



## GRADUATE PROGRAMS

**Dillard College of Business Administration**

**Gordon T. and Ellen West College of Education**

**College of Health Sciences and Human Services**

**Prothro-Yeager College of Humanities and Social Sciences**

**College of Science and Mathematics**

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## **DILLARD COLLEGE OF BUSINESS ADMINISTRATION**

**Barbara H. Nemecek, Dean**

(Dillard College of Business Administration Building 239)

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### **MASTER OF BUSINESS ADMINISTRATION**

**Tim DeGroot, Graduate Coordinator**

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Graduate Faculty: Bultena, DeGroot, Dubinsky, Fritzsch, Fukasawa, Gaharan, Gelves, Harmel, Johnston, Lei, Li, Martin, Martinez, Nemecek, Owen, Patin, Patterson, Patton, Ramser, Raulston, Shao, Stambaugh, Thomas, Tilker, Wilson, E. Zhang, G. Zhang

Emeriti Faculty: C. Harris, T. Harris, Harvey, Krienke, Madera, McCullough, Rodriguez, Rountree, Van Geem.

### **INTRODUCTION**

The Master of Business Administration (MBA) Program was created by the graduate faculty within the Dillard College of Business Administration. All substantive changes, deletions, and additions to the rules and guidelines concerning admission to, pursuit of, and graduation from the MBA Program are approved by the graduate faculty before they are implemented by the Graduate Coordinator.

#### **Mission**

The mission of the MBA Program at MSU is to: (1) qualify individuals for professional positions within the rapidly changing business world, (2) prepare students to assume positions of leadership within a wide variety of organizations, and (3) provide the foundation in business administration for those individuals who want to pursue advanced academic studies in business administration.

In order to attain its mission, the graduate faculty within the Dillard College of Business Administration believes that the MBA Program must lead to the achievement of the following objectives. Each graduate student, in pursuing an MBA degree at MSU, must:

1. know how to use team building and collaboration to achieve group objectives
2. gain a broad understanding of the functional areas of a business entity
3. be able to communicate effectively, through both written and oral means
4. develop analytical and critical thinking skills beyond those exhibited for students at the bachelor's level
5. have the capacity to adapt his/her knowledge to new and unfamiliar circumstances.

#### **Accreditation**

Both the BBA and MBA degree programs in the Dillard College of Business Administration have been accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The Dillard College of Business Administration is a member of the Association to Advance Collegiate Schools of Business (AACSB International).

National business accreditation has several benefits to the business student:

1. Each student can be assured that he/she is receiving a professional education in business administration which is relevant and of high quality.
2. The programs of business education at MSU are fundamentally similar to those received at other accredited institutions in the United States.
3. When recruiting and hiring business students, companies look favorably on graduates from accredited business programs.

## **APPLYING FOR ADMISSION**

In order to be considered for admission to the MBA Program, students must provide the information listed below to the Office of the Graduate School.

1. A bachelor's degree in any field from a regionally accredited college or university.
2. A completed application form.
3. Official transcripts of all previous college course work (including verification of an earned bachelor's degree).
4. An official score on the Graduate Management Admission Test (GMAT).

International students (from countries where English is not the native language) must provide the documents listed above as well as an official score on the Test of English as a Foreign Language (TOEFL) to the Office of International Services.

### **Application for Graduate Admission**

Students may apply online via the Texas Common Application at <http://www.mwsu.edu> or at <http://www.applytexas.org>. Students who have previously attended Midwestern State University, but did not enroll for a long semester (fall or spring) must submit a new application for admission. Even students who have completed their undergraduate degree at Midwestern State University must submit an application for graduate admission. The application for graduate admission must be filed by the deadlines listed in the Academic Information section of the graduate catalog.

### **Official Transcripts**

Transcripts reflecting course work pursued at all higher education institutions attended must be provided to the Office of the Graduate School before admission to MSU can be considered. Each applicant must arrange to have official transcripts sent directly to MSU. Personal copies of transcripts will not be accepted.

### **Graduate Management Admission Test (GMAT)**

Each applicant must register for and take the GMAT. Information about the GMAT can be found at <http://www.mba.com>. This web site makes it possible for students to access general information about the GMAT, review sample test questions, and register to take the GMAT online.

## **ADMISSION STATUS**

Applications for admission are reviewed and several factors are considered, including the applicant's GPA on his/her last 60 hours of undergraduate course work and the score earned on the GMAT. Admission decisions are made by the Dillard College of Business Administration's Graduate Program Committee.

International applicants must meet a minimum score on the TOEFL as required on page 20.

### **Unconditional Admission**

A citizen of the U.S.A. who (1) has an earned undergraduate degree, (2) submits an application for graduate admission (including all required application materials), and (3) has been accepted for admission by the Dillard College of Business Administration's Graduate Program Committee will be unconditionally admitted to the MBA program. To be admitted unconditionally, an international applicant must not only meet the three conditions above but also satisfy the TOEFL requirements shown above.

### **COMMON BODY OF KNOWLEDGE REQUIREMENT**

The common body of knowledge (CBK) represents the minimum core of knowledge which must be attained prior to beginning graduate study in business. The CBK is composed of 24 semester hours of undergraduate course work representing each of the major business disciplines. The required CBK courses are listed below.

ACCT	2143	Financial Accounting	3 hrs.
ACCT	2243	Managerial Accounting	3 hrs.
BUAD	3033	Business and Economic Statistics	3 hrs.
ECON	2333	Macroeconomics	3 hrs.
ECON	2433	Microeconomics	3 hrs.
FINC	3733	Business Finance	3 hrs.
MGMT	3013	Organizational Behavior	3 hrs.
MKTG	3723	Principles of Marketing	3 hrs.

In most cases, students who have earned a bachelor's degree in business administration will have satisfied the entire CBK. Students who have had no previous course work in business can have portions of the CBK waived with other previous course work and/or relevant work experience or by equivalency testing. The specific CBK courses required will be determined by the Graduate Coordinator and discussed with each student in an initial meeting.

### **MBA COURSE WORK REQUIREMENTS**

The total number of semester hours of course work required to earn the MBA degree depends on the undergraduate background of each MBA student. All students entering the MBA Program must:

1. Satisfy the Common Body of Knowledge (CBK) requirement before beginning graduate level course work, and
2. Complete the MBA core course work specified for the MBA program.

Once the CBK requirement has been satisfied, the graduate student may begin taking the graduate level core course work required for the MBA degree.

## **MBA**

Each student will take eight required graduate courses (24 semester hours) plus three graduate electives (9 semester hours) for a total of 33 semester hours.

ACCT	5213	Cost Analysis and Control	3 hrs.
BUAD	5603	Advanced Applied Business Statistics	3 hrs.
ECON	5113	Managerial Economics or ECON 5143 Macroeconomics	3 hrs.
FINC	5713	Financial Administration	3 hrs.
MGMT	5443	Current Issues in Organizational Behavior	3 hrs.
MGMT	6883	Graduate Seminar in Business Policy	3 hrs.
MIS	5103	Information Systems Concepts	3 hrs.
MKTG	5513	Graduate Seminar in Marketing	3 hrs.
		Approved Graduate Level Electives*	9 hrs.
		<b>Total</b>	33 hrs.

\*Note: Students completing a thesis will take BUAD 6983, 6993, and one graduate elective course for a total of 9 hrs.

## **IMPORTANT PROGRAM GUIDELINES**

The graduate faculty of the Dillard College of Business Administration has approved a number of guidelines (or rules) which must be adhered to by all MBA students as they pursue the MBA degree. These guidelines affect several facets of the MBA program.

### **Common Body of Knowledge Courses**

1. **CBK Course Prerequisites:** Before registering for a CBK course, each of its stated prerequisites must be completed or satisfied by transfer credit.
2. **Undergraduate CBK Courses:** Since the required CBK courses are undergraduate level courses, they may be taken at MSU prior to entering the MBA program. All required CBK courses taken at MSU (after completing requirements for an undergraduate degree) will be included as part of the last 60 hours of course work which forms the basis for computing the student's undergraduate GPA.
3. **Transferred CBK Courses:** Equivalent CBK courses may be transferred from other regionally accredited colleges and universities. Equivalency will be determined by the Graduate Coordinator in consultation with the appropriate Department Chair.
4. **CLEP Exam:** A student may satisfy a required CBK course by taking a College Level Examination Program (CLEP) subject exam. In order to receive credit, the student must earn a score equivalent to "B" or higher. Credit from DANTEs will not be accepted.
5. **Completion of CBK Courses:** Before beginning graduate level course work, a student must complete all or a majority of the required CBK courses. Any student wishing to take a graduate level business course prior to completion of all CBK courses must receive approval from the Graduate Coordinator.
6. **Microcomputer Proficiency:** A student who is not proficient in microcomputer applications will be advised to take CMPS 2153 (Microcomputer Applications for Business).

### **Required Graduate Courses**

Normally no substitutions will be allowed for the eight (24 semester hours) graduate courses required for the MBA degree (i.e., those courses specifically identified by course number and title).

### **Elective Graduate Courses**

All graduate level elective courses must be approved by the Graduate Coordinator. The following rules are designed to guide the student's selection of graduate level electives.

1. Undergraduate Courses Taken for Graduate Credit: The Dillard College of Business Administration does not permit graduate students to earn graduate credit for any undergraduate courses.
2. Graduate Transfer Credit: A maximum of six semester hours of graduate level course work may be transferred from another regionally accredited college or university or from another graduate program at MSU. Each graduate course for which transfer credit is requested must be approved by the Graduate Coordinator.

### **Minimum Grade Requirements**

Graduate students are expected to do uniformly high quality work. Only grades of A, B, and C are acceptable in graduate courses. Graduate students are responsible for adjusting their course loads consistent with their schedules of work and other outside activities and to prepare themselves by taking prerequisite courses. The following rules have been approved by the graduate faculty of the Dillard College of Business Administration concerning graduate level performance.

1. Transfer Credit – The acceptability of courses for transfer credit will be subject to review for approval.
2. Grade Point Average – In order to graduate with an MBA degree, all MBA students must earn a cumulative GPA of 3.00 or higher on all graduate course work pursued. Furthermore, students who choose the thesis option must earn a minimum GPA of 3.00 on all graduate course work in order to enroll in thesis courses. All students must have an overall 3.00 GPA in order to graduate.
3. The “Three C” Rule – Graduate students who earn a grade of “C” or below in no more than two different graduate courses will be allowed to remain in the MBA program as long as their cumulative GPA remains 3.00 or higher. However, after earning the second “C” or below grade, a graduate student must meet with the Graduate Coordinator to create a plan for improving performance. If a graduate student earns a grade of “C” or below in more than two different graduate courses, the student will be dismissed from the MBA program.
4. Repeated Courses – A repeated course will not be coded as such without approval from the Graduate Coordinator. If the Graduate Coordinator approves the repeat, then the repeated course will be the one that is calculated in the GPA. However, all previous course grades remain on the student's transcript.

### **FINAL DEGREE PLAN**

Early in the semester prior to the semester of expected graduation, an MBA student must schedule a conference with the Graduate Coordinator for the purpose of preparing his/her final degree plan. After approval by the student and the Graduate Coordinator,

the final degree plan is submitted to the Dean of the Dillard College of Business Administration and then to the Office of the Registrar. After meeting with the Graduate Coordinator, the student should file for graduation.

## FILING FOR GRADUATION

In the semester prior to the semester of anticipated graduation, the graduate student should file an Application for Graduation and pay the graduation fee at the Office of the Registrar. (See Academic Calendar in the Graduate Catalog for deadlines.) A student may also apply for graduation online at: <http://registrar.mwsu.edu/applygraduation/applydegree.asp>.

## RESEARCH PROPOSAL

Each MBA degree candidate has the choice of submitting a thesis. The student must submit a written research proposal. At a minimum, the proposal should cover the following areas:

**Introduction to the topic chosen.** Include background to the topic and why it is important.

**Statement of problem and objective of study.** In this part, the student should clearly and concisely indicate what he/she expects to accomplish. The discussion should cover exactly what will and will not be included in the study.

**Literature review.** The student should include in the proposal a brief summary of each piece of literature which significantly affected the topic development. For each piece of literature included, the student should focus on a discussion of the results and how they relate to the topic.

**Proposed research design.** This section is particularly important if the student plans to follow the thesis option. In a thesis, the student will normally define a topic, design a study to address the topic, conduct the study, analyze the results in the final report (i.e., “the Thesis”).

**Summary.** In this section, the student should summarize the entire proposal.

The student should submit the research proposal as early as possible for several reasons:

1. The research proposal (over the topic chosen) will help in identifying an appropriate chairperson for the student’s faculty advisory committee. There should be compatibility between the proposed topic and the background of the faculty member who will serve as chair.
2. Where possible, the student is encouraged to write research papers during the remainder of his/her MBA course work over various facets of the chosen topic area. In this way, each student is able to broaden and deepen his/her understanding of the topic.

## THESIS

A graduate student who chooses to do a thesis must adhere to the following guidelines:

1. Prepare and submit to the chairperson of his/her faculty advisory committee a more detailed research proposal (see the prior section “Research Proposal”).

2. Actually perform the proposed research. This usually involves collecting the appropriate data, analyzing the results, drawing appropriate conclusions, and submitting a thesis (formal report) covering the research design, analysis, and results. The requirements for a thesis are more rigorous because the results are published.

The topic chosen will be determined through consultation with approval by the student's faculty advisory committee. It is recommended that the student begin this process no less than twelve months before expected graduation. The first draft of the thesis (including analysis of results and conclusions) should be submitted to the faculty advisory committee early in the student's semester of expected graduation.

### **GRADUATE ADVISORY COMMITTEE**

After the student has identified a thesis topic and written a research proposal, he/she should consult with the Graduate Coordinator in forming his/her graduate advisory committee.

The student's required research proposal (discussed above) will facilitate the selection of a chairperson, who has an academic background consistent with the student's research topic.

The graduate advisory committee serves several important functions.

1. To provide guidance to the student in completing his/her course work,
2. To assist the student in refining her/his research topic and supervise the conduct of a thesis.

### **IMPORTANT DEADLINES FOR STUDENTS IN A THESIS PROGRAM**

Students writing a thesis must submit a proposal to initiate the thesis. The student must complete the "Application for Admission Candidacy" form, which requires a copy of the research proposal and the list of committee members, prior to enrolling in the first thesis course, BUAD 6983. (Note: Students should identify a faculty member who has a background compatible with his/her research topic to serve as chair.)

<b>Thesis</b>		
<b>Semester</b>	<b>Requirement</b>	
<b>First semester or no later than 3 semesters prior to graduation</b>	Notify the Graduate Coordinator of intent to pursue the Thesis option	
<b>At least three semesters prior to graduation</b>	<ol style="list-style-type: none"> <li>1. Register for BUAD 6983</li> <li>2. Write thesis proposal</li> <li>3. Identify Graduate Advisory Committee members</li> <li>4. Complete and submit Application for Candidacy to the Graduate Coordinator</li> </ol>	
<b>At least two semesters prior to graduation</b>	<ol style="list-style-type: none"> <li>1. Register BUAD 6993</li> <li>2. Begin work on thesis</li> </ol>	
<b>Semester of Graduation</b>	At least 3 weeks prior to the end of the semester <td>Completed thesis approved by GAC and turned in to the Graduate Coordinator</td>	Completed thesis approved by GAC and turned in to the Graduate Coordinator

## COURSES IN ACCOUNTING (ACCT)

<b>5043. External Auditing</b>	<b>3(3-0)</b>
Prerequisites: Junior standing or above or consent of the Chair and ACCT 3043 or concurrent enrollment.	
Theory, practice, and procedure of auditing, internal accounting control, auditing standards and principles, and working papers and reports. (May not be taken by students with credit for ACCT 4043.)	
<b>5123. Advanced Accounting</b>	<b>3(3-0)</b>
Prerequisite: ACCT 3043 or concurrent enrollment.	
Intensive study of advanced financial accounting topics with emphasis on consolidated financial statements.	
<b>5213. Cost Analysis and Control</b>	<b>3(3-0)</b>
Prerequisites: ACCT 2143 and 2243 or equivalent and consent of the Graduate Coordinator.	
Management control systems, profit performance, standard and direct costing, investment control, and long-range planning.	
<b>5223. Accounting Research and Communication</b>	<b>3(3-0)</b>
Prerequisite: ACCT 3043.	
Introduces graduate students to professional accounting research. The course includes a study of the authoritative sources useful for accounting research. Students research, analyze, develop, and present proposed solutions to accounting and related business cases found in practice using modern information technology resources and databases, such as the Financial Accounting Research System (FARS). The results of the research will be presented both written and orally. This course partially fulfills the Texas State Board of Accountancy's requirements for accounting research and communication.	
<b>5893. Graduate Internship in Accounting</b>	<b>3(3-0)</b>
Prerequisites: Consent of the instructor and the Graduate Coordinator.	
Field experience in accounting with local or regional firms. Provides significant accounting work experience involving training and supervision by an employer. A written report and employer evaluation are required. May be repeated for up to six hours of credit. The number of semester credit hours earned from all internships may not exceed six hours.	
<b>6553. Independent Graduate Study in Accounting</b>	<b>3(3-0)</b>
May be repeated with different content.	
<b>6663. Special Graduate Topics in Accounting</b>	<b>3(3-0)</b>
Topics vary. May be repeated with different content.	

## COURSES IN BUSINESS ADMINISTRATION (BUAD)

<b>5313. Legal Environment of Business</b>	<b>3(3-0)</b>
Prerequisites: Consent of the Graduate Coordinator.	
Court systems, jurisdiction, business dispute resolution, negotiation, business ethics, and selected contemporary legal problems.	
<b>5603. Advanced Applied Business Statistics</b>	<b>3(3-0)</b>
Prerequisites: BUAD 3033 or equivalent and consent of the Graduate Coordinator	
Computerized statistical analysis. Inferential statistics, estimation, and testing hypotheses with emphasis on ANOVA, multiple regression, and nonparametric statistics.	

**5613. Research Methods** 3(3-0)

Prerequisite: Consent of the Graduate Coordinator.

Sources of secondary data, review professional journal articles, construction and implementation of questionnaires, sampling, and techniques of writing of professional papers.

**5833. Business Ethics and Social Responsibility** 3(3-0)

Prerequisite: Consent of the Graduate Coordinator.

An evaluation of the interdependence of business, government, and society, with emphasis upon the importance of ethical behavior by business leaders facing the realities of the changing social contract. Areas of strategic analysis include how and why corporate leaders and government officials must change policies and actions to regain public trust and move toward economic and social sustainability.

**5893. Graduate Internship in Business Administration** 3(3-0)

Prerequisites: Consent of the instructor and the Graduate Coordinator.

Field experience in the general business area. Provides significant work experience involving training and supervision by an employer. A written report and employer evaluation are required. May be repeated for up to six hours of credit. The number of semester credit hours earned from all internships may not exceed six hours.

**5993. Graduate International Issues in Business** 3(3-0)

Prerequisite: Consent of the instructor.

Examination of government regulation and culture in the European Union as it affects the different disciplines of business.

**6553. Independent Graduate Study in Business Administration** 3(3-0)

May be repeated with different content.

**6663. Special Graduate Topics in Business Administration** 3(3-0)

Topics vary. May be repeated with different content.

**6983, 6993. Thesis** 6 semester hours

Prerequisite: Consent of the Graduate Coordinator.

**COURSES IN ECONOMICS (ECON)****5113. Managerial Economics** 3(3-0)

Prerequisite: Consent of the Graduate Coordinator.

Formulation of economic theories of supply, demand, and market equilibrium with emphasis on teaching students how to apply microeconomic theory in managing a business firm.

**5133. International Trade and Monetary Problems** 3(3-0)

Prerequisite: Consent of the Graduate Coordinator.

Study of, and empirical evidence related to, the trade patterns, payments, adjustment mechanisms, common markets, trade controls, multinational corporations, and recent international monetary developments.

**5143. Macroeconomics** 3(3-0)

Prerequisite: Consent of the Graduate Coordinator.

Investigation of major theories used to explain the determination and behavior of employment, output, prices, and growth. Various potential policies are identified and evaluated with respect to particular macroeconomic problems.

## COURSES IN FINANCE (FINC)

**5713. Financial Administration** 3(3-0)

Prerequisites: BUAD 3033 and FINC 3733 and consent of the Graduate Coordinator.

Theoretical and procedural consideration in the administration of the finance function in the business firm planning, fund raising, and controlling of firm's finances. Specific emphasis is given to capital budgeting and cost of capital.

**5733. Investments** 3(3-0)

Prerequisites: BUAD 3033 and FINC 3733 and consent of the Graduate Coordinator.

Study of various investment markets with special emphasis on corporate and government securities; the effect of investment control by the federal government evaluated from viewpoint of the public and the investor.

**5833. Security Analysis and Portfolio Management** 3(3-0)

Prerequisites: BUAD 3033 and FINC 3733 and consent of the Graduate Coordinator.

A study of the theory of portfolio management and includes an examination of investment alternatives, security valuation, investment timing, diversification, and risk reduction.

## COURSES IN MANAGEMENT (MGMT)

**5413. Contemporary Perspectives in Human Resource Management** 3(3-0)

Prerequisites: MGMT 3013 or equivalent and consent of the Graduate Coordinator.

An analysis of current issues in the broad field of human resources and the organizational response. Issues include fair employment and compensation practices, human utilization and motivation, individual rights, collective bargaining, personnel-related laws, decisions, guidelines, and executive orders.

**5423. Graduate Seminar in Industrial Management** 3(3-0)

Prerequisites: MGMT 3453 or equivalent and consent of the Graduate Coordinator.

A critical analysis of, and research into emerging industrial management theories and tools, with emphasis on their economic, social, and physical implications.

**5443. Current Issues in Organizational Behavior** 3(3-0)

Prerequisites: MGMT 3013 or equivalent and consent of the Graduate Coordinator.

Behavioral factors relating to issues such as automation, ethics, labor-management relations, and similar problems, with emphasis upon research and current literature.

**5733. Leadership and Teamwork** 3(3-0)

Introduction to the challenges of leadership and the inherent tendencies for individuals and departments to suboptimize. Ways to improve motivation, communication, coordination, and cooperation will be studied.

**6883. Graduate Seminar in Business Policy** 3(3-0)

Prerequisite: Consent of the Graduate Coordinator.

Analytical study of process of business decision making, the creation of business strategy, and the creation of sound business objectives and policies. Takes an integrating or interdisciplinary approach to the role of the organizational executive. Should be taken during student's last spring semester.

## COURSES IN MANAGEMENT INFORMATION SYSTEMS (MIS)

**5103. Information Systems Concepts** 3(3-0)

Prerequisite: Consent of the Graduate Coordinator and computer literacy.

Concepts, frameworks, research and practice covering the entire spectrum of the field

of computer based information systems including structure, development, and implementation of information systems, management and control of corporate information systems, decision support systems and expert systems; current trends in management, development, hardware and software are investigated from the perspective of both user/manager and developer. Written and oral presentations are integral components of this course.

**5113. Information Technology Management** 3(3-0)

Prerequisite: Consent of the Graduate Coordinator.

Overview of information technology and how it might be used to provide a strategic advantage for management. All facets of information technology will be examined so that their impact may be studied from the viewpoint of competitive, cultural, global and political impact.

**5123. Database Applications in Business** 3(3-0)

Prerequisite: Consent of the Graduate Coordinator.

An examination of database management systems and their applications in business. Emphasis is placed on design, consideration of the end-user and management of databases. There will be extensive hands-on use of a microcomputer-based database package.

**5203. Electronic Commerce** 3(3-0)

Prerequisite: Consent of the Graduate Coordinator.

Survey of current business practices and projected development in electronic commerce from the perspective of information technology. Topics include business concepts, opportunities, challenges, strategies, and various enabling technologies that are associated with electronic commerce. Problems related to the impact of electronic commerce such as international, legal, ethical, and security issues will also be discussed.

**5303. Business Telecommunications Systems** 3(3-0)

Prerequisite: Consent of the Graduate Coordinator.

Provides overview of telecommunications industry, technology, environment, and current topics in telephone services (wireless and wire line), business data services, CATV, and Internet services and providers. Covers managerial and strategic aspects of telecommunications technologies.

**5893. Graduate Internship in Management Information Systems** 3(3-0)

Prerequisites: Consent of the instructor and the Graduate Coordinator.

Field experience in the management information systems area. Provides significant work experience involving training and supervision by an employer. A written report and employer evaluation are required. May be repeated for up to six hours of credit. The number of semester credit hours earned from all internships may not exceed six hours.

**6553. Independent Graduate Study in MIS** 3(3-0)

May be repeated with different content.

**6663. Special Graduate Topics in MIS** 3(3-0)

Topics vary. May be repeated with different content.

## **COURSES IN MARKETING (MKTG)**

**5303. Current Issues in Marketing** 3(3-0)

Prerequisites: MKTG 3723 or equivalent and consent of the Graduate Coordinator.

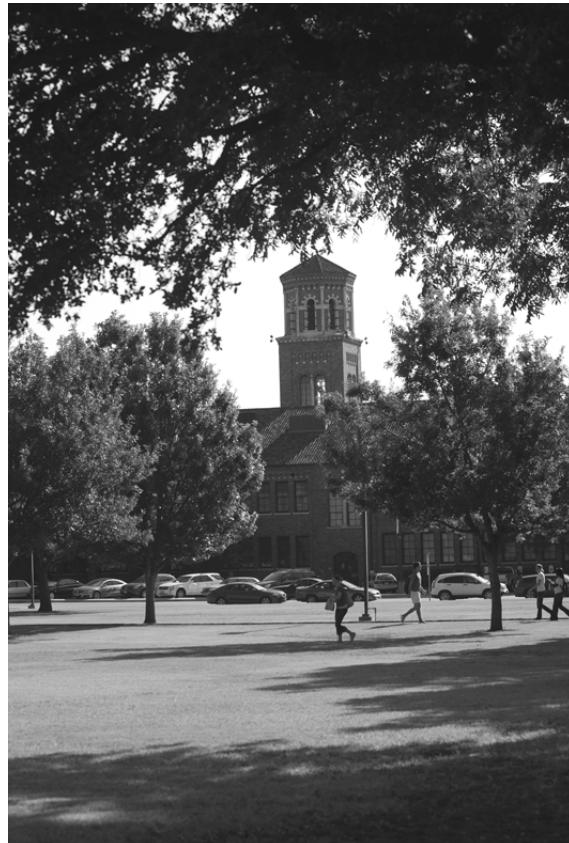
A study of the current social issues in marketing. Topics covered include product safety, issues of deceptive advertising, environmental impact of marketing practices, information disclosure, and other issues relating to the consumer movement.

**5513. Graduate Seminar in Marketing**

3(3-0)

Prerequisites: MKTG 3723 or equivalent and consent of the Graduate Coordinator.

An intensive study of specific marketing concepts, theories, and strategies employed in the marketing of goods and services. Emphasis is placed on reading current journal articles and other related marketing publications.



## AUXILIARY PROGRAMS

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### Bureau of Business and Government Research

James Owen, Ph.D., Director

The Bureau of Business and Government Research is an integral part of the Dillard College of Business Administration and Midwestern State University. The mission of the Bureau of Business and Government Research is:

1. to provide assistance in research conducted by the faculty and students in the University;
2. to conduct and encourage research related to economic development and the local community;
3. to promote partnerships in the business and local community to pursue contemporary economic, business, and government issues.

The Bureau of Business and Government Research at Midwestern State University is a member of the nationwide Association for University Business and Economic Research. The Bureau of Business Government Research publishes the Midwestern Business and Economic Review twice yearly.

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### The Mamie Raborn Center for Economic Education

John Martinez, Ph.D., Director

The Mamie Raborn Center for Economic Education and Entrepreneurship was established in 1982 to increase the economic understanding of the university community and the citizens of the North Texas area. The Center provides economic education materials, disperses information concerning economic issues, and serves as a point of contact for members of the media and community having questions about economic issues.

The scope of the Center was broadened in 1993 to encompass international business, international trade, and international entrepreneurship. The Center serves to facilitate the development and coordination of appropriate programs for the dynamic global economy and to improve international access to Midwestern State University education resources in Business Administration.

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### Small Business Development Center

Vanda Wright, Director

The MSU Small Business Development Center provides assistance to small businesses. Clients include those already in business and those who want to start a new enterprise. The Center provides business and technical advice in one on one counseling. Special seminars and workshops are developed and presented as needed. Assistance in international trade, government contracting, and technology transfer is also offered. The Small Business Development Center works with the Dillard College of Business Administration in developing cooperative research with faculty members.

**The Center for Management and Leadership Development**

Jim Lundy, Ph.D., Director

The Center for Management and Leadership Development (CMLD) is committed to guiding managers and leaders at all levels of responsibility to respect, involve, and guide their associates to embrace the progressive pursuit of individual responsibility and accountability. The challenges of leadership and teamwork exist in all groups – for profit, not-for-profit, governmental or private. Through consultations, workshops, lectures, and other services, the CMLD strives to enhance the abilities of individuals and groups to provide their customers, clients, and constituents with outstanding leadership and management competencies.

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**The Munir Abdul Lalani Center for  
Entrepreneurship and Free Enterprise**

Jeffrey E. Stambaugh, Ph.D., Director

The Munir Abdul Lalani Center for Entrepreneurship and Free Enterprise was established by the family of Munir Lalani to support entrepreneurial ventures, creativity, innovation, and curriculum for students at Midwestern State University. The Lalani Center works with individual students as well as members of the North Texas community in support of new business start-ups and other entrepreneurial activities, business incubators, and partnerships with the Chamber of Commerce and Industry in the Wichita Falls region. The Lalani Center is developing curriculum in entrepreneurship to encourage and support successful student innovation and economic development. The business incubator program helps accelerate new business ventures, assists in business plan development, venture capital development, and participation in national student competitions. The Lalani Center is a member of the National Business Incubator Association.



## **BRIDWELL DISTINGUISHED PROFESSORSHIP OF FINANCE**



The Bridwell Distinguished Professorship of Finance was established in 1990 by the Bridwell Foundation to bring outstanding scholarship to Midwestern State University. The professor holding this position is recognized in the finance profession for his academic achievements.

Dr. Roy P. Patin, Jr., the Bridwell Distinguished Professor of Finance, came to Midwestern State University in 1992 from McNeese State University. Dr. Patin has written numerous articles and has served as a finance consultant. He has work experience with Exxon Oil Company and Dow Chemical Company. He has held administrative positions in higher education and has taught at McNeese State University, Clemson University, and Mississippi State University.

## **DILLARD DISTINGUISHED PROFESSORSHIP OF MARKETING**



The Dillard Distinguished Professorship of Marketing was established in 2010 to honor Ms. Kay Dillard, a primary benefactor of the Dillard College of Business Administration. The professor holding this position is recognized nationally in the marketing profession for his outstanding contributions to the marketing field.

Alan J. Dubinsky (Ph.D., University of Minnesota) has been named the first Dillard Distinguished Professor of Marketing. He has taught at several universities, including Purdue University, SMU, University of Missouri and University of Kentucky. Prior to entering academia, he was a territory manager for Burroughs Corporation (now Unisys). His research has appeared in the *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Applied Psychology*, *Personnel Psychology*, *Academy of Management Journal*, *Leadership Quarterly*, and *Sloan Management Review*, among others, and is the author of four books. He is a former editor of the *Journal of Personal Selling and Sales Management* and a recipient of the Annual Excellence in Research Award from the American Marketing Association Selling and Sales Management Special Interest Group.

## **LOUIS J. AND RAMONA RODRIGUEZ DISTINGUISHED PROFESSORSHIP**

The Louis J. and Ramona Rodriguez Distinguished Professorship was established in 2003 to honor President Emeritus Louis J. and Ramona Rodriguez.

Barbara H. Nemecek (Ph.D., University of Minnesota), the Louis J. and Ramona Rodriguez Distinguished Professor, came to Midwestern State University in 2009 as Dean of the Dillard College of Business Administration. Dr. Nemecek has served in a number of marketing professor, administrative and Dean positions at the University of Wisconsin, Montana State University, University of Nebraska, University of Minnesota, and Northern Illinois University. Her research work has been concentrated in retailing, corporate decision making and strategic planning, and she has actively worked in economic development.



## **MUNIR A. LALANI DISTINGUISHED PROFESSORSHIP OF ENTREPRENEURSHIP**

The Munir A. Lalani Distinguished Professorship of Entrepreneurship was established in 2008 by the family of Munir Abdul Lalani to support entrepreneurial activities in the Dillard College and region.

Dr. Jeffrey E. Stambaugh, the Munir A. Lalani Distinguished Professor of Entrepreneurship, is a retired Colonel from the United States Air Force where he had a distinguished career as an officer and fighter pilot. He graduated from the U.S. Air Force Academy and had served as the 27th Fighter Wing Vice Commander in Clovis, NM. He has twice been assigned to the Pentagon and served as a political-military affairs officer at U.S. European Command Headquarters in Germany. In 2001, he was a Fellow at the Weatherhead Center for International Affairs at Harvard University. Dr. Stambaugh completed his Ph.D. in Management with a specialization in entrepreneurship and strategies from Texas Tech University. He serves as the Director of the Munir Abdul Lalani Center for Entrepreneurship and Free Enterprise in the Dillard College of Business Administration.



## ROBERT MADERA DISTINGUISHED PROFESSORSHIP OF ACCOUNTING

The Robert Madera Distinguished Professorship of Accounting was established in 2005 in recognition of the long-time service of Professor Emeritus, Robert Madera. The generosity of alumni of the Dillard College of Business Administration has made this professorship possible.

Terry Patton, Ph.D., CPA, CGFM, is the Robert Madera Distinguished Professor of Accounting at Midwestern State University. He is the author of numerous articles on governmental accounting and was co-author on PPC's *Guide to Governmental Financial Reporting Model: Implementing GASBS No. 34*. Previously, Dr. Patton was the Research Manager at the Governmental Accounting Standards Board (GASB). In his eight years at the GASB, he was part of the project team on numerous GASB Standards including major projects such as GASB Statement No. 34, *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments* and GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*. Dr. Patton also has been an Assistant Professor of Accounting at the University of Wisconsin Oshkosh and a supervisor at a Texas CPA firm where he conducted audits of local governments. Mr. Patton received his doctorate in accounting from Texas Tech University. He is a member of the American Accounting Association and the American Institute of Certified Public Accountants.



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## **GORDON T. AND ELLEN WEST COLLEGE OF EDUCATION**

**Matthew Capps, Dean (Ferguson Hall 201)**

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**Michaelle Kitchen  
Chair, Counseling, Kinesiology, and Special Education Department**

**Ann Estrada  
Chair, Education and Reading Department**

**Jane Owen  
Chair, Educational Leadership and Technology Department**

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**Graduate Faculty:** Andersen, Barbosa, Beechler, Blacklock, Burger, Capps, M., Coe, Curry, Estrada, Gore, Hammer, Huang, Kitchen, Land, Lilenthal, Owen, Prieto, Redmon, Schreiber, Schultz, Shawver, Stewart, Wines, Wood

**Emeriti Faculty:** Capps, O., Darter, Dowd, Furr, Hill, Menard, Newton, Simpson, Smith

Any course or program modifications or additions from the previous catalog are contingent upon approval of the Texas Higher Education Coordinating Board and/or the State Board for Educator Certification.

