher on the general portion of the Graduate Record Examination. In addition, applicants must send to the department at least two letters of recommendation from professors in their previous major and submit a personal statement of intent. Meeting admission requirements for the Graduate College and the Department of Communication Disorders does not guarantee admission to the graduate sequence in communication disorders.

Individuals who have undergraduate degrees in majors other than communication disorders can apply and obtain non-degree seeking student status from the Department of Communication Disorders and the Graduate College to complete the required background work. The number of hours of background work required is determined in consultation with the Communication Disorders Graduate Advisor and is dependent on the courses taken at the undergraduate level. Upon completion of the required background work, applicants may apply for admission to the regular graduate sequence for a fall semester. Completion of the background requirements in the Department of Communication Disorders at Texas State does not guarantee admission to the program in Communication Disorders. All
application material must be received by the Texas State Office of the Graduate College by March 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 participating in on-campus clinical practicum in speech-language pathology must enroll in Communication Disorders 5344. 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 semester must enroll for both Communication Disorders 5344 and Communication Disorders 5321 concurrently. Students participating in off-campus clinical practicum must enroll in Communication Disorders 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.

Courses Offered

Communication Disorders (CDIS)

5301 Advanced Independent Study in Communication Disorders. (3-0) Discussions of various areas of speech language pathology. Attention to individual needs of the student. Emphasis on independent study in habilitation and rehabilitation of communication disorders. This course is repeatable for credit and can be taught by different faculty covering different topics.

Prerequisite: Faculty permission required.

5321 Clinical Practicum in Audiology. (1-3) Supervised clinical practicum in audiology. Focus is on both diagnostic and rehabilitative audiological management of diverse populations. Must be taken every semester that a student participates in supervised audiology practicum. May be repeated for credit but not counted toward graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

Prerequisites: CDIS 4420 and CDIS 4370 or equivalents; instructor approval.

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) The focus will be on the assessment and intervention of language in school-aged children. Issues regarding the relationship of language and literacy acquisition will be pursued. 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 3412 or equivalent.

5337 Vocal Rehabilitation. (3-0) Assessment of vocal function and disorders; rehabilitation of the patient with vocal abnormalities due to vocal abuse, psychological, and/or organic etiologies, including laryngectomy.

5339 Dysphagia. (3-0) A review of anatomic and physiologic disturbances of swallowing in neurologically impaired and post-surgical head and neck cancer patients will be presented. Instrumentation, techniques of evaluation, and radiograph examination of deglutition will be reviewed. Rehabilitation procedures will be described in detail.

5340 Cognitive Rehabilitation in Traumatic Brain Injury. (3-0) This introductory-level course will review neuropathology and neurophysiology of traumatic brain injury, 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 that result from impairment of the central nervous system, with a focus on the aphasias and traumatic brain injuries. Coexisting problems caused by damage to cortical/sub-cortical structures will also be addressed. Recent advances in relevant clinical research and technology will be surveyed.

Prerequisite: CDIS 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. Graded on a credit (CR), no-credit (F) basis.

5350 Multicultural Issues in Communication Disorders. (3-0) Addresses the social, cultural, and linguistic factors that impact the clinical service delivery provided to culturally and linguistically diverse populations. A primary focus of the course will be to address general principles of assessment and intervention as they relate to the clinical management of individuals with communication disorders from diverse cultural and language backgrounds.

5362 Introduction to Research in Communicative Disorders. (3-0) Designed to acquaint the student with research protocol in behavior science, with an emphasis in speech-language pathology. Topics include research design, data analysis, manuscript preparation, and obtaining external funding. Emphasis on critical analysis of professional literature.

5363 Diagnosis of Communication Disorders. (3-0) Principles of the evaluation process will be emphasized, with focus given to birth to 5-year population. Use of the assessment information to determine communication disorders versus communication differences among culturally diverse groups will be addressed. Intervention planning using assessment data will be presented.

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 counted toward graduate degree credit. Graded on a credit (CR), no-credit (F) basis.

Prerequisite: Graduate standing and permission of instructor and graduate advisor.
5390 Seminar in Communication Disorders. (3-0) Examination of current theoretical and clinical issues in Communication Disorders. Issues may include family management in communication disorders, language and literacy, issues in health care rehabilitation, instrumentation and entrepreneurship. May be repeated for credit.

Prerequisite: Graduate standing and permission of instructor and graduate advisor.

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

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

Graduate Faculty

Gonzales, Maria Diana, Associate Professor of Communication Disorders. B.S., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., Ohio University.

Mallard, Arch Richard, III, Professor of Communication Disorders. B.A., M.A., University of North Texas; Ph.D., Purdue University.
Department of Health Administration

Major and Degree Offered:
Healthcare Administration, M.H.A.

Certificate Program Offered:
Healthcare Administration

Major Program

The Department of Health Administration offers the degree of Master of Healthcare Administration (MHA) with a major in healthcare administration.

Purpose

The major in healthcare administration offers courses designed to enhance the career mobility of persons currently employed in health professions as well as to provide a solid base of academic and directed experiences for persons who may desire entry into the field of health administration. The primary focus of the curriculum is middle-to senior-level management.

Principal areas of study include health and disease; sociological, economic, legal and political forces which affect health care; and management organizational behaviors including such specializations as financial management, human resource management, planning, marketing, and data generation and analysis.

Major

The 49-53 semester hour M.H.A. degree with a major in healthcare administration usually includes 45 hours of core courses and either a field experience of four to eight hours or 6 hours of thesis, depending on the student’s previous health administration experience.

Prerequisites

Course prerequisites for healthcare administration majors include the following: statistics, economics, and financial accounting (HA 3375 or ACC 2361). 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

The Department of Health Administration offers a 15-hour minor in healthcare administration. Students are required to take healthcare organization, healthcare law, and healthcare management. The remaining six-hours are selected with the graduate advisor according to the student’s area of interest and needs.
Cognate

For those majors not requiring a 15-hour minor, a nine-hour cognate is available. Courses to be taken for the nine hour cognate are: Healthcare Organization and Delivery (HA 5300), Healthcare Law (HA 5321), and Healthcare Organizational Behavior/Theory (HA 5362).

Admission Policy

Admission to the graduate healthcare administration program is selective and designed to identify those applicants who have the ability and interest to manage the rigors of the program of study. Applicants must hold a bachelor’s degree from a regionally accredited university and meet the following criteria:

- A minimum score of 2,000 on the admission index calculated by adding the applicant’s GPA (in the last 60 hours leading to the bachelor’s degree) times 400 to the applicant’s GRE score (verbal and quantitative combined);
- Three letters of reference from professionals competent to assess the applicant’s interest in pursuing a career in healthcare administration;
- Applicant’s written statement of purpose indicating ability and interest in completing the degree program in healthcare administration and a current resume;
- An interview used to confirm the applicant’s ability and interest to not only pursue, but to complete, the program.

Certificate in Healthcare Administration

The graduate certificate program is designed to offer the core of the M.H.A. degree program content to healthcare organization managers and other healthcare professionals. The certificate program provides a learning environment where students with existing professional and management experience can supplement their existing knowledge with new knowledge of healthcare organizations, healthcare management, healthcare law, and related healthcare administration topics. The program offers fifteen hours of graduate level health administration courses taken from the existing M.H.A. curriculum. The program is available in a variety of delivery formats including off-campus locations depending on student enrollments.

Admission Requirements:

Healthcare professionals seeking a certificate in graduate healthcare administration must have a bachelor’s degree and a 2.50 GPA on the last 60 hours leading to the degree. Applicants should apply for admission through the Graduate College as a “Texas State Certificate Program” applicant.

Certificate Requirements:

Healthcare professionals seeking a certificate in graduate healthcare administration must complete a fifteen hour program of study with a 3.0 grade point average and no grade lower than a “C”. Required courses include HA 5300, 5321, and 5362. HA 5300 is to be taken the first semester that the student begins the certificate program. The remaining six hours of health administration courses will be selected according to the needs of the individual.
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.

5300 Healthcare Organization and Delivery. (3-0) A survey of the organization and delivery of health services focusing on the history and development of health systems as they relate to the overall health and medical care systems. Major attention is given to governing bodies, patient care organizations, and executive management structures.

5301 Healthcare Administration Research Methods. (3-0) A study of research methodology as it pertains to healthcare administration. Included are hypothesis forming, designing research, and the collection, manipulation and analysis of data. Knowledge of numeracy and statistics is essential.

5303 Information Systems Management in Healthcare. (3-0) This course provides a comprehensive introduction to information systems management for healthcare organizations. It covers the determination of information required by whom, design of information flows, procurement of information systems technology resources, assurance of information security, and management of systems integration.

5304 Healthcare Financial Theory. (3-0) A study of financial and economic theories that have an impact upon the healthcare industry. Special emphasis will be placed on emerging financial research and potential policy ramifications in the future.

5311 Trends in Health Administration. (3-0) An in-depth study of singular trend or a related problem being faced by practicing managers in the rapidly changing healthcare industry. Special emphasis will be placed on the topic’s current relevance and its utilitarian value to the participant. Examples of trends, which are typically offered, include trends in rural health, managed care ethical issues, and in total quality management. This course may be repeated for credit with a different subject area.

5316 Healthcare Financial Management. (3-0) An introduction to healthcare financial management including the financial management in healthcare organizations, healthcare payment systems, financing and investment decisions, and financial planning, analysis, and control.

Prerequisites: accounting, economics, and statistics.

5321 Healthcare Law. (3-0) An in-depth analysis of healthcare law and its effect on the relationships between the patient, the patient’s family, the provider, and other interested third parties. Analysis of cases is the primary method of study.

5323 Administration of Managed Care Organizations and Alternative Delivery Systems. (3-0) A study of alternative delivery systems and managed care organizations in healthcare. Analysis of the administration of healthcare delivery systems, including market assessment, legal and regulatory requirements, network development, negotiation and contracting, health plan operations and marketing, financial and medical management, competition and antitrust concerns.

5334 Operational Decision Making for Healthcare Managers. (3-0) An introduction to the fundamentals of selected operations research techniques essential to the analysis of healthcare managerial problem situations, the design of new and improved systems, and the implementation of systems to achieve desired systems performance.
5335 Public Health for Healthcare Administrators. (3-0) This course introduces the healthcare manager to public health and its role in preventing illnesses and improving the health of the community. Students will learn of the role of the manager in disease prevention and how to participate and lead community efforts for the wellness of the community.

5346 Healthcare Strategic Management. (3-0) Examination of planning theory and techniques within the context of healthcare management practices. A fundamental management function, students learn basic planning concepts, specific methods, and current practices. Students develop skills by analysis of a major case, reports on planning theory and methods, and by traditional testing methods.

5355 Human Services Management in Healthcare Facilities. (3-0) A study of personnel administration in the healthcare facility and the environment in which it functions. Emphasis will be on the role of the Personnel Office in forecasting, developing, and managing human resources, in addition to a review of current legislation affecting the personnel function.

5356 Policy Development in Healthcare Arena. (3-0) Prospective healthcare administrators analyze changing healthcare paradigm to determine decision-points where policies can be affected. Course allows students to apply existing skills to real world policy issues at state and national levels and to analyze policy development from numerous stakeholders’ viewpoints.

5362 Healthcare Organizational Behavior/Theory (3-0) This course is a study of theory and concepts drawn from the behavioral and social sciences. These concepts are applied as a foundation and conceptual framework for the analysis, diagnosis, prediction and guidance of human behavior in healthcare organizations.

5371 Marketing of Health Services. (3-0) A study of marketing functions and principles as they relate to the healthcare delivery system. Analysis of marketing concepts such as market segmentation, marketing planning, marketing audit, marketing positioning, and marketing mix will be discussed.

5390 Healthcare Seminar. (3-0) This course requires students to integrate and synthesize previous healthcare administration courses through readings, discussion, and case studies. The format of the course is a seminar that engages the student in discussion of issues that transcend individual courses.

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. Graded on a credit (CR), progress (PR), no-credit (F) basis.

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. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5440 Healthcare Administrative Internship. (0-20) Designed primarily for those with prior healthcare experience as determined by the department chair. Integrates classroom experience with an applied experience in healthcare institution or agency. Includes orientation to selected departments or services and culminates with major project. Graded on credit (CR), no-credit (F) basis.

5441 Healthcare Administrative Residency. (0-40) Designed primarily for those with no previous healthcare background, although any healthcare administration graduate students may apply for this course. Includes in-depth rotations, projects, and inculcation to the corporate culture of the organization. The student registers for this course twice for a total of eight credit hours. Graded on a credit (CR), no-credit (F) basis.
Graduate Faculty

Burke, George Cass, III, Professor of Health Administration.  B.A., Southern Methodist University; M.A., The George Washington University; Dr.P.H., University of Texas Health Science Center at Houston.

Galloway, Robert D., Associate Professor of Health Administration.  B.S., Midwestern State University; M.H.A., Baylor University; Ph.D., The University of North Carolina at Chapel Hill.

Morrison, Eileen E., Associate Professor of Health Administration.  B.S., M.P.A., University of Tennessee, Ed.D., Vanderbilt University.

Nowicki, Michael, Professor of Health Administration.  B.A., Texas Tech University; M.A., The George Washington University; Ed.D., University of Kentucky.

Renick, C. Oren, Professor of Health Administration and Chair of the Department 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.  B.S., University of Minnesota; M.H.A., Baylor University; Ph.D., University of Iowa.

Strelitz, Philippa J., Assistant Professor of Health Administration.  B.A., M.P.A., The University of Texas at Austin; Ph.D., University of California.

Summers, Jim, Professor of Health Administration.  B.A., University of North Texas; M.A., Ph.D., Tulane University.

Welborn, Ruth Buckhannon, Professor of Health Administration and Dean of the College of Health Professions.  B.S.N., University of Texas Medical Branch; M.A., University of Texas at San Antonio; Ph.D., Texas A&M University.
Department of Health Services Research

Majors and Degree Offered:
Healthcare Human Resources, M.S.
Health Services Research, M.S.

Certificate Programs Offered:
Biostatistics
Epidemiology
Health Informatics
Long Term Care Administration

Healthcare Human Resources

The major in 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 development, working directly with employee development and training; or in human resource management, working with staffing, recruiting, evaluation, or compensation issues.

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.

Degree Requirements. The time to degree may vary depending on student career goals, but generally will require between 39 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 be either thesis or non-thesis, with most students choosing non-thesis and completing an internship or directed study. 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 healthcare human resources majors include the following, depending on the student’s academic background and experience: statistics (HP 3302) and computer applications (HP 2351). 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 six to twelve semester hours may be taken. If a student from another major wishes to take healthcare human resources courses as a cognate then the choice of courses and their sequence will be defined through consultation between the student and faculties from both programs.

Admission Policy. In addition to meeting the basic Graduate College academic admission requirements, it is recommended that all applicants have an official Graduate Record Examination score submitted to the Texas State Office of the Graduate College prior to being considered for admission. Admission will be considered, however, allowing the student to complete the GRE
examination during their first semester. A student will be permitted to enroll for only one semester (Fall, Spring, or Summer) prior to having the GRE score on file in the Office of the Graduate College. A minimum Graduate Record Examination composite (General) score of 800 is preferred for applicants whose grade-point average is 2.75 or above on a 4.0 scale, calculated on the last 60 semester hours of undergraduate work taken for the baccalaureate degree; or a GRE composite (General) score of 900 (verbal and quantitative combined) is preferred 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 for the baccalaureate.

Health Services Research

Health services research is the intersection of biostatistics, epidemiology, management engineering, and health informatics. The program prepares the graduate to be a vital contributor to clinical research, quality improvement, or policy development in the health sciences. The focus of the Texas State program is on the practical application of computer based quantitative and analytical methods of problem solving and decision making in both clinical and administrative settings. Graduates work in public health, biotechnology, or other careers related to health services administration where their quantitative and computer skills are a strong asset. The program is designed for entrance by students with diverse academic preparations, including both the health and non-health professional.

Degree Requirements. The time to degree may vary depending on student career goals and course of study for the 42 to 44 semester hour program, but generally will require between 27 and 34 semester hours in health services 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 advisor. 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 from which students can select supporting courses include health administration, public administration, health education, biology, geography, technology, speech communication, mathematics, business, computer science, 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 services research majors include the following: statistics (HP 3302) and computer applications (HP 2351). 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 services 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 six or nine semester hours, or a cognate between six to twelve semester hours may be taken in health services 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 meeting the basic Graduate College academic admission requirements, it is recommended that all applicants to the major have an official Graduate Record Examination score submitted to the Texas State Office of the Graduate College prior to being considered for admission. Admission will be considered, however, allowing the student to complete the GRE examination during their first semester. A minimum Graduate Record Examination composite (General) score of 800 is preferred for applicants whose grade-point average is 2.75 or above on a 4.0 scale, calculated on the last 60 semester hours of work taken for the baccalaureate degree; or a GRE composite (General) score of 900 is preferred 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 for the baccalaureate.
Certificate Programs

A graduate certificate may be earned in any of four areas: biostatistics, epidemiology, health informatics, or long term care administration. Students may be admitted to the certificate programs only, or they may complete the requirements for the certificate while working toward a degree program.

The biostatistics, epidemiology, and health informatics certificate programs require the completion of 15 semester hours of specified, non-duplicated courses. Students may complete requirements for these certificates prior to completion of their degree requirements. The certificate can be awarded at the end of any semester in which the student completes certificate requirements.

The long term care administration certificate program is designed for the student who has a baccalaureate or higher degree and desires to complete the Texas requirements to become a licensed nursing facility administrator – 15 semester hours of classroom courses and 18 semester hours of internship. The program can normally be completed in one year, but can accommodate working students through evening classes on a part-time basis. The curriculum provides opportunities for the student to gain specific competencies in management of the long term care environment with a focus on nursing facilities as well as assisted living/personal care facilities. The Texas Board of Nursing Facility Administrators (TBNFA) and the National Associate of Boards of Examiners for Nursing Home Administrators (NAB) have approved the program.

Students admitted to the Healthcare Human Resources or Health Services Research graduate programs may enroll in the long term care certificate program and use up to 15 semester hours as support courses in their degree programs. The internship required for a Texas nursing facility license and the long term care certificate can substitute for the internship within the healthcare human resources or health services research majors. Other graduate degree programs may accept, with prior approval, courses taken in the long term care administration certificate program as supporting courses toward their degrees.

Admission Policy. Admission to any of the graduate certificate programs requires a baccalaureate degree, but does not require completion of the Graduate Record Examination (GRE). However, before students can be admitted to a degree program such as Health Professions-Healthcare Human Resources, an official GRE score must be submitted and all other admission requirements for the degree program must be met.

Courses Offered

Healthcare Human Resources (HHR)

5101 Seminar in Healthcare Human Resources. (1-0) In introduction to the field of healthcare human resources and the various responsibilities of human resource professionals. Students will be introduced to career alternatives, professional organizations, and learning resources important to the study of healthcare human resources. Course may be repeated for credit with different topic.

5111 Independent Study in Healthcare Human Resources. (1-0) An in-depth study of a single topic or related problem solved through human resources. The course may be repeated once if the topic studied is different.

5307 Trends and Issues in Healthcare Human Resources. (3-0) Designed to acquaint the student with the social and technological trends and issues that affect Healthcare Human Resources and healthcare delivery. Different areas of concentration will be selected. May be repeated with permission of the department chair if the topic studied is different.

5311 Independent Study in Healthcare Human Resources. (3-0) An in-depth study of a single topic or related problem solved through human resources. The course may be repeated once if the topic studied is different.
5322 Human Resource Development in the Health Sciences. (3-0) Designed to prepare the health professional to plan, develop, and implement a human resource development program; to coordinate activities within a human resource development program; and to direct a human resource development program.

5326 Designing Training Programs. (3-0) How to design training programs from definition of the problem, through development of objectives, process of instruction, sequencing, and evaluation. Contrasting instructional methods and processes are reviewed as they impact training program design in healthcare human resources.

5328 Organization Development in Healthcare Human Resources. (3-0) Examines the theories of organizational behavior as they apply to both the non-profit and the for-profit healthcare environment; and how the healthcare human resource professional may influence organizational development, employee satisfaction, and improve customer service in healthcare.

5332 Innovations in Multimedia for Health. (3-0) This course prepares students to use online team collaboration for media project design, development of effective Internet web pages, and exploration of other electronic information dissemination channels to improve healthcare or training effectiveness.

5350 Human Resource Management in the Health Sciences. (3-0) An exploration of the expanding body of knowledge for human resource managers in the unique setting of the healthcare industry. Current issues and topics include effective employee orientation, employee recruitment and selection, compensation systems, and employee health, safety and security. This course will assist human resource practitioners prepare for professional certifications.

5352 Compensation and Benefits. (3-0) Ways healthcare employees are compensated are examined. Topics include analyzing work and job requirements, job descriptions and related compensation and incentive programs, compensation and benefit cost, laws and regulation affecting employee compensation, problems uniquely associated with professionals in healthcare, and analytical tools used to maintain fair and competitive pay programs.

5353 Advanced Compensation. (3-0) A second level course in compensation issues important to healthcare that examines the evaluation of a total compensation program, performance measurement, executive compensation, variable pay, cost benefit analysis of compensation programs, and legal issues surrounding compensation in the healthcare environment.

Prerequisite: HHR 5352 Compensation and Benefits.

5354 Strategic Leadership in Healthcare Human Resources. (3-0) Prepares the healthcare human resources professional for strategic leadership challenges within the larger organization. Leadership styles and models will be reviewed using case studies of human resource problems. The role of the human resource professional as a strategic partner at the executive level in healthcare will be reviewed.

5356 Management of Occupational Health and Safety. (3-0) This course is designed to increase awareness of employee health, safety, and security issues important to human resource managers in the maintenance of a safe and healthy work environment. Health related programs and policies will be examined in light of employer liability and state and federal legal requirements.

5358 Human Resource Systems and Metrics. (3-0) An examination of information systems and HR applications important to human resource management. The use of HR information systems and metrics in support of HR functions, HR related strategic management requirements of the organization, and legal issues will be examined.

5372 Healthcare Labor Relations and Labor Law. (3-0) U.S. Labor statutes and case law are studied to provide an understanding of labor law and union-management relations as well as labor law precedent for U.S. employment discrimination laws within healthcare. The course will examine the history of the U.S. Labor movement, union organizing in healthcare, and employee bargaining rights.
5374 Employment Law in Healthcare. (3-0) U.S. Statutes and case law are studied to provide an understanding work place non-discrimination requirements, sexual harassment, family and medical leave act, workers' compensation statutes, pay equity, age discrimination, privacy in the work place, wage & hour law, and immigration law for the employer.

5391 Research Methods in Healthcare Human Resources. (3-0) Both qualitative and quantitative research methods are examined as they apply to human resource development or management. Psychometric methods important to training and development are covered, especially those essential to training program evaluation and survey questionnaire development. Management science techniques used for resources optimization, strategic planning, and scheduling are reviewed.

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

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

5440 Internship. (4-0) Practical experience in the field of human resource. Projects or activities assigned may be focused in a specific area or encompass a rotation through major areas of human resources. May be repeated for credit. Graded on a credit (CR), no-credit (F) basis.
Prerequisite: Approval of Advisor.

5495 Directed Study in Healthcare Human Resources. (4-0) A course where the student investigates a topic of importance to Healthcare Human Resources under the supervision of a faculty member. Topics may be selected to advance a student's knowledge beyond that normally covered in an organized course. A significant terminal project should result from the investigation. Graded on a credit (CR), no-credit (F) basis.

Health Research (HR)

5101 Independent Study in Health Services Research. (1-0) An in-depth study of a single topic or related problem solved through health services research. The course may be repeated once if the topic studied is different.

5111 Seminar in Health Services 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 health services research student. Special research and evaluation skills or case studies from the health field may be discussed. May be repeated if topic differs.

5301 Independent Study in Health Services Research. (3-0) An in-depth study of a single topic or related problem solved through health services research. The course may be repeated once if the topic studied is different.

5311 Seminar in Health Services Research. (3-0) This course will introduce the student to some of the latest trends and issues in health services research, as well as newer analytical techniques, focusing on research applications where possible using real data and problems. This course may be repeated for credit with different area of study.

5330 Biostatistics for Health Professionals. (3-0) An applied course addressing statistical and analytical techniques important to researchers and practitioners within the scientific and health profession communities. This course provides in depth coverage of biostatistical methods from simple ANOVA and regression, through selected multivariate techniques.
Prerequisites: HHP 3302 or equivalent.
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.

5337 Clinical Trials and Statistical Analysis. (3-0) A survey of statistical techniques important in the analysis of biomedical data, statistical analyses related to bioassay, clinical trials, and survey research with special emphasis on mathematical modeling techniques. Confidentiality and privacy of records, safe-guarding computer data, and rights of human and animal subjects will be addressed.
   Prerequisite: HR 5333 or consent of instructor.

5339 Advanced Multivariate Health Data Analysis. (3-0) Advanced multivariate analysis techniques are examined for their utility to the health sciences. Statistical computer packages, such as the Biomedical Statistical Package (BMD), will be used for the study of each statistical procedure. Applied to health data will be procedures such as multivariate analysis of variance, canonical correlation, factor analysis, and discriminate analysis.
   Prerequisite: HR 5333 or approval of instructor.

5341 Operations Research in Health Administration. (3-0) Adaptation and application of procedures and principles of operations research to the specific needs and requirements of health service institutions. Specific attention will be given to the improvement of effectiveness and efficiency of management functions and the delivery of health services. Emphasis will be placed on techniques to optimize allocation of resources, inventory control, customer service/cost factors, and project management within health institutions.
   Prerequisite: Healthcare Human Resources 5391 or Health Research 5331.

5343 Decision Support Systems for Health Care. (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.

5345 Simulation Modeling in Health Care. (3-0) Application of simulation modeling to analyze healthcare systems. Examine complex interrelationships existing between variables and predict how changes to these variables affect the total system. Emphasizes design, analysis, and construction of computer based simulation models to evaluate complex healthcare issues that cannot be solved using conventional quantitative methods.

5351 Principles of Epidemiology. (3-0) Principles of epidemiological methods are examined as they may identify factors influencing health and disease in a population. Epidemiological methods are examined for their technique of hypothesis formation, retrospective and prospective methods, and sampling problems.

5353 Advanced Methods in Epidemiology. (3-0) This course will examine advanced epidemiological methods important to public health research. It will focus on quantitative methods and issues surrounding their use.

5355 Environmental and Occupational Epidemiology. (3-0) An examination of environmental and occupational exposures related to disease or injury. Topics covered include exposure assessment, cancer and the environment, reproductive epidemiology, radiation, and a variety of occupational exposures such as heavy metals and pesticides.
5357 Clinical Epidemiology and Outcomes Research. (3-0) Examination of techniques and issues important to clinical epidemiology and how they can be applied to health outcome research. A study of variation in the measurement of illness to include diagnostic and screening tests; experimental design; outcome measures; patient satisfaction; and risk adjustment for severity, co-morbidity, and demographic factors.

5362 Bioinformatics. (3-0) Examines clinical information systems and statistical issues in the emerging field of genomics and proteomics. Topics examined include medical advances, gene mapping, database issues, ethical issues surrounding genomic research, stochastic models, dynamic programming, Markov-Chain Monte Carlo methods, neural networks, and Bayesian statistical techniques.

Prerequisite: HR 5330.

5363 Medical Informatics. (3-0) An examination of clinical aspects of health care information systems to include administrative systems, diagnostic systems, and patient care monitoring systems. Current challenges and future technologies will be discussed.

5369 Health Information Systems. (3-0) Critical examination of concepts and theories of medical information systems and their integrated support in functional areas of health institutions, such as pharmacy, clinical laboratory, radiology, food service, wards and clinics, patient administration, patient appointment scheduling and logistics.

5383 Healthcare Marketing Research. (3-0) Examination of methods for internal and external environmental analysis, including patient demographics and economic factors. Patient satisfaction surveys, institutional image analysis, competition analysis, and sources of health marketing research data will be introduced.

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

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

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 institutions to design, develop, implement, and evaluate a specific area of study. May be repeated once with permission of the department chair. Graded on a credit (CR), no-credit (F) basis.

5495 Directed Study in Health Services Research. (4-0) A course where the student investigates a topic of importance to Health Services Research under the supervision of a faculty member. Topics may be selected to advance a student's knowledge beyond that normally covered in an organized course. A significant terminal project should result from the investigation. Graded on credit (CR), no-credit (F) basis.

Long Term Care Administration (LTCA)

5322 Organization of Long Term Health Care. (3-0) Students will compare performance analyses of long-term care facilities with a focus on organizational culture, and internal and external customer satisfaction. Plans of managerial action to maximize customer satisfaction will be examined.

5323 Regulatory Aspects of Long Term Health Care. (3-0) Focuses on regulations for the operation of long term care facilities as promulgated by state and federal governments. Reviews the minimum requirements for licensure and the standards for Medicaid certification in Texas. Also examines specific activities and functions regarding accountability and enforcement procedures.
5324 Management of Long Term Health Care Facilities. (3-0) An examination of management issues in long-term care primarily in the critical areas of human resources, public relations, and marketing. Examples include staff recruitment and retention programs, training needs analysis, and marketing plan formulation.

5325 Principles of Long Term Care Practice. (3-0) Administratively oriented content related to nursing care, quality indicator, and geriatric pharmacology utilized in long term care facilities. The course content reflects the relative legislative requirements mandated for nursing homes and other long-term care facilities.

5335 Financial Management of Long Term Care Facilities and Services. (3-0) Students will examine the fiscal performance of selected facilities utilizing data from annual Medicaid cost reports with a focus on revenue enhancement and census development. Students will contrast various systems for determination of reimbursement and use reimbursement issues in a strategic planning sense.

5681 Internship. (0-24) An internship in which the student works directly with a licensed nursing facility administrator in a licensed long-term care facility. Students will be exposed to all aspects of facility operation and management. Graded on a credit (CR), no credit (F) basis.

Graduate Faculty

Brender, Jean, Associate Professor of Health Services Research. B.S.N., Whitworth College; M.N., University of Washington; Ph.D., University of Washington.

Johnson, Charles Michael, Associate Professor of Health Services Research. B.S., East Texas State University; M.S., Ph.D., Texas A&M University.

Knox, Martha Elizabeth, Associate Professor of Health Services Research. B.S., M.A., Ed.D., Texas Woman’s University.

Shanmugam, Ram, Professor of Health Services Research. B.Sc., University of Madras; M.S., Brigham Young University; M.S., Rensselaer Polytechnic Institute; Ph.D., Temple University.
Department of Physical Therapy

Major and Degree Offered:
Physical Therapy, M.S.P.T.

Major Program

The Department of Physical Therapy offers the Master of Science in Physical Therapy (M.S.P.T.) with a major in physical therapy. The degree length may vary but is designed for completion in two years with 69 to 72 academic hours. A thesis option is available. The program is accredited by the Commission on Accreditation of Physical Therapy Education. Graduates are eligible to take the licensure examination upon completion of the degree.

Physical therapy is a dynamic profession addressing management and prevention of disability through examination, evaluation, intervention, diagnosis and prognosis of the musculoskeletal, neuromuscular, cardiopulmonary and integumentary systems. Physical therapists practice in acute and sub-acute hospitals; outpatient clinics; rehabilitation facilities; school systems; extended care nursing facilities; homes; athletic and sports training facilities; the military; and industrial, workplace, or other occupational environments.

Admission Policy

Admission is selective and competitive. The curriculum sequence begins once per 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 College admission, a minimum of 3.0 GPA (on a 4.0 scale), a minimum of a 3.0 GPA in all science courses, and a preferred 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 Texas State Office of the Graduate College for the Summer I semester of a given year by October 15th. The application for Physical Therapy must be received by the Department of Physical Therapy for the Summer I semester of any given year by October 15th. Application materials are available at the Physical Therapy web site. 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; medical terminology; human physiology and anatomy; vertebrate or exercise physiology (must be upper division course); general chemistry I and II; and general physics I and II. A separate physical therapy departmental application is 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 $25.00 is also required by the department. A personal interview is required prior to acceptance. Meeting admission requirements for the Graduate College and the Physical Therapy Program does not guarantee admission to the graduate sequence in physical therapy.

Program Standards

Students enrolled in the Physical Therapy Curriculum must maintain high scholastic standards and develop skills necessary to work effectively as a physical therapist with people with diverse needs. Students are expected to demonstrate emotional, mental, and physical fitness in their interactions with others, use skills and techniques that are generally accepted by the professional community and conform to the Code of Ethics of the American Physical Therapy Association and the laws of the State of Texas.
A student's acceptance into the program does not guarantee that student's fitness to remain in the program. The faculty is responsible for assuring that only those students who continue to meet academic and professional behavior standards are allowed to continue in the program.

**Evaluating Student's Professional Behavior.** Members of the faculty, using their professional judgment, evaluate student's professional behavior continuously. Students receive information and counseling related to their professional behavior performance from faculty members, their advisors, and their clinical education supervisors. The criteria used by the faculty to make such judgments include instructors' observations of course performance, evaluation of student's performance in simulated practice situations, supervisors' evaluations of student's performance in clinical situations, generic abilities/professional behavior assessment, manual of assessment of clinical skills (MACS) and adherence to the Code of Ethics. Relevant expectations are explicit in each course syllabus. Students who are not making satisfactory progress or who are not meeting program standards will be encouraged to withdraw from the program.

In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's professional behavior. It is a judgment that the student has failed to meet academic standards rather than a judgment made on the basis of the student's violation of valid rules of conduct. Disciplinary matters are referred to the Assistant Dean of Students.

**Required Withdrawal from the Program.** If a faculty member believes that a student is not making satisfactory progress or meeting program or university standards, he or she should discuss the situation with the student and the student's advisor. If the faculty member believes the student's performance cannot improve to acceptable standards, the faculty member should refer the student to the Department Academic Issues Committee with the appropriate documentation. The Department Academic Issues Committee consists of three faculty from the department 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 consideration of the matter, and within 10 working days of meeting with the student, the committee will report to the student and the department chair in writing 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 department chair of the acceptance or appeal to the committee's recommendation in writing.

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

If the student is dissatisfied with the department chair's decision, he or she may appeal to the Dean of the College of Health Professions. However, in order for an appeal to be considered, the student must submit a written notice for an appeal to the department chair within 10 working days of receiving the department chair's decision. The dean will consider the matter based on results compiled by the department chair and notify the student of this or her decision within 10 working days of receipt of the appeal from the department chair.
Clinical Education

All students are required to complete part-time clinical education experiences in physical therapy facilities within the Central Texas area and in the Texas State Physical Therapy Clinic. The full-time clinical experiences may be completed in facilities within or outside of the Central Texas area. The additional costs of travel during the part-time experiences, as well as the cost associated with temporary relocation during the full-time experiences, are the responsibility of the student.

Courses Offered

Physical Therapy (PT)

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.

5115 Problems in Physical Therapy. (1-0) An in-depth independent study of a singular problem or related problem in the rapidly changing field of physical therapy. Special emphasis will be placed on the problems’ current relevance and the value to the participant. May be repeated for credit.

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. Graded on a credit (CR), no-credit (F) basis.
Prerequisites: PT 5310, PT 5311, PT 5212, PT 5214, PT 5620, PT 5521, PT 5110, and PT 5122.

5212 Examination Techniques. (1-3) Introduction to physical therapy examination techniques including palpation, range of motion, muscle performance, sensory and reflex integrity, anthropometric characteristics, muscles length, posture, ventilation, respiration, circulation, gait, locomotion, balance, documentation, isokinetics, ergonomics, and body mechanics.

5214 Patient Management. (1-3) A core course in which the patient intervention skills of communication, patient/client related instruction and basic direct intervention skills of therapeutic exercise and functional training are emphasized. Included are learning and health promotion theories as related to patient instruction and peer education.

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.

5252 Current Issues in Physical Therapy. (1-4) Provides opportunity for students to be exposed to the specialist certification process and certified specialists in the profession. Students are also introduced to additional special topics from experts and will have the opportunity to participate in a specific area of practice.
5253 Research in Physical Therapy II. (2-0) A two course sequence that introduces the student to research and statistical methodologies. This second course will emphasize the proposal writing aspect of research. Students will build on the knowledge of research methods and statistics gained in the first course.

Prerequisite: PT 5241.

5310 Body Systems. (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. (3-2) 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.

5350 Body Systems II. (2-2) An in-depth review of the concept of adult fitness as well as the pathophysiology of the cardiovascular system and metabolic system with emphasis on implications for physical therapy treatment.

Prerequisites: Completion of PT 5310 and all previous PT courses.

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. Graded on a credit (CR), no-credit (F) basis. Student continues to enroll in this course until this project is completed.

Prerequisite: Permission of instructor.

5360 Clinical Education I. (0-40) 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. Graded on a credit (CR), no-credit (F) basis.

Prerequisite: PT 5110.

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. Graded on a credit (CR), progress (PR), no-credit (F) basis.

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. Graded on a credit (CR), progress (PR), no-credit (F) basis.

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. Graded on a credit (CR), no-credit (F) basis.

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. Graded on a credit (CR), no-credit (F) basis.

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, neurological 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 that affect movement and behavior of the adult. Content will emphasize medical and physical therapy evaluation, treatment planning, and education of individuals with neurological 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 Intervention. (4-6) Study of static and dynamic aspects of the vertebral column and skull studied through lecture, lab, and dissection of human cadavers and independent study. Knowledge and skill will be integrated to identify problems, prognosis, functional goals, and develop comprehensive intervention programs related to the spine, including preventative health planning.

5630 Lower Extremity Evaluation and Intervention. (4-6) Study of static and dynamic aspects of lower extremity, studied through lecture, lab, dissection of human cadavers, and independent study. Knowledge and skill will be integrated to identify problems, prognosis, functional goals, and develop comprehensive intervention programs related to the lower extremity, including preventative health planning.

5640 Upper Extremity Evaluation and Intervention. (4-6) Study of static and dynamic aspects of the upper extremity, studied through lecture, lab, dissection of human cadavers and independent study. Knowledge and skill will be integrated to identify problems, prognosis, functional goals, and develop comprehensive intervention programs related to the upper extremity, including preventative health planning.

Graduate Faculty

Boucher, Brenda, Associate Professor of Physical Therapy. B.S.P.T., The University of Texas Health Science Center at Dallas; M.Ed., University of Houston; 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., Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

Melzer, Barbara, 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.

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.

Shaw, Donald, Associate Professor of Physical Therapy. B.S., M.S., Aurora University; Ph.D., Kent State University; B.S.P.T., Texas State University-San Marcos.
School of Social Work

Majors and Degree Offered:
- Social Work-Administrative Leadership, M.S.W.
- Social Work-Direct Practice, M.S.W.

Major Programs

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

The M.S.W. Program

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

The regular track for full-time students, which begins in the fall semester, encompasses a two-year (five semester) program of study with 62 hours of coursework. The priority date for submitting application materials for the regular track program is February 1st for the following fall semester; thereafter, applications are considered on a rolling basis. The advanced standing program (which enrolls students directly into second year content) consists of 36 hours of coursework organized across one calendar year of three semesters; students enter this program in summer 1 session. The priority date for submitting application materials for the advanced standing track is December 1st for the following summer; thereafter, applications are considered on a rolling basis. Students committed to part-time study should expect to spend four years to complete the regular track or two years to complete the advanced standing track.

The first year curriculum focuses on the generic knowledge and skills necessary for general social work practice, while the second year focuses on specialized practice. Regular track students in their second year of coursework, as well as advanced standing students, select a concentration of study in either a) direct practice with individuals, families, or groups, or b) administrative leadership practice.

Degree Requirements

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

Field practicum (internship) involves the student intern working in a social service agency under the intensive supervision of a licensed master social worker. All regular track students (full and part-time) must complete 20 semester credit hours of field practicum, while advanced standing students must complete 23 semester credit hours of field practicum. Regular track students complete a first-year field practicum (which incorporates a seminar) while concurrently enrolled in other classes. In the second year, for both full-time regular track and advanced standing students, field practicum occurs during the spring semester. Part-time students spread second-year field practicum across the fall and spring semesters.

Admissions

Applicants must meet all Graduate College admissions requirements to be admitted unconditionally to the M.S.W. Program. Students who have received a degree from a Bachelor of Social Work program accredited by the Council on Social Work Education (CSWE) may be eligible for advanced standing. All other students enroll in the first year regular track program. Both regular and advanced standing students may enroll on either a part or full-time basis. Applicants are admitted to the M.S.W. Program based on their performance on various criteria, including:

1. Grade point average from prior undergraduate hours and graduate work (if applicable);
2. Preferred score on the Graduate Record Examination (verbal and quantitative combined);
3. 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. Demonstrated commitment to public sector social work;
6. Demonstrated successful completion of course content in a) statistics and b) human biology.

Applicants for the advanced standing program must meet all Graduate College admission criteria, and, in addition, must provide evidence of:

1. B.S.W. degree (or equivalent) from CSWE-accredited program;
2. Minimum 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.

The School may require personal interviews of applicants.

Persons wishing to apply should contact the Office of the Graduate College and the School of Social Work for application forms and information. The Graduate College application, transcripts, test scores, and application fee should be submitted directly to the Office of the Graduate College. All other documents should be submitted to the M.S.W. Director, School of Social Work.
Courses Offered

Social Work (SOWK)

Social Work Graduate Electives are marked with an asterisk (*).

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 M.S.W. 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 M.S.W. 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.

Prerequisite: 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.