**DEGREES** - The Gordon T. and Ellen West College of Education offers the Master of Education and the Master of Arts.

**MAJORS** - Graduate majors for the Master of Education degree are counseling (school), curriculum and instruction (Initial Teacher Certificate), educational leadership (Principal), educational technology, reading education (Reading Specialist), special education (may lead to certification as an Educational Diagnostician or Certified Academic Language Therapist), and sport administration. Graduate majors for the Master of Arts degree are counseling (general), human resource development, and training and development.

**MINORS** - Graduate minors are offered in bilingual education, early childhood education, educational foundations, educational technology, English as a second language, master mathematics teacher, mathematics, reading education, special education, sport administration, superintendency, teacher leadership, and training and development.

**GRADUATE INITIAL TEACHER CERTIFICATION** - Students wishing to obtain initial Texas Teacher Certification should contact the Certification Officer in the West College of Education to obtain a certification plan. Transcripts of all previous college work are necessary to develop this plan.

**ENDORSEMENTS** - An additional teaching endorsement in English as a Second Language (ESL) is available through the West College of Education. The endorsement in ESL may be added to existing elementary and secondary teaching certificates. The endorsement is subject to change depending upon State of Texas regulations.

**PROFESSIONAL DEVELOPMENT** - Students may enroll in graduate courses for professional development and career ladder credit as non-degree seeking graduate stu-

dents. A maximum of 9 semester hours taken as a post-baccalaureate student may be applied to a master's degree.

## ADMISSION REQUIREMENTS

All students seeking admission to graduate programs in the West College of Education must meet three types of admission requirements: University requirements, West College of Education requirements, and specific program requirements. University requirements for admission to graduate study are in the Academic and University Information section (see pages 18-19).

1. Students must make a passing score of 3.5 on the GRE writing sample in order to be admitted to the program. A student failing to pass the test must retake the analytical writing portion of the GRE and earn a passing score or take the GRE ScoreItNow test, which requires a passing score of 4.0. Students who do not make a satisfactory score on the writing must enroll in ENGL 2113 or an approved equivalent course and make a grade of B or higher.
2. Students who have a GPA of at least 3.0 in their last 60 hours of undergraduate courses (excluding community college work) may be admitted with a score of at least 405 on the Miller Analogies Test and are not required to take the GRE. Students who choose to take the MAT are required to take the GRE ScoreItNow test, which requires a passing score of 4.0.
3. Admission to a specific program also requires a satisfactory background of undergraduate course work and experience. Admission to all programs requires 18 to 24 hours of acceptable undergraduate course work. Leveling work may be required if a student needs additional undergraduate background. Admission to all programs except the M.A. in Counseling, Human Resource Development, and Training and Development requires appropriate teacher certification. Persons not interested in Texas Professional Certification may be exempt from this requirement. Admission to the counseling or educational leadership programs may require a screening interview. Specific program requirements are listed with each program major and option.
4. Students who enter as non-degree seeking or professional development status and are later admitted to the graduate program may apply 9 hours to a graduate degree if the completed course work is approved by the Graduate Coordinator and Dean of the College.

## ADMISSION TO CANDIDACY

Admission to candidacy for graduate programs in the West College of Education will be determined by the Graduate Advisory Committee and will require:

- a qualifying examination to determine proficiency in writing taken in the first six hours of course work. If the student does not pass the writing sample, remediation will be prescribed.
- students not passing the GRE Writing Analysis or the GRE ScoreItNow test may continue with their course work but must take ENGL 2113, Composition Skills and make a B or better, the following semester.
- successful completion of fifteen hours of course work.

**Grades for Graduate Study.** Only grades of A, B, and C are acceptable in graduate courses. No more than two grades of C may be applied to the Master's degree. Upon earning a third grade of C or lower, the Faculty Review Committee will recommend to the Dean whether or not the student should be dismissed from the graduate program.

## STUDENT FITNESS AND PERFORMANCE

**Program Standards.** Students enrolled in all programs in the West College of Education must maintain high scholastic standards (stipulated under “Grades for Graduate Study”) 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 faculty to make such judgments include instructors’ observations of course performance, 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.

**Required Withdrawal from a Program.** If a faculty member believes that a student is not making satisfactory progress or meeting program or university standards, he or she should discuss the situation with the student. If the faculty member believes the student’s performance cannot improve to acceptable standards, the faculty member should refer the student to the Faculty Review Committee. The Faculty Review Committee consists of three faculty members in the West College of Education appointed by the dean.

The committee will notify the student of the reasons contributing to unsatisfactory progress or failure to meet program standards. The student will have an opportunity to meet with the committee to respond to and to present information and witnesses to the committee. The committee will also meet with the faculty member who referred the student. After considering the matter, and within 10 working days of meeting with the student, the committee will report to the student and the dean, recommending continuance or removal from the program. The committee may require conditions or restrictions on the student’s continuing in the program. Within 10 working days of receipt of the committee’s recommendations, the student will notify the dean of the acceptance or appeal of the recommendations.

If the student appeals, the dean will consider the committee’s recommendations, meet with the student, and determine whether the student will be allowed to remain in the program. The dean need not meet with the student before making a decision, if the student has had reasonable opportunity to meet and has either failed or refused to meet. The student will be notified of the dean’s decision in writing within ten working days of the dean’s meeting with the student or within twenty working days from the date of the appeal.

## PROGRAM COMPLETION REQUIREMENTS

All candidates for a master’s degree in the West College of Education must show evidence of mastery in their field of study, research in their area of interest, the ability to express their findings orally and in writing, and the ability to integrate theory with practice. Specific requirements for completion vary from program to program. It is the student’s responsibility to meet with the appropriate program coordinator and graduate advisor to ensure all completion requirements are met. For example, programs may require a research file paper or a comprehensive exam as a program completion requirement. Research file papers in the West College of Education should follow the Publication Manual of the American Psychological Association, latest edition, and be printed with letter quality print.

## COUNSELING, KINESIOLOGY, AND SPECIAL EDUCATION

**Michaelle Kitchen, Chair**  
**Counseling, Kinesiology, and Special Education Department**

### COUNSELING

**Program Coordinator, Michaelle Kitchen**  
**General and School Counseling,**  
**Human Resource Development, and Training and Development**

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Graduate degrees in counseling may be earned with four different options:

- Option I - Master of Education with a major in **school counseling** is designed for students who wish to prepare for work in the public schools as a counselor.
- Option II - Master of Arts with a major in **counseling** is designed for students who wish to prepare for counseling in agency or private settings.
- Option III - Master of Arts with a major in **human resource development** is designed for students who wish to work in business and industry in employee assistance programs, training, or human resources careers.
- Option IV - Master of Arts with a major in **training and development** is designed for students who plan to develop and conduct training programs in business, industry, government, and other organizations.

#### Admission Standards

1. An undergraduate degree from a regionally accredited college or university.
2. A minimum of 18 hours of courses in the behavioral sciences or approved equivalent.
3. A valid teaching certificate for admission to the Master of Education program in school counseling.
4. Admission to Candidacy (upon completion of 12 or more hours).

Upon receipt of a completed application for admission the Counseling Program Admission Committee will determine those applicants who will be admitted to the counseling program.

#### Option I - Master of Education in School Counseling

**Mission Statement:** The graduate program in school counseling will equip the counselor with the knowledge and skill necessary to supply guidance and counseling services in a school setting. The school counselor will be able to provide direct counseling to students; consult with parents, teachers and administrators; act as a liaison between the school and outside agencies; and facilitate classroom guidance activities.

The graduate program in school counseling is designed to prepare students to be public school counselors and requires 60 semester hours. Texas Counselor certification requires completion of an approved master's degree, two years of teaching experience, and

a passing score on the state mandated examination, the TExES test. Enrollment in courses with the COUN prefix (with the exception of COUN 6013) requires admission to the Master of Education in school counseling program or permission of the Counseling Program Coordinator.

COUN	5103	Professional Orientation
COUN	5113	Mediation and Conflict Resolution
COUN	5203	Introduction to Counseling
COUN	5213	Human Development and Learning
COUN	5223	Career Development Counseling
COUN	5243	Group Counseling
COUN	5253	Psychological and Educational Testing
COUN	5273	Theories and Techniques of Counseling I
COUN	5283	Theories and Techniques of Counseling II
COUN	5293	Practicum in Counseling**
COUN	5303	Ethics and Issues in Counseling
COUN	6013	Human Relations
COUN	6023	Counseling Children
COUN	6043	Graduate Internship (9 hours)
EDUC	5053	Introduction to Educational Research
COUN	5263	Diagnosis and Treatment Planning*
or		
SPED	5013	Exceptional Individuals*

*Plus* six (6) semester hours from the following list:

COUN	5263	Diagnosis and Treatment Planning**
COUN	5323	Marriage and Family Counseling
COUN	5343	Introduction to Reality Therapy
COUN	6953	Special Graduate Topics in Counseling

\*Students who have taken SPED 5013 (Exceptional Individuals) as an undergraduate will take COUN 5263 (Diagnosis and Treatment Planning). Students who have not taken SPED 5013 as an undergraduate will take it at the graduate level and will not take COUN 5263.

\*\*For those students who decide to pursue LPC licensure, these courses are required.  
Note: COUN 5293, Practicum in Counseling will need to be repeated twice.

### **Option II - Master of Arts in Counseling**

**Mission Statement:** The graduate program in general counseling will provide the counseling student with the necessary training, supervision and course work required to obtain a temporary license as a professional counselor. Following a 3000-hour internship and passing the state-licensing exam, the Licensed Professional Counselor is able to work in a variety of professional settings including private practice.

The Master of Arts with a major in counseling is designed for students who wish to prepare for work in a wide variety of public or private settings and requires 60 semester hours. Enrollment in courses with the COUN prefix (with the exception of COUN 6013) requires admission to the Master of Arts in counseling program or permission of the Counseling Program Coordinator.

COUN	5103	Professional Orientation
COUN	5113	Mediation and Conflict Resolution
COUN	5203	Introduction to Counseling

COUN	5213	Human Development and Learning
COUN	5223	Career Development Counseling
COUN	5243	Group Counseling
COUN	5253	Psychological and Educational Tests
COUN	5263	Diagnosis and Treatment Planning
COUN	5273	Theories and Techniques of Counseling I
COUN	5283	Theories and Techniques of Counseling II
COUN	5293	Practicum in Counseling (6 hours)
COUN	5303	Ethics and Issues in Counseling
COUN	5323	Marriage and Family Counseling
COUN	6013	Human Relations
COUN	6043	Graduate Internship
COUN	6953	Special Graduate Topics in Counseling
EDUC	5053	Introduction to Educational Research

*Plus* six (6) semester hours of graduate level courses from the following list approved by the Chair of the Counseling Department. Licensure as a professional counselor in Texas requires a 3000-hour internship and a state examination.

COUN	5343	Introduction to Reality Therapy
COUN	6023	Counseling Children
COUN	6953	Special Graduate Topics in Counseling

### **Option III - Master of Arts in Human Resource Development**

**Mission Statement:** The Master of Arts with a major in human resource development, which requires 39 semester hours, is designed to prepare individuals to work in business, industry, or government in employee assistance, training, or employee development programs. Upon completion of this degree students will have the foundation to impart knowledge, change attitudes, and increase skills.

Candidates may be required to submit a graduate portfolio to the graduate committee as part of the written comprehensive examination. The portfolio consists of selected papers demonstrating the student's research competence, audio or video tapes demonstrating counseling competence, and the results of a written comprehensive examination demonstrating informational and theoretical mastery. Enrollment in courses with the COUN prefix (with the exception of COUN 6013) requires admission to the Master of Arts in human resource development program or permission of the Counseling Program Coordinator.

#### **Required Courses (39 semester credit hours)**

COUN	5103	Professional Orientation
COUN	5113	Mediation and Conflict Resolution
COUN	5223	Career Development Counseling
COUN	5333	Employee Assistance Issues
COUN	5373	Human Resource Development Ethical Issues
COUN	6013	Human Relations
COUN	6073	Communication Skills for Human Resource Development
COUN	6943	Graduate Seminar in Human Resource Development
EDUC	5053	Introduction to Educational Research
EDUC	5513	Introduction to Training and Development
EDUC	5523	Trends and Issues in Training and Development
EDUC	5533	Instructional Strategies for Adult Learners
EDUC	5583	Graduate Internship in Training and Development

**Please Note the Following:** Students enrolled in the Master of Arts in Human Resource Development program at off-campus MSU locations may substitute approved courses for the following course:

- COUN 5113 Mediation and Conflict Resolution
- COUN 5203 Introduction to Counseling
- COUN 5373 Human Resource Development Ethical Issues
- COUN 6943 Seminar in Human Resource Development

#### **Option IV - Master of Arts in Training and Development**

**Mission Statement:** The Master of Arts with a major in training and development, which requires 39 semester hours, is designed to prepare individuals for a career in training and development for business and industry. Upon completion of this degree, students will have the foundation to provide employees the skills they need to perform their current or future job and to solve organizational problems.

#### **Required Courses (39 semester credit hours)**

- COUN 5103 Professional Orientation
  - COUN 6013 Human Relations
  - EDUC 5053 Introduction to Educational Research
  - EDUC 5513 Introduction to Training and Development
  - EDUC 5523 Trends and Issues in Training and Development
  - EDUC 5533 Instructional Strategies for Adult Learners
  - EDUC 5543 Instructional Systems Design
  - EDUC 5583 Graduate Internship in Training and Development
  - ETEC 5103 The Computer as a Tool
  - ETEC 5143 Multimedia Development I
  - COUN 5373 Human Resource Development Ethical Issues  
or
  - COUN 6943 Graduate Seminar in Human Resource Development
- Electives Six (6) semester hours of electives must be approved in advance by the program coordinator for training and development.

\*Students who pass the Technology Proficiency Assessment may substitute a course with the consent of the program coordinator for training and development.

## **SPECIAL EDUCATION**

**Program Coordinator, Edward Schultz**

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**Mission Statement:** The mission of the Master of Education degree with a major in Special Education is to prepare candidates to lead their schools and communities in providing services to students with disabilities.

The Master of Education in Special Education for teachers who have Texas certification in special education is designed to prepare them as Educational Diagnostician who can use their leadership in providing services to students with disabilities in their schools and communities. Completion of the degree requirements allows students to apply for professional certification upon satisfactory completion of the state mandated TExES requirement as an Educational Diagnostician.

The Master of Education in Special Education for graduates who are not already certified to teach special education will prepare them with the knowledge and skills required to provide leadership on their campuses and in their communities in providing services for students who have disabilities. The degree will then help them develop knowledge and skills in a specialized area; this specialization may lead to the Educational Diagnostician certification. Other specializations may be selected through consultation with the Graduate Coordinator.

The Master of Education in Special Education with an emphasis in dyslexia is designed for teachers interested in working with children or adults who have dyslexia or related disorders. Completion of this degree qualifies the student to apply for professional certification upon completion of a comprehensive examination by the Academic Language Therapists Association (ALTA). Upon passing the exam, graduates will also receive the title of Licensed Dyslexia Therapist (LDT).

Application for professional certification as an Educational Diagnostician requires three years of classroom teaching in an accredited school. Applicants for the Master of education degree in special education and Texas Educational Diagnostician's Certificate must present the following minimum criteria for acceptance into the graduate program:

1. bachelor's degree and standard Texas Teacher Certificate or equivalent;
2. a grade point average of 3.0 in previous education courses; and
3. Additionally, a committee may screen applicants based on selected criteria.

For students with an undergraduate major in special education, the program consists of 36 semester hours. Each candidate is required to complete a satisfactory research paper and oral comprehensive examination related directly to some phase of the graduate program.

COUN	6013	Human Relations
EDUC	5053	Introduction to Educational Research
EDUC	6753	Applied Research
SPED	6613	Individualized Diagnostic Assessment I
SPED	6623	Individualized Diagnostic Assessment II
SPED	6633	Vocational, Motor Skills, and Assistive Technology Assessment
SPED	6913	Special Education Law
SPED	6943	Practicum in Special Education
SPED	6953	Special Graduate Topics in Special Education
SPED	6963	Foundations of Special Education Leadership

*Plus:* Six (6) hours of electives as approved by the program coordinator.

For students who do not have an undergraduate major in special education, the current program consists of 36 semester hours plus 9 hours of required leveling courses. Each candidate is required to complete a satisfactory research paper and oral comprehensive examination related directly to some phase of the graduate program.

#### **Leveling Courses:**

SPED	3313	Cognitive Disorders
SPED	3613	Exceptional Individuals
SPED	4123	Assessment

#### **Required Graduate Courses:**

COUN	6013	Human Relations
EDUC	5053	Introduction to Educational Research

EDUC	6753	Applied Research
SPED	5613	Foundations of Special Education
SPED	5813	Tier III Reading Strategies
SPED	6013	Teaching Strategies for Affective Disorders
SPED	6033	Early Childhood Special Education
SPED	6613	Individualized Diagnostic Assessment I
SPED	6633	Vocational, Motor Skills, and Assistive Technology Assessment
SPED	6913	Special Education Law
SPED	6953	Special Graduate Topics in Special Education

Three (3) hours of approved electives (NOTE: Educational Diagnostician Certification requires SPED 6623 – Individual Diagnostic Assessment II, which may be taken as the elective.)

The Master of Education degree in Special Education with an emphasis in dyslexia provides the opportunity for the student to become a specialist in the field of dyslexia and related learning differences. The program requires two years of graduate study, extensive practica teaching hours, and clinical teaching hours.

Professional certification as a LDT requires the following:

A bachelor's degree from and accredited institution

1. Completion of comprehensive therapist training under the supervision of a Qualified Instructor that includes a minimum of 200 instructional hours, a minimum of 700 clinical/teaching hours, a minimum of 10 demonstrations, clinical/teaching documentation, and proof of the therapist's progress and competency.
2. Acceptable performance on a comprehensive examination administered by ALTA.
3. Completion of 3 CEUs (30 contact hours) every three years.

#### **Requirements for completion of degree:**

COUN	6013	Human Relations
EDUC	5053	Introduction to Educational Research
EDUC	6753	Applied Research
SPED	5103	Survey of Dyslexia and Related Learning Disabilities
SPED	5113	Promoting Early Language Development of the Dyslexic Student/Practicum Experience
SPED	5123	Reading Fluency Instruction and Assessment for the Dyslexic Student/Practicum Experience
SPED	5133	Morphological and Syntactical Awareness for the Dyslexic Student/Practicum Experience
SPED	5143	Cognitive and Linguistic Structure of Written Language for the Dyslexic Student/Practicum Experience
SPED	6913	Special Education Law
SPED	6943	Practicum in Special Education

#### **Six hours chosen from the following:**

SPED	5013	Exceptional Individuals
SPED	5613	Foundations of Special Education
SPED	6013	Teaching Strategies for Affective Disorders
SPED	6033	Early Childhood Special Education
SPED	6613	Individualized Diagnostic Assessment I
SPED	6623	Individualized Diagnostic Assessment II
SPED	6633	Vocational, Motor Skills, and Assistive Technology Assessment
SPED	6963	Foundations of Special Education Leadership

Educational Diagnostician Certification is available with this degree option for students holding an undergraduate degree in Special Education. Leveling classes will be required for students who do not have an undergraduate special education degree to include diagnostician certification. Requires SPED 6613 Individualized Diagnostic Assessment I, SPED 6623-Individual diagnostic Assessment II, and SPED 6633 Vocational, Motor Skills, and Assistive Technology Assessment.

Course content and techniques are based on *Take Flight: A Comprehensive Intervention for Students with Dyslexia*, a curriculum written by the staff of the Luke Waites Center for Dyslexia and Learning Disorders of Texas Scottish Rite Hospital for Children (TSRHC). *Take Flight* builds on the success of the three previous dyslexia intervention programs developed by the staff of TSRHC: Alphabetic Phonics, the Dyslexia Training Program and TSRH Literacy Program.

## **SPORT ADMINISTRATION**

### **Program Coordinator, Julie Wood**

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**Mission Statement:** The mission of the Master of Education degree with a major in Sport Administration is to prepare candidates for coaching and administrative positions in interscholastic and intercollegiate athletics, intramural recreation, and community based programs in sport, recreation and leisure services. The curriculum offers students a broad background in theoretical and practical applications associated with best practices and current research.

The graduate program requires 36 semester hours.

COUN	6013	Human Relations
COUN	6963	Research
EDLE	5593	Leadership and Communication Processes
EDLE	5603	Introduction to Leadership
EDUC	5053	Introduction to Educational Research
ETEC	5103	The Computer as a Tool
SPAD	5043	Philosophy and Ethics in Sport
SPAD	5053	Psychosocial Aspects of Sport
SPAD	5113	The Coaching Experience
SPAD	5513	Adaptation and Diversity
SPAD	5573	Managing Sport Programs and Facilities
SPAD	5803	Current Issues: Intercollegiate Athletics

## **COURSES IN COUNSELING (COUN)**

### **5103. Professional Orientation** 3(3-0)

This course will provide students with the understanding of professional functioning: Foundation, collaboration, consultation, and leadership.

### **5113. Mediation and Conflict Resolution** 3(3-0)

Prerequisite: COUN 5203 (for general and school counseling students) or COUN 6073 (for human resource development and training and development students).

An introduction to alternate dispute resolution methods. Skill development in teaching conflict resolution and mediating disputes.

<b>5203. Introduction to Counseling</b>	<b>3(3-0)</b>
Prerequisite: Admission to the counseling program or permission of the instructor.	
An introduction to the personal and professional characteristics of effective counselors. Communication skill training in basic counseling techniques and in maintaining a helping environment.	
<b>5213. Human Development and Learning</b>	<b>3(3-0)</b>
The process and stages of human intellectual, physical, social, and emotional development from prenatal origins through old age.	
<b>5223. Career Development Counseling</b>	<b>3(3-0)</b>
Prerequisite: Admission to the counseling program or permission of the counseling program coordinator.	
Theories of career development, techniques of life-career planning, analysis of career, and educational trends.	
<b>5243. Group Counseling</b>	<b>3(3-0)</b>
Prerequisite: Admission to counseling program or permission of the counseling program coordinator.	
Theoretical and procedural aspects of effective group work, including group dynamics and methods of practice with groups.	
<b>5253. Psychological and Educational Tests</b>	<b>3(3-0)</b>
Prerequisite: Admission to the counseling program or permission of the counseling program coordinator.	
Principles, concepts, and procedures of systematic appraisal or assessment of client needs; includes the use of non-testing approaches and test instruments.	
<b>5263. Diagnosis and Treatment Planning</b>	<b>3(3-0)</b>
Prerequisite: Admission to counseling program or permission of the counseling program coordinator.	
Dynamics of normal and abnormal behavior with emphasis on the diagnosis of dysfunction and the development of treatment plans.	
<b>5273. Theories and Techniques of Counseling I</b>	<b>3(3-0)</b>
Prerequisites: COUN 5203 and COUN 6013.	
A study of the major theories of counseling and the development of counseling skills through the application of counseling techniques to specific counseling theories.	
<b>5283. Theories and Techniques of Counseling II</b>	<b>3(3-0)</b>
Prerequisite: COUN 5273 and COUN 5203.	
A continued study of the major theories of counseling and the development of counseling skills through the application of counseling techniques to specific counseling theories.	
<b>5293. Practicum in Counseling</b>	<b>3(1-4)</b>
Prerequisites: COUN 5273, 5283.	
Designed as the culminating experience in the counseling program; provides 200 clock hours of counseling experience under the supervision of experienced personnel. Required for the student seeking certification as a school counselor or licensure as a professional counselor. May be repeated for credit with a grade of C or better. General counseling students will be required to enroll in six (6) hours of Practicum.	
<b>5303. Ethics and Issues in Counseling</b>	<b>3(3-0)</b>
Prerequisites: Admission to the counseling program and COUN 5203.	
A seminar in current professional, legal, and ethical issues in counseling.	

<b>5323. Marriage and Family Counseling</b>	<b>3(3-0)</b>
Prerequisites: COUN 5203.	
A comprehensive study of the major theories of marriage and family counseling. Skill building through media, modeling, and role playing.	
<b>5333. Employee Assistance Issues</b>	<b>3(3-0)</b>
An introduction to employee assistance programs found in the workplace. EAP's promote wellness and ameliorate employee problems such as emotional disorders, alcoholism and substance abuse, marriage and family problems, consumer, legal and financial problems, employee suggestions systems; child and elder care; and counseling/referral services. Laws affecting the civil rights of workers, including the Americans with Disabilities Act, the Rehabilitation Act, and Equal Employment Opportunity are covered.	
<b>5343. Introduction to Reality Therapy</b>	<b>3(3-0)</b>
An introduction to the concepts of Reality Therapy and Choice Theory. Includes applications in education, counseling, and management.	
<b>5353. Advanced Reality Therapy</b>	<b>3(3-0)</b>
Prerequisite: COUN 5343.	
Advanced study of Reality Therapy and Choice Theory. Includes applications and skill practice in education, counseling, and management.	
<b>5373. Human Resource Development Ethical Issues</b>	<b>3(3-0)</b>
A seminar in current human resource development ethical issues. Human resource professionals are the enforcers of organizational codes of ethics. This course will explore organization codes of ethics, confidential issues of management and/or the employees, company values and standards, and mandatory compliance with codes of ethics.	
<b>6013. Human Relations</b>	<b>3(3-0)</b>
Developing interpersonal and intrapersonal skills with particular attention to communication with diverse populations.	
<b>6023. Counseling Children</b>	<b>3(3-0)</b>
Prerequisites: COUN 5203 and permission of the instructor.	
A course designed to teach the evaluation and treatment of children having emotional and/or behavioral problems. Course material includes consultation methods with parents, teachers, administrators, and other professionals.	
<b>6033. Technology for Counselors</b>	<b>3(3-0)</b>
A course designed to provide students with basic technology knowledge and skills of technology enabling the student to gain counselor technological literacy in a paperless counseling society.	
<b>6043. Graduate Internship</b>	<b>3(1-4)</b>
<b>Prerequisite: Completed Counseling Degree.</b>	
A post-practicum, supervised, 600 clock-hours, "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills. This course may be repeated for credit.	
<b>6073. Communication Skills for Human Resource Development</b>	<b>3(3-0)</b>
This course is designed to teach students effective techniques in active listening, assertiveness, empathy, reframing, and conducting an annual performance review which results in positive change.	
<b>6903. Independent Graduate Study in Counseling</b>	<b>3(3-0)</b>
Designed to offer the advanced student an opportunity to select a special area of interest in counseling for intensive study or research. Approval by a graduate faculty member is required. May be repeated once for credit.	

<b>6943. Graduate Seminar in Human Resource Development</b>	<b>3(2-2)</b>
The study of personnel and industrial relations as it relates to major problems and current issues in human resource development.	
<b>6951. Special Graduate Topics in Counseling</b>	<b>1(1-0)</b>
This course is designed for students who have completed all course work required in major field of study but are still working on the file paper.	
<b>6953. Special Graduate Topics in Counseling</b>	<b>3(3-0)</b>
Topic as announced. Major project and/or field study with group sharing and analysis. May be repeated for credit.	
<b>6963. Research</b>	<b>3(3-0)</b>
Prerequisites: EDUC 5053 with a grade of C or better, and a score of 3.5 on the GRE Analytical Writing Section or 4.0 on the GRE ScoreItNow Test.	
Study of major concepts and methods in quantitative and qualitative research in counseling.	

## **COURSES IN SPECIAL EDUCATION (SPED)**

<b>5013. Exceptional Individuals</b>	<b>3(3-0)</b>
Etiology, characteristics of and concepts related to exceptional individuals.	
<b>5103. Survey of Dyslexia and Related Learning Disabilities</b>	<b>3(3-0)</b>
A study of the characteristic symptoms of dyslexia, implications of the disorder, diagnosis, and multisensory and discovery language remediation techniques using the Texas Scottish Rite Hospital for Children (TSRHC) <i>Take Flight: A Comprehensive Intervention for Students with Dyslexia</i> intervention program.	
<b>5113. Promoting Early Language Development of the Dyslexic Student/Practicum Experience</b>	<b>3(3-3)</b>
An introduction to teaching beginning reading, spelling, and handwriting focused on the TSRHC "Take Flight" approach to teaching basic language skills. Teachers plan, present and evaluate instructional sequences for students with dyslexia.	
<b>5123. Reading Fluency Instruction and Assessment for the Dyslexic Student/Practicum Experience</b>	<b>3(3-3)</b>
Prerequisite: SPED 5113.	
Continuation of training in the TSRHC "Take Flight" based techniques taught in EDUC 5113. Includes a systematic exploration of the articulation of phonemes, fluency, testing procedures and data collection to evaluate student growth and effectiveness of instructional approach.	
<b>5133. Morphological and Syntactical Awareness for the Dyslexic Student/Practicum Experience</b>	<b>3(3-3)</b>
Focuses on provision of comprehensive instruction, including decoding, encoding, written expression, reading comprehension, fluency, and study skills using collection to evaluate student growth and effectiveness of instructional approach.	
<b>5143. Cognitive and Linguistic Structure of Written Language for the Dyslexic Student/Practicum Experience</b>	<b>3(3-3)</b>
Focuses on skills for teaching upper level language skills involving reading, spelling, and handwriting using the TSRHC "Take Flight" based approach.	
<b>5613. Foundations of Special Education</b>	<b>3(3-0)</b>
Philosophical, historical, and legal foundations of special education. Introduction to roles and responsibilities of the special educator, and legal and ethical requirements of the	

profession. Theoretical perspectives related to the nature and needs of persons with disabilities; involvement in disability advocacy.

**5813. Tier III Reading Strategies** 3(3-0)

Explicit, sequential, research supported reading instruction for students with reading disabilities; focus on students with dyslexia and other reading-related learning disabilities.

**6013. Teaching Strategies for Affective Disorders** 3(3-0)

Planning effective programming using data-based decision-making, Positive Behavioral Supports, technology, and evidence-based practices. Includes nature and needs of students with emotional/behavioral disorders, and legal issues related to the education of such students.

**6033. Early Childhood Special Education** 3(3-0)

Strategies for promoting the development of infants and young children with disabilities, using child and family-focused interventions. Emphasis on language development.

**6613. Individualized Diagnostic Assessment I** 3(2-2)

Prerequisite: Consent of instructor.

Demonstration of competency in administration, scoring, reporting, and interpreting cognitive assessment data.

**6623. Individualized Diagnostic Assessment II** 3(2-2)

Prerequisite: Consent of instructor.

Demonstration of competency in administration, scoring, reporting, and interpreting achievement tests. Includes curriculum based measurement and progress monitoring. Extensive fieldwork required.

**6633. Vocational, Motor Skills, and Assistive Technology Assessment** 3(2-2)

Demonstration of competence in administration, scoring, and interpreting vocational, motor skills, and assistive technology assessments, and knowing when referrals are appropriate.

**6903. Independent Graduate Study in Special Education** 3 semester hours

Prerequisite: Approval of graduate advisor is required.

Designed to offer the advanced student an opportunity to select a special area of interest in Special Education for intensive research. May be repeated once for credit.

**6913. Special Education Law** 3(3-0)

Historical foundations of special education law, federal and state regulations, and case law related to special education; includes assessment-related law.

**6943. Practicum in Special Education** 3(0-6)

Prerequisites: 12 hours of special education and consent of instructor.

Field experience (90 hours) in a special educational setting specific to the candidate's career goals. May be repeated for credit.

**6951. Special Graduate Topics in Special Education** 1(1-0)

This course is designed for students who have completed all course work required in major field of study but are still working on the file paper.

**6953. Special Graduate Topics in Special Education** 3(3-0)

Prerequisites: 12 graduate hours of special education or consent of instructor.

Group investigation of emerging issues in special education. May be repeated with consent of coordinator.

**6963. Foundations of Special Education Leadership** 3(3-0)

Provides a foundation for candidates who are going to assume leadership positions in the field of special education, with an emphasis on organization and structure of special education programs, policy analysis, and the role of the special education administrator. Includes current legal issues and trends and independent study in an area of interest.

## **COURSES IN SPORT ADMINISTRATION (SPAD)**

**5043. Philosophy and Ethics in Sport** 3(3-0)

Study of philosophical and ethical issues associated with interscholastic and intercollegiate sports.

**5053. Psychosocial Aspects of Sport** 3(3-0)

Theoretical study of the psychosocial dynamics involved in sport and exercise performance.

**5113. The Coaching Experience** 3(3-0)

Overview experience of coaching, to include a quasi internship/observation experience, day-to-day operations, and application and use of technology.

**5513. Adaptation and Diversity** 3(3-0)

An inclusive study of the theoretical and practical knowledge essential for curriculum theory and development, assessment applications, instructional design, and ethical issues in physical education, recreation, and sports for individuals with disabilities and cultural differences throughout the lifespan.

**5573. Managing Sport Programs and Facilities** 3(3-0)

In-depth study of best practices associated with daily operations and overall management of sport/recreation programs and facilities.

**5803. Current Issues: Intercollegiate Athletics** 3(3-0)

Seminar based on student-generated topics associated with current issues in intercollegiate athletics.



## **EDUCATION AND READING**

**Ann Estrada, Chair  
Education and Reading Department**

### **CURRICULUM AND INSTRUCTION**

**Program Coordinator, Robert Redmon**

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**Mission Statement:** The Curriculum and Instruction program at West College of Education is committed to faculty and student participation in scholarly discourse on all issues related to teaching and learning and to exploring the relationship between theory and practice in a variety of educational contexts. The faculty value life-long learning, community, collaboration, diversity, inquiry, and reflection.

Toward this end, we are committed to enhancing the ability of professional educators to meet the needs of a changing society by providing an innovative, logically organized program of educational experiences that are framed by a coherent core of research and foundational knowledge and that model exemplary teaching strategies grounded in inquiry and reflexive practice. The faculty is also committed to active engagement in scholarship, service, and outreach while seeking opportunities to examine and integrate diverse educational perspectives through university, community, and statewide collaboration.

The Master of Education degree with a major in curriculum and instruction is designed to develop professional skills and knowledge. The graduate program requires 36 semester hours and is a non-thesis program. Candidates are required to conduct an action research project and to write a formal report of that research to be approved by their graduate committee.

**Comprehensive Written Examination:** All candidates must successfully complete a comprehensive written examination. Candidates become eligible to take the comprehensive written examination when they have completed all required course work successfully or during the semester in which they will complete their course work (with the approval of the student's graduate committee). Candidates must complete the examination in the manner, on the date, and at the place specified by the college. Comprehensive written examinations will be offered each April, August, and November. Candidates have two attempts to successfully complete the comprehensive written exam.

The comprehensive written examination consists of 4 (essay) questions supplied by the candidate's graduate committee. These questions are drawn from the essential content of the candidate's degree program. Candidates are allowed 4 hours to complete the examination. Exams will be reviewed by the candidate's graduate committee and marked as either pass or fail. In the event of a failed exam, the candidate will receive detailed feedback and suggestions for improvement from the graduate committee.

**Major: Curriculum and Instruction (18 hours)**

- EDUC 5053 Introduction to Educational Research
- EDUC 5623 Mentoring
- EDUC 5633 Curriculum Theory and Practice
- EDUC 6013 Trends and Issues in Learning and Teaching
- EDUC 6753 Applied Research
- ETEC 5133 Technology Integration\*

\*Basic computer application skills and permission of instructor required.