Prerequisite: SOWK 5311.

5319 Diagnostic Assessment. (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.

5320 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 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 M.S.W.

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.

5323 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: SOW 5317 or instructor approval.

5324 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.

Prerequisite: SOWK 5320A.

5325 Advanced Practice III: Challenges and Innovations in Administration. (3-0) This course is designed to build upon and expand knowledge and skills learned in foundation and advanced practice courses by exploring how theoretical approaches, administrative/supervision interventions, and social work values are differentially applied to diverse organizational environments represented by the student’s field practicum settings.

Prerequisites: Advanced graduate standing, instructor approval.

5326 Advanced Social Work Practice I: Intervention with Individuals. (3-0) This course examines advanced skills for the effective practice with individuals, including diverse and at-risk populations, emphasizing multidimensional assessment, intervention theories and modalities, and ethics.

5327 Advanced Social Work Practice III: Intervention with Groups. (3-0) Students develop advanced mezzo-level practice skills, including multidimensional assessment, group process and intervention, evaluation, ethical thinking, and addressing needs of diverse populations.
5329 Organizational Development. (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.

5333 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.

5334 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.

Prerequisite: 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. May be repeated for credit.

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. By invitation of the professor and with the consent of the Director of the M.S.W. Program. This course may not be repeated for credit.

Prerequisites: Graduate standing and the approval of the Director of the M.S.W. Program and Director of the School.

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. Students work in agencies for a minimum of 250 clock hours. Beginning level generalist social work practice skills are emphasized. Application process, prerequisites may be obtained from Office of Field Practicum. Graded on credit (CR), no-credit (F) basis.

5411 Foundation Field II (Concurrent). (1-20) This course is the continuation of SOWK 5410 and is the second level of the foundation practicum for 250 clock hours. Supervision is continued by field instructor and directed by faculty field liaison. Advanced level generalist practice skills are emphasized. Graded on a credit (CR), no-credit (F) basis.

5612 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 caseload of individuals, families, or groups appropriate to the assigned agency. Graded on a credit (CR), no-credit (F) basis.

Prerequisites: Advanced standing or SOWK 5411 and SOWK 5322A, 5323A, 5324A/Instructor approval.
5613 Direct Practice 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 nonprofit 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 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. Graded on a credit (CR), no-credit (F) basis.

Prerequisites: SOWK 5320A, 5312A, and 5322A (For part time students: SOWK 5612A and instructor approval.)

5622 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. Graded on a credit (CR), no-credit (F) basis.

Prerequisites: Advanced standing or SOWK 5411 and SOWK 5322B, 5323B, 5324B/Instructor approval.

5623 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 nonprofit 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 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. Graded on a credit (CR), no-credit (F) basis.

Prerequisites: SOWK 5322B, 5323B, and 5324B (For part time students, SOWK 5612B and instructor approval.)

Graduate Faculty

Brown, Karen D., Professor of Social Work. B.A., Southwestern University; M.S.S.W., University of Tennessee; Ph.D., The University of Texas at Austin.

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

Chahin, T. Jaime, Associate Professor of Social Work and Dean of the College of Applied Arts. 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.
Cohen, Jeff, Lecturer in Social Work. B.A., Tulane University; M.S.W., University of Georgia.

Freeman, Dexter R., Assistant Professor of Social Work. B.A., Austin Peay State University; M.S.W., The University of Georgia; D.S.W., The Catholic University of America.

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

Henton, David, Lecturer in Social Work. B.A., M.S.S.W., The University of Texas at Austin.

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

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

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

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

Watkins, Ted R., Professor of Social Work and M.S.W. Director. B.A., North Texas State University; M.S.W., Louisiana State University; D.S.W., University of Pennsylvania.
College of Liberal Arts
Center for International Studies

Major and Degree Offered:
International Studies, M.A.

Major Program

The Master of Arts with a major in international studies program aims to develop leaders for business, government, military, education, non-profit organizations, and international institutions that are collectively facing an increasingly interdependent world where cultural diversity is a reality and the need to appreciate and value such heterogeneity is a prerequisite to global peace and prosperity. Through training in area studies, technology information training, oral and written communication skills, and business acumen, the M.A. with a major in International Studies will produce graduates who, depending upon their specialization, will be ready to play a crucial role in the management and comprehension of globalization. For more information contact Dr. Dennis Dunn, Director for the Center for International Studies, at 512-245-2339 or email dd05@txstate.edu.

Admission Policy

Admission to the M.A. program is selective. The program is intended to be small and generally will include ten to twenty new students each year who will move through the course work and these colloquia together.

Regular Admission

Unconditional admission to the program is based on a 3.0 GPA or higher grade point average in the last 60 hours leading to the bachelor’s degree, mastery of the English language, and proficiency in the speaking, reading, and oral comprehension of a modern language other than English. This can be demonstrated through one of the following:

- Grade of B or better in modern language course beyond the second year, taken within the last three years at an accredited college, university, or language institute. If the last language course was taken more than three years from the date of admission, and there has been no significant involvement in the language in the interim, the student may be asked to take a refresher course(s) in the language as a condition of graduation.
- Examination for proficiency levels in reading, speaking, and listening that would place the student beyond the second year of language courses (3000-level placement), or recent foreign living experience of at least six months (continuous) duration in a single culture outside of the United States (excluding English-speaking cultures).

In addition, each student is required to submit to the Center for International Studies as part of the admission process, an essay of two to five pages that describes why the student is considering the International Studies Program, how it fits into a process of professional development, and what the student hopes to accomplish by enrolling in the program.

It is also expected that students entering the program have a passing grade in introductory (principles of) microeconomics and macroeconomics at an accredited college or university.
economic courses can be taken after admission, either before the start or the fall term, or concurrently with the first year courses. In addition, many graduate courses have prerequisites for students who lack adequate preparation for advanced study in specific disciplines, such as business technology.

**International Students:** All international students wishing to seek admission to the program must have an official TOEFL score of 550 (paper-based) or 213 (computer-based).

### Degree Requirements

The Master of Arts with a major in international studies degree is composed of a total of 36 semester hours of credit, including five core courses (POSI 5365, POSI 5380, POSI 5382, HIST 5360 or HIST 5361, and HIST 5362, HIST 5395 or HIST 5335), five electives, which are selected in consultation with the Director of the Center for International Studies, and two thesis courses.

### Courses Offered

**International Studies (IS)**

5387 **International Studies Internship.** (0-10) A work/research experience in a government agency or company related to the students' career interests. The internship will consist of a minimum of 150 hours in the workplace and will require a research paper. This course may be repeated once for additional internship credit. Departmental approval required Graded on a credit (CR), no credit (F) basis.
Center for Multicultural Gender Studies

Minor Offered:
Women and Gender Studies


Drawing on recent scholarship on women and gender, this minor provides a flexible, coherent program that enables students to complement any major with the study of the significance of gender. The Women and Gender Studies minor helps students create opportunities for themselves in a rapidly changing society.

For more information, contact Dr. Sandra Mayo, Director of the Center for Multicultural and Gender Studies, at 512-245-2361 or e-mail at MCGS@txstate.edu.

*Denotes topics course. Topics courses are offered on a selective basis, may count toward the minor with permission from the Director of the Center for Multicultural and Gender Studies and the Dean of the Graduate College.

Courses Offered

Women's Studies (WS)

5376 Images of Women. (3-0) This course, one of two multidisciplinary team-taught women's studies courses, is a survey of the changing images of women in the U.S. since 1800 through the eyes of historians, writers, artists, orators, the media, and educators.

5377 Realities of Women. (3-0) This course, one of two multidisciplinary team-taught women's studies courses, is a study of the realities faced by women in the U.S. today-including biological and psychological differences in males and females, politics and law, the work force, and the home. Gender roles in societies outside the U.S. will also be examined.
Department of Anthropology

Major and Degree Offered

Anthropology, M.A.

Major Programs

The Masters of Arts with a major in Anthropology has two major educational objectives. The first is to prepare students for non-academic careers that are facilitated by or require an advanced degree in anthropology such as foreign affairs, international business, international development, primatology, forensic anthropology, cultural resource management, and world health services. The second objective is to prepare students for continued graduate education in anthropology at the Ph.D. level.

Special Resources and Facilities

The Department of Anthropology houses fully equipped laboratories for training and research in archaeology, physical anthropology, and forensic anthropology. Students will work with faculty on ethnographic, archaeological, primatological, or forensic projects. A cultural anthropology and primate ecology field school is offered for study in Mexico. The department conducts archaeological field schools in Texas and at Maya sites in Belize, Central America. The department houses the Center for Archaeological Studies (CAS) dedicated to archaeological research and cultural resource management in and outside Texas, and is also headquarters for the Center for the Arts Symbolism of Ancient America (CASAA). This center is dedicated to researching the art and symbolism of ancient Native Americans both in the United States and in Latin America.

Faculty in the Anthropology Department have active research programs in Texas, Peru, Mexico, Belize, Madagascar, Mali, and South Africa.

Admission Policy

In addition to the general requirements for admission to the Texas State Graduate College, the Department of Anthropology requires a minimum grade point average of 3.00 on a 4.00 scale, calculated on the last 60 semester hours leading to the bachelor's degree, and a preferred minimum GRE score of 1000 (combined verbal and quantitative sections). At the time that the GRE scores and transcripts are submitted to the Office of the Graduate College, an applicant should send three (3) letters of support and a statement of purpose directly to the Graduate Student Advisor in the Anthropology Department.

Application Deadline

Entering students will be admitted for the Fall semester only. All application material, including transcripts, test scores, and fees must be submitted by the application deadline of March 1. Application material should be submitted to the Texas State University Graduate College, 601 University Dr., Ste. 280, San Marcos, TX 78666. Late applications will be considered only in exceptional circumstances.
Requirements for a Master of Arts (M. A.) with a Major in Anthropology

The basic degree requirement for the Masters of Arts with a major in Anthropology is 36 semester hours, including six semester hours of thesis. All students must take core seminars in Cultural Anthropology, Physical Anthropology, and Archaeology. Students are also required to take nine hours of prescribed elective courses in one of three areas of specialization: Cultural Anthropology, Physical Anthropology and Forensic Anthropology, or Archaeology and Iconography. From the remaining 12 credit hours, students are free to select electives from any graduate course within the department or students may select up to six credit hours outside the department (transfer hours in other elective subjects will be evaluated on an individual basis). A course in graduate statistics will be required for all students specializing in Physical and Forensic Anthropology and Archaeology and Iconography. Foreign language proficiency is required for students specializing in Cultural Anthropology.

Requirements for Minor

A graduate anthropology minor is nine semester hours with coursework tailored to the needs of the student.

Financial Aid

Scholarships are available to qualified students on a competitive basis through the Graduate College. Scholarships available include the Mitte Foundation Scholars, the Graduate Scholars Program, and the Texas State Celebrity Classic. For further information regarding applications for Graduate College scholarships, visit the web site at http://www.gradcollege.txstate.edu/scholarships.html.

In addition, the Department of Anthropology has a limited number of Graduate Instructional Assistantships whereby students are employed to assist faculty with their instructional responsibilities for various amounts of time, ranging from five to twenty hours per week. To apply for a graduate instructional assistant position, please send a letter of interest and current resume directly to the Graduate Program Advisor, Department of Anthropology, Texas State University, 601 University Dr., San Marcos, TX 78666.

Courses Offered

Anthropology (ANTH)

5310 History of Anthropological Thought. (3-0) A historical survey of the major theoretical positions in 19th and 20th century cultural anthropology. (Stacked course with ANTH 4310.)
5311 Seminar in Cultural Anthropology. (3-0) A survey of current research in cultural anthropology.
5312 Seminar in Physical Anthropology. (3-0) A survey of current research in physical anthropology divided among the subfields of human genetics and variation, paleoanthropology, primatology, and skeletal biology.
5313 Seminar in Archaeology. (3-0) A survey of current research in New World and Old World archaeology.
5314 Latin American Cultures. (3-0) Comprehensive study of cultures from Latin America. (Stacked course with ANTH 3314.)

5320 Rise of Civilization. (3-0) This course examines the components that led to the dynamic state societies in Egypt, Sumeria, the Indus Valley, and China in the Old World and that of the Olmec in Mexico and Chavin in Peru. (Stacked course with ANTH 4320.)

5322 Peoples and Cultures of Sub-Saharan Africa. (3-0) Comprehensive study of cultures from Africa. (Stacked course with ANTH 3322.)

5323 Cultures of the Middle East. (3-0) Comprehensive study of cultures from the Middle East. (Stacked course with ANTH 3323.)

5324 Mexican American Culture. (3-0) This course examines the history and cultural practices of Mexican Americans, with a special emphasis on race, class, gender, and sexuality. Topics include historical heritage and transculturation, discrimination, organizations, activism, activism, zoot suits, lowriders, gangs, colonias, families, marriage, quinceañeras, machismo, domestic violence, gays and lesbians, religious practices, and the arts.

5331 Indians of the Southwest. (3-0) Comprehensive study of the many societies of American Indians from the Southwest. (Stacked course with ANTH 3331 A.)

5332 Myths and Mound Builders. (3-0) This course presents an anthropological approach to the iconography of the Native Americans of the Southeastern Ceremonial Complex. (Stacked course with ANTH 3332.)

5334 Cultural Resource Management and Archaeology. (3-0) A course that examines various topics relevant to cultural resource management including state and federal laws, survey, testing, mitigation, and developing final reports.

5340 Paleanthropology. (3-0) Critical review of the human fossil record from the appearance of the earliest hominins to the appearance of modern human forms. (Stacked course with ANTH 3340.)

5342 Primate Behavior. (3-0) An organized course that examines current research in nonhuman primate studies from an anthropological perspective. (Stacked course with ANTH 3342.)

5343 Human Variation & Adaptation. (3-0) An organized course that examines human physical variation and adaptation from an evolutionary perspective. (Stacked course with ANTH 3343.)

5345 Archaeology of Mexico. (3-0) This course examines the development of early hunter-gatherers through the appearance of agriculture to the rise of civilization in Mesoamerica. (Stacked course with ANTH 3345.)

5347 Archaeology of North America. (3-0) This course examines human settlement of North America from the end of the Pleistocene to European discovery. (Stacked course with ANTH 3347.)

5350 Gender and Sexuality in Cross Cultural Perspective. (3-0) This course examines the relationships between women and men in societies around the world. (Stacked course with ANTH 3350.)

5355 Seminar in Culture Theory. (3-0) An intensive examination of the principal theoretical positions in cultural anthropology, with an emphasis on the preparation of students with ethnographic analysis and fieldwork.

5360 Economic Anthropology. (3-0) This course reviews central issues in economic anthropology using both case studies and theoretical writings. Analyzes production, exchange, distribution, consumption, property, economic surplus, and types of economic structure. (Stacked course with ANTH 3360.)

5361 Field Methods in Cultural Anthropology. (3-0) A training course in ethnographic field methods. (Stacked course with ANTH 4361.)

5374 Selected Topics in Anthropology. (3-0) In depth analysis and interpretation of selected topics within cultural, biological, and/or archaeological anthropology. Topics discussed and instructors will vary from semester to semester. Students should check with individual instructors regarding prerequisites/co-requisites.
5374A The Art and Anthropology of the Olmec. (3-0) This course will examine Olmec culture, which flourished in Southern Mesoamerica from 1200 to 400 B.C. The Olmec culture is identified as the earliest civilization in North America.

5374B Texas Archaeology. (3-0) This course will present our current understanding of Texas archaeology. The environmental and social contexts of prehistoric, protohistoric, and historic records of Native American and Spanish occupations in Texas are discussed.

5375 Techniques in Forensic Anthropology. (3-0) Examination of the techniques used in human identification from the skeleton. (Stacked course with ANTH 3375L.)

5378 The Skeleton in Forensic Medicine. (3-0) This course provides advanced training experience in forensic skeletal identification through case study exercises and critical review.

Prerequisite: ANTH 5375.

5380 Seminar in Anthropological Research. (3-0) A course focused on a topic not normally offered in the regular curriculum. Course may be in any area of anthropological inquiry. May be repeated for credit when topics vary, but not more than 6 hours will apply towards the Master's degree.

5390 Directed Study. (3-0) Course of independent study open to individual students at the invitation of the faculty member with the approval of the department chair and the graduate advisor. Repeatable for credit.

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

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

Graduate Faculty

Bousman, C. Britt, Assistant Professor and Director of the Center for Archaeology Studies. B.A., M.A. Cambridge University; B.S., M.A., Ph.D., Southern Methodist University.

Conlee, Christina A., Assistant Professor of Anthropology. B.A., University of California Santa Cruz; M.A., Ph.D., University of California Santa Barbara.

Erhart, Elizabeth M., Assistant Professor of Anthropology. B.A., M.A., Ph.D., The University of Texas at Austin.

Garber, James F., Professor of Anthropology. B.A. University of New Mexico; M.A., Ph.D., Southern Methodist University.

Juarez, Ana M., Associate Professor of Anthropology. B.A., M.A., The University of Texas at Austin; Ph.D., Stanford University.

McGee, R. Jon, Professor of Anthropology. B.A., M.S., Purdue University; M.A., Ph.D., Rice University.

Melbye, Jerry, Professor of Anthropology. B.A., University of Washington (Seattle); M.A., State University of New York – Buffalo; Ph.D. University of Toronto.

Reilly, F. Kent, III, Professor of Anthropology and Graduate Advisor. B.A., University of West Florida; M.A., Ph.D., The University of Texas at Austin.
Warms, Richard L., Professor of Anthropology. B.A., Bates College; M.A., Ph.D., Syracuse University.
Department of English

Majors and Degrees Offered:
Creative Writing, M.F.A.
Literature, M.A.
Technical Communication, M.A.

Major Programs

The Department of English offers three graduate degrees:

(1) The Master of Arts degree with a Literature major comprises two tracks. A 30-hour thesis track requires 18 hours of graduate English courses, six hours of credit for a thesis, and six hours in an approved graduate minor or area of emphasis (an individually tailored cognate made up of at least two graduate courses related by genre, period, or subject). A 36-hour non-thesis track typically requires 27 hours in graduate English and nine hours in an approved minor or area of emphasis. Students choose among minors offered by many graduate programs or areas of emphasis in many areas, including traditional periods and genres, children's literature, rhetorical or literary theory, technical communication, ethnic studies, gender studies, and studies of the American Southwest.

Applicants to the Literature M.A. program gain regular admission if they have completed:
- A minimum of 24 hours of undergraduate English, including at least 12 advanced hours, with a 3.25 or higher GPA in those courses (4.0 scale)
- A minimum of six hours (or equivalent) in a foreign language.

Applicants who come close to meeting these requirements may seek conditional admission by forwarding additional materials:
- Acceptable GRE scores (preferred minimum of 900 on the verbal and quantitative portions) reported to the Office of the Graduate College
- Two letters of recommendation and a writing sample of non-fiction prose, preferably literary analysis, sent to the Director of the M.A. in Literature Program, Department of English.

Students earning an M.A. with a major in Literature complete the following courses:
- Literary Scholarship (5301)
- At least one course in medieval literature (5353)
- At least one course in Renaissance literature (5354)
- At least three courses in literature after the Renaissance, including at least one British and at least one American.

(2) The Master of Arts degree with a Technical Communication major prepares graduates to write in technical and other professional settings. The M.A. with a Technical Communication major consists of 30 graduate hours distributed as follows:

3 hours: ENG 5311 Foundations in Technical Communication.
3 hours: ENG 5383 Rhetorical Theory or COMM 5326 Classical Rhetorical Theory or COMM 5327 Contemporary Rhetorical Theory.
12-15 hours: ENG 5300 Language problems in a Multicultural Environment; ENG 5310 Studies in Language and Linguistics; ENG 5313 Topic: Computers and Writing; ENG 5313 Topic:

6 hours: Technical, literary, or other minor, such as Industrial Technology or Communication Studies.

3 hours: ENG 5312 Editing the Professional Publication (Internship) or
6 hours: ENG 5399 A&B (Thesis)

Applicants seeking admission to the M.A. with a major in Technical Communication must meet the standards of the Texas State Graduate College and have earned a GPA of at least 3.0 in 12 hours or more of undergraduate English courses. In addition, applicants must document their mastery of undergraduate writing skills by submitting for evaluation a portfolio of their own writing. The portfolio requirements are the following:

1. At least two nonfiction prose documents with a minimum of 15 typed double-spaced pages or the equivalent in single-spaced pages. Applicants can choose a range of documents to submit from undergraduate research papers to professional pieces such as newsletters, brochures, memorandums, hardcopies of web pages, and instructional materials.

2. A professional letter at the beginning describing and explaining the materials within the portfolio and the applicant's role in creating those materials (writing, editing, and/or designing). The letter should clearly designate any proprietary documents and state that permission has been granted to the applicant to use the document or documents. Applicants should make sure any and all proprietary information is approved for submission by the individual, company, agency, or entity that owns it. The professional letter should be between one and two pages single-spaced.

3. A Statement of Purpose that explains the applicant's reasons for wanting to be in the M.A. with a major in Technical Communication program. Applicants are encouraged to include any and all background information that demonstrates interest and/or experience in writing, editing, and/or designing online or paper documents or other pertinent information. The Statement of Purpose should be no longer than two pages single-spaced.

4. The portfolio should be neatly bound.

Applicants should not submit original materials in a portfolio. The portfolio will not be returned and will be kept on file with the applicant's other materials. The portfolio should be submitted directly to the Director of the M.A. with a major in Technical Communication, Department of English, Texas State University-San Marcos, San Marcos, TX 78666. All application materials must be received by June 15 for the fall semester and November 1 for the spring semester. Students applying for assistantships, scholarships, and financial aid should check those deadlines and requirements.

(3) 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, three hours of form and theory, three hours of literary technique, nine hours in a minor or cognate (creative writing cannot be used), and six hours of thesis credit leading to the production of a book-length work of literary worth. In addition to meeting standard Graduate College requirements, all applicants must submit three copies of a creative portfolio in either fiction or poetry. This portfolio must be submitted directly to the Director of the M.F.A. in Creative Writing, Department of English. A fiction portfolio may be two to three short
stories or up to 40 pages of a novel. A poetry portfolio may be 12 to 15 poems. Please enclose three recommendation letters, which should address both your potential as a writer and as a Teaching Assistant. Address all to the M.F.A. Director and submit your creative work and recommendation letters together with completed application forms for employment as a Teaching Assistant, if you are requesting an assistantship, along with a statement of purpose about your desire to teach college freshman composition and copies of your college transcripts. In separate envelope, please mail to the Office of the Graduate College your Graduate College Application for Admission, along with the $40.00 application fee and official college transcripts. If the applicant is applying only for admission, only two letters of recommendation are required, and these should be addressed to the Director of the M.F.A. Program. All application materials must be received by January 15 for the fall semester and November 1 for the spring semester.

The M.F.A. program offers talented writers a chance to develop skills in fiction or poetry in a formal academic program. Writers interested in the M.F.A. degree should contact the program director for specific admission requirements.

The Literature Minor

Students with majors other than Literature may select Literature as a minor. Minors should have completed at least 21 hours of undergraduate English, including at least nine hours of advanced courses, with a GPA of 2.75 or higher (4.0 scale).

The Department of English participates in the Interdisciplinary Studies graduate program through its effective communication courses.

Assistantships, Scholarships, and Financial Aid

Graduate students in the M.A. programs may apply for appointments of up to two years as instructional or teaching assistants; students in the M.F.A. program may apply for appointments of up to three years. Instructional assistants have completed fewer than 18 graduate hours in English and have limited duties; teaching assistants have completed 18 or more hours in English and have a wider range of teaching duties. Assistants ordinarily have assignments in composition courses or surveys of literature. Applications are available from graduate program directors; completed applications, together with all supporting materials, are due January 15 for appointments beginning the following fall.

Graduate students may apply for a number of departmental scholarships, including the G. Jack Gravitt Scholarship, the William F. McKeen III Scholarship, the Charles Mosley Scholarship, the Norman Peterson Scholarship, the W. Morgan and Lou Claire Rose Scholarship, and the Leonard and Elizabeth Wright Scholarship for Future Teachers. Contact a graduate program director for applications or additional information.

The Office of the Graduate College oversees additional scholarships and may be contacted at (512) 245-2581 for further scholarship information.

The Therese Kayser Lindsey Endowment for Literature

The Lindsey Endowment, dedicated April 11, 1978, is a gift of Mrs. Louise Lindsey Merrick to the Texas State University-San Marcos Foundation, made in memory of her mother, Therese Kayser Lindsey. A noted poet and patron of the arts, Mrs. Lindsey attended Southwest Texas State Normal School, completing her degree in 1905. She published four volumes of poetry and helped organize the Poetry Society of Texas.

The endowment, along with the Katherine Anne Porter Literary Center, supports the mission of the department by sponsoring colloquia and readings by distinguished writers and scholars such as Margaret Atwood, Sandra Cisneros, Junot Diaz, Rita Dove, Stanley Fish, Allen Ginsberg, Jorie Graham,
Maxine Hong Kingston, Denise Levertov, Larry McMurtry, W.S. Merwin, N. Scott Momaday, Jayne Anne Phillips, Annie Proulx, Helen Vendler, Alice Walker, and Charles Wright. Visiting writers and scholars often visit graduate classes, attend question-and-answer sessions, and hold informal discussions with graduate students.

The Roy F. and Joann Cole Mitte Endowed Chair in Creative Writing

Established in 1998, the Mitte Endowed Chair in Creative Writing brings distinguished writers annually to teach graduate writing workshops and deliver public lectures. Former Mitte Chairs have included MacArthur Foundation Fellow Leslie Marmon Silko, National Book Award Winner Ai, and Pulitzer Prize finalist Barry Hannah. National Book Award Winner Tim O’Brien will hold the Chair in 2005-2006.

The Katherine Anne Porter Literary Center

Established in 2000, the Katherine Anne Porter Literary Center is based in the childhood home of the Pulitzer Prize and National Book Award-winning author. The Center is host to numerous visiting writers each year, as well as to the KAP Young Writers Program, which enrolls high-school students in Creative Writing classes that are taught by Texas State M.F.A. Graduate students. The house was dedicated a National Literary Landmark in June 2002, by the Friends of Libraries USA and the Library of Congress.

Additional Information

For additional information about the University, department, graduate majors in English, and specific emphases of graduate courses, visit the departmental web site at http://www.English.txstate.edu. For specific questions, contact the Director of the Literature Program (malit@txstate.edu, 512-245-7685), the Director of the Technical Communication Program (matc@txstate.edu, 512-245-3733), or the Director of the Creative Writing Program (mfmearts@txstate.edu, 512-245-7681).

Courses Offered

English (ENG)

Graduate courses listed as “repeatable” ordinarily count toward nine hours of English degree credit unless otherwise indicated. Exceptions require written justification and departmental approval. Specific emphases of repeatable courses vary by semester and instructor, but they may focus on literary and rhetorical forms and genres; authors, periods, or literary movements; perspectives from social, intellectual, and cultural studies; literary themes; or theoretical and practical information for technical communication. The department provides descriptions of specific courses prior to each semester’s enrollment period.

**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. This course does not count toward degree credit. Graded on a credit (CR), no credit (F) basis.

**5300 Language Problems in a Multicultural Environment.** (3-0) An introduction to the study of multicultural language and linguistics with descriptive, psychological, social, and semantic emphases.
5301 Literary Scholarship. (3-0) An introduction to scholarly resources, methods, theories, and responsibilities that guide the study and interpretations of literature in English. Literary texts chosen for detailed examination vary with expertise of the instructor. Required in first year of M.A. with a Literature Major.

5302 Media Studies. (3-0) The study of film and media history, theory, and practice. Special topics may include videography, video editing, genre, filmmakers, and regional film.

5310 Studies in English Language and Linguistics. (3-0) A study of the English language, with special attention to phonology, morphology, syntax, semantics, dialectology, sociolinguistics, normal language acquisition, and/or writing and spelling systems. Repeatable with different emphases for up to nine hours of English credit.

5311 Foundations in Technical Communication. (3-0) A theoretical and practical introduction to the study of writing for science, technology, and the professions.

5312 Editing the Professional Publication. (0-3) The editing, design, layout, and proofreading of a professional publication. This course is an internship. Graded on a credit (CR), no credit (F) basis.

5313 Studies in Principles of Technical Communication. (3-0) A group of courses that provide students theoretical and practical information useful in any position in technical communication. Recent emphases include Computers and Writing, Technical Editing, and Visual Rhetoric. Repeatable with different emphases for up to nine hours of English credit.

5314 Specializations in Technical Communication. (3-0) A group of courses that provide students theoretical and practical information for specialized types of technical communicating. Repeatable emphases include Proposal Writing and Software Documentation. Repeatable with different emphases for up to nine hours of English credit.

5315 Graduate Writing Workshop. (3-0) A studio course in which the primary texts are student manuscripts. Concentrations in fiction or poetry examine principles and techniques of creating, evaluating, and revising writing in these genres. The course requires class members to review writing produced by other workshop members. 12 hours of M.F.A. credit required.

5318 Effective Communication. (3-0) An interdisciplinary study of communication in which the student learns to interrelate reading, listening, and writing. Emphasis on writing. Credit applies only to degrees in Interdisciplinary Studies; no credit for English graduate degrees.

5319 Effective Communication. (3-0) An interdisciplinary study of communication in which the student learns to interrelate reading, listening, and writing. Emphasis on reading. Credit applies only to degrees in Interdisciplinary Studies; no credit for English graduate degrees.

5320 Form and Theory of Fiction. (3-0) An examination of traditional and current theory and practice in fiction. Major emphasis will be placed on the British/American tradition, but some attention will be given to the practice and theory of fiction in other literatures. For M.F.A. credit only.

5321 Contemporary Fiction. (3-0) Readings selected from canonical and/or experimental fiction. Recent emphases include novels into film, postmodern fiction, Magical Realism, and Saul Bellow. Repeatable with different emphases for up to nine hours of English credit.

5322 Form and Theory of Poetry. (3-0) An examination of traditional and current theory and practice in poetry. Major emphasis will be placed on the British/American tradition, but some attention will be given to the practice and theory of poetry in other literatures. For M.F.A. credit only.

5323 Studies in Autobiography and Biography. (3-0) A study of selected works in autobiography and biography with special attention to the art forms used in these works. Repeatable with different emphases for up to nine hours of English credit.

5324 Studies in Literary Genre. (3-0) A study of one or more literary genres over several historical periods or from a variety of cultural perspectives. The course focuses on genres such as the following: the epic, the novel, the short story, the lyric, the pastoral, the romance, and Irish comic fiction. Repeatable with different emphases for up to nine hours of English credit.

5325 Studies in Literature of the Southwest. (3-0) Selected Texas and Southwestern writers with emphasis on fiction. Repeatable with different emphases for up to nine hours of English credit.
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 nine 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, and Zora Neale Hurston. Repeatable with different emphases for up to nine 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 Literature. (3-0) Emphasis on authors, contexts, and genres of the medieval period. Recent emphases include Anglo-Saxon culture, language, and literature; Chaucer; non-Chaucerian medieval literature; pilgrimage literature. Repeatable with different emphases for up to nine hours of English credit.

5354 Studies in Renaissance Literature. (3-0) Emphasis on authors, contexts, and genres of the Renaissance. Recent emphases include Shakespeare, Renaissance epic, Tudor humanism, and John Milton. Repeatable with different emphases for up to nine hours of English credit.

5359 Studies in Restoration and Eighteenth-century Literature. (3-0) Major writers of the period with emphasis on scholarship and aesthetics as well as cultural and historical background. Recent emphases include Johnson and his circle, Restoration and eighteenth-century drama, and the eighteenth-century novel. Repeatable with different emphases for up to nine hours of English credit.

5364 Studies in the Romantic Movement. (3-0) The works of the Early Romantics or Late Romantics in context with attention to nineteenth- and twentieth-century scholarship. Recent emphases include Blake and the other arts, Coleridge, the Wordsworths, Shelley, and Keats. Repeatable with different emphases for up to nine hours of English credit.

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 nine 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, Victorian women novelists, and Charles Dickens. Repeatable with different emphases for up to nine hours of English credit.

5371 Studies in Modern British Literature. (3-0) Selected authors with a survey of their works. Recent emphases include Yeats, Wilde, Auden, and Post-World War II British poetry. Repeatable with different emphases for up to nine hours of English credit.

5381 Studies in Modern British and American Drama. (3-0) A survey of major British and American dramatists and their European or world context. Repeatable with different emphases for up to nine hours of English credit.

5383 Studies in Rhetorical Theory. (3-0) An introduction to classical and rhetorical theory in various areas of English studies. Recent emphases include Teaching of Composition and Technical Communication. Repeatable with different emphases for up to nine hours of English credit.

5384 Critical Theory 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 nine hours of English credit.
5388 Studies in Literature for Children or Adolescents. (3-0) A study of contemporary works, extending the student’s knowledge of the literature and criticism in the field. Typical emphases are generic and/or thematic and include picture books, the contemporary novel, and the children’s classics on film. Repeatable with different emphases for up to nine hours of English credit.

5389 History of Children’s Literature. (3-0) The history of children’s literature from the Middle Ages through 1940. May be repeated with different emphases for up to six hours of graduate credit.

5390 Special Problems. (3-0) Independent study under supervision of a graduate faculty member in English, with in-depth readings and research focused on a special problem in literature and/or language. May be taken only with permission from the assigned professor, the graduate director, and the department chair.

5395 Problems in Language and Literature. (3-0) Recent emphases include literary technique and literary theory. Repeatable with different emphases for up to nine hours of English credit. 5399A Thesis. (3-0) First semester of thesis enrollment. No thesis credit awarded until student has completed the thesis in English 5399B. Departmental approval required. Graded on a credit (CR), progress (PR), no-credit (F) basis. 5399B Thesis. (3-0) Continuing thesis enrollment until the thesis is submitted for binding. Departmental approval required. Graded on a credit (CR), progress (PR), no-credit (F) basis. Prerequisite: Graduate College approval of thesis proposal.

Graduate Faculty

Allison, Libby, Associate Professor of English and Director of the Technical Communication Program. B.A., University of South Florida; M.A., University of Florida; Ph.D., University of South Florida.

Bell-Metereau, Rebecca Louise, Professor of English. B.A., M.A., Ph.D., Indiana University.

Blair, John Michael, Professor of English. B.A., M.A., Florida State University; Ph.D., Tulane University.

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, Distinguished Professor Emeritus of English. 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.

Cassells, Cyrus, Associate Professor of English. B.A., Stanford University.

Chavkin, Allan Richard, Professor of English. B.A., Dickinson College; M.A., Ph.D., University of Illinois.

Cohen, Paul Nathan, Professor of English and Director of Graduate Studies and the Literature Program. B.A., University of Baltimore; M.A., Ph.D., Rutgers University.

Cohen, Robin Payne, Assistant Professor of English. B.A., University of Baltimore; M.A., Texas State University-San Marcos; Ph.D., Texas A&M University.
Evans, Patricia Anne, Professor of English. B.A., State University of New York at Plattsburg; M.A., Ph.D., Indiana University.

Gilb, Dagoberto, Professor of English. B.A., M.A., University of California at Santa Barbara.

Grayson, Nancy Jane, Professor of English and Associate Dean of the College of Liberal Arts. B.A., Texas Christian University; M.A., Ph.D., The University of Texas at Austin.

Grimes, Tom J., Professor of English and Director of the Creative Writing Program. B.A., Queens College, New York; M.F.A., University of Iowa.

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.

Heaberlin, Dickie Maurice, Professor of English. B.A., M.A., University of North Texas; Ph.D., The University of Texas at Austin.

Hennessy, 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, Professor of English. B.A., Prairie View A&M College; M.A., Texas State University-San Marcos; Ph.D., University of Kentucky.

Jackson, Rebecca, Associate Professor of English. B.A., Texas State University-San Marcos; M.A., University of Tulsa; Ph.D., Texas A&M University.

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., Texas State University-San Marcos; Ph.D., Rutgers, The State University of New Jersey.

Ledbetter, Kathryn, Associate Professor of English. B.A., Southwest Missouri State University; M.A., University of North Carolina at Charlotte; Ph.D., University of South Carolina at Columbia.

Leder, Priscilla Gay, Professor of English. B.A., University of Arizona; M.A., California State University at Fullerton; Ph.D., University of California at Irvine.

Lochman, Daniel Thomas, Professor of English. B.A., M.A., Loyola University; Ph.D., University of Wisconsin.

Mejia, Jaime A., Associate Professor of English. B.A., University of North Texas; M.A., Pan American University; Ph.D., Ohio State University.

Monroe, Debra F., Professor of English. B.A., University of Wisconsin-Eau Claire; M.A., Kansas State University; Ph.D., University of Utah.
Morrison, Susan, Associate Professor of English. B.A., Swarthmore College; M.A., Ph.D., Brown University.

Nelson, Claudia, Associate Professor of English. B.A., Bryn Mawr College; Ph.D., Indiana University.

O'Brien, Tim, Professor and Mitte Chair in Creative Writing. B.A., Macalester College; National Book Award Winner.

Olson, Marilynn Strasser, 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, Professor of English. B.A., M.F.A., University of Iowa.

Ronan, Clifford John, Professor of English. B.A., Amherst College; M.A., Ph.D., University of California at Berkeley.

Rosenbalm, John Olmsted, Professor Emeritus of English. B.A., M.A., Ph.D., University of North Texas.

Rosenberg, Teya, Associate Professor of English. B.A., Memorial University of Newfoundland; M.A., Carleton University; Ph.D., University of Alberta.

Skerpan-Wheeler, Elizabeth Penley, Professor of English. B.A., Miami University; M.A., Ph.D., University of Wisconsin.

Smith, Victoria, Assistant Professor of English. B.A., Pomona College; M.A., The University of Texas at Austin; Ph.D., University of California at Santa Cruz.

Williams, Miriam, Assistant Professor of English. B.S., M.A., University of Houston; M.A., Texas State University-San Marcos; Ph.D., Texas Tech University.

Wilson, Miles Scott, Professor of English. B.A., Pomona College; M.F.A., University of Oregon.

Wilson, Steven Michael, Professor of English. B.A., University of Oklahoma; M.A., Texas Christian University; M.F.A., Wichita State University.

Zhu, Pinfan, Assistant Professor of English. B.A., Guangxi Normal University; M.A., Kumming University of Science and Technology; Ph.D., Texas Tech University.
Ph.D. in Geography

Doctoral Majors and Degree Offered:
Geography-Environmental Geography, Ph.D.
Geography-Geographic Education, Ph.D.
Geography-Geographic Information Science, Ph.D.

Ph.D. Program

The course curriculum for the doctoral degree is designed to provide depth and breadth of knowledge in geographic theory and research methods. To be admitted to the Geography doctoral program, a student must have completed a master's degree in geography or in a related discipline.

Each doctoral student will have her/his program tailored to meet the academic goals agreed upon in consultation with the Ph.D. research advisor, with the approval of the graduate program coordinator, the department chair, and the Dean of the Graduate College. All programs will include the necessary core, skills, specialization, and internal and external elective courses.

Ph.D. students must complete a minimum of 31 hours of graduate course work and a minimum of 15 hours of dissertation research and writing credit.

Educational Goal

The educational goal of the program is to provide a Ph.D. in Geography through which students will be educated in the process of geographic research, the development of new knowledge, and the application of this research and knowledge to solve problems with spatial dimensions.

Objectives of the Graduate College for the Doctoral Program

The purpose of doctoral education in the Graduate College is to provide the means for continued intellectual growth through advanced and specialized education that emphasizes original research. The ultimate aim of doctoral study is to develop leaders in basic and applied research in their fields of specialization. More explicitly, the Graduate College has adopted the following objectives for doctoral study that will add both breadth and depth to the academic and professional preparation received at the undergraduate and master's degree levels:

- To impart a thorough understanding of research methods and techniques in specialized fields;
- To afford students with the opportunity to undertake original research in their areas of specializations, both independently and in collaboration with the faculty;
- To provide students with the ability and resources to integrate their research into the community of scholars and professionals in a particular academic discipline;
- To challenge students intellectually, to develop their powers of independent thought, and to direct them toward positions of intellectual leadership in their personal and professional lives.
Characteristics of Doctoral Study

Doctoral study affords students of exceptional academic ability many opportunities to continue their intellectual growth and development and to integrate themselves into the professional community of scholars in a manner emphasizing the completion, presentation, and publication of original creative research. Doctoral study presupposes the previous acquisition of a master's degree and a command of skills and techniques needed to conduct intensive independent research and investigation.

Doctoral instruction differs from instruction at the undergraduate and master's levels in at least the following respects:

- Doctoral students are expected to assume responsibility for the planning, completion, and presentation of original scholarly research;
- With the assistance of the faculty, doctoral students are expected to undertake research projects that will lead to professional presentation and publication;
- More extensive reading, emphasizing primary source material in a specialized field, is expected;
- Students are expected to become thoroughly familiar with the current literature in their fields, with emphasis on recently published developments in research methods and results;
- Doctoral courses are seminars that stress active roles for students in intellectual exchange with both faculty and peers and in the critique of published research;
- Doctoral course work underscores integrating student research into the norms of an academic discipline.

General Admission Policies

The requirements set forth on the following pages are the minimum for admission to the Graduate College at the doctoral level. Meeting these requirements does not necessarily ensure acceptance into a doctoral program. Applicants must receive departmental recommendation for admission after the application files are completed in the Office of the Graduate College. Final admission approval is granted by the Dean of the Graduate College. The University reserves the right to deny admission to any prospective or former students who have criminal records, including any conviction of a felony, offenses involving moral turpitude, or other offenses of a serious nature.

Application for Admission

Students who hold acceptable master's degrees from accredited colleges or universities in Geography or in related fields must submit applications to the Office of the Graduate College if they wish to pursue a Ph.D. degree at Texas State to ensure full consideration.

An application for admission to doctoral study must be made on the official application form that may be obtained from the Office of the Graduate College or by downloading it from the Graduate College website, http://www.gradcollege.txstate.edu. This application is not the same as the application that undergraduate students or master's students complete.

Admission Requirements for United States Citizens

The application process for consideration for admission to the Ph.D. program in Geography is a two-part process. Part I requirements must be submitted to the Office of the Graduate College and Part II requirements must be submitted to the Department of Geography.
Part I - Submit to the Office of the Graduate College

1. Complete a Doctoral Program Graduate College Application for Admission. Obtain an application by contacting the Office of the Graduate College or by downloading it from the website http://www.gradcollege.txstate.edu.
2. Submit a non-refundable application fee of $40.00 (check or money order payable to Texas State in U.S. currency), which is required for all students.
3. Submit one official transcript which indicate the completion of a Master’s degree in Geography or in a related discipline from an accredited college or university:
   a. Non-Texas State Graduates – From each college or university (including Texas State if attended). These must be mailed directly from the institutions to the Office of the Graduate College.
   b. Texas State Graduates – Only need to order transcript from any colleges not listed on the Texas State transcript. The Office of the Graduate College will obtain the Texas State transcript from the Registrar’s office.
4. Have a 3.5 Grade Point Average (GPA) or better on all completed graduate work.
5. Submit a preferred combined verbal and quantitative score on the Graduate Record Exam (GRE) of 1100 or higher. This score must be on file in the Office of the Graduate College prior to the evaluation of the student’s application.
6. Students entering the Ph.D. Program with a master’s degree must have completed a master’s thesis or demonstrated evidence of scholarly research and writing.

Part II - Submit to the Department of Geography

1. Submit three letters of recommendation that demonstrate adequate subject preparation in content and quality as reflected in transcripts. An applicant must be sure to include his/her social security number within the letters.
2. Provide a Statement of Goals as a Ph.D. student and for a professional career. You may obtain a Statement of Goals form by contacting the Office of the Graduate College or downloading it from the website http://www.gradcollege.txstate.edu.
3. Undergo an assessment of academic work in Geography to determine strengths and weaknesses for possible background work.

Admission Requirements for 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 Bureau of Citizenship and Immigration Services of the U.S. Department of Homeland Security. 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 payable to Texas State in U.S. currency) in addition to the $40.00 application fee.
2. Submit two official transcripts and diploma or degree certificates: one translated in English and one in the student’s native language, showing the type of degree earned and the date the degree was conferred for each previously earned degree.
3. If English is not the student’s native language, have an official score of at least 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language.
An official TOEFL score (from Educational Testing Service) must be on file in the Office of the Graduate College prior to the evaluation of the student's application. 

4. International students who plan to attend Texas State on an F-1 student visa must furnish proof of sufficient financial resources for their educational and personal expenses. Proof of a minimum of $19,702.00 (subject to change) 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 Texas State will issue an I-20 Form to qualified international applicants. A permanent resident alien is not required to furnish proof of financial support and is not issued an I-20 Form.

Contact the Office of the Graduate College at 512-245-2581 for more information.

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

Because of new Bureau of Citizenship and Immigration Services (BCIS) regulations governing school transfers, students must plan carefully and allow adequate time for submission of application materials, evaluation of the application, and making other necessary arrangements. Failure to plan carefully may require students to leave the United States and return before transferring to Texas State. Please carefully read items 1 to 7 below.

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

2. Following the release date, the Texas State International Office will be able to issue a SEVIS Form I-20. According to BCIS regulations, students must transfer to Texas State within 60 days of the release date or within 60 days of completing studies at the current school.

3. Students are required to start classes at Texas State during the semester indicated in the admission letter issued by the Office of the Graduate College and within 5 months from the release date. **Students unable to begin classes at Texas State within the 5-month limit are required to leave the United States and reenter within 30 days before the program start date indicated on the Texas State I-20.**

4. New Texas State transfer students are required to contact a DSO at the Texas State International Office no later than 15 days after the program start date listed on the SEVIS Form I-20 and in the admission letter issued by the Office of the Graduate College.

5. After a new transfer student has enrolled in classes at Texas State, the DSO at Texas State will update the student's file to reflect the student's enrollment and current address. The student must report to the International Office within five days after the 12th day of class in order to complete the transfer process.

6. If the current school is a non SEVIS school, students should contact the Texas State International Office as soon as they have made their final decision to attend Texas State, but no later than 15 days after the program start date indicated on the SEVIS Form I-20 and in the admission letter.

7. Finally, BCIS regulations and procedures change frequently. Therefore, students should contact the DSO's at their current school and at Texas State for any updates in transfer procedures.

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

If an applicant last attended Texas State as an undergraduate or a graduate student (degree-seeking, certification, or non-degree seeking student) and now plans to seek a doctoral degree at Texas State, he/she must follow the admission requirements listed under the "Admission Requirements for United States Citizens" or the "Admission Requirements for Non-United States Citizens (International Students)." Non-immigrant students (F-1 Visa status) must update their financial support verification with the Director of the International Office, 512-245-7966, to be issued a new I-20.

Transfer Credit

With the approval of the Department of Geography and the Dean of the Graduate College, Ph.D. students can transfer up to six semester hours of course work from another Ph.D. program that are directly applicable to the Ph.D. program at Texas State, provided:

1. The credit was completed in residence at an accredited institution.
2. Course work is at the doctoral level.
3. The course work has not been, and will not be, used for credit toward another degree.
4. The Office of the Graduate College is provided with written verification of a student’s status at the university from which coursework is to be transferred. Additionally, the student’s departmental graduate advisor must submit a written request to the Dean of the Graduate College asking for acceptance of the transfer work as part of the student’s Texas State degree.
5. Prior written approval is obtained from the Dean of the Graduate College if the credits are to be earned after a student’s admission to the Graduate College. To gain this approval, a student must initiate a request for a letter of good standing well in advance of the time of his/her anticipated enrollment if the student plans to take courses at another university to complete a part of his/her doctoral program at Texas State. Transfer credit cannot be permitted unless a letter of good standing has been issued prior to enrollment in the course(s) to be transferred.

If a student is currently working toward a doctoral degree at Texas State and wishes to take a course at another accredited university to apply toward his/her degree at Texas State, the student will need to:

1. Receive prior permission from the department graduate advisor to take a course elsewhere.
2. Have his/her Ph.D. Advisor submit a written request to the Dean of Graduate College so that the Dean can issue an official letter of good standing. The request from the advisor should identify the course(s) by name and number and should state during what semester(s) and where the student will be taking the work. If the Dean of Graduate College approves the request, a letter of good standing will be sent by the Dean of the Graduate College to the university where the student will enroll.
3. Have an official transcript of the student’s work forwarded to the Office of the Graduate College as soon as he/she has completed the work.

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

Students on probation or suspension will not receive credit for transfer work.
Undergraduate-Level Background Course Work. Undergraduate courses taken to fulfill background requirements will be accepted for transfer only if such courses are of the same level as those specified on the official Degree Audit.

Financial Aid

Graduate assistantships and scholarships are available to qualified candidates. Please contact the Graduate Program Coordinator, Department of Geography for more information about assistantships. The Office of the Graduate College can provide further information regarding scholarships.

Academic Information for Doctoral Assistants (DA’s)

A prospective doctoral graduate assistant must be admitted as a degree-seeking student in the Texas State Graduate College. DA’s may be either teaching assistants (TA’s) or research assistants (RA’s).

The Department of Geography will offer doctoral graduate assistantships each year to selected applicants. These graduate assistantships are funded for 12 months and may be continued for four years, pending satisfactory grades and work performance. DA’s are half time employees of the University and, as such, work 20 hours a week for the department.

Course Load. For DA’s the minimum course load required for a long semester is nine semester hours. DA’s taking more than 12 semester hours of course work must have approval from the Dean of the Graduate College.

Academic Expectations. DA’s are required to maintain a minimum 3.0 grade-point average.

DA Teaching Load. For DA’s, the semester hour teaching load during the long semester (fall or spring) normally is the equivalent of 3 to 4 semester hours or one class, and the semester hour teaching load during a six week or eight week summer session is the equivalent of one course (up to a maximum of four hours). The Dean of the Graduate College must approve any exceptions to these teaching loads.

Residency Requirement

Doctoral students must satisfy a one-year residency requirement defined as 18 graduate credit hours (as part of the 31 required hours of course work) taken in residence at Texas State during consecutive fall, spring, and summer semesters.

Course Work

Background Course Requirements

Generally, background requirements are placed on the Degree Audit when a student is deficient in certain course work. For specific information on background requirements, a student should contact the department’s Graduate Program Coordinator.

Course work identified on the student’s official Ph.D. Degree Audit as background is not used in the computation of the student’s advancement to candidacy GPA. Any course required for background is not awarded graduate degree credit.
Semester Hour Requirements

The student must complete 31 semester hours of graduate work to meet the minimum requirements for advancement to candidacy. In some cases, a student may need to complete additional hours before being allowed to advance to candidacy. The student must have satisfied the residency requirement of 18 graduate credit hours.

Degree Audit

Each Ph.D. student is issued a Degree Audit from the Graduate College, which lists all of the courses required for completion of Ph.D. coursework. The student will need to declare an area of specialization for his/her program of study. The Ph.D. program in Geography offers specialization in Environmental Geography, Geographic Education, or Geographic Information Systems. In the first semester that a student enrolls for doctoral study, the student should confer with his/her graduate advisor and prepare a Degree Audit program. Doctoral Degree Audit programs are tailored with the individual student in mind. It is therefore possible for the individual Degree Audit to exceed the number of degree hours identified in the catalog.

The Office of the Graduate College approves and finalizes the student’s official Degree Audit. A copy of the official Degree Audit is prepared for the student who will receive a copy from the Office of the Graduate College. The audit then should be used in determining enrollment each semester. Any course taken prior to the official Degree Audit being approved is taken at the student’s own risk. Any change in the Degree Audit must be requested on a Graduate College Degree Audit Change Request form, and be submitted by the departmental graduate advisor to the Office of the Graduate College for final approval.

Course Work Requirements

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<tr>
<th>Type of Course</th>
<th>Semester Credit</th>
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<tbody>
<tr>
<td>Core Courses</td>
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<tr>
<td>Skill Course</td>
<td>4 hours</td>
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<tr>
<td>Specialization Courses</td>
<td>12 hours</td>
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<tr>
<td>Elective Courses in Geography or Related fields</td>
<td>6 hours</td>
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**Course Work Total**

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<th>31 hours</th>
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<th>15 hours</th>
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**Degree Total**

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<th>46 hours</th>
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Required Core Courses: 9 hours
(Core courses are prerequisites to other research courses.)

GEO 7300 Advanced Geographic Research Design
GEO 7301 Advanced Quantitative Methods in Geography
GEO 7302 Nature and Philosophy of Geography
Skill Courses: 4 hours

Environmental Geography & Geographic Education Students:

GEO 5415 Geographic Applications of Remote Sensing
GEO 5418 Geographic Information Systems I
GEO 5430 Field Methods

Geographic Information Science Students:

GEO 7418 Techniques and Methods in Geographic Information Science

Specialization Courses: 12 hours

Environmental Geography Courses:

GEO 7313 Environmental Systems Analysis
GEO 7314 Environmental Geography of Resources Development
GEO 7330 Geography of Natural Hazards
GEO 7331 Geography of the Hazards of Technology
GEO 7334 Geographic Aspects of Water
GEO 7370 Advanced Seminar in Environmental Geography*
GEO 7390 Independent Study*

*Repeatable up to six hours with a different topic.

Geographic Education Courses:

GEO 7342 Theories and Methods in Geographic Education
GEO 7344 Seminar in Geographic Curriculum
GEO 7346 Standards and Assessment in Geography
GEO 7347 Spatial Graphics in Geographic Education
GEO 7371 Advanced Seminar in Geographic Education*
GEO 7390 Independent Study*

*Repeatable up to six hours with a different topic.

Geographic Information Science Courses:

GEO 7316 Remote Sensing and the Environment
GEO 7318 GIS and Environmental Geography
GEO 7319 Environmental Digital Terrain Modeling
GEO 7347 Spatial Graphics and Geographic Education
GEO 7361 Advanced Geographic Information Systems
GEO 7362 Multivariate Mapping
GEO 7363 Geographic Geodesy
GEO 7364 Geocomputation
GEO 7365 Cartography and Visualization
GEO 7366 Advanced Topics in Remote Sensing
GEO 7367 Geographic Information Science and Society
GEO 7372 Seminar in Geographic Information Science*

*Repeatable up to six hours with a different topic.
Elective Courses in Geography:

- GEO 5314 Geographic Elements of Environmental Law
- GEO 5315 Regional Analysis
- GEO 5323 Location Analysis
- GEO 5336 Transportation Systems
- GEO 7305 Historical Geography of the American Environment
- GEO 7316 Remote Sensing and the Environment
- GEO 7318 Geographic Information Systems (GIS) and Environmental Geography
- GEO 7348 Ethnic Geography
- GEO 7349 Population Geography

Dissertation: 15 hours minimum

Environmental Geography:

- GEO 7399A Dissertation**
- GEO 7699A Dissertation**
- GEO 7999A Dissertation**

Geographic Education:

- GEO 7399B Dissertation**
- GEO 7699B Dissertation**
- GEO 7999B Dissertation**

Geographic Information Science:

- GEO 7399C Dissertation**
- GEO 7699C Dissertation**
- GEO 7999C Dissertation**

**The student must ensure that he or she enrolls in a combination of dissertation courses that equals 15 hours (i.e., 7399X, 7699X, 7699X; or 7699X and 7999X; etc.) in order to meet the minimum dissertation credit hour requirement.
Advancement to Candidacy

Applications for Advancement to Candidacy

The student will need to pick up the Dissertation Packet from the department, which contains the Application for Advancement to Candidacy form. The student will need to complete the form and return it to his/her department, which will then submit it to the Office of the Graduate College.

Advancement to Candidacy Time Limit

Doctoral students will need to be advanced to candidacy within four years of initiating Ph.D. course work. A student will need to indicate his/her intent to advance to candidacy during the semester the student will complete the 31 hours of the required course work.

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

Requests for a time extension must be submitted to the student’s Ph.D. advisor, who in turn, submits a recommendation to the Dean of the Graduate College.

Grade-Point Requirements for Advancement to Candidacy

To be eligible for advancement to candidacy, the student must have a minimum GPA of 3.0. No grade earned below “B” on any graduate course work may apply toward a Ph.D. at Texas State. Incomplete grades must be cleared through the Office of the Graduate College at least ten days before the approval for advancement to candidacy.

Advancement to Candidacy Comprehensive Examination

All applicants for advancement to candidacy for the doctoral degree must pass a comprehensive examination. The examination procedure may be obtained from the Graduate Program Coordinator. Both prevailing expectations in the field and the actual courses taken by the candidate will determine the subject matter of the examination. This examination may not be taken until all required course work has been completed. The student may take the candidacy comprehensive examination without being enrolled in course work.

Arrangements for the examination will be made with the student’s Ph.D. advisor. The results of the “Advancement to Candidacy Comprehensive Examination” must be filed in the Office of the Graduate College before final approval to advance to candidacy is given by the Dean of the Graduate College. The department is responsible for submitting the report to the Office of the Graduate College.

Dissertation Proposal

The dissertation proposal must be approved by the Dean of the Graduate College and successfully defended before a student can be advanced to candidacy. Information about the dissertation procedures can be found in the “Dissertation Research and Writing” section of this catalog.
Recommendation for Advancement to Candidacy

The Geography Graduate Committee recommends the applicant for advancement to candidacy to the Chair of the Department of Geography and the Dean of the Graduate College. The Dean of the Graduate College certifies the applicant for advancement to candidacy once all requirements have been completed.

Dissertation Research and Writing

All doctoral students are required to complete a dissertation. The dissertation must be an original contribution to scholarship and the result of independent investigation in a significant area. Preparation of the dissertation must follow the latest edition of Kate L. Turabian's *A Manual for Writers*.

Dissertation Enrollment Requirements

**Enrollment.** After being admitted to candidacy, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. The student must be enrolled for dissertation hours during the semester in which the degree is to be conferred.

**Hours.** Students must complete a minimum of 15 semester hours of dissertation research and writing credit.

Fee Reduction

**Qualifications.** A doctoral 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 dissertation credit only and provided such credit is the final credit-hour requirement for the degree in progress. Only Texas residents can qualify for this fee reduction.

**Procedure.** If a student meets the above qualifications, these are the steps to follow during registration:

1. Register. Immediately after completing the registration process, contact the Office of the Graduate College to request a “Fee Reduction Verification of Enrollment” form.
2. The Office of the Graduate College will verify student eligibility to obtain reduction and then forward the “Fee Reduction Verification of Enrollment” form to the 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.

Dissertation Time Limit

Students are expected to complete the dissertation within three years of advancement to candidacy. The Geography Graduate Committee will review the student’s progress annually.

Ph.D. Advisory Committee

The Ph.D. Advisory Committee must be formed to oversee the research and writing of the dissertation. The Ph.D. Advisory Committee will include a Ph.D. advisor and a minimum of three additional committee members (two of whom must be from the Department of Geography and one from outside the department). The members must be chosen from qualified Ph.D. faculty. The Ph.D. advisor
and the advisory committee will be selected in consultation with the student and through mutual agreement with committee members. The Ph.D. advisor will chair the Dissertation Committee and must be from the major department. The advisor and advisory committee must be approved by the graduate program coordinator, the department chair, as listed on the “Ph.D. Research Committee Membership Form” and submitted to the Dean of the Graduate College for final approval.

Committee Changes

Any changes to the advisory committee must be submitted for approval to the advisory committee chair, the graduate coordinator, the department chair, and the Dean of the Graduate College. Changes must be submitted no less than sixty days before the final oral comprehensive examination. The “Ph.D. Research Advisor Committee Member Change Request Form” may be obtained from the graduate program coordinator.

Dissertation Proposal

Students must submit the dissertation proposal and one copy of the official “Ph.D. Dissertation Proposal Form” to their dissertation advisor. After obtaining committee members’ signatures and the department chair’s signature, the student must submit the dissertation proposal and the form to the Dean of the Graduate College for approval before proceeding with research on the dissertation. The proposal form may be obtained from the Office of the Graduate College or the Doctoral Program Coordinator.

Defense of the Dissertation Proposal

Students must defend the dissertation proposal in an oral examination with the Ph.D. Advisory Committee and then in a public presentation. The examination will address the proposed dissertation topic (problem definition and scope), research method, and relevant literature. The advisory committee must sign the “Defense of the Dissertation Proposal Form” and then submit it for the signature of the department chair. The original must be sent to the Office of the Graduate College.

Final Oral Comprehensive Examination

Students must pass the final oral examination that covers the dissertation and the general field of the dissertation. To schedule the final oral examination, the student must apply to his/her Ph.D. Advisor the semester that he/she completes the dissertation. A completed “Final Oral Comprehensive Examination Report for the Doctoral Program Form” must be submitted to the Dean of the Graduate College.

Approval and Submission of the Dissertation and Abstract

The approval of the dissertation and abstract requires positive votes from the Ph.D. Advisor and from a majority of the members of the Ph.D. Advisory Committee. One copy of the dissertation, six original signature pages, and the dissertation abstract must be submitted to the Dean of the Graduate College for final approval once the committee has approved the dissertation. All dissertation abstracts must be published in Dissertation Abstracts International. Refer to the Graduate College Dissertation Packet for specific guidelines.
Courses Offered

**Geography (GEO)**
(Courses marked with an asterisk (*) may be applied toward the M.S. program in Geography as electives.)

*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.

*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 variety of social service facilities.

*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.

*5415 Geographic Applications of Remote Sensing. (2-2) Students will focus on geographic applications of the principles of digital image procession, classification, and modeling using satellite images.
Prerequisite: GEO 4412 or equivalent.

*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.
Prerequisite: GEO 2426 or 4426 or equivalent.

*5430 Field Methods. (2-4) Course will emphasize common field techniques necessary in the construction of accurate maps. Various kinds of data collection techniques will be presented that will facilitate geographic research.
Prerequisite: GEO 3301 or equivalent.

7300 Advanced Geographic Research Design. (3-0) The purpose of this course is to develop an appreciation for the process of research as practiced by contemporary professional geographers. Topics covered include formulating research problems, reviewing and critiquing published literature, developing and executing a research design, and completing a research project.

7301 Advanced Quantitative Methods in Geography. (3-0) How to mathematically and statistically model geographic problems is the focus of this course. The application of multivariate statistical techniques to geographic problems and the problems that spatial data create in the application of statistical and other quantitative techniques are central issues.

7302 Nature and Philosophy of Geography. (3-0) This course is a critical analysis of the historical development of geographic thought: its roots, its present status, and future directions.
*7305 Historical Geography of the American Environment. (3-0) This course examines the spatial evolution of environmental problems in the United States using the techniques and analytical perspectives of historical geography. Special emphasis is given to the emergence of environmental problems in the context of urbanization and industrialism. The course will expose students to the most significant work by geographers in this area to date, and to the historical development of environmental-geographic analysis in the U.S.

*7313 Environmental Systems Analysis. (3-0) Theories and concepts involved in environmental systems will be examined. Tools and research issues relevant to their analysis will also be explored. Basic principles, as well as specific research questions and techniques, will be proposed to give students a foundation for analysis of current issues involving environmental systems.

*7314 Environmental Geography of Resource Development. (3-0) This course provides a detailed and in-depth analysis and critique of theories, policies, and practices regarding resource development and concomitant environmental effects.

*7316 Remote Sensing and the Environment. (3-0) A detailed examination and implementation of sophisticated approaches for processing satellite digital images with emphasis on environmental applications.

*7318 GIS and Environmental Geography. (3-0) This course examines the nature of environmental problems and explores the potential of GIS for environmental modeling and management. The conceptual basis for using GIS as well as the framing of environmental research problems will be covered.

*7319 Environmental Digital Terrain Modeling. (3-0) This course is designed to introduce Ph.D. students to topics that broach the research frontier in digital terrain modeling techniques and applications. Current research efforts in a variety of application fields will be examined.

*7330 Geography of Natural Hazards. (3-0) This seminar examines the interdisciplinary nature of natural hazards research, the evolution of theories and thought in natural hazards, the geophysical causes of natural hazards, human impact and response to natural disasters, and issues and challenges in the Third World.

*7331 Geography of the Hazards of Technology. (3-0) This research seminar focuses on the theories, methods, issues, and concepts of the major themes in geographic research on technological hazards. Special attention will be paid to the theoretical and conceptual understandings of hazards among both professionals and the public to evaluate how these views affect policies, choices, behaviors, and impacts.

*7334 Geographic Aspects of Water. (3-0) This seminar is a critical analysis of developmental and current literature that define water's critical role in determining the physical and cultural characteristics of the earth. Principal focus will be placed on water's role on land use and as a critical resource.

*7342 Theories and Methods in Geographic Education. (3-0) This seminar is a critical analysis of previous and current literature concerning problems in pedagogy, philosophy, learning theory, research methods, teaching methodologies, and techniques of geographic education. A research paper will be required of each student on a topic related to the course content.

*7344 Seminar in Geographic Curriculum. (3-0) The seminar will be a survey and discussion of major curricula in geographic education. Geography will be viewed as a school subject that is part of the social studies, as an element of interdisciplinary studies, and as a stand alone subject.

*7346 Standards and Assessment in Geography. (3-0) An introduction to assessment procedures in geography education is central to the course. Analysis of national standards in geography and how they have affected geographic learning in grades K-12 will be addressed.

*7347 Spatial Graphics in Geographic Education. (3-0) This course analyzes the links between the efficacy of geographic learning and graphic presentations of spatial information. Maps, globes, aerial photography, digital imagery, graphs, and other spatial graphics play key roles in geographic learning. The course reviews academic literature concerning problems in spatial learning, research methods, and evaluation of teaching methodologies related to graphics in geographic education.
*7348 Ethnic Geography. (3-0) This course will engage student in the in-depth critical analysis of the theories and methods of ethnic geography. The students will conduct careful research on a topic in ethnic geography.

*7349 Population Geography. (3-0) An in-depth study of the growth, movement, and spatial distribution of human populations is the central theme. Students will read and discuss professional articles that stress both theory and analytical techniques. Topics will include population growth and the environment, rural and small town depopulation, spatial diffusion processes, migration trends and theories, urban population growth, and techniques such as multivariate analysis and population projections.

7361 Advanced Geographic Information Systems. (3-0) This course provides exposure to advanced topics in GIS, particularly to quantitative methods and techniques for developing and interpreting models of natural and anthropogenic phenomena over the geographical space.

7362 Multivariate Mapping. (3-0) This course focuses on the multivariate statistical and numerical techniques employed for integrating, analyzing, and cartographically presenting the multiple data sets that are currently being used in spatially dependent decision-making. Examples are drawn from both physical and human geography.

Prerequisite: GEO 7301

7363 Geographic Geodesy. (3-0) This course provides a detailed examination of the physical principles underlying measurements of the shape of the Earth and its representation in cartographic products. Discussion and geographic use of ellipsoid models, the geoids, deflection of the vertical, cartographic accuracy standards, and Earth gravity field are topics included.

7364 Geocomputation. (3-0) Geocomputation reviews and analyzes concepts of computational modeling in Geography. The course will include modeling theory and advanced topics such as parallel processing, neural networks, cellular automata, scientific visualization, and fuzzy modeling. Students will practice model development, specifically spatially explicit simulation.

7365 Cartography and Visualization. (3-0) Cartographic visualization involves the use of computer graphic images to display multidimensional spatial data for human interpretation. The focus of the course is the understanding of the methods that integrate the collection, organization, modeling and representation of geographic data.

7366 Advanced Topics in Remote Sensing. (3-0) The course focuses on advanced topics including the theoretical basis, mathematical foundations, and current research frontiers in remote sensing.

Prerequisite: GEO 5415 or equivalent.

7367 Geographic Information Science and Society. (3-0) The purpose of this course is to examine the role of Geographic Information Science in contemporary society. Topics discussed include Geographic Information Science in the economic and political arenas, legal implications of Geographic Information Science, and how Geographic Information Science and its applications interface with race, ethnicity, gender, and class.

*7370 Advanced Seminar in Environmental Geography. (3-0) This research seminar focuses on the methods, approaches, issues, and concepts of major themes in environmental geography. Special emphasis will be placed on theoretical and conceptual understandings of how humans interact with the environment from a geographical perspective. Repeatable once for additional credit with a different topic.

*7371 Advanced Seminar in Geographic Education. (3-0) This research seminar analyzes literature and research into recent trends in geographic education. Emphasis will be on new developments in curriculum, content, and teaching methodologies. Repeatable once for additional credit with a different topic.
7372 Seminar in Geographic Information Science. (3-0) This course deals with advanced and current research issues in Geographic Information Science. Based on this objective, the course aims at educating doctoral students to conduct research in Geographic Information Science as well as develop innovative applications of Geographic Information Science.

Prerequisite: GEO 7361. May be repeated for credit with a different topic.

7390 Independent Study. (3-0) Research in geography under the direction of a supervising professor. Repeatable once for additional credit with a different topic.

7399A Dissertation. Original research and writing in Environmental Geography, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

7399B Dissertation. Original research and writing in Geographic Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

7399C Dissertation. Original research and writing in Geographic Information Science, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

7418 Technical Foundations and Methods in Geographic Information Science. (2-4) This course is concerned with the analysis and interpretation of maps stored in digital form. It will cover a variety of topics of interest to those seeking more in-depth knowledge of GIS and ancillary topics such as spatial statistics. The course provides an in-depth understanding of spatial analysis and modeling.

7699A Dissertation. Original research and writing in Environmental Geography, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

7699B Dissertation. Original research and writing in Geographic Education, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

7699C Dissertation. Original research and writing in Geographic Information Science, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.
Graduate Faculty

Core Ph.D. Faculty
(Eligible to chair Ph.D. Advisory Committee, teach Ph.D. courses, teach Master’s courses and supervise Master’s theses.)

**Environmental Geography**

**Blanchard-Boehm, R. Denise**, Professor of Geography. B.S., Auburn University; M.S., Florida State University; Ph.D., University of Colorado at Boulder. (Natural and Environmental Hazards, Economic, Transportation)

**Butler, David R.**, Professor of Geography. B.A., University of Nebraska-Omaha; M.A., University of Nebraska; Ph.D., University of Kansas. (Geomorphology, Natural Hazards, Biogeography, Mountain Environments)

**Curran, Joanna C.**, Assistant Professor of Geography. B.A., Johns Hopkins University; M.S., The University of Texas at Austin; Ph.D., Johns Hopkins University. (Fluvial Geomorphology, Hydrological Modeling, Water Resources)

**Dixon, Richard W.**, Associate Professor of Geography. B.A., Rutgers University; M.A. Geo., Texas State University-San Marcos; Ph.D., Texas A&M University. (Climatology, Oceanography, Hazards, Physical)

**Eyton, J. Ronald**, Professor of Geography. Ph.D., M.S., University of North Dakota; Ph.D., University of Illinois at Urbana. (Remote Sensing, Computer Cartography, Quantitative Methods)

**Fonstad, Mark A.**, Assistant Professor of Geography. B.A., University of Wisconsin-Madison; M.A., Ohio University; Ph.D., Arizona State University. (Water Resources, Hydrological Modeling, Remote Sensing)

**Tiefenbacher, John P.**, Professor of Geography. B.S., Carroll College; M.S., University of Idaho; Ph.D., Rutgers University. (Hazards, Air Quality, U.S.-Mexico Border Environment)

**Geographic Education**

**Boehm, Richard G.**, Professor of Geography and Jesse H. Jones Distinguished Chair in Geographic Education. B.S.Ed., M.A., University of Missouri at Columbia; Ph.D., The University of Texas at Austin. (Geographic Education, Economic Geography, Applied Geography)

**Stea, David**, Professor of Geography. B.S., Carnegie Institute of Technology; M.A., University of New Mexico, Ph.D., Stanford University. (Spatial Cognition, Environmental Psychology, Environmental Justice, Participatory Planning)

**Walker, Scott**, Assistant Professor of Geography. B.A., Sam Houston State University; M.A. Geo., Texas State University-San Marcos; Ph.D., Curtin University of Technology. (Geographic Education, Distance Education, Education Technology, Mexico)
Geographic Information Science

**Bryan, Deborah L.**, Assistant Professor of Geography. B.A., Texas State University-San Marcos; M.A., Ph.D., Ohio State University. (Geographic Information Systems, Location Analysis, Spatial Modeling)

**Curran, Joanna C.**, Assistant Professor of Geography. B.A., Johns Hopkins University; M.A., The University of Texas at Austin; Ph.D., Johns Hopkins University. (Fluvial Geomorphology, Hydrological Modeling, Water Resources)

**Fonstad, Mark A.**, Assistant Professor of Geography. B.A., University of Wisconsin-Madison; M.A., Ohio University; Ph.D., Arizona State University. (Water Resources, Hydrological Modeling, Remote Sensing)

**Giordano, Alberto**, Assistant Professor of Geography. B.A., University of Padua; M.A., University of California, Santa Barbara; Ph.D., Syracuse University. (Cartography, Geographic Information Systems, Hazards)

**Lu, Yongmei**, Assistant Professor of Geography. B.S., M.S., Peking University; Ph.D., State University of New York at Buffalo. (Geographic Information Systems, Crime)

**Wang, Le**, Assistant Professor of Geography. B.S., Wuhan Technical University; M.S., Peking University; Ph.D., University of California, Berkeley. (Remote Sensing, GI Science, Environmental Applications, Coastal)

**Zhan, F. Benjamin**, Professor of Geography. B.Eng., Wuhan Technical University; M.S., ITC (the Netherlands); Ph.D., State University of New York at Buffalo. (Spatial Modeling and Optimization, Transportation, Geographic Information Systems)

Associate Ph.D. Faculty
(Eligible to serve on Ph.D. Advisory Committee, teach Ph.D. courses, teach Master's courses and supervise Master's thesis.)

**Day, Frederick A.**, Professor of Geography. B.A., Syracuse University; M.A., Ph.D., Ohio State University. (Population, Economic Development, East and Southeast Asia)

**Earl, Richard A.**, Associate Professor of Geography. B.A., University of California at Los Angeles; M.A., California State University at Northridge; Ph.D., Arizona State University. (Water Resources, Environmental Management Assessment, Field Methods)

**Estaville, Lawrence E.**, Professor of Geography. B.A., M.A., McNeese State University; M.A., University of Southwestern Louisiana; Ph.D., University of Oklahoma. (Ethnic, American South, Geographic Education)

**Larsen, Robert D.**, Professor of Geography. B.S., University of Wisconsin at Superior; M.S., Ph.D., University of Wisconsin at Madison. (Urban, Regional, and Land Use Planning, Solid Waste Management, Transportation)
Macey, Susan M., Professor of Geography. B.A., M.A., University of Queensland, Australia; Ph.D., University of Illinois at Urbana. (Geographic Information Systems, Environmental Management, Aging, Energy Resources)

Showalter, Pamela S., Associate Professor of Geography. B.A., Vanderbilt University; M.A., Arizona State University; Ph.D. University of Colorado at Boulder. (Natural Hazards, Satellite Remote Sensing, Environmental Management, South Africa)
Department of Geography

Degree Programs
M.A.Geo. – Master of Applied Geography
M.S. – Master of Science
Ph.D. – Doctor of Philosophy

Master’s Majors and Degrees Offered
Geography, M.A.Geo. (Also has specialization in Geographic Education)
Geography-Resource & Environmental Studies, M.A.Geo.
Geography-Geographic Information Science, M.A.Geo.
Geography-Land/Area Development and Management, M.A.Geo.
Geography, M.S.

Major Programs

Master of Applied Geography. The Master of Applied Geography degree program is designed to prepare geographers to use their skills and background knowledge to solve real-world problems with geographic dimensions. Applied geography includes such sub-fields as environmental management, GIS, cartography, land use planning, location analysis, land management, transportation systems planning, applied physical geography, geographic aspects of environmental law, and spatial modeling.

The Department of Geography offers the Master of Applied Geography degree that requires 33 semester hours. All candidates must complete a core consisting of GEO 5300, 5301, 5309, and 5335 (Directed Research) or 5399A and B (Thesis). Students also take six hours of graduate course electives in any discipline(s) including Geography. The remaining 12 to 15 hours (15, if non-thesis) of the degree are taken in one of the four majors listed above.

- The Geography-Land/Area Development and Management major requires GEO 5312 and 5338, at least six hours to be selected from GEO 5313, 5314, 5337, 5339, 5349, 5360, and 5418.
- The Geography-Resource & Environmental Studies major requires GEO 5313 and 5314, at least six hours to select from GEO 5312, 5316, 5334, 5337, 5338, 5339, 5351, 5352, 5370, 5418, and 5430.
- The Geography-Geographic Information Science major requires 12 hours chosen from GEO 5408, 5415, 5418, and 5419.
- The general Geography major permits 12-15 hours of Geography electives. The Geographic Education emphasis requires GEO 5340, at least six hours to be selected from GEO 5308, 5313, 5315, 5323, 5341, 5342, 5343, 5344, 5349, 5370, and 5395. The Master of Applied Geography degree with an emphasis on Geographic Education can be taken via distance learning. For more information, contact the Geography Graduate Program Coordinator.

Master of Science. The Master of Science with a major in Geography is designed to give highly qualified students exposure to geographic theory and research at the pre-doctoral level. Programmatic emphases include Environmental Geography, Geographic Education, Geographic Information Science, and other specialty areas in geography represented by the current active research interests of the faculty.

The 30-hour curriculum includes three core courses (GEO 5301, GEO 5309, and GEO 7300), a master’s thesis of 6 hours, and 15 hours of additional course work. Most of the course work options for completion of those 15 hours are those currently afforded to doctoral students. By taking these...
doctoral-level courses and interacting with doctoral students and Core Ph.D. Faculty, M.S. students will gain entrée into the world of high-level academic and professional research in geography.

Graduates of the programs may qualify for admission into the Geography Ph.D. programs at Texas State or in doctoral programs in Geography at other universities. Those who do not wish to seek doctorates may be qualified for research-oriented positions with public-sector agencies and private-sector firms and for teaching in community colleges.

All students are also subject to the policies and procedures outlined in the departmental graduate student handbook that 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 College Application for Admission, a $40.00 application fee, one official transcript from each university or college attended, and the official score (verbal and quantitative) of the Graduate Record Examination to the Office of the Graduate College. The applicant must also submit a letter that identifies his or her major and possible areas of research at the M.A.Geo. or M.S. levels and arrange for two letters of recommendation. The letter of application and letters of recommendation must be sent to the Graduate Program Coordinator in the Department of Geography.
3. Students seeking admission to the M.A.Geo. program must have at least a 3.0 grade-point average during their last 60 hours of undergraduate course work before the bachelor’s degree and must have the Graduate Record Examination (GRE) score on file in the Office of the Graduate College, with a preferred score of at least 1,000 on the verbal and quantitative portion combined, prior to review for admission.
4. Students seeking admission to the M.S. program must have at least a 3.2 GPA during their last 60 hours of undergraduate course work before the bachelor’s degree and must have the GRE score on file in the Office of the Graduate College, with a preferred score of at least 1,100 on the verbal and quantitative portions combined, prior to review for admission.
5. The Graduate Committee makes admission recommendations on each applicant. In deciding on whether any applicant is to be admitted, the committee will take into consideration the current size of the program, the applicant’s academic record and academic potential (including the GRE and GPA), the applicant’s proposed research area or topic, and the degree to which members of the Graduate Faculty in the Department support the application.
6. Students who are admitted but do not enroll at the expected time without notifying the Graduate Coordinator and the Office of the Graduate College by the end of the appropriate registration period must re-apply to the program following the above procedure should they desire to begin the program at a later date.
Financial Aid

Graduate assistantships are available to qualified candidates. Please contact the Graduate Program Coordinator, Department of Geography, for more information about financial assistance and the degree programs. For scholarship information, please contact the Office of the Graduate College at (512) 245-2581 or on the web at http://www.gradcollege.txstate.edu/scholarships.html.

Courses Offered

Geography (GEO)
(Courses marked with an asterisk (*) may be applied toward the M.S. program in Geography as electives along with the doctoral level courses found under the Ph.D. in Geography section of this catalog.)

*5190 Independent Study. (1-0) Individual study under direct supervision of a professor. May involve geographic field trips. Geography 5190, Geography 5290, & Geography 5390 may be taken for a total of six semester hours of credit.
   Prerequisite: To be taken with the consent of the instructor.

5290 Independent Study. (2-0) Individual study under direct supervision of a professor. May involve geographic field trips. Geography 5190, Geography 5290, & Geography 5390 may be taken for total of six semester hours of credit.
   Prerequisite: To be taken with the consent of the instructor.

5300 Applied Research Design and Techniques. (3-0) Students will be introduced to appropriate research methods for applied geographers. Emphasis will be placed on the scientific method, productive library research, data collection and analysis, fieldwork, effective writing, and the nature of graphic representation.

5301 Multivariate Quantitative Methods. (3-0) The use of multivariate descriptive and inferential statistics as applied to geographic data and problems, beginning with the general linear model and including topics such as multiple regression, principal components analysis, discriminant analysis, and clustering algorithms.
   Prerequisite: GEO 3301 or equivalent.

*5308 Regional Field Studies. (3-0) Study of physical and/or cultural environments through off-campus field experience. Students will research, analyze, and report on major regional geographic features.

5309 Geographical Analysis. (3-0) A survey of typical spatial problems of interest to geographers, with emphasis on current research and application being undertaken by the faculty in the Department of Geography. Topics include environmental geography, geographic education, land use and regional development, and cartographic representation and geographic information theory.

5312 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 environment. Emphasis will be on problems pertaining to particular geographic locations or special environmental settings.

*5318 Environment Problems of the U.S.-Mexico Border. (3-0) This course serves as an in-depth introduction to the physical, social, and environmental landscapes of the region of the U.S.-Mexico Border. The course applies an interdisciplinary perspective to geographic understanding of the environmental and health-related issues experienced by residents of the borderlands. Special attention is given to management and planning solutions to the region's problems.

*5319 Seminar in Nature and Heritage Tourism. (3-0) This seminar focuses on the special geographic issues of nature and heritage tourism. Particular emphasis is placed on sites and activities, costs and benefits, commoditization and authenticity, resource protection, and substantive learning content of nature and heritage tourism activities.

5322 Interpretive Environmental Geography. (3-0) Students learn to use geographic theories and concepts to provide holistic and thematic interpretation of environmental information, as specified by interpretive principles. Students also learn advanced use of traditional and digital presentation techniques and research methods, which include audience assessment and program evaluation.

*5323 Location Analysis. (3-0) Factors of importance in the decision-making process of locating both public and private sector facilities. Attention will be paid to the location of manufacturing activities, commercial enterprises, and a variety of social service facilities.

*5329 Historical Geography of the Environment. (3-0) This course will introduce students to ideas, concepts, and literature in historical geography of the environment. It will explore methods used to document past environments and examine environmental changes, and it will analyze the distinctions between historical geography and related fields of study.