## **Option I**

Resource Area: 6 hours of electives, that provide support for teaching as approved by the program coordinator or EDLE 5676, School Change and Reform.

Minor\*: 12 graduate hours from: Biology, Early Childhood Education, Educational Technology, English, English as a Second Language, History, Mathematics, Political Science, Reading, Sport Administration, or Teacher Leadership.

## **Option II**

Minor\*: 18 graduate hours as prescribed by the Bilingual Education program, Master Mathematics Teacher program, the Training and Development program, the Superintendency program, or in a field related to the public schools: Biology, English, History, Mathematics, and Political Science.

\*See Minors and Teaching Endorsements section for prescribed courses.

## **GRADUATE INITIAL TEACHER CERTIFICATION**

The Master of Education degree with a major in secondary education is designed to build professional skills and knowledge for the secondary classroom teacher. The Graduate Initial Teacher Certification is designed for persons who have earned a bachelor's degree from an accredited institution. All candidates must meet University and West College of Education admission standards.

### **Admission to the Teacher Certification Program:**

The Teacher Education Committee expects all teacher education students to be above average scholars; therefore, to be considered for admission to the Teacher Certification Program, the applicant must have:

1. an application on file (forms available in Education Office);
2. three letters of recommendation (forms available in Education Office);
3. satisfactory scores on the Texas Higher Education Assessment (THEA), or equivalent, in reading, writing, and mathematics;
4. a cumulative undergraduate grade point average of 2.75, or at least a 2.75 gpa on last sixty hours taken; and
5. a grade point of 2.5 in freshman English (excluding any developmental courses) with a minimum of 6 hours completed at the time of admission.

Persons who plan to pursue a master's degree must be admitted as a graduate degree-seeking student by the completion of their ninth graduate hour.

### **Course Requirements for Initial Teacher Certification:**

COUN	6013	Human Relations
EDUC	5223	Planning for Teaching
EDUC	6023	Learning and Assessment
EDUC	6033	Classroom Management
EDUC	6063	Induction to Teaching (Internship)
EDUC	6073	Practicum in Teaching (Internship)
READ	6293	Content Reading
SPED	5013	Exceptional Individuals

### **Additional courses required for M.Ed.:**

EDUC 5053 Introduction to Educational Research

EDUC 6753 Applied Research

3 hours technology from:

ETEC 5123 Instructional Technology Design

ETEC 5133 Technology Integration

ETEC 5143 Multimedia Development I

3 hours resource elective as approved by advisor

### **MINORS:**

#### **BILINGUAL EDUCATION:**

EDBE 5013 History, Politics, and Law in Bilingual/ELL Education

EDBE 5023 Communication & Pedagogy in Bilingual Classrooms

EDBE 5033 Linguistic Foundations of First and Second Language Acquisition

EDBE 5043 Assessment in Bilingual/ELL Classrooms and Schools

EDBE 5063 Biliteracy in Bilingual Classrooms

EDBE 6223 Current Issues in Bilingual/ELL Education

#### **EDUCATIONAL TECHNOLOGY:**

ETEC 5103 The Computer as a Tool

ETEC 5123 Instructional Technology Design

ETEC 5133 Technology Integration

ETEC 5143 Multimedia Development I

or

ETEC 5173 Multimedia Development II

#### **MASTER MATHEMATICS TEACHER PROGRAM (Grades 4 – 8):**

Completion of the following courses in mathematics education enables students holding a valid Texas teaching certificate to apply for professional certification as a Master Mathematics Teacher (Grades 4-8) upon satisfactory completion of the state-mandated TExES requirement.

MATH 5363 Graduate Topics in Mathematics Education

MATH 5453 Theory of Numbers

MATH 5473 Geometry for Teachers

MATH 5483 History of Mathematics

MATH 5493 Probability and Statistics for Teachers

3 Semester Hours - Approved Graduate Math Course

#### **READING EDUCATION:**

READ 6213 Foundations of Reading

READ 6273 Diagnostic Reading Procedures

READ 6283 Practicum in Reading

SPED 5813 Tier III Reading Strategies

#### **SPORT ADMINISTRATION:**

SPAD 5043 Leadership and Ethics in Sport

SPAD 5053 Psychosocial Aspects of Sport

SPAD 5113 The Coaching Experience

SPAD 5513 Adaptation and Diversity

**SUPERINTENDENCY:**

- EDLE 6003 The Superintendency  
 EDLE 6013 Politics and Community Relations  
 EDLE 6023 Curriculum, Instruction, and Evaluation  
 EDLE 6033 School Organization and Management  
 EDLE 6043 Human Resources, Supervision, and Staff Development  
 EDLE 6053 Superintendent Internship

**TEACHER LEADERSHIP:**

- EDLE 5603 Introduction to Leadership  
 EDUC 5423 Innovative Curriculum Design and Differentiation  
 EDUC 6023 Learning and Assessment  
 READ 6293 Content Reading

*Plus:* Six (6) hours of electives that provide support for teaching as approved by the program coordinator or EDLE 5686, Instructional Improvement and Staff Development.

**TRAINING AND DEVELOPMENT:**

- EDUC 5513 Introduction to Training and Development  
 EDUC 5523 Trends and Issues in Training and Development  
 EDUC 5533 Instructional Strategies for Adult Learners  
 EDUC 5543 Instructional Systems Design  
 EDUC 5583 Graduate Internship in Training and Development  
 ETEC 5143 Multimedia Development I

**TEACHING ENDORSEMENTS:**

**ENGLISH AS A SECOND LANGUAGE (ESL):** This endorsement may be added to any valid Texas elementary, secondary, or all-level certificate. Students may substitute one year of successful classroom teaching experience in an approved program for practicum. Twelve hours plus practicum or experience is required. Students will also take the state mandated TExES in English as a Second Language.

- EDUC 5843 Language Acquisition and Development  
 EDUC 5853 Second Language Learning  
 EDUC 5863 Reading and Language Arts for ESL  
 EDUC 5873 Methods and Materials for ESL  
 EDUC 5883 Practicum in ESL

**READING EDUCATION****Program Coordinator, Linda Lilienthal**

**Mission Statement:** The Master of Education degree with a major in reading education is designed to prepare the classroom teacher in all aspects of reading instruction. The program will enable the student to explore current theory, research, and best practices in reading instruction and assessment. Upon completion of the degree the student will be eligible to apply for professional certification as a Reading Specialist and will be prepared for a variety of careers in the field of reading.

Completion of the master's program in reading education enables the student to apply for Professional Certification as a Reading Specialist (1-12) upon satisfactory completion of the state mandated TExES requirement. All students must meet the admission standards of the University and the West College of Education. Professional Certification as a Reading Specialist (1-12) requires an elementary or secondary provisional certificate and three

years of classroom teaching in an accredited school. Completion of one additional course enables the student to apply for Master Reading Teacher certificate.

The graduate program requires 36 semester hours. Each candidate is required to submit a satisfactory research paper directly related to some phase of the graduate program. A portfolio presentation may be required as a part of the master's oral comprehensive examination.

COUN	5213	Human Development and Learning
EDUC	5053	Introduction to Educational Research
EDUC	5843	Language Acquisition and Development
EDUC	5863	Reading and Language Arts for English as a Second Language
EDUC	6753	Applied Research
READ	6213	Foundations of Reading
READ	6243	Trends and Issues in Youth Literature
READ	6273	Diagnostic Reading Procedures
READ	6283	Practicum in Reading
READ	6293	Content Reading
READ	6303	Literacy Coaching Practicum
SPED	5013	Exceptional Individuals
or		
SPED	5813	Tier III Reading Strategies

Master Reading Teacher Certification

Students will be eligible to apply for certification as a Master Reading Teacher upon completion of the 36 hours towards the master of reading education and one additional course, READ 6313, Writing Workshop.

## **COURSES IN BILINGUAL EDUCATION (EDBE)**

- 5013. History, Politics, and Law in Bilingual/ELL Education** 3(3-0)  
A research-based philosophical, historical, legal and theoretical introduction to the field of bilingual/ELL education, U.S. and worldwide.

**5023. Communication & Pedagogy in Bilingual Classrooms** 3(3-0)  
Focus on oral and written communication for facilitating dialogue among teachers, students and parents in bilingual settings. Emphasis on pedagogical approaches needed to provide instruction in two languages. Instruction in Spanish.

**5033. Linguistic Foundations of First and Second Language Acquisition** 3(3-0)  
Introduction to the field of linguistics with particular emphasis on bilingual/ELL pedagogy including methods of analysis, the nature of language and language systems.

**5043. Assessment in Bilingual/ELL Classrooms and Schools** 3(3-0)  
Assessment of language proficiency in bilingual and ELL programs. Course includes a review of standardized tests of oral language and reading proficiency, as well as alternative and informal language assessment techniques.

**5063. Biliteracy in Bilingual Classrooms** 3(3-0)  
Research-based instructional practices targeting the acquisition of biliteracy through reading, writing, listening and speaking. Preparation and adaptation of holistic, thematically based materials and activities including a survey of representative multicultural literature for children. Instruction in Spanish.

- 6223. Current Issues in Bilingual/ELL Education** 3(3-0)  
 A study of Latino communities in the United States. Topics include on-going language research, cultural revitalization, self-determination patterns, school achievement/Latino student performance, and political decisions impacting Latino participation in American society.

## **COURSES IN EARLY CHILDHOOD EDUCATION (ECED)**

- 5103. Introduction to Young Children** 3(3-0)  
 An introductory overview of the field including a study of the history of early childhood education. Emphasis on characteristics of young children and their needs, types of programs, and current issues.
- 5123. Early Childhood Development: Language and Literacy** 3(3-0)  
 Prerequisite: ECED 5103 or consent of the instructor.  
 Emphasis on how young children's language and literacy develop and the application of developmentally appropriate practice in planning for instruction.
- 5133. Early Childhood Curriculum** 3(2-2)  
 Prerequisite: ECED 5103 or consent of the instructor.  
 Planning the learning environment, developing learning activities, organizing the school day, and interpreting children's growth to parents. Emphasis on developmentally appropriate practice. Field experience required.
- 5143. Practicum in Early Childhood** 3(1-4)  
 Laboratory experience with young children.
- 6953. Special Graduate Topics in Early Childhood Education** 3(3-0)  
 Topic as announced. Major project and/or field student with group sharing and analysis.

## **COURSES IN EDUCATION (EDUC)**

- 5053. Introduction to Educational Research** 3(3-0)  
 Prerequisite: Score of 3.5 on GRE Analytical Writing Section or 4.0 on the GRE ScoreItNow Test.  
 Fosters an understanding of the role of research in education and acquaints students with research methodologies appropriate to education while preparing them to understand, analyze, synthesize, and critically evaluate contemporary educational research. This course should be taken in the first or second semester of the program.
- 5223. Planning for Teaching** 3(3-0)  
 Designed to emphasize various aspects of planning for teaching, curriculum organization, use of technology in teaching general and special populations, the legal and ethical aspects of teaching, the forms of organization and management found in Texas and U.S. schools, and informal and teacher-made assessments. Limited to graduate or post-baccalaureate students seeking initial teacher certification.
- 5403. Technology for Organizational Development** 3(3-0)  
 This course is designed to provide students in Human Resource Development with the skills to navigate and integrate various technology tools used in the HR workplace environment. Students will be exposed to the following: information technology skills, desktop publishing, power point presentations, and media based training.
- 5423. Innovative Curriculum Design and Differentiation** 3(3-0)  
 Study of various curriculum models for exceptional students; classroom curriculum

and instruction for differentiation of instruction; working with gifted students in the regular classroom and in special programs.

**5513. Introduction to Training and Development** 3(3-0)

This overview course investigates the design, development, delivery, and evaluation of training programs. The relationship of modern technology and training theories with organizational practices will also be addressed.

**5523. Trends and Issues in Training and Development** 3(3-0)

A study of current national trends and issues in the fields of training and development. Emphasis on topics related to leadership, organizational culture, and total quality.

**5533. Instructional Strategies for Adult Learners** 3(3-0)

Examination and evaluation of methods of techniques of instruction used by both trainer and curriculum/program developers in business and industry, government, and community adult learning activities.

**5543. Instructional Systems Design** 3(3-0)

Designed for training professionals, this course focuses on curriculum theories, approaches to curriculum development, and curriculum evaluation strategies. Includes development of goals, competencies, objectives, knowledge-based testing, and performance-based testing.

**5583. Graduate Internship in Training and Development** 3(1-4)

Prerequisites: 12 semester hours in Training and Development.

Designed as the culminating experience in the Training and Development program; provides 150 clock hours of training experience under the supervision of experienced personnel; may be repeated for credit with approval of graduate committee chair.

**5623. Mentoring** 3(3-0)

A study of effective mentoring theories, research, and practices. This course will teach successful ways to mentor colleagues, first year teachers, student teachers, and student interns. Students in this course will be expected to master best practices and participate in hands-on learning experiences. The course will approach mentoring as a two-way growth process, emphasizing the developmental nature of mentoring. Training in effective communication skills will be included.

**5633. Curriculum Theory and Practice** 3(3-0)

A study of recent curriculum practices and the ideas underlying them. This course provides students with experiences in evaluating both the pros and the cons for a wide variety of curricular practices.

**5801. Kodály Conducting and Ensemble, Level 1** 1(1-0)

Course provides the first of three levels of training in the area of conducting for those studying the Kodály Method of teaching. Activities are designed to develop conducting gesture and technique, score analysis and preparation, and rehearsal strategies based on Kodály principles. In choral ensemble, students perform a variety of musical style periods and genres, use relative solmization for reading, and focus on pure intonation.

**5802. Kodály Musicianship, Level I** 2(2-0)

Course provides the first of three levels of training in the area of musicianship for those studying the Kodály Method of teaching. Students study melody, rhythm, solfege (with use of Curwen hand signs), harmony, improvisation, scales, dictation, and part-work. Emphasis is placed on personal musicianship and development of individual skills in the above areas.

- 5803. Kodály Music Pedagogy and Literature, Level I** 3(3-0)  
 Course presents Kodály curriculum from early childhood through grade two, highlighting preparation, presentation, and practice of rhythmic, melodic, formal elements. Participants develop a folk song collection and other musical materials for use in a Kodály-inspired classroom and create a retrieval system for organizing these musical materials.
- 5843. Language Acquisition and Development** 3(3-0)  
 Introduction to language acquisition including nature and description of language, psycholinguistic and sociolinguistic characteristics of language, and development aspects.
- 5853. Second Language Learning** 3(3-0)  
 Study of second language learning with emphasis on comparative and contrastive features of languages.
- 5863. Reading and Language Arts for English as a Second Language** 3(3-0)  
 Theories and current methodology in teaching of listening, speaking, reading, and writing skills in English as a second language. Special consideration will be given to development of reading skills in English as a Second Language.
- 5873. Methods and Materials for English as a Second Language** 3(3-0)  
 Curriculum, methods, and materials for English as a Second Language including instructional techniques, assessment and testing procedures, materials evaluation, and classroom management.
- 5883. Practicum in English as a Second Language** 3(1-4)  
 Laboratory experiences with ESL students.
- 6013. Trends and Issues in Learning and Teaching** 3(3-0)  
 A study in contemporary issues relating to the ways students learn and best practices in instruction. Emphasis is placed on examining a broad spectrum of perspectives resulting in the development of an informed and critical pedagogy. This course should be taken during the first or second semester of the program.
- 6023. Learning and Assessment** 3(3-0)  
 A study of learning theories and the learning process, testing instruments and programs, their interpretation and use in curriculum evaluation, authentic and other assessment methods and programs, and test construction.
- 6033. Classroom Management** 3(3-0)  
 Methods of organizing and managing students, materials, and instruction in contemporary special populations classrooms.
- 6043. Instructional Strategies** 3(3-0)  
 Developing instructional strategies with emphasis on effective teaching models, technology, and student outcomes.
- 6063. Induction to Teaching** 3(2-2)  
 Supervised classroom teaching experience designed to put theory in practice and increase teaching skills of the induction year teacher.
- 6073. Practicum in Teaching** 3(1-4)  
 Applying skills and instructional strategies by the first year teacher in a classroom environment to enhance teaching skills.
- 6753. Applied Research** 3(3-0)  
 Prerequisites: Score of 3.5 on GRE Analytical Writing Section or 4.0 on the GRE Scor-eItNow Test, and 18 graduate hours to include EDUC 5053 with a grade of C or better.

Practical application of quantitative and qualitative research theory and methodology leading to the completion of a formal report of original empirical research (file paper).

**6903. Independent Graduate Study in Education** 3 semester hours

Designed to offer the advanced student an opportunity to select a special area of interest in education for intensive research. An acceptable research project is required. May be repeated once for credit.

**6951. Special Graduate Topics in Education** 1(1-0)

This course is designed for students who have completed all course work required in major field of study but are still working on the file paper.

**6953. Special Graduate Topics in Education** 3(3-0)

Topic as announced. Major project and/or field study with group sharing and analysis.

## **COURSES IN READING EDUCATION (READ)**

**6213. Foundations of Reading** 3(3-0)

Historical, philosophical, physiological, and psychological foundations of reading.

**6243. Trends and Issues in Youth Literature** 3(3-0)

Examines current trends and issues in the literature published for children and young adults.

**6273. Diagnostic Reading Procedures** 3(2-2)

Prerequisites: SPED 5013 or 5813.

Study and use of standardized and informal instruments for determining kinds of reading difficulties. Demonstrated competencies in the use of the test instruments, interview procedures, and report writing.

**6283. Practicum in Reading** 3(2-2)

Prerequisites: SPED 5013 or 5813.

Designed to provide clinical practice in the correction of reading disabilities in a supervised situation. Field work required.

**6293. Content Reading** 3(3-0)

Survey of current reading and writing development in content subjects.

**6303. Literacy Coaching Practicum** 3(1-4)

Supervised professional activities in reading education, involving mentoring and coaching of in-service teachers in the teaching of reading.

**6313. Writing Workshop** 3(3-0)

Theory, research, design, and experience concerning implementation of the writing process at all levels of instruction and a focus on performance-based assessment for children's writing.

**6903. Independent Graduate Study in Reading Education** 3(3-0)

Prerequisite: Approval of graduate advisor is required.

Designed to offer the advanced student an opportunity to select a special area of interest in Reading Education for intensive research. May be repeated once for credit.

**6951. Special Graduate Topics in Reading Education** 1(1-0)

This course is designed for students who have completed all course work required in major field of study but are still working on the file paper.

**6953. Special Graduate Topics in Reading Education** 3(3-0)

Topic as announced. Major project and/or field study with group sharing and analysis.

## **EDUCATIONAL LEADERSHIP AND TECHNOLOGY**

**Jane Owen, Chair**  
**Educational Leadership and Technology Department**

### **EDUCATIONAL LEADERSHIP**

**Program Coordinator, Jane Owen**

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**Mission Statement:** The Master of Education degree with a major in Educational Leadership prepares students for school leadership roles. The program provides opportunities for students to learn and apply knowledge, skills, and dispositions set forth in Educational Leadership Constituent Council (ELCC) standards.

**Program Information:** Students will work in informal cohorts to apply educational leadership knowledge and skills to current school issues, many in actual school settings. Students who complete the educational leadership program are eligible to apply for Texas Principal Certification upon satisfactory completion of the state mandated TExES examination.

All students must meet the admission standards for the University and the West College of Education. The graduate program in Educational Leadership requires 39 semester hours. Beginning Spring 2011, this program will require 36 semester hours. Master's degree candidates are required to complete a satisfactory research paper and comprehensive oral examination related directly to some phase of the graduate program. The goal will be for the research paper to be completed during the Applied Research course. A school improvement project will be completed as part of the Internship course.

Students who already possess a master's degree may enroll in a non-degree program leading to principal or superintendent certification. Students pursuing principal certification enroll in the courses not already taken in their previous master's degree work, although research courses and a file paper are not required. The superintendent certification program is an 18-hour, year-long course of study to prepare students to take the state superintendent certification exam.

A probationary certificate for assistant principal or principal is available upon completion of the 15 hours of core courses. The probationary certificate requires a job offer and a probationary internship. The certificate is valid for three years and is non-renewable.

Upon completion of the five core courses, candidates are required to take the Educational Leadership Constituency Council Assessment of Content Knowledge. This exam is an assessment of candidates' current mastery of standards covered in the five core courses. This exam is required to provide feedback to students on their current progress and to faculty for course development.

**The core courses are:**

- EDLE 5593 Leadership and Communication Processes
- EDLE 5603 Introduction to Leadership
- EDLE 5623 School Law and Personnel
- EDLE 5643 School Business Management
- EDLE 5673 Leadership in School Change

**Additional courses are:**

EDLE	5583	Curricular Supervision for School Leaders
EDLE	5653	Building School Communities for Diverse Learners
EDLE	5663	Community Politics and Public Relations
EDLE	5683	Instructional Improvement and Staff Development (was 5686)
EDLE	5693	Graduate Internship in Educational Leadership
EDUC	5053	Introduction to Educational Research
EDUC	6753	Applied Research
EDLE	5793	Probationary Internship *
EDUC	5791	Probationary Internship **

\*Required for students holding a first year probationary certificate.

\*\*Required continuation of Probationary Internship for students not yet enrolled in EDLE 5693 (Graduate Internship in Educational Leadership). Offered fall and spring only.

## **EDUCATIONAL TECHNOLOGY**

### **Program Coordinator, Michael Land**

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**Mission Statement:** The Master of Education degree with a major in Educational Technology is designed to prepare the classroom teacher for integrating the use of technology into the content areas in grades preK-12. The program will enable the student to explore current theory, research, and best practices in educational technology. Upon completion of the degree the student will be eligible to apply for certification as a Master Technology Teacher.

All students must meet the admission standards of the University and the West College of Education. Each candidate is required to complete a satisfactory research paper and comprehensive oral examination related directly to some phase of the graduate program. Certification as a Master Technology Teacher requires the applicant to have an elementary or secondary teaching certificate, three years of teaching experience, and pass the Master Technology Teacher certification examination.

Students accepted into the Educational Technology program must take a pretest prior to enrolling in any course. Individuals who pass the test do not have to take ETEC 5103; all others must enroll in ETEC 5013 prior to enrolling in any other ETEC course.

#### **Required Courses (36 hours)**

EDUC	5053	Introduction to Educational Research
EDUC	5623	Mentoring
EDUC	6023	Learning and Assessment
EDUC	6753	Applied Research
ETEC	5123	Instructional Technology Design
ETEC	5133	Technology Integration
ETEC	5143	Multimedia Development I
ETEC	5163	Introduction to Distance Education
ETEC	5173	Multimedia Development II

Electives: Nine (9) hours of electives; six (6) hours must be from remaining Educational Technology courses plus three (3) hours of free electives.

## COURSES IN EDUCATIONAL LEADERSHIP (EDLE)

- 5373. Technology for School Leaders** 3(3-0)  
 Prepares school administrators to effectively support technology integration in schools.
- 5583. Curricular Supervision for School Leaders** 3(3-0)  
 A study of the curriculum development process including a review of the historical and philosophical foundations of curriculum. Various concepts, theories, and models inherent in curricular design are examined in light of contemporary driving forces including educational reform, multicultural populations, the accountability movement, and effective leadership practices.
- 5593. Leadership and Communication Processes** 3(3-0)  
 This course is designed to give potential administrators skills in dealing with conflict through resolution, mediation, problem solving, decision-making, cognitive coaching, and mentoring.
- 5603. Introduction to Leadership** 3(3-0)  
 Successful leadership in organizational settings requires an understanding of human behavior, beginning with knowledge of self and leading to the understanding of others. This course provides students with opportunities to analyze themselves with regard to values, behaviors, and skills related to successful school improvement.
- 5613. School Law and Public Relations** 3(3-0)  
 Provides an overview of the legal issues most likely to be encountered by school administrators as well as implications for all educators. A community relations component is included.
- 5623. School Law and Personnel** 3(3-0)  
 A study of the rights and responsibilities of teachers, students, and laws related to special education, school governance, staff discipline and dismissal. In addition, the course will cover the major laws and court decisions which have shaped the operation of schools today.
- 5643. School Business Management** 3(3-0)  
 A study of principles of public school finance, the school budget development process, building-level fiscal management, facility planning and management, and building-level student services management.
- 5653. Building School Communities for Diverse Learners** 3(3-0)  
 A study of the characteristics and educational needs of diverse communities. The primary focus is to equip educational leaders with the knowledge and skills to recognize, implement and maintain inclusive and effective instructional programs which insure success for all students.
- 5663. Community Politics and Public Relations** 3(3-0)  
 A study of theories, techniques, and essential information, which school administrators must know when communicating with a diverse community. Additionally, the class provides models for dealing constructively and effectively with needs, problems, issues, and crises inherent within an educational enterprise.
- 5673. Leadership in School Change** 3(3-0)  
 An examination of the nature and process of change. Students will study models for planned change, a systems approach to change and the roles of both teachers and principals as agents of change.

**5676. School Change and Reform** 6(6-0)

Prerequisites: EDLE 5373 and 5603.

This course is an examination of the nature and process of change. Students will study models for planned change, a systems approach to change and the roles of both teachers and principals as agents of change. Students will also examine principles and techniques of decision-making, the stories of successful change efforts in schools, and programs for a diverse student population.

**5683. Instructional Improvement and Staff Development** 3(3-0)

Prerequisite: EDLE 5676.

Students will study basic knowledge of ways in which principals can support and improve excellence in classroom instruction for a diverse student population. Conferencing skills, observation techniques, evaluation techniques, peer coaching, classroom management, staff development, individual decision-making, and developmental supervision are some of the concepts to be examined.

**5693. Graduate Internship in Educational Leadership** 3(1-4)

Students apply their leadership knowledge and skills to real situations in the schools. Activities will be undertaken pertaining to each of the six ELCC standards under the guidance of a mentor selected by the student.

**5791. Probationary Internship II** 1(1-0)

Prerequisite: EDLE 5793.

This course is designed to support students who are on a probationary principal's certificate, have completed EDLE 5793 (Probationary Internship), and who are still more than one semester away from full certification. This course may be repeated until the student enrolls in EDLE 5693 (Graduate Internship in Educational Leadership).

**5793. Probationary Internship** 3(1-4)

This course is only for students who are on a probationary principal's certificate.

**6003. The Superintendency** 3(3-0)

This is the first course leading to eligibility to take the Texas State Superintendent Exam in order to obtain a Texas Superintendent's Certificate. All preliminary work for the program will be done in this class including choosing a mentor superintendent and designing an individual plan of practical projects for each candidate. Other topics of study will include visioning, culture, stakeholder involvement, and ethics.

**6013. Politics and Community Relations** 3(3-0)

Prerequisite: EDLE 6003.

This course is an in-depth study of political and community relations issues faced by the public school superintendent. Communications, partnerships, consensus-building, media relations, working with diverse groups, and superintendent-board working relationships will be studied. Field work will include collaboration with the mentor superintendent in the areas of district politics and community relations; a portfolio project(s) will be completed.

**6023. Curriculum, Instruction, and Evaluation** 3(3-0)

Prerequisite: EDLE 6003.

This course focuses on the supervision of curriculum, instruction, and evaluation from the superintendent's perspective.

**6033. School Organization and Management** 3(3-0)

Prerequisites: EDLE 6003 and Superintendency Certificate candidate.

This course will prepare superintendent candidates to apply principles of effective leadership and management in relation to district budgeting, facilities, finances, and tech-

nology usage. Other topics of study will be organizational change, group processes, decision-making, and personal time management. Field work will include collaboration with the mentor superintendent in the areas of school organization and management; a portfolio project(s) will be completed.

**6043. Human Resources, Supervision, and Staff Development** 3(3-0)

Prerequisite: EDLE 6003.

This course will teach strategies for the recruitment, selection, induction, development, and promotion of staff. Personnel policy and decision making will be emphasized, as well as organizational health.

**6053. Superintendent Internship** 3(3-0)

Prerequisites: EDLE 6003, 6013, 6023, 6033, 6043.

This course is the culmination of all internship activities from all certification course work. The superintendent candidate will work closely with the mentor superintendent, concentrating on intensive study in one or more standard areas as determined by the ongoing assessment. The portfolio will be completed and the Texas State Superintendent's Exam will be reviewed.

**6903. Independent Graduate Study in Educational Leadership** 3(3-0)

Prerequisite: Approval of graduate advisor is required.

Designed to offer the advanced student an opportunity to select a special area of interest in Educational Leadership for intensive research. May be repeated once for credit.

**6951. Special Graduate Topics in Educational Leadership** 1(1-0)

This course is designed for students who have completed all course work required in major field of study but are still working on the research paper.

**6953. Special Graduate Topics in Educational Leadership** 3(3-0)

Topic as announced. Major project and/or field study with group sharing and analysis.

## **COURSES IN EDUCATIONAL TECHNOLOGY (ETEC)**

**5103. The Computer as a Tool** 3(3-0)

This course provides the educator with a broad base of skills learning with hands-on experience with word processing, database, spreadsheet, graphing, desktop publishing, Internet, and teacher utility software in an instructional setting.

**5123. Instructional Technology Design** 3(3-0)

Prerequisite: ETEC 5103 or demonstration of appropriate skills.

This course will be based on the study of technological advances in instruction with emphasis on instructional systems design. The course will include a broad overview of the field of instructional technology with an emphasis on practical application of instructional design theory.

**5133. Technology Integration** 3(3-0)

Prerequisite: ETEC 5103 or demonstration of appropriate skills.

This course includes identifying, exploring, planning, implementing, and assessing activities with word processing, database, spreadsheet, graphing, desktop publishing, and Internet software to integrate its use into the content areas in a preK-12 learning environment.

**5143. Multimedia Development I** 3(3-0)

Prerequisite: ETEC 5103 or demonstration of appropriate skills.

This course focuses on the use of educational digital graphics and basic webpage software to organize, design, and develop learning activities.

**5163. Introduction to Distance Education** 3(3-0)

Prerequisite: ETEC 5103 or demonstration of appropriate skills.

This course is an overview of the field of distance education including history, research, technologies, and related design models. The course includes: web-based teaching in the K-12 and professional development for in-service educators; instructional design for distance learning, instructional management, and distance learning systems and technologies.

**5173. Multimedia Development II** 3(3-0)

Prerequisite: ETEC 5143.

This course focuses primarily on the use of educational digital video and webpage software to organize, design, and develop learning activities and experiences.

**6743. Graduate Electronic Portfolio** 3(3-0)

Prerequisite: Completion of all courses in the program with the exception of one course that may be taken while enrolled in this course.

An electronic portfolio is a purposeful, interrelated collection of work that shows the student's efforts, progress or achievements in the area of educational technology.

**6903. Independent Graduate Study in Educational Technology** 3(3-0)

Prerequisite: Approval of graduate advisor.

Designed to offer the advanced student an opportunity to choose a special area of interest in education technology for intensive study.

**6951. Special Graduate Topics in Educational Technology** 1(1-0)

This course is designed for students who have completed all course work required in major field of study but are still working on the file paper.

**6953. Special Graduate Topics in Educational Technology** 3(3-0)

Prerequisites: Twelve hours in ETEC courses.

Topic as announced; may be repeated with consent of coordinator.



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## COLLEGE OF HEALTH SCIENCES AND HUMAN SERVICES

**Susan Sportsman, Dean (Bridwell Hall 104)**

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### ATHLETIC TRAINING AND EXERCISE PHYSIOLOGY

**Benito Velasquez**  
**Chair, Athletic Training and Exercise Physiology Department**

**Frank B. Wyatt**  
**Graduate Coordinator**

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Graduate Faculty: Kilgore, Lyman, Wyatt

Emeriti Faculty: Dudley, Gillespie, Henderson, Stockton

### THE MASTER OF SCIENCE IN EXERCISE PHYSIOLOGY

The Master of Science in Exercise Physiology prepares students for a number of careers in exercise science and related fields.

#### MISSION STATEMENT

The goal of the graduate program in Exercise Physiology is to encourage critical and reflective thinking in students and enable them to synthesize the knowledge and skills necessary to apply the principles of human movement in a variety of community, research, clinical, or athletic settings, or to pursue advanced study at the doctoral level.

**Requirements for completion of a Master of Science in Exercise Physiology – the program requires 30 semester hours.**

EXPH	5003	Research and Design
EXPH	5013	Applied Research Statistics
EXPH	5023	Applied Exercise Physiology & Assessment
EXPH	5053	Psychosocial Aspects of Sport
EXPH	5063	Seminar in Exercise Physiology
EXPH	5093	Advanced Exercise Physiology
EXPH	6103	Independent Study: Research I
EXPH	6113	Independent Study: Research II
EXPH	6983	Thesis I
EXPH	6993	Thesis II

#### Graduate Admissions and Requirements

An application for admission to the Midwestern State University Graduate Program is available on the website at <http://www.mwsu.edu>. Paper copies of the application are available through the Office of the Graduate School.

Students seeking admission to graduate programs in the College of Health Sciences and Human Services must meet University requirements (see pages 18-19) and College of

Health Sciences and Human Services and Athletic Training and Exercise Physiology requirements.

### **Thesis Requirement**

Each candidate is required to select a thesis and complete an original research project on a topic approved by his/her major professor and thesis committee, prepare a written report of the research, defend the research at a public forum and place a copy of the paper on file as directed by the University. The thesis must follow the *Publication Manual of the American Psychological Association* or the American Physiological Society formats. Library research papers may be filed on standard typing paper. Theses must be submitted on 20 lb. cotton bond paper.

### **Oral Defense Requirement**

Coincident with the public presentation of a thesis, the candidate will be required to complete an oral defense administered by the candidate's graduate committee. The focus of the defense will be on the thesis research.

### **The Graduate Advisory Committee and Admission to Candidacy**

Prior to the end of the first year of graduate study, the candidate must recruit a committee to be composed of three members of the Athletic Training and Exercise Physiology graduate faculty or two members of the Athletic Training and Exercise Physiology graduate faculty and one member of the minor field's graduate faculty. Of this group, one member of the Athletic Training and Exercise Physiology graduate faculty will serve as the student's major professor, advisor, and chair of the graduate committee. Completion of this process will be considered as admission to candidacy.

### **Satisfactory Student Progress**

Graduate students are expected to consistently pursue the highest levels of achievement in all areas of the classes, programs, and activities in which they participate. The Athletic Training and Exercise Physiology faculty requires the following standard for satisfactory performance: (1) Consistent with university policy, grades of "D" and "F" are considered unsatisfactory. Students who receive a "D" or "F" in a course will be subject to a review by the graduate faculty of the program. The faculty may recommend either a dismissal from the program or may allow the student to remain in a probationary status. A second "D" or "F" will result in dismissal from the program. (2) Students who receive two grades of "C" will be subject to a review by the graduate faculty. The faculty may recommend either a dismissal from the program or may allow the student to remain in a probationary status. A third "C" will result in dismissal from the program. (3) Graduate Assistants and Graduate Research Assistants are required to enroll in 6 hours each regular semester.

## **COURSES IN EXERCISE PHYSIOLOGY (EXPH)**

### **5003. Research and Design** 3(3-0)

Introductory principles of scientific inquiry, research methods applicable to these fields, evaluation of published research, and procedures for developing a research design.

### **5013. Applied Research Statistics** 3(3-0)

Methods of acquisition, analysis, and interpretation of data most often encountered in sport and exercise science will be included. Emphasis will be placed on descriptive methods, statistical methods, and computer applications.

### **5023. Applied Exercise Physiology and Assessment** 3(3-0)

This course is designed with the goal of developing a more comprehensive under-

standing of exercise physiology and practical experience with evaluation of equipment and techniques used in the exercise science laboratory and clinic. Emphasis is on instrumentation used in the analysis and measurement of muscular, respiratory, cardiovascular, and nervous system structure and function. In addition, the course provides sections of various biochemical and physiological systems and how they respond to exercise and chronic training. Special reference will be made to the physiology of various types of sports as well as clinical tests and applications.

**5053. Psychosocial Aspects of Sport**

3(3-0)

Theories and practices that influence the teaching and learning of game and sport skills, and coaching of athletics. A study of psychological processes that influence motor performance, including readiness, attention, arousal, memory, motivation, transfer, retention, concentration, confidence, and group dynamics.

**5063. Graduate Seminar in Exercise Physiology**

3(3-0)

Study of current topics relevant to sports, athletics, and recreation programs. May be repeated with the consent of instructor.

**5073. Graduate Topics in Exercise Physiology**

3(3-0)

Prerequisite: Consent of the Exercise Physiology Graduate Coordinator.

Offers the advanced student an opportunity to select a special area of interest for intensive research in human performance, sports, or recreation. A research paper is required. May be repeated once for credit.

**5093. Advanced Exercise Physiology**

3(3-0)

Prerequisite: EXPH 5023.

An in-depth exploration of current scientific literature specific to exercise physiology. Topics include; bioenergetics, musculoskeletal growth and maturation, cardiorespiratory function and dysfunction, and human performance.

**6003. Graduate Internship in Exercise Physiology**

3 semester hours

Prerequisites: 9 hours of graduate work in Exercise Physiology and consent of instructor.

A supervised experience in taking theory into practice in a variety of professional work environments. A minimum of 144 hours are to be spent working directly with patients, clients, students, or athletes. May not be repeated for credit.

**6103. Independent Graduate Study: Research I**

3 semester hours

Prerequisites: EXPH 5003, 5013.

Participation in faculty and graduate research projects in biomechanics, pedagogy, and physiology.

**6113. Independent Graduate Study: Research II**

3 semester hours

Prerequisite: EXPH 6103.

Participation in faculty and graduate research. Content will include research design, literature review, methodology, statistical procedures and interpretation of results.

**6983, 6993. Thesis**

6 semester hours

Prerequisites: EXPH 5003, 5013.

## **HEALTH SERVICES ADMINISTRATION**

**Kirk Harlow**

**Chair, Health Services and Public Administration  
and MHA & MPA Graduate Coordinator**

**Karen Polvado**

**MSN Graduate Coordinator**

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Graduate Faculty: Behrens, Harlow, Plubell, Roberts, Sportsman, Stiles

### **DEGREES/CERTIFICATES:**

The Health Services Administration Graduate Program offers the following:

Master of Health Administration (MHA) with a major in Health Services Administration (45 semester hours)

Graduate Certificate in Health Services Administration (GCHSA – 18 semester hours)

In cooperation with other programs, the Health Services Administration program also offers the following:

MPA with a specialization in Health Services Administration (36 semester hours) – see page 133.

MPA with a Graduate Certificate in Health Services Administration (39 semester hours) – see page 133.

MSN with a major in Health Services Administration (40 semester hours) – see page 121.

An MHA degree is offered for those who want to continue to work full-time and complete a master's degree in two to three years. Full-time students who take advantage of this unique on-campus and off-campus MHA should be able to complete the degree in five semesters. Each course meets face-to-face twice a semester, along with intensive Internet-based discussions; meetings are scheduled on weekends whenever possible.

The Health Services Administration major in the MSN program provides a broad based curriculum for those nurses who are interested in adding an emphasis on health services administration. The MPA program is for those who want careers in government or non-profit operations with a health administration focus. The stand-alone GCHSA is primarily for those who are interested in health services administration, but are unsure as to which master's degree program to complete.

The Health Services Administration program is a Graduate Associate member of the Association of University Programs in Health Administration (AUPHA).

### **VISION, MISSION, GOALS, AND OBJECTIVES**

*Vision:* To be a high value provider of health services administration education at the regional, state, national, and international levels to all types of clinical and non-clinical individuals.

*Mission:* The mission of the Master of Health Administration program is to effectively prepare students to operate in leadership roles in the complex and changing environment of health services administration. We strive to provide students with a cross-section of knowledge, skills, and abilities that prepare them to meet the health services administration needs of the larger community, as well as to assist them in accomplishing their ca-

reer goals. Through ongoing faculty research and development, we aim to incorporate current theory and practice to provide an educational experience that effectively prepares students with diverse backgrounds and experiences to take on administrative roles within the health services delivery system.

*Program Goal:* Prepare students with the essential competencies to work in mid-level administrative positions at larger health services organizations or upper level positions in smaller health services organizations.

*Program Objectives:* Develop critical thinking and problem-solving skills to apply within a range of health services organizations; (2) Develop leadership and human resource management skills to respond effectively in diverse health services work settings; (3) Apply core tools in the financial management of health services to support organizational success; (4) Apply quantitative and qualitative analysis techniques to enable effective organizational decision-making and problem solving; (5) Understand and apply health care ethics to issues that arise in the changing health services environment; (6) Analyze and synthesize information for effective market-related and strategic decision-making and planning; and (7) Be knowledgeable about the regulatory and legal environment in which health services operate.

## GRADUATE ADMISSION REQUIREMENTS

Applicants must complete an application for admission to the Midwestern State University Graduate Programs. In addition to completing MSU admission application materials, **each applicant must also complete a separate application for admission to the Health Services Administration Program.** Application forms can be obtained from: <http://hs2.mwsu.edu/healthandpublic/>.

Entrance into the MHA program is competitive, but open to students with varied educational backgrounds. No specific baccalaureate degree is required. The applicant must have a bachelor's degree from a regionally accredited institution and meet the respective admission requirements for each degree program. All applicants are required to submit GRE scores as part of the application process, or scores from an equivalent exam approved by the program chair. Students who have obtained a graduate degree from a regionally accredited program – master's or doctoral – are exempt from standards above and are admitted with unconditional status.

### Unconditional Admission Guidelines:

Unconditional admission may be granted to an applicant who meets the general admission requirements of Midwestern State University graduate admission, and has met the department's minimum competency requirements including consideration of the following:

1. A competitive score on the quantitative section of the GRE;
2. A competitive score on the analytical writing section of the GRE;
3. A competitive score on the reading section of the GRE;
4. Successful completion of College Algebra with a B or better within the last 3 years, or other documented evidence of analytical skills required for graduate level work approved by the Department Chair;
5. Successful completion of a College level course in Technical/Report Writing with a B or better within the last 3 years, or other documented evidence of graduate level writing skills approved by the Department Chair; and
6. A basic knowledge of Excel, Word, and PowerPoint to enable the student to adequately prepare assignments and effectively function within the Web-based instructional modes used in instruction.

**Conditional Admission Guidelines:**

Applicants who do not meet the requirements of unconditional admission may be admitted conditionally subject to specific requirements determined at that time. As a general rule,

1. Conditional admission shall continue through the first twelve hours of graduate study.
2. If the conditional admission requires leveling courses, they must be completed in the first semester of attendance with a grade of B or better, unless the department agrees otherwise.
3. Upon reaching twelve hours, the student's records will be reviewed to determine eligibility for full admission status.
4. The student must have a 3.2 grade point average in the first twelve hours and have no grade lower than a B in courses within the major.
5. Any student removed from the program for academic reasons or rejected for admission to the MHA program may apply for a waiver according to directions below.

**Application for Re-Admittance**

The department does recognize that in rare cases, situations may arise which result in course grades that may cause a student to be administratively dismissed from the program. In those cases, a student may apply to the department's academic review committee for re-admission after he or she has been officially dismissed from the program. The student must submit a letter requesting readmission with supporting documentation of ability to perform satisfactory academic work. Approval of the request will be based upon the student's written essay in his or her original application, the trend of undergraduate and graduate grades, professional work experience, letter of request, GRE analytical score, and consideration of letters of recommendation. Approval of a re-admission request moves the student to conditional status with attendant requirements, which shall be evaluated based on a time schedule established by the department's academic review committee.

**Requirements for Academic Good Standing**

Any student who receives two grades of C or D, or a combination of C and D, or one F will be administratively removed from the program. MHA courses in which the student earns a grade of C or lower, may be repeated one time for a higher grade, with the approval of the department's academic review committee. A 3.0 overall grade point average is required for graduation, and students must have a grade of B or better in all courses in the major.

**STRUCTURE OF PROGRAMS:**

*Lockstep/Part-time programs:* The MHA program is conducted as a 45-credit lockstep structure whereby students take courses in a specific sequence. Although students are encouraged to start in the fall semester, exceptions are made for those who want to start in the spring semester. MHA part-time slots also are available but students must work with an advisor to ensure courses are completed in an appropriate sequence.

*Core Courses:* All Health Services Administration students must complete the courses specified below.

Students from other Master's Programs with Health Services Administration Major or Specialization should see respective catalog area.

## **DEGREE REQUIREMENTS**

MHA - 45 semester credit hours are required. Students should contact their advisor to ensure courses are taken in the proper sequence. The typical semester in which courses are offered is presented below.

### **Fall**

HSAD 5103*	Health Services Administration	3 hrs.
HSAD 5113	Health Care Financial Management I	3 hrs.
HSAD 5123	Health Care Personnel	3 hrs.
HSAD 5203	Health Care Marketing and Microeconomics	3 hrs.
HSAD 5223	Health Informatics	3 hrs.
HSAD 6063**	Graduate Seminar in Advanced Research	3 hrs.

### **Spring**

HSAD 5103*	Health Services Administration	3 hrs.
HSAD 5133	Health Systems Analysis	3 hrs.
HSAD 5153	Managed Care	3 hrs.
HSAD 5163	Health Administration Problems (Residency)	3 hrs.
HSAD 5213	Capstone: Health Services Strategic Management	3 hrs.
HSAD 5253	Health Services Research	3 hrs.
HSAD 5293	Managerial Epidemiology and Biostatistics	3 hrs.
HSAD 6063**	Graduate Seminar in Advanced Research	3 hrs.

### **Summer**

HSAD 5143	Health Care Law and Bioethics	3 hrs.
HSAD 5233	Health Policy and Macroeconomics	3 hrs.
HSAD 5273	Health Care Ethics	3 hrs.

\*Taken only once.

\*\*Taken only one time after completing at least 18 semester credit hours and HSAD 5253.

Students who have earned a bachelor's degree, but who are not enrolled in the MHA program may elect to complete the Graduate Certificate in Health Services Administration offered by the department. The course requirements for this certificate are listed below.

#### Graduate Certificate in Health Services Administration - 18 semester hours:

(MPA students see page 133)

HSAD 5103	Health Services Administration	3 hrs.
HSAD 5113	Health Care Financial Management I	3 hrs.
HSAD 5123	Health Care Personnel	3 hrs.
HSAD 5133	Health Systems Analysis	3 hrs.
HSAD 5143	Health Care Law and Bioethics	3 hrs.
HSAD 5153	Managed Care	3 hrs.

## **GRADUATION REQUIREMENTS**

To graduate, all students must successfully complete all course work including completion of HSAD 5163 in a manner consistent with the guidelines for that course (Contact the Department Chair for more information). In addition, all MHA students must complete a comprehensive exam at least one week prior to the last day of class in the semester in which they intend to graduate in order to graduate. Completion of the oral exam requires two steps. First the student must submit written responses to a set of ques-

tions provided by the Department at least five weeks prior to the last day of class. The Chair will review the written submission, and if acceptable, will work with the student to schedule the oral exam. Should the written responses not be acceptable, the Chair will require the student to rewrite the responses prior to scheduling the exam.

*Note:* These requirements are specific to MHA students. Students who are in other program areas and taking MHA courses should refer to the program requirements for the program for which they have been admitted.

## **ADMISSION TO CANDIDACY**

Admission to Candidacy occurs when the student completes all course requirements.

## **COURSES IN HEALTH SERVICES ADMINISTRATION (HSAD)**

**5003. Independent Graduate Study in Health Administration** 3(3-0)

Independent study and supervised readings of topics relevant to health services administration.

**5006. Public Health – Determinants of Health Disparities – A Comparative International Perspective** 6(6-0)

Course will investigate (1) the delivery of health care needs/services of selected populations in the U.S. and Great Britain; (2) description of health disparities and measurement issues; (3) determinants of health disparities: politics and health insurance coverage, economics, social and physical environmental factors, behavioral and emotional variables; (4) impact of aging of the populations, increased racial and ethnic diversity and technological developments; (5) intervention strategies and evaluation results. Each student will be expected to complete a substantial, original research paper or project to satisfy the six hour requirement. This course will only be taught as part of the British Studies program in London, England.

**5103. Health Service Administration** 3(3-0)

Examines the structure and functions of the American health care industry, the concepts and processes of health and illness, the institutional and individual providers of health services, and related concepts.

**5113. Health Care Financial Management I** 3(3-0)

A theoretical and practical study of organizations and functions of health care finance and financial management. Emphases are on institutional fiscal policies, accounting concepts, methods of strategically positioning health organizations, internal/external control and ethical considerations.

**5123. Health Care Personnel** 3(3-0)

Examination of the health care personnel/human resources and assessment of the alternative approaches for improving the productivity of medical and allied health care providers. Emphasis is on health care provider productivity analysis and projection of human resource evaluation.

**5133. Health Systems Analysis** 3(3-0)

Introduction to principles and methods employed in health evaluation within health organizations. Focus will be on conceptualization, design, and operational procedures used in health program evaluation.

**5143. Health Care Law and Bioethics** 3(3-0)

Examines the basic principles and practices of law affecting health facilities, medical practice, and patient care and treatment, medical services and other health related func-

tions relating to health employment law. Ethical issues relating to health care such as genetics, euthanasia and privacy will be examined.

**5153. Managed Care**

3(3-0)

A pragmatic examination of the theories for and uses of managed health in a complex society. Managed Medicaid and Medicare are discussed as well as a special emphasis on financial contract negotiations.

**5163. Health Administration Problems (Residency)**

3(3-0)

Prerequisite: Admission by the professor.

A hands-on worksite oriented assessment of an operating health organization. A portfolio and oral examination is required for MHA students only. For those taking it as an elective, 90 clock hours must be documented at an operating health organization unless waived by the professor. MHA students must document 160 hours of contact time with their respective preceptor. May be repeated.

**5203. Health Care Marketing and Microeconomics**

3(3-0)

A foundational approach to the theories, concepts, and techniques of marketing and microeconomics as applied to the health care services market. Emphasis is placed on the role of marketing and health facility/organization outcomes with patient needs.

**5213. Capstone: Health Services Strategic Management**

3(3-0)

Prerequisite: 18 semester hours including HSAD 5103.

Integrated course that focuses on the formulation, implementation, and evaluation of strategy in health care organizations. Emphasizes concepts dealing with industry structure, the strategic management process, and achieving/implementing planned programs to sustain competitive advantage.

**5223. Health Informatics**

3(3-0)

Examines the software and hardware components required for effective health care operations. Both regulatory and procedural aspects of daily health operations are explored for those who use p.c.-based and mainframe computer systems.

**5233. Health Policy and Macroeconomics**

3(3-0)

Focuses on the current policy and future political ideology as they both impact care in health organizations. As economic drivers underlay many of the policy decisions in the U.S. today, both sociologic and economic frameworks will be used to present issues and discuss policy outcomes.

**5243. Long Term Care Administration**

3(3-0)

Focuses on unique knowledge and skills considered essential for effective long term care administration. Emphasis is on the long-term care administrator as a person who ensures normalized living within a health care environment.

**5253. Health Services Research**

3(3-0)

Prerequisite: HSAD 5103 or concurrent enrollment.

A seminar on the current knowledge and research issues within specialized areas of health. An emphasis on the organizing, planning, and implementing of research results is used. Basic statistical techniques will also be reviewed.

**5273. Health Care Ethics**

3(3-0)

Examines the ethical issues when providing healthcare in a complex culture. Morals and ethics are assessed with a framework of six domains: decision-making, professionalism, clinical, business, organizational, and social.

**5283. Health Care Financial Management II**

3(3-0)

Prerequisite: HSAD 5113 or approval of the instructor.

An advanced healthcare financial management course building on the skills learned in HSAD 5113.

**5293. Managerial Epidemiology and Biostatistics** 3(3-0)

The course will focus on the principles and practices of monitoring disease status and control as they relate to healthcare management. It will emphasize the use of epidemiological methods and biostatistical procedures as a basis for sound management decision making. Core aspects of management will be emphasized in relationship to the critical evaluation of communities' and/or populations' health.

**6003. Special Graduate Topics in Health Administration** 3(3-0)

Topics vary. May be repeated with different content.

**6063. Graduate Seminar in Advanced Research** 3(3-0)

Prerequisite: Must have completed at least 18 semester credit hours of core courses and completed HSAD 5253, or have permission of the instructor.

The course focuses on defining a clear research question, effective literature reviews, and critically reviewing published research.



## **JOHN AND NEVILS WILSON SCHOOL OF NURSING**

**Karen Polvado  
Chair, John and Nevils Wilson School of Nursing  
Graduate Coordinator**

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Graduate Faculty: Bedoian, Bowles, Genung, Hamilton, Leach, Lockhart, Mercer, Polvado, Roberts, Robinson, Sportsman, Stramski, Walker, Williamson

Emeritus Faculty: Johnson, Tickle

### **THE MASTER OF SCIENCE IN NURSING**

The Master of Science in Nursing (MSN) program at Midwestern State University is a professional program of study offered in concert with the mission and purpose of the University, building upon the foundation of undergraduate nursing education. Master's education includes the development of refined analytical skills, broad-based perspectives, enhanced abilities to articulate viewpoints and positions, as well as the ability to integrate theory with practice and to utilize research findings in advanced practice roles. MSU's MSN program offers four options: Nurse Educator, Family Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner, and Nurse Administrator. The master's programs are accredited by the Commission on Collegiate Nursing Education.

The Nurse Educator program provides the student with the knowledge and expertise to teach in any undergraduate nursing program, i.e., LVN, ADN, and BSN. In addition, students are prepared to teach in staff development and patient education roles.

The Family Nurse Practitioner program prepares the student for practice as a Family Nurse Practitioner, meeting the requirements for advanced practice nursing established by the Texas Board of Nursing. Graduates are eligible for national certification examinations.

The Family Psychiatric Mental Health Nurse Practitioner program prepares the student for practice as a Family Psychiatric Mental Health Nurse Practitioner, meeting the requirements for advanced practice nursing established by the Texas Board of Nursing. Graduates are eligible for national certification examinations.

The Nurse Administrator program prepares the student to act in a managerial or administrative role within the healthcare delivery system. In addition to nursing core courses and courses specific to the nurse administrator role, students will also take 21 semester credit hours in Health Services Administration.

### **MISSION STATEMENT**

It is the mission of the Wilson School of Nursing to prepare nurses who will provide competent and compassionate health care to individuals, families, groups, and communities. The nursing faculty values teaching/learning in an individualized, collegial environment inclusive of a variety of teaching methodologies. Building on a liberal arts foundation, this approach to both undergraduate and graduate nursing education develops students as leaders through collaborative identification of issues and the implementation of innovative creative solutions to the provision of health services.

## **PROGRAM OBJECTIVES**

The graduate of the Master of Science in Nursing program will be able to:

1. synthesize knowledge from a variety of theoretical perspectives in the provision of comprehensive client-focused nursing services;
2. analyze clinical and non-clinical problems and constructively critique them related to professional literature as a foundation for matriculation to post-master's and/or doctoral programs;
3. integrate current research methods and findings into nursing education, administration, or advanced practice nursing;
4. develop a comprehensive understanding of health care issues as a foundation for participation in the advancement of health care policy and the discipline of nursing;
5. integrate ethical-legal principles in the analysis and practical resolution of health care dilemmas;
6. evaluate the multi-faceted roles of the advanced practice nurse, nurse educator, or nurse administrator in light of relevant theory, legislation, professional standards of practice, and social mandate;
7. achieve national certification as an advanced practice nurse (Family Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner) or clinical nurse generalist (Nurse Educator); and
8. engage in scholarly activities including oral and written communication.

## **ADMISSION TO THE MSN PROGRAM**

The MSU graduate application is available on the web site at <http://www.mwsu.edu>. An application to the Wilson School of Nursing must also be completed. It can be found at <http://hs2.mwsu.edu/nursing>. If preferred, a paper copy of the application for admission to the MSN Program should be sent to:

Midwestern State University  
Chair, John and Nevils Wilson School of Nursing  
College of Health Sciences and Human Services  
3410 Taft Boulevard  
Wichita Falls, TX 76308

The following are required prior to admission to the graduate program:

1. a completed application to the MSN Program (can be completed online at <http://hs2.mwsu.edu/nursing>);
2. a completed application to the Office of the Graduate School (can be completed online at <http://www.mwsu.edu>);
3. official transcripts from all colleges or universities attended (sent directly to the Office of the Graduate School);
4. Graduate Record Examination (GRE) scores or Miller Analogies Test (MAT) scores; and
5. Application essay.

## **ADMISSION REQUIREMENTS FOR STUDENTS HOLDING A BACHELOR OF SCIENCE IN NURSING**

The Wilson School of Nursing endorses the Admissions Policy as set forth in the Graduate Bulletin of Midwestern State University. Refer to the section titled, "Admission to the Degree Program" for admission requirements.

## Specific Admission Requirements

1. Current RN licensure to practice in Texas and any other state relevant to student's clinical experiences.
2. Basic undergraduate statistics course (3 semester hours).
3. Personal interview with the graduate and/or program coordinator either in person or by telephone.
4. Compliance with the State and Program mandated immunizations before enrollment in the first clinical course. Refer to the Wilson School of Nursing Immunization Policy at <http://hs2.mwsu.edu/nursing/pdf/immunizations.pdf>.
5. Current liability insurance purchased through MSU is required by students in the clinical setting in advanced practice student roles. Documentation of current health insurance.
6. Documentation of current CPR/BLS Health Care Provider Certification
7. Students must present evidence of basic physical assessment content in their undergraduate program or completion of approved physical assessment content (for FNP, FPMHNP, and Nurse Educator students). Students may be required to demonstrate competence in physical assessment skills if most recent content exposure and clinical experience occurred more than three years prior to admission.

In addition to those requirements, the Wilson School of Nursing adds the following:

### A. Unconditional Admission

May be granted to an applicant who has the following:

1. An earned baccalaureate degree in nursing from a nationally accredited program. Any applicant from a non-accredited program will be considered on an individual basis. The Office of the Graduate School must receive an official transcript, including one on which the bachelor's degree is posted, directly from each institution the applicant has attended.
2. A GPA of at least 3.0 on the last 60 hours of undergraduate work exclusive of credit hours awarded by a two year college.
3. A satisfactory score on the GRE/MAT. The Office of the Graduate School must receive official admissions test scores directly from the organization which administers the test.

### B. Conditional Admission

A student who does not meet each of the above admission criteria may be conditionally admitted by review of the graduate coordinator if the applicant has the following:

1. An earned baccalaureate degree in nursing from a nationally accredited program. Any applicant from a non-accredited program will be considered on an individual basis. The Office of the Graduate School must receive an official transcript, including one on which the bachelor's degree is posted, directly from each institution the applicant has attended.
2. An official score on the GRE/MAT. The Office of the Graduate School must receive official admissions test scores directly from the organization which administers the test.
3. An undergraduate background judged by the graduate coordinator to be adequate for success. The graduate coordinator may require additional undergraduate credit for unconditional admission to be granted.
  - a. A grade of no less than a "C" in undergraduate nursing course work, or
  - b. A grade of "B" in an undergraduate Clinical Decision Making leveling course.

4. A student who is conditionally admitted must remove the condition by earning a grade of "B" or better in each of the first four graduate courses (which total at least 12 SCH) applicable to the student's graduate major (FNP, FPMHNP, Nurse Ed., Nurse Adm.). These courses must be completed as designated in the degree plan, with no drops or incompletes. Courses may not be repeated. Exceptions for severe, extenuating circumstances may be granted jointly by the Chair of the Nursing Department and the Dean of the College of Health Sciences and Human Services.
5. A student who is assessed additional undergraduate leveling work must complete that work at the direction of and to the satisfaction of the graduate coordinator.

#### C. Conditional Admission by Review

An applicant who is not admitted under either of the above procedures may be admitted conditionally by review if the applicant has the following:

1. An earned baccalaureate degree in nursing from a nationally accredited program. Any applicant from a non-accredited program will be considered on an individual basis. The Office of the Graduate School must receive an official transcript, including one on which the bachelor's degree is posted, directly from each institution the applicant has attended.
2. An official score on the GRE/MAT. The Office of the Graduate School must receive official admissions test scores directly from the organization which administers the test.
3. An undergraduate background judged by the graduate faculty to be adequate for success. The graduate coordinator may require additional undergraduate credit for unconditional admission.
  - a. A grade of no less than a "C" in undergraduate nursing course work, or
  - b. A grade of "B" in an undergraduate Clinical Decision Making leveling course.
4. The following additional factors may be considered for review by the Wilson School of Nursing Graduate Curriculum and Standards Committee. The student may be required to provide the necessary documentation upon request:
  - a. An applicant's academic record as an undergraduate student;
  - b. The socioeconomic background of the applicant while the applicant was an undergraduate student, including any change in that background;
  - c. Whether the applicant would be the first generation of the applicant's family to attend or graduate from a graduate program;
  - d. Whether the applicant has multilingual proficiency;
  - e. The applicant's responsibilities while attending school as an undergraduate student including whether the applicant was employed, helped to raise children, or other similar factors;
  - f. The applicant's region of residence at the time of application (to achieve geographic diversity);
  - g. The applicant's involvement in community activities;
  - h. The applicant's demonstrated commitment to the field of nursing;
  - i. The current comparative availability of members of the graduate nursing program in the applicant's region of residence.
5. A student who is admitted conditionally by review must remove the condition by earning a grade of "B" or better in each of the first four graduate courses (which total at least 12 SCH) applicable to the student's graduate major (FNP, FPMHNP, Nurse Ed., Nurse Adm.). These courses must be completed as designated in the degree plan, with no drops or incompletes.

Courses may not be repeated. Exceptions for severe, extenuating circumstances may be granted jointly by the Chair of the Nursing Department and the Dean of the College of Health Sciences and Human Services.

6. A student who is assessed additional undergraduate leveling work must complete that work at the direction of and to the satisfaction of the graduate coordinator.

#### **D. Previous Master's Degree**

1. An applicant who has earned a BSN and a master's or higher degree from a nationally accredited institution of higher education may be accepted on the basis of such degree. Determination of conditions, if any, will be made by the Graduate Coordinator.
2. Certificate Programs
  - a. An applicant who has earned an MSN or an MS in nursing from a nationally accredited institution of higher education may be accepted into the family nurse practitioner or family psychiatric mental health nurse practitioner program in pursuit of a certificate. The program consists of advanced nursing practice courses mandated by the Texas Board of Nursing and the Texas Higher Education Coordinating Board.
  - b. An applicant with the MSN or MS in nursing, or a BS in nursing and a master's degree in a related field from a nationally accredited institution may enroll in nursing education courses to earn a certificate in Nursing Education or to meet the Texas Board of Nursing requirements for teaching in a nursing program.
  - c. Health Services Administration certificate information can be found in the Health Services Administration section of this graduate catalog.

#### **PROGRESSION POLICY**

**Satisfactory progression** in MSU graduate nursing courses is defined as a 3.0 or better cumulative grade point average (CGPA) and no grade less than a B (80-89%) in the nursing courses.

1. If a grade of C or less is earned in any graduate nursing course, the course must be successfully repeated the next regular academic semester during which the course is offered. Failure to achieve the minimum grade of B when repeating a course will result in dismissal from the program. Students may petition the Graduate Curriculum and Standards Committee to accept a repeated course from another university in advance of enrollment for the course; however, the original grade will remain on the transcript and will be calculated into the CGPA. The only way to remove the grade from the GPA calculation is to retake the course at MSU.
2. A student who fails to successfully complete a nurse practitioner major clinical course either by dropping the course during the semester or by earning less than a B will be required to register for and satisfactorily complete (minimum grade of B) a one semester credit hour special topics course for each long semester until retaking the dropped or failed course. The purpose of the special topics course is to maintain clinical competence. The course will consist of 64 clinical hours under the direction of an FNP or FPMHNP faculty member. Clinical hours that were earned during the dropped or failed course will be forfeited. Clinical hours earned during the special topics course will be in addition to the minimum required clinical hours for the FNP and FPMHNP programs.
3. A student who earns lower than a "B" in any two graduate nursing courses, either the same course twice or two different courses, will be dismissed from the pro-

gram. Readmission will be considered by the Graduate Curriculum and Standards Committee on an individual basis.

Students making unsatisfactory progress in the program are not eligible for assistantship positions.

A student who is in the process of appealing a course grade through Academic Appeals Committee may not enroll in any subsequent nursing courses for which the course under appeal is a prerequisite. If the student has already registered, he/she will be administratively withdrawn from those courses.

**Exceptions to the Progression Policy:** The MSN program's Graduate Curriculum and Standards Committee (GCSC) reserves the right to make exceptions to the above due to extenuating circumstances. It is the student's responsibility to provide the Graduate Coordinator and GCSC with a written request (accompanied by appropriate documentation) for exceptions to the progression policy. The student will be notified in writing of the GCSC's decision within ten (10) working days.

### **Grading Scale**

90 - 100	= A	Research Paper in Progress	= NC
80 - 89	= B	Completed Satisfactory Research Paper	= CR
74 - 79	= C	Thesis in Progress	= X
65 - 73	= D	Completed Thesis	= Letter grade equal to score on
64 or below	= F		oral comprehensive exam

### **DEGREE REQUIREMENTS**

The program leading to the Master of Science in Nursing includes four programs with different curricula, each of which has a specific content focus relative to the roles of nurse educator, family nurse practitioner, family psychiatric mental health nurse practitioner, or nurse administrator (health services administration). Each student must complete either a thesis or evidence-based project (EBP).

### **ADMISSION TO CANDIDACY**

Admission to candidacy will occur when the graduate student successfully presents the prospectus for the thesis or evidence-based project. At this time, the student will be approved to complete the thesis or project required for the MSN degree. The student's Graduate Advisory Committee or EBP course faculty will complete the form at the time of the presentation and file it with the Chair of the John and Nevils Wilson School of Nursing. The student will receive a copy at the conclusion of the presentation meeting. Requirements for the Thesis or EBP can be found in the MSN Student Handbook at <http://hs2.mwsu.edu/nursing/pdf/graduate-handbook.pdf>.

### **COMPREHENSIVE ORAL EXAMINATION**

The comprehensive oral examination will be completed during the defense or final presentation of the thesis or EBP. The criteria for the comprehensive examination are included in the MSN Graduate Student Handbook. Successful completion will demonstrate the student's ability to integrate theory and research with practice, as evidenced by the thesis or EBP and its oral defense/presentation.

### **PROGRAM COMPLETION TIME LIMIT**

The Master of Science in Nursing must be completed within seven calendar years from

the date of enrollment in the first course applied to the degree. FNP students who do not graduate at the end of the semester in which they complete NURS 5371, Family Nurse Practitioner III, must remain continuously enrolled in NURS 6911 in which 64 clock hours of advanced practicum must be completed each semester.

**NURSING CORE** (for students enrolled in the FNP, Family Psychiatric Mental Health Nurse Practitioner or Nurse Educator Programs)

		SCH
NURS	5023	Research in Nursing 3
NURS	5043	Pathological Processes for Advanced Nursing Practice 3
NURS	5053	Contemporary Perspectives 3
NURS	5103	Theoretical Foundations in Nursing 3
NURS	5111	Health Assessment for Advanced Nursing Practice Clinical 1
NURS	5112	Health Assessment for Advanced Nursing Practice 2
NURS	5133	Advanced Pharmacotherapeutics <u>3</u>
<i>Subtotal</i>		<u>18</u>

**NURSE EDUCATOR OPTION**

**SCH**

<b>Nursing Core</b>		<b>18</b>
NURS	5233	Theoretical Foundations in Nursing Education 3
NURS	5241	Nurse Educator I Clinical 1
NURS	5242	Nurse Educator I 2
NURS	5251	Nurse Educator II Clinical 1
NURS	5252	Nurse Educator II 2
NURS	5331	Clinical Focus for Nurse Educator Clinical 1
NURS	5332	Clinical Focus for Nurse Educator 2
NURS	5503	Assessment in Nursing Education <u>3</u>
<i>Subtotal</i>		<u>15</u>

**Thesis**

NURS	6983	Thesis 3
NURS	6993	Thesis <u>3</u>
<i>Subtotal</i>		<u>6</u>

**Or Alternative Option: Non-Thesis**

NURS	6872	Evidence-Based Project I 2
NURS	6882	Evidence-Based Project II 2
NURS	6892	Evidence-Based Project III <u>2</u>
<i>Subtotal</i>		<u>6</u>

**Total Hours for the Nurse Educator Program**

**39**

**NURSE EDUCATOR CERTIFICATE PROGRAM**

NURS	5233	Theoretical Foundations in Nursing Education 3
NURS	5241	Nurse Educator I Clinical 1
NURS	5242	Nurse Educator I 2
NURS	5251	Nurse Educator II Clinical 1
NURS	5252	Nurse Educator II 2
NURS	5331	Clinical Focus for Nurse Educator Clinical 1
NURS	5332	Clinical Focus for Nurse Educator 2
NURS	5503	Assessment in Nursing Education <u>3</u>

**Total Hours**

**15**

**FAMILY NURSE PRACTITIONER OPTION** **SCH**

<b>Nursing Core</b>		<b>18</b>
NURS 5101	Diagnostic Studies / Ambulatory Procedures	1
NURS 5123	Family and Group Theory in Advanced Nursing Practice	3
NURS 5163	Family Nurse Practitioner I	3
NURS 5173	Family Nurse Practitioner I Clinical	3
NURS 5183	Family Nurse Practitioner II	3
NURS 5193	Family Nurse Practitioner II Clinical	3
NURS 5283	Role of the Advanced Nurse Practitioner	3
NURS 5371	Family Nurse Practitioner III	1
NURS 5374	Family Nurse Practitioner III Clinical	4
<i>Subtotal</i>		<i>24</i>
<b>Thesis</b>		
NURS 6983	Thesis	3
NURS 6993	Thesis	3
<i>Subtotal</i>		<i>6</i>
<b>Or Alternative Option: Non-Thesis</b>		
NURS 6872	Evidence-Based Project I	2
NURS 6882	Evidence-Based Project II	2
NURS 6892	Evidence-Based Project III	2
<i>Subtotal</i>		<i>6</i>
<b>Total Hours for the FNP Program</b>		<b>48</b>

**POST-MASTER'S FNP CERTIFICATE PROGRAM**

NURS 5043	Pathological Processes for Advanced Nursing Practice	3
NURS 5101	Diagnostic Studies and Ambulatory Procedures	1
NURS 5111	Health Assessment for Advanced Nursing Practice Clinical	1
NURS 5112	Health Assessment for Advanced Nursing Practice	2
NURS 5123	Family and Group Theory in Advanced Nursing Practice	3
NURS 5133	Advanced Pharmacotherapeutics	3
NURS 5163	Family Nurse Practitioner I	3
NURS 5173	Family Nurse Practitioner I Clinical	3
NURS 5183	Family Nurse Practitioner II	3
NURS 5193	Family Nurse Practitioner II Clinical	3
NURS 5283	Role of the Advanced Nurse Practitioner	3
NURS 5371	Family Nurse Practitioner III	1
NURS 5374	Family Nurse Practitioner III Clinical	4

<b>Total Hours</b>		<b>33</b>
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**FAMILY PSYCHIATRIC MENTAL HEALTH NURSE  
PRACTITIONER OPTION** **SCH**

<b>Nursing Core</b>		<b>18</b>
NURS 5303	Roles in Advanced Psychiatric Mental Health Nursing Practice	3
NURS 5322	Diagnostics for Mental Disorders	2
NURS 5363	Psychiatric Mental Health Nursing I	3
NURS 5373	Psychiatric Mental Health Nursing I Clinical	3
NURS 5383	Psychiatric Mental Health Nursing II	3
NURS 5393	Psychiatric Mental Health Nursing II Clinical	3

NURS	5401	Psychiatric Mental Health Nursing III	1
NURS	5404	Psychiatric Mental Health Nursing III Clinical	<u>4</u>
		<i>Subtotal</i>	22

**Thesis**

NURS	6983	Thesis	3
NURS	6993	Thesis	<u>3</u>
		<i>Subtotal</i>	6

**Or Alternative Option: Non-Thesis**

NURS	6872	Evidence-Based Project I	2
NURS	6882	Evidence-Based Project II	2
NURS	6892	Evidence-Based Project III	<u>2</u>
		<i>Subtotal</i>	6

**Total Hours for the FPMHNP Program** **46**

**POST-MASTER'S FAMILY PSYCHIATRIC MENTAL HEALTH NURSE  
PRACTITIONER CERTIFICATE PROGRAM**

NURS	5043	Pathological Processes for Advanced Nursing Practice	3
NURS	5111	Health Assessment for Advanced Nursing Practice Clinical	1
NURS	5112	Health Assessment for Advanced Nursing Practice	2
NURS	5133	Advanced Pharmacotherapeutics	3
NURS	5303	Roles in Adv Psychiatric Mental Health Nursing Practice	3
NURS	5322	Diagnostics for Mental Disorders	2
NURS	5363	Psychiatric Mental Health Nursing I	3
NURS	5373	Psychiatric Mental Health Nursing I Clinical	3
NURS	5383	Psychiatric Mental Health Nursing II	3
NURS	5393	Psychiatric Mental Health Nursing II Clinical	3
NURS	5401	Psychiatric Mental Health Nursing III	1
NURS	5404	Psychiatric Mental Health Nursing III Clinical	<u>4</u>

**Total Hours** **31**

**HEALTH SERVICES ADMINISTRATION - NURSE  
ADMINISTRATOR OPTION**

SCH

**Nursing Administrator Core**

NURS	5023	Research in Nursing	3
NURS	5053	Contemporary Perspectives	3
NURS	5103	Theoretical Foundations in Nursing	<u>3</u>
		<i>Subtotal</i>	9

**Nursing/Health Services Administration Core -** (Course descriptions for HSAD courses can be found in the Health Services Administration section of this catalog.)