5330 Geography of Natural Hazards. (3-0) There are five areas of hazards that this course covers: (1) the interdisciplinary nature of natural hazards with emphasis on the role of geography and planning; (2) the geophysical causes of natural hazards; (3) human impact and response to natural disasters; (4) planning and management of hazards; and (5) issues and challenges facing the Third World.

5331 Geography of the Hazards of Technology. (3-0) An investigation of the theories, methods, issues, and concepts of the major themes in geographic research on technological hazards. This course will focus on the study of spatial problems associated with technologies and the application of research to real-world management of hazards.

*5332 Environmental Geography of the Coastal Zone. (3-0) Investigation of the physical geographic factors associated with the coastal zone and the role of human activities in problems and opportunities characteristic of this environment.

5334 Applied Water Resources 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 advisor.

*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 Practicum in Geographic Education. (3-0) The content and methods needed for teaching geography in the schools. Emphasis will be on those essential elements that will allow teachers to satisfy current public school curriculum requirements. Preparation of a grade-level specific teaching unit is required.

5341 Contemporary Issues in Geographic Education. (3-0) This course examines current approaches to teaching geography in American education. Specific attention will be given to new classroom materials, curriculum reform efforts, and research developments.

5342 Seminar: Theory and Methods of Geographic Education. (3-0) A critical analysis of previous and current literature concerning problems in pedagogy, philosophy, teaming theory, research methods, teaching methodologies, and techniques of geographic education. A research paper will be required of each student on a topic related to the course content.

5343 Computer Technology in Geographic Education. (3-0) The course emphasizes the applications and theoretical implications of computers in geographic education, particularly the interplay between instructional technology and educational purpose and practice in Geography.

5344 Seminar in Geographic Curriculum. (3-0) A survey and discussion of major curricula in geographic education. Geography will be viewed as a school subject that is part of the social studies, as an element of interdisciplinary studies, and as a stand-alone subject.

5349 Population Geography. (3-0) An in-depth study of the spatial distribution and movement of human populations. Course will emphasize current issues and analytical techniques. Topics will include the impact of population growth, spatial diffusion processes, migration trends and theories, explanation of regional demographic differences, and techniques such as population projections.
5351 Regional Waste Management. (3-0) The principles of effective solid waste planning and management will be examined as they relate to such activities as waste generation, storage and collection, transfer and transportation, processing and volume reduction, resource conservation and recovery, the disposal of wastes, and the handling of special wastes, particularly those of a toxic and hazardous nature.


5353 Hazardous Wastes and the Environment. (3-0) This course will introduce students to key provisions of environmental regulations dealing with hazardous wastes, explore methods and procedures used to manage hazardous waste sites, review important literature in the subject area, and examine important trends in real-world hazardous waste management.

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. Graded on a credit (CR), no credit (F) basis.

*5390 Independent Study. Individual study under direct supervision of a professor. May involve geographic field trips. Geography 5190, Geography 5290, & Geography 5390 may be taken for a total of six semester hours of credit.

*5395 Problems in Applied Geography. (3-0) Designed to consider a selected topic relating to applied geography. Emphasis on the practical application of geographic tools, with individual or group participation in a specific project. Course topics may vary depending on student and faculty interests and may apply to any of the three graduate tracks: physical-environmental, land area development and management, or cartography. Repeatable for up to six hours.

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

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

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.

Prerequisite: GEO 3411 or equivalent.

*5415 Geographic Applications of Remote Sensing. (2-2) Students will focus on Geographic applications of the principles and practices of digital image processing, classification, and modeling using satellite images.

Prerequisite: GEO 4412 or equivalent.

*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.

Prerequisite: GEO 2426 or 4426 or equivalent.
5419 Geographic Information Systems II. (2-4) This course aims to develop more advanced GIS concepts and application issues, further spatial data manipulation and analysis skills, and provide hands-on experience with GIS hardware and software programs. The emphasis will be on practical application of skills to real world issues.

Prerequisite: GEO 5418.

*5430 Field Methods. (2-4) Course will emphasize common field techniques necessary in the construction of accurate maps. Various kinds of data collection techniques will be presented that will facilitate geographic research.

Prerequisite: GEO 3301 or equivalent.

5680 Internship. (6-0) Application of techniques of applied geography in an actual on-the-job setting. Internships will be arranged and supervised by the Internship Director. Graded on a credit (CR), no credit (F) basis.

Graduate Faculty

Core Ph.D. Faculty
(Eligible to chair Ph.D. Advisory Committee, teach Ph.D. courses, teach Master's courses and supervise Master's theses.)

Environmental Geography

Blanchard-Boehm, R. Denise, Professor of Geography. B.S., Auburn University; M.S., Florida State University; Ph.D., University of Colorado at Boulder. (Natural and Environmental Hazards, Economic, Transportation)

Butler, David R., Professor of Geography. B.A., University of Nebraska-Omaha; M.A., University of Nebraska; Ph.D., University of Kansas. (Geomorphology, Natural Hazards, Biogeography, Mountain Environments)

Curran, Joanna C., Assistant Professor of Geography. B.A., Johns Hopkins University; M.S., The University of Texas at Austin; Ph.D., Johns Hopkins University. (Fluvial Geomorphology, Hydrological Modeling, Water Resources)

Dixon, Richard W., Associate Professor of Geography. B.A., Rutgers University; M.A.Geo., Texas State University-San Marcos; Ph.D., Texas A&M University. (Climatology, Oceanography, Hazards, Physical)

Eyton, J. Ronald, Professor of Geography. Ph.D., M.S., University of North Dakota; Ph.D., University of Illinois at Urbana. (Remote Sensing, Computer Cartography, Quantitative Methods)

Fonstad, Mark A., Assistant Professor of Geography. B.A., University of Wisconsin-Madison; M.A., Ohio University; Ph.D., Arizona State University. (Water Resources, Hydrological Modeling, Remote Sensing)

Tiefenbacher, John P., Professor of Geography. B.S., Carroll College; M.S., University of Idaho; Ph.D., Rutgers University. (Hazards, Air Quality, U.S.-Mexico Border Environment)
Geographic Education

Boehm, Richard G., Professor of Geography and Jesse H. Jones Distinguished Chair in Geographic Education. B.S.Ed., M.A., University of Missouri at Columbia; Ph.D., The University of Texas at Austin. (Geographic Education, Economic Geography, Applied Geography)

Stea, David, Professor of Geography. B.S., Carnegie Institute of Technology; M.A., University of New Mexico, Ph.D., Stanford University. (Spatial Cognition, Environmental Psychology, Environmental Justice, Participatory Planning)

Walker, Scott, Assistant Professor of Geography. B.A., Sam Houston State University; M.A Geo., Texas State University-San Marcos; Ph.D., Curtin University of Technology. (Geographic Education, Distance Education, Education Technology, Mexico)

Geographic Information Science

Bryan, Deborah L., Assistant Professor of Geography. B.A., Texas State University-San Marcos; M.A., Ph.D., Ohio State University. (Geographic Information Systems, Location Analysis, Spatial Modeling)

Curran, Joanna C., Assistant Professor of Geography. B.A., Johns Hopkins University; M.A., The University of Texas at Austin; Ph.D., Johns Hopkins University. (Fluvial Geomorphology, Hydrological Modeling, Water Resources)

Fonstad, Mark A., Assistant Professor of Geography. B.A., University of Wisconsin-Madison; M.A., Ohio University; Ph.D., Arizona State University. (Water Resources, Hydrological Modeling, Remote Sensing)

Giordano, Alberto, Assistant Professor of Geography. B.A., University of Padua; M.A., University of California, Santa Barbara; Ph.D., Syracuse University. (Cartography, Geographic Information Systems, Hazards)

Lu, Yongmei, Assistant Professor of Geography. B.S., M.S., Peking University; Ph.D., State University of New York at Buffalo. (Geographic Information Systems, Crime)

Wang, Le, Assistant Professor of Geography. B.S., Wuhan Technical University; M.S., Peking University; Ph.D., University of California, Berkeley. (Remote Sensing, GI Science, Environmental Applications, Coastal)

Zhan, F. Benjamin, Professor of Geography. B.Eng., Wuhan Technical University; M.S., ITC (the Netherlands); Ph.D., State University of New York at Buffalo. (Spatial Modeling and Optimization, Transportation, Geographic Information Systems)
Associate Ph.D. Faculty
(Eligible to serve on Ph.D. Advisory Committee, teach Ph.D. courses, teach Master's courses and supervise Master's thesis.)

Day, Frederick A., Professor of Geography. B.A., Syracuse University; M.A., Ph.D., Ohio State University. (Population, Economic Development, East and Southeast Asia)

Earl, Richard A., Associate Professor of Geography. B.A., University of California at Los Angeles; M.A., California State University at Northridge; Ph.D., Arizona State University. (Water Resources, Environmental Management Assessment, Field Methods)

Estaville, Lawrence E., Professor of Geography. B.A., M.A., McNeese State University; M.A., University of Southwestern Louisiana; Ph.D., University of Oklahoma. (Ethnic, American South, Geographic Education)

Larsen, Robert D., Professor of Geography. B.S., University of Wisconsin at Superior; M.S., Ph.D., University of Wisconsin at Madison. (Urban, Regional, and Land Use Planning, Solid Waste Management, Transportation)

Macey, Susan M., Professor of Geography. B.A., M.A., University of Queensland, Australia; Ph.D., University of Illinois at Urbana. (Geographic Information Systems, Environmental Management, Aging, Energy Resources)

Showalter, Pamela S., Associate Professor of Geography. B.A., Vanderbilt University; M.A., Arizona State University; Ph.D. University of Colorado at Boulder. (Natural Hazards, Satellite Remote Sensing, Environmental Management, South Africa)

Geography Graduate Faculty
(Eligible to teach Master's Courses and serve on Master's thesis.)

Augustin, Byron D., Professor of Geography. B.A., Hastings College; M.A., University of Kansas; DA, University of Northern Colorado. (Conservation of Resources, Geographic Education, Latin America, Middle East)

Brown, Brock J., Associate Professor of Geography. B.A., ME, Wichita State University; M.A., Ph.D., University of Oklahoma. (Geographic Education, Cultural Ecology, Historical Southwest)

Carter, Mark L., Lecturer of Geography. B.S., Texas State University-San Marcos; M.A.Geo., Texas State University-San Marcos. (Land Use Analysis, Quantitative Methods)

Kimmel, James R., Professor of Geography. B.A., M.S., Baylor University; M.Phil., Yale University; Ph.D., The University of Texas at Austin. (Nature and Heritage Tourism, Environmental Planning and Management)

Petersen, James F., Professor of Geography. B.A., M.A., California State University at Chico; Ph.D., University of Utah. (Geographic Education, Physical Geography, Geomorphology)
Department of History

Major and Degrees Offered:
History, M.A., M.Ed.

Major Programs

The Department of History offers the Master of the Arts with a specialization in Public History. There are two options for earning a Master of Arts with a major in History. The first option requires at least 30 hours of graduate history courses, including thesis, or 24 hours of graduate history courses, including thesis, plus six graduate hours in a minor field. The second option, which does not include thesis, requires 36 hours of graduate work in history, or 30 hours of graduate history courses and six graduate hours in a minor field. The department also offers the Master of Education degree, which consists of at least 21 hours of graduate history courses and 15 graduate hours in a minor field or a split minor of nine graduate hours from one field and six graduate hours from a second field. A grade of "B" or better must be earned in all history course work counting towards either degree. Candidates for any master's degree in the Department of History must take and pass a comprehensive examination. Students who choose the 30 hour M.A. option must also successfully defend a thesis.

Program Goals. The graduate program in history is designed to prepare students for careers in professional history (college teaching, research, or writing), public history, historic tourism, preservation, museums, consulting, public education (secondary teaching), and to provide a general liberal arts education for students desiring careers in business, journalism, law, and government service.

Admission Policy

Unconditional admission to departmental programs is based on a 3.25 or higher grade-point average on a minimum of 24 hours of undergraduate work in history, a preferred GRE verbal score of at least 500, and preferred six hours of undergraduate foreign language credit.

In deciding on whether any applicant is to be admitted, the Graduate Committee will take into consideration the current size of the program, the applicant's academic record and academic potential (including the GRE and GPA), the applicant's proposed research area or topic, and the degree to which members of the graduate faculty in the department support the application.

Unconditional admission for students seeking a History minor is based on 18 hours of undergraduate history courses with at least a 3.0 GPA.

International students: All international students must score at least 550 (paper-based) or 213 (computer-based) on the TOEFL test and 45 on the TSE test. Both sets are required for admission to this department's graduate program.

Financial Aid

A limited number of assistantships and scholarships are available to qualified graduate students. Prospective students interested in applying for an assistantship should contact the graduate director in the History Department. The Office of the Graduate College can provide further information about scholarships.

Individuals interested in a more detailed description of the graduate program in history should request a copy of the Graduate Student Handbook from the History Department. Copies of the Graduate Student Handbook and other information may be obtained from the History Department website at http://www.txstate.edu/history.
Courses Offered

History (HIST)

5307 Medieval European History: Contemporary Trends in Medieval Historiography. (3-0) This course introduces graduate students to the craft of the medieval historian, with emphasis on major contemporary shifts in American historiography of the European Middle Ages.

5308 Ancient and Medieval Europe. (3-0) A seminar based on selected topics from the ancient and medieval civilizations of Europe and the Mediterranean region. May be repeated with a different emphasis.

5308E Latin Literature and Roman History and Society. (3-0) A seminar based on the study of the most important Latin literary works from the 2nd century B.C. to the 2nd century A.D. No knowledge of Latin is necessary to take this seminar.

5309 Topics in Early Modern European History, 1450-1815. (3-0) A seminar based on selected topics in Early Modern European history. May be repeated with a different emphasis.

5309A Interpreting the Eighteenth Century. (3-0) A seminar designed to analyze the methods that historians have used to interpret the meaning of various phenomena such as the Enlightenment, the nature of society, and the origins of the French Revolution.

5310 Modern European History. (3-0) A seminar based on selected topics in the history of Europe from 1815 to the present. May be repeated with a different emphasis.

5313 Early American History. (3-0) A seminar based on selected topics in the Colonial Revolutionary and Early National periods of the United States history. May be repeated with different emphasis.

5318 British History. (3-0) A seminar based on selected topics in British history. May be repeated with a different emphasis.

5318A Eighteenth Century England. (3-0) A seminar based on selected topics in political, social, intellectual, and economic history of England from 1688 to 1815. May be repeated with a different emphasis.

5319 The Age of the Tudors. (3-0) This readings-based course emphasizes differing interpretations of selected topics in English history from circa 1485 to 1603. Constitutional, political, governmental, social, religious, and cultural aspects of the era are covered.

5323 History of Brazil. (3-0) A seminar based on selected topics in the history of Brazil from the colonial period to the present. May be repeated for credit as the topic varies.

5323A Society and Culture in Brazil. (3-0) This seminar explores the social and cultural history of Brazil through its various ages, the “Age of Sugar”, the “Age of Coffee”, the “Age of Pedro II”, the “Belle Epoque”, and the worlds of the sugar and coffee barons. It explores the character of these ages marked by the grand plantation houses, devotion to European models, and the conflict with a slave society, covering the years from the colonial period to the turn of the twentieth century.

5324 Latin American History. (3-0) A seminar based on major topics in Latin American history from the colonial period to the present. Emphasis will vary from political, social, economic, and cultural history in a cross-cultural context. May be repeated for credit as the topic varies.

5324B Class and Society in Latin America. (3-0) A seminar that examines the relationship between class and society from the colonial period to the present from a cross-cultural perspective, and the role it plays in the political and economic formation of new states.

5325 History of Mexico. (3-0) A seminar based on selected topics in the history of Mexico from the pre-Columbian period to the present. May be repeated for credit as the topic varies.
5325A History of Mexico to 1848. (3-0) A topic course studying the history of Mexico from pre-historic times to the Treaty of Guadalupe Hidalgo. The course encompasses the development of Indian societies from the Yucatan to the American Southwest preceding the Spanish conquest, the social, economic, and political development of Spanish colonial Mexico, the War in Independence, and the formation of the new nation through the war with the United States.

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.

5345 Selected Topics in American History. (3-0) A study of selected topics in American history. May be repeated with a different emphasis.

5345D Oral History: Theory & Practice. (3-0) A seminar based upon developing a theoretical and practical understanding of the techniques of oral historical research and document preservation and presentation.

5345I History of Texas Music. (3-0) This course examines the evolution of Texas music throughout history and its role in reflecting the richly diverse ethnic and cultural heritage of the American Southwest.

5346 African American History. (3-0) This course is an intensive readings and research seminar in African American History. Through the uses of lectures, biographies, institutional histories and community studies, students will be introduced to the different interpretive themes and methodologies that have created the myriad of historical interpretations and reinterpretations of African American History.

5347 Texas History. (3-0) A seminar based on selected topics in the history of Texas.

5350 The Frontier in American History. (3-0) A seminar based on selected topics in the history of the frontier in American development.

5351 Modern American History. (3-0) A seminar based on selected topics in the United States history since 1877. May be repeated for credit as topic varies.

5351A Politics and Reform in the Progressive Era. (3-0) This graduate seminar explores the interplay of domestic forces that shaped politics and reform movements between the 1890s and 1918. We will examine the politics of reform in the context of efforts to resolve deep social problems associated with the rise of industrial capitalism.

5351B Cold War America. (3-0) This course examines the Cold War years 1945 to 1960, concentrating on the domestic scene. The class will discuss the major issues of domestic politics, society, and culture, through the use of both primary and secondary sources. They will also examine the historiography of the period.

5351C Race, Gender, and Ethnicity in American Labor History. (3-0) This graduate seminar explores the impact of race, gender, and ethnicity upon American Labor History. Readings integrate race, gender, and ethnicity as categories of analysis into the study of class formation, experiences, and consciousness within the American labor force. The focus will be on unorganized as well as organized workers in the context of their social, cultural, political, and workplace environments.

5351D Politics & Society of Postwar America, 1945-Present. (3-0) This course will explore the interaction of political, economic, and social forces in the years following the Second World War. Emphasis will be placed on analyzing the interdependent relationship between political structures, social movements, and economic circumstances.

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 gender interest. May be repeated for credit as the topic varies.

5366A Women in Antebellum America. (3-0) This graduate seminar surveys the literature of the U.S. women's history for the period 1780-1865. It focuses on understanding the evolution of the field of women's history in regard to the region, class, and race of women studied and the methodological tools employed by historians.

5366B The Old South, 1830-1860. (3-0) Readings will enable students to understand the Old South's economic, political, and cultural development and the development of differing interpretations and schools of thought about Old South history.

5367 American Civil War. (3-0) A seminar based on topics in the American Civil War.

5371 The Practice of Public History. (3-0) A seminar addressing the definition, evolution, and philosophy of public history.

5372 The Practice of Museum Studies and Material Culture. (3-0) A seminar addressing the history, organization, and functions of history museums.

5373 The Practice of Historic Preservation. (3-0) A seminar addressing architectural history and preservation theory and practice.

5374 Public History Internship. (0-15) Application of skills in public history in an on-the-job setting. Internships will be selected by the student and instructor, and will be supervised by the instructor. May be repeated once for additional credit. Graded on a credit (CR), no credit (F) basis.

5375 Topics in Public History. (3-0) A seminar based on selected topics in public history. May be repeated with a different emphasis (for example, archives and records management, documentary film, oral history, and cultural resources management).

5375A Documentary Film. (3-0) The use of film & video in public programming; research & produce documents.

5375B Archival Management. (3-0) A seminar based on the history, theory, and practice or archival management.

5375C Cultural Resource Management. (3-0) This seminar addresses the management of cultural resources such as historic buildings, historic sites, and other tangible remains of our heritage. It explores how cultural resources are preserved and managed under federal and state law, and the nature of the regulatory practice.

5376 Local and Community History. (3-0) A seminar applying historical methods to the study of U.S. communities.

5377 Public History Project. (1-6) A team project focusing on one or more aspects of public history-museum exhibit, historic site interpretation, historic resources survey, etc. Repeatable with a different emphasis. Graded on a credit (CR), no credit (F) basis.

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.

5385 Modern Middle Eastern History. (3-0) A seminar based on selected topics in the modern history of the Muslim Middle East.

5390 Problems in Historical Research. (3-0) This course is open to graduate students on an individual basis by arrangement with the department. May be repeated with the approval of the department chair.

5395 World History. (3-0) A seminar based on selected problems and/or topics in world history. May be repeated with different emphasis.
5395B Modern Middle Eastern History. (3-0) A seminar based on selected topics in the modern history of the Muslim Middle East.

5398 General Research Seminar. (3-0) A seminar designed to enhance research and writing skills in history. May be repeated for credit as topic varies.

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

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

Graduate Faculty

Andrews, Greg A., Professor of History. B.A., M.A., Truman State University; Ph.D., Northern Illinois University. (Early 20th century U.S.; Labor, Political Economy; Center for Texas Music History)

Bargeron, Carol L., Assistant Professor of History. B.A., Hunter College; M.A. Ph.D., University of Wisconsin at Madison. (Medieval Islamic Intellectual and Social; Modern Middle East)

Bourgeois II, Eugene J., Professor of History and Associate Vice President of Academic Affairs. B.A., M.A., Louisiana State University at Baton Rouge; Ph.D., University of Cambridge, England. (Tudor-Stuart England; English Local History)

Brennan, Mary Catherine, Associate Professor of History. B.A., Edgecliff College of Xavier University; M.A., Xavier University; Ph.D., Miami University. (Post-1945 U.S., Political History)

Brown, Ronald Conklin, Professor of History and Dean of the University College. B.A., Wabash College; M.A., Ph.D., University of Illinois. (Western U.S.; Business; Labor; Technology; Oral History)

Bynum, Victoria Elizabeth, 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, University de Reims; Maitrise, Universite de Paris-Pantheon; Maitrise, Universite de Paris-Sorbonne; Ph.D., The University of Texas at Austin. (Ancient World; Roman Military)

De la Teja, Jesus F., Professor and Chair of the Department 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 Studies. B.A., M.A., John Carroll University; Ph.D., Kent State University. (Russia; East Europe; 20th Century U.S.-Russian Relations)

Garner, Lydia Magalhaes, Associate Professor of History. B.A., The University of Texas at Arlington; M.A., Ph.D., The Johns Hopkins University. (Brazil/Latin America 19th & 20th Centuries: Institutional, Political, and Economic)
Hart, Paul, Associate Professor of History. B.A., The University of Texas at Austin. Ph.D., University of California, San Diego. (Modern Latin American, Mexican-American, U.S., and Mexico)

Hartman, Gary A., Associate Professor of History. B.A., Texas State University-San Marcos, M.A., Ph.D., The University of Texas at Austin. (Modern U.S. Immigration, Ethnic; Center for Texas Music History)

Makowski, Elizabeth Mary, Professor of History. B.A., M.A., University of Wisconsin-Milwaukee; M.A., Harvard University; Ph.D., Columbia University. (Medieval Europe; Canon Law; Religious Women)

Margerison, Kenneth Hilton, Jr., Professor of History. B.A., University of North Carolina; M.A., Ph.D., Duke University. (18th-century France; French Revolution)

Mauck, Jeffrey G., Assistant Professor of History. B.A., M.A., Ph.D., Indiana University. (Public History; Local and Community)

McWilliams, James E., Assistant Professor of History. B.A., Georgetown University; M.A., The University of Texas at Austin; M.Ed., Harvard University; Ph.D., Johns Hopkins University. (Colonial America; Economic and Cultural)

Menninger, Margaret E., Assistant Professor of History. B.A., Harvard-Radcliffe Colleges; MA, Ph.D., Harvard University. (Modern Europe; Modern Germany)

Pohl, James William, Professor of History. B.A., M.A., The University of North Texas; Ph.D., The University of Texas at Austin. (Military)

Romo, Anadelia A., Assistant Professor of History. B.A., Princeton University; M.A., Ph.D., Harvard University. (Modern Brazil; Modern Latin America; Race and Social History)

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)

Watson, Dwight David, Associate Professor of History. B.A., Henderson State University, M.A., Texas Southern University, Ph.D., University of Houston. (U.S. African American, race relations, Texas)

Wilson, James Arthur, Professor Emeritus of History. B.A., M.A., Ph.D., University of Arizona. (American West; American Southwest; Texas)

Yick, Joseph Kong Sang, 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

Major and Degrees Offered:
Spanish, M.A.

Major Programs

Master of Arts. The 33-hour Master of Arts Program is designed for students interested in advancing their skills and knowledge within the context of organized research in Spanish language, literature, and culture. The 33-hour Master of Arts degree entails:

- 27 hours in Spanish;
- six hours in either thesis, internship abroad, or additional Spanish coursework;
- a reading exam in a second foreign language;
- a comprehensive exam with written and oral components.

Master of Arts (with minor). The 36-hour Master of Arts Program with minor allows students to advance their skills and knowledge within the context of organized research in Spanish language, literature, and culture and to develop a minor interest in a related area. Students may choose among minors in the humanities, social sciences, education, or other disciplines, or they may develop special emphases in literary periods or areas such as Latin American studies, Medieval/Renaissance studies, Chicano/Chicana literature, critical theory, humanities, linguistics, education, or women’s studies. The 36-hour Master of Arts degree with minor entails:

- 24 hours in Spanish;
- 6 hours in an approved minor or cognate area;
- 6 hours in either thesis, internship abroad, or additional Spanish coursework;
- a reading exam in a second foreign language;
- a comprehensive exam with written and oral components.

Admission to M.A. Programs

Admission Requirements. Students wishing to apply to the Spanish M.A. program must have the following:

- A 2.75 GPA on a scale of 4.0, calculated over the last 60 semester hours of undergraduate work leading to the bachelor’s degree.
- Successfully completed 12 advanced undergraduate semester hours in Spanish with at least 6 hours in literature and a minimum cumulative GPA of 3.0 (4.0 scale) in those Spanish classes.
- Taken the Graduate Record Examination and have the results on file in the Office of the Graduate College.

Spanish Minor

Students with majors other than Spanish may select Spanish as a minor. Students should have completed at least nine hours of advanced undergraduate Spanish with a GPA of 2.75 or higher (4.0 scale).
Assistantships, Scholarships, and Financial Aid

Qualified graduate students in the M.A. program may apply for appointments as Instructional Assistants or Teaching Assistants. Application forms for Instructional Assistantships and Teaching Assistantships are available from the department administrative assistant. Completed applications, together with all supporting materials, are due each April 1 for appointment beginning in the following fall semester. For information on financial aid and application materials for Texas State’s Graduate College Scholars or other scholarship programs for graduate students, contact the Office of the Graduate College.

Courses Offered

Spanish (SPAN)

5310 Topics in Hispanic Literature. (3-0) Topics may vary and include the study of specific genres, periods, authors, ethnic, and women's contributions to Hispanic literature. May be repeated for credit with different emphasis.

5311 Studies in Medieval and Golden Age Spanish Peninsular Literature. (3-0) Selections of fiction, poetry, theatre, essay, and film of medieval and Golden Age Spain. May be repeated once with different emphasis of additional credit.

5312 Studies in Spanish Peninsular Literature from the Eighteenth Century to the Present. (3-0) Selections of fiction, poetry, theatre, essay, and film of Spain from the eighteenth century to the present. May be repeated once with different emphasis of additional credit.

5313 Studies in South American Literatures. (3-0) Selections of fiction, poetry, theatre, essay, and film of South America. May be repeated once with different emphasis of additional credit.

5314 Studies in Central American and Caribbean Literatures. (3-0) Selections of fiction, poetry, theatre, essay, and film of Central America and the Caribbean. May be repeated once with different emphasis of additional credit.

5315 Studies in Mexican and Mexican-American Literatures. (3-0) Selections of Mexican and Mexican-American fiction, poetry, theatre, essay, and film. May be repeated once with different emphasis of additional credit.

5316 Studies in Spanish Peninsular Culture. (3-0) Culture, history, and society in literature, film, art, music, folklore, and mass media of Spain. May be repeated once with different emphasis of additional credit.

5317 Studies in the Cultures of the Americas. (3-0) Culture, history, and society in literature, film, art, music, folklore, and mass media of the Americas. May be repeated once with different emphasis of additional credit.

5318 Advanced Composition and Grammar. (3-0) The study of grammar and writing through composition and analysis of ideas and texts. May be repeated once with different emphasis of additional credit.

5319 Synchronic Spanish Linguistics. (3-0) Evaluation of aspects of the Spanish language including pronunciation, sentence structure, dialects, and relations to other languages. May be repeated once with different emphasis of additional credit.

5320 Diachronic Spanish Linguistics. (3-0) Evaluation of aspects of history of the Spanish language including pronunciation, word formation, sentence structure, dialects, and relations to other languages. May be repeated once with different emphasis of additional credit.

5321 Spanish Applied Linguistics. (3-0) Examination of teaching methodologies of Spanish, incorporating current theories of second language acquisition and computer-assisted learning. May be repeated once with different emphasis of additional credit.
5322 Spanish for the Professions. (3-0) Topics vary and include the study of Spanish for business, law, medicine, criminal justice, and/or the social sciences. May be repeated once with different emphasis for additional credit.

5390 Studies in Spanish Culture, Language, or Literature. (3-0) Independent study under supervision of a graduate faculty member in Spanish, with in-depth readings and research on a specific topic. May be repeated once with different emphasis for additional credit.

Prerequisite: Approval by head of the Spanish Division and department chair. Application must be submitted prior to semester registration period.

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

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

5600 Internship and Foreign Study. (6-0) An independent study project of at least six week's duration in a foreign country where Spanish is spoken, consisting of lectures, observations, and interviews relevant to the student's major and the interests of the language teacher.

Prerequisite: Completion of all course requirements for the Master of Arts with a major in Spanish.

Graduate Faculty

Brister, Louis Edwin, Professor of German. B.A., Mississippi State University; M.A., Ph.D., The University of Texas at Austin.

Champion, James Joseph, Professor Emeritus 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, Professor of French. B.A., University of California at Los Angeles; M.A., Ph.D., Yale University.

Gragera, Antonio, Assistant Professor of Spanish. B.A., University of Extremadura; M.A., Auburn University; Ph.D., University of Massachusetts, Amherst.

Harney, Lucy Diane, Assistant Professor of Spanish. B.A., B.M., M.A., M.M., Texas Tech University; Ph.D., The University of Texas at Austin.

Jaffe, Catherine, Professor of Spanish. B.A., Georgetown University; M.A., Ph.D., University of Chicago.

Locklin, Blake Seana, Associate Professor of Spanish. B.A., Princeton University; M.A., Ph.D., Cornell University.
Lugones, Nestor A., Assistant Professor of Spanish. Profesor de Letras, University of Buenos Aires; Ph.D., The University of Texas at Austin.

Ugalde, Sharon Elizabeth, Professor of Spanish. B.A., University of California at Davis; M.A., Ph.D., Stanford University.
Department of Philosophy

The Department of Philosophy offers a graduate minor in philosophy that consists of six to fifteen hours of coursework from the following courses: Philosophy 5301 Applied Philosophy, Philosophy 5322 Business and Professional Ethics, Philosophy 5323 Environmental Ethics, and Philosophy 5388 Problems in Philosophy. Philosophy 5301 and 5388 may be repeated for credit. This minor is designed to support other graduate programs.

Certificate Program

Professional Ethics. The Department of Philosophy offers a Certificate in Professional Ethics. The required course for this six-hour certificate is PHIL 5322 Professional Ethics. The elective course may be chosen from PHIL 5301 Applied Philosophy, 5323 Environmental Ethics, 5324 Meaning of Life, 5351 Philosophy of Education, or 5388 Problems in Philosophy.

Courses Offered

Philosophy (PHIL)

5301 Applied Philosophy. (3-0) Practical application of methods and teaching of philosophy to such major areas of human experience as religion, science, morality, politics, art, or literature. The study of one or more of these areas will demonstrate how philosophy contributes to the identification of issues as well as their resolution. May be repeated for credit.

5302 Dialogue. (3-0) Study of literature about the nature, purpose, and significance of dialogue along with active participation in the dialogues of the Department of Philosophy’s Dialogue Series.

5303 Philosophy of Technology. (3-0) Study of philosophical and ethical dimensions of technology including the nature of technology and technological progress, the relation of humans to the technological environment, whether technology is value-laden, and the social character of technology.

5322 Professional Ethics. (3-0) Study of major topics in business and professional ethics, including what a profession is, whether it differs from business, and what is involved with moral education, social responsibilities, and ethical standards of professional and business people. May be repeated for credit.

5323 Environmental Ethics. (3-0) Study of ethical issues associated with the environment including the nature, use, preservation, and restoration of the environment.

5324 Meaning of Life. (3-0) Investigation of major theories of the meaning of life in Western and Eastern philosophies.

5351 Philosophy of Education. (3-0) Study of major philosophical theories on nature, value, and purpose of education.

5388 Problems in Philosophy. (3-0) Independent study open to students on individual or small group basis. May be repeated for credit.

Graduate Faculty

Carson, Jo Ann, Assistant Professor of Philosophy. B.A., Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

Fulmer, Gilbert, Professor of Philosophy. B.A., Ph.D., Rice University.
Geuras, Dean John, Professor of Philosophy. B.A., Columbia University; M.A., Ph.D., University of Colorado.

Gordon, Jeffrey Lee, Professor of Philosophy. B.A., Northwestern University; M.A., Ph.D., University of Colorado.

Hanks, J. Craig, Associate Professor of Philosophy. B.A., Texas A&M University; Ph.D., Duke University.

Hinkley, Charles C., Assistant Professor of Philosophy. B.A., Texas State University-San Marcos; M.A., Ph.D., Bowling Green State University.

Hutcheson, Peter Wesley, Professor of Philosophy. B.A., University of West Florida; Ph.D., University of Oklahoma.

Joy, Glenn Clarence, Professor of Philosophy. B.A., Seattle Pacific 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.

McKinney, Audrey May, Associate Professor of Philosophy. B.A., University of Delaware; Ph.D., University of Pennsylvania.
Department of Political Science

Majors and Degrees Offered:
Political Science, M.A.
Public Administration, M.P.A.
Legal Studies, M.A.

Certificates Offered:
Lawyer's Assistant Program
Mediation

Major Programs

The graduate programs in the Department of Political Science offer a choice of degrees. With a large full-time departmental faculty, students have the opportunity for a close intellectual exchange with professors. The university is a depository for federal and state government documents as well as a member of CORAL (Council for Research and Academic Libraries).

Political Science

The Master of Arts degree normally consists of 24 hours of Political Science, including a thesis, and a minimum six hour minor in a field of the student's choice. There is also a non-thesis option. Students in this option are required to take 27 hours of Political Science, and a minimum six-hour minor. M.A. students are limited to selection of electives from among the following courses: POSI 5300, 5301, 5302, 5303, 5319, 5325, 5326, 5327, 5340, 5350, 5360, 5364, 5365, 5370, 5380, 5382, 5384, 5385, and 5398. Students should regularly consult with the graduate advisor for selection of coursework.

Admission Policy. Regular Admission - Regular admission to the graduate M.A. program is based on a 2.9 or higher grade point average on the last 60 hours of undergraduate courses before the bachelor's degree, plus any graduate coursework if taken. Students with a 2.5 to 2.89 must take the GRE prior to admission and earn a preferred score of 900 (verbal and quantitative) or better in order to be considered for regular admission. A student admitted without a GRE score on file in the Office of the Graduate College will be permitted to enroll for only one semester (fall, spring, or summer) prior to having the GRE score on file in the Office of the Graduate College.

Conditional Admission - 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 score on file before the application file can be reviewed for admission to the Master of Arts degree program.

International Student Admission - International students, as defined in the front section of this catalog, must have a score of 550 or better on the paper-based TOEFL or 213 or better on the computer-based TOEFL before being considered for admission. This requirement is waived for an international student who has a degree from a university in the United States.

Public Administration

The Master of Public Administration degree is a 39-semester hour program consisting of a core of 30 hours including a three hour written applied research project and a nine-hour career support area selected from the Administration of Allied Health Services, Administration of Criminal Justice Systems, General Public Administration, Government Information Systems, Social Policy, International
Relations, Legal and Judicial Administration, Public Finance Administration, Human Resources in Public Administration, and Urban and Environmental Planning. A three-hour public service internship is required for pre-service students in the M.P.A. program. The 30-hour M.P.A. core includes the following courses: POSI 5311, 5314, 5315, 5318, 5321, 5330, 5334, 5335, 5397, and one course from 5340, 5341, or 5343.

**Background.** For M.P.A. students who have a limited statistics background, three hours of credit in applied statistics will be required. Students may fulfill this requirement by enrolling in POSI 5303. Students must complete the statistics requirement prior to enrolling in POSI 5334 and 5335. Students must earn a grade of “B” or better. Students who do not have administrative experience must take POSI 5370 Internship in Government in the first 24 hours. This background can be waived by sending documentation of administrative experience directly to the M.P.A. Director.

**Comprehensive Examination.** An oral comprehensive examination over course work and the applied research project will be required for completion of the M.P.A. degree requirements.

**Applied Research Project.** The applied research project (POSI 5397) is a required research paper for the M.P.A. degree. Students who intend to register for POSI 5397 must prepare a prospectus to include a statement of the problem, theoretical framework, research design, specification of data, and a representative bibliography. The proposal should be presented to the supervising instructor prior to registration for the course. A two-member committee must approve the research paper produced.

**Prerequisite:** A grade of “B” or better in POSI 5335.

**Admission Policy.** Students with a 2.85 or better GPA (last 60 hours before the bachelor’s degree) can be considered for admission prior to taking to Graduate Record Examination. A student admitted without a GRE score on file in the Office of the Graduate College will be permitted to enroll for only one semester (fall, spring, or summer) prior to having the GRE score on file in the Office of the Graduate College. Students must complete the Graduate Record Examination with an acceptable score within the first semester in order to be placed on regular admission status. Students with less than a 2.85 GPA (last 60 hours before the bachelor’s degree) will not be considered for admission to the M.P.A. Program without a Graduate Record Examination score.

Students who have a GPA of 3.0 (last 60 hours before the bachelor’s degree) or above and have successfully completed the Law School Admission Test (LSAT) with a score of 140 or higher may petition the Director of Public Administration to accept these test scores as a substitute for the GRE score. If a student’s GPA is between 2.75 and 3.0 (last 60 hours before the bachelor’s degree), the LSAT score must be at least 150 in order to substitute the LSAT score for the GRE score.

**Regular Admission – M.P.A. 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 2.5 but less than 2.75 (on a 4.0 scale) on the last 60 semester hours of undergraduate work before the baccalaureate and a preferred 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 – M.P.A. student:** Applications for conditional admission are reviewed by the graduate advisor in consultation with the M.P.A. faculty. In order to apply for conditional admission, a student must:

a. Submit a Graduate College Application for Admission;

b. Have completed the General Portion of the GRE (verbal and quantitative combined) and have the official score reported to the Office of the Graduate College;

c. A student may submit a request for consideration of conditional admission to the M.P.A. Director, Public Administration Program, Texas State University-San Marcos, San Marcos, Texas 78666-4616, stating the reasons for consideration of admission.

Students are encouraged to submit supplemental information such as letters of recommendation, evidence of continuing education (training), awards, etc., for consideration by the
committee. A meeting with the M.P.A. Director is also advised. The admission decision is made by a faculty committee upon recommendation of the M.P.A. Director.

The graduate advisor will recommend the stipulations and requirements for conditional admission. Students who are admitted conditionally must make a grade of "B" or better in each course for their first 12 hours of course work including background courses. When the conditions have been met, the graduate advisor will recommend regular admission status to the Dean of the Graduate College.

**International Student Admission** - M.P.A. program: International students, as defined in the front section of the Graduate Catalog, must have an Admission Index Score (AIS) of 1325 or better to be considered for regular admission to the M.P.A. 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 on the paper-based and 213 on the computer-based test), 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.

A score of at least 550 paper-based or 213 on the computer-based test 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.

Submission of the TOEFL and Test of Written English (TWE) scores is required for admission to all M.P.A. graduate programs. This requirement is not waived for an international student who has a degree from a university in the United States.

### Legal Studies

The Master of Arts with a major in Legal Studies is a non-thesis 36 semester credit hour program consisting of a core of 21 hours including a cumulative research project and an internship. Students may enroll in the major, which offers the greatest variety of elective courses to choose from, or, select one of the following more specialized concentrations: (1) Legal Administration; (2) Alternative Dispute Resolution; or, (3) Environmental Law.

The 21 hours of required courses include the following: POSI 5387, 5386, 5394, 5379, 5381, 5383, and 5389. Fifteen (15) hours of prescribed electives are permitted depending upon area of concentration chosen. In addition, an oral comprehensive examination over course work and a cumulative research project will be required for completion of the M.A. with a major in Legal Studies degree. The Master of Arts with a major in Legal Studies is an ABA-approved program that offers career enhancement in law-related fields, as well as serves the evolving needs of the legal and business communities and federal and state government entities. This program does not qualify graduates to practice law. Legal assistants or paralegals must work under the supervision of a licensed attorney.

**Admission Policy. Regular Admission.** Students will normally be granted regular admission status under the following standards:

1. A grade-point average of 2.75 or above (on a 4.0 scale) calculated on:
   a. the last 60 hours of undergraduate work before receipt of the baccalaureate degree, or,
   b. the last 60 hours of undergraduate work before receipt of the baccalaureate degree plus any graduate course work taken at an accredited college or university, and,
2. A Graduate Record Examination (GRE) General test score (verbal and quantitative) on file before the end of the first semester in which they are enrolled in the program. A student admitted without a GRE score on file in the Office of the Graduate College will be permitted to enroll for only one semester (fall, spring, or summer) prior to having the GRE score on file in the Office of the Graduate College.

3. An interview with the Director of Legal Studies.

Students who have successfully completed the Law School Admission Test (LSAT) or the Graduate Management Admission Test (GMAT) may petition the Director of Legal Studies to accept these test scores as a substitute for the GRE score. The Director of Legal Studies and the Dean of the Graduate College will make the determination of an acceptable test score.

**Conditional Admission.** Students with complete admission documents (transcripts, application, and test scores) who do not meet the above minimum requirement, but who have at least a 2.5 minimum grade point average (as calculated above) may apply for conditional admission.

The Conditional Admissions Review Committee (CAR) in the Political Science Department will review all requests for conditional admission. The request should include a personal statement explaining any special circumstances which would otherwise qualify the student for admission to the program; and letters of recommendation from persons who could comment upon the applicant’s ability to perform in the requested area of study. If the applicant is approved for conditional admission, the Conditional Admissions Review Committee (CAR) will recommend to the Dean of the Graduate College the stipulations and requirements for conditional admissions.

**International Student Admission.** International students, as defined in the front section of this catalog, must have a score of 530 or better on the paper-based TOEFL or 213 or better on the computer-based 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.

### Minor or Certificate Programs

**Legal Studies Minor.** The Legal Studies program also offers a minor. For the minor, students are required to take POSI 5387 and choose 6 to 9 hours from the following courses: POSI 5386, 5394, 5379, 5390, 5391, 5392, 5393, 5395, 5396, 5377, 5378, and 5376. Students must also meet with the Director of the Legal Studies program prior to enrollment in these classes. The minor, by itself, does not constitute an ABA-approved program for legal assistant study.

**Political Science Minor.** The Political Science M.A. program also offers a minor. Students are required to take a minimum of 9 hours (up to 15 hours are allowed). Students are limited to selection of electives from among the following courses: POSI 5300, 5301, 5302, 5303, 5319, 5325, 5326, 5327, 5340, 5350, 5360, 5364, 5365, 5370, 5380, 5382, 5384, and 5385.

**Paralegal Program.** The Paralegal Program is an ABA-approved, non-degree certificate program available to students who have a baccalaureate degree and a minimum 2.75 grade-point average (on a 4.0 scale) on the last 60 semester hours of undergraduate work. This certificate program is designed to prepare students to perform as highly qualified paralegals (also referred to as “legal assistants”) with both a theoretical knowledge of substantive law as well as practical skills. A paralegal is not licensed to practice law but is trained to handle certain law related responsibilities under the supervision and direction of a licensed attorney. Applicants to this program must also successfully complete an interview with the Director of the Paralegal Program.

**Conditional Admission —** Any student with a grade-point average of a 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. The Conditional Admissions Review Committee in the Political Science Department reviews applicants for conditional admission. Applicants must plead special circumstances that 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:**

- POSI 5376
- POSI 5386
- POSI 5389

**Electives (the student will select 9 hours):**

- POSI 5377
- POSI 5390
- POSI 5392
- POSI 5395

**Mediation Certificate.** The Mediation Certificate Program is a non-degree certificate program available to students who have a baccalaureate degree and a minimum 2.75 grade point average (on a 4.0 scale) on the last 60 hours of undergraduate work. This program recognizes students who have completed POSI 5376-Alternative Dispute Resolution with a grade of “B” or above and have attended each classroom session. Attendance is critical because relevant state legislation and currently accepted minimum training requirements for mediators require at least 40 hours of mediation training. Note: The Mediation Certificate, on its own, does not constitute an ABA-approved legal assistant program, and does not qualify individuals to practice law.

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

Please see the “Registration and Course Credit, ‘Texas Certified Public Manager Program’” section of this catalog.

**Courses Offered**

**For Political Science (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 form the Renaissance, Reformation, Post-reformation, Enlightenment, and contemporary periods. Includes study of the writings and thought of Machiavelli, Luther, Calvin, Hooker, Bacon, Grotius, Hobbes, Descartes, Spinoza, Locke, Hume, Rousseau, Kant, Smith, Burke, Bentham, Mill, Hegel, DeTocqueville, Marx, Nietzsche, Husserl, Heidegger, Strauss, Voegelin, and others.
5302A Contemporary Perspective in Modern Liberalism. (3-0) Brief review of history/development of modern/classical liberalism and the ensuing response and contemporary alternatives.

5303 Political Research and Methodology. (3-0) Topical seminar for the exploration of problems in the scope and methods of political science and public administration. The course emphasizes quantitative methods.

5319 Seminar in Constitutional Law and Theory. (3-0) In-depth analysis of selected issues in constitutional theory including the theory of judicial review, and constitutional interpretation. Examines the debate on constitutional interpretation in light of cases dealing with the First Amendment Freedom of Speech, Press, and Religion, and with substantive due process and the equal protection clause.

5325 Roots of American Constitutionalism. (3-0) An examination of the origins and evolution of the ideas which inform the American constitutional system, includes examination of the strands of thought in the classical, Christian, medieval, Renaissance, and Enlightenment periods that combined with the British liberal tradition, laid the groundwork for the American experiment. Examines the pre-independence evolution of the American Constitutional tradition that informed the constitutional debates.

5326 Topics in Democratic Theory. (3-0) An examination of selected issues in democratic theory including various models of democracy, the pluralist/elitist debate, the role of liberal individualism in democracy, the tension of individual rights and collective responsibilities, the place of religion in the public realm, and the tension between freedom and equality. May be repeated once with different emphasis and professor for additional credit.

5326A Religion and American Public Life. (3-0) A thorough examination of the ways in which religion and groups have influenced the course of American democracy. The on-going debate in constitutional law and democratic theory regarding the proper role of religion in American public life is analyzed.

5327 Topics in State and Local Government. (3-0) An in-depth analysis of topics and issues in state or local governments including examination of the relationship of these governments to one another. May be repeated once with different emphasis and professor for additional credit.

5327A Texas Politics and Administration. (3-0) The course examines both the theory and practice of Texas politics and administration. The focus is on how policy is formulated and implemented by the governor, the legislature, and the state bureaucracy. It also examines how that policy is influenced by external factors such as political and interest groups.

5340 Problems in American Public Policy. (3-0) Problems arising in the areas of political decision-making, executive-legislative relationships, functions of government, and regulatory activities of the government. May be repeated once with different emphasis and professor for additional credit.

5350 Problems in American Politics. (3-0) Problems arising with respect to parties, legislation, the presidency, and political behavior. May be repeated 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 the international organizations in the international system. It assesses the reasons for the emergence of international organization as a means on international interaction, evaluates the historical evolution of this phenomenon from the Ancient Greeks through the Middle Ages to the Concert of Europe, as well as its modern manifestations in the League of Nations and United Nations. The course addresses the role of international regions, regional organizations, functional agencies, and bilateral organizations. The procedures and processes of international argument and policy-making are studied through participation in a Model Security Council.
5365 Problems in International Law. (3-0) This course examines the nature, functions, scope, and practice of international law. It addresses several major areas of the law including legal sources, diplomatic practice, territorial jurisdiction, legal personality, the law of state responsibility, asylum law, human rights, and the law of war. The major legal principles and theories, as well as the political context in which they operate are studied. The course is heavily research oriented and includes moot court arbitration.

5370 Internship in Government. (3-0) Practical experience in the ongoing work of a selected governmental unit. The student will be assigned to a unit of federal, state, regional, or local government. A research paper and journal dealing with the Internship experience must be written under direction of a faculty member. Evaluation will be based on the research paper, journal, and work performance. Special approval must be obtained before registering.

5380 Problems in International Political Economy. Deals with selected topics in international political economy.

5382 Seminar in International Relations Theory. (3-0) A course dealing with selected topics in geopolitics and world political geography. May be repeated once with different emphasis and professor for additional credit.

5384 Topics in Modern Democratic Systems. (3-0) This course in comparative politics examines the development and interaction of political institutions, policy processes, political culture, public opinion, legal settings and theoretical underpinnings of modern democratic governments. Countries of focus vary with instructor, and include governments of Western, Central and Eastern Europe, Canada, Japan and Australia.

5385 Topics in Third World Policies. (3-0) This course in comparative politics examines the range of political systems of various regions of the Third World, including Latin America, the Middle East, Asia, and Africa. Themes include the politics of the colonial era, the nature of traditional political systems, modernization and development, political institutionalization, interest groups articulation and participation. Topics vary by region. May be repeated once with different emphasis and professor for additional credit.

5398 Directed Reading and Research. (3-0) Advanced reading and/or research on various topics in political science under the direction of a graduate faculty member. May be repeated once with different emphasis and professor for additional credit.

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

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

For Public Administration (POSI)

5303 Political Research and Methodology. (3-0) Topical seminar for the exploration of problems in the scope and the methods of political science and public administration. The course emphasizes quantitative methods.

5311 Public Finance Administration. (3-0) Study of the formation, management, and administration of fiscal policy at the levels of government in the United States, particularly budgeting as the ultimate expression of public policy.

5312 Public Sector Economics. (3-0) Advanced study of allocation, tax, and tax incidence theories; distribution policy, fiscal federalism; public debt and debt management. Evaluation of stabilization policy and its impact on unemployment, inflation, and economic growth.

5314 Organization Theory. (3-0) Analysis of the theoretical perspectives of organizations, with particular reference to public organizations and public administration.
5315 Problems in Public Personnel Administration. (3-0) Analyses and evaluations of major personnel management problems in government; employee-management relations; interagency and inter-governmental relationships. Impact of automation. Evaluation of personnel systems.

5316 Labor Management Relations. (3-0) An examination of the historical development of public employee unions and the reaction of public employers and the effect of collective bargaining agreements on personnel policy development. The legal position of public laws concerning collective bargaining arguments as well as analysis of organizing procedures and strategy on the part of public managers will be covered.

5317 Management Practices in Public Personnel Administration. (3-0) Examines recent developments in Public Personnel Administration. Special attention will be paid to the use of the Personnel Office as a center for job assignment, employee development, organizational development, and affirmative action. In addition, students will become familiar with specific personnel practices including the development of pay plans, job classifications, and employee manuals.

5318 Public Management and Ethics. (3-0) Analysis of public management principles and functions in the context of ethics and accountability, including bureaucratic discretion, constitutional values, and professionalism.

5321 Introduction to Public Policy & Administration. (3-0) An introduction to the policy and administration institutional environment with special emphasis on intergovernmental relations in the federal system.

5330 Problems in Public Law. (3-0) Problems in American Public law and judicial processes. Addresses the policy environment in which the American judicial system operates.

5333 Ecology and the Politics of Scarcity. (3-0) An examination of major issues, theoretical, involved in the crisis areas of declining energy resources, arable land, water, and food, amidst increasing population and pollution of the environment.

5334 Problems in Quantitative Analysis. (3-0) Topics in political science and public administration methodology with special emphasis on quantitative techniques.

5335 Problems in Research Methodology. (3-0) A course that emphasizes qualitative and conceptual aspects of research. Topics include: social science research paradigms, defining the research question, linking theory to methods, field research the focus group technique, literature review and research prospectus development.

5340 Problems in American Public Policy. (3-0) Problems arising in the area of political decision-making, executive-legislative relationships, functions of government, and regulatory activities of the government. May be repeated once with different emphasis and professor for additional credit.

5341 Seminar in the Policy Process. (3-0) Critical examination of the policy process with emphasis on analytical applications in the administrative and management environment.

5343 Seminar in Program Evaluation. (3-0) An advanced course in the application of quantitative methods to the evaluation of public policies and programs with emphasis on the administrative and management environment.

5345 Conceptual Foundations of Government Information Systems. (3-0) A study of the theoretical assumptions, conceptual foundations, and design of government information systems.


5347 Public Finance Information Systems. (3-0) Advanced theory and application of computer-based financial information systems in government; system analysis and design; hardware configurations and software attributes.

5370 Internship in Government. (3-0) Practical experience in the on-going work of a selected governmental unit. The student will be assigned to a unit of federal, state, regional, or local government. A research paper and a journal dealing with the internship experience must be written under the direction of a faculty member. Evaluation will be based on the research paper, journal, and work performance. May be repeated once with different emphasis for additional credit.
5375 Comparative Public Administration. (3-0) This course studies and compares the public administration systems in countries throughout the world.

5397 Applied Research Project. (3-0) Problem-oriented applied research project for Master of Public Administration degree. Student will prepare a prospectus to include a statement of the problem, research design, specification of data, questions to be answered concerning problem, and a representative bibliography, and submit it to the supervising instructor prior to registration for the course.

Prerequisite: A grade of “B” or better in POSI 5335.

For Legal Studies (POSI)

5374 Intellectual Property Law. (3-0) This course covers principal tenets of intellectual property, including trademarks, copyrights, patents, and trade secrets. Students will analyze a wide variety of intellectual property issues, the impact of intellectual property in our current society, and the practical and theoretical concerns raised by the interplay of state and federal laws.

5376 Alternative Dispute Resolution. (3-0) This course will be offered every third semester and is an in-depth study of procedural and substantive legal principles of alternative dispute resolution. Emphasis will be placed on procedures and practical applications of negotiation, mediation, arbitration, and alternative adjudicative processes with integration of ethical and policy issues.

5377 Criminal Law and Procedure. (3-0) Study of the state and federal statutory and common law relative to the criminal justice system. Course includes the study of the criminal litigation process and procedure with emphasis on theory and practical legal assistant skill development.

5378 Social Legislation. (3-0) Study of Texas and federal laws established by statute to remedy various social problems including worker’s compensation, unemployment compensation, bankruptcy, and commercial transactions. Course will include a study of statutory and case law development. May be repeated with different emphasis for additional credit.

5379 Legal Drafting. (3-0) Study of legal drafting styles, forms and techniques, including legal document drafting, objective, informative document drafting, and persuasive-style drafting of trial and appellate briefs.

Prerequisite: POSI 5387 Legal Research.

5381 Advanced Legal Research & Writing. (3-0) This course will be offered once a year and has three related components: (1) Refinement of skills in computer-assisted and manual legal research; (2) Legal analysis, legal writing, and organizing complex legal documents; (3) Techniques of persuasive argument; and (4) Applied research project, persuasive brief and oral examination of course work.

Prerequisites: POSI 5379 Legal Drafting and POSI 5387 Legal Research.

5383 Advanced Litigation. (3-0) Study of the use of the American legal system to resolve disputes between individuals and entities. Emphasis will be on trial advocacy planning, analysis, preparation, and strategy. Students will develop skills necessary to understand and to participate as an advocate in the trial process.

Prerequisites: POSI 5387 Legal Research and POSI 5394 Litigation.

5386 Legal Theories And Analysis. (3-0) Study of statutory and case law development of basic legal theory including tort theory, contract theory, and evidence theory. Course is intended to assist the student in gaining knowledge of fundamental legal theory, reasoning, and analysis.
5387 Legal Research. (3-0) A study of the American and Texas legal system including the courts and legislature; primary and secondary sources of the law including finding tools; judicial reports including court, federal and state reports and citation forms, case finding including federal, state, and supreme court digests and encyclopedias; citations, such as Shepard Citations, and digests; annotated law reports; legal periodicals, including periodical indexes and research procedure; the nature, function, and characteristics of treaties; research procedures; state and federal administrative law; federal, state, and local court rules; English legal research of great Britain and Canada; research aids.

5389 Law Office Internship. (3-0) Includes lecture and seminar discussion of topics relating to problems, procedures, and ethics in the legal-working environment. Student is involved in voluntary on-the-job internship consisting of approximately 10-15 hours a week to gain actual experience in the legal-working environment. Course is required unless the student has prior law-related experience and has, with the permission of the program director, elected to take a practicum in lieu of the internship. Graded on a credit (CR), no credit (F) basis.

5390 Administrative Law. (3-3) Course deals with the origin, development, and theory of Administrative Law and the agencies and tribunals established to administer the law. Emphasis is on enforcement, quasi-legislative and quasi-judicial powers of federal administrative agencies and state tribunals.

5391 Family Law. (3-0) Emphasis is on Texas law, dealing with pre-marital contracts, marriage relationships, annulment, abortion, adoption, juveniles, Family Code, divorce, support for children, custody, separation agreements, etc.

5392 Business Organizations. (3-0) A study of the federal and Texas law relative to corporations with particular emphasis on the preparation of initial and amended articles of incorporation, satisfaction of state filing requirements, preparations of drafts of stock certificates and securities, the maintaining of stock ledgers and books, the preparation of draft resolutions authorizing cash and stock dividends and stock splits, the drafting of employment agreements, and other activities necessary to the maintenance, merger, and closing corporations.

5393 Estates and Trust. (3-0) Study of Texas law regarding estates and trusts with emphasis on preparation of documents relating to the administration of estates.

5394 Litigation. (3-0) Study of statutory and case law relative to civil and criminal procedure in order to develop an understanding of litigation.

5395 Real Estate. (3-0) Study of Texas laws concerning real properties, conveyances, recordation, taxation, and sales regarding real property. Student will become familiar with various records maintained dealing with real property by public officials and will develop an understanding of the procedures by which titles are searched. May be repeated with a different emphasis.

5396 Law Office Management. (3-0) Course will cover management concepts, with emphasis on time keeping, minimum fee schedules, billing, library and retrieval systems, ethics, and other management practices applicable to utilization of Legal Paraprofessionals in law-related positions.

Graduate Faculty

Balanoff, Howard Richard, Professor of Political Science, Director of the William P Hobby Center for Public Service and holder of the Hobby Professorship. B.A., City University of New York; M.U.P., Ed.D., Texas A&M University.

Brittain, Vicki Sue, Professor of Political Science and Chair of the Department of Political Science. B.A., Southwestern College; J.D., Washburn University of Topeka.

Castillo, Cecilia R., Assistant Professor of Political Science and Director of the Political Science Graduate Program. B.A., M.A., Ph.D., University of Dallas.
DeSoto, William Henry, Associate Professor of Political Science. B.A., M.A., Ph.D., University of Wisconsin, Madison.

Garofalo, Charles Paul, Professor of Political Science. B.A., University of Florida; M.A., Ph.D., Emory University.

Gorman, Robert Francis, Professor of Political Science. B.A., Seattle University; M.A., Ph.D., University of Oregon.

Grasso, Kenneth Lawrence, Professor of Political Science. B.A., St. John’s University; M.A., Ph.D., Fordham University.

Hindson, Theodore Thomas, Associate Professor of Political Science. B.A., LaSalle University; M.A., Ph.D., University of Notre Dame.

Hofer, Martha Kay, Professor of Political Science. B.A., M.A., University of North Texas; Ph.D., University of Nebraska at Lincoln.

Hull, Terry Linn, Associate Professor of Political Science and Director of the Legal Studies Programs. B.B.A., J.D., The University of Texas at Austin.

Kens, Paul Adam, Professor of Political Science. B.A., Northern Illinois University; J.D., Ph.D., The University of Texas at Austin.

Leder, Arnold, Associate Professor of Political Science. B.A., City University of New York Brooklyn College; M.A., Washington University; Ph.D., Indiana University.

Mihalkanin, Edward Styles, Associate Professor of Political Science. B.A., Bradley University; M.A., Ph.D., The American University.

Opheim, Cynthia Slaughter, Professor of Political Science. B.A., Angelo State University; M.A., Texas Tech University; Ph.D., The University of Texas at Austin.

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.

Tajalli, Hassan, Associate Professor of Political Science. B.S., Iranian Institute of Advanced Accounting; M.B.A., M.A., University of North Texas; Ph.D., The University of Texas at Austin.

Valeriano, Brandon, Assistant Professor of Political Science. B.A., Whittier College; M.A., Ph.D., Vanderbilt University.

Ward, Kenneth D., Associate Professor of Political Science. B.A., Drew University; J.D., Yale University; Ph.D., Columbia University.
Weinberger, George Martin, Professor of Political Science. B.A., Temple University; M.P.A., D.P.A., University of Georgia.

Wright, Walter A., Associate Professor of Political Science. B.A., J.D., University of Houston; LL.M., New York University.
Department of Psychology

Major and Degree Offered:
Health Psychology, M.A.

Major Programs

The Master of Arts with a major of Health Psychology is designed to prepare students who wish to promote wellness in individuals and within organizations, enhance the rehabilitation of those who suffer disease or injury, and evaluate the effectiveness of prevention and treatment programs. The degree consists of 45 semester hours, including 21 hours of common core courses, 12 hours of electives from the specialization area, six hours of practicum course work, or six hours of research methodology course work, and six hours of thesis.

The Department of Psychology also participate in the Interdisciplinary Studies majors (M.A.I.S. or M.S.I.S.). For more information, please contact the department at 512-245-2526.

Prerequisites and Admission Policy

The program requires the following prerequisite/leveling courses: PSY 1300 Introduction to Psychology, PSY 3301 Quantitative and Statistical Methods, PSY 3302 Experimental and Research Methods, PSY 3315 Abnormal Psychology, BIO 1320 Modern Biology I, Molecules, Cells and Physiology (or equivalent), and BIO 1421 Modern Biology II, Organisms, Evolution, and Environment (or equivalent).

In addition to standard requirements set by the Graduate College as listed earlier in the catalog, applicants to the Masters Program in Health Psychology should meet the following requirements:

- Bachelor’s degree from a regionally accredited institution of higher education. Completed courses include Introductory Psychology, Abnormal Psychology, Quantitative and Statistical Methods, Experimental and Research Methods, and Biology (with lab).
- A preferred score of 1000 (verbal and quantitative combined) or higher on the Graduate Record Examination (GRE) General Test prior to admission.
- A minimum Grade Point Average (GPA) of 3.0 for the last 60 hours of undergraduate coursework.
- A minimum GPA of 3.0 for core psychology courses.
- Three letters of recommendation from non-related individuals familiar with the student’s scholarly work and/or relevant work experience. Send directly to the department.
- Statement of purpose, approximately 500 words in length, which convey the student’s plans for graduate study and professional career. Please be as specific as possible about your scholarly interest in Health Psychology; research interests; clinical experience (if any); special abilities and skills (computer programming, fluency in another language); and career goals. Send directly to the department. As you write your personal statement, please consider the following questions in your response:
  1. What is Health Psychology?
  2. Why do you want to acquire a master’s degree in Health Psychology? What are your strengths for pursuing such a degree?
  3. Why do you want to pursue the M.A. in Health Psychology at Texas State?
4. What do you envision yourself doing five years after you have obtained your master's degree in Health Psychology?
- Resume/curriculum vitae. Send directly to the department.

The graduate sequence begins once per year in the fall. The deadline for receiving applications (including GRE scores) is March 15 for fall admission. Applicants will be reviewed before the deadline, so it is to the student's benefit to send in all application materials as early as possible. Furthermore, admission is competitive, and classes may be limited to 12 students. The Office of the Graduate College will notify all applicants of their acceptance status. For more information regarding this program, contact the Director of the Health Psychology Graduate Program.

Minor Program

The department offers psychology courses that may be used as a minor, split minor, or included in other programs.

Courses Offered

Psychology (PSY)

5198 Research Seminar. (1-0) Taken in three consecutive semesters, this seminar provides guidelines and assistance in developing a proposal for thesis research. Successive semesters include discussion of research interests, critique of literature, and selection of research topic; developing hypotheses and designing methods; completing literature review, refining methodology, submitting research proposal, and selecting thesis committee.

5310 Advanced Abnormal Psychology. (3-0) Critical analysis of the definition and classification of abnormal behavior and experiences and an in-depth study of theories and research on causes, remediation, and prevention.

5315 Psychological Preventive Health and Wellness. (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.

5318 Health Psychology Assessment. (3-0) Familiarize the student with the essential elements of measurement theory as they are applied to psychological assessment instruments. The course should sensitize the student to the proper and improper uses of assessment instruments, the risks and advantages of using them, and the care needed in the interpretation of results.

5320 Advanced Statistics. (3-0) Review of the 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.

5324 Biological Bases of Behavior. (3-0) Provide background in nervous system structure and function appropriate to the overall field of Health Psychology and an appreciation of the biological determinants of behavior.

5331 The Emotional Problems of Childhood. (3-0) An examination of the characteristics of children with emotional and behavioral disorders. Includes the suggestions for the alleviation of maladaptive behavior in the school setting.
5341 Health Psychology. (3-0) Examines the relationship between behavior and illness including the historical analysis of disease and the role that human lifestyles have played in their advent. Importance of epidemiological, correlational, and experimental methods and their use in the field is stressed and prevention and intervention research is evaluated.

5342 Professional Ethics and Standards of Practice. (3-0) Focuses on the maintenance of health behaviors, on the effectiveness of interventions in changing high-risk behaviors, and on ethical issues with clients and their families.

5352 Individual Therapeutic Techniques. (3-0) An overview of clinical psychology emphasizing major theories and methods of individual psychotherapy. The role of assessment and testing in clinical psychology will also be covered.

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.

5360A Research Seminar. (3-0) An in-depth study of a set of selected topics of great current interest in psychology. Topics may include issues related to social behavior, personality, cognition, learning, human development, research methodology, and/or physiological psychology.

5360B Issues in Psychology. (3-0) An in-depth study of a set of selected topics of great current interest in psychology. The work is done on an individual basis with a faculty member. This course is available only at the invitation of the department.

5360C Topics in NeuroPsychology. (3-0) Familiarize students with the areas of neuroanatomy, neuropathology and concepts of neuropsychology. There will be special emphasis on developmental issues.

5360D Psychology of Gender in Media & Literature. (3-0) Familiarize students with the development of gender identity and changes in gender role portrayals in postmodern media and literature.

5366 Individual Study. (3-0) Students design and execute original research or engage in extensive fieldwork in the field of psychology under the supervision of a faculty member. May be repeated once for credit.

Prerequisite: PSY 5391 and permission of the instructor.

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

5371 Behavioral and Cognitive-Behavioral Therapies. (3-0) This course examines the historical foundations and current status of the cognitive-behavioral theories that underlie Health Psychology. The predominant model is the biopsychosocial model that views health and illness as products of a combination of factors – biological, cognitive, emotional, behavioral, and social.

Prerequisite: PSY 5341

5385 Industrial Social Psychology. (3-0) Research findings and theoretical concepts concerned with social-structured problems in organizations. Topics covered include: the system concept, characteristics of social organization, organizational effectiveness, leadership communications, and decision-making.

5391 Research Methods & Experimental Design. (3-3) Problems in psychology, emphasis on research procedures. A research project is required of each student.

5395 Practicum I. (3-0) Structured practical experience in health psychology at private or public setting. Supervision will be provided by a member of the graduate faculty and by a key individual at the site. Graded on a credit (CR), no-credit (F) basis.

5396 Practicum II. (3-0) Structured practical experience in health psychology at private or public setting. Supervision will be provided both by a member of the graduate faculty and by a key individual at the site. Graded on a credit (CR), no-credit (F) basis.

Prerequisite: PSY 5395.
5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until the student has completed the thesis in PSY 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

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

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.

Davis, John Michael, Professor of Psychology. B.A., M.A.T., Oklahoma City University; M.S., Ph.D., University of Oklahoma.

Fling, Sheila, Distinguished Professor Emeritus 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, Professor of Psychology and Assistant Director of the Honors Program. B.A., Baylor University; M.A., Ph.D., Boston University.

Ginsburg, Harvey Joe, Professor of Psychology. B.S., Ph.D., University of Houston.

Lumia, Augustus R., Visiting Professor of Psychology. B.A., Tarkio College; M.A., University of Missouri at Kansas City; Ph.D., University of Nebraska.

Mendez, Roque, Professor of Psychology and Director of the Health Psychology Masters Program. 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 Matile, Professor of Psychology. B.A., McPherson College; M.A., Ph.D., University of Michigan.

Osborne, Randall E., Professor, Chair of Psychology Department, and Graduate Advisor. B.A., Indiana University; Ph.D., The University of Texas at Austin.

Raffeld, Paul Charles, 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.
Seay, Ollie Jean, Lecturer of Psychology and Graduate Practicum Director. B.A., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., The University of Texas at Austin.

Stimmel, David Theron, 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 Emeritus of Psychology. B.S., University of Houston; M.A., The University of Texas at Austin; Ed.D., University of Illinois.
Department of Sociology

Major and Degree Offered:

Sociology, M.A.
Applied Sociology, M.S.

Major Programs

Master of Arts: The Master of Arts degree with a major in Sociology has three goals. The first goal is to prepare graduates for a career in one of a number of fields, including but not limited to corporate research, personnel work, administration, and data analysis. The second goal is to prepare graduates to teach in community colleges. The third goal is to provide a sound general background for those who anticipate further graduate training beyond the master's degree.

There are three options for earning the Master of Arts degree with a major in sociology. Students may choose the thesis option having degree requirements of a minimum of 36 semester hours, including Sociology 5306, 5307, 5308, 5309 and 5399A/5399B. At least six of the required hours must be in a minor, selected from a number of approved minors in consultation with the graduate advisor. Students will be required to have a thesis proposal approved by their Thesis Committee prior to beginning the thesis.

Two additional options are also available. A non-thesis option, with a minor, has degree requirements of a minimum of 36 semester hours, including Sociology 5306, 5307, 5308, 5309, 5320, an additional 15 hours in sociology and a minor. A second non-thesis option, without a minor, is also available, with degree requirements of 36 semester hours, including Sociology 5306, 5307, 5308, 5309, and 5320, and 21 additional hours in sociology.

All students earning the Master of Arts with a major in Sociology must pass one or more comprehensive examinations, either written, oral, or both at the end of their coursework. Students completing the non-thesis option will be expected to demonstrate knowledge of material from their coursework and be able to apply theory, statistics, and methods to substantive areas. Students completing the thesis option will defend the thesis and be knowledgeable about material from substantive courses as well as core courses. An appeals process is described in the Sociology Department's Graduate Student Handbook.

Master of Science: The Master of Science with a major in Applied Sociology is designed to prepare students for careers in state and federal government agencies, large and small businesses and non-profit organizations. Graduates of this program will have the skills and knowledge necessary to compete in a rapidly changing job market, having mastered the techniques of both qualitative and quantitative research, general statistical analysis, and impact analysis.

This applied option has degree requirements of 36 semester hours, including Sociology 5306, 5307, 5308, 5309, 5322, 5323, and 5398A/5398B. Twelve additional hours will be selected from elective course work in Sociology. No minor is required, but students may choose a minor.

The course work for the Applied Sociology Major culminates in the two-course practicum, Sociology 5398A/5398B. Each student will initiate a site-based research project to collect impact analysis or assessment data of interest to site administrators. During a subsequent semester, the student will complete a professional research paper based on the data. Students will be required to have a practicum proposal approved by their committee prior to beginning the research paper. Although students' research projects will vary, each will combine the emphases of the program—sociological methods and statistics, needs assessment, impact analysis, and grant writing—with the collection and analysis of quantitative and/or qualitative data.

All students earning the Master of Science with a major in applied sociology must pass one or more comprehensive examinations, either written, oral, or both at the end of their coursework.
Defense of the professional research paper, as well as knowledge of coursework, will be the foci of this comprehensive examination.

Admission Policy. In addition to the general requirements for admission to the Texas State Graduate College specified in the “Categories of Admission” section of this catalog, the Department of Sociology requires a minimum grade point average of 3.00 on a 4.00 scale, calculated on the last 60 semester hours of undergraduate work before completion of the bachelor’s degree.

Applications for graduate studies in the Department of Sociology must include three letters of reference and a letter of intent as a part of the application process. The letter of intent should speak to the applicant’s academic interests and the relationship of the graduate degree in sociology to the applicant’s life goals. The letters of reference should be from individuals knowledgeable about the applicant’s academic ability and promise as a scholar. Please send the letter of intent and reference letters to the Graduate Advisor, Department of Sociology. Applicants interested in becoming graduate assistants should request an application from the department and return it prior to May 1.

Minors. Sociology may be included as a minor field or supporting area for graduate studies in various master’s programs.

Background

An applicant for the M.A. degree who does not have undergraduate sociology courses in principles (introduction), social theory, statistics, and social research must complete undergraduate courses in each of these areas. An applicant for the M.S. degree who does not have undergraduate sociology courses in social theory, statistics, computer applications, and social research must complete undergraduate courses in each of these areas. Depending on the extent of undergraduate education in sociology or related fields, students may be permitted to take up to six hours of selected graduate courses before completing these undergraduate requirements.

Financial Aid

The Department of Sociology provides financial aid to selected students by employing graduate students as instructional assistants and research assistants. The Office of the Graduate College can provide information about graduate scholarships.

Courses Offered

Sociology (SOCI)

5306 Sociological Theory Seminar. (3-0) This graduate theory course examines the role of social theory in the historical and contemporary quest for knowledge and understanding of society. The first half of the course emphasizes the European Classics. The second half of the course is devoted to contemporary theory. Emphasis throughout will be on using theory to better understand current events and everyday life experiences.

5307 Advanced Statistics for the Social Sciences. (3-0) Application of advanced statistical theory and methods to the analysis of social data.
  Prerequisites: Sociology 3307 or equivalent with grade of “B” or better.

5308 Seminar in Research Methods. (3-0) The application of research methods to social science with emphasis on direct, practical experience in research.
5309 Seminar in Qualitative Research Methods. (3-0) This course examines qualitative methods in Sociology. Topics include examples of classical and modern qualitative research, and issues related to qualitative research. Students critique qualitative studies and conduct and defend a qualitative project.

Prerequisites: SOCI 3309, its equivalent, or permission of the graduate advisor.

5310 Teaching Sociology. (3-0) Objectives, methods, and materials of instruction in the sociology curriculum. Relation of sociology to other disciplines.

5316 Seminar in Deviation and Social Problems. (3-0) A systematic analysis of contemporary social problems and various types of social deviation. Emphasis is on the socialization process as it relates to social problems and human deviation. The sociological explanation of underlying factors will be stressed.

5319 Seminar in Social Psychology. (3-0) A critical appraisal of the major theories and theorists found in Social Psychology with emphasis on their application to contemporary social and psychological issues.

5320 Seminar in Demography. (3-0) A seminar in the study of population with emphasis on sources of demographic data, techniques of demographic analysis, and population composition and forecasts.

5322 Impact Analysis Research. (3-0) This course is designed to introduce students to the assessment of organizational impact. It addresses both the historical development and social functions of evaluation, as well as practical application of assessment research. Emphasis will be on appropriate research design, implementing the design, and analysis of data.

5323 Grant Writing for the Social Sciences. (3-0) This course offers an applied approach to developing grant-writing skills for the social scientist. It will cover all aspects of proposal development including idea generation, funding source identification, project description, project plan, project management, evaluation methods, and budget preparation strategies.

5337 Seminar in the Family. (3-0) An analysis of selected topics with respect to contemporary family structure and processes.

5343 Seminar in Criminology. (3-0) An analysis of theories and research related to the crime problem with particular emphasis on the United States. Emphasis will include a study of the role of punishment, corrections, and the reform of offenders. Special consideration will be given to influential social conditions that play a part in crime causation and prevention.

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 advisor. Repeatable for 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. Graded on credit (CR), no-credit (F) basis.
5398A Applied Research Practicum. Directed impact analysis project in a government agency, business, or non-profit organization requiring the student to apply skills and demonstrate knowledge gained in course work. The project topic will be determined jointly by the faculty supervisor, the student, and the research site. Graded on a credit (CR), no-credit (F) basis.

5398B Applied Research Practicum. Directed impact analysis project in a government agency, business, or non-profit organization requiring the student to apply skills and demonstrate knowledge gained in course work. The project topic will be determined jointly by the faculty supervisor, the student, and the research site. Graded on a credit (CR), no-credit (F) basis.

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

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

Graduate Faculty

Anderson, Audwin LaBarron, Associate Professor of Sociology and Director of the Graduate Program. B.S.C.J., M.A.T., Texas State University-San Marcos; Ph.D., Texas A&M University.

Caldwell, Sally, Assistant Professor of Sociology. B.A., M.A., Southern Methodist University; Ph.D., University of North Texas.

Day, Susan Bland, Professor of Sociology and Chair of the Department of Sociology. B.A., M.A., University of Oklahoma; M.Phil., Ph.D., University of Kansas.

Dorton, Harold E. Jr., Assistant Professor of Sociology. B.A., M.A., Marshall University; Ph.D., Bowling Green State University.

Ellis, Anne Marie, Professor of Sociology and Dean of the College of Liberal Arts. B.A.E., M.A., University of Florida; Ph.D., University of North Texas.

Giuffre, Patti A., Associate Professor of Sociology. B.A., M.A., Ph.D., The University of Texas at Austin.

Johnson, Sue, Assistant Professor of Sociology. B.A., University of New Mexico; M.A., Ph.D., The University of Texas at Austin.

Jorgenson, David Einar, Distinguished Professor Emeritus of Sociology. B.A., Texas Lutheran College; M.A., Texas Christian University; Ph.D., The University of Texas at Austin.

Majumdar, Debarun, Assistant Professor of Sociology. B.Arch., Indian Institute of Technology; M.A., University of Toledo; Ph.D., Bowling Green State University.

Newsom, Rollo Kern, Distinguished Professor Emeritus of Sociology and Folklore. B.S., The University of Texas at Austin; M.S., University of North Texas; Ph.D., The University of Texas at Austin.
Smith, Chad L., Assistant Professor of Sociology. B.A., The University of Texas at Austin; M.A., Northern Arizona University; Ph.D., Washington State University.

Trepagnier, Barbara A., Associate Professor of Sociology. B.A., M.A., University of Houston; Ph.D., University of California at Santa Barbara.

Watt, Toni Terling, Associate Professor of Sociology. B.S., Auburn University; M.B.A., Mississippi State University; M.A., University of Texas at Arlington; Ph.D., The University of Texas at Austin.
College of Science

Ph.D. in Aquatic Resources

Doctoral Major and Degree Offered
Aquatic Resources, Ph.D.

Ph.D. Program

The course curriculum for the doctoral degree is designed to provide depth and breadth of knowledge in the field of aquatic resources and related disciplines, including basic and applied research, management, and policy aspects. Admission to the Aquatic Resources Ph.D. Program normally requires an earned master's degree or equivalent from an accredited college or university in Biology, Chemistry, Engineering, Geology, or other natural science relevant to sustainable aquatic resources. Exceptionally qualified applicants with an earned bachelor's degree or equivalent from an accredited college or university in these same fields also will be considered for admission to the Aquatic Resources Ph.D. Program.

Each doctoral student will have a research and study program designed to meet the student's academic goals agreed upon in consultation with the student's Ph.D. advisor, the program chair, and the Dean of the Graduate College. The individual program will include core skills, and an appropriate mix of internal and external elective courses necessary to provide the doctoral student with the scientific expertise and knowledge to work independently and with others in a multidisciplinary environment to address the range of issues comprising sustainable aquatic resources.

Students entering the Ph.D. Program with an earned master's degree in an appropriate field must complete a minimum of 45 hours of graduate course work and a minimum of 15 hours of dissertation credit. Students entering the Ph.D. Program with an earned bachelor's degree must complete a minimum of 75 hours of graduate course work and a minimum of 15 hours of dissertation credit.

Educational Goal

The educational goal of the program is to provide a Ph.D. in Aquatic Resources through which students will be educated in the field of aquatic resources and the development of new knowledge and skills. Students also will be educated in the application of this research and knowledge, both independently, and with other specialists, in a multidisciplinary environment to identify and solve complex problems and issues relevant to the sustainable use of aquatic resources for meeting human and ecosystem needs.

Objectives of the Graduate College for the Doctoral Program

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

- To impart a thorough understanding of research methods and techniques in specialized fields;
- To afford students with the opportunity to undertake original research in their areas of specializations, both independently and in collaboration with the faculty;
- To provide students with the ability and resources to integrate their research into the community of scholars and professionals in a particular academic discipline;
- To challenge students intellectually, to develop their powers of independent thought, and to direct them toward positions of intellectual leadership in their personal and professional lives.

Characteristics of Doctoral Study

Doctoral study affords students of exceptional academic ability with ample opportunity to continue their intellectual growth and development, and to integrate themselves into the professional community of scholars in a manner emphasizing the completion, presentation, and publication of original, creative research. Doctoral study presupposes the previous acquisition of sufficient knowledge obtained at the bachelor’s or master’s degree level, and a command of skills and techniques needed to conduct intensive independent research and investigation.

Doctoral instruction differs fundamentally from instruction at the undergraduate and master’s levels in at least the following respects:

- Doctoral students are expected to assume responsibility for the planning, completion, and presentation of original scholarly research;
- With the assistance of the faculty, doctoral students are expected to undertake research projects that will lead to professional presentation and publication;
- More extensive reading, emphasizing primary source material in a specialized field, is expected;
- Students are expected to become thoroughly familiar with the current literature in their fields, with emphasis on recently published developments in research methods and results;
- Doctoral courses are seminars that stress active roles for students in intellectual exchange with both faculty and peers and in the critique of published research;
- Doctoral course work underscores integrating student research into the norms of an academic discipline.