HSAD	5103	Health Service Administration	3
HSAD	5113	Health Care Financial Management I	3
HSAD	5123	Health Care Personnel	3
HSAD	5143	Health Care Law and Bioethics	3
HSAD	5153	Managed Care	3
HSAD	5223	Health Informatics	3
HSAD	5293	Managerial Epidemiology and Biostatistics	3

NURS	6221	Nursing Administration: Synthesis and Application Clinical	1
NURS	6223	Nursing Administration Synthesis and Application	<u>3</u>
	<i>Subtotal</i>		<u>25</u>

**Thesis**

NURS	6983	Thesis	3
NURS	6993	Thesis	<u>3</u>
	<i>Subtotal</i>		<u>6</u>

**Or Alternative Option: Non-Thesis**

NURS	6872	Evidence-Based Project I	2
NURS	6882	Evidence-Based Project II	2
NURS	6892	Evidence-Based Project III	<u>2</u>
	<i>Subtotal</i>		<u>6</u>

**Total Hours** **40**

**ADDITIONAL POLICIES PERTINENT TO THE RN TO MSN PROGRAM**

Students in the RN to MSN program are held to all policies previously stated for the MSN programs and, in addition, are held to the following additional policies.

**Admission Requirements**

1. Declare intent to pursue the RN to MSN program upon application for admission to the Wilson School of Nursing.
2. Take the GRE or MAT before enrolling in graduate courses.

**Progression Requirements**

1. Students pursuing the RN to MSN program may substitute up to 9 semester hours of graduate nursing courses for up to 9 semester credit hours of undergraduate courses as follows:

NURS 5023	Research in Nursing in lieu of NURS 3503 Nursing Research
NURS 5043	Pathological Processes for Advanced Nursing Practice in lieu of NURS 3203 Pathophysiologic Process
NURS 5053	Contemporary Perspectives in lieu of NURS 3705 Advanced Nursing Seminar

Nurse Administrator Students: Students who are pursuing the Nurse Administrator Program are not required to take NURS 5043 as a part of their degree plan. These students may take either NURS 3203 or NURS 5043 to meet the requirements of the BSN program.

2. Students must earn a B or better in all graduate courses in order to meet the requirements for the MSN. A grade less than "B" in a graduate course precludes progression in the RN to MSN program; however, the course may be substituted, if applicable, toward the BSN degree. A student whose RN to BSN degree plan includes a substituted master's course will not be allowed to use the same course during any future enrollment in the graduate programs at MSU.
3. Upon completion of all courses required for the BSN degree, students may elect to exit the program and receive a BSN.
4. Students who elect to exit the RN to MSN program with a BSN and who do not enroll in the subsequent fall or spring semester will not be able to use the master's courses in their graduate degree plan. Appropriate educational experiences will be designed in lieu of the master's courses previously applied to the BSN.

## NON-NURSING REQUIREMENTS FOR THE RN TO BSN DEGREE:

### **Basic Core (24 semester hours)**

English 1113, 1123  
 History 1133, 1233  
 Mathematics 1053, or 1203, or 1233  
 Political Science 1333, 1433  
 Speech Communication – 3 hours

### **Academic Course Work (39 semester hours)**

BIOL 1134, 1234, 3004  
 Chemistry – 3 hours (no lab)  
 ECON 1333 or 2333  
 PSYC 1103, 3233  
 SOCL 1133  
 Statistics (recommend NURS 4123)  
 Fine Arts/Humanities (courses in literature, Western Civilization, humanities, philosophy, OR a two-semester sequence of a foreign language) – 6 hours  
 Elective 3000- or 4000-level – 3 hours (If indicated by degree plan.)

### **Additional Requirements**

Demonstrate computer literacy by taking a proficiency test or earning credit for CMPS 1023, 1043, BUAD 2153, OR EDUC 1023 – 3 hours  
 Writing Proficiency Requirement (Pass exam or take and pass ENGL 2113)

### **Basic Core, Academic Course Work & Additional Requirements - 66 hours**

#### UNDERGRADUATE RN TO BSN COURSES:

NURS 3211/3212 Family Health Assessment - 3 hours  
 NURS 4143/4144 Community Nursing - 7 hours  
 NURS 4313/4314 Nursing Management for Registered Nurse - 7 hours  
 Credit awarded through articulation agreement - 30 hours

**Total Undergraduate Nursing Credit including articulation agreement - 47 hours**

## **COURSES IN NURSING (NURS)**

### **5023. Research in Nursing** 3(3-0)

Prerequisite: An undergraduate statistics course.

Provides students with the opportunity to develop a research-oriented approach to nursing practice. Both quantitative and qualitative methodologies are explored with a focus on the critical analysis and clinical application of research findings. May be repeated for credit with department approval.

### **5043. Pathological Processes for Advanced Nursing Practice** 3(3-0)

Prerequisite: Admission to the MSN Program.

Development of an in-depth knowledge base of pathophysiology and psychopathology across the life span for advanced nursing practice.

### **5053. Contemporary Perspectives** 3(3-0)

Prerequisite: Admission to MSN Program.

Social, economic, historical, political, ethical, cultural, and legal issues in health care delivery are analyzed. Implications for advanced nursing practice are addressed.

### **5101. Diagnostic Studies and Ambulatory Procedures** 1(0-4)

Prerequisites: NURS 5111 and 5112.

Theory and technical skills basic to the beginning management of common office and

emergency situations. Focuses on selected procedures such as basic suturing techniques, application of splints and casts, diagnostic tests, and other procedures encountered by advanced practice nurses in the primary health setting.

**5103. Theoretical Foundations in Nursing** 3(3-0)

Prerequisite: Admission to the MSN Program.

A foundational course that provides students with an opportunity to examine philosophical and theoretical bases for advanced nursing practice. Selected concepts, health-related models and nursing theories are analyzed.

**5111. Health Assessment for Advanced Nursing Practice Clinical** 1(0-4)

Prerequisites: An undergraduate assessment course and NURS 5043. (NURS 5043 may be taken concurrently.)

Provides students with the opportunity to refine and augment comprehensive health assessment knowledge and skills in individuals, families, groups, and communities (IFGC) across the lifespan. Emphasis is on the ability to distinguish pathological changes from normal variants. Additional diagnostic techniques are included.

**5112. Health Assessment for Advanced Nursing Practice** 2(2-0)

Prerequisites: An undergraduate assessment course and NURS 5043. (NURS 5043 may be taken concurrently.)

Provides students with the opportunity to refine and augment comprehensive health assessment knowledge and skills in individuals, families, groups, and communities (IFGC) across the lifespan. Emphasis is on the ability to distinguish pathological changes from normal variants. Additional diagnostic techniques are included.

**5123. Family and Group Theory in Advanced Nursing Practice** 3(3-0)

Prerequisite: Admission to MSN Program.

Explores family and group dynamics from a variety of theoretical perspectives. A clinical practicum in the community setting provides an opportunity to develop theory-based group and family assessments, diagnoses, and plans relevant to advanced nursing practice.

**5133. Pharmacotherapeutics in Advanced Nursing Practice** 3(3-0)

Prerequisite: NURS 5043. (May be taken concurrently.)

Content in pharmacokinetics and pharmacodynamics, pharmacology of current/commonly used medications, and the application of drug therapy to the treatment of disease and/or the promotion of health.

**5163. Family Nurse Practitioner I** 3(3-0)

Prerequisites: NURS 5043, 5103, 5111, 5112, 5123, 5133.

Provides the opportunity to assess, diagnose, and formulate plans for health-wellness promotion and illness/injury prevention across the lifespan among IFACS. Primary care roles are emphasized.

**5173. Family Nurse Practitioner I Clinical** 3(0-12)

Prerequisites: NURS 5043, 5103, 5112, 5123, 5133.

Provides the opportunity to assess, diagnose, and formulate plans for health-wellness promotion and illness/injury prevention across the lifespan among IFACS. Primary care roles are emphasized.

**5183. Family Nurse Practitioner II** 3(3-0)

Prerequisites: NURS 5163, 5173.

A continuation of NURS 5163 and 5173. Students are provided the opportunity to gain additional knowledge and application of diagnostic evaluation and therapeutics necessary to manage common health deviations across the lifespan in the ambulatory setting.

<b>5193. Family Nurse Practitioner II Clinical</b>	3(0-12)
Prerequisites: NURS 5163, 5173.	
A continuation of NURS 5163 and 5173. Students are provided the opportunity to gain additional knowledge and application of diagnostic evaluation and therapeutics necessary to manage common health deviations across the lifespan in the ambulatory setting.	
<b>5233. Theoretical Foundations in Nursing Education</b>	3(3-0)
Prerequisite: NURS 5103. (May be taken concurrently.)	
An introduction to nursing education, its historical evolution and development, and exploration of relevant theoretical foundations. Includes critical analysis of selected curriculum models and their application to a variety of educational environments.	
<b>5241. Nurse Educator I Clinical</b>	1(0-4)
Prerequisite: NURS 5103.	
Exploration of the components of the curriculum development process. Focus is on the application of major teaching-learning and nursing theories in the classroom environment. Supervised practicum related to the role of the teacher of nursing in the classroom is required.	
<b>5242. Nurse Educator I</b>	2(2-0)
Prerequisite: NURS 5103.	
Exploration of the components of the curriculum development process. Focus is on the application of major teaching-learning and nursing theories in the classroom environment. Supervised practicum related to the role of the teacher of nursing in the classroom is required.	
<b>5251. Nurse Educator II Clinical</b>	1(0-4)
Prerequisites: NURS 5241, 5242, 5233.	
Development of a personal philosophy of nursing education and an organizational framework upon which to build curriculum. Focus is on the application of major teaching-learning and nursing theories in the clinical laboratory environment. Supervised practicum related to the role of the teacher of nursing in the clinical setting is required.	
<b>5252. Nurse Educator II</b>	2(2-0)
Prerequisites: NURS 5241, 5242, 5233.	
Development of a personal philosophy of nursing education and an organizational framework upon which to build curriculum. Focus is on the application of major teaching-learning and nursing theories in the clinical laboratory environment. Supervised practicum related to the role of the teach of nursing in the clinical setting is required.	
<b>5283. Role of the Advanced Nurse Practitioner</b>	3(3-0)
Prerequisites: NURS 5103 and/or consent of the graduate coordinator.	
Examination of the multiple roles of the nurse in advanced practice and integration of these roles into the practice settings. Explores the process of resource utilization in relationship to health care management, health promotion, and cost effectiveness.	
<b>5303. Roles in Advanced Psychiatric Mental Health Nursing Practice</b>	3(3-0)
Prerequisite: Admission to the MSN Program.	
Focuses on understanding factors affecting the incidence of serious/persistent psychiatric disorders and mental health problems and the scope of practice in advanced family psychiatric mental health nursing practice, including care of self-assessment and management of individuals, groups, families, and communities across the life span. Exploration of selected theoretical foundations and overview of therapeutic modalities both pharmacologic and non-pharmacologic are included.	

**5322. Diagnostics for Mental Disorders** 2(1-4)

Prerequisites: NURS 5111, 5112.

Provides foundational tools unique to the evaluation of psychiatric disorders and mental health problems and the assessment of cognitive/intellectual, emotional, socio-cultural and spiritual health of individuals, families, groups, and communities across the life span. Focus is on understanding the process of interdisciplinary collaboration in the comprehensive assessment of the client experiencing serious/persistent psychiatric disorders and mental health problems. The student will begin to integrate assessment findings into the formulation of diagnoses based on criteria set forth in the Diagnostic and Statistical Manual of mental Disorders (DSM).

**5331. Clinical Focus for Nurse Educator Clinical** 1(0-4)

Prerequisites: NURS 5103, 5111, 5112, 5043, 5133.

Ensure advanced competence in a focused clinical nursing area (Medical-Surgical; Parent-Child; Pediatric; or Psychiatric Mental Health) as a foundation for the role of nurse educator. In-depth review of the current professional literature and direct patient care clinical experience. At the conclusion of the course, the graduate student is expected to take a national certification examination for the selected clinical specialty.

**5332. Clinical Focus for Nurse Educator** 2(2-0)

Prerequisites: NURS 5103, 5111, 5112, 5043, 5133.

Ensure advanced competence in a focused clinical nursing area (Medical-Surgical; Parent-Child; Pediatric; or Psychiatric Mental Health) as a foundation for the role of nurse educator. In-depth review of the current professional literature and direct patient care clinical experience. At the conclusion of the course, the graduate student is expected to take a national certification examination for the selected clinical specialty.

**5363. Psychiatric Mental Health Nursing I** 3(3-0)

Prerequisites: NURS 5043, 5103, 5111, 5112, 5133, 5303, 5322.

Focuses on the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in individuals. The student begins with an assessment of the relationship with self as a foundation for understanding therapeutic relationships. Diagnostic evaluation will include development of interview techniques, mental status examination and tools unique to the evaluation of psychiatric and mental health problems. Management of mental health problems in individuals will include both pharmacologic and non-pharmacologic interventions, including individual counseling in the client with serious/persistent mental health problems. A supervised practicum in individual therapies is required.

**5371. Family Nurse Practitioner III** 1(1-0)

Prerequisite: NURS 5183, 5193.

Building on NURS 5183 and 5193, provides students with the opportunity to synthesize knowledge and theories in the application of primary care health management across the lifespan. This course is the capstone practicum experience for the family nurse practitioner program.

**5373. Psychiatric Mental Health Nursing I Clinical** 3(0-12)

Prerequisites: NURS 5043, 5103, 5111, 5112, 5133, 5303, 5322.

Focuses on the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in individuals. The student begins with an assessment of the relationship with self as a foundation for understanding therapeutic relationships. Diagnostic evaluation will include development of interview techniques, mental status examination and tools unique to the evaluation of psychiatric and mental health problems. Management of mental health problems in individuals will include both pharmacologic and non-pharmacologic interventions, including individual counseling in the client with

serious/persistent mental health problems. A supervised practicum in individual therapies is required.

**5374. Family Nurse Practitioner III Clinical**

4(0-16)

Prerequisite: NURS 5183, 5193.

Building on NURS 5183 and 5193, provides students with the opportunity to synthesize knowledge and theories in the application of primary care health management across the lifespan. This course is the capstone practicum experience for the family nurse practitioner program.

**5383. Psychiatric Mental Health Nursing II**

3(3-0)

Prerequisites: NURS 5363, 5373.

Focuses on the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in groups and families. Theoretical foundations and intervention approaches for group and family therapies will be explored. A supervised practicum in group and family therapies is required.

**5393. Psychiatric Mental Health Nursing II Clinical**

3(0-12)

Prerequisites: NURS 5363, 5373.

Focuses on the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in groups and families. Theoretical foundations and intervention approaches for group and family therapies will be explored. A supervised practicum in group and family therapies is required.

**5401. Psychiatric Mental Health Nursing III**

1(1-0)

Prerequisites: NURS 5383, 5393.

Focuses on the integration of theory, evaluation, and intervention techniques in the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in individuals, groups, and families. A supervised clinical practicum is required. Regular collaborative consultation for case discussions and group supervision is required.

**5404. Psychiatric Mental Health Nursing III Clinical**

4(0-16)

Prerequisites: NURS 5383, 5393.

Focuses on the integration of theory, evaluation, and intervention techniques in the diagnosis and management of serious/persistent psychiatric disorders and mental health problems in individuals, groups, and families. A supervised clinical practicum is required. Regular collaborative consultation for case discussions and group supervision is required.

**5503. Assessment in Nursing Education**

3(3-0)

Prerequisites: Undergraduate statistics course and NURS 5241/5242 pre/co-requisite.

Provides an introduction to both theory and method of evaluation in nursing education. The focus is on assessment of process and outcome related to nursing education in both classroom and clinical settings, at the level of the individual learner, course, and program. Ethical and legal issues in evaluation are also considered.

**6221. Nursing Administration: Synthesis and Application Clinical**

1(0-4)

This course provides a foundation for nursing administration in today's integrated health care delivery system. Students will synthesize and apply theoretical and conceptual frameworks, governmental and accreditation regulations and health policies important to the practice of nurse executives. Particular attention will be paid to evidence-based nursing administration.

**6223. Nursing Administration: Synthesis and Application**

3(3-0)

This course provides a foundation for nursing administration in today's integrated health care delivery system. Students will synthesize and apply theoretical and conceptual frameworks, governmental and accreditation regulations and health policies important

tant to the practice of nurse executives. Particular attention will be paid to evidence-based nursing administration.

**6872. Evidence Based Project I**

2(2-0)

This course is the first of a 3-course sequence designed to assist the student in the development of an evidence-based project. The focus of this course is the project planning process. The student will identify a project topic; develop a problem statement and rationale for the project; and compose measurable, pertinent, and time specific objectives for the project.

**6882. Evidence Based Project II**

2(2-0)

Prerequisite: NURS 6872.

This course is the second of a 3-course sequence designed to assist the student in the development of an evidence-based project. This course adds to the project planning skills gained in NURS 6872. The focus of this course is performing a risk analysis, developing a timeline for project activities, identifying and communicating with stakeholders, selecting appropriate measures for objectives, identifying resources, and developing a project budget.

**6892. Evidence Based Project III**

2(2-0)

Prerequisite: NURS 6882.

This course is the third of a 3-course sequence designed to assist the student in the development of an evidence-based project. The focus of this course is developing a project evaluation plan, obtaining and providing peer critique, and delivering a professional presentation of the final project plan.

**6911, 6912, 6913. Special Topics in Graduate Nursing**

1, 2, 3 (1, 2, 3-0)

Prerequisites: All graduate nursing core courses.

In depth studies of selected topics in nursing. May be repeated for a maximum of six credit hours. Topics may vary. Can also be used for additional clinical experience in which case the number of contact hours is the number of credit hours multiplied by 4.

**6983. Thesis I**

3 semester hours

Prerequisite: NURS 5023.

**6993. Thesis II**

3 semester hours

Prerequisite: NURS 6983.



## **MINNIE RHEA WOOD DISTINGUISHED PROFESSORSHIP OF NURSING**

Dr. Susan Sportsman, the Minnie Rhea Wood Distinguished Professor of Nursing, is the Dean of the College of Health Sciences and Human Services at MSU. She was previously the Associate Dean for Practice at Texas Tech University Health Sciences Center School of Nursing, a hospital administrator, and Assistant Professor at the University of Texas at Arlington. Dr. Sportsman has served in leadership roles in numerous professional organizations, such as the Texas Nurses Association, Texas Nurses Foundation, Nursing Education Policy Coalition and Texas Society of Allied Health Professionals. Her scholarship interests include the use of patient simulation in competency education and evaluation and conflict management in the health care arena.



## **JOHN AND NEVILS WILSON DISTINGUISHED PROFESSORSHIP OF NURSING**

Dr. Patti Hamilton, the John and Nevils Wilson Distinguished Professor of Nursing, is the Dean of the Graduate School at MSU. She is author of the book, *Health Care Consumerism*. Dr. Hamilton has authored or co-authored more than forty publications including scientific articles, book chapters, and workbooks. She currently is the principal investigator for a research study funded by the Robert Wood Johnson Foundation. Her research interests include the work of nurses and patient care in off-peak hours and the effect of institutional structures on the decisions made by front-line workers in health care and education.



## PUBLIC ADMINISTRATION

**Kirk Harlow**  
**Chair, Health Services and Public Administration**  
**MPA Graduate Coordinator**

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Graduate Faculty: Behrens, Fidelie, Harlow, Moran, Roberts

Emeritus Faculty: Mertens

### MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration degree is a thirty-six or thirty-nine hour program, that offers students both thesis and non-thesis options. The program emphasizes the technical, managerial and theoretical skills necessary for a career in government, military, and non-profit organizations. The program is provided entirely online, and all classes are taught via the Internet using the WebCT platform. The MPA program is a member of the National Association of Schools of Public Affairs and Administration (NASPAA). The department e-mail address is MPA@mwsu.edu.

#### Mission Statement

The mission of the Master of Public Administration program is:

1. to train students through theory and practice to become effective public managers, possessing both general understanding and technical expertise in the unique aspects of public administration;
2. to serve North and Central Texas by developing affiliations and support relationships with professional public administrators and community advisory groups;
3. to introduce students to the profession and ideals of public administration, to help students understand the importance of honor, integrity, and ethical behavior in their personal and professional lives, and to assist students in developing a commitment to build ethical public organizations;
4. to support the university's liberal arts mission, the program is committed to providing quality instruction, and innovative research, so as to create a learning environment that broadens the students' understanding of their place in the global community; and
5. to cultivate in students an appreciation for the democratic process, an awareness that they are accountable to the public, a spirit of respect for all peoples, and an understanding that a public office is a public trust.

*Program Objectives:* (1) Develop critical thinking and problem-solving skills to apply within in a range of public-sector and nonprofit organizations; (2) evaluate and apply organizational and management theory, process, structure and systems to the administration of public and nonprofit organizations; (3) evaluate and apply tools of budgeting, management control, and finance in support of the effective operation of public and nonprofit organizations; (4) select quantitative and qualitative methods and assess effectiveness and efficiency of public programs and policies; (5) assess and act upon issues of ethical behavior in the management of public entities; (6) articulate and manage vision, strategic planning, problem solving, quality management, and organization development in public and nonprofit organizations; (7) respond to issues raised by legal, environment, and stakeholder factors in a manner consistent with public and nonprofit organizational mis-

sions, goals, and strategies; and (8) formulate and implement government and/or organization policies in support of public interest.

## **GRADUATE ADMISSION REQUIREMENTS**

Applicants must complete an application for admission to the Midwestern State University Graduate Programs. The graduate application is available on the web site at <http://www.mwsu.edu>. In addition to completing MSU admission application materials, **each applicant must also complete a separate application for admission to the Public Administration Program.** Application forms can be obtained from: <http://hs2.mwsu.edu/healthandpublic/>.

Entrance into the MPA program is competitive, but open to students with varied educational backgrounds. No specific baccalaureate degree is required. The applicant must have a bachelor's degree from a regionally accredited institution and meet the respective admission requirements for each degree program. All applicants are required to submit GRE scores as part of the application process, or scores from an equivalent exam approved by the program chair. Students who have obtained a graduate degree from a regionally accredited program – master's or doctoral – are exempt from standards above and are admitted with unconditional status.

Due to the department's strong reliance on the internet as a mode of course delivery, the department requires that all students accepted into the Public Administration program have unrestricted access to a computer, the appropriate computer programs (at a minimum Word, Excel, and PowerPoint) and internet access. It is strongly recommended that whenever possible students make use of a high-speed internet connection.

### **Unconditional Admission Guidelines:**

Unconditional admission may be granted to an applicant who meets the general admission requirements of Midwestern State University graduate admission, and has met the department's minimum competency requirements including consideration of the following:

1. A competitive score on the quantitative section of the GRE;
2. A competitive score on the analytical writing section of the GRE;
3. A competitive score on the reading section of the GRE;
4. Successful completion of College Algebra with a B or better within the last 3 years, or other documented evidence of analytical skills required for graduate level work approved by the Department Chair;
5. Successful completion of a College level course in Technical/Report Writing with a B or better within the last 3 years, or other documented evidence of graduate level writing skills approved by the Department Chair; and
6. A basic knowledge of Excel, Word, and PowerPoint to enable the student to adequately prepare assignments and effectively function within the Web-based instructional modes used in instruction.

### **Conditional Admission Guidelines:**

Applicants who do not meet the requirements of unconditional admission may be admitted conditionally subject to specific requirements determined at that time. As a general rule,

1. Conditional admission shall continue through the first twelve hours of graduate study.
2. If the conditional admission requires leveling courses, they must be completed in the first semester of attendance with a grade of B or better, unless the department agrees otherwise.

3. Upon reaching twelve hours, the student's records will be reviewed to determine eligibility for full admission status.
4. The student must have a 3.2 grade point average in the first twelve hours and have no grade lower than a B in courses within the major.
5. Any student removed from the program for academic reasons or rejected for admission to the MPA program may apply for a waiver according to directions below.

### **Application for Re-Admittance**

The department does recognize that in rare cases, situations may arise which result in course grades that may cause a student to be administratively dismissed from the program. In those cases, a student may apply to the department's academic review committee for re-admission after he or she has been officially dismissed from the program. The student must submit a letter requesting readmission with supporting documentation of ability to perform satisfactory academic work. Approval of the request will be based upon the student's written essay in his or her original application, the trend of undergraduate and graduate grades, professional work experience, letter of request, GRE analytical score, and consideration of letters of recommendation. Approval of a re-admission request moves the student to conditional status with attendant requirements, which shall be evaluated based on a time schedule established by the department's academic review committee.

### **Requirements for Academic Good Standing**

Any student who receives two grades of C or D, or a combination of C and D, or receives one grade of F will be administratively removed from the program. MPA courses in which the student earns a grade of C or lower, may be repeated one time for a higher grade, with the approval of the department's academic review committee. A 3.0 overall grade point average is required for graduation, and students must have a grade of B or better in all courses in the major.

### **Core Curriculum**

PUAD	5023	Quantitative Methods in Public Administration
PUAD	5133	Public Administration
PUAD	5923	Organizational Theory and Behavior
PUAD	5933	Human Resource Management in Government
PUAD	5943	Public Budgeting and Fiscal Administration
PUAD	5963	Capstone: Case Studies in Decision-Making
PUAD	6053	Graduate Seminar in Public Policy Analysis

Each student shall complete the seven courses of the core curriculum, unless an equivalent course has been taken at the graduate level within the last 3 years. In such cases, a course substitution may be allowed subject to the approval of the department's academic review committee. Each core course is taught once a year; electives are taught in alternating years.

### **MPA Thesis Degree**

Core curriculum – 21 hours  
Thesis Core – 6 hours  
Electives – 9 hours

### **MPA Non-Thesis Degree:**

#### **General MPA Degree**

Core curriculum – 21 hours  
Electives – 15 hours\*

\*PUAD 6063 is required for this specialization.

#### **\*\*Graduate Certificate in Administration of Justice (39 semester hours) or Administration of Justice Specialization (36 semester hours)**

Core curriculum – 21 hours  
Electives – 15 hours  
PUAD 5363 Administration of Justice  
PUAD 5373 Management in Criminal Justice Agencies  
PUAD 5383 Justice and Society  
PUAD 5253 Comparative Administration of Justice  
PUAD 6033 Special Graduate Topics in Administration of Justice  
(specialization track, students take either 5253 or 6033)  
PUAD 6063 Seminar in Advanced Research\*

\*PUAD 6063 is required for this specialization.

\*\*A graduate certificate in Administration of Justice (without the MPA degree) can be earned by taking the courses listed above (18 semester hours).

#### **\*\*Graduate Certificate in Health Services Administration (42 semester hours) or Health Services Administration Specialization\*(36 semester hours)**

Core curriculum – 21 hours  
Electives – 15 hours  
HSAD 5103 Health Services Administration  
HSAD 5133 Health Systems Analysis  
HSAD 5143 Health Care Law and Bioethics  
HSAD 5153 Managed Care  
HSAD 5213 Capstone: Health Services Strategic Management  
HSAD 5293 Managerial Epidemiology and Biostatistics  
HSAD 6063 Graduate Seminar in Advanced Research\*

\*HSAD 6063 is required for this specialization.

\*\*For the graduate certificate, students are required to take 18 semester credit hours from the HSAD courses listed.

#### **Requirements for a Graduate Minor in Public Administration**

A minor requires eighteen hours in Public Administration.

#### **Comprehensive Examination**

All MPA students must complete an oral comprehensive exam at least one week prior to the last day of class in the semester in which they intend to graduate in order to graduate. Completion of the oral exam requires two steps. First the student must submit written responses to a set of questions provided by the Department at least five weeks prior to the last day of class. The Chair will review the written submission, and if acceptable, will work with the student to schedule the oral exam. Should the written responses not be acceptable, the Chair will require the student to rewrite the responses prior to scheduling the exam.

*Note:* These requirements are specific to MPA students. Students who are in other program areas and taking MPA courses should refer to the program requirements for the program for which they have been admitted.

### **Thesis**

All thesis students must follow the requirements for a thesis as described in this catalog and those found the MPA Graduate Handbook.

### **Additional Electives**

Some graduate courses from other academic programs may be applied to the MPA degree with the approval of the graduate coordinator. Under limited circumstances a maximum of six hours of 4000 level courses may be taken for graduate credit with the approval of the graduate coordinator.

### **Admission to Candidacy**

Admission to Candidacy occurs when the student completes all course requirements.

## **COURSES IN PUBLIC ADMINISTRATION (PUAD)**

**5001, 5002, 5003. Directed Research in Public Administration** 1-3 semester hours

Prerequisites: In most cases, 18 hours of Public Administration and permission of the faculty director.

The student is advised by a faculty member, who assists in selecting a topic to research in public administration and directs an independent research project.

**5023. Quantitative Methods in Public Administration** 3(3-0)

Study of the theory and methodology of empirical research as applied in public administration from the standpoint of both the practitioner and the consumer. Methodologies include experiments, field research, field experiments, focus groups, content analysis, policy evaluation research, and survey methods. Quantitative methods relating to research design, probability, and inferential statistics are applied to classroom projects in public administration.

**5033. Advanced Quantitative Methods in Public Administration** 3(3-0)

Prerequisite: PUAD 5023.

Theory building and testing, advanced statistical modeling, and multivariate analysis, with emphasis on applications for public administration.

**5133. Public Administration** 3(3-0)

Examination of the basic principles involved in the administration and execution of public policy. Includes such topics as organizational theory, personnel management, budgetary procedures, and the politics of administration.

**5143. Ethics in the Public Sector** 3(3-0)

Introduction to ethical theories and their application in the public sector. Individual as well as organizational responsibility emphasized through case studies.

**5163. Intergovernmental Administrative Problems** 3(3-0)

Examines the constitutional basis of federalism and the evolution of fiscal, legal and administrative relationships among federal, state and local governments.

**5253. Comparative Administration of Justice** 3(3-0)

Compares and contrasts criminal justice agencies within and outside the United States. The course notes similarities and differences in administrations, organizations, principal functions, and objectives. Considers the nature of governmental control and oversight and the relationship between agencies and the public.

- 5263. Legal Issues of State and Local Government** 3(3-0)  
Substantive law applied to all aspects of governmental and administrative operations in state and local government. Topics include state/local relations, governmental structures, liabilities of public officials, and financial and regulatory activities.
- 5363. Administration of Justice** 3(3-0)  
Case study approach of an individual defendant from the time the crime is committed through the defendant's parole. Includes an analysis of principal and supportive agencies. The course will examine the legal procedures and rules in the criminal justice process effecting the defendant and public. The course encompasses an in-depth view of the adversary procedures, which form the basis of the criminal justice system.
- 5373. Management in Criminal Justice Agencies** 3(3-0)  
The course is designed to examine areas of management in criminal justice agencies. Particular attention is paid to issues of planning, budgeting, and human resources. Emphasis will be placed on the development of critical management skills required in modern criminal justice organizations.
- 5383. Justice and Society** 3(3-0)  
Comprehensive analysis of the dynamics between the agencies in the administration of justice and the public clients they serve. Emphasis is placed on trust, understanding, integrity, and dialogue.
- 5723. Non-Profit Management** 3(3-0)  
Unique aspects of managing non-profit organizations emphasized, including board-staff relations, fund-raising, grantsmanship, and managing volunteers.
- 5733. Leadership and Teamwork** 3(3-0)  
Introduction to the challenges of leadership and the inherent tendencies for individuals and departments to sub-optimize. Ways to improve motivation, communication, coordination, and cooperation will be studied.
- 5803. State and Local Government Management** 3(3-0)  
Organization and management of American state and local government. Executive leadership, governance structures, and service implementation are emphasized. Relations between state and local governments examined.
- 5813. Public Works Administration** 3(3-0)  
Introduction to management of public works, including municipal water and sewer systems, road-building and maintenance, parks and recreation programs, construction management, and contract administration.
- 5823. Economic Development** 3(3-0)  
Role of both private and public sectors in economic development; understanding strategic tools, including quantitative analysis methods and effective economic development programs for local governments.
- 5833. Community Development** 3(3-0)  
Theories, policies and methods for managing community growth, including land use, housing, transportation, and capital improvements planning.
- 5923. Organizational Theory and Behavior** 3(3-0)  
Analyzes the structure and character of public institutions and examines individual, group, and interpersonal behavior in organizations. Topics include information technology, conflict, designing effective organizations, leadership, and decision-making.