General Admission Policies

The requirements set forth on the following pages are the minimum for admission to the Graduate College at the doctoral level. Meeting these requirements does not necessarily ensure acceptance into a doctoral program. Applicants must receive departmental recommendation for admission after the application files are completed in the Office of the Graduate College. The Dean of the Graduate College grants final admission approval. The University reserves the right to deny admission to any prospective or former students who have criminal records, including any conviction of a felony, offenses involving moral turpitude, or other offenses of a serious nature.

Prospective students should contact Doctoral Faculty members to identify the individual who may serve as their major advisor prior to submitting their application to the graduate program. A list of faculty and their research areas is available at www.aquaticresources.bio.txtate.edu.
Application Deadlines

Students who hold acceptable master’s or bachelor’s degrees or the equivalent from accredited colleges or universities in Biology, Chemistry, Engineering, Geology, or in related natural science fields must submit applications to the Office of the Graduate College if they wish to pursue a doctoral degree at Texas State. Students may normally enter the Ph.D. program during either the fall or spring semester. To ensure full consideration for the doctoral program, all application material must be submitted to the Office of the Graduate College no later than February 1 for entry the following fall semester, or no later than September 1 for entry in the following spring semester. Consideration of applications will begin mid-February for fall applications and mid-September for spring applications. Decisions on all applications will typically occur within 90 days of application deadlines. Applications will be considered throughout the year. However, applications received substantially after the posted deadlines may not be eligible for scholarship support until the following year. Deadline dates are subject to change.

Application for Admission

An application for admission to doctoral study must be made on the official form that may be obtained from the Office of the Graduate College or by downloading it from the Graduate College website, http://www.gradcollege.txstate.edu. This application is not the same as the application that undergraduate students or master’s students complete.

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

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

All Part II admission materials should be forwarded to the College of Science, Department of Biology. The mailing address is as follows:

Ph.D. Program Director
Doctoral Program in Aquatic Resources
Texas State University – San Marcos
601 University Drive
San Marcos, TX 78666

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.

Admission Requirements for United States Citizens

The application process for consideration for admission to the Ph.D. program in Aquatic Resources is a two-part process. Part I requirements must be submitted to the Office of the Graduate College and Part II requirements must be submitted to the Department of Biology.
Part I – Submit to the Office of the Graduate College

1. Complete a Doctoral Program Graduate College Application for Admission. An application can be obtained by contacting the Office of the Graduate College or by downloading it from the website (http://www.gradcollege.txstate.edu).
2. Submit a non-refundable application fee of $40.00 (check or money order payable to Texas State in U.S. currency) for all students.
3. Submit one official transcript which indicate the completion of a master's or bachelor's degree in Biology, Chemistry, Engineering, Geology, or in a related natural science discipline from an accredited college or university:
   a. Non-Texas State Graduates – From each college or university (including Texas State, if attended). These must be mailed directly from the institution to the Office of the Graduate College.
   b. Texas State Graduates – Only need to order transcripts from any colleges not listed on the Texas State transcript. The Office of the Graduate College will obtain the Texas State transcript from the Registrar's office.
4. For students holding a master's degree, a grade point average (GPA) of at least 3.25 on all completed graduate work. For students holding a bachelor's degree, a GPA of at least 3.5 on all completed undergraduate work.
5. A preferred combined verbal and quantitative score on the Graduate Record Exam (GRE) of 1150 or higher. This score must be on file in the Office of the Graduate College prior to the evaluation of the student's application.
6. Students entering the Ph.D. Program with a master's degree must have completed a master's thesis or demonstrated evidence of scholarly research and writing.
7. The Doctoral Admission Committee will consider exceptions to requirements on a case-by-case basis.

Part II - Submit to the Department of Biology

1. Demonstrate adequate subject preparation in content and quality as reflected in transcripts and three letters of recommendation.
2. Provide a satisfactory Statement of Goals as a Ph.D. student and for professional career. Students may obtain a Statement of Goals form by contacting the Office of the Graduate College or downloading it from the website http://www.gradcollege.txstate.edu.

Admission Requirements for 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 Bureau of Citizenship and Immigration Services of the U.S. Department of Homeland Security. 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 fee of $50.00 (check or money order payable to Texas State in U.S. currency) in addition to the $40.00 application fee to the Office of the Graduate College.
2. Submit two official transcripts and diploma or degree certificates: one translated in English and one in the student’s native language, showing the type of degree earned and the date the degree was conferred for each previously earned degree.

3. If English is not the student’s native language, have an official score of at least 550 (paper based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL). An official TOEFL score from the Educational and Testing Service (ETS) must be on file in the Office of the Graduate College prior to the evaluation of the student’s application.

4. International students who plan to attend Texas State on an F-1 student visa must furnish proof of sufficient financial resources for their educational and personal expenses to the Office of the Graduate College. Proof of a minimum of $19,702.00 (subject to change) 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, Texas State will issue an I-20 Form to qualified international applicants. A permanent resident alien is not required to furnish proof of financial support and is not issued an I-20 Form. Contact the Office of the Graduate College at 512-245-2581 for more information.

International Students Transferring from Other Institutions in the United States.

Because of new Bureau of Citizenship and Immigration Services (BCIS) regulations governing school transfers, students must plan carefully and allow adequate time for submission of application materials, evaluation of the application, and making other necessary arrangements. Failure to plan carefully may require students to leave the United States and return before transferring to Texas State. Please carefully read items 1 to 7 below.

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

2. Following the release date, the Texas State International Office will be able to issue a SEVIS Form I-20. According to BCIS regulations, students must transfer to Texas State within 60 days of the release date or within 60 days of completing studies at the current school.

3. Students are required to start classes at Texas State during the semester indicated in the admission letter issued by the Office of the Graduate College and within 5 months from the release date. Students unable to begin classes at Texas State within the 5-month limit are required to leave the United States and reenter within 30 days before the program start date indicated on the Texas State I-20.

4. New Texas State transfer students are required to contact a DSO at the Texas State International Office no later than 15 days after the program start date listed on the SEVIS Form I-20 and in the admission letter issued by the Office of the Graduate College.

5. After a new transfer student has enrolled in classes at Texas State, the DSO at Texas State will update the student’s file to reflect the student’s enrollment and current address. The student must report to the International Office within five days after the 12th day of class in order to complete the transfer process.

6. If the current school is a non SEVIS school, students should contact the Texas State International Office as soon as they have made their final decision to attend Texas State, but no later than 15 days after the program start date indicated on the SEVIS Form I-20 and in the admission letter.
7. Finally, BCIS regulations and procedures change frequently. Therefore, students should contact the DSO's at their current school and at Texas State for any updates in transfer procedures.

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

Admission for Former Texas State Students

If an applicant last attended Texas State as an undergraduate or graduate student (degree-seeking, certification, or special student) and now plans to seek a doctoral degree at Texas State, the student must follow the admission requirements listed under the “Admission Requirements for United States Citizens” or the “Admission Requirements for Non-United States Citizens (International Students).” Non-immigrant students (F-1 Visa status) must update their financial support verification with the Director of the International Office (telephone: (512) 245-7966), to be issued a new form I-20.

Transfer Credit

With approval of the Doctoral Program Director and the Dean of the Graduate College, a Ph.D. student can transfer up to six semester hours of course work from another accredited doctoral program that are directly applicable to the Aquatic Resources Ph.D. program at Texas State, provided:

1. The credit was completed in residence at an accredited institution.
2. The course work is at the doctoral level.
3. The course work has not been, and will not be, used for credit toward another degree.
4. The Office of the Graduate College is provided with written verification of the student’s status at the university from which coursework is to be transferred. Additionally, the student’s Ph.D. advisor must submit a written request to the Dean of the Graduate College asking for acceptance of the transfer work as part of the student’s degree.
5. Prior written approval is obtained from the Dean of the Graduate College if the credits are to be earned after the student is admitted to the Graduate College. To gain this approval the student must initiate a request for a letter of good standing well in advance of the time of his or her anticipated enrollment if the student plans to take courses at another university to complete a part of the doctoral program at Texas State. Transfer credit cannot be permitted unless a letter of good standing has been issued prior to a student’s enrollment in the course(s) to be transferred.

If the student is currently working toward a doctoral degree at Texas State and wishes to take a course(s) at another accredited university to apply toward the doctoral degree at Texas State, the student will need to:

1. Receive prior permission from his or her Ph.D. advisor and the Program Director to take a course elsewhere.
2. Have his or her Ph.D. Advisor submit a written request to the Program Director, who will notify the Dean of the Graduate College in order that the Dean can issue an official letter of good standing. The request from the student’s Ph.D. advisor should identify the course(s) by name and number and should state during which semester(s) and where the student will be taking the work. If the Dean of the Graduate College approves the request, than a letter of good standing will be sent to the university where the student will enroll.
3. Have an official transcript forwarded to the Office of the Graduate College as soon as the work has been completed.
Transfer work will be accepted only if it bears a letter grade of "B" or higher, or a numerical equivalent. A grade of Credit, Pass, Satisfactory, etc., is unacceptable. Transfer work will not be accepted for graduate degree credit from another institution if such courses are designated as non-degree, background, preparatory, etc. No credit will be awarded until an official transcript showing the course work to be transferred is on file in the Office of the Graduate College. A student may also be requested to provide a catalog that gives course descriptions for any transfer work requested.

Students on probation/suspension will not receive credit for transfer work.

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

**Financial Aid**

Graduate assistantships and scholarships are available to qualified candidates. Please contact the Doctoral Program Director, Department of Biology for more information about assistantships. The Office of the Graduate College can provide further information regarding scholarships.

**Academic Information for Graduate Assistants (GA’s)**

A prospective doctoral graduate assistant must be admitted as a degree-seeking student in the Texas State Graduate College.

The Aquatic Resources Program of the Department of Biology will offer competitive doctoral graduate assistantships on an annual basis. These assistantships may be continued for up to four years, depending upon annual review of a student’s performance and departmental needs. GA’s are half-time employees of the University and, as such, work 20 hours a week for the department.

**Course Load.** For GA’s the minimum course load required for a long semester is nine semester hours of doctoral-level courses. GA’s taking more than 12 semester hours of course work must have approval from the Dean of the Graduate College.

**Academic Expectations.** GA’s are required to maintain a minimum 3.0 grade-point average.

**Residency Requirement**

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

**Course Work**

**Background Course Requirements**

Background course work will be included on the degree audit as a requirement when a student is deemed to be deficient in certain course work. Course work identified on a student’s official Ph.D. degree audit as background will not be used in the computation of the student’s advancement to candidacy GPA. Any course required for background is not awarded graduate degree credit.

**Semester Hour Requirements**

Students entering the doctoral program with a master’s degree must complete 20 semester hours of graduate core course work to meet the minimum requirements for advancement to candidacy.
Students entering the doctoral program with a bachelor's degree must complete 27 semester hours of graduate core course work to meet the minimum requirements for advancement to candidacy. In some cases, a student may need to complete additional hours before being allowed to advance to candidacy. The student must have satisfied the residency requirement of 18 graduate credit hours.

**Degree Audit**

Each Ph.D. student is issued a degree audit by the Office of the Graduate College, which lists all of the courses required for completion of Ph.D. course work. In the first semester that a student enrolls for doctoral study, the student should confer with his or her Ph.D. advisor and prepare a degree audit. Doctoral degree audits are tailored with the individual student in mind. It is possible, therefore, for an individual degree audit to exceed the number of degree hours identified in this catalog.

The Office of the Graduate College approves and finalizes a student's official degree audit. A copy of the official degree audit is prepared for the student, and he or she will receive a copy from the Office of the Graduate College when the audit has been prepared. The audit should be used in determining enrollment each semester. Any course taken prior to the official degree audit being approved is taken at the student's own risk. Any change in the degree audit must be requested on a Graduate College Degree Audit Change Request form, and be submitted by the Program Director to the Office of the Graduate College for final approval.

With admission into the doctoral program, it is expected that students will pursue their course work and research activities in an efficient and timely manner. If it is deemed that a student is not making adequate progress toward completion of the doctoral degree requirements, consultations will be undertaken between the student, his or her Ph.D. advisor, the program director, and the department chair to identify and propose measures for reconciling any obstacles to this goal. This may include revising a student's study or research program. Reconciliation of any unresolved issues, which can include termination of the student's enrollment in the doctoral program, will be at the discretion of the program director. Students removed from the doctoral program in this manner may appeal to the Dean of the Graduate College for reinstatement in the program.

**Course Work Requirements**

For students entering the doctoral program with an earned master's degree:

- Core Courses: 20 hours
- Elective Courses and Dissertation: 40 hours (with 15 hours minimum of dissertation credit)

For students entering the doctoral program with an earned bachelor's degree:

- Core Courses: 27 hours
- Elective Courses and Dissertation: 63 hours (with 15 hours minimum of dissertation credit)

**Core Courses**, **

- BIO 7102 Seminar in Aquatic Resources
- BIO 7302 Problems in Aquatic Resources
- BIO 7303 Research
- BIO 7310 Global Aquatic Resources
- BIO 7312 Government Policy Impacts on Aquatic Resources
- BIO 7322 Scientific Method and Aquatic Resources
- BIO 7362 Environmental Impact Analysis
BIO 7401 Assessment Techniques for Aquatic Resources
BIO 7402 Molecular Field Techniques
BIO 7405 Statistics and Experimental Design for Aquatic Ecosystems I
BIO 7406 Statistics and Experimental Design for Aquatic Ecosystems II
PHIL 7323 Environmental Ethics and Sustainable Aquatic Resources

* Subject to the approval of the Doctoral Program Director, a core course beyond the minimum required hours can be counted as an elective course toward the total required hours for the doctoral degree.

** For students entering with a master's degree, the 20 hours of required core courses must be selected in consultation with and following the approval of the Doctoral Program Director. For students entering with a bachelor's degree, the 27 hours of required core courses must be selected in consultation with and following the approval of the Doctoral Program Director.

Elective Courses:

AG 7310 Agriculture and Sustainable Aquatic Resources
BIO 7114 Collaborative Doctoral Research Experience
BIO 7214 Collaborative Doctoral Research Experience
BIO 7302 Problems in Aquatic Resources
BIO 7308 History of Vegetation and Climate
BIO 7314 Collaborative Doctoral Research Experience
BIO 7322 Scientific Method and Aquatic Resources
BIO 7324 Natural History and Conservation of Large Mammals
BIO 7325 Wildlife and Recreation: Impacts and Management
BIO 7328 Waterfowl Management
BIO 7346 Conservation Biology
BIO 7348 Aquatic Resources Economics
BIO 7350 Aquatic Resources Law
BIO 7352 Aquatic Resources Hydrology
BIO 7353 Biogeography
BIO 7355 Plant-Water Relations
BIO 7356 Pollution of Aquatic Ecosystems
BIO 7360 Special Topics in Aquatic Resources
BIO 7362 Environmental Impact Analysis
BIO 7366 Integrated Management of Aquatic Resources for Sustainable Use
BIO 7368 Mathematical Modeling of Aquatic Resources and Ecosystems
BIO 7407 Instrumentation for Water Quality Analysis
BIO 7408 Fish Ecology and Conservation
BIO 7410 Aquatic Microbial Ecology
BIO 7419 Stream Ecology
BIO 7421 Landscape Ecology and Aquatic Resources
BIO 7422 Wetlands Ecology
BIO 7424 Phycology
BIO 7426 Ecology Management of Aquatic Macrophytes
BIO 7440 Aquatic Toxicology
BIO 7466 Phylogenetics
BIO 7468 Groundwater Resources
BIO 7471 Reservoir Ecology
BIO 7475 Restoration of Polluted Aquatic Resources
CHEM 7330  Environmental Chemistry
ENG 7314  Specializations in Professional and Technical Communication Topics:
          Writing and Communicating about Aquatic Resources Issues
GEO 7316  Remote Sensing and the Environment
GEO 7318  GIS and Environmental Geography
GEO 7334  Geographic Aspects of Water
HR 7375   Aquatic Health Ecology and Human Disease
POSI 7310  Resolution of Disputes Involving Aquatic Resources

Dissertation: 15 hours minimum

BIO 7399A  Dissertation*
BIO 7699A  Dissertation*

*Repeatable with at least three-credit hour registration per semester.

Advancement to Candidacy

Application for Advancement to Candidacy

Doctoral students are normally expected to be advanced to candidacy within two years of
initiating Ph.D. course work, and after completion of the required core courses. The student will need
to pick up the Dissertation Packet, containing the Advancement to Candidacy form, from the
Program Director. The student must complete the necessary form and return it to the Program
Director, who will then submit it to the Office of the Graduate College.

Advancement to Candidacy Time Limit

For students entering the doctoral program with an earned master’s degree, the Advancement
to Candidacy Examination will be taken no later than the end of the third year following a student’s
admission to the program. For students entering the doctoral program with a bachelor’s degree, the
Advancement to Candidacy Examination will be taken no later than the end of the fourth year following
a student’s admission to the program. Any exceptions to this timing will require the approval of the
Program Director. The student may take the Advancement to Candidacy Examination without being
enrolled in course work.

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

Requests for a time extension must be submitted to the Program Director, who in turn, will
submit a recommendation to the Dean of the Graduate College.

Grade-Point Requirements for Advancement to Candidacy

A minimum GPA of 3.0, as determined on the basis of all course work undertaken as a
graduate student in the Aquatic Resources doctoral program, is required for a student to achieve
candidacy status. No grade earned below “B” on any graduate course work may apply toward a Ph.D.
degree in Aquatic Resources at Texas State.
Incomplete grades must be cleared through the Office of the Graduate College at least ten days before the approval for advancement to candidacy.

**Dissertation Proposal**

Approval of a Ph.D. dissertation proposal prepared by the student is a requirement for Advancement to Candidacy status. The approval requires positive votes from the student’s Ph.D. advisor and a majority of the remaining members of the Dissertation Committee. The proposal typically will define the proposed dissertation topic (problem definition and scope), research method(s), proposed methodology and timetable for completion, and identify relevant literature. A “Ph.D. Dissertation Proposal” form prepared by the student must be approved before he or she can be advanced to candidacy status (see “Dissertation Research and Writing” section).

**Advancement to Candidacy Comprehensive Examination**

The Advancement to Candidacy Examination will assess a student’s knowledge in the area of aquatic resources. It will be a comprehensive exam, encompassing the subject matter content of the student’s courses and the prevailing expectations in the field. It is expected that students sitting for this examination will have completed all required core and background courses as prescribed in their degree plan. Specific information on the examination procedure can be obtained from the Program Director.

The Advancement to Candidacy Examination will consist of a written component, in one of two formats, and an oral component. Option 1 for the written component of the examination will consist of questions submitted by the Dissertation Committee members, and will be administered by the Program Director. Option 2 for the written component of the examination is the preparation of a detailed research proposal in a recognized, appropriate grant proposal format. The topic of the proposal must be different from the main area of the students’ dissertation research as judged by the student’s Dissertation Committee. Upon passing the written portion of the examination, an oral examination will be scheduled no later than one month subsequent to the written examination.

The oral section of the Advancement to Candidacy Examination will consist of the dissertation proposal (see “Dissertation Proposal” section) prepared by the student given as a public seminar, followed immediately by a closed defense of the dissertation proposal attended only by the student and his or her Dissertation Committee. Both the presentation and defense parts of the oral examination must take place on the same day. Successfully passing the oral examination requires positive votes from the student’s Ph.D. advisor and a majority of the remaining members of the student’s Dissertation Committee.

After the Office of the Graduate College has received notification of a student passing both sections of the Advancement to Candidacy Examination, notification will be sent to the student stating he or she has been advanced to candidacy status.

**Recommendation for Advancement to Candidacy**

The Dissertation Committee recommends the applicant for Advancement to Candidacy to the program director and the department chair. The results of the Advancement to Candidacy Examination must be filed in the Office of the Graduate College before the Dean of the Graduate College gives final approval to candidacy. The program director is responsible for submitting the report to the Office of the Graduate College.
Dissertation Research and Writing

All doctoral students are required to complete a dissertation. The dissertation must represent independent investigation and must represent an original contribution to scholarship. Preparation of the dissertation should follow the guidelines in the current edition of the *CBE (Council of Biology Editors) Style Manual* or in an appropriate professional journal in the designated field, as deemed acceptable by the Dissertation Committee.

Dissertation Enrollment Requirements

**Enrollment.** After being admitted to candidacy, students must maintain continuous enrollment from the time they advance to candidacy (upon successful defense of the dissertation proposal) until the defense of their dissertations. Students must register for at least three semester credit hours every semester (including summer) until their dissertation is approved.

**Hours.** Students must complete a minimum of 15 semester hours of dissertation research and writing credit.

Fee Reduction

**Qualifications.** A doctoral 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 only for dissertation credit, and if such credit is the final credit hour requirement for the degree in progress. Only Texas residents can qualify for this fee reduction.

**Procedure.** If a student meets the above qualifications, the following steps must be taken during registration:

1. **Register.** After completing the registration process, the student should immediately contact the Office of the Graduate College to request a “Fee Reduction Verification of Enrollment” form.

2. **The Office of the Graduate College will verify a student’s eligibility to obtain the fee reduction and then forward the “Fee Reduction Verification of Enrollment” form to the Accounting Office, which will adjust the bill accordingly.**

3. **The adjustment must be made BEFORE paying fees since the University policy does not allow for refunds.**

Dissertation Time Limit

Students are normally expected to complete the dissertation within three years of advancement to candidacy. Successful completion of the Dissertation Exam must occur within ten years of the student’s entry into the Ph.D. Program. Any exceptions to this rule require the approval of the program director and the Dean of the Graduate College. The program director will review each student’s progress annually to ascertain his or her progress in pursuing the degree, and will consult with the student’s Ph.D. advisor and Dissertation Committee on this matter as appropriate.
Dissertation Committee

The Dissertation Committee will oversee the research progress of a doctoral student and the writing of the student's Ph.D. Dissertation. The committee will consist of at least five members, including the student's Ph.D. advisor, two other Texas State Biology doctoral or associate faculty, one external doctorate-level faculty member from another Texas State department, and one external doctorate-level member. The student's Ph.D. advisor will chair the committee and will normally be from the major department. The student, program director, department chair, and the Dean of the Graduate College will approve the composition of the Dissertation Committee, as well as any changes to the committee's membership. Changes must be submitted no less than sixty days before the final oral comprehensive examination.

The Dissertation Committee will function as advisors and consultants during the student’s research tenure, and act as examiners for the Advancement to Candidacy Examination and the dissertation defense.

Committee Changes

Any changes to the Dissertation Committee must be submitted for approval to the Dissertation Committee Chair, the Doctoral Program Director, the department chair, and the Dean of the Graduate College. Changes must be submitted no less than sixty days before the final oral comprehensive examination. The “Ph.D. Research Advisor Committee Member Change Request Form” may be obtained from the Doctoral Program Director.

Dissertation Proposal

Students must submit the dissertation proposal and one copy of the official “Ph.D. Dissertation Proposal Form” to their dissertation advisor. After obtaining committee members’ signatures and the department chair’s signature, the student must submit the dissertation proposal and the form to the Dean of the Graduate College for approval before proceeding with research on the dissertation. The proposal form may be obtained from the Office of the Graduate College or the Doctoral Program Director.

Dissertation Defense

The Dissertation Defense may not be attempted until all other academic and program requirements have been completed, and the Dissertation Committee has approved the penultimate dissertation draft.

The Dissertation Defense will consist of two parts. The first part is an oral dissertation presentation given as a public seminar, with questions and discussion restricted to the dissertation topics.

The second part of the Dissertation Defense will immediately follow the public presentation, but will be restricted to the student’s Dissertation Committee. The full committee, including the external members, must be present.
Dissertation Defense Results

The approval of the dissertation requires positive votes from the student’s Ph.D. advisor and a majority of the remaining members of the Dissertation Committee.

Passing the Dissertation Defense may be unconditional or conditional, with the conditions to be determined by the Dissertation Committee. Only one repeat examination will be allowed, and it must occur within 12 months after the initial examination.

Passing the Dissertation Defense qualifies the student to be recommended to the Dean of the Graduate College to receive the Ph.D. degree. Failure to do so will result in the removal of the student from the Ph.D. Program.

Approval and Submission of the Dissertation

Following approval of the dissertation by the Dissertation Committee, the student must submit copies of the dissertation to the Office of the Graduate College for final approval. All dissertation abstracts must be published in *Dissertation Abstracts International*. Specific guidelines can be found in the Graduate College Dissertation Packet.

Courses Offered

**AG 7310 Agriculture and Sustainable Aquatic Resources.** (3-0) Study of the impacts of agricultural on aquatic resources, including agricultural water requirements for various types of crops and soils, impacts of agricultural chemicals on aquatic ecosystems, efficiency of alternative irrigation practices, and means for altering or mitigating current practices that can adversely affect aquatic resources.

**BIO 7102 Seminar in Aquatic Resources.** (1-0) Interactive discussion of timely issues and problems, designed to introduce students to the range of scientific, socioeconomic and policy issues likely to be encountered within the field of aquatic resources. All students seeking a doctoral degree in Aquatic Resources must enroll in BIO 7102 at least twice.

**BIO 7114 Collaborative Doctoral Research Experience.** (1-1) This course (concurrent enrollment allowed) allows Ph.D. level graduate students to initiate, conduct, and participate in collaborative research with graduate faculty of the Department of Biology that is in addition to research conducted under BIO 7303, 7399A, or 7699A. This course recognizes the collaborative nature of scientific investigation.

**BIO 7214 Collaborative Doctoral Research Experience.** (2-2) This course (concurrent enrollment allowed) allows Ph.D. level graduate students to initiate, conduct, and participate in collaborative research with graduate faculty of the Department of Biology that is in addition to research conducted under BIO 7303, 7399A, or 7699A. This course recognizes the collaborative nature of scientific investigation.

**BIO 7302 Problems in Aquatic Resources.** (3-0) Individual study on specific state, national, or international aquatic resources issues, under direct supervision of a doctoral or associate faculty member. Students may not enroll in BIO 7302 more than twice for doctoral credit without the approval of the Graduate Program Director.

**BIO 7303 Research.** (3-3) Research course for students who have not yet passed their Candidacy Exam, typically under direction of research-dissertation supervisor. Pre-candidacy students must enroll in course every semester until admission to Candidacy, although the it may not be taken more than three times for doctoral credit without the approval of Graduate Program Director.
BIO 7308 History of Vegetation and Climate. (3-1) An overview of past vegetation and its relationship to changing climate. Topics include principles of paleovegetation analysis, paleoclimatology, the rise of flowering plants, vegetation during the age of dinosaurs, the rise of the grasslands, and the Quaternary Ice Age.

Prerequisites: Consent of instructor.

BIO 7310 Global Aquatic Resources. (3-0) Introduction to global, national, and regional aquatic resource issues, including scientific, environmental policy and socioeconomic components and perspectives. Water quantity and quality issues and their root causes in different regions of the world are examined, with an emphasis on case studies.

BIO 7312 Government Policy and Aquatic Resources. (3-0) Examination of aquatic resources issues in federal, state, or local governments, including examination of goals and relations of different governmental entities to each other. Relevant international treaties, and federal and state statutes in which these policies are embodied, are examined.

BIO 7314 Collaborative Doctoral Research Experience. (3-3) This course (concurrent enrollment allowed) allows Ph.D. level graduate students to initiate, conduct, and participate in collaborative research with graduate faculty of the Department of Biology that is in addition to research conducted under BIO 7303, 7399A, or 7699A. This course recognizes the collaborative nature of scientific investigation.

BIO 7322 Scientific Method and Aquatic Resources. (3-0) Analysis of the scientific method applied to ecological research, focusing on aquatic ecosystems. Topics include methods of reasoning and statistical inferences in research, strategies of scientific research in aquatic ecology, and scientific research as a social process.

BIO 7324 Natural History and Conservation of Large Mammals. (3-0) This course will introduce students to advanced details of natural history, research, and conservation of large mammals. Topics considered will include natural history, range and population status (historic and current), importance to and interaction with humans, research design and analysis, and the development of conservation and management plans.

BIO 7325 Wildlife and Recreation: Impact and Management (3-0). Introduction to the impacts of human recreational activities on wildlife habitats and populations. Management practices to enhance human-wildlife encounters or to minimize detrimental effects on wildlife populations are presented.

Prerequisites: BIO 5423 and BIO 5435, or consent of instructor.

BIO 7328 Waterfowl Management. (3-3) Examination of the principles and practical methodology of waterfowl management, including techniques in monitoring and data collection related to population dynamics and habitat parameters of waterfowl species. Field trips may be required.

BIO 7346 Conservation Biology. (3-0) Examination of the alteration of habitats and associated biological changes threatening the continued existence of species and basic ecosystems. Topics include conservation ethics, working paradigms, levels and loss of global biodiversity, conservation at population and ecosystem levels, restoration ecology, endangered species biology and conservation laws. Recent Advances are stressed.

BIO 7348 Aquatic Resources Economics. (3-0) Examination of economic and related social issues for facilitation of sustainable aquatic resources for competing beneficial human uses and ecosystem maintenance, including valuation of aquatic ecosystem services.

Prerequisite: BIO 7312 or consent of instructor.

BIO 7350 Aquatic Resources Law. (3-0) Examination of treaties, state and federal laws, and regional and local regulations, affecting freshwater and coastal aquatic resources. The focus is on aquatic ecosystems, water quantity and quality and environmental conditions, including the availability, storage, use, and protection of aquatic resources.

Prerequisite: BIO 7312 or consent of instructor.
BIO 7352 Aquatic Resources Hydrology. (2-3) Overview of the properties, distribution, and movement of water over and under the land surface, in the atmosphere, and the relation to sustainable aquatic resources.

BIO 7353 Biogeography. (3-1) Examines historical and ecological explanations of the geographic distribution of organisms including the role of geologic, climatic, and biologic changes. Emphasizes the historical and philosophical development of the science and modern methods of analysis.

Prerequisites: Undergraduate evolution and ecology courses, or consent of instructor.

BIO 7355 Plant-Water Relations. (3-0) Examination of the physiology and ecology of water use in higher plants, including the uptake, utilization, and movement of water, transpiration and adaptation to variable water availability including drought, and the ecological role of water in structuring plant communities.

Prerequisite: BIO 3465 or equivalent, or consent of instructor.

BIO 7356 Pollution of Aquatic Ecosystems. (3-0) Overview of the water quality degradation of aquatic ecosystems (rivers, lakes, wetlands, groundwater aquifers) and their living resources from point and nonpoint pollutant sources. Topics will include aquatic ecosystem pollution and impacts attributable to nutrients, heavy metals, organic chemicals, sediment, salinization, and acid rain. Field trips may be required.

BIO 7360 Special Topics in Aquatic Resources. (3-0) Examination of current or emerging state, national and international aquatic resources issues, including root causes and their human and ecosystem implications. The course may be repeated for credit, depending on the topic. No more than six hours can be counted for doctoral credit without the approval of the Graduate Program Director.

BIO 7360A Industry and Sustainable Aquatic Resources. (3-0) Examination of industrial water needs and uses, the types and quantities of water pollutants produced by different industries, problems faced by industry regarding process water for different manufacturing activities, and the possibilities for industry to contribute to the goal of sustainable aquatic resources.

BIO 7360B Environmental Linkages and Sustainable Aquatic Resources. (3-0) Introduction to the environmental relationships between humans and other living beings and the ecological systems in which they exist. Emphasis will be on the potential for individual environmental problems to have serious impacts on other environmental components, as well as the nature of these impacts.

BIO 7362 Environmental Impact Analysis. (3-0) Examination of government regulations regarding environmental impact, content of environmental impact statements, procedure for impact studies, application of ecological principles to impact studies, and the review process for environmental impact statements, focusing on aquatic resources.

BIO 7366 Integrated Management of Aquatic Resources for Sustainable Use. (3-0) Study of principles for the holistic, integrated management of aquatic resources for sustainable use, including watershed and regional planning processes and consideration of transboundary water systems. Linkages with other environmental components (climate change, biodiversity, etc.) will be discussed.

Prerequisites: BIO 7310 and BIO 7312, or consent of instructor.

BIO 7368 Introduction to Ecological Modeling. (3-0) Mathematical models range from simple conceptual models to complex mechanistic models for mimicking behavior of natural systems. This course provides knowledge regarding the quality of modeling studies, including modeling assumptions and quality of input data, and practical skills needed to conduct modeling projects. Knowledge of calculus recommended. Computer applications emphasized.

Prerequisite: MATH 2471/2472 or consent of instructor.

BIO 7399A Dissertation. (3-5) Original research and writing in Aquatic Resources, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no–credit (F) basis.
BIO 7401 Assessment Techniques for Aquatic Resources. (3-3) The rationale for designing and implementing monitoring and sampling programs for aquatic resources is examined. General field and laboratory methods for assessing water quantity, water quality and the status of aquatic ecosystems and their living resources, will be introduced. Field trips will be required.

BIO 7402 Molecular Field Techniques. (2-3) The application of molecular tools for identifying, quantifying, and interpreting biological diversity assessments in aquatic systems. The course focuses on microorganismal identification and vertebrate model systems.

BIO 7405 Statistics and Experimental Design for Aquatic Resources I. (3-0) Introduction to inferential statistics, including exploratory and confirmatory data analysis, estimation and hypothesis testing, analysis of variance and regression, and non-parametric techniques, as applied to aquatic resource issues. Computer applications emphasized.

BIO 7406 Statistics and Experimental Design for Aquatic Resources II. (3-0) Introduction to the principles of experimental design, including randomization, replication, sample-size determination, completely randomized and randomized block design, factorial design, repeated measure design, and analysis of variance and covariance, as applied to aquatic resource issues. Computer applications emphasized.

Prerequisite: BIO 7405 or consent of instructor.

BIO 7407 Instrumentation for Water Quality Analysis. (3-3) An introduction to the theory and application of laboratory and field instrumentation and techniques for analysis of water quality.

Prerequisite: CHEM 3410 or consent of instructor.

BIO 7408 Fish Ecology and Conservation. (3-3) Examination of the linkages and interactions between fish assemblages and communities and their population ecology. Issues related to flowing and pooled water systems and fisheries conservation also are discussed. Field trips may be required.

BIO 7410 Aquatic Microbial Ecology. (3-3) Examination of microbial organisms, communities, and interactions affecting the form, structure, and functional aspects of aquatic ecosystems. Field trips may be required.

Prerequisite: BIO 2400/3440 (Microbiology) or consent of instructor.

BIO 7419 Stream Ecology. (3-3) Study of ecological theories, concepts, and processes occurring at the population, community, and ecosystem levels of organization in running water. Laboratory includes sampling methods, descriptive and comparative studies, experiments, and critical discussion of literature. Field trips may be required.

BIO 7421 Landscape Ecology and Aquatic Resources. (3-3) Study of processes influencing energy flows, nutrient and mineral cycling, and pollution of aquatic ecosystems, emphasizing system and spatial analysis of watershed and land use features and characteristics. Use of geographic information systems and remote-sensing techniques will be examined. Field trips may be required.

BIO 7422 Wetlands Ecology. (3-3) Study of the characteristics, classification, conservation and management of marshes and other periodically-inundated ecosystems, emphasizing the interactions of physical, chemical and biological factors. Field trips may be required.

Prerequisite: BIO 4416 or consent of instructor.

BIO 7424 Phycology. (3-3) Examination of algae (phytoplankton, periphyton) and their structure, taxonomy, ecology and distribution.

BIO 7426 Ecology and Management of Aquatic Macrophytes. (3-3) Examination of aquatic macrophytes and their ecology, taxonomy, distribution and management. Field trips may be required.

BIO 7440 Aquatic Toxicology. (3-3) Introduction to principles for identifying and assessing the adverse effects of chemicals and other compounds and mixtures on aquatic organisms and ecosystems. Completion of BIO 7402 is recommended prior to enrollment in BIO 7440.
BIO 7466 Phylogenetics. (2-3) Study of the use of phylogenetic methodologies in aquatic research, including practical data collection, management, and analysis in the reconstruction of phylogenies. Laboratory exercises will introduce phylogenetic and DNA analysis software. Prerequisite: BIO 2450, 4369 and 5466, or consent of instructor.

BIO 7468 Groundwater Resources. (3-3) Study of the geological, physical, chemical and biological factors influencing sustainable groundwater resources, including hydrologic linkages and interactions with surface aquatic resources. Emphasis will be on the karst aquifer systems of Central Texas, and other groundwater aquifer systems of the United States.

BIO 7471 Reservoir Ecology. (3-3) Study of the physical, geological, chemical, and biological factors that influence and form structural and functional aspects of reservoir ecosystems. Lab focuses on field, laboratory, and mathematical approaches to quantifying and managing these important ecosystems. Field trips may be required. Prerequisite: Biology 4470 or 5470 or consent of instructor.

BIO 7475 Restoration of Polluted Aquatic Resources. (3-3) Overview of methods for treating or restoring aquatic resources degraded by pollution and related anthropogenic impacts. Topics include point and nonpoint source pollution of surface waters and groundwater aquifers, pollution from storage and waste disposal sites, aquatic habitat rehabilitation, and on-site methods. Field trips may be required. Prerequisite: BIO 7356 or consent of instructor.

BIO 7699A Dissertation. (6-10) Original research and writing in Aquatic Resources, to be accomplished under direct supervision of the dissertation advisor. While conducting dissertation research and writing, students must be continuously enrolled each semester (including summer) for at least three dissertation hours. Graded on a credit (CR), progress (PR), no-credit (F) basis.

CHEM 7330 Environmental Chemistry. (3-0) An introduction to environmental chemistry, with an emphasis on aquatic resources. Basic principles of geochemistry and atmospheric chemistry, as they relate to pollutant impacts on aquatic ecosystems, also will be examined. Prerequisites: CHEM 1341/1141, CHEM 1342/1142, CHEM 2341/2141, CHEM 2342/2142 and CHEM 3410, or consent of instructor.

ENG 7314: Specializations in Professional and Technical Communication Topics: Writing and Communicating about Aquatic Resources Issues. (3-0) Provides theoretical and practical information for specialized types of technical and professional communication.

GEO 7316 Remote Sensing and the Environment. (3-0) A detailed examination and implementation of sophisticated approaches for processing satellite digital images with emphasis on environmental applications.

GEO 7318 GIS and Environmental Geography. (3-0) This course examines the nature of environmental problems and exploration of the potential of GIS for environmental modeling and management. The conceptual basis for using GIS as well as the framing of environmental research problems will be covered.

GEO 7334 Geographic Aspects of Water. (3-0) This seminar is a critical analysis of developmental and current literature that defines water’s critical role in determining the physical and cultural characteristics of the earth. Principal focus will be placed on water’s role on land use and as a critical resource.

HR 7375 Aquatic Health Ecology and Human Disease. (3-0) Introduction to the health consequences of human-environment interaction and aquatic pollution. Topics to include bacterial and toxic aquatic agents and their relation to human disease. Control of communicable and noninfectious diseases from water resources, and epidemiological principles important to research in waterborne human disease, will be examined.

PHIL 7323 Environmental Ethics and Sustainable Aquatic Resources. (3-0) Examination of the ethical implications of environmental use and management policies and practices, with emphasis on sustainable aquatic resources.
POSI 7310 Resolution of Disputes Involving Aquatic Resources. (3-0) Analysis of historically significant environmental disputes affecting aquatic resources and establishing precedents for resolution subsequent disputes. Techniques for resolving environmental disputes (e.g., litigation, arbitration, mediation, negotiation) and how science and scientists are used in each procedure. Design of systems for using dispute resolution procedures in appropriate sequence.

Doctoral Faculty
(Eligible to chair Ph.D. Advisory Committees, teach Ph.D. courses, teach Master’s courses and supervise Master’s theses.)