<b>5933. Human Resource Management in Government</b>	3(3-0)
Principles and problems of recruitment for government service, philosophies of pay and promotion, employee motivation, and discipline. Discussion of formulating and administering public personnel policies, concepts, and principles.	
<b>5943. Public Budgeting and Fiscal Administration</b>	3(3-0)
Study of the process of developing a public budget both as an accounting device and for public policy planning. Particular attention given to the political aspects of budgeting and budgetary innovation. Consideration will be given to the formulation of national, state, and local budgets and their interrelationships.	
<b>5953. Public Law Administration</b>	3(3-0)
An examination of the positive foundation on which agencies are grounded and from which basic authorities of public officers, both elected and appointed, are derived. The positive nexus of law and administration is emphasized.	
<b>5963. Capstone: Case Studies in Decision-Making</b>	3(3-0)
Prerequisites: 18 hours of Public Administration. Theories and principles of decision making in public administration. Students will apply textbook knowledge to actual cases in public administration through written and oral analysis. Open only to MPA majors.	
<b>6003. Special Graduate Topics in Public Administration</b>	3(3-0)
Prerequisites: 15 hours of Public Administration or consent of instructor. Topics vary. May be repeated with different content.	
<b>6033. Special Graduate Topics in Administration of Justice</b>	3(3-0)
Prerequisites: 15 hours of Public Administration or consent of instructor. Topics vary. May be repeated with different content.	
<b>6053. Graduate Seminar in Public Policy Analysis</b>	3(3-0)
Prerequisites: 15 hours of Public Administration including PUAD 5023, or its equivalent, or consent of instructor. The purpose of this course is to develop capacities to both conduct and utilize analyses of public policies as part of the decision making process. Both quantitative and non-quantitative skills are emphasized.	
<b>6063. Graduate Seminar in Advanced Research</b>	3(3-0)
Prerequisite: Must have completed at least 15 semester credit hours of core courses and completed PUAD 5023, or have permission of the instructor. The course focuses on defining a clear research question, effective literature reviews, and critically reviewing published research.	
<b>6093. Graduate Internship</b>	3 semester hours
Prerequisites: 9 hours of Public Administration and consent of faculty advisor. Application of textbook knowledge to real-world work experience in a public agency. Internships are arranged only for students without significant professional-level work experience. Open only to MPA majors.	
<b>6983, 6993. Thesis</b>	6 semester hours
Prerequisites: Completion of 27 hours of graduate course work in Public Administration and/or a related subject areas as approved by the student's advisor and consent of the graduate coordinator.	

## RADIOLOGIC SCIENCES

**Donna Lee Wright  
Chair, Radiologic Sciences Department**

**Jeff Killion  
Graduate Coordinator**

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Graduate Faculty: Johnston, Killion, Sanders, Wright

Emeritus Faculty: Bugg

### **THE MASTER OF SCIENCE IN RADIOLOGIC SCIENCES**

The Master of Science in Radiologic Sciences is a professional program of study with majors in Radiologic Administration, Radiologic Education, or Radiologist Assistant.

#### **PROGRAM MISSION STATEMENT**

The mission of the MSRS program is to prepare students to be leaders in the areas of education, administration, and advanced clinical practice in the radiologic sciences. The learning outcomes of the MSRS Program are that MSRS students will:

1. Be adequately prepared to function as leaders in the profession in a culturally diverse society.
2. Develop independent and critical thinking skills.
3. Develop professionalism through advanced scholarly productivity.

#### **PROGRAM DESCRIPTION AND EDUCATIONAL OBJECTIVES**

The program features a discipline-specific holistic approach to graduate education and is offered in a hybrid distance learning format which requires students to make two visits to the campus each fall and spring semester. The unique curriculum design permits working professionals to complete the degree with minimal on-campus requirements while preserving the benefits of face-to-face contact with fellow graduate students. Students benefit from the diverse experiences of their colleagues. Approximately eighty students are enrolled in the program from all over the United States and several foreign countries. All Radiologic Science disciplines and modalities are represented in the student population including radiography, radiation therapy, nuclear medicine, and sonography. Most of the course requirements are completed independently and coordinated electronically. A limited number of masters level courses are available online.

The radiologic administration major and the radiologic education major have a core requirement of twelve (12) graduate hours in radiologic sciences plus twenty-four (24) required hours for the thesis track or twenty-seven (27) required hours for the non-thesis track. The radiologist assistant major has a core requirement of twelve (12) graduate hours in radiologic sciences plus forty-four (44) required hours for the thesis track or forty-one (41) required hours for the non-thesis track.

The department offers an alternative route to the Radiologist Assistant major for technologists who have completed a recognized Radiologist Assistant program, have a BSRS degree, and have passed the national certification examination for Registered Radiologist Assistants (RRA) administered by the American Registry of Radiologic Technologists (ARRT). The alternative route offers both a thesis or non-thesis option.

Competitive scholarships may be available to qualified applicants and for students in Academic Common Market states there is an established mechanism to waive out-of-state tuition fees.

## **ADMISSION STANDARDS AND REQUIREMENTS**

An application for admission to the Midwestern State University Graduate Program is available on the web site at <http://www.mwsu.edu>. Paper copies of the application are available through the Office of the Graduate School. In addition to completing MSU admission application materials, applicants must also complete a separate application for admission to the Radiologic Sciences program, which can be made to:

Radiologic Sciences Graduate Coordinator  
Midwestern State University  
3410 Taft Boulevard  
Wichita Falls, TX 76308-2099  
Phone: 1-866-575-4305

The graduate coordinator will provide the applicant with all necessary application materials upon request. NOTE: Applicants to the Radiologist Assistant major must complete additional admission requirements including an interview. Applicants to the Radiologist Assistant major must have current ARRT certification in radiography and must have a minimum of two years clinical experience.

### **A. Program Admission**

Students must meet the general admission requirements to graduate study prescribed by the Graduate Catalog of Midwestern State University.

### **B. Previous Master's Degree**

Applicants who have earned a master's or higher degree from a regionally accredited institution of higher education may be accepted on the basis of such degree. Determination of conditions, if any, will be made by the graduate coordinator.

### **C. Additional admission requirements for all MSRS candidates**

1. Hold credentials in one of the medical imaging modalities or radiation therapy and have at least one year's experience. (For education and administration majors only).
2. Hold a B.S.R.S. or B.S.R.T. Candidates who have appropriate credentials with other degrees will be considered on an individual basis.
3. Complete a basic undergraduate statistics or research course (3 semester hours) prior to or concurrent with RADS 5003 Research Methods.

### **D. Specific additional requirements for RA majors**

Enrollment in the RA courses is limited and competitive. Before students can enroll in RA clinical courses, they must meet the following criteria and have faculty approval:

1. Students must be approved by the faculty for entry into the RA professional courses following an interview. Interviews are usually scheduled on MSRS Orientation Days.
2. Students must provide documentation of Professional Certification. The RA curriculum is based on general diagnostic radiography clinical practice. Applicants must have a working knowledge of general diagnostic radiography procedures. Evidence = Copy of current ARRT card showing certification in radiography.

3. Students must provide documentation of two (2) years of clinical experience within the previous ten (10) years. Evidence = Letters from appropriate employers/human resource departments.
4. Students must provide documentation of current ACLS Provider status. Evidence = Copy of current ACLS card.
5. Students must clear with MSU Vinson Health Center their compliance with Texas Mandated Immunizations.
6. Students must provide documentation of the Formal Written Agreement with the Radiologist Preceptor/Group. Although one radiologist will be identified as the preceptor, it is better for students to develop an arrangement with a group of radiologists rather than an individual radiologist. The Preceptor Agreement has to be approved and accepted by the MSU faculty.
7. Students must provide documentation of the Formal Written Agreement with the Clinical Facility. The students, their preceptors, and the clinical facility need to be aware of the variety and quantity of procedures required. The Clinical Facility Agreement has to be approved and accepted by the MSU faculty.

## **ADMISSION TO CANDIDACY**

Graduate students in their last semester in the program will submit a completed candidacy form to their Graduate Advisory Committee. The Graduate Advisory Committee will review the application for candidacy and make a recommendation. The student will be notified of this action.

## **DEGREE REQUIREMENTS**

The program leading to the Master of Science in Radiologic Sciences with majors in Radiologic Administration, Radiologic Education, and Radiologist Assistant has a common core of twelve graduate hours. Each major requires variable numbers of graduate hours in the major and graduate level electives. All majors offer a thesis or non-thesis option.

### **Satisfactory Student Progress**

Graduate students are expected to do uniformly high quality work on all MSRS course work pursued (course grades of A or B). Only grades of A or B are acceptable for graduate courses transferred from another university.

Graduate students may earn a grade of C on up to two graduate courses and remain in the MSRS program as long as their cumulative grade point average remains 3.0 or higher. If a graduate student earns a grade of C on more than two graduate courses, the student will be dismissed from the MSRS program. Any grade below a C will also result in dismissal from the MSRS program.

<b>RADIOLOGIC SCIENCES CORE</b>		<b>SCH</b>
RADS	5003 Research Methods	3
RADS	5013 Contemporary Trends in Radiologic Science	3
RADS	5023 Legal and Regulatory Considerations	3
RADS	5033 Leadership for Change in Radiologic Science	3
		12 hours

**1. RADIOLOGIC ADMINISTRATION MAJOR - THESIS**

Radiologic Sciences Core		12
RADS 5103	Management Techniques for Radiologic Administrators	3
RADS 5124	Financial Management in Radiologic Administration	4
RADS 5235	Administrative Radiology Practicum	5
RADS 6983	Thesis I	3
RADS 6993	Thesis II	3
General Electives: Cognate Area		6
		36 hours

**2. RADIOLOGIC ADMINISTRATION MAJOR - NON-THESIS**

Radiologic Sciences Core		12
RADS 5103	Management Techniques for Radiologic Administrators	3
RADS 5124	Financial Management in Radiologic Administration	4
RADS 5235	Administrative Radiology Practicum	5
RADS 6773	Research Methods II	3
RADS Electives		6
General Electives: Cognate Area		6
		39 hours

**3. RADIOLOGIC EDUCATION MAJOR - THESIS**

Radiologic Sciences Core		12
RADS 5204	Curriculum Development in Radiologic Education	4
RADS 5223	Administration of Radiologic Education Programs	3
RADS 5245	Radiologic Education Practicum	5
RADS 6983	Thesis I	3
RADS 6993	Thesis II	3
General Electives: Cognate Area		6
		36 hours

**4. RADIOLOGIC EDUCATION MAJOR - NON-THESIS**

Radiologic Sciences Core		12
RADS 5204	Curriculum Development in Radiologic Education	4
RADS 5223	Administration of Radiologic Education Programs	3
RADS 5245	Radiologic Education Practicum	5
RADS 6773	Research Methods II	3
RADS Electives		6
General Electives: Cognate Area		6
		39 hours

**5. RADIOLOGIST ASSISTANT MAJOR – THESIS**

Radiologic Sciences Core		12
RADS 5043	Patient Interactions	3
RADS 5153	RA Procedures I	3
RADS 5174	Clinical Preceptor I	4
RADS 5253	RA Procedures II	3
RADS 5274	Clinical Preceptor II	4
RADS 5353	RA Procedures III	3
RADS 5374	Clinical Preceptor III	4
RADS 5453	RA Procedures IV	3
RADS 5474	Clinical Preceptor IV	4
RADS 5553	RA Procedures V	3
RADS 5574	Clinical Preceptor V	4

RADS	6983	Thesis I	3
RADS	6993	Thesis II	<u>3</u>
		56 hours	

## 6. RADIOLOGIST ASSISTANT MAJOR – NON-THESIS

Radiologic Sciences Core	12
RADS 5043 Patient Interactions	3
RADS 5153 RA Procedures I	3
RADS 5174 Clinical Preceptor I	4
RADS 5253 RA Procedures II	3
RADS 5274 Clinical Preceptor II	4
RADS 5353 RA Procedures III	3
RADS 5374 Clinical Preceptor III	4
RADS 5453 RA Procedures IV	3
RADS 5474 Clinical Preceptor IV	4
RADS 5553 RA Procedures V	3
RADS 5574 Clinical Preceptor V	4
RADS 6773 Research methods II	<u>3</u>
53 hours	

### Thesis

Students pursuing the thesis option are expected to write a substantial proposal and have the proposal approved by the Thesis Advisor and the Graduate Advisory Committee prior to enrolling in the first thesis course (RADS 6983). The thesis is to be prepared in accordance with the guidelines of the current *Publication Manual of the American Psychological Association*. Additional information regarding the thesis is found in the academic requirements section of this catalog.

### Research Project

Students pursuing the non-thesis option are required to submit a substantial research project. The completed research project must be submitted to the College Office at least three weeks before the end of the semester. A copy of the approval page will be sent to the Office of the Registrar to verify completion of this requirement. Papers must be prepared in accordance with the guidelines of the current *Publication Manual of the American Psychological Association*.

### Final Comprehensive Examination

At the completion of all required didactic course work, the student is required to take a written comprehensive examination. The student will schedule the examination with the graduate coordinator at the completion of the required course work. The results will be reported as a Pass or Not Pass. If the student receives a Not Pass on the examination, he/she may repeat the examination the following semester. A student is allowed to repeat the examination twice before additional course work is required.

## COURSES IN RADIOLOGIC SCIENCES (RADS)

### 5003. Research Methods I 3(3-0)

Prerequisites: RADS 5013 and an undergraduate statistics course.

This course explores the process of scholarly research design including qualitative and quantitative methodologies appropriate to the research process in the Radiologic Sciences. It provides opportunities for the critical analysis of published research using appropriate APA format.

**5013. Contemporary Trends in Radiologic Science** 3(3-0)

This course explores current professional issues in Radiologic Sciences and the health care delivery system. Students will explore, analyze, and evaluate advances that impact all disciplines of radiologic science. Content includes such topics as health care reform, professional practice issues, educational standards and technological advances, and writing with APA format.

**5023. Legal and Regulatory Considerations** 3(3-0)

This course presents an overview of the legal issues, concepts, laws, and regulations facing the health care industry and higher education. Students will explore these in the context of the daily professional practice of radiology administrators, educators, and radiologist assistants.

**5033. Leadership for Change in Radiologic Science** 3(3-0)

Application of theories and models of leadership and change to practice in the radiologic sciences. Students will explore, analyze, and evaluate contemporary and historical theories of leadership and change, and develop strategies for use in the professional practice of radiology administrators, educators, and radiologist assistants in the rapidly changing health care delivery system.

**5043. Patient Interactions** 3(3-0)

Prerequisite: Radiologist Assistant majors only.

This advanced level professional skills course helps the radiologist assistant develop more advanced and independent patient care skills. It includes direct patient care such as management of tubes and lines, advanced pharmacology interactions, and overall image observation skills. It also includes identifying appropriate imaging modalities for various clinical pathways, information management including clinical reporting, and auditing systems.

**5103. Management Techniques for Radiologic Administrators** 3(3-0)

Prerequisites: RADS 5013, 5023 or consent of graduate coordinator.

An in-depth study of the administrative requirements for radiologic administrators within the health care environment. Emphasis will be placed on organizational behavior theory and practices as they pertain to personnel managements, staffing issues/strategies, performance appraisal, risk management, policies/procedures, time management, interview techniques/strategies, departmental scheduling, computer software applications, and the wellness paradigm.

**5124. Financial Management in Radiologic Administration** 4(4-0)

Prerequisite: RADS 5013, 5023 or consent of graduate coordinator.

Examination of fiscal management in health care organizations in relation to economic and societal trends. Emphasis will be placed on the use of fiscal information in decision-making, and the implications of financial management decisions on radiology services and health care delivery. Concepts of budgeting, marketing, cost analysis, cost finding, rate setting, and cost containment will be included. The impact of new technologies such as PACS will be explored.

**5153. RA Procedures I** 3(3-0)

Prerequisite: Radiologist Assistant majors only.

This course prepares the radiologist assistant for clinical medical imaging of the chest. Students complete reading and writing assignments, take online quizzes, participate in classroom and online discussions, do research, and make presentations on assigned topics. Students also participate in rigorous in-class image reviews to demonstrate their understanding of the course content.

**5174. Clinical Preceptorship I** 4(1-24)

Prerequisite: Radiologist Assistant majors only.

This clinical course will focus on chest imaging procedures. Students present one (1) case study to reinforce appropriate medical imaging clinical pathways. In addition to scheduled in-class activities, the students observe and participate in radiographic procedures and imaging under the direct supervision of preceptor radiologists at least twenty-four (24) clinical hours per week. Students document their clinical competencies and professional accomplishments in a portfolio.

**5204. Curriculum Development in Radiologic Education** 4(4-0)

Prerequisites: RADS 5013, 5023 or consent of graduate coordinator.

This course provides an in-depth study of radiologic sciences curriculum development, implementation, and evaluation. Institutional and professional requirements and constraints will be examined for their effect on the curriculum. Teaching methods for courses will be discussed for various curriculum structures and levels. Various curriculum design models as well as decision-making strategies will be included.

**5223. Administration of Radiologic Education Programs** 3(3-0)

Prerequisite: RADS 5013, 5023 or consent of graduate coordinator.

This course focuses on the planning, administration, and evaluation of radiologic education programs in the various disciplines. Includes recruitment and retention of students, accreditation issues, budgeting, facilities planning, personnel relations and evaluations, public relations, and educational policy formation.

**5235. Administrative Radiology Practicum** 5(1-4)

Prerequisites: RADS 5003, 5013, 5023, 5033, 5103, 5124.

Building on all knowledge and skills obtained throughout the program, students will both observe and apply concepts of management and administration in the clinical setting.

**5245. Radiologic Education Practicum** 5(1-4)

Prerequisites: RADS 5003, 5013, 5023, 5033, 5204, 5223.

The focus of this course is on the application of the knowledge and skills obtained throughout the program to planning, administration, and evaluation of a radiologic curriculum in an educational institution. Observation and active participation may include both the classroom and clinical setting.

**5253. RA Procedures II** 3(3-0)

Prerequisites: RADS 5043, 5153, and 5174 or Permission of Department Chair.

This course prepares the radiologist assistant for clinical medical imaging procedures involving patient preparation, fluoroscopy, filming for gastrointestinal and genitourinary systems, and non-contrast studies of the abdomen. Students complete reading and writing assignments, take online quizzes, participate in classroom and online discussions, do research, participate in hands-on laboratory experiences, and make presentations. Students also participate in rigorous in-class image reviews to demonstrate their understanding of the course content.

**5274. Clinical Preceptorship II** 4(1-24)

Prerequisites: RADS 5043, 5153, and 5174 or Permission of Department Chair.

This clinical course will focus on gastrointestinal and genitourinary systems and non-contrast abdomen imaging procedures. Students present two case studies to reinforce appropriate medical imaging clinical pathways. In addition to scheduled in-class activities, the students observe and participate in radiographic procedures and imaging under the direct supervision of preceptor radiologists at least twenty-four clinical hours per week. Students document their clinical competencies and professional accomplishments in a portfolio.

**5353. RA Procedures III** 3(3-0)

Prerequisites: RADS 5253 and 5274 or Permission of Department Chair.

This course prepares the radiologist assistant for clinical medical imaging of the musculoskeletal system. Students complete reading and writing assignments, take online quizzes, participate in classroom and online discussions, do research, and make presentations. Students also participate in rigorous in-class image reviews to demonstrate their understanding of the course content.

**5374. Clinical Preceptorship III** 4(1-24)

Prerequisites: RADS 5253 and 5274 or Permission of Department Chair.

This clinical course will focus on musculoskeletal imaging procedures. Students present two case studies to reinforce appropriate medical imaging clinical pathways. In addition to scheduled in-class activities, the students observe and participate in radiographic procedures and imaging under the direct supervision of preceptor radiologists at least twenty-four clinical hours per week. Students document their clinical competencies and professional accomplishments in a portfolio.

**5403. Information Management in Health Sciences** 3(3-0)

An independent study course designed to develop the student's skill in health communications and information management. The course specifically addresses competency skills in computer knowledge, information management, and computer applications. It emphasizes an applied approach to experience with computers and information technologies, encouraging life-long learning skills in information management for the 21st century.

**5453. RA Procedures IV** 3(3-0)

Prerequisites: RADS 5353 and 5374 or Permission of Department Chair.

This course prepares the radiologist assistant for patient preparation, fluoroscopy, and filming for selective invasive clinical medical imaging procedures. Students complete reading and writing assignments, take online quizzes, participate in classroom and online discussions, do research, participate in hands-on laboratory experiences, and make presentations. Students also participate in rigorous in-class image reviews to demonstrate their understanding of the course content.

**5474. Clinical Preceptorship IV** 4(1-24)

Prerequisites: RADS 5353 and 5374 or Permission of Department Chair.

This clinical course will focus on invasive imaging procedures. Students present one case study to reinforce appropriate medical imaging clinical pathways. In addition to scheduled in-class activities, the students observe and participate in radiographic procedures and imaging under the direct supervision of preceptor radiologists at least twenty-four clinical hours per week. Students document their clinical competencies and professional accomplishments in a portfolio.

**5553. RA Procedures V** 3(3-0)

Prerequisites: RADS 5453 and 5474 or Permission of Department Chair.

This course prepares the radiologist assistant for understanding and applying appropriate clinical medical imaging clinical pathways, advanced modalities, and performance improvement. Students complete reading and writing assignments, take online quizzes, participate in classroom and online discussions, do research, participate in hands-on laboratory experiences, and make presentations. Students also participate in rigorous in-class image reviews to demonstrate their understanding of the course content.

**5574. Clinical Preceptorship V** 4(1-24)

Prerequisites: RADS 5453 and 5474 or Permission of Department Chair.

This clinical course will focus on all medical imaging procedures with particular attention to advanced modalities and clinical pathways. Students present two case studies

to reinforce appropriate medical imaging clinical pathways. In addition to scheduled in-class activities, the students observe and participate in radiographic procedures and imaging under the direct supervision of preceptor radiologists at least twenty-four clinical hours per week. Students document their clinical competencies and professional accomplishments in a portfolio.

**6003. Special Graduate Topics in Radiologic Administration** 3(3-0)  
Topics will vary. May be repeated with different content.

**6113. Special Graduate Topics in Radiologic Education** 3(3-0)  
Topics will vary. May be repeated with different content.

**6223. Independent Graduate Study** 3(3-0)  
Designed to offer the advanced student an opportunity to select a special area of interest in Radiologic Science for intensive research. May be repeated once for credit.

**6333. Special Graduate Topics in Clinical Practice** 3(3-0)  
Prerequisite: Radiologist Assistant majors only.  
Topics will vary. May be repeated with different content.

**6443. Survey Design in Radiologic Sciences** 3(3-0)  
This course explores the design and administration of electronic and paper-based questionnaires/surveys as part of a research project. Additional topics will include types of questionnaires, presenting and describing survey data, and sampling procedures.

**6553. Graduate Statistics in Radiologic Sciences** 3(3-0)  
This course is designed to familiarize graduate students with the calculation and interpretation of common statistical tests and the use of SPSS as a tool in research projects. The student is guided through a series of lessons using SPSS that will both familiarize the student with the software and teach appropriate statistical testing and the interpretation and reporting of results. The course culminates with an application project that showcases all that has been learned in the course.

**6773. Research Methods II** 3(3-0)  
Prerequisite: RADS 5003.

This advanced level course explores appropriate research processes as students complete a Radiologic Sciences research project and produce a substantial scholarly paper. It provides opportunities for the critical analysis of published research and requires students to create their own contributions to the body of professional literature. This course also requires students to provide a personal reflection of the research experience.

**6983, 6993. Thesis** 6 semester hours



## **PROTHRO-YEAGER COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**

**Samuel E. Watson, III, Dean (O'Donohoe Hall 121)**

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### **ENGLISH**

**David Rankin  
Chair, English Department**

**Robert Johnson  
Graduate Coordinator**

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Graduate Faculty: Fields, Galbraith, Hoffman, J. Hoggard, L. Hoggard, Johnson, Olson, Rankin, Taylor

Emeriti Faculty: Carpenter, Stewart, Whitlock

#### **Mission Statement**

MSU's English program offers study leading to the Master of Arts degree. The curriculum is founded on courses in the periods, genres, and major figures of American, British, and world literatures. Students completing the program will be academically prepared both to teach and to continue their scholarly pursuits. Recent MSU graduates have used their MA degrees to establish careers in the arts, business, communications, education, government, law, and publishing, as well as writing.

#### **THE MASTER OF ARTS IN ENGLISH**

The requirements for a degree of Master of Arts with a major in the field of English are as follows:

##### **General (see page 21)**

##### **Program**

Option 1: **Thesis**

30 semester hours of approved courses including English 6983 and English 6993, or a minimum of 18 semester hours of approved courses including English 6983 and English 6993 in addition to a related minor. English 5023 does not count toward the 30 hours of the degree.

Option 2: **Non-Thesis**

36 hours of approved courses, or 24 hours with an approved minor, and a substantial research paper meeting the guidelines established by the college and the Graduate Council. English 5023 does not count toward the 36 hours of the degree.

**Option 1 or 2 with Teaching Assistantship**

A student pursuing either option 1 or 2 may apply for a Graduate Assistantship, which, if successfully completed, will lead to a Teaching Assist-

antship, generally in the student's second year of graduate study. A student awarded a Graduate Assistantship must complete 6 semester hours of English 5023 in addition to the degree hours noted above. In general, a student pursuing a Teaching Assistantship will not include a minor field in his or her master's degree.

Note: Under each of the options, no more than 12 semester hours of dual-listed or 4000-level classes will apply to the degree. Of the 12 hours, no more than 6 hours will be 4000-level.

## **REQUIREMENTS FOR THE GRADUATE MINOR IN ENGLISH**

A master's candidate in another field may obtain a minor in English by completing the following requirements:

A minimum of 12 semester hours approved by the English graduate coordinator. Education majors selecting a divided minor may be approved for a 9-hour minor by the English graduate coordinator.

## **ADDITIONAL INFORMATION FOR ENGLISH MAJORS**

- I. Admission: See "Admission to the Degree Program" on pages 18-19 for requirements. The Department of English accepts scores from the GRE.

An application for admission to the Midwestern State University Graduate Program is available on the web site at <http://www.mwsu.edu>. Paper copies of the application are available through the Office of the Graduate School.

Normally, applicants accepted into the graduate program in English will have been granted an undergraduate degree with an English major, will have completed at least 12 upper-division semester hours in English, and will have earned a B average in completed English courses. The graduate program in English generally will not admit applicants who do not demonstrate this background, or will assign leveling work as described in the section "Admission to the Degree Program." Each applicant to the graduate program in English will provide the Graduate Coordinator with a recent academic essay to be used to evaluate writing ability. The essay will be submitted both on paper and as an electronically stored file.

In some cases, an applicant who has earned a master's or higher degree from a regionally accredited institution of higher education may be accepted into the program on the basis of that degree. Determination of acceptance—and of conditions, if any—will be made by the graduate program coordinator.

- II. Teaching Assistantships and Graduate Assistantships

Qualified graduate students are eligible for consideration as Teaching Assistants or Graduate Assistants.

### **A. Teaching Assistantships**

A graduate must have at least 18 hours of graduate English courses to become a Teaching Assistant. Teaching Assistants will normally take 6 hours of English courses each term and will teach 6 hours of English courses each term.

### **B. Graduate Assistantships**

1. **Full-Time.** Graduate Assistants are in training to be Teaching Assistants. They will register for 9 hours each term. They will take 6 hours

of regular courses, will take 5023 Teaching College English (usually observing in 1113 or 1123), and will have one assignment of other duties, working as

- Staff in the Writing and Reading Lab or the Computer Writing Lab 6 hours a week,
- Research Assistant, or
- Teacher's Aide

Graduate Assistants normally will earn 18 hours the first year and be eligible for a Teaching Assistantship the second year.

2. **Part-Time.** Graduate Assistantships can be awarded on a half-time and a quarter-time basis. Course load and duties also are reduced. Part-time Graduate Assistants normally will not be considered for Teaching Assistantships.

### III. Course Requirements

A maximum of 6 hours of approved 4000-level courses that have been taken for graduate credit will be accepted. Those 4000-level courses that are eligible for graduate credit are listed in the Course Description section of this catalog. No 1000-, 2000-, or 3000-level courses may be taken for graduate credit.

A student registering in undergraduate 4000-level courses for graduate credit must complete additional requirements above those made of undergraduate students in the same courses. Extra reference reading, assignments of an investigative or research type, and research papers are examples of additional requirements.

A student who has chosen Option 1 may apply 6 semester hours of approved independent graduate study courses in English toward the degree. A student who has chosen Option 2 may apply 9 semester hours of approved independent graduate study courses in English toward the degree. In either case, as noted above, no more than 12 hours of cross-listed or 4000-level class work will be counted; of the 12, no more than 6 can be from 4000-level work.

A course taken for undergraduate credit cannot be counted for graduate credit, regardless of the status of the student at the time the course was taken. In addition, a student may not repeat for graduate credit a course for which she or he has received undergraduate credit.

### IV. Admission to Candidacy

After the student has completed 9 graduate hours toward the degree with a B average or better and when the members of the Graduate Advisory Committee have been approved by the graduate coordinator, the coordinator will notify the student that he or she has been admitted to candidacy for the master's degree.

### V. Foreign Language Requirement

A candidate for the degree of Master of Arts in English must give evidence of having completed 4 semesters, or the equivalent, of 1 foreign language. The foreign language requirement may be satisfied by successfully completing a reading knowledge examination.

Procedure for taking the reading knowledge examination is as follows:

The student selects a book of 200 or more pages. The text – in French, German,

or Spanish – should be relevant to the student's field of study. At least 2 days prior to the scheduled exam, the candidate should present this book to the examiner. The latter will select 3-5 pages, depending on the size of the print. The student is allowed up to 2 ½ hours and the use of a dictionary to complete his or her translation. No letter grade will be assigned. If the candidate passes, the Foreign Language Office will send written notification to the student's advisor and the registrar. The student may request a copy from the college files.

#### VI. Oral Examination and Reading List for Master's Candidates

The Oral Comprehensive Examination will be structured according to the suggestions in the “Guidelines” document available from the coordinator, will last no more than 1 ½ hours, and will engage questions regarding both thesis (or research paper) and course work.

All candidates for the master's degree in English will be expected to be familiar with works on the “Reading List for Master's Candidates” compiled by the English graduate faculty. These 45 selections from American, British, and world literature have been chosen for their own intrinsic merit and for their influence on subsequent literary works and movements. Students will be responsible for reading these works either in classes or on their own and for being able to discuss them intelligently at their final oral examinations.

#### VII. Thesis or Research Paper Requirement

The thesis or research paper will be prepared according to the general guidelines offered above (“Thesis or Research Paper Requirement,” page 22), but with the following qualifications.

Students always should try to complete work on theses during the semester prior to presenting copies to a Graduate Advisory Council (GAC). A student in the English graduate program will be expected to deliver a reading copy of a thesis (or research paper) into the hands of his or her GAC by the end of the fifth week within any long semester when graduation is planned (for summer terms, no later than six weeks prior to date of expected graduation – see pages 22-23). Individual members of the GAC will hold the copy for consideration no longer than seven school days. Students presenting theses for reading will make sure that the delivery dates are known in advance and that deliveries of thesis copies are acknowledged by GAC members. Oral examination dates, then, will be scheduled to allow for thorough and appropriate revision and polish of the thesis (or research paper), prior to its being formally approved by the GAC. Oral examinations can be held only after theses have been approved.

Documentation and titles in theses and research papers will be formatted according to the current edition of the *MLA Handbook for Writers of Research Papers*, and the writing will reflect the conventions of edited American English. As is the thesis, the research paper will be revised and polished with the assistance of the GAC and will be a substantial document representing a graduate-level performance.

## COURSES IN ENGLISH (ENGL)

### **UNDERGRADUATE COURSES WHICH MAY BE TAKEN FOR GRADUATE CREDIT WITH PERMISSION. SEE PAGES 21-22 FOR INFORMATION.**

**4543. Special Topics in Film Narration** 3(3-0)

Prerequisites: Six hours beyond 1123 or consent of chair.

A study of one or more of the elements of narrative as expressed in selected films.

**4643. Literature of the South and Southwest** 3(3-0)

Prerequisites: Six hours beyond 1123 or consent of chair.

The patterns of Southern and Southwestern themes and culture as exhibited in the works of representative writers.

**4893. The English Novel** 3(3-0)

Prerequisites: Six hours beyond 1123 or consent of chair.

Representative English novels with focus on the development of the genre, major themes, and techniques.

**4903. Special Topics in Comparative Literature** 3(3-0)

Prerequisites: Six hours beyond 1123 or consent of chair.

Comparative study of selected authors or themes of different cultures or times as reflected in literature. May be repeated for credit with changed content.

**4923. Modern Poetry** 3(3-0)

Prerequisites: Six hours beyond 1123 or consent of chair.

Major voices in 20th century poetry with emphasis on Pound, Eliot, Williams, Frost, and Stevens.

### **GRADUATE COURSES**

**5003. Independent Graduate Study in English** 3 semester hours

Prerequisite: May be counted toward the M.A. degree in English only with written consent of the graduate coordinator prior to registration.

A tutorial course in which critically significant research regarding a specific author or area is directed by a member of the English graduate faculty.

**5013. The Teaching of Writing** 3(3-0)

A workshop for developing effective methods of teaching writing in public schools.

**5023. Teaching College English** 3 semester hours

Prerequisite: Written consent of graduate coordinator.

Required of all full-time graduate teaching assistants in English during first two semesters in residence. An overview of problems and effective practices in the teaching of freshman English composition. Observation, demonstrations, and practice sessions. This course does not apply to the degree.

**5353. Special Graduate Topics: Major Authors** 3(3-0)

Comprehensive study of the work, life, and background of one or more major authors.

May be repeated for credit with changed content.

**5513. History of the English Language** 3(3-0)

The development of the sounds, forms, and structure of English and the implications of modern language problems.

**5523. Introduction to Linguistics** 3(3-0)

Methods and nature of language, the interlocking systems that make up language; methods of language analysis.