Baccus, John Thomas, Professor of Biology. B.S.Ed., M.S., Midwestern University; Ph.D., University of North Texas. (Wildlife Management, Mammalogy, Community Ecology)

Bonner, Timothy H., Assistant Professor of Biology. B.S., Texas A&M University; M.S., Texas State University-San Marcos; Ph.D., Texas Tech University. (Ichthyology, Fisheries Management)

Dharmasiri, Nihal, Assistant Professor of Biology. B.Sc., M.Phil., University of Peradeniya, Sri Lanka; Ph.D., University of Hawaii at Manoa. (Plant Molecular and Developmental Biology)

Forstner, Michael R.J., Associate Professor of Biology. B.S., Texas State University-San Marcos; M.S., Sul Ross State University; Ph.D., Texas A&M University. (Genetics, Systematics)

Gabor, Caitlin Rathie, Associate Professor of Biology. B.A., University of Santa Barbara; M.S., Ph.D., University of Southwestern Louisiana. (Environmental and Evolutionary Ecology)

Garcia, Dana Michelle, Professor of Biology. B.S., Texas A&M University; Ph.D., University of California at Berkeley. (Cell Biology, Physiology)

Green, M. Clay, Assistant Professor of Biology. B.A., The University of Texas at Austin; M.S., Sul Ross University; Ph.D., University of Louisiana at Lafayette. (Wildlife Ecology and Ornithology)

Groeger, Alan Walter, Associate Professor of Biology. B.S., Purdue University; M.S., Central Michigan University; Ph.D., University of Oklahoma. (Limnology, Aquatic Sciences)

Hahn, Dittmar, Associate Professor of Biology. B.S., M.S., University of Hamburg; Ph.D., Wageningen Agricultural University. (Microbial Ecology)

Huffman, David George, Professor of Biology. B.A., West Virginia University; M.S., Marshall University; Ph.D., University of New Hampshire. (Fish Parasitology)

Huston, Michael A., Professor of Biology. B.A., Grinnell College; M.S., Ph.D. University of Michigan-Ann Arbor. (Landscape Ecology)

Koke, Joseph Ralph, Professor of Biology. B.S., M.S., University of Oregon; Ph.D., University of Alberta, Edmonton. (Cell Biology, Physiology)
Longley, Glenn, Professor of Biology and Director, Edwards Aquifer Research and Data Center. B.S., Texas State University-San Marcos; M.S., Ph.D., University of Utah. (Limnology, Pollution Biology)

Lopes, Vicente L., Associate Professor of Biology. B.S., Federal University of Ceara; M.S., Federal University of Paraiba; Ph.D., University of Arizona. (Watershed Ecology and Sustainability)

McLean, Robert James Cameron, Professor of Biology. B.Sc., University of Guelph; Ph.D., University of Calgary. (Bacterial Structure and Function, Microbial Ecology)

Nice, Christopher C., Assistant Professor of Biology. B.S., University of Minnesota, Twin Cities; Ph.D., University of California at Davis. (Population Genetics, Ecology)

Nowlin, Weston Hugh, Assistant Professor of Biology. B.A., Austin College; M.S., Texas Christian University; Ph.D., University of Victoria. (Wetlands Ecology)

Ott, James R., Associate Professor of Biology. B.S., George Mason University; M.S., North Carolina State University; Ph.D., University of Maryland. (Ecology, Evolutionary Biology)

Rast, Walter, Associate Professor of Biology and Doctoral Program Director. B.A., University of Texas at Austin; M.S. (Molecular Biology), M.S. (Environmental Science), Ph.D., University of Texas at Dallas. (Limnology, Water Quality, Aquatic Resource Management)

Schwinning, Susan, Assistant Professor of Biology. Diplom, University of Gottingen; M.S., University of California, Davis; Ph.D., University of Arizona. (Plant Ecology, Quantitative Ecology)

Ulana, Matthew, Assistant Professor of Geology. B.S., James Madison University; M.A., Ph.D., University of Texas at Austin. (Geology, Hydrogeology)

Weckerly, Floyd, Assistant Professor of Biology. B.S., M.S., Eastern New Mexico University; Ph.D., University of Memphis. (Biostatistics, Wildlife Ecology)

Williamson, Paula S., Professor of Biology. B.S., Texas State University-San Marcos; M.A., Ph.D., University of California at Santa Barbara. (Conservation Biology, Plant Reproductive Biology, Aquatic Plant Biology)

Associate Doctoral Faculty
(Eligible to serve on Ph.D. Advisory Committees, teach Ph.D. courses, teach Master's courses and supervise Master's theses.)

Aron, Gary Michael, Professor of Biology. B.S., M.S., St. John’s University; Ph.D., Pennsylvania State University. (Microbiology, Virology)

Lemke, David Edward, Professor of Biology. B.S., Bucknell University; Ph.D., The University of Texas at Austin. (Plant Taxonomy)

Moody, Sandra West, Associate Professor of Biology. B.S., M.S., University of Houston; Ph.D., Texas A&M University. (Science Education)
Simpson, Thomas R., Assistant Professor of Biology. B.A., University of Dallas; M.S., Ph.D., Texas A&M University. (Zoology, Wildlife Management)

Upchurch, Garland R., Jr., Associate Professor of Biology. B.S., University of Nebraska; M.S., Ph.D., University of Michigan. (Paleobotany, Paleoeckology, Global Change)
Department of Biology

Degree Programs:
- M.S. – Master of Science
- M.A. – Master of Arts
- M.Ed. – Master of Education

Master’s Majors and Degrees Offered:
- Aquatic Biology, M.S.
- Biology, M.A., M.Ed., M.S.
- Wildlife Ecology, M.S.

Master’s Programs

Graduate students in the Biology Department must elect one of six program options: the Master of Science (thesis or non-thesis), the Master of Arts (thesis), and the Master of Education (non-thesis) with a major in Biology; the Master of Science with a major in Aquatic Biology (thesis); or the Master of Science with a major in Wildlife Ecology (thesis).

Thesis Options. The thesis-oriented Master of Science degree with a major in Biology requires 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. The Master of Arts degree with a major in Biology has the same requirements outlined above for the Master of Science degree, except it permits substitution of non-science course work for students wishing to have a graduate minor outside of the College of Science. The course work for the Master of Science degree in Aquatic Biology is restricted to Aquatic Biology related courses. The course work for the Master of Science degree in Wildlife Ecology is restricted to Wildlife Ecology and related courses including two statistics courses.

Non-Thesis Options. A non-thesis Master of Science degree is available. 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 advisor and the Graduate Committee.

In Addition: Courses taken at the undergraduate level may not be repeated for graduate credit without prior consent of the instructor. Courses offered by other departments may be substituted with prior approval of the graduate advisor and Dean of the Graduate College. Courses taught outside the department and which do not require prior approval for the M.S. program in biology (maximum of two courses) are: CHEM 5385; HR 5330, 5331, 5339, 5351; and GEO 5415, 5417, 5418, and 5419. HR 5330, 5331, and 5339 may also be applied toward the aquatic biology program with prior approval (maximum of two courses).
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. Applicants are encouraged to submit a copy of the statement of purpose and letters of recommendation (no more than 3) directly to the Graduate Committee, Department of Biology, Texas State University-San Marcos, 601 University Drive, San Marcos, Texas, 78666.

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 preferred GRE score of 1000 or higher, verbal and quantitative combined, for unconditional admission to be considered. The graduate advisor and the individual’s advisory committees determine course deficiencies and their rectification.

Students with grade-point averages between 2.5 and 2.75, and a GRE score on file, may petition the department for conditional admission. Admission in these cases will be decided by the departmental Graduate Committee and graduate advisor based on interviews, letters of recommendation, research experience or other considerations that indicate the student’s ability to complete the graduate degree requirements. The final admission decision must be approved by the Dean of the Graduate College.

Major Advisor for Thesis & Non-thesis Options

It is recommended that a major advisor be identified prior to entering the graduate program. Prior to being admitted to the graduate program, prospective students should contact faculty members they are interested in working with to discuss the faculty member’s willingness to serve as their major advisor. If necessary, area-of-emphasis (see below) advisors will help direct prospective students to appropriate faculty to contact. Note that admission into the Graduate College 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 advisor 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, Population Biology, Science Education, Wildlife Biology, and Zoology.

Financial Aid

Financial assistance through the Department of Biology is available in the form of graduate Instructional Assistantships. Support is normally limited to two years.

The Office of the Graduate College can provide information about the availability of graduate scholarships.
Courses Offered

Biology (BIO)

5110A General. (1-0)
5110C Seminar in Cell Biology. (1-0) Graduate seminar course in Cell Biology.
5110E Ecology. (1-0)
5110L Limnology. (1-0) Selected topics in Limnology.
5110M Microbiology. (1-0)
5110Q Physiology Seminar. (1-0) This seminar will focus on the recent physiological advances of a physiology group or organ system.
5110W Wildlife Biology. (1-0)
5110Z Current Aspects of Zoology. (1-0) This course examines recent advances in zoology with emphasis each semester on a different phylogenetic group.

5114 Collaborative Master's Research Experience. (1-1) This course (concurrent enrollment allowed) allows master's level graduate students to initiate, conduct, and participate in research in collaboration with graduate faculty of the Department of Biology that is in addition to thesis research conducted under BIO 5399A or 5399B. This course recognizes the collaborative nature of scientific investigation. See also 5214, 5314.

5214 Collaborative Master's Research Experience. (2-2) This course (concurrent enrollment allowed) allows master's level graduate students to initiate, conduct, and participate in research in collaboration with graduate faculty of the Department of Biology that is in addition to thesis research conducted under BIO 5399A or 5399B. This course recognizes the collaborative nature of scientific investigation. See also 5314.

5295 Fundamentals of Research. (2-0) Designed to acquaint the beginning graduate student with materials and methods of research in the biological sciences. It is recommended that a graduate student take this course the first semester in residence. (F)

5300 Neurobiology. (3-0) This course presents the biology of the nervous system with emphasis on the human nervous system. Topics presented in lecture include neuroanatomy, cellular neurobiology, neurophysiology, developmental neurobiology, and neuronal plasticity, (F, odd years)
Prerequisites: PHYS 1420 and 1430 or consent of instructor.

5301 Evolution. (3-2) Basic genetic principles applied to natural selection, adaptation, populations, and speciation. Consideration is given to the origin of life, nature of chromosomal variation, evolution of genetic systems, and certain other selected topics.
Prerequisite: Undergraduate genetics course or its equivalent.

5304 Wildlife and Recreation: Impact and Management. (3-0) Students will be introduced to the impact human recreational activities have on wildlife habitats and populations. Management practices to enhance human-wildlife encounters or to minimize detrimental effects on wildlife populations will be presented. (F, even years)
Prerequisites: BIO 1430 and 1431 or BIO 1320 and 1421.

5305 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.

5308 History of Vegetation and Climate. (3-1) An overview of past vegetation and its relationship to changing climate. Topics include principles of paleovegetation analysis, paleoclimatology, the rise of flowering plants, vegetation during the age of dinosaurs, the rise of the grasslands, and the Quaternary Ice Age.
Prerequisites: Consent of instructor.
5314 Collaborative Master's Research Experience. (3-3) This course (concurrent enrollment allowed) allows master's level graduate students to initiate, conduct, and participate in research in collaboration with graduate faculty of the Department of Biology that is in addition to thesis research conducted under BIO 5399A or 5399B. This course recognizes the collaborative nature of scientific investigation.

5318 Topics in Botany. (3-2) Selected topics in plant anatomy, cytology, ecology, morphology, mycology, phycology, physiology, and taxonomy. This course may be repeated once for credit.

5319 Topics in Ecology. (3-3) Selected topics in physiological, population, or community ecology. This course may be repeated once for credit.

5319C Ecotoxicology. (3-0) Topics to be covered include sources, types, and fates of toxicants, organism response to toxicants, toxicant effects at the population, community, and ecosystem levels, and monitoring and risk assessment. Examination of current literature will form the core of the course.

5324 Natural History and Conservation of Large Mammals. (3-0) This course will introduce students to advanced details of natural history, research, and conservation of large mammals. Topics considered will include natural history, range and population status (historic and current), importance to and interaction with humans, research design and analysis, and the development of conservation and management plans.

5335 Fisheries Management. (2-4) An introduction to principles and techniques in fisheries management. Includes the study of artificial reproduction, carrying capacity, productivity, sampling procedures, population estimates, mortality, survival growth rates, and commercial and sport fisheries. (S, even years)

Prerequisite: Ichthyology course or consent of instructor.

5347 Conservation Biology. (3-0) Course examines the massive alteration of habitats and associated biological changes that threaten the existence of species and basic ecosystems. Class covers conservation ethics, working paradigms for conservation biology levels and loss of global biodiversity, conservation of population and ecosystems, restoration ecology, endangered species and laws.

5350 Topics in Physiology. (3-0) Selected advanced topics in plant, microbial, and animal physiology. This course may be repeated once for credit.

Prerequisites: Biology undergraduate zoology course or instructor's permission.

5353 Biogeography. (3-1) Examines historical and ecological explanations of the geographic distribution of organisms including the role of geologic, climatic, and biologic changes. Emphasizes the historical and philosophical development of the science and modern methods of analysis.

Prerequisites: Undergraduate evolution and ecology courses, or consent of instructor.

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: Undergraduate aquatic biology course and limnology course, or consent of instructor.

5362 Environmental Impact Analysis. (3-0) Current government regulations regarding environmental impact, content of environmental impact statements, how to proceed with an impact study, application of ecological principles to impact studies, and steps in the review process for environmental impact statements are considered. (SS, odd years).

Prerequisite: Consent of instructor.

5367 Behavioral Ecology. (3-0) Examination of the evolutionary implications of behavioral interactions through the assessment of current theory and research related to cooperation and conflict, mating and parental conflict, and sexual selection. Class will consist of lectures, discussions of recent primary literature, and scientific writing.
5390 Problems in the Biological Sciences. (3-3) Open to graduate students on an individual basis by arrangement with the faculty member concerned.

5399A Thesis. (3-0) This course represents a student’s initial thesis enrollment. No thesis credit is awarded until student has completed the thesis in Biology 5399B. Students working toward the M.A. or M.S. with a thesis are expected to enroll in thesis each semester in which faculty supervision is received or laboratory facilities are used. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5399B Thesis. (3-0) This course represents a student’s continuing thesis enrollments. The student continues to enroll in this course until the thesis is submitted for binding. Cannot be taken unless a Thesis Proposal has been submitted. Students working toward the M.A. or M.S. with a thesis are expected to enroll in thesis each semester in which faculty supervision is received or laboratory facilities are utilized. Graded on a credit (CR), progress (PR), no-credit (F) basis.

5402 Earth Science I. (3-4) A study of astronomy and meteorology through observation, description, and interpretation of earth phenomena. Includes field observations, methods of measurement and interpretation of data related to the physical environment and space technology. Requires independent scientific and science education research and presentation of findings in a professional context.

5403 Earth Science II. (3-4) The description and interpretation of earth phenomena considered from the standpoint of geology and oceanography. Includes field observations, methods of sampling and interpretation of data related to the physical environment. Requires independent scientific and science education research and presentation of findings in a professional context.

5405 Statistics and Experimental Design for Biologists I. (3-1) Introduction to inferential statistics, including exploratory and confirmatory data analysis, estimation and hypothesis testing, analysis of variance and regression, and non-parametric techniques, as applied to biological research. Computer applications emphasized.

5406 Statistics and Experimental Design for Biologists II. (3-1) Introduction to principles of experimental design, including randomization, replication, sample-size determination, completely randomized and randomized block design, factorial design, repeated measure design, and analysis of variance and covariance, as applied to biological research. Computer applications emphasized.

Prerequisite: BIO 5405 or consent of instructor.

5408 Science Processes and Research. (3-4) Students will analyze Texas science education requirements; safety; research designs, design, conduct, and present both scientific and science education research. Stress is on broad-field structure and integration of major science concepts. Should be taken semester prior to science student teaching. Requires independent scientific and science education research and presentation of findings in a professional context.

5410 Field Biology of Plants. (3-3) Ecological relationships and natural history of plants, including historical geology, geography, soils, and vegetational regions of Central Texas. (F, SS)

5411 Morphology of the Vascular Plants. (3-3) A phylogenetic survey of living and fossil vascular plants that focuses on external morphology and reproductive biology. Topics include phylogenetic reconstruction, the origin of vascular plants, seed reproduction, and the origin of angiosperms. Emphasis is on broad-scale evolutionary patterns and origin of major taxonomic groups. (S, even years)

Prerequisites: Biology undergraduate botany course and General Chemistry I and II, or consent of instructor.

5412 Plant Anatomy. (3-3) A descriptive and functional analysis of seed plants that focuses on internal structure. Topics include recognition and characterization of plant tissues, the structure of plant organs, and organ development. Emphasis is on pattern of tissue organization common to all seed plants and the functional basis for anatomical structure. (S, odd years)

Prerequisites: Biology undergraduate botany course, and General Chemistry I and II, or consent of instructor.
5413 Parasitology. (3-4) The biology and biological significance of the common parasites of man and animals. (S)  
Prerequisite: Biology undergraduate zoology course or consent of instructor.

5415 Ichthyology. (3-3) An introduction to the morphology, taxonomy, natural history, and evolution of fishes. Field trips will be made to collect specimens, and laboratory periods will be devoted to morphological and systematic analyses. (F, SS)  
Prerequisite: Biology undergraduate zoology course or consent of instructor.

5419 Stream Ecology. (3-3) Class covers ecological theories, concepts, and processes occurring at the population, community, and ecosystem levels of organization in running water. Lab includes sampling methods, description and comparative studies, experiments, critical discussion of literature and experience in writing manuscripts.  
Prerequisite: Consent of instructor.

5420 Natural History of the Vertebrates. (3-3) Environmental relationships and natural history of vertebrates. Emphasis is on evolution taxonomy, speciation, behavior, and morphology. Laboratory will include field trips for the study and collection of vertebrates in their natural habitats. Students will assemble a representative collection of vertebrates. (S, SS)

5421 Ornithology. (3-3) Introduction to anatomy, behavior, ecology, and identification of the birds of Texas. Laboratory will emphasize field studies of birds and their habitat requirements. (S)

5422 Mammalogy. (3-3) The taxonomy, distribution, ecology, behavior, and evolution of mammals with particular emphasis on wild mammals of the Southwest. Laboratory will emphasize anatomy, identification, preparation of specimens, and field exercises in methods of population analysis. Students may assemble representative mammal collection. (S)

5423 Wildlife Management. (3-3) Application of ecological principles and natural history concepts to the management of wildlife habitats and populations. Laboratory will involve demonstrations and practice exercises with wildlife management techniques and instrumentation, and field trips to observe wildlife management projects. (F).

5424 Topics in Wildlife Biology. (3-3) Concepts in wildlife biology are studied in depth with emphasis on their application to the management of wildlife species. May be repeated once for credit. (F, S)

Prerequisites: Biology 4421, 4422, and 4423 or consent of instructor.

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 undergraduate cellular biology course or 3442 and organic chemistry, or consent of instructor.

5427 Principles of Population Biology I. (3-3) The objective is to provide a foundation in theory and mathematics of basic population biology. The course is divided into modular components which include: 1) Defining Evolutionary Significant Units, 2) Ecology of Populations, 3) Genetics of Populations, and 4) Evolutionary Genetics.  
Prerequisites: ecology, evolution, and genetics, or consent of instructor.

5428 Principles of Population Biology II. (3-3) The objective is to provide a foundation in the theory and mathematics of basic population biology. The course is divided into modular components which include: 1) Ecology of Communities, 2) Evolution of Behavior, 3) Phylogenetic Methods, and 4) Biological Diversity and Conservation Biology.  
Prerequisites: BIO 5427 or consent of instructor.
5430 Topics in Mycology. (3-3) Selected topics covering the Kingdom Fungi, including aquatic mycology, marine mycology, ascomycetes, basidiomycetes, macro fungi, and slime molds. May be repeated once for credit.

5434 Herpetology. (3-3) A course treating the origin and evolution of amphibians and reptiles; their reproductive and physiological tactics; taxonomy/systematics; and population biology. Emphasis will be placed on North American species and those groups inhabiting Texas. (F)

5435 Techniques in Wildlife Management. (3-3) The basic methodology of practical wildlife management. This involves techniques in monitoring and data collection related to population dynamics and habitat parameters of wildlife species as well as field research. (S)

5441 Cellular Physiology. (3-3) Advanced cellular biology, including membrane physiology, thermodynamics, energy transduction and distribution, and cellular movement in non-muscle and muscle cells. Laboratory includes discussion of current research and exercises in cellular physiology. (S)

Prerequisites: Cell biology, organic chemistry, or consent of instructor.

5442 Experimental Techniques. (3-3) Use of methods and instruments applicable to biological investigations, including colorimetry, UV-spectrophotometry, fluorescence, flame and atomic absorption spectrophotometry, paper, gas, gel filtration and ion exchange chromatography, radioactive counting, and electrophoresis. (F)

5445 Pathogenic Microbiology. (3-4) Pathogenic bacteria and their relationship to disease, emphasizing identification of selected groups of pathogens, epidemiology, and the biological basis for resistance. (F, S)

Prerequisite: Biology 3440 or consent of the instructor.

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 the 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 if these isolates by microscopy, gas chromatography, and radiochemical substrate utilizations.

5450 Physiological Ecology of Animals. (3-3) Course brings together the principle concepts of environmental physiology of animals. The biological problems associated with living in various ecological realms will be discussed, and the biochemical and physiological adaptations of animals to their diverse habitats will be studied. (S)

Prerequisites: Organic chemistry or consent of instructor.

5454 Plant Ecology. (3-3) Functional ecology of terrestrial plants, plant populations, and communities. Laboratory emphasizes quantitative and experimental approaches to plant ecology and the use of field and laboratory physiology equipment. (S)

Prerequisites: Undergraduate ecology course, undergraduate plant physiology course, and an undergraduate cellular biology course, or consent of the instructor.

5465 General Entomology. (3-3) Principles of morphology, physiology, and taxonomy of insects. Laboratory time will be devoted to a taxonomic study of the common orders and families of insects. (F)

Prerequisite: Biology undergraduate zoology course or consent of instructor.

5466 Phylogenetic Methods. (2-3) Reconstructing phylogenies is important in most fields of biology. Course emphasis is on practical data collection, management, and analysis. Laboratory exercises will introduce phylogenetic and DNA analysis software, and WWW resources. Students will learn how to address questions in their own research using phylogenetic methodologies.

Prerequisite: Genetics course or consent of instructor.

5470 Limnology. (3-3) Physical, chemical, and biological factors affecting productivity in lakes, ponds, and streams. Limnology sampling methods, chemical and biological analysis of samples, and hydrographic surveying are included in the laboratory. (F)

Prerequisite: One year of chemistry, or consent of instructor.
5471 Reservoir Ecology. (3-3) Study of the physical, geological, chemical, and biological factors that influence and make up reservoir ecosystems.
Prerequisites: Limnology course or consent of instructor.

5472 Animal Behavior. (3-3) This course presents all the major facets of the study of animal behavior, giving special attention to its evolution and ecological significance. We will discuss major conceptual models guiding past and present research in the field. Laboratories will emphasize experimental techniques and statistical analysis.
Prerequisites: One course in statistics, or consent of instructor.

5480 Cytology and Micro-technique. (3-3) Study of cellular ultra-structure and electron micro technique. Lecture portion of course will cover cytology of all cell types and theoretical aspects of light microscopy and electron microscopy. Laboratory portion will train students to proficiency in microscopy. (F)

5481 Internship in Biological Laboratory Technologies. (0-15) The student will participate in the work of a selected biology unit (private, commercial, or governmental). A research paper reporting the internship experience conducted at the biological unit under the supervision of a faculty member will be required. This course may be credited toward a biology major with prior approval of the graduate advisor and department chair. Graded on a credit (CR), no credit (F) basis.

Graduate Faculty

Aron, Gary Michael, Professor of Biology. B.S., M.S., St. John’s University; Ph.D., Pennsylvania State University. (Microbiology, Virology)

Baccus, John Thomas, Professor of Biology. B.S.Ed., M.S., Midwestern University; Ph.D., University of North Texas. (Wildlife Management, Mammalogy, Community Ecology)

Bonner, Timothy H., Assistant Professor of Biology. B.S., Texas A&M University; M.S., Texas State University-San Marcos; Ph.D., Texas Tech University. (Ichthyology, Fisheries Management)

Dharmasiri, Nihal, Assistant Professor of Biology. B.Sc., M.Phil., University of Peradeniya, Sri Lanka; Ph.D., University of Hawaii at Manoa. (Plant Molecular and Developmental Biology)

Forstner, Michael R.J., Associate Professor of Biology. B.S., Texas State University-San Marcos; M.S., Sul Ross State University; Ph.D., Texas A&M University. (Genetics, Systematics)

Gabor, Caitlin Rathie, Associate Professor of Biology. B.A., University of Santa Barbara; M.S., Ph.D., University of Southwestern Louisiana. (Environmental and Evolutionary Ecology)

Garcia, Dana Michelle, Professor of Biology. B.S., Texas A&M University; Ph.D., University of California at Berkeley. (Cell Biology, Physiology)

Green, M. Clay, Assistant Professor of Biology. B.A., The University of Texas at Austin; M.S., Sul Ross University; Ph.D., University of Louisiana at Lafayette. (Wildlife Ecology and Ornithology)

Groeger, Alan Walter, Associate Professor of Biology. B.S., Purdue University; M.S., Central Michigan University; Ph.D., University of Oklahoma. (Limnology, Aquatic Sciences)

Hahn, Dittmar, Associate Professor of Biology. B.S., M.S., University of Hamburg; Ph.D., Wageningen Agricultural University. (Microbial Ecology)
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. B.A., West Virginia University; M.S., Marshall University; Ph.D., University of New Hampshire. (Fish Parasitology)

Huston, Michael A., Professor of Biology. B.A., Grinnell College, Grinnell, Iowa; M.S., University of Michigan-Ann Arbor; Ph.D., University of Michigan-Ann Arbor. (Landscape Ecology)

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)

Longley, Glenn, Professor of Biology and Director, Edwards Aquifer Research and Data Center. B.S., Texas State University-San Marcos; M.S., Ph.D., University of Utah. (Limnology, Pollution Biology)

Lopes, Vicente L., Associate Professor of Biology. B.S., Federal University of Ceara; M.S., Federal University of Paraiba; Ph.D., University of Arizona. (Watershed Ecology and Sustainability)

McLean, Robert James Cameron, Professor of Biology. B.Sc., University of Guelph; Ph.D., University of Calgary. (Bacterial Structure and Function, Microbial Ecology)

Moody, Sandra West, Associate Professor of Biology. B.S., M.S., University of Houston; Ph.D., Texas A&M University. (Science Education)

Nice, Christopher C., Assistant Professor of Biology. B.S., University of Minnesota, Twin Cities; Ph.D., University of California at Davis. (Population Genetics, Ecology)

Nowlin, Weston Hugh, Assistant Professor of Biology. B.A., Austin College; M.S., Texas Christian University; Ph.D., University of Victoria. (Wetlands Ecology)

Ott, James R., Associate Professor of Biology. B.S., George Mason University; M.S., North Carolina State University; Ph.D., University of Maryland. (Ecology, Evolutionary Biology)

Rast, Walter, Associate Professor of Biology and Doctoral Program Director. B.A., University of Texas at Austin; M.S. (Molecular Biology), M.S. (Environmental Science), Ph.D., University of Texas at Dallas. (Limnology, Water Quality, Aquatic Resource Management)

Rose, Francis L., Professor of Biology. B.S., M.S., University of Georgia; Ph.D., Tulane University. (Ecology and Physiology of Amphibians and Reptiles)

Schwinning, Susan, Assistant Professor of Biology. Diplom, University of Gottingen; M.S., University of California, Davis; Ph.D., University of Arizona. (Plant Ecology, Quantitative Ecology)

Simpson, Thomas R., Assistant Professor of Biology. B.A., University of Dallas; M.S., Ph.D., Texas A&M University. (Zoology, Wildlife Management)
Uliana, Matthew, Assistant Professor of Geology. B.S., James Madison University; M.A., Ph.D., University of Texas at Austin. (Geology, Hydrogeology)

Upchurch, Garland R., Jr., Associate Professor of Biology. B.S., University of Nebraska; M.S., Ph.D., University of Michigan. (Paleobotany, Paleoecology, Global Change)

Weckerly, Floyd, Assistant Professor of Biology. B.S., M.S., Eastern New Mexico University; Ph.D., University of Memphis. (Biostatistics, Wildlife Ecology)

Westerlund, Julie, Associate Professor of Biology. B.A., The University of Texas at Austin; M.S., University of Minnesota; Ph.D., The University of Texas at Austin. (Science Education)

Williamson, Paula S., Professor of Biology. B.S., Texas State University-San Marcos; M.A., Ph.D., University of California at Santa Barbara. (Conservation Biology, Plant Reproductive Biology, Aquatic Plant Biology)
Department of Chemistry and Biochemistry

Majors and Degrees Offered:
Biochemistry, M.S.
Chemistry, M.A., M.S.

Major Programs

The department offers a program of lectures, laboratories, and research leading to the Master of Science and the Master of Arts degrees. Theses programs are designed to train professional chemists, enhance the training of chemistry teachers, and provide adequate background for further advanced study.

Biochemistry. The Master of Science with a major in Biochemistry degree requires 30 semester hours, 24 semester hours in the major (including six semester hours of thesis credit) and an optional six hour minor. If the minor option is not chosen, the student will take 30 hours of Biochemistry course work including the thesis.

This program is designed for students who have undergraduate degrees in biology, biochemistry, or chemistry and wish to pursue advanced studies in biochemistry.

Chemistry. The Master of Science degree with a major in Chemistry (30 semester hours) requires a major of 21 to 24 hours (includes six semester hours of thesis credit) and an optional minor of nine to six 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 with a major in Chemistry has the same hour requirement as the Master of Science degree with thesis, but the minor may be outside the College of Science.

Research Areas

The Graduate faculty conducts research in numerous areas of the six fields of chemistry. Specific research areas include:

- **Analytical**: mass spectrometry, chromatography, electrochemistry, spectral methods;
- **Biochemistry**: enzyme isolation, enzyme mechanisms, ion-channel regulation, protein structure-function relationships, molecular genetics;
- **Inorganic**: synthesis and structure of high conductivity solid-state electrolyte compounds, boron-nitrogen compounds, coordination chemistry, bioinorganic chemistry;
- **Organic**: supramolecular chemistry of calixarenes;
- **Physical**: molecular beam methods and laser spectroscopy; and nanocomposites, heat, and impact resistant materials, green synthesis and processing.

Research Facilities

Research instruments available include 400 MHz NMR, X-ray Diffractometer, UV and IR spectrophotometers, atomic absorption, liquid and gas chromatographs, electrospray ionization/mass spectrometer, high-speed centrifuges, TGA, DSC, epi-fluorescent microscope, CO₂ incubators, and multi-well plate readers.
Admission Policy

Usually a student with a 2.75 grade point average on undergraduate course work (calculated as identified earlier in this catalog) and a preferred GRE General score of 950, verbal and quantitative combined, is routinely admitted.

Students with grade-point averages between 2.50 and 2.75 and a GRE score on file, may petition the department for conditional admission. Admission recommendations in these cases will be decided by a departmental committee (chaired by the graduate advisor) based on 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. The Office of the Graduate College can provide information about the availability of graduate scholarships.

Courses Offered

Chemistry (CHEM)

5110 Seminar in Chemistry. (1-0) A course designed to acquaint the graduate student with current research areas in chemistry. May be repeated twice for total of 3 semester 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.

5330 Physical Chemistry. (3-0) Fundamentals of physical chemistry are surveyed, emphasizing application in the other chemical sub-disciplines. Topics include classical thermodynamics, kinetics, atomic structure, and molecular spectroscopy.

5333 Spectroscopy. (3-0) Study of various spectrometric techniques in qualitative and structural analysis of chemical substances.

Prerequisites: Chemistry 2342 and Chemistry 2142.

5341 Advanced Inorganic Chemistry. (3-0) Chemical bonding, symmetry, and group theory, coordination chemistry, spectroscopy, magnetism, and organometallic compounds along with some descriptive chemistry.

5351 Introduction to Polymers and Polymer Synthesis. (3-0) This course is designed to develop the student's general understanding of polymer history and importance as well as terminology, structure, and synthesis. The overall scope of the course will be to develop the student's general knowledge of polymer synthesis and structure.

5353 Polymer Processing and Characterization. (3-0) This course is designed to explore the areas of polymer processing and characterization. Students will be introduced to extrusion, injection molding, film formation, thermoforming, thermal-mechanical measurements, classical mechanical testing, thermal-optical measurements, and methods for determination of polymer molecular weight.

Prerequisites: CHEM 2342 and 5351.
5355 Physical Chemistry of Polymers. (3-0) A study of the physical chemistry of polymers. Subjects covered include thermodynamics, kinetic polymerization, phase relationships, molecular geometry, spectroscopy of polymers, polymer physics and mechanical behavior, polymer blends, rheology, and polymer composites.

5365 Separation Methods in Chemical Analysis. (3-0) The principles of gas chromatography, capillary electrophoresis, and mass spectrometry are discussed with a balance among theory, practice, and application.

5370 Problems in Chemistry. (3-0) Open to graduate students on an individual basis by arrangement with the faculty member concerned. May be repeated once with different emphasis for additional credit.

5375 Biochemistry. (3-0) A course devoted to a study of the chemistry of carbohydrates, lipids, proteins, enzymes, and nucleic acids. A study of enzyme kinetics and thermodynamics of coupled reactions is included.

5381 Physical Biochemistry. (3-0) An introduction to the physical techniques of biochemistry with emphasis on the interpretation of experimental data obtained from electrophoresis, chromatography, immunological methods, ultracentrifugation, spectroscopy and emerging techniques.

5382 Enzymology. (3-0) A study of the chemical and physical properties of enzymes. Topics will include structure-function relationships, elucidation of chemical and kinetic mechanisms, and the role of enzymes in metabolism.

5383 Molecular Biology & Molecular Genetics. (3-0) This course addresses the basic genetic mechanisms of bacteria and eukaryotes and introduces some examples of the biochemical and genetic techniques employed to study cells, tissues, and organisms.

5385 Metabolism. (3-0) A study of biodegradation and biosynthesis of carbohydrates, lipids, amino acids, proteins, and nucleic acids.

5390 Supramolecular Chemistry. (3-0) This course is designed to be a survey of the nature of non-covalent interactions between host and guest species. Emphasis will be focused on the rational design of hosts, thermodynamic and kinetic parameters involved in binding and the applications of various binding/recognition phenomena.

5395 Fundamentals of Research. (2-3) Course is designed to acquaint the beginning graduate student with materials and methods of chemical research.

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

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

Graduate Faculty

Beall, Gary W., Associate Professor of Chemistry and Biochemistry. B.S., Tarleton State; M.S., Ph.D., Baylor University. (Polymer Chemistry: Polymer/Clay Nanocomposites, Computation Chemistry, Colloids, Wastewater Treatment Sorbents)

Blanda, Michael Thomas, Professor of Chemistry and Biochemistry. B.A., Ph.D., Texas A&M University. (Organic Chemistry: Supramolecular, Host-Guest Chemistry of Calixarenes)

Booth, Chad Jeffrey, Assistant Professor of Chemistry and Biochemistry. B.S., Southeastern Louisiana University; Ph.D., University of Southern Mississippi. (Polymer Chemistry: Synthesis, Processing & Thermo-Mechanical Characterization of Polymeric Materials)
Booth, Rachell Eschette, Assistant Professor of Chemistry and Biochemistry. B.S., Southeastern Louisiana University; Ph.D., University of Southern Mississippi. (Protein Biochemistry & Molecular Biology; Purification, Characterization, Regulation, and Structure/Function Relationships)

Cassidy, Patrick Edward, Professor of Chemistry and Biochemistry 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, and Property-Structure Relationships, High-Temperature Polymers)

David, Wendi M., Assistant Professor of Chemistry and Biochemistry. B.S., Texas State University-San Marcos; Ph.D., The University of Texas at Austin. (Medicinal Chemistry: Biochemistry; Molecular Recognition, Biological Mass Spectrometry)

Easter, David Charles, Professor of Chemistry and Biochemistry. B.S., California Institute of Technology; Ph.D., University of California, Los Angeles. (Physical Chemistry: Molecular Beam Laser of Multiphoton Ionization Spectroscopy; Properties and Dynamics of Molecular Clusters)

Feakes, Debra Arliene, Associate Professor of Chemistry and Biochemistry. B.S., Colorado School of Mines; Ph.D., Utah State University. (Inorganic Chemistry: Synthesis and Biological Application of Polyhedral Borane Compounds)

Irvin, James Duard, Professor of Chemistry and Biochemistry and the Chair of the Department of Chemistry and Biochemistry. B.S., Gonzaga University; Ph.D., Montana State University. (Biochemistry: Protein Chemistry, Enzymology)

Ji, Chang, Assistant Professor of Chemistry and Biochemistry. B.S., St. John’s University; M.S., Indiana State University; Ph.D., Indiana University. (Analytical/Organic Chemistry: Chromatography and Mass Spectrometry, Electrochemical Catalysis and Synthesis, Measurement of Henry’s Law Constants of Toxic Pollutants)

Lewis, L. Kevin, Assistant Professor of Chemistry and Biochemistry. B.S., Ohio University; Ph.D., University of Arizona. (Biochemistry & Molecular Biology: Chromosomal DNA Repair Pathways, Maintenance of Tolemere Stability)

Lippmann, David Zangwill.Associate Professor of Chemistry and Biochemistry. B.S., M.A., The University of Texas at Austin; Ph.D., University of California at Berkeley. (Physical Chemistry: Thermodynamics, Kinetics)

Martin, Benjamin, Assistant Professor of Chemistry and Biochemistry. B.S., Truman State University; Ph.D., Pennsylvania State University. (Inorganic Chemistry: High Conductivity Solid State Electrolytes)

Rudzinski, Walter Eugene, Professor of Chemistry and Biochemistry. B.S., University of Detroit; Ph.D., University of Arizona. (Analytical Chemistry: Chromatography, Electrochemistry, Measurement of Thermodynamic Parameters of Ion Pairs and Metal Chelates)

Walter, Ronald Bruce, Professor of Chemistry and Biochemistry and Mitte Chair in Cancer Research. B.S., M.S., Ph.D., Florida State University. (Molecular Genetics)
Watkins, Linette M., Associate Professor of Chemistry and Biochemistry. B.S., Trinity University; Ph.D., University of Notre Dame. (Biochemistry; Protein Biochemistry; Enzymology, Molecular Biology)
Department of Computer Science

Majors and Degrees Offered:
Computer Science, M.A., M.S.
Software Engineering, M.S.

Certificate Program Offered:
Computer Science

Major Programs

The Department of Computer Science offers the Master of Science and the Master of Arts degrees with a major in computer science. The department also offers the Master of Science degree with a major in software engineering. The programs are designed to prepare students for doctoral research, college teaching, public school teaching, or careers in computer science. All course work in computer science and software engineering applied to any graduate degrees must be at the graduate (5000) level.

Master of Science

The Master of Science degree with a major in computer science requires:
1. Completion of at least 18 semester hours of course work in computer science, including the 15-hour core required for computer science majors.
2. One of these two options:
   a. Thesis option (30-semester hour degree): A thesis is required which must be accepted by a departmental supervisory committee of graduate faculty members, the department chair, and the Dean of the Graduate College. The thesis program requires a minimum enrollment of six hours in CS 5399A and CS 5399B. Thesis credit requirement information is provided in the “Degree Information” thesis requirements section of the catalog. Completion of an approved minor of at least six graduate hours in the sciences is also required. Students who do not select a minor may replace the minor with six graduate hours of computer science courses.
   b. Non-thesis option (36-semester hour degree): Completion of nine additional graduate computer science hours as well as an approved minor of at least nine graduate hours in the sciences is required. Students who do not select a minor may replace the minor with nine graduate hours of computer science courses.

The Master of Science degree with a major in software engineering requires:
1. Completion of 21 semester hours of graduate software engineering core course work.
2. One of these two options:
   a. Thesis option (30-semester hour degree): A thesis is required which must be accepted by a departmental supervisory committee of graduate faculty members, the department chair, and the Dean of the Graduate College. The thesis program requires a minimum enrollment of six hours in CS 5399A and 5399B. Thesis credit requirement information is provided in the “Degree Information” thesis requirements section of the catalog. Completion of an additional three graduate computer science hours is required.
b. Non-thesis option (36-semester hour degree): Completion of CS 5394 plus an additional 12 graduate computer science hours is required.

Master of Arts

The Master of Arts degree with a major in computer science requires:

1. Completion of at least 18 semester hours of graduate work in computer science, including the 15-hour core required for computer science majors.
2. One of these two options:
   a. Thesis option (30-semester hour degree): A thesis is required which must be accepted by a departmental supervisory committee of graduate faculty members, the department chair, and the Dean of Graduate College. The thesis program requires a minimum enrollment of six hours in CS 5399A and 5399B. Thesis credit requirement information is provided in the “Degree Information” thesis requirements section of the catalog. Completion of an approved minor of six graduate hours is also required. The minor field may be outside of the College of Science.
   b. Non-thesis option (36-semester hour degree): Completion of nine additional graduate computer science hours as well as an approved minor of at least nine graduate hours is required. The minor field may be outside of the College of Science.

Core Courses

Computer science majors must complete 15 graduate hours of core course work, including CS 5346, CS 5329, CS 5391, and at least one course from each of the following groups:

Group 1: CS 5306, CS 5310, and CS 5332
Group 2: CS 5318, CS 5338

Software engineering majors must complete 21 graduate hours of core course work, including CS 5389, CS 5391, CS 5392, CS 5393, CS 5396, and two courses (six hours) selected from CS 5306, CS 5310, CS 5329, CS 5332, and CS 5346. Non-thesis students must also complete CS 5394.

Background Requirements

Students are required to fulfill background course work if they do not have adequate undergraduate computer science background. The background requirements may be reduced if evidence is presented which shows that the applicant has taken equivalent courses elsewhere prior to enrollment at Texas State. Background work must be completed before enrolling in graduate courses.

The minimum undergraduate background requirements for computer science and software engineering majors are:

1. Twenty-eight hours of computer science course work: CS 1318, CS 2308, CS 2318, CS 3339, CS 3358, CS 3409, CS 4318 or CS 4328, and six hours of advanced computer science electives (CS 3000-4000 level). These courses must be completed with no grade less than “C” and no more than two “Cs.”
2. Eleven hours of mathematics course work: three hours of discrete mathematics (MATH 5358 or equivalent) and eight hours of calculus. These courses must be completed with no grade less than “C.”
Admission Policy

Applicants to the computer science and software engineering programs are generally required to:
1. Meet the Graduate College’s minimum grade-point average requirement of no less than 2.75 on a 4.0 scale on the last 60 hours leading to the bachelor’s degree.
2. Have a preferred Graduate Record Examination (GRE) score of 1000, verbal and quantitative portions combined, with preferred minimum scores of 300 on the verbal and 600 on the quantitative portions. Official GRE scores must be on file in the Office of the Graduate College before an application may be considered.
3. Meet any other requirements of the Graduate College.
4. Meet the application deadlines as indicated in the “Admission Policies” section of the catalog.
5. International students have additional admission requirements and should reference the “Admission Policies” section of this catalog. International applicants must meet the application deadlines as indicated in the “Admission Policies” section of the catalog.