- 5533. Literary Criticism** 3(3-0)  
 A survey of historical and contemporary methods of literary criticism and their application to selected texts.
- 5623. American Romantic Movement** 3(3-0)  
 Emphasis on the poetry and prose of Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman.
- 5633. American Realism and Naturalism** 3(3-0)  
 The realistic and naturalistic approaches in prose fiction with emphasis on Twain, Howells, James, Dreiser, Crane, and Norris.
- 5653. Modern American Literature** 3(3-0)  
 A survey of the major American prose writers and dramatists of the first part of the 20th century.
- 5753. Old English Language and Literature** 3(3-0)  
 Language, literature, and worldview of Anglo-Saxon England. Emphasis on Beowulf and the epic tradition.
- 5763. Middle English Language and Literature** 3(3-0)  
 Language, literature, and worldview of medieval England. Emphasis on Chaucer.
- 5773. Shakespeare** 3(3-0)  
 Shakespeare's art and thought as seen in drama and poetry.
- 5783. English Renaissance Period** 3(3-0)  
 Renaissance thought and culture as revealed by the poetry, prose, and drama of the age.
- 5853. Eighteenth Century English Literature** 3(3-0)  
 The literature and intellectual currents of the period with emphasis on Pope, Swift, and Johnson.
- 5863. The English Romantic Period** 3(3-0)  
 The literature and intellectual currents of the period with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.
- 5873. The Victorian Period** 3(3-0)  
 The literature and major developments during the age of Tennyson, Browning, and Arnold.
- 5883. Twentieth Century English Literature** 3(3-0)  
 Authors and trends in English literature of the 20th century.
- 5913. Special Graduate Topics from National Literatures in Translation** 3(3-0)  
 Selected topics and works in translation from one or more major national literatures. May be repeated for credit with changed content.
- 5933. Special Graduate Topics from American Literature and Culture** 3(3-0)  
 The study of various aspects of American culture as reflected in American literature, arts, philosophy, and social backgrounds. May be repeated for credit with changed content.
- 5943. Modern World Literature** 3(3-0)  
 A survey of the major authors and trends in world literature of the first part of the 20th century.

<b>5953. Contemporary Literature</b>	3(3-0)
A selective study of recent literature.	

Note: Seminars listed below may be repeated for credit with changed content.

<b>6123. Seminar: Special Graduate Topics in Fiction</b>	3(3-0)
Study in depth of one selected aspect of fiction.	

<b>6223. Seminar: Special Graduate Topics in Drama</b>	3(3-0)
Study in depth of one selected aspect of drama.	

<b>6323. Seminar: Special Graduate Topics in Poetry</b>	3(3-0)
Study in depth of one selected aspect of poetry.	

<b>6413. Seminar: Special Graduate Topics in Comparative Literature</b>	3(3-0)
Study in depth of one selected period or theme.	

<b>6613. Seminar: Special Graduate Topics in American Literature</b>	3(3-0)
Study in depth of one selected period or theme.	

<b>6813. Seminar: Special Graduate Topics in English Literature</b>	3(3-0)
Study in depth of one selected period or theme.	

<b>6983, 6993. Thesis</b>	6 semester hours
Prerequisites: Completion of 24 hours of graduate course work in English and written consent of graduate coordinator. In exceptional cases, following the recommendation of a student's Graduate Advisory Committee chair, the coordinator can approve thesis work during the final semester of non-thesis classes.	



## PERKINS-PROTHRO DISTINGUISHED PROFESSORSHIP OF ENGLISH

The Perkins-Prothro Distinguished Professorship of English was established in 2001 by the Perkins-Prothro Foundation to recognize truly outstanding scholarship in the Prothro-Yeager College Humanities and Social Sciences.

James M. Hoggard, the professor holding this position, is recognized in the literary arts for his regional and national achievements. Professor Hoggard came to Midwestern in 1966. The author of nineteen books and numerous stories, poems, essays, and translations published nationally and internationally, he has won awards for his teaching and writing. Among his honors are a National Endowment for the Arts Creative Writing Fellowship grant, Hardin Professor of the Year award, The McMurtry Distinguished Professorship of English, the Texas Institute of Letters Short Story Award, the Soeurette Diehl Fraser Award for literary translation, finalist for the National Poetry Series competition, Texas Poet Laureate, the Stanley Walker Award for newspaper journalism, and citations of distinction in *The Best American Short Stories* and *The Yearbook of American Poetry* among others. He has also served two terms as president of The Texas Institute of Letters and is a former president of the Texas Association of Creative Writing Teachers. He has had seven of his plays produced, including two in New York. Among his books are *Triangles of Light: The Edward Hopper Poems*, *Wearing The River: New Poems*, *Patterns of Illusion: Stories & A Novella*, *Medea in Taos & Other Poems*, *Riding The Wind & Other Tales*, *Elevator Man*, *Trotter Ross*, *Breaking An Indelicate Statue*, *The Shaper Poems*, *Two Gulls One Hawk*, *Eyesigns*, and six collections of translations, including *The Art of Dying*, *Love Breaks*, *Chronicle of My Worst Years*, *Stolen Verses & Other Poems*, *Alone Against the Sea: Poems from Cuba*, and *Splintered Silences*. In 2006, the Texas Institute of Letters gave him the Lon Tinkle Award for Excellence Sustained Throughout a Career. In 2007, he was named winner of the PEN Southwest Poetry Award for his book *Wearing the River: New Poems*.



## HISTORY

**Harry P. Hewitt**

**Chair, History Department and Graduate Coordinator**

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Graduate Faculty: Arnoult, Hewitt, Kindig, King, Lindemann

Emeritus: Collins, Hendrickson

### **THE MASTER OF ARTS WITH A MAJOR IN HISTORY**

Thirty (30) semester hours of approved courses including History 5713, 6003, 6103, 6983, and 6993. A maximum of 12 hours of dual-listed courses may be attempted.

Minor: A minimum of twelve semester hours of approved courses in history with the exception that education majors electing a divided minor may be approved for a nine-hour minor by the coordinator.

### **MISSION STATEMENT**

In the discipline of history the primary purpose of the M.A. degree is to serve as an intermediate step between the B.A. and Ph.D. levels. However, many people seek the M.A. degree for reasons of their own. Some are teachers who seek salary advancement, some are preparing for law school, some plan to go into business, library work, or archival work, and some simply enjoy studying history. With these facts in mind it is impossible to devise a specific, narrowly based mission statement for this degree. However, the goal of the history M.A. program at Midwestern State University is to provide a thorough grounding in the literature, research methods, writing, and analytical skills attendant to the discipline so as to enable each student to approach his/her next level of endeavor with confidence.

### **GRADUATE ADMISSIONS AND REQUIREMENTS**

An application for admission to the Midwestern State University Graduate Program is available on the web site at <http://www.mwsu.edu>. Paper copies of the application are available through the Office of the Graduate School.

**Unconditional Admission** may be granted to an applicant who has:

1. A bachelor's degree from a regionally accredited institution. The Office of the Graduate School must receive an official transcript, including one on which a bachelor's degree is posted, directly from each institution the applicant has attended.
2. A GPA of at least 3.0 on the last 60 hours of undergraduate work.
3. A satisfactory score on the GRE. The Office of the Graduate School must receive official test scores directly from ETS.

**Conditional Admission.** See "Admission to the Degree Program" on page 18.

**Admission by Review.** See "Admission to the Degree Program" on pages 18-19.

## **DEGREE COMPLETION REQUIREMENTS**

- a) Satisfactory completion of twenty-four (24) hours of approved course work.
- b) Satisfactory completion of a reading knowledge examination of an approved foreign language. This examination is administered by the Foreign Language Department in cooperation with the History Department, OR, satisfactory completion of two (2) years of study of one (1) foreign language.
- c) Admission to candidacy. This step occurs automatically upon satisfactory completion of all course work.
- d) Approved thesis. Thesis carries six (6) hours of credit.
- e) Satisfactory completion of the oral examination. This examination covers all course work and the thesis.

### **Graduate Advisory Committee**

The student and the graduate advisor will select a committee consisting of three (3) members of the graduate faculty. This committee will approve the thesis and administer the oral examination. The thesis director will chair the committee.

## **COURSES IN HISTORY (HIST)**

**5003. Independent Graduate Study in History** 3 semester hours

Prerequisite: Fifteen (15) semester credit hours or consent of Department Chair.

Directed reading and research with topics chosen by the student and instructor. May be repeated for credit.

**5013. Survey of Texas History** 3(3-0)

This course examines Texas history from the time of discovery to the late twentieth century. Topics examined include the Spanish colonial period, Anglo colonization, the Texas Revolution, early statehood, the Civil War and Reconstruction, the cattleman's frontier, the oil industry, and modern Texas politics.

**5023. United States Diplomatic History, 1898-1989** 3(3-0)

An advanced study of United States diplomatic relations in the twentieth century from the opening of the Spanish-American War to the conclusion of the Cold War. The course will survey the history of United States foreign policy, beginning with American emergence from a tradition of isolation to a position of world leadership and world power. Topics will include the diplomacy of both world wars, the policy of containment underlying the Korean and Vietnam conflicts, relations with the Soviet Union and China, U.S.-Latin American affairs, and American approaches to the Arab-Israeli conflict.

**5033. American Beginnings: From Discovery to the Revolution** 3(3-0)

After the migration of man across the Bering Straits, the great Indian civilizations appeared followed by the first European colonies in the sixteenth and seventeenth centuries. Settlement spread, and an American society flowered represented by such figures as William Byrd, Benjamin Franklin, and Thomas Jefferson — until estrangement from England provoked a crisis that finally touched off the American Revolution.

**5043. The Old South** 3(3-0)

This course traces the growth of Southern culture; economy and politics from the establishment of the first Southern Colonies to the Civil War. Emphasis is placed upon such topics as social organization, slavery, states' rights, and the creation of the Confederacy—always relating developments in the South to events in the nation at large.

**5053. Civil War and Reconstruction** 3(3-0)

The bitter sectional conflicts touched off by slavery and westward expansion provoked

a mounting crisis in the 1850's, ending in the election of 1860. The course then turns to the battlefield and the question of why the South lost, concluding with an examination of the attempt to reintegrate the South into the Union and the angry social and political clash which was precipitated.

**5073. The Era of Reform: Populism and Progressivism in America** 3(3-0)

A study of the background and development of the agrarian reform movements of the late nineteenth century culminating in the rise and fall of the Populist party, the urban-industrial movements in America during the early twentieth century including municipal, general political, labor, child labor, social welfare, and other movements.

**5083. The Age of Washington and Jefferson** 3(3-0)

Federalists and Jeffersonians struggled over the destiny of the young Republic — would it be a unitary, entrepreneurial nation, or an agrarian confederation? Complicating the battle were economic change, and the acquisition of the Louisiana Territory, even as Europe began to threaten American commerce and ultimately the independence of the Republic.

**5093. The Jacksonian Era** 3(3-0)

Using Andrew Jackson as a symbol of his age, the course traces the acrimonious partisan conflict which gave birth to mass democracy, and a new two-party system. This is related to such crucial issues as the bank war, nullification, minority rights and the Mexican War — questions fostered by rapid industrialization and the migration of pioneers to the Pacific.

**5103. Medieval England** 3(3-0)

A survey of the forces and events which dominated English development from the times of the Romans to the advent of the Tudors to the throne in 1485. The course focuses on the constitutional development of England and discusses the contributions of the Anglo-Saxons and Normans as well as others.

**5123. Early Modern England** 3(3-0)

A survey of English history during the reign of the Tudors and the Stuarts, from 1485 until the death of Queen Anne in 1714. The course covers the English Reformation and the Elizabethan Era, as well as the English Civil War and Glorious Revolution.

**5133. America: From the Jazz Age to the Nuclear Age** 3(3-0)

A study of American life from the end of World War I to the end of World War II with special emphasis upon the prosperity of the Twenties, the Great Depression, the New Deal, and the domestic and foreign policy problems of the World War II period.

**5143. The New South** 3(3-0)

The development of the New South from the legacy of the Civil War and Reconstruction. Southern politics, economics, cultural, and industrial development.

**5153. Modern Britain and British Empire** 3(3-0)

A survey of British history and the history of the British Empire, from the creation of Great Britain with the Act of Union in 1710 to decolonization after World War II. Areas of focus include the Industrial Revolution, the development of parliamentary democracy, the world wars of the twentieth century, and the differing trajectories of empire both by century and region.

**5163. Contemporary America: From the End of World War II to the Present** 3(3-0)

A study of American life and foreign policy trends since 1945 with special emphasis upon the major political, economic, and social changes which have affected the lives of all Americans.

- 5173. History of Mexico** 3(3-0)  
 A survey of Mexican history from Pre-Hispanic times to the present with emphasis on the National Period 1820-1967, which includes the age of Santa Anna, La Reforma, the Diaz Dictatorship, and the Revolution of 1910.
- 5183. Latin America: Nationalism in the Twentieth Century** 3(3-0)  
 Course will emphasize Vargas in Brazil, Peron in Argentina, Castro in Cuba, Allende in Chile, and such currently popular problems as those found in Central America.
- 5213. Europe in the Middle Ages** 3(3-0)  
 A study of the social, political, and intellectual traditions of western society as they developed after the Germanic invasions. Emphasis will be placed on the evolution of feudal society and its interaction with the community of the Christian Church.
- 5233. Ancient Greece and Rome** 3(3-0)  
 A study of the development of Greece from the Bronze Age through the Classical Age of Socrates, Plato, and Aristotle with the emergence of Rome as an imperial power and its expansion through the Mediterranean world. The course concludes with an examination of early Christianity and the collapse of the Roman political system.
- 5253. Renaissance and Reformation** 3(3-0)  
 A study of the development of European society in the era of the Black Death, of overseas discoveries, of the Renaissance and Reformation. The emphasis of the course will be a topical study of Renaissance humanism and a detailed analysis of the impact of the Reformation on the doctrines and structures of western Christianity.
- 5263. Modern France** 3(3-0)  
 Prerequisites: Six semester credit hours of history or consent of Department Chair.  
 A study of French History from the sixteenth century to the end of the nineteenth century. The course will focus on topics such as the Age of Louis XIV, Napoleon and the Dreyfus Affair.
- 5373. Modern Germany** 3(3-0)  
 Prerequisites: Six semester credit hours of history or consent of Department Chair.  
 The course details the development of Germany from a region of multiple independent states during the Reformation to a strong and united World Power by the end of nineteenth century. Highlights include The Thirty Years' War, Frederick the Great, Otto von Bismarck, and the roots of modern German nationalism.
- 5433. Twentieth Century Europe** 3(3-0)  
 Development of Europe from the beginning of the twentieth century to the present with emphasis on development since World War I.
- 5503. Early Russia and Tsardom** 3(3-0)  
 A survey of Russian history from earliest times to the peak of Romanov power and prestige.
- 5513. The Modern Russian State and Empire** 3(3-0)  
 Russian history from 1801 to the present. The crisis and collapse of autocracy, the revolutions, reaction, superpower status, and the decline and fall of empire are some of the major topics covered in this course.
- 5523. Eastern Europe** 3(3-0)  
 An examination of the various Eastern European countries, including the Balkans, from earliest times to the present. Particular emphasis on nineteenth and twentieth century social, political, economic, and religious trends and institutions. The course will also include a discussion of the collapse of communism and accompanying regional conflicts.

- 5533. American Ideas** 3(3-0)  
 A survey of the major intellectual currents which have shaped American thought, including Puritanism, the Enlightenment, Romanticism, Transcendentalism, Utopian Idealism, Social Darwinism, and Pragmatism. This course traces the changing intellectual patterns which have characterized the development of American civilization.
- 5543. History of the Middle East** 3(3-0)  
 Includes a survey of pre-Islamic society, the rise and spread of Islam, the rise and fall of the Ottoman Empire, European Imperialism, and the contemporary Middle East.
- 5613. The American West, 1803-1890** 3(3-0)  
 A survey of westward expansion from the Mississippi River to the Pacific. From Lewis and Clark to Wounded Knee, from the fur traders' frontier to the farmers' frontier, this course surveys the sweeping movement of the American people across the trans-Mississippi West.
- 5643. United States-Latin American Relations** 3(3-0)  
 Survey of the relations of the U.S. with Latin America from independence to the present. The course keys on the Monroe Doctrine and U.S. policy from the Latin American perception of that policy. The course also covers in some detail U.S. relations with Argentina, Chile, Cuba, and Mexico.
- 5653. United States Military History** 3(3-0)  
 An analysis of the actions of the armed forces in five major conflicts. Emphasis will be placed on tactical and strategic decision making, personalities, force structures and the application of technological innovations to warfare. Conflicts to be studied are: The Revolution, the Civil War, World Wars I and II, and Vietnam.
- 5663. Everyday Life in Europe, 1500-1950** 3(3-0)  
 Covers the social history of Europe from the Reformation era through World War II. Examines how historical development affected the lives of ordinary men and women. Included are such topics as the life-cycle, material conditions, social issues, and popular culture.
- 5673. History of Women in the United States and Great Britain** 3(3-0)  
 Examines the lives of women in the United States and Great Britain from the seventeenth century to the present. The central focus is how the factor of gender, along with other factors such as class and race, affected the historical experience of women.
- 5713. Historiography** 3(3-0)  
 Required of all graduate students with a major in history. A study of the history of historical research and interpretation from the Greeks to the present with emphasis on the American historians.
- 5833. Latin American History, Colonial Period** 3(3-0)  
 This course investigates the Indian, White, and Black cultures which made up the ethnic and cultural diversity in Ibero-America. The discovery, conquest, and settlement of Ibero-America are covered in detail as are such institutions as the church, encomienda, and the military. The course concludes with a discussion of the impact of the reforms of Charles III as they affected Latin America and initiated the independence movement.
- 5843. Latin American History, Republican Period-Nineteenth Century** 3(3-0)  
 This course traces the independence of Ibero-American Nations and explains the factionalization caused by the collapse of Spain's empire and the power struggles which resulted. Institutions such as caudillismo, the church, the military, and their impact are discussed as they developed during the nineteenth century.

<b>6003. Graduate Seminar</b>	3(3-0)
In-depth studies of selected topics in American, European, Latin-American, or Russian history. Oral reports and research papers. May be repeated for credit.	
<b>6103. Research Methods</b>	3(3-0)
Includes traditional historical research methodology such as document evaluation, information management, content analysis, interpretation, and writing skills. Required for all graduate students.	

**6983, 6993. Thesis** 6 semester hours



## HARDIN DISTINGUISHED PROFESSORSHIP OF AMERICAN HISTORY

For many years, the Hardin Foundation for Wichita County has supported Midwestern State University through grants and awards. These programs include the Hardin Scholar and the Hardin Professor Awards given each year respectively to the outstanding rising junior student and an outstanding member of the faculty. Additionally, the Foundation has supported the development of a truly outstanding American History Collection in Moffett Library. In 1987, the Foundation created the Hardin Distinguished Professorship of American History.

Dr. Michael L. Collins, a regionally and nationally known historian, has been designated as the Hardin Distinguished Professor of American History. Dr. Collins also holds the title of Regents Professor, one of the first two to be so honored at MSU. He was named Piper Professor for 2008 by the Minnie Stevens Piper Foundation of San Antonio, Hardin Professor for 2006 by the Hardin Foundation for Wichita County, and a Fellow of the Texas State Historical Association in 2006. He is the immediate past-president of the Southwestern Social Science Association and a former member of the Executive Council of the Texas State Historical Association. The recipient of several teaching awards from major MSU student organizations, he is also the author of five books and numerous articles in the field of Texas History and the American West.

Among his publications are: *Texas Devils: Rangers and Regulars on the Lower Rio Grande, 1846-1861* (University of Oklahoma Press, 2008); *Tales of Texoma: Episodes in the History of the Red River Border*, contributor and editor (Midwestern State University Press, 2005); *Profiles in Power: Twentieth Century Texans in Washington*, contributor and coeditor (University of Texas Press, 2004); and *That Damned Cowboy: Theodore Roosevelt and the American West, 1883-1898* (Peter Lang, 1988).

Dr. Collins served as the dean of the College of Liberal Arts at MSU from 1999 to 2004, and as Director of the Division of Humanities from 1992 to 1999. He holds his B.A., M.A., and Ph.D. degrees in history from Texas Christian University.



## POLITICAL SCIENCE

**Steve Garrison**

**Chair, Political Science Department and Graduate Coordinator**

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Graduate Faculty: Dover, Duff, Garrison, Narayanan, Preda, Watson

Emeriti Faculty: Backhaus, Flavin, Martin, Mertens, Sabota

### **MISSION STATEMENT**

The Master of Arts program provides a flexible curriculum for students who want to pursue goals of an advanced general education, to gain skills and knowledge suitable for various types of public or private employment, or to prepare for further work at the doctoral level. The Master of Arts program is designed for students who wish to conduct scholarly investigations in one of the following areas of political science: American Politics, Comparative Politics, International Relations, Public Law, or Political Theory. This focus is especially beneficial to those students who wish to pursue studies at the doctoral level.

Political science faculty members are involved in international, national, state, and local political affairs and utilize their experiences in the graduate seminars. Master of Arts students are encouraged to work along with faculty in their research and scholarly community service projects.

The faculty expects students to have a full commitment of their talents and energies in pursuing graduate study, in order that they may become competent professionals in their chosen fields, whether teaching, research, or administration. Graduate courses are taught largely as seminars, where students enter fully and actively into discussion. They will be in an intellectual setting that is lively and open, where contending viewpoints are expressed on the deepest issues of politics. Students can expect to receive support and encouragement from the faculty as they venture into new areas of knowledge.

### **MASTER OF ARTS PROGRAM IN POLITICAL SCIENCE**

The requirements for the degree of Master of Arts with a major in political science are as follows:

#### **General** (see page 21)

#### **College**

Options 1 and 2 require twelve hours of undergraduate college level mathematical science or two years of undergraduate study in one foreign language. Mathematical science includes statistics, computer science, and traditional mathematics.

#### **Major**

Option 1: Thesis Program: Thirty semester hours of approved courses including Political Science 6983 and 6993 or a minimum of 18 semester hours of approved courses including Political Science 6983 and 6993 if a minor field is selected.

Option 2: Non-thesis Program: Thirty-six semester hours of approved courses or 24 semester hours with an approved minor and a substantial research paper meeting guidelines established by the college and the graduate council.

Methods requirement in Options 1 and 2: POLS 5013 and 5153 are required in each option.

**Minor**

A minimum of 12 semester hours of approved courses in the field of political science with the exception that education majors selecting a divided minor may be approved for a nine-hour minor by the college dean.

**Thesis**

Students pursuing Option 1 are expected to write a substantial proposal and have the proposal approved by the Thesis Advisor and the Graduate Advisory Committee prior to enrolling in the first thesis course (POLS 6983). The thesis is to be prepared in accordance with the guidelines of the *Publication Manual of the American Psychological Association*. Additional information regarding the thesis is found in the academic requirements section of this catalog.

**Research Paper**

Students pursuing Option 2 are required to submit a first iteration of a substantial research paper to the Graduate Advisory Committee 90 days prior to degree completion. While there is no course credit for the research paper, the student must meet this requirement prior to graduation. Papers must be prepared in accordance with the guidelines of the *Publication Manual of the American Psychological Association*.

**Final Written Comprehensive Examination**

All students must pass a written comprehensive examination prior to receiving the graduate degree. The examination is composed of essay questions that pertain to material covered in the graduate courses taken by the student. Passing scores are determined by the Political Science graduate faculty in advance of the test administration.

**Graduate Advisory Committee**

Following completion of at least nine hours of graduate work, but prior to beginning the thesis or file paper, the student should assemble a Graduate Advisory Committee. As a first step, the student should identify a chairperson and two other graduate faculty members constituting a committee of three. This committee will guide the student through the thesis (or file paper) proposal, research, and writing of the thesis (file paper).

**Admission to Candidacy**

A student will be admitted to candidacy after satisfying the written comprehensive exam requirement. This generally occurs after the third semester of the student's program.

**Graduate Admissions and Requirements**

An application for admission to the Midwestern State University Graduate Program is available on the web site at <http://www.mwsu.edu>. Paper copies of the application are available through the Office of the Graduate School.

1. A bachelor's degree from a college or university approved by a regional accrediting agency is required. Degrees earned in non-traditional degree programs require special approval of the graduate program coordinator.
2. No undergraduate background in political science is required.
3. Admission to the graduate program in the Department of Political Science is based primarily on the applicant's undergraduate and/or graduate record. Completion of a bachelor's degree is required for all applicants. Graduate Record Examination

scores on the verbal and analytical sections of the GRE are required of all applicants. All international applicants whose native language is not English are required to submit TOEFL scores. All factors are considered in the admissions process, but are not specifically weighted.

## **COURSES IN POLITICAL SCIENCE (POLS)**

### **UNDERGRADUATE COURSES WHICH MAY BE TAKEN FOR GRADUATE CREDIT WITH PERMISSION. SEE PAGES 21-22 FOR INFORMATION.**

#### **4443. Black Politics**

3(3-0)

An examination of the political behavior of Black Americans in the United States by focusing on the relationship between Black Americans and the various actors, institutions, and processes of the American Political System. Special emphasis on contemporary problems, trends, and developments of Black Politics.

#### **4553. Twentieth Century Political Thought**

3(3-0)

An analysis of recent trends in political thought.

#### **4653. International Political Economy**

3(3-0)

An examination of the interaction of economics and politics with specific attention to issues in international trade, international finance, and international economic and political development.

#### **4901. Independent Study in Government and Politics**

1 semester hour

Supervised reading and research in the field of government and politics.

#### **4902. Independent Study in Government and Politics**

2 semester hours

Supervised reading and research in the field of government and politics.

#### **4903. Independent Study in Government and Politics**

3 semester hours

Supervised reading and research in the field of government and politics. May be repeated for credit when the topics vary.

#### **4933. Special Topics in Government and Politics**

3(3-0)

Topics vary. May be repeated with different content.

## **GRADUATE COURSES**

#### **5003. Independent Graduate Study in Government and Politics** 3 semester hours

Completion of a project of directed reading and research. May be repeated for credit.

#### **5013. Scope and Methods of Political Science**

3(3-0)

Intensive examination of bibliography, scope, methods, and concepts of political science. Includes study of the philosophy of social science and quantitative analysis through applied research topics.

#### **5043. Legislation**

3(3-0)

A study of the role of Congress in the American System.

#### **5133. Public Administration**

3(3-0)

Examination of the basic principles involved in the administration and execution of public policy. Includes such topics as organizational theory, personnel management, budgetary procedures, and the politics of administration.

#### **5153. Quantitative Methods**

3(3-0)

Examines theory building and testing, statistical modeling, multivariate analysis, and applications for general social science research.

- 5163. Federalism and Intergovernmental Relations** 3(3-0)  
 Examines the constitutional basis of federalism, theories of federalism, evolution of relationships among federal, state, and local governments, and analysis of current patterns of association.
- 5173. Organizational Behavior and Decision Making** 3(3-0)  
 Examines individual, interpersonal and group behavior in the organizational context utilizing both theoretical and quantitative approaches in the study of these concepts.
- 5233. American Constitutional Law I** 3(3-0)  
 The development of the Constitution through the interpretations of the Supreme Court.
- 5243. American Constitutional Law II** 3(3-0)  
 A continuation of Political Science 5233. Additional cases in constitutional development. A study of civil rights and civil liberties.
- 5333. International Law** 3(3-0)  
 The role of the law of nations in world politics, with emphasis on the history, theories, sources, and enforcement of international law.
- 5443. Municipal Government and Metropolitan Problems** 3(3-0)  
 Study of the structure, functions, and politics of local governments with special emphasis on the problems of governing metropolitan areas.
- 5453. Political Protest and Revolutions** 3(3-0)  
 An advanced study of political protest concentrating on the dynamics of the interactions between the regime and the dissidents. This course provides students with both a factual background of modern political revolutions and protest movements as well as examining such theoretical issues as the collective action problem, relative depravation and resource mobilization theory.
- 5533. Government and Politics of Western Europe** 3(3-0)  
 A comparative study of political institutions and processes, with particular attention to the United Kingdom, France, and Germany.
- 5543. Government and Politics of Eastern Europe** 3(3-0)  
 A comparative study of the political institutions and processes in the region, with particular attention to Poland, Hungary, and the Czech Republic.
- 5553. Government and Politics of Central Eurasia** 3(3-0)  
 A comparative study of modern political institutions and processes of the former Soviet republics with particular attention to the Russian Federation.
- 5573. African Politics** 3(3-0)  
 This course introduces students to African politics and society by depicting in broad strokes the complexities and diversities of the African world since independence, and investigates new paths of understanding into intricate dynamics.
- 5583. Government and Politics of Latin America** 3(3-0)  
 An advanced study of the political institutions and processes of eight Latin American countries. Special attention is given to contemporary topics that affect the region such as populism, bureaucratic authoritarianism, drug trafficking, human rights, and neo-Liberal reform.
- 5593. Asian Politics** 3(3-0)  
 This course examines the political institutions and structures of China, India, and Southeast Asia. A series of contemporary topics will be examined including intrastate conflicts, dictatorships, economic booms and recessions, corruption, and regime transitions.

<b>5653. International Relations</b>	3(3-0)
A study of the nation-state system; critical analysis of principles, problems, and factors involved in the foreign policies and relations of the various states.	
<b>5853. Contemporary American Foreign Policy</b>	3(3-0)
A study of politics and problems in United States foreign relations since World War II.	
<b>6013. Graduate Seminar in American Government</b>	3(3-0)
Topics vary. May be repeated with different topic.	
<b>6023. Graduate Seminar in Comparative Government</b>	3(3-0)
Topics vary. May be repeated with different topic.	
<b>6043. Graduate Seminar in International Relations</b>	3(3-0)
Topics vary. May be repeated with different topic.	
<b>6063. Graduate Seminar in Public Law</b>	3(3-0)
Topics vary. May be repeated with different topic.	
<b>6983, 6993. Thesis</b>	6 semester hours



## **PSYCHOLOGY**

**George M. Diekhoff  
Chair, Psychology Department**

**David Carlston  
Graduate Coordinator**

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Graduate Faculty: Carlston, Diekhoff, Guthrie, Spiller, Vandehey

Emeritus Faculty: Cuevas

### **MASTER OF ARTS IN PSYCHOLOGY**

The Prothro-Yeager College of Humanities and Social Sciences offers a Master of Arts with a major in psychology. Students may choose between a 50- or 60-hour curriculum and a thesis or non-thesis track.

Students may transfer up to (12) hours of psychology graduate credits from other institutions with approval of the Psychology Department Chair and the Dean of the Prothro-Yeager College of Humanities and Social Sciences.

### **MISSION STATEMENT**

The purpose of the Midwestern State University Graduate Program in Psychology is to provide the highest quality of training in the assessment and treatment of psychological disturbance whether found in children, adolescents, adults, families, or the community. Students leave the program with training in personal, interpersonal, educational, and vocational areas that impact individuals, families, and communities. The main focus is on the master's level practitioner; however, we actively encourage our students to pursue doctoral training, and we see our program as a first step toward that goal.

Careful attention is paid to the values which provide a foundation for our approach to graduate training in psychology. Our values encompass the following domains: (1) scientific conceptualization – the application of scientific investigation and development of new knowledge to problem identification and problem-solving, (2) clinical objectives – the application of psychological theory and efficacious treatment to individual difference including cultural diversity, gender, age, socio-economic status, etc., (3) ethics – exemplary personal and professional conduct that betters the field of psychology, and (4) interpersonal ability – ways in which one's behavior fosters trust, empathy, and self-awareness.

Our faculty come from diverse theoretical orientations and professional experiences. Therefore, students can expect to become knowledgeable in a variety of psychological theories and practices.

### **Admission Requirements and Procedures**

Application for admission to the Midwestern State University Graduate Program in Psychology is made to the:

Graduate Coordinator  
Psychology Department  
Midwestern State University  
3410 Taft Blvd.  
Wichita Falls, TX 76308

The Psychology Department Graduate Coordinator will provide the applicant with all necessary application materials upon request, including an Application for Admission and three Student Recommendation forms (These forms are also available online at <http://libarts.mwsu.edu/psychology/ma/>). These, together with transcripts of all undergraduate work, Graduate Record Examination scores, and a letter from the applicant stating his/her goals in psychology, are to be returned to the Psychology Department Graduate Coordinator who will pass them to the other members of the Psychology Graduate Admissions Committee for their consideration.

The Psychology Graduate Admissions Committee votes on each application with the majority opinion prevailing. In cases of a tie, the tie breaking vote is cast by the Dean of the Prothro-Yeager College of Humanities and Social Sciences.

Applications for fall admission should be completed by July 1. For spring admission, the deadline for completion of applications is November 1. Ordinarily, no applications will be processed unless they are complete. Although applications received or completed after these deadlines will be considered, no guarantee can be made that processing will be finished in time for registration. Early applicants will receive first consideration for financial aid. Unless special arrangements have been made with the department chair, no student will be allowed to enroll in any graduate psychology course unless he or she has applied for admission and has been accepted into the program. Under no circumstances may students continue in graduate psychology classes beyond the first semester of enrollment without applying to and being accepted into the program.

In addition to completing the Psychology Program application materials, applicants must also complete a separate university application. An application for admission to graduate study at Midwestern State University is available at <http://www.mwsu.edu>. Paper copies of the application are available through the Office of the Graduate School.

Admission standards are somewhat flexible, but the following guidelines are used by members of the Psychology Graduate Admissions Committee in making admission decisions:

1. Undergraduate degree from a regionally accredited college or university.

This degree need not be in psychology, but non-majors can anticipate a substantial amount of leveling work.

2. Undergraduate background.

Applicants should have completed course work in the following areas of psychology with a grade of C or better: introductory psychology, statistics, learning, experimental psychology, and one or more courses in the clinical area of psychology (e.g., clinical, abnormal, personality).

(Note: It may be possible for some of these courses to be completed as leveling work at Midwestern, and in some cases, while the student is enrolled in graduate psychology courses.)

3. Unconditional admission.

In order to be admitted unconditionally to the graduate program in psychology, the applicant should present an overall grade point average of 3.0 or higher, competitive scores on the Graduate Record Examination taken within five years from the date of the application, and should provide three satisfactory letters of recommendation from individuals in a position to judge the applicant's potential for success in graduate study. In addition, the applicant must have completed all or

most of the undergraduate courses listed above. GRE scores are not the sole criterion for consideration of applicants nor the primary criterion to end consideration of applicants. All factors are considered in the admissions process, but are not specifically weighted.

4. Conditional admission.

Students who are not eligible for unconditional admission may be admitted on a conditional basis at the discretion of the Psychology Graduate Admissions Committee. Removal from conditional admission status depends upon completion of all assigned undergraduate leveling course work and acceptable performance in the program.

5. Continued enrollment in the graduate psychology program is dependent upon continuing satisfactory performance in three areas: academic, assistantship (if applicable), and clinical (when applicable) as discussed below.

Students are expected to participate actively in classes and in relevant extracurricular training opportunities, and to maintain a cumulative grade point average of 3.0 (B) or higher. It is further expected that students will receive no more than a single grade lower than a B.

Performance of Graduate Assistants is evaluated by the student's supervisor. Research Assistants are expected to work reliably with minimal prompting by the supervisor and to perform assigned tasks in a timely and satisfactory manner. Graduate Teaching Assistants are expected to conform to all university and program standards, policies, and procedures in the performance of their teaching duties.

Clinical skills are monitored by all clinical faculty who are in a position to do so. These evaluations include readiness for initial practicum assignment, performance within clinical practicum settings, and observations of behavior outside the practicum.

Deficiencies in any of the three evaluation areas will prompt a General Performance Appraisal of the student, at which time deficiencies will be outlined, corrective actions specified, and a timetable established for completing these corrective actions. Failure to rectify deficiencies in a timely and acceptable manner will result in dismissal from the program.

## **Academic Requirements**

The academic requirements for the Master of Arts degree in psychology are listed below.

- I. General University Requirements (see page 21).
- II. 50-hour Curriculum, Thesis Track. Fifty (50) hours to include 5103 or 5123, 5113, 5133, 5143, 5153, 5163, 5233, 5843, 6103, 6113, 6123, 6143, 6153, 6163, 6983, 6993, and two semesters of 5901.
- III. 50-hour Curriculum, Non-thesis Track. Fifty (50) hours to include 5103 or 5123, 5113, 5133, 5143, 5153, 5163, 5233, 5843, 6103, 6113, 6123, 6143, 6153, 6163, and two semesters of 5901, plus six (6) additional hours. Students choosing this option must also write a substantial research paper to satisfy university requirements for the M.A. degree.

- IV. 60-hour Curriculum, Thesis Track. Sixty (60) hours to include 5103, 5113, 5133, 5143, 5153, 5163, 5213, 5233, 5843, 5863, 6103, 6113, 6123, 6143, 6153, 6163, 6173, 6983, 6993, plus three (3) additional hours.
- V. 60-hour Curriculum, Non-thesis Track. Sixty (60) hours to include 5103, 5113, 5133, 5143, 5153, 5163, 5213, 5233, 5843, 5863, 6103, 6113, 6123, 6143, 6153, 6163, 6173, plus nine (9) hours. Students choosing this option must also write a substantial research paper to satisfy university requirements for the M.A. degree.

The 50-hour thesis and non-thesis tracks both meet the academic requirements for certification in Texas as Psychological Associate and Licensed Professional Counselor. **Most other states require the completion of 60 graduate semester credit hours for these or similar licenses, and we strongly recommend that students complete the 60-hour curriculum.**

### **Admission to Candidacy**

Students are automatically admitted to candidacy upon successful completion of 18 hours of graduate psychology credits.

### **The Final Comprehensive Examination**

All students must pass a final comprehensive examination prior to receiving the graduate degree. This examination is to be taken in the semester in which the student intends to complete the requirements for the degree. If unsuccessful in the examination, the student may be re-examined only once during the same semester. If the student fails this second examination, he/she must wait to be re-examined until the semester following the initial examination, except with the permission of the Department Chair. Before the petition for re-examination is granted, evidence of additional preparation must be presented. A student who fails the exam three times will be dismissed from the program.

### **The Final Oral Examination**

When the thesis or research paper has received final approval by the Graduate Advisory Committee, the student should schedule the final oral examination. This examination must be completed at least two weeks before the end of the semester. The chairperson of the Graduate Advisory Committee will file in the Office of the Registrar a report on the examination, signed by the members of the Graduate Advisory Committee. This report will also contain a recommendation for or against approval of the candidate for graduation. If unsuccessful in the examination, the student may not be re-examined until the semester following the initial examination, except with the permission of the Department Chair. Before the petition is granted, evidence of additional preparation must be presented.

### **Thesis and Applied Research Paper Requirements**

The thesis and applied research paper are to be completed in a style consistent with the most current *Publication Manual of the American Psychological Association*. These manuscripts are to be typed in a standard, letter-quality type on 20 pound, 25% rag content bond paper. The thesis should be submitted to the student's Graduate Committee at least six weeks prior to the end of the semester (defined as the last day of finals). The final version of the thesis must be approved by the Graduate Committee at the oral examination at least four weeks before the end of the semester. The thesis is submitted at this time to the Dean of the College and to the Graduate Dean.

## COURSES IN PSYCHOLOGY (PSYC)

**5103. Cognitive-Behavior Therapy** 3(3-0)

Prerequisite: PSYC 4003 or consent of instructor.

A survey of contemporary theories of learning and the application of principles of learning. Includes such topics as social and cognitive theories of learning and behavior analysis and modification.

**5113. Research and Statistical Analysis** 3(3-0)

Prerequisites: PSYC 3313 and 4703 or consent of instructor.

Fundamentals of analysis of variance and nonparametric statistics, problems of psychological measurement and research design, and an introduction to multivariate design and analysis.

**5123. Child and Adolescent Clinical Psychology** 3(3-0)

Prerequisite: Consent of instructor.

The course provides students with theoretical approaches for treating children and adolescents who display developmental difficulties or psychopathologies.

**5133. Techniques of Assessment I (Intellectual Assessment)** 3(3-0)

Prerequisite: Consent of instructor.

Theory and practice in the use of cognitive assessment procedures. Emphasis is on the selection and interpretation of instruments measuring intelligence and screening for brain damage.

**5143. Current Professional Issues** 3(3-0)

Prerequisite: Consent of instructor.

A seminar concerned with the contemporary field of psychology as it relates to ethical, legal, and social issues. Emphasis is placed on the role of the psychologist in applied social, governmental, and community agencies, as well as in private practice.

**5153. Theories of Personality** 3(3-0)

Prerequisite: Consent of instructor.

A critical survey of the major theories of personality, including an exploration of the role of personality factors in the development of psychopathology.

**5163. Psychopathology** 3(3-0)

Prerequisite: PSYC 3603 or consent of instructor.

A survey of the historical views, alternative conceptualizations, and current representations of the major categories of psychopathology, with an applied emphasis on the diagnostic procedures of the current Diagnostic and Statistical Manual.

**5191, 5192, 5193. Independent Graduate Study in Psychology** 1-3 semester hours

Prerequisite: Consent of Department Chair.

Intensive study in a specialized area of interest.

**5213. Theories of Counseling** 3(3-0)

Prerequisite: Consent of instructor.

A critical survey of major theories of counseling including: effectiveness of therapy; models for assessing needs of clients; development and maintenance of cognitive, emotional, and/or behavioral problems; theory specific treatment goals; and the application of theory specific techniques.

**5233. Human Development Across the Life Span** 3(3-0)

Prerequisite: Consent of instructor.

Study of developmental theories and tasks across the lifespan with emphasis on child and adolescent periods. Focus on social, personality, intellectual, and physical changes within each major lifespan period.

<b>5823. The Rorschach</b>	<b>3(3-0)</b>
Prerequisite: PSYC 6143 or consent of instructor.	
Training in the theory, administration, scoring, and interpretation of the Rorschach, utilizing Exner's Comprehensive System.	
<b>5843. Multicultural Psychology</b>	<b>3(3-0)</b>
Prerequisite: Consent of instructor.	
The focus of this course is on the development of a therapeutic relationship with individuals and families from varying socioeconomic groups and differing cultural backgrounds. Considerations are given to behavioral and cultural issues, therapist credibility, acculturation, the impact of extended families, and the overdiagnosing of multicultural clients.	
<b>5863. Neuropsychology</b>	<b>3(3-0)</b>
Prerequisite: Consent of instructor.	
The focus of this course is on the interactions of the brain and human behavior. The course includes a survey of the organization of the nervous system, cellular organization, brain biochemical activity, and neurophysiology. Brain traumas, major psychiatric disorders, and degenerative disorders will be examined as to biological etiology and psychopharmacological interventions.	
<b>5901. Clinical Staffing</b>	<b>1(1-0)</b>
Prerequisite: Consent of instructor.	
Clinical staffings provide the student with an opportunity to observe the clinical decision-making processes involved in the diagnosis and treatment of individuals and couples. During the first two semesters of enrollment, students will attend a weekly meeting during which licensed psychologists and graduate clinicians discuss ongoing clinical cases. May be repeated for credit.	
<b>6001. Teaching Practicum</b>	<b>1(1-0)</b>
Prerequisite: Consent of Department Chair.	
Required for all Teaching Assistants during the first semester of teaching. A review and discussion of college teaching techniques, common problems encountered in teaching, and the theory and practice of evaluating students.	
<b>6013. Special Graduate Topics in Psychology</b>	<b>3(3-0)</b>
Prerequisite: Consent of instructor.	
Seminar discussions and/or projects dealing with topics in psychology. May be repeated for credit when topics vary.	
<b>6033. Family Violence</b>	<b>3(3-0)</b>
Prerequisite: Consent of instructor.	
This course reviews theories and empirical findings on the causes, manifestations, consequences, and treatment of intimate partner violence and child maltreatment. The course will also explore the practical aspects of working with the legal system and child protective services.	
<b>6103. Vocational Assessment and Counseling</b>	<b>3(3-0)</b>
Prerequisite: Consent of instructor.	
Theories and applications of career assessment and counseling for populations including young adults, displaced workers, midlife career changers, and retirement-age individuals. Areas surveyed include theories of career choice and development, career assessment techniques, and career programs.	
<b>6113. Individual Psychotherapy</b>	<b>3(3-0)</b>
Prerequisite: PSYC 5153 or 5163 or consent of instructor.	

A survey of the major theories and techniques of individual psychotherapy, and the application of these techniques in a structured clinical setting.

**6123. Therapeutic and Psychoeducational Groups** 3(3-0)

Prerequisite: Consent of instructor.

Examination of the development, implementation, and maintenance of therapeutic and psychoeducational groups. Includes a training group experience and the implementation of a psychoeducational workshop.

**6133. Marriage and Family Therapy** 3(3-0)

Prerequisite: Consent of instructor.

The course provides students with an introduction to systems theory, marriage and family therapy concepts, the genogram, and marriage and family theory. Families are looked at both from a family life cycle and individual perspective. Students apply the material to case studies throughout the semester.

**6143. Techniques of Assessment II (Personality Assessment)** 3(3-0)

Prerequisite: Consent of instructor.

Theory and practice in the use of personality assessment procedures, including interview, objective and projective techniques.

**6153. Practicum I** 3(3-0)

Prerequisites: One course from each of the following three groups, to total 9 hours: PSYC 5153 or 5163; 5133 or 6143; 6113, consent of Director of Clinical Training; and completion of a criminal background check, which may include arrest and conviction data as well as plea bargains and deferred adjudications. Students will have an opportunity to clarify any criminal history records that are received.

Consists of 150 clock hours of work and study in an approved setting which provides psychological services such as a Community MHMR Center, a psychiatric hospital or a counseling center. This work and study is to be supervised by a licensed psychologist.

**6163. Practicum II** 3(3-0)

Prerequisites: Acceptable completion of PSYC 6153 and consent of Director of Clinical Training.

A continuation of Practicum I consisting of 150 clock hours of work and study in an approved setting which provides psychological services such as a Community MHMR Center, a psychiatric hospital, or a counseling center. This work and study is to be supervised by a licensed psychologist.

**6173. Practicum III** 3(3-0)

Prerequisites: Acceptable completion of PSYC 6163 and consent of Director of Clinical Training.

A continuation of Practicum II consisting of 150 clock hours of work and study in an approved setting which provides psychological services such as a Community MHMR Center, a psychiatric hospital, or a counseling center. This work and study is to be supervised by a licensed psychologist.

**6983, 6993. Thesis** 6 semester hours

Prerequisite: Approval of the thesis chairperson.

## INTENSIVE ENGLISH LANGUAGE INSTITUTE

**Leslie Penrose, Coordinator** (Moffett Library 314)

**Instructors:** McNeely, Penrose

The Intensive English Language Institute (IELI) offers intensive courses of English language instruction to non-native speakers of English who want to increase their English language proficiency for personal, academic, or professional reasons. The IELI's academic program is divided into eight levels. Each level's curriculum includes classes in grammar, listening and speaking, composition, and reading. The IELI's courses are available to full-time, non-native English speaking (F-1, J-1 visa) students and to members of the Wichita Falls community who wish to enhance their English language skills. Graduate and undergraduate Midwestern State University students who wish to improve their English language skills may enroll in English language courses through the IELI.

The purpose of the IELI curriculum is to provide quality instruction in English, develop academic skills, and provide exposure to American culture for individuals from a wide range of backgrounds and language experiences. Courses are primarily content-based and help prepare students for university studies, life in the United States, and/or work in the American business community.

Admission to the IELI does not constitute admission to the university for purposes of enrolling in courses for academic credit.



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## COLLEGE OF SCIENCE AND MATHEMATICS

**Rodney Cate, Interim Dean (Bolin Hall 111A)**

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### BIOLOGY

**William B. Cook  
Chair, Department of Biology**

**Magaly Rincón-Zachary  
Graduate Coordinator**

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Graduate Faculty: Cate, Cook, Hansen, Masuoka, Mills, Rincón-Zachary, Scales, Shipley, Stangl, Stephens, Vogtsberger

Emeritus Faculty: Grimes, Horner

The College of Science and Mathematics offers the Master of Science degree with a major in biology. A minor in biology at the graduate level is also offered.

#### **Mission Statement**

The mission of the Biology Graduate Program is to build on the students' undergraduate experience and knowledge; to expose students to the most recent scientific advances in the biological sciences; and to guide the students' growth as independent thinkers, writers, researchers, and scientists.

#### **Admission Requirements**

Admission to the degree program will be determined by the Biology Admissions Committee upon receipt of a complete Application for Admission to the Graduate Program in Biology at Midwestern State University, available at <http://scienceandmath.mwsu.edu/biology>. The student must also complete an application for admission to the University which is available on the web site at <http://www.mwsu.edu>. Paper copies of the application are available through the Office of the Graduate School.

**1. Unconditional Admission.** An applicant to the graduate degree in Biology must satisfy the requirements of the University's graduate admissions policy for unconditional admission found on page 18 of this catalog. In addition, the applicant must have the following: an undergraduate degree from a regionally accredited college or university; 24 semester hours in biology from an approved institution, including 12 advanced semester hours (junior or senior level); one year of physics; one and one-half years of chemistry, including one semester of organic chemistry; and a GRE Analytical Writing score of 3.5 or higher.

**2. Conditional Admission.** An applicant who is not accepted unconditionally will be evaluated for conditional admission in accordance with the University's graduate admissions policy for conditional admission found on page 18 of this catalog.

An applicant accepted conditionally due to a deficient background in biology or program requirements will be required to complete undergraduate courses to remove the deficiency.

An applicant accepted conditionally due to GRE Analytical Writing score below 3.5 will be required to complete Technical Writing (ENGL 3203) with a grade of B or better during the first semester.

**3. Admission by Review.** An applicant who is denied conditional admission may be evaluated for admission by review in accordance with the University's graduate admissions policy for admission by review found on pages 18-19 of this catalog.

### Degree Completion Requirements

#### Thesis (BIOL 6983, 6993)

The Graduate Advisory Committee (GAC) will be appointed for each student at the completion of nine semester hours and no later than the end of the second semester. The student must submit a thesis research proposal, as outlined in the Biology Graduate Student Handbook, for approval by the GAC.

A reading copy of the thesis, properly formatted and written in the style outlined in the Biology Graduate Student Handbook, must be submitted by the student to the GAC at least six weeks prior to the expected date of the thesis defense. The student must submit a final copy of the thesis to the biology graduate coordinator two weeks prior to the expected date of the thesis defense. Oral presentation and thesis defense must take place at least three weeks before the expected date of graduation. Upon successful defense of the thesis, the student must submit four copies of the approved thesis to the Dean of the Graduate School, not later than two weeks prior to the end of the semester or summer term.

#### Admission to Candidacy

Students are admitted to candidacy upon acceptance of a satisfactory thesis proposal by the GAC.

#### Major

30 semester hours of approved courses including Biology 5001, 5013, 6983 and 6993; additional courses to be specified by Graduate Advisory Committee excluding 5911, 5912, and 5913.

#### Minor

A minimum of 12 semester hours of approved courses, with the exception that secondary education majors selecting a divided minor may be approved for a nine-hour minor by the college dean.

### COURSES IN BIOLOGY (BIOL)

BIOL 3113, 3344, 3434 4021, 4023, 4043, 4444, 4463, 4524, 4684, and 4714 are the 3000 – 4000 level courses that can be taken for graduate credit. A maximum of six hours (or 8 hours if courses have a laboratory component) of these courses can be taken. Students must fill out the form “Petition for Graduate Credit for 3000-4000 Level Courses” at the time of registration. The total number of semester credit hours of undergraduate courses taken for graduate credit plus dual-listed courses cannot exceed 14.

The graduate program requirements are available from the graduate coordinator. Specific requirements are listed on the graduate course syllabi.

Prerequisites for all graduate courses in biology are graduate standing or consent of the instructor.

<b>5001. Discussions in Biology</b>	1(1-0)
Review and discussion of current scientific literature and research in the biological sciences. Student will describe and critique at least one original research publication during the course. Discussions focus on the analysis of raw data, methodology, appropriateness of experimental approaches, and hypotheses being tested. May be repeated once with the consent of the graduate coordinator.	
<b>5003. Special Graduate Topics in Biology</b>	3(3-0)
Designed for public school teachers of biology who are seeking to stay abreast of new developments in biology. May be repeated once with consent of the graduate coordinator.	
<b>5013. Literature and History of the Biological Sciences</b>	3(3-0)
Focus on scientific writing and publication, presentation of results, editorial practices of biological journals, and history of the discipline of biology.	
<b>5033. Herpetology</b>	3(2-3)
Prerequisite: Permission of Instructor. Taxonomy, ecology and behavior of amphibians and reptiles with emphasis on local forms. Field trips required.	
<b>5143. Evolution and Systematics</b>	3(3-0)
Organic evolutionary processes: mutations, genetic drift, patterns and rates of change. Methodology of systematic biology.	
<b>5233. Mammalogy</b>	3(2-3)
Structure, history, distribution, and natural history of mammals, with special emphasis on those forms found in Texas.	
<b>5242. Biochemistry Laboratory (same as CHEM 4242)</b>	2(0-4)
Experimental methods in biochemistry, including quantitative and qualitative techniques, enzyme kinetics, and separation methods for biomolecules.	
<b>5243. Biochemistry (same as CHEM 4243)</b>	3(3-0)
Structures and properties of biomolecules, enzyme kinetics and mechanism of action, and metabolic energy-yielding pathways.	
<b>5253. Biochemistry (same as CHEM 4253)</b>	3(3-0)
Prerequisite: BIOL 5243. Oxidative phosphorylation, intermediary metabolism, membrane transport, hormone action, replication, transcription, and translation of genetic information.	
<b>5331. Molecular Biology Laboratory</b>	1(0-3)
Prerequisite: Concurrent enrollment in BIOL 5333. Laboratory experiences in the practices of genetic engineering.	
<b>5333. Molecular Biology</b>	3(3-0)
Prerequisite: Consent of the instructor; BIOL 5243 recommended. Structure and function of nucleic acids in the storage, transmission, and expression of genetic information. Proteins as the primary structural and catalytic agents of cellular and organismal biology. Prokaryotic, eukaryotic, and viral model systems. Principles of genetic engineering.	
<b>5553. Biological Electron Microscopy</b>	3(1-4)
Theory and application of procedures for transmission and scanning electron microscopy of biological material, including ultra-thin sectioning, coating and micrography.	

<b>5564. Plant Physiology</b>	4(3-3)
Study of physiological processes in higher plants. Dormancy; germination; transport; mineral nutrition; hormones; tropic responses; photosynthesis; nitrogen fixation; flowering; leaf and fruit abscission and senescence.	
<b>5644. Advanced Genetics</b>	4(3-4)
Prerequisite: One semester college genetics with laboratory.	
Nuclear and organelle genomics, developmental genetic systems, molecular systematics, population/evolutionary genetics, human medical genetics. Laboratory experiences with established and emerging methodologies.	
<b>5693. Tropical Rainforest Ecology</b>	3 semester hours
An introduction to the neotropical rainforest which includes topics on biodiversity of plants and animals, climate, deforestation and conservation, ecotourism, and other pertinent topics. An organized 10-14 day field trip to a neotropical rainforest is required. This course may be repeated for credit, with the consent of the Graduate Coordinator and Dean.	
<b>5743. Araneology</b>	3(1-4)
Classification, physiology, ecology, food habits, and distribution of spiders and related forms. Emphasis on local fauna. Field trips required.	
<b>5911, 5912, 5913. Independent Graduate Study in Biology</b>	1-3 semester hours
Directed research and study in specialized areas of biology. A minimum of 45 laboratory and/or field hours with supporting literature review is required per semester hour credit.	
<b>6003. Graduate Seminar in Biology</b>	3 semester hours
May be repeated for credit.	
<b>6983, 6993. Thesis</b>	6 semester hours



### **PROTHRO DISTINGUISHED PROFESSORSHIP OF GEOLOGICAL SCIENCE**

The Prothro Distinguished Professorship of Geological Science was established in 1986 to support the work and research of a professor in the Department of Geosciences.

In 2005, Pamela Buzas Stephens was awarded this professorship in recognition of her teaching and research achievements. Dr. Stephens' research focuses on using unicellular foraminifiers along the Texas coast for environmental assessment. Results of her research have been presented at national and international scientific meetings, and published in renowned scientific journals.



## COMPUTER SCIENCE

**Ranette Halverson**  
**Chair, Computer Science Department**

**Nelson Passos**  
**Graduate Coordinator**

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Graduate Faculty: Carpenter, Donovan, Halverson, Passos, Simpson, Stringfellow

A Master of Science with a major in computer science is offered by the College of Science and Mathematics.

### **MISSION STATEMENT**

The mission of the Master of Science degree in Computer Science is to provide a source of knowledge to experienced information technology professionals, an advancement of knowledge to recent graduates of computer science programs, and the opportunity for career change to those with undergraduate preparation in fields other than computing. The degree is to provide classroom, laboratory, and discovery experiences which emphasize the theory, application, and contemporary research in the computing sciences.

### **GRADUATE ADMISSIONS AND REQUIREMENTS**

An application for admission to the Midwestern State University graduate program is available on the web site at <http://www.mwsu.edu>.

**1. Unconditional Admission.** An applicant to the graduate degree program in Computer Science must satisfy the requirements of the University's graduate admissions policy for unconditional admission found on page 18 of this catalog.

Additionally, the applicant must possess an undergraduate background judged by the faculty of the Computer Science graduate program to be adequate for success in the discipline, to include at least 15 credit hours in Computer Science and mathematics preparation through Discrete Mathematical Structures and Calculus I.

The applicant must submit scores on the Graduate Record Examination that place him/her at or above the 30th percentile on the verbal examination, and at or above the 50th percentile on the quantitative examination.

**2. Conditional Admission.** An applicant who is not accepted unconditionally will be evaluated for conditional admission in accordance with the University's graduate admissions policy for conditional admission found on page 18 of this catalog.

An applicant accepted conditionally whose background is deemed deficient in computer science and/or mathematics will be required to complete additional undergraduate courses as specified by the graduate faculty to remove the deficiency.

**3. Admission By Review.** An applicant who is denied conditional admission may be evaluated for admission by review in accordance with the University's graduate admissions policy for admission by review found on pages 18-19 of this catalog.

### **GOOD STANDING**

A student who is enrolled in leveling courses is in good standing if he/she has:

1. a grade point average of no less than 2.5 for all computer science courses taken in a semester, with no grade lower than C on any leveling course completed;
2. a cumulative grade point average of no less than 3.0 on all computer science courses taken (with the exception of the first semester of study); and
3. a cumulative grade point average of no less than 2.75 on all leveling courses completed.

A student enrolled in at least one graduate course is in good standing if he/she meets the requirements specified on page 28 of this catalog.

#### **Additional standards:**

**Three C Rule:** Any student earning three grades of C in graduate course work will be removed from the graduate program. A course which is repeated and for which a grade of A or B is awarded will not be considered in this determination. However, the course must be repeated before a third grade of C is earned. This rule will be enforced regardless of the student's overall grade point average.

**D/F Grades Rule:** Any student earning a grade of D or F in graduate course work will be removed from the graduate program. Any student earning a grade of F in leveling work will be removed from the graduate program.

#### **Application for Re-Admittance:**

Students dismissed from the program may apply for re-admission after completing steps to demonstrate their ability to perform satisfactory academic work. Those steps will consist of completion of work at undergraduate level that improves their academic skills in different disciplines, such as Mathematics, Computer Science and English. The graduate coordinator, in consultation with the faculty, will define in each individual case if the student will be allowed to re-apply and which requirements will need to be fulfilled before the application can be evaluated. The student will be informed of those conditions upon removal from the program. Approval of a re-admission request will result in conditional status admission with additional graduate program requirements.

## **ADMISSION TO CANDIDACY**

A student is admitted to candidacy in the M.S. program in Computer Science upon completion of 18 hours of graduate credit in Computer Science.

## **PROGRAM REQUIREMENTS**

The degree program for the Master of Science with a major in computer science is a non-thesis course of study. Students must complete a 15 hour core consisting of:

**CMPS 5113, CMPS 5133, CMPS 5143, CMPS 5153, CMPS 5243**

Any course in the core may be replaced with a graduate elective course if the student has completed an equivalent upper level undergraduate course with a grade of B or better. Equivalency of course content will be determined by the graduate program coordinator.

Each candidate must choose one of the following options:

1. 36 credit hour – Complete 21 additional hours of graduate computer science course work and write a substantial file paper meeting guidelines established by the college. Three credit hours of CMPS 6901, Independent Graduate Study (one hour in each of three semesters) must be taken in support of a file paper. The student's first enrollment in CMPS 6901 will be established by the student's research advisor in consultation with the graduate coordinator.

2. 39 credit hour – Complete 24 additional hours of graduate computer science course work, exclusive of CMPS 6901, Independent Graduate Study. Each student must write a research paper within the context of a semester-length course.

A maximum of six credit hours of undergraduate courses may be taken for graduate credit with approval of the graduate program coordinator.

A comprehensive oral examination is required of all degree candidates.

## **COURSES IN COMPUTER SCIENCE (CMPS)**

- 5113. Advanced Programming Language Concepts** 3(3-0)

Prerequisites: CMPS 2084 and concurrent enrollment in CMPS 2133.

Techniques for specifying the syntax and semantics of programming languages. Language concepts such as data structuring, information binding, control structures, execution environments and extensibility are examined by studying scientific, data processing, list processing, and multi-purpose languages. Programming assignments in the various languages.

- 5133. Advanced Computer Architecture** 3(3-0)

Prerequisite: CMPS 2084

A comprehensive study of scalable and parallel architectures. Topics include principles of parallel processing, advanced processors, cache and memory technology, and pipelining techniques. Shared memory, vector, and SIMD supercomputers are examined.

- 5143. Advanced Operating Systems.** 3(3-0)

Prerequisite: CMPS 4103 or consent of instructor.

Application of software techniques used in constructing operating systems for large, multiprogram batch and timesharing computer systems. Includes memory management, processor scheduling, concurrent processes, job scheduling, I/O device management, and information management.

- 5153. Advanced Software Engineering** 3(3-0)

Prerequisites: Twelve hours of graduate computer science.

An advanced study of the process of creating large software systems with consideration on techniques of project planning and tracking, requirements specification, software documents, object-oriented techniques, and testing. Emphasis will be placed on software engineering project management (or process control) and practices that reduce software cost and increase reliability and modifiability.

- 5203. Embedded Systems** 3(3-0)

Prerequisite: CMPS 2084.

A study of integrated hardware and software solutions in computational systems with limited resources. Includes the design and implementation of basic intermodule functions such as device drivers, interrupt handlers, and real-time operating system basic routines.

- 5213. Wireless Computer Communications and Networks** 3(3-0)

Prerequisites: Concurrent enrollment in CMPS 2133 and consent of instructor.

An introduction to hardware and software used in wireless data communication systems. Includes transmission fundamentals, protocols, communication technology, error control, and local area networks.

- 5223. Language Translators and Interpreters** 3(3-0)

Prerequisite: CMPS 5113.

A study of context-free and LR(k) grammars, parsing, lexical analysis, syntax and semantics, code generation, optimization, and error diagnosis.

<b>5243. Algorithm Analysis</b>	3(3-0)
Prerequisites: CMPS 2133, MATH 1634, 2333.	
A study of the design and analysis of algorithms for the processing of numeric and non-numeric data. Searching and sorting algorithms; graph processing algorithms; finite Fourier transform applications to integer and polynomial arithmetic; pattern matching and fast matrix multiplication; NP completeness. Introduction to current literature on algorithm analysis	
<b>5253. Expert Systems</b>	3(3-0)
Prerequisites: CMPS 1053, MATH 2333.	
A study of the formulation, design, implementation, and application of rule based systems. Areas of study include knowledge representation, inference mechanisms, knowledge acquisition, user interfaces, and implementation environments (shells, languages, etc.).	
<b>5303. Advanced Database Management Systems</b>	3(3-0)
Prerequisite: CMPS 2133.	
The theory of database design including hierarchical, network, and relational data models; functional dependencies; normal forms, query optimization and file structures.	
<b>5313. Automata Theory</b>	3(3-0)
Prerequisites: MATH 2333, CMPS 2133.	
The study of deterministic and non-deterministic finite automata. Formal languages and grammars including Chomsky's Hierarchy, regular and context free grammars, push-down automata, Turing machines, and computability.	
<b>5323. Computer Methods in Applied Science</b>	3(3-0)
Prerequisites: Math 1634 and consent of the instructor.	
Selected topics from the theory and practice of using digital computers for approximating functions, solving systems of linear and nonlinear equations, and solving ordinary and partial differential equations. Error analysis and implementation are studied. May be repeated with consent of graduate coordinator.	
<b>5333. Discrete System Simulation</b>	3(3-0)
Prerequisites: CMPS 2133 and STAT 3573 or equivalent.	
A study of the design and implementation of computer-based simulations of discrete systems, and special purpose simulation languages. Simulation methodology, validation and verification of simulation models, and the analysis of simulation results are included.	
<b>5353. Graduate Topics in Computer Graphics</b>	3(3-0)
Prerequisites: Math 2333 and 1 semester of calculus.	
A study of the theoretical underpinnings of computer graphics and their application to two-and three-dimensional modeling and rendering. The required data structures and mathematics found in object representation and rendering, curve drawing, fractal theory, and realistic ray tracing will be used in the implementation of a variety of projects that exercise these concepts.	
<b>5433. Graduate Topics in Parallel and Distributed Systems</b>	3(3-0)
Prerequisite: Consent of the instructor.	
Selected topics from parallel and distributed programming techniques, and parallel and distributed computer systems. May be repeated with consent of graduate coordinator.	
<b>5443. Advanced Topics in Computer Science</b>	3(3-0)
Prerequisite: Consent of the instructor.	
Selected topics from advanced computer science. May be repeated with the consent of graduate coordinator.	

**5463. Applied Soft Computing**

3(3-0)

Prerequisite: CMPS 2133.

Selected topics from fuzzy logic, neural computing, evolutionary computation, machine learning, probabilistic reasoning and other related areas. Techniques to exploit the methods' tolerance for imprecision, uncertainty, and approximation to achieve reasonable solutions to difficult and intractable problems. May be repeated with consent of the graduate coordinator.

**5993. Independent Graduate Study in Computer Science**

3 semester hours

**6901. Independent Graduate Study in Computer Science**

1(1-0)

Reports and discussion of current and of selected topics of current interest in the discipline.



## MATHEMATICS

**Dawn Slavens**

**Interim Chair, Mathematics Department and Graduate Coordinator**

Graduate Faculty: Bernard, Farris, Fosnaugh, Hood, Knox, Mitchell, Schmitter, Slavens, Tucker

Emeriti Faculty: Hinds, Huffman, Meux

### **REQUIREMENTS FOR MINOR**

The graduate minor in mathematics requires a minimum of 12 hours approved by the chair.

### **COURSES IN MATHEMATICS (MATH)**

#### **UNDERGRADUATE COURSES WHICH MAY BE TAKEN FOR GRADUATE CREDIT WITH PERMISSION. SEE PAGES 21-22 FOR INFORMATION.**

**4133. Mathematical Statistics I** 3(3-0)

Prerequisite: MATH 2534 or consent of instructor.

Probability theory, random variables, distributions, generating functions, and limit theorems.

**4143. Mathematical Statistics II** 3(3-0)

Prerequisite: MATH 4133.

Sampling distributions, point and interval estimation, hypothesis testing, goodness of fit, ANOVA, correlation, and regression.

**4223. Discrete Mathematics** 3(3-0)

Prerequisites: 12 hours of mathematics.

Combinatorics, graph theory, and difference equations.

**4243. Operations Research** 3(3-0)

Prerequisites: MATH 1734 and STAT 3573.

A study of linear programming including convex sets, geometric solutions, simplex methods, duality, sensitivity analysis, and integer programming.

**4293. Abstract Algebra II** 3(3-0)

Prerequisite: MATH 3293.

A continuation of MATH 3293, with emphasis on rings, integral domains, fields, ideals, factor rings and polynomial rings.

**4453. Theory of Numbers** 3(3-0)

Prerequisites: 12 hours of mathematics.

Divisors and prime numbers, congruences, primitive roots, quadratic residues, and continued fractions.

**4573. Complex Analysis** 3(3-0)

Prerequisite: MATH 2534.

Functions of one complex variable, Cauchy integral formula, and Taylor series.

**4733. Introductory Analysis I** 3(3-0)

Prerequisites: MATH 1734, 3293, or consent of instructor.

Foundations of the calculus to include sequences, series, continuity, differentiation, and integration.

**4833. Introductory Analysis II** 3(3-0)  
 Prerequisite: MATH 4733.  
 A continuation of MATH 4733.

**4933. Topics** 3(3-0)  
 Prerequisite: Consent of the instructor.  
 Selected topics from advanced mathematics. May be repeated for credit with consent of coordinator.

## GRADUATE COURSES

**5293. Modern Algebra** 3(3-0)  
 Prerequisite: MATH 3293 or consent of the instructor.  
 Foundations of modern algebra including properties of groups, rings, fields, modular rings, integral domain, ideals, quotient rings, and homomorphisms.

**5353. Graduate Topics in Discrete Math** 3(3-0)  
 Prerequisite: Consent of the instructor.  
 Topics selected from set theory, combinatorics, sequences, graph theory, difference equations, discrete optimization, complexity, and discrete geometry. May be repeated once for credit as specific topics vary.

**5363. Graduate Topics in Mathematics Education** 3(3-0)  
 Prerequisite: Consent of the instructor.  
 Topics selected from proof and justification, algebra, trigonometry, measurement and geometry, estimation, data analysis, modeling, number theory, and classroom technology. May be repeated once for credit as specific topics vary.

**5373. Graduate Topics in Applied Mathematics** 3(3-0)  
 Prerequisites: 6 hours of graduate level or senior undergraduate level mathematics or consent of the instructor.  
 Topics selected from dynamical systems, partial differential equations, Fourier analysis, wavelets, complex analysis, or special functions. Material will be varied according to the needs and interest of the class. May be repeated once with different emphasis for additional credit.

**5453. Theory of Numbers** 3(3-0)  
 Prerequisites: 12 hours of mathematics.  
 Divisors and prime numbers, congruences, primitive roots, quadratic residues, and continued fractions.

**5473. Geometry for Teachers** 3(3-0)  
 Prerequisites: 12 hours of mathematics or consent of instructor.  
 The course will include investigation and exploration of geometric relationships beyond those which make up a traditional high school geometry course, as well as proof of such geometric relationships within the axiomatic structure of Euclidean geometry. Topics may include, but are not limited to, congruence, similarity, symmetry, transformational geometry, concurrency of lines, collinearity of points, constructions, distance and measurement.

**5483. History of Mathematics** 3(3-0)  
 Prerequisites: 12 hours of undergraduate level mathematics or consent of the instructor.  
 A survey of the development of major mathematical topics, including geometry and algebra. Philosophical and cultural aspects will be integrated with the structure, theorems and applications of mathematics.

**5493. Probability and Statistics for Teachers** 3(3-0)

Prerequisites: 12 hours of mathematics or consent of instructor.

Topics from probability theory, simulation, descriptive and inferential statistics, and research methods.

**5573. Complex Analysis** 3(3-0)

Prerequisite: Consent of the instructor.

Analytic functions, conformal mappings, Maximum Modulus Theorem, Integration and Cauchy's Theorem, residues and poles.