Non-graduate Degree Credit

Individuals may apply for “non-degree seeking student” admission through the Graduate College to enroll in computer science background courses before completing the GRE requirement. Please note, international students must meet specific admission requirements, including acceptable TOEFL scores. Please refer to the “Categories of Admission” section of the catalog.

Minors

Computer Science. A graduate minor in computer science requires six (thesis student) or nine (non-thesis student) semester hours of graduate credits in addition to the following background course requirements: CS 1318, CS 2308, CS 2318, CS 3358, and three hours of discrete mathematics (MATH 5358 or equivalent).

Software Engineering. A graduate minor in software engineering requires six (thesis student) or nine (non-thesis student) semester hours of graduate credit hours in addition to the following background course requirements: CS 1318, CS 2308, CS 2318, CS 3358, and three hours of discrete mathematics (MATH 5358 or equivalent). Students pursuing a non-thesis major must take the following three courses (9 hours): CS 5391, CS 5392, and CS 5393. Students pursuing a thesis major must take two courses (6 hours): CS 5391 and either CS 5392 or CS 5393.

Teacher Certification

The university’s undergraduate catalog provides information regarding the available teacher certification programs.
Certificate in Computer Science

The certificate program in computer science offers a broad-based curriculum in computer science to those working professionals who already have a degree in other fields and who wish to pursue a career in computer science. The certificate program also provides the background courses for students with a baccalaureate degree in a field other than computer science to pursue a master’s degree in computer science or software engineering.

Admission Requirements. Individuals holding a 4-year bachelor’s degree with a grade-point average of no less than 2.75 on a 4.0 scale on the last 60 hours leading to the degree would be eligible to apply for the program. International students are required to have minimum TOEFL score of 550 (paper-based test) or 213 (computer-based test).

Course Requirements. The program requires 39 semester hours for completion. The course requirements include the following courses with at least 15 hours of upper-division computer science courses in residency at Texas State. Courses offered at RRHEC will count towards the residency requirements. The computer science graduate advisor may waive or replace specific course requirements if a student has taken equivalent courses at another institution.

No grade less than “C” and no more than two “Cs” in:
- Foundations of Computer Science (CS 1318)
- C and C++ Programming (CS 2308)
- Assembly Language (CS 2318)
- Data Structures (CS 3358)
- Fundamentals of Computer Technology (CS 3409)
- Computer Architecture (CS 3339)
- 6 hours of advanced Computer Science electives (CS 3000+)

Plus one of the following:
- Program Translators (CS 4318)
- Operation Systems (CS 4328)

No grade less than a “C” in the following MATH courses:
- Calculus I (MATH 2471)
- Calculus II (MATH 2472)
- Discrete Mathematics (MATH 5358 or an equivalent course).

Contacts

To obtain more information about master’s programs, to apply for graduate admission, or to apply for the certificate program or “non-degree seeking student” admission, contact:

Texas State University-San Marcos
The Graduate College
601 University Drive
San Marcos, TX 78666-4605
Telephone: (512) 245-2581
FAX: (512) 245-8365
E-mail: gradcollege@txstate.edu
http://www.gradcollege.txstate.edu
For more information about the graduate programs in computer science and software engineering, contact:

Texas State University-San Marcos
Department of Computer Science
Attn: Master's Program Advisor
601 University Drive
San Marcos, TX 78666-4616
Telephone: (512) 245-3409
FAX: (512) 245-8750
E-mail: info@cs.txstate.edu
http://www.cs.txstate.edu

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: CS 3358 and 4328.
5310 Network and Communication Systems. (3-0) A study of network and communication systems. Verification and/or implementation of protocols will be required.
   Prerequisite: CS 3358.
5318 Design of Programming Languages. (3-0) Covers various aspect of the design of programming languages including principles, methodologies, and a panorama of techniques in formal syntax and formal semantics.
   Prerequisite: CS 3358.
5326 Advanced Studies in Human Factors of Computer Science. (3-0) Professional level presentation of techniques and research findings related to human-computer interactions.
   Prerequisite: CS 3358.
5328 Advanced Data Structures. (3-0) Advanced topics in data structures including searching in strings, trees, dynamic hashing, and others. Emphasis is on recent developments and implementations.
   Prerequisite: CS 3358.
5329 Algorithm Design and Analysis. (3-0) Introduction to algorithm design and analysis, computational complexity, NP – completeness theory.
   Prerequisites: CS 3358, MATH 2472, and MATH 3398 or MATH 5358 with a grade of “C” or higher.
5332 Data Base Theory and Design. (3-0) Computer system organization for the management of data; data models, data model theory, optimization and normalization; integrity constraints; query languages; intelligent database systems.
   Prerequisites: CS 3358 and 4328.
5333 Advanced Database Systems. (3-0) Database related topics will be covered including object-oriented database, intelligent database, CASE tools, and DBMS. The design of databases will be covered with an emphasis on the design of conceptual, logical, and internal models.
   Prerequisite: CS 5332.
5334 Advanced Internet Information Processing. (3-0) Integration of popular scripting languages (Perl, Javascript, PHP, and other CGI capable languages) and database programming languages (embedded database programming languages, Java Servlets, and PHP) to provide advanced information processing for Internet applications that demand both database support and sophisticated, application specific information processing.
Prerequisite: CS 5332 with a grade of “C” or higher.

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: CS 3358 and 5332.

5338 Formal Languages. (3-0) Advanced topics in automata theory, grammars, Turing machines, decidability, and algorithmic complexity.
Prerequisites: CS 3358 and MATH 3398.

5341 Advanced Network Programming. (3-0) Study of advanced concepts and programming skills in computer networks such as advanced TCP/IP, API, multicasting and broadcasting, reliable communications, advanced I/O functions and options.
Prerequisite: CS 5310 with a grade of “C” or higher.

5346 Advanced Artificial Intelligence. (3-0) Knowledge representation; knowledge engineering; parallel and distributed AI; heuristic searches; machine learning and intelligent databases; implementation of systems in high-level AI languages.
Prerequisite: CS 3358.

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: CS 5346.

Prerequisites: CS 3358 and 3409.

5351 Parallel Processing. (3-0) Introduction to the design and analysis of parallel algorithms, parallel architectures, and computers.
Prerequisites: CS 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: CS 3358 and 4328.

5369 Topics in Computer Science. (3-0) Selected topics in computer science from advanced areas of computer software, computer hardware, and software engineering. Material will vary according to the needs and interest of the class. May be repeated with different emphasis for additional credit.
Prerequisite: 6 hours senior-level computer science, or consent of instructor.

5369C Crafting Compilers. (3-0) Overview of the internal structure of modern compilers. Research on compilation techniques. Topics include lexical scanning, parsing techniques, static type checking, code generation, dataflow analysis, storage management, and execution environments.
Prerequisite: CS 3358.

5369E Advanced Embedded Computer Systems. (3-0) Research in the architecture of embedded systems, micro-controllers, their peripherals, languages, and operating systems and the special techniques required to use them. Course will provide in-depth knowledge of implementation of individual projects. Course cannot be taken for credit if student received credit for CS 3468.
Prerequisite: CS 3339 or the equivalent.
5369S Advanced Digital Signal Processing. (3-0) Research in the areas of discrete-time systems, Z transform analysis, and filter design; techniques include lab programming with National Instruments LABVIEW and TI signal processors. Course cannot be taken for credit if student received credit for CS 4368S.
Prerequisites: MATH 2472 and CD 3358.

5369U Advanced Data Mining. (3-0) Research in data mining techniques including classification, predication, and cluster analysis. Relationships with fields which data mining draws from like database technology, artificial intelligence, machine learning, and neural networks will also be emphasized. This course cannot be taken for credit if student received credit for CS 4378U.
Prerequisite: CS 3358.

5369W Wireless Communications and Networks. (3-0) Study of the fundamental aspects of wireless communications and wireless/mobile networks, introduction of wireless/mobile networking APIs.
Prerequisites: CS 3358 and a grade of B or better in CS 5310.

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: CS 3358.

5375 Multimedia Computing. (3-0) A study of the digital representation and processing of major multimedia data types: image, audio, and video. Compression techniques for the three data types, standards, and storage media.
Prerequisite: CS 3358.

5376 Enterprise Application Integration. (3-0) Introduction to the integration of all services available on the Web. It emphasizes component-based integration frameworks based on J2EE specification (EJB, Servlets, JMS), inter-organization workflow integration frameworks, and XML framework. Students must have knowledge of object-oriented design, object-oriented programming language, databases, and networking.
Prerequisite: CS 3358.

5388 Advanced Computer Graphics. (3-0) A study of the algorithms and data structures used in representing and processing visual data.
Prerequisite: CS 3358.

5389 Graphical User Interfaces. (3-0) Covers both abstract and practical treatments of using graphics to implement interactive computer/human interfaces. Includes a survey of the major GUI standards and tools.
Prerequisite: CS 3358.

5391 Survey of Software Engineering. (3-0) A study of the software life cycle with emphasis on system analysis and design. Methodologies based on data flows and on objects will be surveyed. A component on professional ethics is included.
Prerequisite: CS 3358.

5392 Formal Methods in Software Engineering. (3-0) The use of design and specification languages in producing software systems. Emphasis is placed on proving correctness of designs and implementations.
Prerequisites: CS 3358 and CS 5391.

5393 Software Quality. (3-0) The latter half of the software life cycle is discussed. Topics include testing, performance evaluation, and software metrics. Appropriate software tools are studied and used.
Prerequisite: CS 5391.
5394 **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. Graded on a credit (CR), no credit (F) basis.
Prerequisite: CS 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: CS 3358.

5396 **Advanced Software Engineering Processes and Methods.** (3-0) The essentials of software engineering processes, methods, and tools for the evolutionary design of complex interactive software are discussed. Overviews of other topics 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, methods, and tools.
Prerequisite: CS 5392.

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 Computer Science 5399B. Graded on a credit (CR), progress (PR), no-credit (F) basis.

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

**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)

**Chen, Xiao,** Associate Professor of Computer Science. B.Eng., Shanghi University of Science and Technology; M.Eng., Shanghi University; Ph.D., Florida Atlantic University. (Software Engineering, Distributed Systems)

**Davis, Wilbon Pinkney,** Professor of Computer Science. B.S., M.S., Texas State University-San Marcos. (Software Engineering, Computer Graphics, Microprocessors)

**Drissi, Jawad,** Assistant Professor of Computer Science. B.S., M.S., University of Grenoble; M.S., Ph.D., University of Montreal. (Embedded Systems, Communication Protocols, Network Architecture and Distributed Systems, Object-Oriented Analysis and Design)

**Durrett, Herman John, Jr.,** Associate Professor of Computer Science. B.S., University of Houston; Ph.D., University of Colorado; J.D., St. Mary’s University. (Human Factors, Law and Ethics)

**East, Deborah Jeanine,** Assistant Professor of Computer Science. B.S., Ph.D., University of Kentucky. (Non-Monotonic Logics and Knowledge Representation, Software Simulations and Modeling)

**Haddix, Frank Furman,** Assistant Professor of Computer Science. B.A., M.A., Ph.D., The University of Texas at Austin; M.S., University of Houston. (Distributed Computing, Software Engineering, Parallel Processes, Databases)

**Hall, Greg Allen,** Assistant Professor of Computer Science. B.S., M.S., University of West Florida; Ph.D., University of Idaho. (Software Engineering)
Hazlewood, Carol Tewes, Associate 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, Scientific Computing)

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, E-Commerce, Object-Oriented Systems)

Kaikhah, Khosrow, Associate Professor of Computer Science and Director of the Computer Science and the Software Engineering programs. B.S., M.S., M.S., Ph.D., University of Rhode Island. (Artificial Intelligence, Expert Systems, Natural Language Processing, Human-computer Interaction, Neural Networks)

McCabe, Thomas Francis, Associate Professor of Computer Science. B.A., Texas State University-San Marcos; M.S., Ph.D., Texas A&M University. (Computer Networks, Distributed Systems)

Ngu, Hee Hiong Anne, Associate Professor of Computer Science. B.S., Ph.D., University of Western Australia. (Integration of Heterogeneous Resources over the Web, Multimedia Databases, Agent Technologies)

Ott, Granville Emil, Assistant Professor of Computer Science. B.S., M.S., Ph.D., The University of Texas at Austin. (Computer Systems, Signal Processing)

Ogden, Robert David, Associate Professor of Computer Science. B.S., Southern Methodist University; M.A., Ph.D., Washington University. (Fractal 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, Database Systems, Operating Systems)

Podorozhny, Rodion Miklahilovich, Assistant Professor of Computer Science. B.S., St. Petersburg State Technical University; M.S., University of Massachusetts; Ph.D., The University of Texas at Austin. (Software Engineering, Process Specification Languages, Process Environments, Process Analysis)

Sawey, Ronald Marvin, Associate Professor of Computer Science. B.A., M.A., Ph.D., The University of Texas at Austin. (Operations Research, Mathematical Modeling)
Department of Mathematics

Major and Degree Offered:
Mathematics, M.Ed., M.S.
Middle School Mathematics Teaching, MED
Industrial Mathematics, M.S.

Major Programs

The Department of Mathematics offers the Master of Science degree with a major in mathematics or with a major in industrial mathematics and the Master of Education degree with a major in mathematics or with a major in middle school mathematics teaching. Students are advised to contact the mathematics graduate advisor for full program details.

Master of Science. The Master of Science degree with a major in mathematics consists of 24 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 nine hours in the minor.

Master of Science students may select a minor or non-minor degree option. Those choosing the non-minor may select, in consultation with graduate advisor, all their degree courses from the mathematics curriculum. The minor should be selected from the list of approved minors.

The Master of Science degree with a major in industrial math consists of 18 hours of math and six hours of support courses in a science field other than math and six hours of elective math courses. The students are required to do a thesis.

Master of Education. The Master of Education degree with a major in mathematics consists of 27 hours of mathematics without a thesis, plus a minimum of nine hours in the minor. The minor should be selected from the list of approved minors.

The Master of Education degree with a major in middle school mathematics teaching consists of 21 hours of math for teacher education (MTE) classes and MATH 5303, plus 12 hours of Curriculum and Instruction classes.

Goals

The program courses are designed to develop studies appropriate to preparing students for doctoral research, community college teaching, public school teaching, or careers in applied mathematics.

Faculty

The faculty has specialists in algebra, analysis, applied mathematics, bifurcation theory, differential equations, differential geometry, non-linear functional analysis, number theory, graph theory, combinatorics, mathematics education, quadratic forms and topology. The library collection is extensive in both journals and reference works with current journals available.
Financial Aid

Mathematics graduate students are encouraged to work as assistant instructors. The stipends for these assistantships are comparable to the national norms and generally require teaching two courses per semester. Information may be obtained by writing the department chair. The Office of the Graduate College can provide information on the availability of graduate scholarships.

Courses Offered

Mathematics (MATH)

5111 Selected Problems in Mathematical 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 M.S. degree.

Prerequisite: A grade of at least C in Mathematics 2472.

5304 Topics in Mathematics for the Secondary Teacher. (3-0) A study of the current trends and topics found in the secondary school mathematics curriculum with the goal of improving the mathematical background of the secondary teacher. Course content will be flexible and topics will be selected on the basis of student needs and interests. Cannot be used on degree plan for M.S. degree.

Prerequisite: A grade of C in Mathematics 2472.

5305 Advanced Course in Probability and Statistics. (3-0) Advanced topics in probability and statistics. May be repeated once with different emphasis for additional credit.

Prerequisite: Mathematics 3305.

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) Topics in modern algebra. Material will be adapted to the needs of the class.

Prerequisite: Mathematics 4307 or consent of the instructor.

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 a complex variable.

Prerequisite: A grade of at least "C" in Mathematics 3373, 3380, and 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 at least "C" in Mathematics 4307 or consent of instructor.

5317 Problems in Advanced Mathematics. (3-0) Open to graduate students on an individual basis by arrangement with the mathematics department. A considerable degree of mathematical maturity is required. May be repeated with different emphasis for additional credit.

5319 The Theory of Integration. (3-0) A course in the theory of integration with special emphasis on the Lebesgue integrals. A course in the theory of real variables, with a knowledge of point set theory, is desirable as a background for this course. A considerable amount of mathematical maturity is required.
Prerequisite: A grade of "C" or higher in MATH 4315 and 5373.

5329 General Topology. (3-0) Point-set topology with an emphasis on general topological spaces; separation axioms, connectivity, the metrization theorem, and the C-W complexes.
Prerequisite: A grade of at least "C" in Mathematics 4330.

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 least "C" in Mathematics 4330.

5336 Studies in Applied Mathematics. (3-0) Topics selected from optimization and control theory, numerical analysis, calculus of variations, boundary value problems, special functions, or tensor analysis. May be repeated with different emphasis for additional credit.
Prerequisites: Six hours of advanced mathematics pertinent to topic and consent of the instructor.

5340 Scientific Computation. (2-2) This course will involve the analysis of algorithms from science and mathematics, and the implementation of these algorithms using a computer algebra system. Symbolic numerical and graphical techniques will be studied. Application will be drawn from science, engineering, and mathematics.
Prerequisite: MATH 3323 or consent of instructor.

5345 Regression Analysis. (3-0) This course introduces formulation and statistical methodologies for simple and multiple regression, assessment of model fit, model design, and criteria for selection of optimal regression models. Students will develop skills with the use of statistical packages and the writing of reports analyzing a variety of real-world data
Prerequisite: MATH 2472.

5350 Combinatorics. (3-0) This course, covers permutations, combinations, Stirling numbers, chromatic numbers, Ramsey numbers, generating functions, Polya theory, Latin squares and random block design.
Prerequisite: MATH 3398 or consent of instructor.

5355 Applied and Algorithmic Graph Theory. This course is designed to emphasize the close tie between the theoretical and algorithmic aspects. The topics may include basic concepts such as connectivity, trees, planarity, coloring of graphs, matchings, and networks. It also covers many algorithms such as Max-flow Min-cut algorithm, maximum matching algorithm, and optimization algorithms for facility location problems in networks.
Prerequisite: MATH 5388 or MATH 3398.

5358 Applied Discrete Mathematics. (3-0) Boolean algebra, counting techniques, discrete probability, graph theory, and related discrete mathematical structures that are commonly encountered in computer science.
Prerequisite: A grade of at least "C" in Mathematics 2472.

5360 Mathematical Modeling. (3-0) This course introduces the process and techniques of mathematical modeling. It covers a variety of application areas from the natural sciences. Emphasis is placed on deterministic systems, stochastic models, and diffusion.
Prerequisite: MATH 3373, MATH 3323, and MATH 5301 or consent of instructor.
5373 Theory of Functions of Real Variables. (3-0) Discuss those topics that will enable the student to obtain a better grasp of the fundamental concepts of the calculus of real variables and the more recent developments of this analysis.

Prerequisite: A grade of at least “C” in Mathematics 4315.

5376 Topics in Applied Statistics. (3-0) This course is designed to introduce a wide range of topics in applied statistics, including, but not limited to, experimental design, stochastic modeling, time series, and computational statistics.

Prerequisite: Approval of instructor.

5376A Design and Analysis of Experiments. (3-0) This course introduces fundamental concepts in the design of experiments, justification of linear models, randomization and principles of blocking. It also discusses the construction and analysis of basic designs including fractional replication, composite designs, factorial designs, and incomplete block designs.

Prerequisite: Approval of instructor.

5376B Analysis of Variance. (3-0) This course introduces basic methods, one-way, two-way ANOVA procedures, and multifactor ANOVA designs.

Prerequisite: Approval of instructor.

5381 Foundations of Set Theory. (3-0) A formal study of the theory of sets, relations, functions, finite and infinite sets, set operations and other selected topics. This course will also train the student in the understanding of mathematical logic and the writing of proofs.

Prerequisite: A grade of at least “C” in Mathematics 2472.

5382 Foundation of Real Analysis. (3-0) A course covering the foundations of mathematical analysis. Topics include: real numbers, sequences, series, and limits and continuity of functions.

Prerequisite: Mathematics 5381.

5384 Geometric Approach to Abstract Algebra. (3-0) Definitions and elementary properties of groups, rings, integral domains, fields and vector spaces with great emphasis on the rings of integers, rational numbers, complex numbers, polynomials, and the interplay between algebra and geometry.

Prerequisite: Mathematics 5381.

5386 Knots and Surfaces, An Introduction to Low-Dimensional Topology. (3-0) Knot polynomials and other knot invariants. The topological classification of surfaces and topological invariants of surfaces.

Prerequisite: A grade of at least “C” in Mathematics 2472.

5388 Discrete Mathematics. (3-0) This course covers topics from: basic and advanced techniques of counting, recurrent relations, discrete probability and statistics, and applications of graph theory.

Prerequisites: A grade of at least “C” in Mathematics 2472.

5390 Statistics. (3-0) This course will cover not only some of the basic statistical ideas and techniques but also the mathematical and probabilistic underpinnings of these techniques with an emphasis on simulations and modeling. The planning, conducting, analysis, and reporting of experimental data will also be covered.

Prerequisite: A grade of at least “C” in Mathematics 2472.

5392 Survey of Geometries. (3-0) A study of topics in geometry including geometrical transformations, the geometry fractals, projective geometry, Euclidean geometry, and non-Euclidean geometry.

Prerequisite: A grade of at least “C” in Mathematics 2472.

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. Graded on a credit (CR), progress (PR), no-credit (F) basis.

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. Graded on a credit (CR), progress (PR), no-credit (F) basis.
Mathematics Education (MTE)

5301 Topics in Mathematics for the Middle School Teacher. (3-0) This topics course is designed to provide the general 4th-8th teacher with the consent knowledge necessary to effectively teach mathematics at the middle level.

5302 Topics in Teaching Mathematics for the Middle School Teacher. (3-0) This topics course is designed to provide the general 4th-8th teacher with the pedagogical content knowledge necessary to effectively teach mathematics at the middle level.

5311 Quantitative Reasoning. (3-0) This course will focus on numerical reasoning and problem solving with particular attention being placed on strategies for solving problems, methods for mental computation and computational estimation, and algorithmic processes being taught in a student-centered atmosphere where teachers are free to take risks.

5313 Geometry and Measurement. (3-0) This course will focus on using spatial reasoning to investigate the concepts of direction, orientation, shape and structure; using mathematical reasoning to develop and prove geometric relationships; using logical reasoning and proof in relation to the axiomatic structure of geometry; using measurement of geometry concepts to solve real-world problems.

5315 Algebraic Reasoning. (3-0) This course will focus on using algebraic reasoning to investigate patterns, make generalizations, formulate mathematical models, and make predictions; using properties, graphs, and applications of relations and function to analyze, model and solve problems; and making connections among geometric, graphic, numeric and symbolic representation of functions and relations.

5317 Math Modeling. (3-0) This course will focus on modeling problems, applying appropriate mathematical analysis and drawing conclusions from the analysis; solving problems recursively, using linear and non-linear functions and using geometry and discrete mathematics to solve problems in Science, Music, and Art.

Prerequisite: MTE 5315.

5319 Concepts of Calculus. (3-0) A first course in differential and integral calculus. The student will explore the slope of secant lines, average velocity, limit, instantaneous velocity, derivative, slope of a curve at a point, area under a graph, integrals, fundamental theorem of calculus, and applications.

Prerequisite: MTE 5317 or consent of department chair.

5321 Probability and Statistics. (3-0) This course will deal with using graphical and numerical techniques to explore data, characterize patterns, and describe departures from patterns; designing experiments to solve problems; understanding the theory of probability and its relationship to sampling and statistical inference and its use in making and evaluating predications.

Prerequisite: MTE 5315.

5323 Logic and Foundations of Mathematics. (3-0) This course will consist of an introduction to fundamental mathematical structures and techniques of proof. Topics will include: logic, set theory, number theory, relations, and functions. Emphasis will be placed on communication about mathematics and construction of well-reasoned explanations.

Prerequisite: MTE 5313 and 5319.
Graduate Faculty

Acosta, Maria T., Associate Professor of Mathematics and Mathematics Graduate Advisor. B.S., University “LA Gran Colombia”; M.S., State University of New York at Fredonia; M.S., Ph.D., University of Arizona. (Algebra)

Curtin, Eugene, Professor of Mathematics. B.S., M.S., University of College Dublin; Ph.D., Brown University. (Differential Geometry)

Dix, Julio Guacaneme, Professor of Mathematics. B.A., Universidad Nacional de Colombia; M.S., Ph.D., University of Cincinnati. (Numerical Analysis)

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)

Ferrero, Daniela, Assistant Professor of Mathematics. B.S., Universidad de la Republica del Uruguay; Ph.D., Universitat Politecnica de Catalunya Spain. (Graph Theory)

Fischer, Joyce F., Assistant Professor of Mathematics. B.A., M.A., Texas State University-San Marcos; Ph.D., The University of Texas at Austin. (Mathematics Education)

Gronberg, Sharon M., Lecturer of Mathematics. B.A., Augsburg College; M.S., Midwestern State University; Ph.D., The University of Texas at Austin. (Mathematics Education)

Gu, Weizhen, Professor of Mathematics. B.S., Hangzhou University, China; M.S., Ph.D., Louisiana State University. (Graph Theory, Combinatorics)

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)

Keller, Thomas Michael, Associate Professor of Mathematics. B.S., M.S., Ph.D., Johannes Gutenberg University of Mainz, Germany. (Group Theory)

McCabe, Terence William, Assistant Professor of Mathematics. B.S., M.A., Texas State University-San Marcos; Ph.D., University of North Texas. (Differential Equations)

Morey, Susan Elaine, Associate Professor of Mathematics. B.S., University of Missouri-Columbia; Ph.D., Rutgers University. (Commutative Algebra)

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 Associate Dean of the College of Science. B.A., M.A., Ph.D., University of Southern California. (Non-linear Functional Analysis)
Ratliff, Ernest F., Associate Professor of Mathematics. B.S., McNeese State University; M.A., Ph.D., University of Oklahoma.

Reinke, Kathryn, Associate Professor of Mathematics. B.A., University of Houston; M.S., Stephen F. Austin State University; Ph.D., Texas A&M University. (Mathematics Education)

Shen, Jian, Associate Professor of Mathematics. B.S., M.S., Ph.D., Queens University. (Combinatorics, Combinatorial Matrix Theory, Probabilistic Methods in Discrete Mathematics)

Singh, Sukhjit, Professor of Mathematics. B.A., Arizona State University, M.A., Ph.D., Pennsylvania State University. (Topology)

Snyder, David Fred, Associate Professor of Mathematics. B.A., Ph.D., University of Tennessee. (Geometric and Algebraic Topology, Mathematical Modeling)

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. (Non-linear Functional Analysis)

Vasquez-Mireles, Selina, Associate Professor of Mathematics. B.A., The University of Texas at Austin; M.Ed., Texas State University-San Marcos; Ph.D., The University of Texas at Austin. (Mathematics Education)

Warshauer, Max Leon, Professor of Mathematics. B.A., University of Chicago; Ph.D., Louisiana State University. (Quadratic Forms, Mathematics Education)

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

Major and Degrees Offered:
- Physics, M.S.
- Materials Physics, M.S.

Major Programs

Physics, M.S., Thesis Option. The standard program that leads to a 30-hour Master of Science degree requires six hours of thesis, PHYS 5312 and PHYS 5331, nine to 12 hours in physics, six to nine hours in another science (mathematics, computer science, chemistry, or biology) or, if a no minor option is selected, six to nine hours in physics and/or other sciences with prior approval. The Physics Department offers an especially strong opportunity for thesis research in experimental solid state and materials physics.

Physics, M.S., Non-thesis Option. The 36-hour Master of Science degree program without a thesis is also available. This optional program requires six hours of course work in lieu of the thesis and six hours of additional course work in physics.

Materials Physics, M.S.. The Materials Physics M.S. is a thesis only degree which stresses experimental materials physics primarily related to the semiconductor and other high tech materials industries. The program leads to a 35-hour Master of Science degree in Materials Physics. The Materials Physics M.S. degree requires six hours of thesis, PHYS 5110 (taken twice), PHYS 5320, PHYS 5324, and PHYS 5398. In addition 18 elective hours must be chosen from PHYS 5312, 5314, 5322, 5326, 5327, 5328, 5329, 5331, 5370, with up to nine hours of free electives permitted (with prior departmental approval).

Research. Research is an important component of our graduate program. Faculty research interests include historical astronomy and astronomical computing, magnetic and semiconductor materials fabrication and analysis, thin film electrical characterization, scanning probe microscopy, and infrared spectroscopy. Major research instrumentation includes magnetron and dual ion beam sputtering vacuum systems, scanning electron microscope with energy dispersive spectroscopy capabilities, atomic force microscope, scanning tunneling microscope, thin film optical characterization equipment, high resolution x-ray analysis equipment, vibrating sample magnetometer, and FTIR spectrometer. For the latest on research interests and activities, visit our website: http://www.txstate.edu/physics/.

Admission Policy

Regular Admission. Unconditional admission is usually given to students who meet the University’s requirements for regular admission and who have in addition a 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 a 2.50 and who have a preferred 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
Texas State University-San Marcos
601 University Drive
San Marcos, Texas 78666-4616

The Office of the Graduate College can provide information about the availability of graduate scholarships.

Courses Offered

Physics (PHYS)

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) A study of electronic properties of materials using classical and quantum mechanical models, simple band theory of a solid and some device. Also included is an introduction to band theory applied to other properties of solids such as magnetism, dielectric functions, transport properties, and superconductivity.

Prerequisites: PHYS 3312 and 4315.

5322 Semiconductor Device Microfabrication. (3-0) An in-depth overview of the physics and technology of VLSI and ULSI silicon semiconductor device microfabrication. Topics including electronic material preparation, thin film growth, silicon oxidation and etching, lithography processing, impurity diffusion, ion implantation and yield analysis will be covered.

5324 Thin Film Materials Laboratory. (0-9) An intensive laboratory introduction to the physics and materials fabrication and characterization. At the discretion of the instructor, laboratory projects introducing techniques such as sputtering, furnace/oven preparation, scanning probe microscopy, scanning electron microscopy, energy dispersive spectroscopy, four point probe transport methods, magnetometry and x-ray analysis may be offered. This course is preparatory for students seeking to apply for an experimental materials physics master's thesis project. This course may be repeated with permission from the instructor.
5326 Electrical Characterization of Materials and Devices. (2-6) A laboratory/lecture course introducing electric characterization methods important to semiconductor materials and devices. Various measurement techniques and methods will be reviewed. Students will learn to work with industrial equipment.

Prerequisite: PHYS 2425.

5327 Microelectronics Device Physics. (3-0) The application of solid state physics for describing important examples of thin film device operation with a special emphasis on semiconductor devices. Additional topics may include photon and phonon effects on electronic properties, quantum phenomena, many body effects in solids, carrier transport properties, micro-electromechanical systems, and materials interface issues.

5328 Advance Solid State Physics. (3-0) Review of models of a solid and energy band theory. Additional topics may include interaction of electromagnetic waves with solids, lattice vibrations and phonons, many body effects in solids, device physics, quantum phenomena, carrier transport properties, current device configurations, and materials interface problems.

Prerequisite: PHYS 5320.

5329 Microelectronics Reliability Physics. (2-4) An introduction to the physical mechanisms governing the important failure modes of semiconductor integrated circuit devices and other emerging thin film devices. The application of materials physics characterization techniques for detecting the signatures of these failure mechanisms will also be reviewed.

Prerequisites: PHYS 5324 and PHYS 5328, or instructor permission.

5331 Electromagnetic Field Theory. (3-0) Introduction to electrodynamics at the graduate level. Topics include applications of special functions to problems in electrostatics and magnetostatics, time varying fields, Maxwell's equations, electromagnetic energy, Maxwell's stress tensor, radiation, and special theory of relativity.

5340 Advanced Dynamics. (3-0) Classical mechanics at an advanced level. Topics covered may include special relativity in classical mechanics, Hamilton equation of motion, canonical transformations, and Hamilton-Jacobi theory.

5370 Problems in Advanced Physics. (3-0) Open to graduate students on an individual basis by arrangement with the Department of Physics. May be repeated with prior approval of the department.

Graduate Faculty

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.

Donnelly, David W., Professor of Physics. B.A., University of California-Berkeley; Ph.D., University of California, Santa Barbara.
Galloway, Heather C., Professor of Physics. B.S., The University of Texas at Austin; M.A., Ph.D., University of California-Berkeley.

Geerts, Wilhelmus J., Associate Professor of Physics. M.Sc., University of Eindhoven, The Netherlands; Ph.D., University of Twente, Enschede, The Netherlands.

Gutierrez, Carlos J., Professor of Physics. B.S., University of Dallas, M.A., Ph.D., The Johns Hopkins 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.

Spencer, Gregory F., Assistant Professor of Physics. B.S., University of South Florida; M.S., University of Illinois, Urbana-Champaign; Ph.D., University of Florida.
Major and Degree Offered:
Industrial Technology, M.S.T.

Major Program

The Department of Technology offers the Master of Science in Technology (M.S.T.) with a major in Industrial Technology.

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

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

The major is comprised of 12 semester hours of core courses, six semester hours of specialization courses and six 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\(^1\)
TECH 5385 Readings in Technology
TECH 5390 Research in Technology
TECH 5394 Data Acquisition and Analysis\(^2\)

Students may choose either a manufacturing or general specialization. The manufacturing specialization includes the following courses:

TECH 5364 Statistical Applications in Manufacturing Process Control
TECH 5391 Computer Integrated Manufacturing\(^3\) or
TECH 5311 Computer Aided Engineering\(^4\)

\(^1\) - Prerequisite TECH 1413 or equivalent
\(^2\) - Prerequisite TECH 5390 or permission of instructor
\(^3\) - Prerequisite TECH 2330 and TECH 4362
\(^4\) - Prerequisite TECH 5310

Students electing the general specialization will work with their faculty advisor to choose six semester hours that support career objectives.

Students may use the remaining six 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 six semester hours of Technology course work they desire. Those electing the thesis option must satisfy the thesis requirements of the Graduate College as published in the Graduate Catalog. For those electing the thesis option, the final six semester hours of their major will be:

TECH 5399A and 5399B Thesis

Technology majors will not be permitted to enroll in TECH 5399B until the Dean of the Graduate College has approved their research proposal.

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

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

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

Minor in Industrial Technology - Graduate students majoring in other academic departments who wish to minor in Industrial Technology may do so provided they have adequate background. A minimum of 12 semester hours of graduate level Technology course work is needed in order to satisfy the requirements of a minor in Industrial Technology. Interested students should contact a Technology Graduate Advisor regarding background requirements and course selections.

M.B.A. with Technology Specialization - The Master of Business Administration with a Technology Specialization is offered by the Emmett & Miriam McCoy College of Business Administration in cooperation with the Department of Technology. This degree program should appeal to the M.B.A. student who seeks career opportunities with companies oriented significantly toward engineering and technology. Students pursuing this degree may complete up to 15 semester credit hours of graduate level Technology courses as a component of the M.B.A. For further details regarding the M.B.A. with a Technology Specialization refer to the “Emmett & Miriam McCoy College of Business Administration ‘Master of Business Administration, M.B.A.’” section of this catalog. The Technology Specialization satisfies the requirements of a minor in Industrial Technology.

Background Courses. Generally speaking, those with undergraduate degrees in 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 requirements will be determined on a case-by-case basis through consultation with a faculty advisor. New students are encouraged to seek academic advising early regarding background courses.

Admissions Policy. The Department of Technology accepts students into its program who meet the general requirements set by the Graduate College. Students not meeting these standards, with departmental approval and approval of the Dean of the Graduate College, may be accepted into the program on a conditional basis. Contact a technology advisor for details.

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 package for both mainframe and microcomputer systems are examined. Topics include 2D, 3D, and solid modeling modes with primary concentration on microcomputer applications.
Prerequisite: TECH 1413 or equivalent.

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: TECH 5310 and MATH 2471, or consent of instructor.
5315 Engineering Economic Analysis. (3-0) This course deals with economic analytical techniques used in engineering decision making. Topics include time value of money, comparing alternatives, depreciation, replacement, and income tax considerations. Prerequisite: MATH 1315 or 1319 or consent of instructor.

5361 Contemporary Construction Methods and Techniques. (3-0) Deals with current topics and trends in the construction industry. Construction engineering, including materials, soil and structure testing, estimating, scheduling, utilities, surveying, and site layout is covered. Prepared construction-related computer programs are utilized and evaluated. Prerequisite: TECH 4361 or consent of instructor.

5364 Statistical Application 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.

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 standards; 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 department chair.

5385 Readings in Technology. (3-0) A study of the ethical and moral viewpoints typically associated with American society as related to the development and introduction of new technology and engineering. Past, present and future issues will be studied with selected readings focusing on industrial related problems and issues.

5387 Planning Advanced Technology Facilities. (3-0) An in-depth study of technical problems encountered in designing, equipping, arranging, and specifying facility requirements for industrial and technical training facilities.

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

5391 Computer-Integrated Manufacturing. (2-2) 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 mainframe and microcomputer systems are examined with primary concentration on direct and indirect microcomputer interfacing. Minimal exposure to robotic arms and manipulators is included. Prerequisites: TECH 2330 and TECH 4362.

5392 Fundamentals of VLSI Fabrication. (3-0) An introduction to integrated circuit fabrication to include crystal growth, wafer preparation, epitaxial growth, oxidation, diffusion, ion-implantation, thin film deposition, lithography, etching, device and circuit formation, packaging and testing. Significant project includes circuit design/simulation and/or process design. Laboratory component involves actual production/testing of a functional semiconductor device.
5394 Data Acquisition and Analysis for Technology. (3-0) A study of experimental design, instrumentiation, and data analysis in industrial research. Various experimental designs are studied ranging from the one-dimensional design to higher order factorial and randomized blocks designs. Typical examples of 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. Graded on a credit (CR), progress (PR), no-credit (F) basis.

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. Graded on credit (CR), progress (PR), no-credit (F) basis.

Graduate Faculty

Batey, Andy Jr., Associate Professor of Engineering and Technology and Program Director. B.S., M.Ed., Texas State University-San Marcos; Ph.D., University of Maryland.

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

DeLeon, John E., Associate Professor of Technology and Director of University Seminar. B.S., M.S., Texas State University-San Marcos; Ph.D., Texas A&M University.

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

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

Stephan, Karl David, Associate Professor of Engineering and Technology. B.S., California Institute of Technology; M.Engr., Cornell University; Ph.D., The University of Texas at Austin.

Um, Dugan, Assistant Professor of Engineering and Technology. B.S., Pusan National University; M.S., Korea Advanced Institute of Science and Technology, Seoul and Daeduk, Korea; Ph.D., University of Wisconsin-Madison.

Winek, Gary Joseph, Professor of Engineering and Technology. B.S., University of Wisconsin at Stout; M.Ed., Ball State University; Ph.D., University of Maryland.
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 (M.A.I.S.) or Master of Science in Interdisciplinary Studies (M.S.I.S.) and is designed for the mature student whose educational needs will be best met by a nontraditional course of study. Interdisciplinary studies programs may be composed of courses selected from any department at Texas State that offers graduate courses. The M.A.I.S. degree is available through those departments that offer the Master of Arts degree, and the M.S.I.S. degree is available through those departments that offer the Master of Science degree.

Occupational Education

Occupational Education participants in the M.S.I.S. program and students who desire to develop an interdisciplinary degree plan may consult the graduate advisor or the Director of Occupational Education. Students may create a degree plan utilizing courses offered in off-campus locations as long as at least nine hours are taken on the main campus.

Science, Mathematics, and Technology Education for Elementary and Middle School Teachers

Elementary and middle school teachers may pursue an M.S.I.S. degree. Dr. Gregg Passty in the office of the Dean of the College of Science should be contacted if the student plans to study through the science, mathematics, and technology education interdisciplinary studies program. A review of elementary and middle school education programs at the undergraduate level indicates that elementary and middle school teachers are required to take a limited number of science, mathematics, and technology courses to complete the requirements of their degree programs. There is a critical need for elementary and middle school teachers with an adequate background in the content of science, mathematics, and technology in order to understand and incorporate the Texas Essential Knowledge and Skills (TEKS) and the National Education Standards in Mathematics and Science into the elementary and middle school curriculum. This graduate program addresses this need and facilitates the learning process by modeling inquiry as a method of discovering science, mathematics, and technology concepts. This method of modeling the TEKS and Standards while teaching the content will help teachers turn the theoretical TEKS and Standards into reality in their individual classrooms. Work/life credit cannot be used for this program.

Program of Study

Each interdisciplinary studies student will be referred to a graduate advisor and assigned a committee to help plan a 39-semester hour minimum, three-module program: effective communications (nine hours), academic area (21 hours), and exit module (nine hours). All courses used in the interdisciplinary program will be drawn from the course inventory of Texas State University-San Marcos. 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 College.

The interdisciplinary studies program does not replace the traditional academic program in any area. Persons whose educational goals are best met by established programs should enroll in those areas. Students who wish to consider a program of interdisciplinary studies should confer with the Interdisciplinary Studies Graduate Advisor in an academic department.
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<td>Apply for graduation.</td>
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<td>Complete the courses with incomplete grades.</td>
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(Non-U.S. citizens: Also see international student requirements in this catalog.)